

Unlocking Creativity: The Influence of Learner Motivation and Intergenerational Knowledge Transfer in Hospital Settings

Peijuan Liao

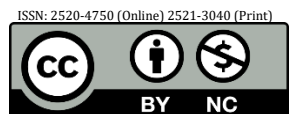
Abstract

This study examines the dynamics of intergenerational knowledge transfer among young hospital staff. Through a sample of 361 participants, the research investigates the impact of learner motivation, organizational atmosphere, and absorption capacity on knowledge sharing and innovation. Findings reveal a significant positive relationship between learner motivation and both online and offline knowledge transfer, emphasizing the pivotal role of intrinsic drive in facilitating knowledge exchange. Moreover, the study identifies organizational atmosphere as a moderator, highlighting its influence on the effectiveness of knowledge transfer processes. Additionally, absorption capacity emerges as a critical factor in enhancing the efficacy of knowledge dissemination within healthcare settings. These results underscore the importance of fostering a supportive organizational culture and developing individuals' intrinsic motivation to promote knowledge sharing and innovation among hospital staff.



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1. Introduction

1.1 Background of Study

In recent years, the healthcare sector in the Guangxi Zhuang Autonomous Region has witnessed substantial growth, emerging as a pivotal hub within China's healthcare landscape. The continuous advancement in pharmaceutical technology, coupled with the diversification and enhancement of pharmaceutical products, underscores the region's progressive trajectory (Sun, 2022). With a burgeoning pharmaceutical workforce comprising professionals, technicians, and service personnel, the sector is poised for continued expansion. However, the evolving demographic landscape poses challenges, particularly regarding knowledge transfer amidst the departure of senior employees through retirement. Organizational knowledge loss is a pressing concern, necessitating effective strategies for intergenerational knowledge transfer. Scholars emphasize the pivotal role of intergenerational knowledge transfer in mitigating knowledge loss (Rope, 2012; Burmeister, 2019). This process entails the transmission of knowledge from senior employees to younger counterparts, fostering continuity and innovation within organizations (Truxillo, 2017).

The phenomenon of intergenerational knowledge transfer has garnered scholarly attention, spanning disciplines such as social intergenerational studies, management, and organizational behavior (Wang Xin et al., 2016; Wang Changyu et al., 2018; Burmeister, 2020). Moreover, enterprises like Tongrentang have embarked on initiatives, such as the "Learning and Inheriting Skills from Old Pharmacists" project, aimed at facilitating knowledge transfer from retiring experts to younger staff. Successful cases underscore the efficacy of such initiatives in sustaining organizational knowledge (Bian Dongzi, 2014). The emergence of digital information technology has revolutionized organizational communication and learning methods. Online platforms like Enterprise WeChat and Tencent Video Conference facilitate seamless knowledge exchange, transcending traditional constraints of time and space (Zhang Jiping, 2011). While online intergenerational knowledge transfer enhances accessibility, offline methods remain invaluable for imparting nuanced skills and experiences (Andreas, 2020). In essence, the evolving landscape of the healthcare sector in Guangxi necessitates a nuanced understanding of the interplay between learning motivation, intergenerational knowledge transfer (both online and offline), and the creativity of young hospital staff. Integrating theories of intergenerational inheritance, motivation, and knowledge management, this study aims to unravel the mechanisms shaping the impact of learning motivation on the creativity of young hospital staff.

1.2 Problem Statement

Employee creativity constitutes a cornerstone of organizational innovation, attracting scholarly scrutiny across various contexts. Scholars explore diverse factors influencing employee creativity, ranging from personal traits to organizational dynamics (Li Jin, 2015; Hou Xuanfang, 2018). Motivation theory posits motivation as a pivotal driver of behavior, with organizational factors like leadership style and team support also influencing creativity (Litwin, 1968; Oldham and Cummings, 1996; Hirst et al., 2009). Amabile's five-stage model delineates the process of employee creativity, underscoring the significance of skills and knowledge acquisition (Amabile, 1983; Li Wei, 2013). However, the evolving age structure within organizations necessitates a reevaluation of knowledge transfer mechanisms. Intergenerational knowledge transfer emerges as a critical avenue for young staff to acquire domain-specific skills and foster creativity (Harvey, 2012; Wang Xin, 2016). The MOA model offers a framework for understanding the interplay between motivation, opportunity, and ability in shaping behavior (Chen Zeqian, 2013). Leveraging this model, this study examines

the role of learning motivation in intergenerational knowledge transfer, moderated by organizational atmosphere and absorptive capacity. In summary, the creativity of young hospital staff hinges on their ability to assimilate and innovate upon the knowledge transmitted through intergenerational knowledge transfer. While existing research provides insights into individual and organizational factors shaping creativity, gaps persist in understanding the interplay between learning motivation, intergenerational knowledge transfer, and creativity within the healthcare sector context.

1.3 Research Questions

This study aims to investigate the following research questions:

- (1) How does learner motivation influence the creativity of young staff in hospitals?
- (2) What is the mediating effect of online intergenerational knowledge transfer on the relationship between learner motivation and the creativity of young hospital staff?
- (3) How does offline intergenerational knowledge transfer mediate the association between learner motivation and the creativity of young hospital staff?
- (4) Can organizational atmosphere positively moderate the link between learner motivation and intergenerational knowledge transfer?
- (5) Does absorptive capacity positively moderate the relationship between learner motivation and intergenerational knowledge transfer?

1.4 Research Significance

This study contributes to the literature in several ways:

- (1) **Impact of Learner Motivation on Young Hospital Staff Creativity:** Investigating the impact of learner motivation on the creativity of young staff in hospitals enriches research on this relationship. As the workforce ages, understanding how learner motivation influences creativity among young hospital staff becomes crucial for organizational survival and development (Law et al., 2019).
- (2) **Mediating Mechanism of Intergenerational Knowledge Transfer:** Exploring the mediating mechanism of intergenerational knowledge transfer between learner motivation and young hospital staff creativity enriches relevant literature. By differentiating online and offline intergenerational knowledge transfer, this study offers insights into fostering innovation among young hospital staff (Sun & Zuo, 2023).
- (3) **Application of the MOA Model:** Introducing the MOA model as a framework for analyzing factors influencing intergenerational knowledge transfer expands its application scope and promotes the integration of motivation theory and knowledge management theory (Sun et al., 2024).

This research holds practical implications for hospital management:

- (1) **Cultivating Learner Motivation:** Fostering learner motivation among young hospital staff is essential for promoting creativity. By understanding the positive impact of learner motivation on creativity, hospital managers can implement strategies to enhance staff motivation and foster a conducive environment for innovation (Debby, 2013).
- (2) **Achieving Internal Knowledge Inheritance and Innovation:** Intergenerational knowledge transfer provides practical methods for hospitals to cope with demographic changes. By facilitating knowledge exchange between generations, hospitals can prevent knowledge loss, maintain competitive advantages, and foster innovation (Sun et al., 2023).
- (3) **Creating a Supportive Organizational Atmosphere:** Managers can create a supportive atmosphere conducive to intergenerational knowledge transfer. By fostering positive relationships and providing resources for innovation, hospitals can optimize the learning environment for young staff, promoting knowledge absorption and innovation (Lu et al., 2020).

2. Literature Review

2.1 Staff Creativity

Staff creativity is a critical factor for organizational innovation and competitive advantage (Amabile, 1996). It encompasses the generation of novel and useful ideas, solutions, and products that contribute to organizational goals (Shalley & Gilson, 2004). Creativity among employees is essential for addressing complex challenges, adapting to changing environments, and driving continuous improvement within organizations (Amabile, 1988). Research suggests that several factors influence staff creativity. Firstly, individual characteristics such as intrinsic motivation, domain knowledge, cognitive flexibility, and openness to experience play a significant role (Amabile, 1988; Zhou & George, 2001). Employees with high levels of intrinsic motivation exhibit greater creativity as they are driven by internal satisfaction rather than external rewards (Amabile, 1996). Additionally, possessing deep domain knowledge enhances one's ability to generate innovative ideas within their area of expertise (Zhou & Shalley, 2003). Moreover, cognitive flexibility and openness to experience facilitate the exploration of diverse perspectives and unconventional approaches, fostering creative thinking (Amabile, 1988; Zhou & George, 2001). Secondly, organizational factors also impact staff creativity. Supportive leadership, a conducive work environment, and organizational culture that values experimentation and risk-taking promote creativity (Shalley & Gilson, 2004; Amabile et al., 1996). Leaders who provide autonomy, resources, and recognition for creative endeavors empower employees to explore new ideas and take ownership of their work (Shalley & Gilson, 2004). Furthermore, a culture that encourages collaboration, diversity of thought, and learning from failures creates a psychological safety net that stimulates creative expression (Amabile et al., 1996; Shalley & Gilson, 2004).

2.2 Learner Motivation

Learner motivation, defined as the drive and desire to engage in learning activities, plays a crucial role in shaping individuals' behaviors, attitudes, and performance in educational and organizational contexts (Ryan & Deci, 2000). It encompasses various factors that influence individuals' willingness to learn, including intrinsic motivation, extrinsic motivation, and self-efficacy beliefs (Deci & Ryan, 1985). Intrinsic motivation refers to engaging in an activity for the inherent satisfaction and enjoyment it provides (Ryan & Deci, 2000). Individuals with high levels of intrinsic motivation are more likely to pursue learning for the pleasure of mastering new skills or knowledge rather than external rewards (Deci & Ryan, 1985). Conversely, extrinsic motivation involves engaging in an activity to obtain external rewards or avoid punishment (Deci & Ryan, 1985). While extrinsic rewards such as grades or praise can initially stimulate learning behaviors, they may undermine intrinsic motivation if overemphasized or perceived as controlling (Deci & Ryan, 2000). Moreover, self-efficacy beliefs, derived from Bandura's social cognitive theory, refer to individuals' beliefs in their capability to execute specific tasks and achieve desired outcomes (Bandura, 1986). High levels of self-efficacy are associated with greater motivation to engage in learning activities, persist in the face of challenges, and achieve mastery (Bandura, 1997). Research indicates that learner motivation is influenced by various factors, including individual differences, learning environments, and instructional strategies (Ryan & Deci, 2000). For instance, supportive and autonomy-supportive teaching practices have been shown to enhance intrinsic motivation by satisfying individuals' basic psychological needs for autonomy, competence, and relatedness (Deci et al., 2001). Similarly, creating a learning environment that fosters collaboration, curiosity, and meaningful engagement can promote intrinsic motivation and self-determined learning behaviors (Ryan & Deci, 2000).

2.3 Intergenerational Knowledge Transfer

Intergenerational knowledge transfer (IKT) is a critical process within organizations that involves the sharing, dissemination, and acquisition of knowledge and expertise between individuals of different generations (Nahapiet & Ghoshal, 1998). It encompasses the transfer of tacit knowledge, explicit knowledge, skills, experiences, and insights from older generations (mentors) to younger generations (mentees) (Ahuja & Katila, 2001). Tacit knowledge, often rooted in personal experiences and insights, is challenging to articulate and codify, making its transfer highly dependent on interpersonal interactions and socialization processes (Nonaka & Takeuchi, 1995). In contrast, explicit knowledge is codified and can be readily communicated through formalized channels such as manuals, documents, and training programs (Polanyi, 1966). The transfer of knowledge between generations is influenced by various factors, including communication patterns, mentoring relationships, organizational culture, and technological infrastructure (Riggio & Reichard, 2008). Effective IKT requires trust, respect, open communication, and mutual understanding between mentors and mentees (Ely & Thomas, 2001). Mentoring programs, communities of practice, and collaborative projects are common mechanisms used to facilitate IKT and promote knowledge sharing within organizations (Wenger, McDermott, & Snyder, 2002). Moreover, organizational culture plays a crucial role in shaping the norms, values, and behaviors associated with knowledge sharing and collaboration (Schein, 1990). Cultures that value continuous learning, innovation, and intergenerational collaboration are more conducive to successful IKT (Van den Hooff & Huysman, 2009). Technological advancements have also transformed the landscape of IKT by providing digital platforms and tools for virtual collaboration, communication, and knowledge sharing (Hildreth & Kimble, 2002). Virtual mentoring, online communities, and social networking sites offer opportunities for geographically dispersed individuals to connect, exchange ideas, and access expertise across generational boundaries (Ahuja & Katila, 2001).

2.4 Organizational Atmosphere

The organizational atmosphere, also referred to as organizational climate or culture, encompasses the shared perceptions, attitudes, values, and behaviors that characterize an organization's work environment (Schneider, Ehrhart, & Macey, 2013). It reflects the prevailing norms and practices within the organization and significantly influences employee attitudes, behaviors, and performance (Schneider, 2000). Positive organizational atmospheres are characterized by trust, openness, collaboration, and supportiveness, fostering a sense of belonging and psychological safety among employees (Dirks & Ferrin, 2002). In such environments, employees feel empowered to express their ideas, voice concerns, and engage in constructive dialogue with colleagues and supervisors (Carmeli & Gittell, 2009). Conversely, negative organizational atmospheres marked by distrust, conflict, and hostility can undermine employee morale, motivation, and well-being (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). Incivility, unfair treatment, and lack of support from management contribute to a toxic work environment, leading to increased turnover, absenteeism, and decreased job satisfaction (Lim & Lee, 2011). The organizational atmosphere serves as a moderator in the relationship between learner motivation, intergenerational knowledge transfer, and staff creativity (Hassan, Nadiri, & Hosseini, 2018). A positive atmosphere enhances the effectiveness of knowledge sharing and collaboration, facilitating the transfer of tacit and explicit knowledge between generations (Hassan et al., 2018). Moreover, a supportive atmosphere encourages employees to pursue continuous learning and development, reinforcing the positive effects of learner motivation on creativity (Carmeli & Gittell, 2009). Leadership plays a crucial role in shaping the organizational atmosphere through their actions, decisions, and communication practices (Avolio, Walumbwa, & Weber, 2009).

Transformational leaders who inspire and empower their followers are more likely to create a positive work environment conducive to creativity and innovation (Zhang & Bartol, 2010).

2.5 Absorption Capacity

Absorption capacity refers to an organization's ability to assimilate, understand, and apply new knowledge effectively (Cohen & Levinthal, 1990). It encompasses cognitive processes such as learning, sensemaking, and knowledge integration, enabling organizations to adapt to changing environments and capitalize on external knowledge sources (Lane, Koka, & Pathak, 2006). Organizations with high absorption capacity exhibit a proactive orientation towards learning and innovation, continuously scanning the external environment for valuable information and insights (Zahra & George, 2002). They possess mechanisms for acquiring, interpreting, and disseminating knowledge throughout the organization, facilitating rapid adaptation and decision-making (Lane et al., 2006). Conversely, organizations with low absorption capacity may struggle to recognize the value of new knowledge or lack the processes to integrate it into existing routines and practices (Cohen & Levinthal, 1990). They may exhibit inertia or resistance to change, hindering innovation and organizational performance (Zahra & George, 2002). Absorption capacity plays a moderating role in the relationship between learner motivation, intergenerational knowledge transfer, and staff creativity. High absorption capacity enhances the effectiveness of knowledge transfer processes by enabling organizations to extract maximum value from incoming knowledge inputs (Zhang, Qian, & Zhao, 2016). It facilitates the integration of diverse perspectives and experiences, enriching the creative potential of organizational members (Lane et al., 2006). Furthermore, absorption capacity influences the extent to which learner motivation translates into tangible outcomes such as creativity and innovation. Organizations with strong absorption capacity provide fertile ground for motivated employees to experiment, collaborate, and implement new ideas, fostering a culture of innovation (Lane et al., 2006). Leadership plays a critical role in nurturing absorption capacity by promoting a learning-oriented culture, allocating resources for knowledge acquisition, and removing barriers to knowledge sharing and utilization (Zahra & George, 2002). Transformational leaders who encourage experimentation, tolerate failure, and reward creativity are particularly effective in enhancing absorption capacity (Zhang et al., 2016).

2.6 Management Theory

The theoretical foundation of this study draws upon three interconnected management theories: Intergenerational Inheritance Theory, Motivation Theory, and Knowledge Management Theory.

Intergenerational Inheritance Theory provides insights into the transfer of knowledge, skills, and values between different generations within an organization (Lucía, 2016). It emphasizes the importance of leveraging the expertise of older employees to facilitate learning and innovation among younger staff members. Intergenerational Inheritance Theory posits that effective knowledge transfer fosters a sense of continuity and cohesion within the organization, enabling it to adapt to changing circumstances and sustain competitive advantage (Ulrich, 2019).

Motivation Theory offers a framework for understanding the psychological factors that drive human behavior and performance (Law et al., 2019). It explores how individual motives, goals, and incentives influence employee engagement, learning, and creativity. Motivation Theory posits that individuals are motivated by intrinsic factors such as autonomy, mastery, and purpose, as well as extrinsic rewards like recognition and compensation (Sun & Zuo, 2023). By aligning organizational objectives with individual aspirations, managers can create a supportive environment that stimulates creativity and innovation (Law et al., 2019).

Knowledge Management Theory addresses the processes and practices involved in creating, acquiring, sharing, and utilizing knowledge within organizations (Sun & Zuo, 2024). It recognizes knowledge as a strategic asset that enhances organizational effectiveness and competitiveness. Knowledge Management Theory emphasizes the importance of capturing tacit knowledge, fostering communities of practice, and implementing technologies that facilitate knowledge sharing and collaboration (Sun et al., 2024). By systematically managing knowledge assets, organizations can leverage their intellectual capital to drive innovation and achieve sustainable growth (Sun & Zuo, 2024).

Integrating these theories provides a comprehensive framework for investigating the relationships between learner motivation, intergenerational knowledge transfer, and staff creativity in hospital settings. Motivation Theory helps identify the psychological mechanisms underlying employee engagement and innovation, while Intergenerational Inheritance Theory sheds light on the dynamics of knowledge transfer across different age groups. Knowledge Management Theory offers practical strategies for promoting knowledge creation, dissemination, and utilization within healthcare organizations, ultimately enhancing their capacity for innovation and adaptation (Sun & Zuo, 2024). By synthesizing insights from these management theories, this study aims to advance our understanding of how organizational practices and individual characteristics interact to influence creativity and innovation among young staff in hospitals.

2.7 Hypotheses Statement and Conceptual Model

This study proposes a conceptual model to examine the relationships among learner motivation, intergenerational knowledge transfer (online and offline), staff creativity, and the moderating effects of organizational atmosphere and absorption capacity. The hypotheses derived from the theoretical framework are as follows:

- (1) H1: Learner motivation positively influences staff creativity.
- (2) H2: Learner motivation positively affects online intergenerational knowledge transfer.
- (3) H3: Online intergenerational knowledge transfer positively impacts staff creativity.
- (4) H4: Online intergenerational knowledge transfer mediates the relationship between learner motivation and staff creativity.
- (5) H5: Learner motivation positively influences offline intergenerational knowledge transfer.
- (6) H6: Offline intergenerational knowledge transfer positively impacts staff creativity.
- (7) H7: Offline intergenerational knowledge transfer mediates the relationship between learner motivation and staff creativity.
- (8) H8: Organizational atmosphere positively moderates the relationship between learner motivation and online intergenerational knowledge transfer.
- (9) H9: Organizational atmosphere positively moderates the relationship between learner motivation and offline intergenerational knowledge transfer.
- (10) H10: Absorption capacity positively moderates the relationship between learner motivation and online intergenerational knowledge transfer.
- (11) H11: Absorption capacity positively moderates the relationship between learner motivation and offline intergenerational knowledge transfer.

The conceptual model illustrates the hypothesized relationships among the variables (see Figure 1). Learner motivation serves as the independent variable, influencing both online and offline intergenerational knowledge transfer. Online and offline intergenerational knowledge transfer, in turn, affect staff creativity. Additionally, online and offline intergenerational knowledge transfer mediate the relationship between learner motivation and staff creativity. Organizational atmosphere and absorption capacity moderate the relationships between

learner motivation and online/offline intergenerational knowledge transfer. The conceptual model integrates these relationships to provide a comprehensive understanding of the mechanisms through which learner motivation influences staff creativity within the context of intergenerational knowledge transfer.

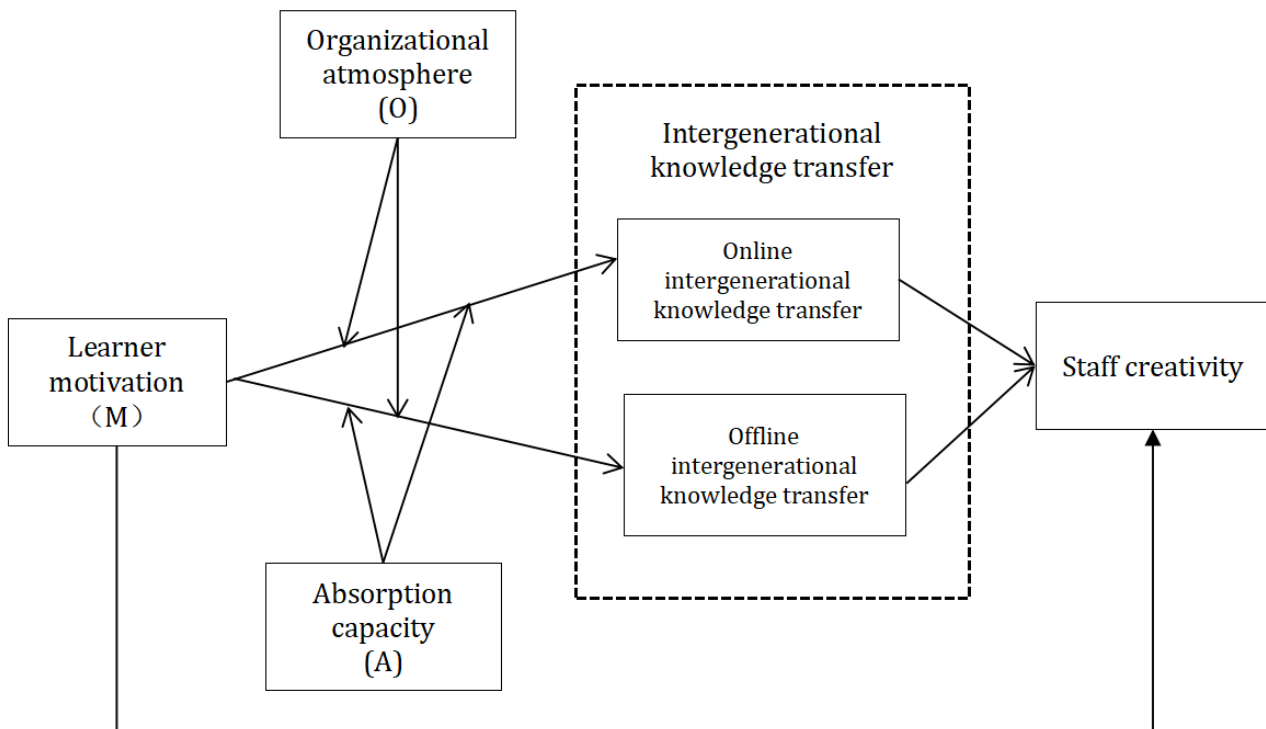


Figure 2-1 Conceptual Model

This conceptual model guides the empirical analysis of the proposed hypotheses, allowing for the examination of direct and mediated effects, as well as the moderating influence of organizational atmosphere and absorption capacity. Through empirical testing, this study aims to contribute to the existing literature on employee creativity, intergenerational knowledge transfer, and organizational dynamics, providing valuable insights for managerial practice and future research endeavors.

3. Methodology

3.1 Research Methods

This study employs a mixed-methods approach to investigate the relationship between learner motivation, organizational atmosphere, absorption capacity, intergenerational knowledge transfer, and staff creativity in hospitals in Guangxi. Grounded in theoretical frameworks, particularly intergenerational inheritance theory, motivation theory, and knowledge management theory, this research aims to construct and test a variable relationship model. The study utilizes the MOA model to analyze key influencing factors of intergenerational knowledge transfer. Data collection involves expert interviews, in-depth interviews with relevant stakeholders (including Young Staff and senior employees), and a questionnaire survey.

(1) **Expert Interview Method:** Initial scale development and validation are conducted through expert interviews, ensuring the relevance and validity of core variables such as learner motivation, organizational atmosphere, absorption capacity, intergenerational knowledge transfer, and staff creativity.

- (2) **In-depth Interview Method:** Multiple in-depth interviews with stakeholders provide insights into the practical relevance and urgency of the research focus, confirming the significance of addressing Young Staff creativity issues.
- (3) **Questionnaire Survey Method:** A formal questionnaire survey is conducted to verify the hypotheses proposed in the theoretical model. Utilizing a highly utilized method, the survey gathers data on learner motivation, organizational atmosphere, absorption capacity, intergenerational knowledge transfer, and staff creativity.
- (4) **Statistical Analysis Method:** Statistical techniques including Pearson correlation coefficient, exploratory and confirmatory factor analysis, regression analysis, and Bootstrap econometric methods are employed to examine relationships, mediating effects, and moderating effects between variables.

Through these research methods, this study aims to provide comprehensive insights into the dynamics influencing staff creativity and contribute to knowledge in organizational behavior and management theory.

3.2 Research Design

Yang (2008) emphasized that the question orientation is fundamental for devising the most suitable research design. This study integrates relevant literature to construct a coherent framework aimed at addressing the research question concerning the relationship between learner motivation, organizational atmosphere, absorption capacity, intergenerational knowledge transfer, and staff creativity. The questionnaire survey method, being widely adopted in management research, is chosen for its convenience, reliability, and validity in collecting sample data efficiently.

Following rigorous principles of questionnaire design, this study proceeds with the following steps:

- (1) **Clarifying Variable Connotations:** Through an extensive review of relevant literature, the study redefines the connotations of core variables such as learner motivation, intergenerational knowledge transfer, staff creativity, organizational atmosphere, and absorption capacity, aligning them with the research context and objectives.
- (2) **Selection and Modification of Measurement Scales:** Established measurement scales for learner motivation, organizational atmosphere, absorption capacity, intergenerational knowledge transfer, and staff creativity are selected and modified to suit the research context. The translation of English scales into Chinese follows Brislin's standard method to ensure accuracy and consistency, with input from experts and scholars to enhance the scale's usability.
- (3) **Forming the Initial Questionnaire:** The questionnaire comprises three sections: introduction and instructions, basic information of surveyed entities and individuals, and the main survey questions on core variables. It employs a "multiple-choice" format with a Likert 5-point scale scoring method to gauge respondents' perceptions.
- (4) **Preliminary Research and Questionnaire Revision:** Initial surveys and interviews with Young Staff, management, and elderly employees from 66 hospitals in Guangxi provide feedback for refining the questionnaire items, ensuring its validity and reliability.
- (5) **Formal Launch of Research Activities:** After final modifications, the questionnaire is distributed again to collect research data. Specialized training is provided to participants to standardize the distribution and collection process, minimizing extraneous factors.

3.3 Variable Measurement

3.3.1 Measurement of Learner Motivation

Learner motivation is fundamental to understanding the willingness of Young Staff in Hospitals to engage in knowledge acquisition from older colleagues. Drawing on previous research, this

study defines learner motivation as the inclination of young staff to seek knowledge and guidance from older employees, reflecting an interest in learning from their experiences and skill sets. Various scholars have approached the measurement of learner motivation differently. For instance, Li Zihanxin (2016) delineated learner motivation into subjective learning attitudes and objective choice behaviors within the context of industry-university research cooperation. Meanwhile, Chen Xiaoting (2019) associated learning motivation with the desire for cognitive or long-term behavioral changes, focusing on self-assessment as a comprehensive measure. Zhang Tongjian (2007) developed the Employee Learning Motivation Scale, considering cognitive and cultural aspects within the Chinese research landscape. In synthesizing domestic and international scales, this study adapted a modified scale based on the works of Simon (2004), Hau and Evangelista (2007), and Fang et al. (2008). Reflecting the specific context of intergenerational knowledge transfer in hospitals, the revised learner motivation scale encompasses dimensions such as the willingness to learn from older employees, active engagement in seeking advice, and investing time and effort in knowledge acquisition.

3.3.2 Organizational Atmosphere Measurement

The organizational atmosphere within hospitals encompasses the subjective perceptions of Young Staff regarding relational dynamics, support for innovation, and fairness. Scholars like Zarate (2010) and Bock (2005) have developed comprehensive scales to gauge these dimensions. Bock et al.'s scale, in particular, delineates relational, innovative, and fair atmospheres within organizations. Domestic scholars, including Ding Yuelan (2018) and Qiu Haozheng (2009), have further refined these scales to suit the specific context of hospitals. From recognizing employee contributions to fostering a sense of belonging and ensuring fair treatment, these scales capture crucial facets of the organizational atmosphere. Drawing from these frameworks, this study adopts a one-dimensional organizational atmosphere scale derived from Bock et al. (2005) with ten measurement items.

3.3.3 Measurement of Absorption Capacity

Absorption capacity refers to the ability of Young Staff in Hospitals to assimilate, utilize, and innovate upon acquired knowledge. Scholars like Cohen and Levinthal (1990) and Szubenski (1999) have developed multifaceted scales to measure absorption capacity, encompassing dimensions such as knowledge acquisition, digestion, transformation, and utilization abilities. In this study, absorption capacity reflects the proficiency of young staff in leveraging the knowledge resources of older colleagues. Therefore, a one-dimensional scale is adapted from Cohen (2005), Szubenski (2002), and Jansen et al. (2005), with a focus on seven key items related to interaction, problem-solving, and communication with older colleagues. These measurement scales provide a comprehensive framework for assessing learner motivation, organizational atmosphere, and absorption capacity among Young Staff in Hospitals, essential for understanding knowledge transfer dynamics in intergenerational workplaces.

3.3.4 Measurement of Intergenerational Knowledge Transfer

Intergenerational knowledge transfer, a crucial aspect of organizational knowledge management, is subdivided into online and offline modes in this study. Online transfer occurs through digital channels, while offline transfer refers to face-to-face interactions. To gauge the effectiveness of this transfer, various measurement scales have been proposed in the literature. Previous research offers diverse perspectives on knowledge transfer measurement. Hankanson and Nobel (1998) focused on the volume of knowledge exchanged over time, while Szulanski (1996) assessed satisfaction with transfer outcomes and associated costs. Others, like Nelson (1993) and Kim & Nelson (2005), emphasized the recipient's ability to internalize

transferred knowledge. Meyer and Rowan (1977) underscored factors like ownership and satisfaction with newly acquired knowledge. These scales inform the design of our measurement approach. Given the nuanced nature of knowledge transfer assessment, this study adopts a two-dimensional scale. Drawing from the works of Hakanson and Nobel (1998), Meyer and Rowan (1977), Simonin (1999), and Joshi and Sarker (2004), the scale evaluates changes in recipients' knowledge mastery. Online transfer is assessed through items such as learning technical tips and gaining insights, while offline transfer involves face-to-face learning experiences and insights.

3.3.5 Measuring Staff Creativity

Employee creativity, pivotal for organizational innovation, is evaluated either objectively by peers and leaders or subjectively by the individual. Farmer (2003) and Hirst (2011) viewed creativity unidimensionally through leadership evaluation, while Baer and Oldham (2006) developed a comprehensive scale. Our study synthesizes existing scales to create a one-dimensional measurement approach. Rooted in Farmer's (2003) scale, it accounts for ten facets of staff creativity, including generating novel ideas, problem-solving abilities, and unconventional thinking.

3.3.6 Selection of Control Variables

To ensure research validity, this study controls for individual and organizational variables. Individual-level controls include age, industry experience, gender, and education level of Young Staff. These variables reflect experiential, cognitive, and demographic differences. Organizational-level controls account for the hospital's diverse age structure and knowledge-intensive environment. The selected control variables are pivotal for understanding the dynamics of intergenerational knowledge transfer and creativity among Young Staff in hospitals. They enhance sample relevance and mitigate confounding factors, ensuring robust research outcomes.

3.4 Pre-survey and Questionnaire Revision

The pre-survey is a crucial phase in the development of a comprehensive questionnaire, designed to ensure clarity and practicality of the survey items. Initially, a draft questionnaire consisting of 41 items was constructed based on the core variables of this study. To evaluate the readability and relevance of these items, 12 master's and doctoral students were invited to review the questionnaire. Their feedback helped streamline the questions and ensure that the time required to complete the survey was reasonable. On average, participants took 13 minutes to complete the test questionnaire, indicating an acceptable length and number of items. During the pre-survey phase, 66 young staff members under the age of 30 from hospitals in the Guangxi region were selected as participants. Out of 300 distributed questionnaires, 237 were collected, yielding a collection rate of 79%. After excluding incomplete responses, 160 valid questionnaires were retained, resulting in a comprehensive response rate of 53.33%. Subsequent analysis focused on the reliability and validity of the variable scales. Exploratory factor analysis was conducted using SPSS 26.0, with the KMO value and Bartlett's sphericity test used to assess the suitability of the data for factor analysis. The KMO value was 0.863, and Bartlett's test was significant ($\chi^2 = 7706.381$, $df = 820$, $p < 0.001$), indicating that the data were suitable for factor analysis. Reliability testing involved calculating Cronbach's Alpha for each variable. The values obtained were 0.804 for learner motivation, 0.873 for organizational atmosphere, 0.886 for absorption capacity, 0.890 for online intergenerational knowledge transfer, 0.813 for offline intergenerational knowledge transfer, and 0.842 for staff creativity. All values exceeded the threshold of 0.7, demonstrating high internal consistency.

For validity testing, principal component analysis and exploratory factor analysis revealed that six common factors accounted for 77.840% of the total variance, indicating good explanatory power. The factor loadings for each item exceeded 0.5, with most items surpassing 0.7, confirming strong convergent validity. Based on the findings from the pre-survey, revisions were made to enhance the clarity and relevance of the questionnaire items. The revised and validated questionnaire was then finalized for the main survey. This rigorous pre-survey process ensured that the questionnaire was both reliable and valid, providing a solid foundation for the subsequent research.

3.5 Data Collection and Sample Characteristics

This study employed a rigorous questionnaire survey method to ensure high-quality data collection, following the standards outlined by Slater and Atuahene-Gima (2004). Various channels, including on-site consultations, email, WeChat, and other communication tools, were used to distribute and collect questionnaires. Adopting the procedure of Zhang et al. (2016), respondents were invited to complete the questionnaire again six weeks after the initial distribution to enhance response rates. The target population comprised young staff in hospitals in the Guangxi region, focusing on their learning motivation and its impact on creativity within the organization. The research explored the roles of online and offline intergenerational knowledge transfer, organizational atmosphere, and absorption capacity. A total of 600 questionnaires were distributed, and 375 were collected. After removing incomplete responses, 361 valid questionnaires were obtained, resulting in a 60.17% response rate. The final sample consisted of 361 valid responses, including 14 senior management personnel, 69 middle-level managers (48 from R&D departments), and 278 ordinary employees. Managers constituted 22.79% of the sample, reflecting the study's focus on young staff. The sample included 66 respondents from state-owned enterprises (18.28%) and 227 from private enterprises (62.88%). Regarding the establishment period of the surveyed hospitals, 125 had been established for less than 5 years, 65 for 11-20 years, and 147 for 20-99 years. Hospitals with more than 1,001 employees accounted for 53.25% of the sample. This diverse sample provided a comprehensive overview of young staff in hospitals, ensuring robust and generalizable research findings.

3.6 Descriptive Statistics and Correlation Analysis

Using SPSS 26.0, this study conducted a descriptive statistical analysis on 361 valid sample data points from young staff in hospitals. The analysis included calculating the mean and standard deviation of variables and examining the correlations between them using Pearson coefficients.

Table 3-1 Descriptive Statistics of Variables and Correlation Coefficient Matrix (N=361)

V	M	SD	1.	2.	3.	4.	5.	6	7	8	9	10
1.GEN	1.44	0.82	1									
2.AGE	2.79	1.14	0.055	1								
3.IND	2.14	0.91	0.110*	0.766	1							
4.EDU	2.20	1.40	0.26	0.011	0.013	1						
5.IGL	4.18	0.93	0.063	0.127	0.054	0.066	0.748					
6.OC	4.64	1.88	-0.12**	0.158	-0.096	0.067	0.410**	0.802				
7.AC	5.79	0.94	0.103**	0.154	0.108*	0.071	0.317**	0.342**	0.847			
8.OLIGKT	4.64	0.88	0.042	0.168	0.075	0.092	0.418**	0.417**	0.415**	0.758		
9.ULIGKT	4.97	0.84	0.088	0.068	-0.083	0.117	0.426**	0.468**	0.473**	0.327**	0.796	
10.EC	5.81	1.66	0.094	0.268	0.214*	0.060	0.334**	0.494*	0.597**	0.453	0.362	0.762

The standard deviation of all variables exceeded 0.8, and the means were within reasonable ranges, underscoring the robustness of the sample. Control variables such as gender, age,

employment duration, and education level displayed significant correlations. For instance, older employees tended to have longer employment durations but lower educational qualifications, while younger employees with shorter employment durations often had higher educational qualifications. The core variables—learner motivation (IGL), organizational atmosphere (OC), absorption capacity (AC), online intergenerational knowledge transfer (OLIGKT), offline intergenerational knowledge transfer (ULIGKT), and staff creativity (EC)—all demonstrated significant pairwise correlations ($p < 0.01$). Importantly, all correlation coefficients were below 0.7, indicating no excessive correlations that could affect further model testing. To address potential multicollinearity, the study centralized the sample data and calculated interaction terms and quadratic terms for the independent variables. The variance inflation factor (VIF) for each variable was below 4, well under the critical value of 10, confirming the absence of multicollinearity and validating the data for further analysis.

3.7 Common Method Bias Analysis

In questionnaire surveys, factors such as respondents' understanding, the clarity of measurement items, and the survey environment can lead to common method bias (CMB), where covariation between independent and outcome variables skews results. To mitigate CMB and ensure accurate data analysis, the author implemented strategies recommended by Podsakoff (2003), including varied data collection settings and repetitive questioning. Specifically, data were gathered from hospital management and young staff in different departments simultaneously but in separate locations to reduce bias from human operations. To test for CMB, the author conducted Harman's single factor test and the common method bias latent factor method. Using SPSS 26.0, an exploratory factor analysis of key variables (learner motivation, organizational atmosphere, absorption capacity, online and offline intergenerational knowledge transfer, and staff creativity) revealed that the first principal component accounted for 31.86% of the total variance, below the critical threshold of 40% (Podsakoff et al., 2003).

Table 3-2 Common Method Bias Test Using Potential Factor Method

Model	χ^2	df	χ^2/df	CFI	RMSEA	IFI
Six factor model	1706.862	620	2.753	0.827	0.061	0.907
Seven factor model	1729.486	619	2.794	0.839	0.062	0.923

Further, AMOS 26.0 was used to perform a confirmatory factor analysis, incorporating a common method bias latent factor into a six-factor model. The fit indices for the six-factor model were $\chi^2 = 1706.862$, $df = 620$, $\chi^2/df = 2.753$, $CFI = 0.827$, $RMSEA = 0.061$, and $IFI = 0.907$. For the seven-factor model, the indices were $\chi^2 = 1729.486$, $df = 619$, $\chi^2/df = 2.794$, $CFI = 0.839$, $RMSEA = 0.062$, and $IFI = 0.923$. The slight improvements in the seven-factor model ($RMSEA$ change of 0.001, IFI change of 0.016, and CFI change of 0.012) indicated minimal CMB impact, affirming the validity of subsequent analyses.

3.8 Nonresponse Bias Analysis

To ensure the validity of the survey data, the author conducted a nonresponse bias analysis by dividing the collected data into two equal parts based on the order of their receipt. This method allowed us to compare early and late respondents to detect any potential nonresponse bias. The author employed multivariate analysis of variance (MANOVA) to examine differences in variables such as gender, age, employment age, education level, learner motivation, organizational atmosphere, absorption capacity, online intergenerational knowledge transfer, offline intergenerational knowledge transfer, and staff creativity between the 181 samples collected initially and the 180 samples collected later.

Using SPSS 26.0 for statistical analysis, the author grouped the data and conducted independent sample t-tests on all variables to check for significance in the T-values. The statistical results indicated that the T-values for gender ($p>0.05$), age ($p>0.05$), employment age ($p>0.05$), education level ($p>0.05$), learner motivation ($p>0.05$), organizational atmosphere ($p>0.05$), absorption capacity ($p>0.05$), online intergenerational knowledge transfer ($p>0.05$), offline intergenerational knowledge transfer ($p>0.05$), and staff creativity ($p>0.05$) were not significant.

3.9 Reliability and Validity Analysis

3.9.1 Reliability Analysis

Reliability analysis was conducted to ensure the stability and consistency of the measurement scales used in this study. Cronbach's Alpha values were computed to assess the internal consistency of the scales. According to Nunnally (1978), a Cronbach's Alpha value between 0.65 and 0.70 indicates acceptable internal consistency, values between 0.70 and 0.80 indicate good internal consistency, and values above 0.80 indicate excellent internal consistency. In this study, the pre-survey sample data was analyzed using SPSS 26.0 software. The results showed Cronbach's Alpha coefficients for various constructs as follows: learner motivation (0.849), organizational atmosphere (0.829), absorption capacity (0.880), online intergenerational knowledge transfer (0.850), offline intergenerational knowledge transfer (0.858), and staff creativity (0.879). All values exceeded 0.7, indicating that the scales have good internal consistency and the measurement data is stable and reliable. Additionally, the corrected item-total correlation (CITC) values for all items were above the threshold of 0.3, demonstrating overall consistency among the items. These results confirm the reliability of the scales used in the study.

3.9.2 Validity Analysis

Convergent validity was evaluated through exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The factor loadings from the EFA indicated that all items had loadings greater than 0.5, demonstrating good validity. Subsequently, CFA was performed using AMOS 26.0 software. The standardized factor loadings for the majority of variables were above 0.7, with only a few exceptions above the critical level of 0.5. The average variance extracted (AVE) values for all variables exceeded 0.5, and composite reliability (CR) values were greater than 0.7, indicating strong convergent validity and high model fit. Discriminant validity was assessed by comparing the square root of the AVE values with the correlations between constructs. The AVE values in bold on the diagonal were greater than the corresponding correlation coefficients, indicating satisfactory discriminant validity. The fit indices for the six-factor model were $\chi^2/df = 2.753$, CFI = 0.827, NFI = 0.906, TLI = 0.907, and RMSEA = 0.061. These values meet the standard criteria, confirming that the model has good fit and validity. Other models with fewer factors showed poorer fit indices.

4. Results and Discussion

4.1 Main Effect Test of Learner Motivation and Staff Creativity

The analysis begins with Model 1, which serves as the baseline for assessing the relationship between control variables and staff creativity. From the results, it is evident that age exhibits a significant negative correlation with staff creativity, while industry age shows a positive correlation. However, gender and education level do not demonstrate a significant correlation with staff creativity.

Table 4-1 Multiple Regression Analysis of Learner Motivation on Staff Creativity

Variable	Dependent variable: Staff creativity	
	Model 1	Model 2
Age	-0.268* (0.027)	-0.269* (0.016)
Industry age	0.006** (0.011)	0.078* (0.008)
Gender	-0.156 (0.074)	-0.077 (0.052)
Education level	0.41 (0.021)	0.063 (0.018)
Learner motivation		0.313*** (0.027)
R ²	0.037	0.041
Adjusting R ²	0.030	0.034
F-value	13.312***	17.575***

Note: N represents the sample size, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

Building upon Model 1, Model 2 incorporates learner motivation to investigate its impact on staff creativity. The analysis reveals a significant positive correlation between learner motivation and staff creativity ($\beta = 0.313$, $p < 0.001$). Thus, Hypothesis 1, proposing a positive influence of learner motivation on staff creativity, finds support in the empirical data. This study, grounded in intergenerational inheritance theory, motivation theory, and knowledge management theory, explores the nexus between learner motivation and staff creativity within the framework of internal organizational knowledge inheritance and innovation. The empirical findings shed light on the dynamics at play within organizations characterized by diverse age demographics. Specifically, the results underscore the pivotal role of learner motivation in fostering creativity among young staff members. The significant positive correlation observed between learner motivation and staff creativity suggests that a heightened sense of motivation to learn positively influences the creative output of young staff. This finding underscores the importance of cultivating a learning-oriented organizational culture that encourages and supports continuous skill development and knowledge acquisition among employees. Moreover, it highlights the potential for leveraging internal knowledge transfer mechanisms to fuel innovation and creativity within hospital settings.

4.2 Testing the Mediating Effect of Online Intergenerational Knowledge Transfer

To examine the mediating effect of online intergenerational knowledge transfer on the relationship between intergenerational learner motivation and staff creativity, this study employed the Bootstrap test within the PROCESS 3.2 macro in SPSS 26.0, following the approach outlined by Preacher & Hayes (2008), selecting Model 4. Control variables were introduced, with learner motivation as the independent variable, online intergenerational knowledge transfer as the mediating variable, and staff creativity as the dependent variable. The results, utilizing 5000 bootstrap samples and a 95% confidence interval.

The regression coefficient of learner motivation on online intergenerational knowledge transfer is significant ($\beta = 0.307$, $p < 0.001$, 95% CI [0.034, 0.188]), supporting Hypothesis 2. Similarly, the regression coefficient of online intergenerational knowledge transfer on staff creativity is significant ($\beta = 0.316$, $p < 0.001$, 95% CI [0.056, 0.174]), corroborating Hypothesis 3. Furthermore, the direct impact of learner motivation on staff creativity is validated ($\beta = 0.196$, $p < 0.001$, 95% CI [0.099, 0.293]), reinforcing Hypothesis 1. Additionally, the indirect effect of online intergenerational knowledge transfer on staff creativity through learner motivation is significant ($\beta = 0.154$, $p < 0.001$, 95% CI [0.064, 0.093]), indicating support for Hypothesis 4.

Table 4-2 Mediation Effect Test of Online Intergenerational Knowledge Transfer

Variable	OLIGKT		Staff creativity	
	Coef	95% CI	Coef	95% CI
Age	0.084*	[0.012, 0.181]	0.044*	[0.046, 0.134]
Industry age	0.032**	[0.061, 0.126]	0.098**	[0.012, 0.185]
Gender	-0.004	[-0.133, 0.141]	-0.079	[-0.047, 0.207]
Education level	-0.029	[-0.078, 0.018]	-0.056	[-0.039, 0.050]
Learner motivation	0.307***	[0.034, 0.188]	0.196***	[0.099, 0.293]
OLIGKT			0.316***	[0.056, 0.174]
Index	R ² =0.367		R ² =0.218	
	F=28.186***		F(df)=23.622***	
	Indirect effect	BootSE	LLCI	ULCI
Ind1: LM - OLIGKT - EC	0.154***	0.040	0.064	0.093

Note: N represents the sample size; IGL represents learner motivation; OLIGKT represents online intergenerational knowledge transfer; EC represents staff creativity; Ind1 represents the path learner motivation - online intergenerational knowledge transfer - staff creativity. * p<0.1, ** p<0.01, *** p<0.001, two-tailed test, standardized data results.

The findings suggest a complex interplay between learner motivation, online intergenerational knowledge transfer, and staff creativity among young hospital staff. The significant direct and indirect effects underscore the importance of both individual motivation and organizational knowledge-sharing mechanisms in fostering creativity within hospital environments. The positive relationship between learner motivation and online intergenerational knowledge transfer implies that individuals who are more motivated to learn are also more likely to engage in online knowledge exchange across generations. Moreover, the positive impact of online intergenerational knowledge transfer on staff creativity highlights the role of digital platforms in facilitating the dissemination of innovative ideas and best practices among hospital staff members. Furthermore, the mediation analysis reveals that online intergenerational knowledge transfer partially mediates the relationship between learner motivation and staff creativity. This suggests that while individual motivation plays a crucial role in driving creativity, the sharing of knowledge and ideas across generations serves as an important mechanism through which motivation translates into tangible outcomes in terms of creativity.

4.3 Testing the Mediating Effect of Offline Intergenerational Knowledge Transfer

To investigate the mediating effect of offline intergenerational knowledge transfer on the relationship between learner motivation and staff creativity, this study utilized the Bootstrap test within the PROCESS 3.2 macro in SPSS 26.0, following the methodological framework proposed by Preacher and Hayes (2008). Model 4 was selected, incorporating control variables, with learner motivation as the independent variable, offline intergenerational knowledge transfer as the mediating variable, and staff creativity as the dependent variable. A sample of 5000 bootstrapped resamples was employed, and the results, along with a 95% confidence interval.

The regression coefficient of learner motivation on offline intergenerational knowledge transfer is statistically significant ($\beta = 0.245, p < 0.001, 95\% \text{ CI } [0.058, 0.237]$), supporting Hypothesis 5. Similarly, the regression coefficient of offline intergenerational knowledge transfer on staff creativity is significant ($\beta = 0.391, p < 0.001, 95\% \text{ CI } [0.033, 0.059]$), confirming Hypothesis 6. Moreover, the direct effect of learner motivation on staff creativity is validated ($\beta = 0.215, p < 0.001, 95\% \text{ CI } [0.022, 0.241]$), reaffirming Hypothesis 1. Additionally, the indirect effect of learner motivation on staff creativity through offline intergenerational

knowledge transfer is significant ($\beta = 0.317, p < 0.001, 95\% \text{ CI } [0.024, 0.040]$), indicating support for Hypothesis 7.

Table 4-3 Mediation Effect Test of Offline Intergenerational Knowledge Transfer

Variable	ULIGKT		Staff creativity	
	Coef	95% CI	Coef	95% CI
Age	0.011*	[0.151,0.655]	0.044*	[0.046,0.134]
Industry age	0.047**	[-0.123,0.090]	0.098**	[0.115,0.185]
Gender	-0.087	[-0.230,0.057]	0.079	[-0.048,0.207]
Education level	-0.39	[-0.104,0.905]	0.056	[-0.039,0.054]
Learner motivation	0.245***	[0.058, 0.237]	0.215***	[0.022, 0.241]
ULIGKT			0.391**	[0.033, 0.059]
Index	R ² =0.323		R ² =0.251	
	F=26.377***		F=18,584***	
	Indirect effect	BootSE	LLCI	ULCI
Ind2: IGL - ULIGKT - EC	0.317	0.039	0.024	0.040

Note: N represents the sample size; IGL represents learner motivation; ULIGKT represents offline intergenerational knowledge transfer; EC represents staff creativity; Ind1 represents the path learner motivation - offline intergenerational knowledge transfer - staff creativity. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, two-tailed test, standardized data results.

The findings shed light on the intricate relationship between learner motivation, offline intergenerational knowledge transfer, and staff creativity among young hospital staff. The significant direct and indirect effects underscore the importance of both individual motivation and traditional knowledge-sharing mechanisms in fostering creativity within hospital contexts. The positive association between learner motivation and offline intergenerational knowledge transfer suggests that motivated individuals are more inclined to engage in knowledge exchange activities across generations through offline channels. Furthermore, the positive impact of offline intergenerational knowledge transfer on staff creativity highlights the significance of informal interactions and mentorship relationships in transmitting tacit knowledge and fostering innovation within hospital environments. Moreover, the mediation analysis reveals that offline intergenerational knowledge transfer partially mediates the relationship between learner motivation and staff creativity. This implies that while individual motivation plays a pivotal role in driving creativity, the sharing of experiential knowledge and insights through offline interactions serves as a crucial mechanism through which motivation translates into tangible outcomes in terms of creativity.

4.4 Testing the Moderating Effect of Organizational Atmosphere

Drawing from the MOA model, this study examines how the organizational atmosphere moderates the relationship between learner motivation and intergenerational knowledge transfer among young hospital staff. Specifically, hypotheses H8 and H9 were tested to evaluate the moderating effect of organizational atmosphere on both online and offline intergenerational knowledge transfer.

Model 9, utilizing the PROCESS 3.2 program in SPSS 26.0, was employed for analysis, incorporating control variables. The results, provide insights into the moderating role of organizational atmosphere. The direct effect of learner motivation on online intergenerational knowledge transfer is statistically significant ($\beta = 0.305, p < 0.001$), supporting Hypothesis H2. However, the impact of organizational atmosphere on online intergenerational knowledge transfer is not significant ($\beta = 0.024$), failing to confirm Hypothesis H8. Similarly, the interaction between learner motivation and organizational atmosphere does not significantly affect online intergenerational knowledge transfer.

Table 4-4 Moderating Effect of Organizational Atmosphere on Learner Motivation and Intergenerational Knowledge Transfer

Variable	OLIGKT		ULIGKT	
	Coef	95% CI	Coef	95% CI
Age	-0.069	[-0.137, 0.006]	0.029	[-0.035, 0.089]
Industry age	0.056	[-0.108, 0.123]	-0.032	[0.094, 0.027]
Gender	0.041	[-0.056, 0.139]	-0.048	[-0.091, 0.081]
Education level	0.009	[-0.026, 0.043]	0.186	[-0.117, 0.048]
Learner motivation	0.305***	[0.017, 0.037]	0.266***	[0.019, 0.082]
Organizational atmosphere	0.024	[-0.059, 0.488]	0.223***	[0.302, 0.544]
Learner motivation * Organizational atmosphere	0.039	[-0.062, 0.083]	0.297***	[0.022, 0.039]
Index	R ² =0.219 F=23.524***		R ² =0.315 F=18.856***	

Note: N represents the sample size. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, two-tailed test, standardized data results.

Conversely, organizational atmosphere exhibits a significant direct effect on offline intergenerational knowledge transfer ($\beta = 0.223$, $p < 0.001$), supporting Hypothesis H9. Moreover, the interaction between learner motivation and organizational atmosphere significantly influences offline intergenerational knowledge transfer ($\beta = 0.297$, $p < 0.001$), indicating that Hypothesis H9 is validated. To further illustrate the moderating effect of organizational atmosphere on the relationship between learner motivation and offline intergenerational knowledge transfer, a simple slope test was conducted. The results demonstrate that at high levels of organizational atmosphere, learner motivation exerts a stronger promoting effect on offline intergenerational knowledge transfer compared to low levels of organizational atmosphere. The findings underscore the nuanced role of organizational atmosphere in shaping the relationship between learner motivation and intergenerational knowledge transfer among young hospital staff. While the impact of organizational atmosphere on online knowledge transfer is negligible, its significance emerges in offline knowledge exchange contexts. The significant direct effect of organizational atmosphere on offline intergenerational knowledge transfer suggests that a conducive organizational climate facilitates informal interactions and knowledge-sharing practices among staff members. Furthermore, the interaction between learner motivation and organizational atmosphere highlights the importance of a supportive work environment in amplifying the positive effects of individual motivation on knowledge transfer outcomes. These findings emphasize the need for hospital administrators to prioritize the cultivation of a positive organizational atmosphere conducive to intergenerational knowledge exchange. By fostering a culture of collaboration, mentorship, and continuous learning, hospitals can harness the collective expertise of their staff to drive innovation and improve patient care outcomes.

4.5 Testing the Regulatory Effect of Absorption Capacity

This study investigates the regulatory role of absorption capacity in the relationship between learner motivation and intergenerational knowledge transfer among young hospital staff. Utilizing Model 9 in the PROCESS 3.2 program, the analysis incorporates control variables to examine the moderating effect of absorption capacity on both online and offline knowledge transfer.

The direct effect of learner motivation on offline intergenerational knowledge transfer is significant ($\beta = 0.105$, $p < 0.001$), supporting Hypothesis H5. Additionally, absorption capacity demonstrates a significant direct effect on both offline ($\beta = 0.182$, $p < 0.001$) and online ($\beta = 0.217$, $p < 0.001$) intergenerational knowledge transfer. Furthermore, the interaction between learner motivation and absorption capacity significantly influences both online ($\beta = 0.238$, $p < 0.001$) and offline ($\beta = 0.227$, $p < 0.001$) knowledge transfer, indicating a positive moderating

effect. These results suggest that absorption capacity enhances the relationship between learner motivation and intergenerational knowledge transfer, supporting Hypotheses H10 and H11. The findings underscore the crucial role of absorption capacity in facilitating intergenerational knowledge transfer among young hospital staff. While learner motivation serves as a driving force for knowledge exchange, absorption capacity acts as a facilitator, enhancing the effectiveness of knowledge transfer processes.

Table 4-5 Moderating Effect of Absorptive Capacity on Learner Motivation and Intergenerational Knowledge Transfer

Variable	OLIGKT		ULIGKT	
	Coef	95% CI	Coef	95% CI
Age	-0.069	[-1.138, 0.231]	0.029	[-0.035, 0.089]
Industry age	0.056	[-0.108, 0.123]	-0.032	[0.094, 0.027]
Gender	0.041	[-0.056, 0.139]	-0.048	[-0.091, 0.081]
Education level	0.009	[-0.026, 0.043]	0.186	[-0.117, 0.048]
Learner motivation	0.266***	[0.017, 0.037]	0.105***	[0.019, 0.082]
Absorption capacity	0.217***	[0.045, 0.073]	0.182***	[0.054, 0.088]
Learner motivation * absorption capacity	0.238***	[0.027, 0.055]	0.227***	[0.038, 0.059]
Index	R ² =0.357		R ² =0.296	
	F=43,284***		F=51.709***	

Note: N represents the sample size. * p<0.05, ** p<0.01, *** p<0.001, two-tailed test, standardized data results.

A high level of absorption capacity within hospitals creates an environment conducive to learning and knowledge assimilation. This environment enables staff to effectively absorb and apply new information, thereby fostering intergenerational knowledge sharing and collaboration. The significant moderating effect of absorption capacity emphasizes the importance of organizational strategies aimed at enhancing employees' capacity to absorb and utilize knowledge effectively. By investing in training programs, mentorship initiatives, and knowledge management systems, hospitals can cultivate a culture of continuous learning and knowledge sharing, ultimately improving patient care outcomes and organizational performance.

5. Conclusion

In the context of today's rapidly evolving healthcare landscape, where knowledge exchange and innovation are paramount, this study offers valuable insights into the dynamics of intergenerational knowledge transfer among young staff in hospitals. Through a comprehensive examination of learner motivation, organizational atmosphere, and absorption capacity, this research provides a nuanced understanding of the mechanisms driving knowledge sharing within healthcare organizations. The findings underscore the fundamental role of learner motivation as a catalyst for creativity and knowledge transfer among young hospital staff. The significant positive associations between learner motivation and staff creativity, as well as intergenerational knowledge transfer, highlight the critical importance of fostering intrinsic motivation among healthcare professionals. By nurturing a culture of continuous learning and professional development, healthcare organizations can empower their staff to drive innovation and improve patient care outcomes. Furthermore, this study sheds light on the moderating effects of absorption capacity on the relationship between learner motivation and intergenerational knowledge transfer. The results demonstrate that a high level of absorption capacity enhances the effectiveness of knowledge transfer processes, emphasizing the need for healthcare organizations to invest in infrastructure and resources that facilitate knowledge absorption and utilization. However, the findings also reveal the limited moderating effects of organizational atmosphere on the relationship between learner motivation and intergenerational knowledge transfer. While organizational culture plays a

crucial role in shaping employee behavior and attitudes, its impact on knowledge transfer dynamics in hospital settings may be less pronounced than initially hypothesized. In conclusion, this research contributes to the existing literature by providing empirical evidence and theoretical insights into the mechanisms underlying intergenerational knowledge transfer among young staff in hospitals. By understanding the interplay between learner motivation, absorption capacity, and organizational atmosphere, healthcare organizations can develop targeted strategies to promote knowledge sharing, foster innovation, and ultimately enhance the quality of patient care. This study underscores the importance of investing in human capital development and creating supportive organizational environments to meet the challenges of an increasingly complex healthcare landscape.

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