

Impact of Evaluation Apprehension on Knowledge Sharing Intention through Attitude and Perceived Behavioural Control

¹Abdul Qadir, ²Muhammad Farooq

¹Assistant Director Pakistan Housing Authority

²PhD Scholar, Limkokwing University of Creative Technology Cyberjaya, Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i6/4274>

DOI:10.6007/IJARBSS/v8-i6/4274

Published Date: 25 June 2018

Abstract

Knowledge sharing plays a pivotal role in the success of the organizations. Customer Service Representatives (CSRs) are the gateway for the key decision makers to understand the customers and improve process and policies accordingly. CSRs are constantly monitored and evaluated while sharing knowledge with the customers. This evaluation can impact intention of CSRs to share their knowledge.

The aim of the study was to investigate the impact of evaluation apprehension (EA) on knowledge sharing Intention (KSI). Based on responses of total 207 Customer Service Representatives (CSRs), working in the three mobile companies (Mobilink, Ufone, and ZONG) this study found that: evaluation apprehension is negatively linked with knowledge sharing intention i.e. higher the evaluation apprehension lowers the knowledge sharing intention; Attitude and Perceived behavioral Control plays a mediating role between evaluation apprehension and intention for sharing knowledge.

This study is extremely useful for the practitioners in the telecom sector, particularly call centre managers to understand the CSRs in a better way. A satisfied and knowledgeable CSRs with the intention to share his knowledge with the customers is beneficial for both customer and the company. Using findings of this study future researchers can further research about technical aspects of CSRs working environment and role of knowledge sharing

Keywords: Evaluation Apprehension, Knowledge Sharing Intention, Perceived behavioral Control, Customer Service Representatives, Attitude, and Theory of Planned behavior.

Introduction

Knowledge sharing is essential for the organizational success and critical in the implementation of practices and policies on a sound basis. Knowledge sharing is an activity that aims to share skills and expertise among the workers in the organization setting to endorse rational working practices and decisions making (Tsui, Chapman, Schnirer & Stewart,

2006). The aim of the research is to empirically construct the link between knowledge sharing and evaluation apprehension. As evaluation apprehension is a sort of anxiety or fear of being evaluated, hence people when asked to share their personal, professional knowledge they might become tentative in doing so. In today's economy, knowledge is perceived as a strategic asset, employees are expected to share their knowledge which can provide an important source of information leading to higher level of competitive edge (Ho & Chuang, 2006).

Knowledge can be categorized into tacit and explicit knowledge as, Cabrera and Cabrera (2003) believed that tacit knowledge is about practical work of the professional which is on the one hand very valuable but on the other difficult to communicate. While explicit knowledge is in the form of facts, concepts, process and principles that could be shared easily with others. It can also be classified into two parts; one at individual level knowledge that is defined as gathering of information after the appropriate understanding of his/her aptitude, experience and capabilities Darroch (as cited in Yang, 2009) and other at organizational level that is the collective knowledge of all the entity resources that enable employees to perform their job with efficiently and effectiveness, such resource include, policies, procedures, history, operating manuals, culture, norms and values (Yang, 2009). Sharing of Knowledge is commonly performed in two ways in the successful organizations': codification and personalization. Codification assumes knowledge separation from its source such as capture and storage of knowledge in the shape of databases while personalization presumes knowledge detachment from the source and it could be shared via face-to-face and facilitated via technology, like emails and text messaging, etc (Hansen, Nohria and Tierney, 2000; (Farooq *et al.*, 2018)).

There are many individuals, organizational and cultural factors that affect knowledge sharing; either by rewards, Individual attitude, perceived time availability, organization's sense of knowledge adoption, culture, willingness and capability to engross knowledge, self-efficacy and organizational commitment; trust and environment, etc. (Lavanya, 2012; Wu, Lin, Hsu, and Yeh, 2009; Bock and Kim, 2002). So far researchers have explored the different types of antecedents that either promote or hamper in knowledge sharing but evaluation apprehension is one of the least investigated factors (Aslani, Mousakhani, and Aslani, 2012; Wang and Noe, 2010).

Evaluation Apprehension

Evaluation apprehension is a sort of nervousness, Rosenberg (as cited in Yaakub, Shaari, Panatik, and Rahman, 2013) also suggested that evaluation apprehension is defined as a "*person's active anxiety-toned concern*" that he or she will receive positive evaluations from others or at the least not be evaluated negatively. So, when one is assessed or asked to share his/her knowledge, the individual feels that sharing with others will make it a public resource for scrutiny and this triggers apprehension to share.

Evaluation apprehension (E.A) has been studied in various ways/context to investigate its effects on individual behaviors such as class writing, audit environment, group brainstorming (Bagley, 2007; Diehl and Stroebe as cited in Sutton and Hargadon, 1996; Petroskey, 1976). In class, writer's academic success is negativity related with the high apprehension in the classroom environment, as well teacher's negative response has a prospective cause of their nervousness Daly and Wilson (as cited in Erkan and Saban, 2011). The anxiety of supervisor's presence cause to a low level of performance or leading to deteriorating work productivity of the employees; as Mullen, Johnson, and Salas (1991) has

found some evidence of productivity loss when evaluator or boss present during the activity performance. In brainstorming process E.A does exist as members feel anxiety while expressing their ideas in the presence of other members; as Gallupe, Bastianutti, and Cooper (1991) described in brainstorming group members face evaluation apprehension as they get conscious about other member's response on their ideas and develop fewer creative ideas. The students with a high level of anxiety for assessment find writing practice as exceptionally difficult; they feel nervous with the perceived results of their writing output, this anxiety caused by the fear of undesirable evaluation apprehension (Madigan, Linton, and Johnson, 1996). Eventually, this anxiety or fear negatively affects individual behavior.

Evaluation Apprehension Effect on Intentions

A small number of notable researchers such as Irmer, Bordia and Abusah (2002); Bordia, Irmer and, Abusah (2006) postulated and tested that Individual intention to share knowledge is negatively affected by evaluation apprehension. Yang (2009) study explored that the anxiety of being perceived as incompetent, lacking potential for promotions or new openings triggers the fear and lead to low level of willingness to share knowledge. This paucity of research in this area call for more testing of these postulations in different segments of the society.

Cognitive Level Variables Link with Intentions and Behavior

Ajzen (1991) proposed Theory of Planned behavior which states that individual behavior is the outcome of behavioral intentions and that behavioral intentions are a result of an individual's attitude toward the behavior and effects of subjective norms (SN) and perceived behavioral control. Bock, Mud, Kim, and Lee (2005) postulated and tested that individual intention is interconnected with his/her attitude, with the influence of immediate others and personal belief about ease or difficulty of performing the activity such as knowledge sharing. Other researchers Chatzoglou and Vraimaki (2009), found Knowledge sharing intention of an individual is affected positively by attitude, and it has a more significant role in knowledge sharing intention formation.

On the other hand, there are some empirical researches validating the influence of evaluation apprehension on thinking process of information Cassady, 2004; Downs and Calvo 2003; Russo *et al.*, 2001; Mueller, 1980 (as cited in Bagley, 2007). Which provides us with the basis that the Evaluation apprehension would influence the knowledge sharing behavior and its effect can be studied through some of the cognitive level variables such as attitude and perceived behavioral control.

Evaluation Apprehension effect on Intention via Attitude. In the specific case of knowledge sharing Bagley (2007) found that a multi-folded evaluation cause anxiety which negatively affects attitude and effort output of auditors. Therefore, evaluation apprehension negatively influences attitude and it ultimately on the intention and work output of an individual, as in our case sharing of individual skills, expertise, and tacit knowledge for collective performance. Other researchers like (Geen, 1983 and Ellis, 1985 cited in Bagley, 2007; Diehl and Stroebe, 1987 cited in Sutton and Hargadon, 1996) described evaluation apprehension does affect adversely on individual's cognitive process of information and consequently on the work attitude and its output. Thus, the anxiety of being evaluated affects individual thought

process, i.e. attitude, and it leads to lower sharing of knowledge and ultimately lesser performance.

Evaluation Apprehension effect on Intention via Perceived behavioral Control. Perceived behavioral Control based on individual's self-belief of accessibility to the means and opportunities required to perform or accomplish a behavior and it is positively linked with the intention (Ajzen, 1991) and this concept is identical with the self-efficacy concept of Bandura (Fishbein and Cappella, 2006). Whereas, evaluation anxiety negatively influences individual self-efficacy beliefs and lead to low level of accomplishment Bitner and Pujaris, 2001; Bandura, 1997 and 1986 (as cited in Mills, Pujaris, and Herron, 2006). Henceforth, evaluation apprehension negatively links with perceived behavioral control and subsequently reduce the efficacy beliefs of an individual for an activity; in our case self-efficacy towards intention of sharing knowledge is diminished by reason adverse relationship of evaluation apprehension and self-efficacy belief for sharing it. Therefore, evaluation apprehension or evaluation anxiety relationship with knowledge sharing intention needed further probing and verification in different work environment and industry, as suggested by Aslani, Mousakhani and Aslani, (2012); Wang and Noe (2010) and this lead to the following research questions.

Problem Statement: Apprehension or anxiety of being evaluated at work adversely affects intention of employees to share knowledge with their peers. Similarly, anxiety or apprehension of evaluation arises during the evaluative process may also affect CSRs communication with customers, colleagues and their input for other departments and higher management.

Research Gap

In knowledge-based economy, knowledge is a strategic asset of the organization and source to the competitive edge (Aslani, Mousakhani, and Aslani, 2012; Ho and Chuang, 2006). Irrespective of the technological development and enhanced communication; individual willingness to participate in knowledge sharing is important (McDermott, 1999). Many factors influence KS intention, including individual psychological factor apprehension or anxiety. Individual apprehension rises with the presence of others or evaluation of knowledge shared that lead to low level of knowledge sharing (Bagley, 2007; Diehl and Stroebe, 1987 cited in Sutton and Hargadon, 1996). Call centres employees are evaluated during their communication with customers; as they are the primary source to the building knowledge database of organizations and work as a bridge among the customers and management. Individual is the key element into organizational knowledge management source (Rasool and ALADI, 2007) and individual intention to share knowledge is negatively affected by evaluation apprehension (Bordia, Irmer and Abusah, 2006; Diehl and Stroebe, 1987 cited in Sutton and Hargadon, 1996; Ellis, 1985 cited in Bagley, 2007; Geen, 1983, cited in Bagley, 2007). As suggested by (Aslani, Mousakhani and Aslani, 2012; Wang and Noe, 2010) evaluation apprehension or fear of negative emotions relationship with knowledge sharing needed further investigation and verification. Though further probing via individual cognitive process (Attitude and Perceived behavioural control) needed to illuminate the evaluation apprehension's impact on knowledge sharing intention.

Research Questions

Following are the research questions of the study: -

- 1-Does evaluation apprehension negatively affects Knowledge sharing intention?
- 2-What is the role of attitude between evaluation apprehension and knowledge sharing intention?
- 3-What is the role of perceived behavioral control between evaluation apprehension and knowledge sharing intention?

Theory and Hypothesis

The numbers and characteristics of the recipients with whom knowledge is shared in group context evoke apprehension Seta and Seta (as cited in Bordia, Irmer, and Abusah, 2006). Individual intention to share it is negatively affected by evaluation apprehension (Irmer, Bordia, and Abusah, 2006; Bordia, Irmer, and Abusah, 2006). The anxiety of being perceived as incompetent, lacking potential for promotions or new openings triggers the fear and lead to low level of willingness to share knowledge (Yang, 2009). Subordinate reduce their intention to share it in future, if they failed to get positive image/evaluation from their expression of activeness, collaboration, and helpfulness through knowledge sharing behavior (Wu *et al.*, 2009). This hypothesis basis that CSRs lower level of evaluative apprehension would lead to higher level of knowledge sharing. Here it is stated as:

H1: The lower the evaluation apprehension higher the knowledge sharing intention.

It's believed that individual behaviors are much affected by their self-confidence on their capabilities to execute them. In the attitude and behavior relationship aspect stronger the attitude of individual towards an act will be the good predictor of that behavior than the weak attitudes (Armitage and Christian, 2003). Apprehension has a negative correlation with attitude. As Thereon *et al.*, 2003; Diehl and Stroebe, 1987; Geen, 1983 (as cited in Bagley, 2007) believed that it is negatively influenced by evaluation. Bagley (2007) found that multi-role evaluation affects the attitude of the auditors. The evaluation carried out during the supervisory process may trigger anxiety that could negatively influence CSRs attitude towards sharing knowledge. Our second hypothesis is based on the mediating role of attitude between EA and KSI.

H2: attitude mediates the relationship between evaluation apprehension and knowledge sharing intention.

PBC based on individual's self-belief of accessibility to the means and opportunities required to perform or accomplish a behavior Ajzen (1991) and this concept is identical with the self-efficacy concept of Bandura 1977 (Fishbein and Cappella, 2006). The psychological factors that affect individual knowledge sharing are perceived self-efficacy (Bock and Kim 2002; Cabrera and Cabrera 2002). Evaluation anxiety negatively influences self-efficacy beliefs and lead to low level of accomplishment Britner and Pajares, 2001; Bandura, 1997 and 1986 (as cited in Mills, Pajares, and Herron, 2006). Others believed that writing apprehension has a negative relationship with self-efficacy beliefs (perceived behavioral control) (Ranjit and Rajalingam, 2012; Pajares and Valiante, 2012). Writing apprehension has an inverse relationship with writers' self-efficacy beliefs, and individuals with high writing anxiety will have lower self-efficacy beliefs that impair the performance (Erkan and Saban, 2011). Therefore, we lay down the third hypothesis of the study.

H3: Perceived behavioral control mediates the relationship between evaluation apprehension and knowledge sharing intention.

After formulating hypotheses of the study, our study research model is drawn as (Appendix:

Research Design

A survey design was chosen to measure the variables of our interest in the current study; which is a quantitative in nature. Our survey method borrowed a number of instruments from the empirical studies in the comparable nature and context to collect data on all the variables of the study. The survey instruments developed for data collection purpose, were adopted from the earlier authenticated instruments and measures which have been used by the famous researchers of the knowledge sharing intention, Theory of Planned Behavior and social anxiety fields. Since, the purpose of the study is to examine the influence of evaluation apprehension on knowledge sharing intention and as well as to test the Theory of Planned Behaviour model, items i.e. attitude, Subjective Norm and perceived behavioural control.

The organizations in this study were selected based on their nature of extensive information inflow, feedback from customers and processing this information for onward managerial decisions making. These organizations worked in a knowledge-intensive work environment. The survey questionnaire was used to collect primary data from 207 Customer Service Representatives from telecom companies.

Population and Sample Selection

Pakistan has five telecom companies and all these having call centres to address the queries of customers and CSRs has vital importance in the telecom sector (Farooq and Jabbar, 2014; Buzdar, Janjua and Khurshid, 2016). In the telecommunications industry, call centre agents contribute up to 60 percent of the organizational revenue (Vidal and McConnell 2007). Call centres communication bridges the gap between management and customers, as Gans, Koole and Mandelbaum (2003) described communication with customers through call centers main objective is to bridge the gap of communication between management and customers. Call centers agent encode their input for the knowledge management system through their personal insight and this content addition are synchronized with R&D, quality assurance or documentation department for future actions (Cotter, 2003). Customer Service Representatives develop and refine diagnostic, perceptive and distinctive skills over time and ultimately become tacit knowledge over the period that helps in quick problem solving (Tsoukas and Vladimirou, 2001). Therefore, the target population and unit of analysis of this study is individual, i.e. Customer Service Representatives' (CSRs) from randomly selected three GSM cellular companies, i.e. Mobilink, Ufone and Zong call centers in Islamabad region.

In call centers electronic observation is a continued process of quantitative and qualitative performance of employees and it is the main feature of CSR's job life (Holman, Chiswick and Totterdell, 2002). Call centres agent's quantitative performance is controlled through technological tools and service quality is monitored by the team lead or supervisors and customers (Wallace, Eagleson, and Waldersee, 2000). Performance monitoring of employees at call centers may negatively influence the employees' wellbeing whereas a transparent system of evaluation and constructive feedback has a positive effect on employees (Holman, Chiswick and Totterdell, 2002). Whereas (Vidal and McConnell, 2007) believed that alongwith higher return of call centers industry, attrition of the agents remains at peak around 30 percent of all time.

Data Collection

From three randomly selected GSM cellular companies, a survey questionnaire was used to collect data from CSRs. Next convenient sampling approach is used due to the absence of

direct access of researchers to the respondents or CSRs. In this scenario, team leaders and floor supervisors at the Call Centers were approached for distribution of the questionnaires among the CSRs. To define adequate sample size for the study RAO calculator with 95% confidence level, and 5% confidence interval is used. From the approximate 7500 (Mobilink 2800, Zong 2200 and Ufone 2500) CSRs population in the call centers of the three Mobile Telecom Companies based in Islamabad region. RAO calculator estimated 366 suitable samples size for the study. A total of 370 plus questionnaires were distributed among the CSRs in targeted companies A total of 222 completed questionnaires were collected, 15 of them were incomplete and 207 were subjected to further analysis. The response rate was $(207/371*100)$ 55.80%.

Variables and Measuring Instruments

The variable Intention to Share Knowledge (ISK) and Attitude towards Sharing Knowledge (ATKS) are adapted from the study of Bock *et al.* (2005) and Perceived behavioral Control (PBC) to sharing knowledge measure is adapted from the study of Ryu, Ho and Han (2003). The measure of the variable Evaluation Apprehension (EA) is adapted from Bagley, 2007; Leary *et al.*, 1987 and Dollinger *et al.*, 1987 (as cited in Bagley, 2007). All the items have been assessed on a 5-point interval scale indicating One as Strongly Disagree, 2 Disagree, 3 Neither Disagree nor Agree, 4 Agree and 5 Strongly Agree.

Data Treatment

In the data treatment process, first the missing data of different items are identified and replaced by using the series mean method, and then normality of the data was checked on the variables using AMOS, the variables with higher skews and composite reliability were analysed and the outliers for those variables were adjusted by replacing them with the mean values of the variable. For descriptive analyses, reliability, and validity of the SPSS version 21 was used. AMOS version 21 was used to perform structured equation modelling (SEM) in which fitness of data to the model, calculation of estimates and significance test of path coefficients were obtained for analysis of the study. Assessment of normality of the data was confirmed and values of the skew and kurtosis were matched with the standardized, accepted level. All variables skew values are below 2 which are in the acceptable range. Kurtosis values of all the constructs are lesser than the margin value of 5 and hence, it verifies the normality of the data.

Results

Demographics of the respondents are gender, the job nature and years of experiences at job. Two hundred and seven respondents from three mobile telecom companies took part in this study. Among the respondents, there are 63 females, accounting for 30.4% and males are 144 which is about 69.6% of the study. According to the designation, 174 respondents are Customer Service representatives or 84.1%, and team leader/Assistant Managers are 33, which are 15.9% of total respondents. Regarding experience, 34.8% was having one-year experience, 27.1% was having more than one or two years' experience, 13% was having three years' experience, 11% was having four years and 7.7% was having five years of experience; rest of the 8% was having experience of more than five years. Whereas, mean, median and standard deviations of the variables are as follows. KSI is having mean 3.66, median 3.8 and standard deviation 0.596; evaluation apprehension mean was 2.32, median 2.20 and standard

deviation 0.75; attitude mean is 3.79, median 3.75 and standard deviation 0.718; PBC mean is 3.86, median 4.0 and standard deviation 0.571.

Internal Consistency Reliability and Construct Validity

For internal consistency reliability measures, Cronbach alpha coefficients are obtained. Nunnally and Bernstein (as cited in Ryu, Ho, and Han, 2003) believed that reliability measure is adequate if the Cronbach alpha coefficient value is greater than 0.70. While other researchers benchmark, the alpha value of should be beyond than 0.60 to measure reliability of the construct Hair et al., (as cited in Farrell and Rudd, 2009). All the alpha values are higher than the threshold, and the perceived behavioral control having a lower value of alpha, too falls within the accepted range.

For construct validity analysis, convergent and discriminant validity measures are obtained (Ryu, HO and Han, 2003). To confirm convergent validity standardized regression weights are obtained from Amos CFA model and then Composite Reliability and Average Variance Extracted are obtained as Hair *et al.*, (as cited in Walsh, Beatty and Shui, 2009). It is suggested that items below 0.5 loading coefficient can be dropped to represent better factors loading for further analysis(Harrington, 2009). For our study, only item number 3 was deleted from PBC items list by lower loadings. Further, for convergent validity assessment CR and AVE are calculated through using MS-Excel formula sheet. AVE, is the degree of variation that is examined between the latent construct and observed variables relationship that is designed in the theoretical pattern (Farrell and Rudd, 2009). Loadings, CR and AVE represent the convergent validity of the constructs. Discriminant validity is verified by taking the square root of AVE as suggested by Fornell and Larcker, (as cited in Farrell and Rudd, 2009). It should be greater than 0.70 to confirm the discriminant validity among the variables (Bock *et al.*, 2005). Following table indicates convergent validity and discriminant validity of our study model (Table. 1, Appendix: B).

To verify the variation in the construct, AVE must be greater than 0.5 Fornell and Larcker (as cited in Farrell and Rudd, 2009). If the AVE is smaller than the standardized value then SQRT (AVE) must be compared with the constructs correlations values which must be greater than values to confirm discriminant validity. In the above table AVE of Attitude towards sharing Knowledge and EA is smaller than the standardized value 0.50, after that , a comparative table between squared AVE and correlations among the constructs is drawn that confirms the convergent validity (Table 2. Appendix: C).

The bold numbers in the diagonal row are square roots of the average variance extracted. From the above comparison and analysis between the correlation values and SQRT (AVE), it can be inferred that all values of SQRT (AVE) are higher than the correlations values across the table horizontally and vertically except attitude having AVE (SQRT) 0.67, which is lower than then KSI correlational value of 0.691 and however, KSI having AVE (SQRT) 0.71 which is eventually greater than the KSI correlation value 0.69, and hence all the values in of squared AVE are higher than the correlation values of the constructs which indicates the good discriminant validity of the constructs under study.

Structured Equation Modeling

The Structural equation models (SEMs) has two modules, one is called measurement model and the other one is structured model. The first one conjoins observed variables with the latent variables while the structured model postulate relationship among latent variables and perform regressions on these variables (Skrondal and Hesketh, 2005). SEM model's

assessment takes place with the application of factor analysis called confirmatory factor analysis (CFA) and exploratory factor analysis (EFA). CFA helps in measuring the convergent and discriminant validity of the study (Farrell and Rudd, 2009).

Confirmatory Factor Analysis. Confirmatory Factor Analysis is needed to measure the fitness of measurement model and it does assist researchers in understating the nature and consistency of the construct or factors under observation. The measures indices scores of our study model are as $\chi^2(194.440)$, degrees of freedom (129), χ^2/df (1.507), Goodness of Fit Index (0.908), Adjusted GFI (0.878), Root-mean-square residual (0.052), Root-mean-square error of approximation, (0.050) and it indicates the residual in the current model, lower the RMSEA, better the model fitness. Normed Fit Index (0.862), Comparative fitness index (CFI) is (0.948), it is equivalent to the divergence in the sample size, higher the value, better the model fit. All the indices of model fitness indicate a good fit of our study model with the data. Two indices, i.e. χ^2 and RMSEA lower values from the standardized range support the good fit of model with data.

Comparative Structured Model Fitness Indices. The observed values of this study i.e. absolute fit measures and incremental fit measures fall in the standardized range except for the normed fixed index, which is slightly behind the range. Two indices, i.e. χ^2 and RMSEA are the core values that indicate the good or bad fit of the structured and measurement model, whereas χ^2 is affected by the size of a study sample (Lei and Wu, 2007). χ^2 of the the study is 206.919, degree of freedom 130, χ^2/df 1.592, root-mean-square error of approximation is 0.054, the normed fixed index is 0.853 and comparative fitness index is 0.939. Hence, all the indices portrays the fitness of structured model of our study.

Paths Regression Weights and Significance Level

The correlation of construct with other construct and level of significance of each path is significant at 0.050. Correlation between attitude and KSI is positively related to the significance level of 0.050 which is considered significant. EA is negatively related with attitude and PBC with a significant level. Attitude and PBC are positively related with knowledge sharing intention. The study research model below with the standardized regression weights and multiple square correlations(R-Square) among the hypothesized paths of our study (Appendix: D).

It exhibits from the path model that EA is negatively related with attitude and PBC having coefficient -0.61 and -0.46 respectively. Attitude and PBC are positively linked with knowledge sharing intention. The R^2 values is 0.75, which exhibits the total contribution of independent variables into knowledge sharing intention formation.

Study Hypotheses

Our first hypothesis of the study is accepted which states that evaluation apprehension negatively influences knowledge sharing intention of Customer Service Representatives. Evaluation Apprehension negative influences Knowledge Sharing Intention, as having coefficient -0.56. These findings are similar to Bordia, Irmer, and Abusah (2006) in which individual intention for sharing knowledge is negatively correlates with evaluation apprehension in both the interpersonal and database context, where have coefficient -0.37,-0.23 respectively. In another study, conducted by Schauer, Seymour, and Geen (1985) suggest that evaluation apprehension adversely affects the intention of beginner counselors to share their working knowledge and experiences with others. In another study it is tested to investigate the students' anxiety and its effects on their academic output. Student with the

high level of anxiety, feel nervous with the perceived results of their writing output and this anxiety is caused by the fear of undesirable evaluation apprehension (Madigan, Linton, and Johnson, 1996). Furthermore, a study also checked relationships between sharing of knowledge and evaluation apprehension in a community of practices (CoPs) or in virtual knowledge sharing context. The employees hesitated to share their knowledge due to the perceived evaluation carried out by others towards irrelevance and uselessness of material being shared (Ardichvili, Page and Wentling, 2003).

Our second hypothesis of the study is also accepted, it states that Attitude mediates the relationship between Evaluation apprehension and Knowledge Sharing Intention of Customer Service Representative. For mediation analysis, we used Preacher and Hayes (2008) method, because of its authenticity, by using this method the lower limit at 95% confidence level is extracted as -0.1963 and an upper limit as -0.0570 at the significance level of 0.000, which confirms that both upper and lower limits values are negative and no zero exists between these values and confirms the mediation of attitude between Knowledge Sharing Intention and Evaluation Apprehension. As Attitude is positively linked with KSI and having 0.409 path coefficient at $p < 0.001$ (Ryu, HO and Han, 2003); Attitude is positively linked with KSI as having coefficient 0.323 at $p < 0.001$ (Bock and Kim 2003) and Theory of Planned Behavior suggests that Attitude is one of the core predecessor in behavioral intention formation (Ajzen, 1991). Whereas, Attitude is negatively linked with Evaluation apprehension; as Bagley (2007) found that multi-fold evaluation increase the apprehension of auditors ($F = 5.85$, one-tailed $p < 0.01$) and effects their attitude and work output. Henceforth, an attitude has a negative correlation with evaluation apprehension and it is positively related with knowledge sharing intention. Therefore, our study findings conclude that attitude mediates the relationship between knowledge sharing intention and evaluation apprehension.

The third hypothesis of the study is CSRs perceived behavioral control (perception about ease or difficulty of sharing knowledge) mediates the relationship between Evaluation apprehension and knowledge sharing intention. Analysis with Preacher and Hayes method indicates that PBC does mediate the relationship between evaluation apprehension and knowledge sharing intention. The upper and lower bounds at confidence level 0.95% with significance level 0.000; are -0.1576 and -0.0447 respectively, where zero doesn't exist and it confirms the acceptance of the third hypothesis of our study. Ryu, Ho and Han (2003) also support that Attitude correlation with path coefficient 0.406 and PBC correlations with path 0.143 at $p < 0.001$, are the major factors to contribute into the physician's positive behavioral intention for sharing knowledge. On the other hand, Mills, Pajares, and Herron (2006) state that Perceived behavioral Control is the essential element in the regulation of evaluation apprehension and evaluation apprehension a key base for Perceived behavioral Control. Thus our study findings support the empirical research, where, PBC is negatively and positively associated with evaluation apprehension and knowledge sharing intention, respectively.

Research Contributions and Implications

There are three perspective contributions of the study. Firstly from a practitioner point of view, we were aware that CSRs apprehension towards evaluation could hamper their sharing of knowledge and this study provides us with the insight into the mindset of these individuals. Secondly, our findings supplement the field of evaluation apprehension at work and its impact on CSRs intention for sharing knowledge verifies the role of an evaluation

apprehension is telecom CSR context. Thirdly, this study also has re-established the role of Attitude and PBC in forming intentions and acting as a mediator between EA and KSI.

This study has duly augmented in the practical implications aspects of knowledge sharing. In the operational implications of the study, its findings are more beneficial to the organizations, where knowledge is considered a prime asset and a source of competitive advantage. Firstly, to increase knowledge sharing among employees management need to devise an effective evaluation process to lessen its negative aspects on CSRs. Secondly, evaluation carried out by the team leader and supervisors must be implemented in a systematic way to avoid nervousness of CSRs and to encourage informal storytelling and sharing skills and experiences. Thirdly, to encourage employees' positive attitude towards knowledge sharing, management needed to moderate the negative aspect of an evaluative process through mutual trust and open communication. Finally, to enhance knowledge sharing during work environment among workers; confidence building measures via learning and sharing must be introduced to shape their self-efficacy level to tailor anxiety triggered by an evaluation mechanism.

Limitations

As every research undertaking along with the findings does have few limitations. This research has following limitations:

- The first limitation of this research is that data collected from one region and only from three mobile telecom companies has reduces its generalization to the telecom industry. If data have been collected from other regions and from all the operators it may have added more value and enrichment of the study findings.
- Secondly, this research is cross-sectional; as has been done once due to time constraints and limited resources; a longitudinal study findings may vary or fulfill the purpose of generalizability of the study.

Conclusion

Main findings of our study support the empirical research findings that evaluation apprehension negatively influence knowledge sharing intention and cognitive process i.e. Attitude and PBC. Evaluation anxiety negatively influences knowledge sharing Boride, Irmer, and Abusah (2006); Irmer, Bordia and Abusah (2002); Diehl and Stroebe (1987, as cited in Sutton and Hargadon, 1996). Another major findings of this research proejct were that that attitude and Perceived Behavioral Control mediate the relationship between Evaluation Apprehension and Knowledge Sharing Intention. It has been empirically investigated and supported in our research findings that fear of evaluation, anxiety or social evaluation or evaluation apprehension hampers individual cognitive process negatively as well as adversely affects individual intention for sharing knowledge with others. Evaluation apprehension affecteds individual intention directly and indirectly via attitude and perceived behavioral control that eventually leads to low level of knowledge sharing.

knowledge is a vital source for the organizations, effective utilization of this source solely based on sharing and transferring to other members, peers, supervisors, management of the organizations. It is considered as a strategic asset, vital for organizational accomplishments and competitve edge. Its dissemination from the right person, at the right time is a big challenge in a working environment, where individual behavior or perception hampers its sharing. Evaluation anxiety does influence individual cognitive process, i.e.

Attitude and PBC as well influences on one's intention for sharing knowledge. To comprehensively understand the complex knowledge sharing intentions formation process, the Theory of Planned behavior (1991) was applied, which describes attitude and Perceived behavioral control, as the core factor of predicting individual intention and then actual behavior.

As our research model studied only two elements of Theory of Planned behavior, Attitude and PBC. Third, component SNs may be studied for any mediation existence among EA, SN and Knowledge sharing intention. As individual intention for specific behavior is a function of one's attitudes, subjective norms and Perceived behavioral control. Ryu, Ho, and Han (2003) believed that Subjective Norm has a much strong impact on KS intention among other variables, therefore, an investigation into Subjective Norms will further expand the cognitive and anxiety relationship with knowledge sharing intention. Last but not the least, other factors, i.e. job stress, work environment, workload and impact of obnoxious communication with customers' could be investigated that may trigger anxiety and lessen knowledge sharing intention.

References

- Ajzen, I. (1991) 'The Theory of Planned behavior', *Organizational behavior and human decision processes*, 50, pp. 179-211.
- Ardichvili, A., Page, V., and Wentling, T. (2003) 'Motivation and barriers to participation in virtual knowledge-sharing communities of practice', *Journal of knowledge management*, 7(1), pp. 64-77.
- Armitage, C.J. and Christian, J. (2003) 'From Attitudes to behavior: Basic and Applied Research on the Theory of Planned behavior', *Current Psychology: Developmental, Learning, Personality, Social*, 22(3), pp. 187-195.
- Aslani, F., Mousakhani and Aslani, A. (2012) 'Knowledge Sharing: A Survey, Assessment and Directions for Future Research: Individual behavior Perspective', *World Academy of Science, Engineering and Technology*, 68, pp. 310-314.
- Buzdar, M. F., Janjua, S. Y. and Khurshid, M. A. (2016) 'Customer-based brand equity and firms' performance in the telecom industry', *International Journal of Services and Operations Management*, 25(3). doi: 10.1504/IJSOM.2016.079516.
- Bagley, P.L. (2007) *Evaluation apprehension: an examination of affect in the audit environment*, Athens, Georgia: The University of Georgia.
- Bock, G. W., and Kim, Y. G. (2002) 'Breaking the myths of rewards: an exploratory study of attitudes about knowledge sharing', *Information Resources Management Journal*, 15(2), pp. 14-21.
- Bock, G.W, Zmud, R.W, Kim, Y.G. and Lee, J.N. (March 2005) 'Behavioral Intention Formation in Knowledge Sharing: Examining the Roles of Extrinsic Motivators, Social-Psychological Forces, and Organizational Climate', *Management Information Systems Research Center*, 29(1), pp. 87-111.
- Bordia, P., Irmer B.E., and Abusah, D. (2006) 'Differences in sharing knowledge interpersonally and via databases: The role of evaluation apprehension and perceived benefits', *European Journal of Work and Organizational Psychology*, 15(3), pp. 262-280.
- Cabrera, A. and Cabrera, E.F. (2002) 'Knowledge-sharing Dilemmas', *Organization Studies*, 23(5), pp. 687-710.

- Cabrera, E.F. and Cabrera, A. (2003) 'Fostering knowledge sharing through people management practices', *The International Journal of Human Resource Management*, 16(5), pp. 720-735.
- Chatzoglou, P. D., & Vraimaki, E. (2009). Knowledge-sharing behavior of bank employees in Greece. *Business Process Management Journal*, 15(2), 245-266.
- Cotter, M. (2003) 'who is Mining the Contact Center?' *Customer Interface*, March/April 2003, pp. 26-28 [Online]. Available at: www.c-interface.com (Accessed: October 2013).
- Erkan, D.Y. and Saban, A.I. (2011) 'Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing: A Correlational Study in Turkish Tertiary-Level EFL', *Asian EFL Journal*, 13(1), pp. 164-192.
- Farrell, A.M and Rudd, J.M. (2009) 'Factor Analysis and Discriminant Validity: A Brief Review of Some Practical Issues', *ANZMAC*, pp. 1-9.
- Farooq, M. et al. (2018) 'Impact of Digitalization on Holy Quran Readers; Experience and Expectations', 23(7), pp. 59–67. doi: 10.9790/0837-2307035967.
- Farooq, M. and Jabbar, Z. (2014) 'Role of Word of Mouth in building CBBE', *Elixir Marketing Mgmt.* 73 (2014) 26443-26447, 73, pp. 26443–26447. Available at: http://www.elixirpublishers.com/articles/1408768877_73 (2014) 26443-26447.pdf.
- Fishbein, M., and Cappella, J. N. (2006). The role of theory in developing effective health communications. *Journal of Communication*, 56(s1), S1-S17.
- Gallupe, R.B., Bastianutti, L.M. and Cooper, W.H. (1991) 'Unblocking Brainstorms', *Journal of Applied Psychology*, 76(1), pp. 137-142.
- Gans, N., Koole, G., Mandelbaum, A. (2003) 'Telephone Call Centers: Tutorial, Review, and Research Prospects', *Manufacturing and Service Operations Management*, 5(2), pp. 79-141.
- Hansen, M., Nohria, N., and Tierney, T. (2000) 'what is your strategy for managing knowledge?' *The knowledge management yearbook*, pp. 55-69 [Online]. Available at: www.hbr.org (Accessed: 5th February 2014).
- Ho, L. and Chuang, C. (2006). "The application of knowledge management and customer relationship management of ROC government." *The Journal of American Academy of Business*, Cambridge Vol. 9, No. 2
- Holman, D. , Chissick, C., and Totterdell, P. (2002) 'The Effects of Performance Monitoring on Emotional Labor and Well-Being in Call Centers', *Motivation and Emotion*, 26(1), pp. 57-81.
- Irmer, B.E., Bordia, P. and Abusah, D. (2002) 'Evaluation apprehension and perceived benefits in interpersonal and database knowledge sharing', *Academy of Management Proceedings*, B (2), pp. 1-8.
- Lavanya, B.L. (2012) 'Antecedents of Knowledge Sharing', *International Journal of Business Insights and Transformation*, 5(2), pp. 30-35.
- Leary, M.R, Barnes, B.D., Griebel, C., Mason, E., and McCormack, D. Jr. (1987) 'The Impact of Conjoint Threats to Social- and Self-Esteem on Evaluation Apprehension', *American Sociological Association*, 50(4), pp. 304-311.
- Lei, P.W. and Wu, Q. (2007) 'Introduction to Structural Equation Modeling: Issues and Practical Considerations', *Educational Measurement: Issues and Practice*, 26(3), pp. 33-43.
- Madigan, R., Linton, P., & Johnson, S. (1996). The paradox of writing apprehension. *The science of writing: Theories, methods, individual differences and applications*, 295-307.

- McDermott, R. (1999) 'Why Information Technology Inspired But Cannot Deliver Knowledge Management', *California Management Review*, 41(4), pp. 103-117.
- Mills, N., Pajares, F. and Herron, C. (2006) 'A Reevaluation of the Role of Anxiety: Self-Efficacy, Anxiety, and Their Relation to Reading and Listening Proficiency', *Foreign Language Annals*, 39(2), pp. 276-295.
- Mullen, B., Johnson, C., and Salas, E. (1991) 'Productivity Loss in Brainstorming Groups: A Meta-Analytic Integration', *Basic and applied social psychology*, 12(1), pp. 3-23.
- Pajares F. and Valiante, G. (2012) 'Influence of Self-Efficacy on Elementary Students' Writing', *the Journal of Educational Research*, 90(6), pp. 353-360.
- Petroskey, A. (December, 1976) 'Research Roundup: Apprehension, Attitudes, and Writing', *National Council of Teachers of English*, 65(9), pp. 74-77.
- Preacher, K. J., and Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *behavior Research Methods*, 40, pp. 879-891.
- Rasooli, P., Albadvi A. (2007) 'Knowledge Management in Call Centers', *The Electronic Journal of Knowledge Management Volume*, 5(3), pp. 323-332.
- Ryu, S., HO, S.H. and Han, I. (2003) 'Knowledge sharing behavior of physicians in hospitals', *Expert Systems with Applications*, 25(2003), pp. 113-122.
- Schauer, A. H., Seymour, W. R., and Geen, R. G. (1985) 'A social facilitation analysis. Journal of Counseling and Development', *Effects of observation and evaluation on anxiety in beginning counselors*, 63(5), pp. 279-285.
- Skrondal, A. and Hesketh, S.R. (2005) 'Structural Equation Modeling: Categorical Variables', *Entry for the Encyclopedia of Statistics in Behavioral Science*, Wiley (2005), pp. 1-8.
- Sutton, R.I. and Hargadon, A. (1996) 'Brainstorming Groups in Context: Effectiveness in a Product Design Firm', *Sage Publications, Inc. on behalf of the Johnson Graduate School of Management, Cornell University*, 41(4), pp. 685-718.
- Tsoukas, H. and Vladimirov, E. (2001) 'What is organizational knowledge?', *Journal of Management Studies*, 38(7), pp. 0022-2380.
- Tsui, L., Chapman, S.A., Schnirer, L., Stewart, S. (2006) *A Handbook on Knowledge Sharing: Strategies and Recommendations for Researchers, Policymakers, and Service Providers*, Community-University Partnership for the Study of Children, Youth, and Families 306 Campus Tower University of Alberta 8625 - 112 Street Edmonton, Alberta T6G 1K8.
- Vidal, V. and McConnell, M. (2007) 'The True Cost of Attrition', *inContact*, August, pp. 2-8.
- Wallace, C.M., Eagleson, G. and Waldersee, R. (2000) 'The sacrificial HR strategy in call centers', *International Journal of Service Industry Management*, 11(2), pp. 74-184.
- Walsh, G., Beatty, S. E. and Shiu, E. M. (2009). 'The customer-based corporate reputation scale: Replication and short form. *Journal of Business Research*, 62 (10), pp. 924-930.
- Wang, S. and Noe, R.A. (2010) 'Knowledge sharing: A review and directions for future research', *Human Resource Management Review*, 20, pp. 115-131.
- Wu, W.L., Lin, C.S., Hsu, B.F., and Yeh, R.S. (2009) 'interpersonal trust and knowledge sharing: moderating effects of individual altruism and a social interaction environment', *social behavior and personality*, 37(1), pp. 83-94.
- Yaakub, K., Shaari, R., Panatik, S.A. and Rahman A. (2013) 'Towards an Understanding of the Effect of Core Self-Evaluations and Knowledge Sharing behavior', *International Journal of Applied Psychology*, 3(1), pp. 13-18.

Yang, J.T. (2009) 'Individual attitudes to learning and sharing individual and organizational knowledge in the hospitality industry', *The Service Industries Journal*, 29(12), pp. 1723-1743.