RESEARCH ON THE INFLUENCE OF SELF-EFFICIENCY OF EMPLOYEES AND WORK INFLUENCE ON INDIVIDUAL WORK CREATIVITY IN HIGH-TECH ENTERPRISES MEDIATING EFFECT BASED ON KNOWLEDGE-SHARING BEHAVIOR

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As a bridge of communication between people and a ladder of progress, knowledge-sharing behavior has become a key factor influencing the development of high-tech enterprises. It is found in the research that knowledge-sharing behavior would not only affect the overall level of innovation in the organization but would also affect the increase in the level of creativity of people participating in knowledge-sharing behavior. Relevant studies also show that there are two important dimensions that can effectively reflect the degree of change in employees' work creativity at work: one is self-efficiency and the other is work impact. Meanwhile, this article introduces knowledge-sharing behavior as a mediating variable to study the mediating effect of knowledge-sharing behavior on employees' work creativity. In this study, linear regression was used to analyze the data, and the test results show that: self-efficacy and impact on work are significantly positively correlated with creativity. Knowledge-sharing behavior has a significant mediating effect.

Keywords: self-efficiency, work influence, knowledge-sharing behavior, work creativity

Introduction

With the continuous development of market economy, enterprise creativity, as the core competitive index, is the source of enterprise development power, and the internal staff's work creativity, as the basis of enterprise creativity, has become the main topic of enterprise managers to discuss and study. During the work creativity of employees, the cognitive motivation of employees determines the behavior trend of employees, which helps employees to conduct comprehensive and systematic evaluation, so as to make reasonable decisions on whether they need to make knowledge-sharing behavior.

Based on this, this paper will not only study the influence mechanism of employee self-efficiency and work influence on work creativity, but also further verify the mediating effect of knowledge-sharing behavior.
The theoretical significance of these questions is to sort out self-efficiency, work influence, the knowledge-sharing behavior, working relationship among the variables such as creativity, practical significance lies in better gives managers how to build enterprise culture atmosphere, set up the knowledge-sharing platform, work for employee creativity internal influence mechanism to provide some advice.

**Theoretical basis of the study and research hypothesis**

*Relationship between self-efficiency, work influence and work creativity*

Conger & Kanungo (1988) believes that self-efficiency can be influenced by empowering behavior. He believes that empowerment can not only improve self-efficiency, but also weaken it. Self-efficiency only really comes into play when employees experience or feel empowered. Job impact refers to knowing the degree of influence between an individual's work and the organization's performance.

Thomas & Velthous (1990) believe that self-efficiency refers to the confidence and cognition of employees to complete their own work tasks after the leader's empowering behavior, that is to say, the ability of employees' internal cognition to perform work tasks after authorization. Meanwhile, they also believe that work influence means that after the leader's empowering behavior, to what extent the work performed by employees affects the strategic development, management and operation of the organization, that is, the extent to which employees perceive the impact of granting autonomy.

Spreitzer (1995) believes that employees think they are capable of completing meaningful work assigned by the organization after they feel empowered, and can therefore have certain work influence.

*Research Hypothesis 1*

High self-efficiency employees tend to be empowered with a certain authority. They can decide the course of work and work methods, at the same time meet challenges or difficulties in work. This kind of employees can also receive the support of the organization. They can be more focused, more efficient searching for new ways to achieve work target, thereby enhancing the innovation of the personal creativity.

The work autonomy caused by self-efficacy enables employees to take the initiative to improve their working methods in the face of different work tasks to make beneficial contributions to the construction of the organization.

At the same time, the influence of the work is intensified. The self-confidence of employees can make them not worry about all sorts of difficulties that will arise in the future workflow, so they can boldly use new working methods to complete their work tasks.

To sum it up, when employees are aware of empowerment, their self-efficacy will increase, their impact on the job will also increase, and their creativity in the workflow will manifest itself.

Based on the above analysis, this study puts forward the following hypotheses:

H1a: Self-efficacy has a significant positive correlation with work creativity.

H1b: Self-work influence has a significant positive correlation with work creativity.
**Mediating effect of knowledge-sharing behavior**

Amabile (1988) pointed out that the knowledge possessed by employees is the source of their creativity, and their working knowledge and skills play an important role in the process of creativity.

Woodman et al. (1993) proposed the interaction theory of creativity in his research, which explained that knowledge is the basis and source of creativity, and the level of knowledge will determine the level of creativity of employees.

Sternberg & Lubart (1999) wrote that creativity needs the support of knowledge.

Nonaka (1995) stressed that there is increasing evidence that knowledge is an important part of the creative process.

Wang et al. (2010) underlined that creativity itself is knowledge creation.

Lin & Sun (2013) investigated and found that knowledge-sharing has a significant positive effect on the occurrence of innovative behaviors. Individuals can communicate with others to share their own knowledge and promote the occurrence of individual innovative behaviors.

Hu et al. (2009) pointed out that the flow of knowledge among individuals is a key process to generate creativity.

**Research Hypothesis 2**

People with a high sense of self-efficacy are generally more confident that their knowledge-sharing can benefit the organization, so they show stronger knowledge-sharing behavior. This study analyzes the significance of self-efficacy to knowledge-sharing from two aspects: knowledge acquisition and knowledge contribution. The impact of work in this dimension in the hierarchy of needs is based on the self-actualization of higher order needs, employees, in order to create their own value and influence, must be standard and sublimate their own words and deeds, appeal to the benefit of others as a guide, for closer cooperation in the community, do your own work with a group within the sphere of influence.

Thus, more favorable interactions and cooperation will be created, and such mutual and altruistic group-wide behavior will have an important impact on knowledge-sharing behavior.

The higher the degree of knowledge-sharing, the more sufficient communication, interaction and feedback between individual members will be. The more information, knowledge, experience and skills can be multiplied among the members, the faster and significantly increase the creativity of individual employees. Based on the above analysis, this study puts forward the following hypotheses:

H2: Knowledge-sharing behavior plays a significant mediating role between self-efficacy, work influence and work creativity.

**Construction of theoretical model**

This study constructed the interaction diagram of self-efficacy, work influence, challenge-hindrance work stress and work creativity from two perspectives of main effect and moderating effect, as shown in Fig. 1.
The results of the study

Test of reliability and validity

In this study, high-tech enterprises around Guiyang were studied and data were collected. Paper questionnaire and electronic questionnaires were combined, and questionnaires were distributed with the help of different means. To ensure the representativeness and scientific nature of the sample selection, this study uses the method of simple random sampling, and the questionnaire is distributed to the general employees of the enterprise. A total of 325 questionnaires were distributed and 318 questionnaires were returned, among which 306 were valid with an effective rate of 96.23%. There were 12 invalid questionnaires, including those with less than 95% completion and false information.

Based on the maturity scale, variables such as self-efficacy, work impact, knowledge-sharing behavior, and creativity at work were tested. The reliability test results show that the value on each scale is above 0.7, indicating a very good level of reliability and very good internal consistency. Thus, the results of the entire scale are reliable.

Similarly, the results of the test for significance showed that the KMO values on all scales were above 0.6, and P< 0.001, significant, suitable for exploratory factor analysis, factor loadings are above 0.6, which indicates a very good level of reliability and a high degree of true reflection of the characteristics of things.

This study combines the methods of literature research and empirical research, and draws conclusions through questionnaires and statistical analysis based on literature research. With regard to statistical methods, the SPSS 26 program was used for statistical analysis. Data analysis mainly includes four steps:

First, the reliability and validity of the variables included in the study sample (self-efficacy, work impact, knowledge-sharing behavior, creativity at work) were tested. On this basis, an independent sample t-test or ANOVA was performed to determine whether demographic variables were used as control variables.

Second, test the research hypothesis using regression analysis and check the role of intermediate variables.

Thirdly, to sum up the results of the study and put forward proposals.
**Regression analysis**

To explore the role of self-efficacy and work impact on creativity, this article treats self-efficacy and work impact as independent variables and creativity as the dependent variable to perform a linear regression analysis to test whether self-efficacy and work impact have a significant impact on work creativity. The detailed analysis results are presented in Tab. 1.

In Model 1, gender, working years, highest education level and working ability were put into the regression equation as control variables to represent the regression between each control variable and work creativity. VIF values were all less than 5, indicating that there was no multicollinearity among all variables.

On the basis of Model 1, two independent variables are added in Model 2 such as self-efficacy and work influence. VIF values were all less than 5, indicating that there was no multicollinearity among variables, which was statistically significant.

From the analysis results, the adjusted R2 of self-efficacy was 0.382, and the adjusted R2 of work influence was 0.316, indicating that the independent variables self-efficacy and work influence respectively explained 38.2% and 31.6% of the variation of the dependent variable work creativity, and F value were both significant at 0.001.

The standardized regression coefficient of self-efficacy was $\beta=0.584$, the standardized regression coefficient of work influence was $\beta=0.508$, both were significant at 0.001 level in $P<.001$. This indicates that both self-efficacy and work influence have significant positive correlation with work creativity.

Hypothesis H1a and H1b have been verified, that is, H1 has been verified.

Table 1-Regression analysis of self-efficacy and work influence on work creativity
(compiled by author)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Work creativity</th>
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<tbody>
<tr>
<td></td>
<td>Model 1</td>
<td>Model 2</td>
</tr>
<tr>
<td></td>
<td>Self-efficacy</td>
<td>Work influence</td>
</tr>
<tr>
<td>Control variables</td>
<td>Model 1</td>
<td>Model 2</td>
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<td>Working fixed number of year</td>
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<td>The highest record of formal schooling</td>
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<td>.097*</td>
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<td>Ability to work</td>
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<td>.027</td>
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<tr>
<td>Independent variables</td>
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<td>Self-efficacy</td>
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</tr>
<tr>
<td>Work influence</td>
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<td>.508***</td>
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<tr>
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RESEARCH ON THE INFLUENCE OF SELF-EFFICIENCY OF

The mediating effect test of knowledge-sharing behavior

Work in Psychological Authorization and Creativity to study knowledge-sharing between intermediary role will now, after factor analysis, measure decline in self-efficacy and influence as an independent variable respectively, intention to share knowledge as an intermediate variable, creativity at work as a dependent variable, the first stage, tested dependents and independents variables significantly explain the changes before the change.

Then a function of the relationship between the independent variable and the dependent variable is obtained: \(Y = \beta_1 X + \alpha_1\).

At the second stage, the connection between independent variables and proxy variables was checked, and the function of the connection between independent variables and proxy variables was obtained: \(M = \beta_2 X + \alpha_2\).

At the third stage, the independent variables and mediating variables were entered into the regression equation at the same time, and the link function between the independent variables, mediating variables and the dependent variable was obtained: \(Y = \beta_3 X + \beta_4 M + \alpha_3\).

Beta 3 &lt; \(\beta_1\) and \(\beta_4\) must be significant. If \(\beta_3\) is negligible, this indicates the presence of a complete mediating effect. If \(\beta_3\) is significant and \(\beta_3 < \beta_1\) indicates a partial mediating effect.

Accordingly, we tested the mediating effect of knowledge-sharing on psychological capability and creativity to test whether the mediating effect of knowledge-sharing behavior is significant. Detailed analysis results are presented in Tab. 2.

In Model 1, gender, working years, highest education level, working ability and self-efficacy were put into the regression model as independent variables to obtain the regression analysis of self-efficacy on work creativity.

In Model 2, gender, working years, highest education level, working ability and knowledge-sharing intention were put into the regression model as independent variables to obtain the regression analysis of knowledge-sharing behavior on work creativity.

In Model 3, knowledge-sharing behavior and self-efficacy were analyzed in the regression model at the same time, and they both explained the change of work creativity. The standardized regression coefficient of knowledge-sharing behavior was \(\beta = 0.245\) in \(P < 0.001\) level.

The standardized regression coefficient of self-efficacy was \(\beta = 0.476\), less than 0.584 in \(P < 0.001\), where 0.001 indicated that knowledge-sharing behavior partially mediates the relationship between self-efficacy and work creativity.

In Model 4, gender, working years, highest education level, working ability and work influence were put into the regression model as independent variables to obtain the regression analysis of work influence on work creativity.

In Model 5, knowledge-sharing behavior and work influence were analyzed in the regression model at the same time to explain the change of work creativity. The standardized regression coefficient of knowledge-sharing behavior \(\beta = 0.312\), in \(P < 0.001\). It is significant at the \(0.001\) level. The standardized regression coefficient \(\beta = 0.406\), less than 0.508, in \(P < 0.001\). It is significant at the \(0.001\) level, which proves that knowledge-sharing behavior partially mediates the relationship between work influence and work creativity.
Table 2 - Mediating effect test of knowledge-sharing behavior
(compiled by author)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Control variables</th>
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<td>.476***</td>
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<td>46.399***</td>
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Table 3 - Mediating effect test of knowledge-sharing behavior
(compiled by author)

<table>
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<tr>
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<tr>
<td>Working fixed number of year</td>
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<td>Ability to work</td>
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<td>.089</td>
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<tr>
<td>Work influence</td>
<td></td>
<td></td>
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<td>.406***</td>
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<tr>
<td>R2</td>
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<td>F</td>
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<td>34.475***</td>
<td>41.381***</td>
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Combined with the mediating effect test results of Model 1 to Model 5, knowledge-sharing behavior has a significant partial mediating effect and hypothesis H2 is verified.

**Conclusion**

Employee knowledge-sharing behavior mediates the relationship between employee self-efficacy, work influence and employee work creativity. When employees are authorized by their superiors, they are more likely to attach importance to and take advantage of the help brought by knowledge-sharing based on their independent needs and competency needs, to
generate knowledge-sharing willingness and behavior autonomously and spontaneously, and finally promote employees to generate novel and practical ideas and ideas among themselves.

Employees in this kind of concept and atmosphere will clearly perceive the leadership's attention, which will not only improve their psychological empowerment perception level, but also increase their creative ability to generate innovative ideas through knowledge-sharing behavior.

The behavior of knowledge-sharing promotes the display of employees' work creativity. When individuals hold psychological perception, work responsibility, have the consciousness of work, and based on the knowledge-sharing the benefits of the work, employees have confidence and are willing to produce the knowledge-sharing behavior, put their own knowledge to share with others, and knowledge as the basis of employee creativity, knowledge-sharing between employees can promote the depth of the team information mining, to strengthen the work of the assurance of accuracy, and then to improve the level of individual creativity.

When employees practice knowledge-sharing behavior, it helps individuals make full use of the knowledge, technology, information and other resources in the organization, and create more opportunities for employees to contact and use knowledge, so as to make it possible for employees to generate work creativity.

Therefore, from the theoretical and empirical perspectives, this paper explores the mediating effect of employee knowledge-sharing behavior, and verifies that knowledge-sharing behavior, a positive psychological factor, can mediate the mechanism of employee self-efficacy and work influence on employee work creativity.

A corporate knowledge-sharing environment should be created. In the enterprise, the staff as the main body of organizational innovation force, not only has basic knowledge on the work and flexible professional skills, there are staff communicates with other related departments work demand, so how to stimulate their initiative and creativity in the work, is especially important for the development of the enterprise.

At present, enterprises need to create a good communication platform inside and outside the organization so that employees can strengthen friendship and promote knowledge sharing to provide a favorable environment.

On the one hand, employees can organize joint training. In the absence of work tasks, issues to explore in a learning environment can help employees establish communication opportunities more quickly.

In addition, managers can create an incentive mechanism for sharing work tasks between departments, increase their enthusiasm for work, be more willing to show more subjective initiative in work, and bring more creative results to the enterprise.

This study focuses on the indirect effect of employee knowledge-sharing behavior on individual employee creativity.

In fact, the work creativity of employees will be affected by many factors, and many organizational factors will also have an impact on individual creativity.

In the future research, more variables may be introduced to further expand the research area and enrich relevant research results.
References:


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