

**Knowledge Sharing among Student's in Higher Education  
Institution; Mediating Role of Knowledge Management**



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**Lahore**

## **DECLARATION**

It is certified that this MPhil thesis titled “KNOWLEDGE SHARING AMONG STUDENT’S IN HIGHER EDUCATION INSTITUTION; MEDIATING ROLE OF KNOWLEDGE MANAGEMENT” is an original research. Its content was not already submitted as a whole or in parts for the requirement of any other degree and is not currently being submitted for any other degree or qualification. To the best of my knowledge, the thesis does not contain any material published or written previously by another author, except where due references were made to the source in the text of the thesis.

It is further certified that help received in developing the thesis, and all resources used for the purpose, have been duly acknowledged at the appropriate places.

August, 2020

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## **ABSTRACT**

It is normally believed that the process of knowledge sharing in most of the HEI'S of Pakistan is not up to the mark and mostly students are not happy with it. Thus, students have been found in lacking motivation to sharing information into right place or time which ultimately effects their learning and teaching quality. This study addressed student's perceptions towards sharing of knowledge having influences among performance of their learning. The purpose of this quantitative research was to explore knowledge sharing among students with the process of knowledge management (KM) currently implemented in their universities. The technique of Random sampling was used to collect the data from a sample of 400 students from the two public and two private universities of Lahore, Punjab i.e. University of the Punjab, Government College of University, University of the Lahore and Forman Christian College (A Chartered University).A range of statistical tests such as descriptive statistics i.e. mean, standard deviation, inferential statistics including t-test, and ANOVA were conducted. The results of the study showed that overall students have positive perceptions about the Performance of knowledge sharing process conducted in their universities. Student feedback were found out to be the one that helps in improving learning practices. All the students have similar thoughts about how knowledge sharing should be done and what should be the criteria.

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# CHAPTER 1

## INTRODUCTION

During the last decenniums, the effectiveness of higher education institutions has been challenged by the media at local, provincial and federal levels. Knowledge has frequently been seen as one of the remarkable tactical resources that can produce succor long-term ambitious advantage. This has made the stakeholders, in particular parents and educators conscious about the inefficacy within and disparity among public private sector schools. New Government is stressing on enhancing the efficacy of public universities and working on it in collaboration of private sector organizations and scholars. Here, to investigated the impacts sharing of knowledge, this study as moderated by individual, and encouraging the student's to have positive effects to over hide the ability and improve the low ability perceptions. Analytical evidences show the differences in the higher education institutions due to variables in sharing knowledge on various factors that related to the individual usage of available resources (Endres & Chowdhury, 2019). Research has identified the successful approaches like;

- Ways of knowledge sharing
- Needs of knowledge sharing
- Challenges of knowledge sharing
- Conditions of knowledge sharing (Jer Yuen & Shaheen Majid, 2007)

Recent inquiries of “Knowledge Management” have explored the individually related factors that help to increase the independent incentive and their subjective conduct. This study has explored sole learning and information management stimulation on the users’

commitment to the knowledge sharing system. Knowledge management (KM) has provided the process of organizations and captures the learning tools that would put in order and manage the knowledge. A surfeit of research has explored how the features of the technical and social media influence the KM user's in organization (Hwang, Lin, & Shin, 2018).

The mutualism between knowledge sharing and students behavior most often studies an effect that directly relates to individual sharing attitude, sharing with satisfaction, intention to share and, increase in the motivation to share knowledge (Endres & Chowdhury, 2019). Previous researchers have put forward various definitions and the theory of knowledge management after elaborate debate on knowledge sharing.

Knowledge sharing has an implied definition, as necessary, to require the give and take of knowledge, an individual's ability to learn through the other participants by sharing knowledge and develop new competencies, willingness and attitude towards sharing knowledge, to assist learning from the others (Yang, 2007). The study to explore the exchange of knowledge theories formulate the consequences of knowledge sharing planned student's behavior and the uses of modeling techniques. Not long ago, literature has given knowledge sharing a greater observation, including a plethora of knowledgeable sense of fashion and culture, as well as world-wide experience.

This study explores viewpoints to effectiveness of HEI's, who are directly responsible for bringing improvement in a student to transform it into an effective institution. It also examines the link between organization learning environment and academic outcome, their role individually and collectively towards institutional attainment and effectiveness.

In this world, everyone has an equal right for everything in the culture of learning. During the last decade, many higher education institutions have been working to improve learning through KS strategies and structure. There is a lot of struggle being put into making new strategies and structure in respect of increasing universities portfolio, and encourages the knowledge workers to take part and succeed in the performance indicators management, learning and research quality inspection, and the growth of management through KM (Naz, Munir, Khalid, & Tatlah, 2011).

In innovative economies, knowledge workers who devoted more than their partial time of all knowledge employees were those people exert their brain rather than by exerting handwork. Information and learning are one of the major resources and tools to create the values of universities. This study aims to conceptualize the factors and gaps about the knowledge sharing among students in universities established on based of the widespread in literature review. It exposes the elementary distinctive features of the process and identifies the learning and sharing methodologies area for added investigation through research and systematic analyses. Therefore, work with knowledge sharing in universities or other academic organizational impacts the output of knowledge management. Knowledge sharing ways are recognized by an elaborate use of literature. These include components such as the essence of knowledge, working culture, students attitude, incentive and chances to share. This article debates the output of research on knowledge sharing in universities.

Scholastic arrangements contained perceptive purposes of two types. Ones which

encompass all subject areas, such as habitually inquisitive, ingeniousness and handling complications and the other which integrate obtaining of sharing data and knowledge in a specific subject area such as business, education and, pure sciences. As the meaning of educational success is widespread and caps manifold features of educational outcomes, the connotation of instructive accomplishment depends upon the signs adopted to measure it. All standards share practical measurement of intellectual capacities of an individual. So, academic achievement plays key role in each individual's life. It determines the continuity of educational endeavors of the student to college and university level, his vocational success, his contribution to the society and country at large. International studies are being conducted on knowledge sharing in knowledge management because of two vivid reasons;

1. the knowledge exchange among the organization members and,
2. individual knowledge exchange does not easily transfer into organization knowledge culture.

The unfamiliarity of shared knowledge could be undeviatingly responsible for disastrous mistakes made in the path of outline, learning and teaching methodology development process of the country. Remarkably higher in the process of performance results were those teams which had a great rank of absorbable knowledge sharing in between students as per as solo, or in the group, team members, and individual potential rather than that has low level of sharing information and gain perceptive knowledge. It is encouraged to; therefore, decrease the influence of knowledge sharing in any output of the learning development environment. Normally, knowledge circulation management (Bernard & Tichkiewitch, 2008). Findings of these researches are utilized to strengthen the education systems and rationalize educational policies of the country.

Investigation partakes to facilities ample indication to sharing learning and knowledge throughout collective education effects in mirroring and teach (Walker, 2002), plus the members welfare the relationship “*cognitive gains and positive learning outcomes*” (Rafaeli and Ravid, 2003). It has been discovered the undergraduates benefit drastically, educationally, and communally in collaborative communication in place of opposed toward competitive or unconventional interface (Johnson and Johnson, 1988). Nonetheless, state-of-the-art diverse mastering activities, college students show a tendency of “hoarding” facts or experience disinclined to percentage knowledge with their friends. As sparse expertise emphasizes cost, the unwillingness to proportion is greater whenever statistics or information is held as ownership (Senge, 1997).

A ‘high performing of students sharing knowledge’ contributing towards students’ academic achievement needs a long time of diligent work. However, hard work in the right direction can shorten the pathway to excellence. We can observe some common characteristics of the effective learning organizations by reviewing research done in this area and apply them in our context to bring improvement in student’s knowledge sharing our higher education institutions and consequently in our country.

## **Statement of the Problem**

Today’s higher education institutions are deluged with high requirements of answerability measures. “Professor Michael Sutton” (2008) of the Gore School of Business at Westminster College addressed at the *ICKM (International Conference on Knowledge Management)* meeting in 2008 that “he had assembled a library of extra than a hundred of them (McInerney C. and Koeing M., 2009)”, and alike to increase the

standards of sharing and enhancing the learning to assure that objectives are met on the being of yearly basis.

The stress to attain competent, perceptible aims, and at the same time, fulfilling the learning commitments of all learners generally become deterring for the organizational environment.

Now a day, organization is not only being measured on their students' achievement and competencies but also on the basis of their effectiveness. This study intended to remove the difference in literature as there seems deficiency of inquiry that has considered the seven above mentioned characteristics which can foster the effectiveness of a student. The topic of study is;

**“Knowledge Sharing among Student’s in HEI’s; medicating role of knowledge management”**

### **Purpose of the Study**

The intent to conduct this research was to examine the implementation and how knowledge of different individuals involve in the implementation of various nationally and internationally accepted standards which lead the institution towards its academic optimism and conclude on organizational effectiveness. In other words, this study is an effort to explore the insights of student’s information and educators regarding their knowledge about important characteristics of organization effectiveness. Previous research conducted on this topic has submitted that effectiveness can be the result of improvement in different areas collectively and independently (Omotayo & Salami, 2018).

Researcher also envisioned that these notions are linked and complementary interrelated, thus a study on the effectiveness of characteristics was warranted. Hence, this

research identified the component of efficiency of a student. The findings exhibited a probable relevance justifying effective tools for organizational efficiency.

## **Definition of Concepts**

*Student Effectiveness* — It is defined as “the amount to which an institution as a part of society provided assets and funds, in order to establish the interrelatedness and impact of self-leadership, emotional intelligence, motivation, and self-regulated learning disciplines of students growth (Cooper Jr, 2019).

Effectiveness of organization is related with ways and means used by formal organizations such as schools to achieve objectives. It integrates the goal as well as system designs together to reach towards the directed aim (Hajisoteriou, Karousiou, & Angelides, 2018).

*Characteristics* — Quality standards, steps, or/ and steps that are taken to make a school efficient and effective ultimately to enhance learners achievements (Gustafsson, Nilsen, & Hansen, 2018).

## **Research Objectives**

The research has been aimed to dig down the perceptions of various student’s knowledge sharing activities in an educational setting of higher education institution, effectiveness to process and setting of knowledge management in an organization, these characteristics include; students insolence near to mode by knowledge sharing mode, course linked-up tasks, motivator influences toward knowledge sharing, course linked-up sources, various channels used for sharing knowledge, limitation of knowledge sharing and types of information.

Following are the investigation aims:

1. To find out the perceptions of student's learning of undergraduate students of public university regarding their knowledge sharing about practices that transforms a university into a competent institution.
2. To find out the perceptions of student's learning of undergraduate students of private university regarding their knowledge sharing about practices that transform a university into a competent institution.
3. To see the relationship between students' sharing knowledge competency and characteristics of the institutional effectiveness.

## **Research Questions**

The reason for conducting this investigation was to find out the physiognomies of effectiveness by educational institutes, such as a student's ability to enhance the efficiency and efficacy of the institute by promoting its performance to raise the level and enhance the standard of education. The research question has been made as shown below:

1. Does the student's learning of undergraduate and graduate public and private university have the knowledge sharing of important ingredients, that first variable of "*ways of knowledge sharing factor*" for a competent higher education institution?

Based on the observations of student's insulence near to the mode by knowledge sharing, the main question following sub-questions is divided.

### **F1: Ways of KS**

- 1.1 While working on individual assignments?
- 1.2 Use the internet?
- 1.3 Use library resources to get more information on topic?
- 1.4 Use message board or online chat?

- 1.5 Through e-mail?
- 1.6 Use of telephone (call, voice call)?
- 1.7 Use of telephone (video call, conference call)?
- 1.8 Do not want to be perceived as a “show-off”?
- 2. Do the identified variables encourage knowledge sharing among students and are they related with learning environment context and second variable is *needs of knowledge sharing factor*” competency.

Based on the perceived frequency of knowledge sharing for course linked-up tasks the main questions following sub-questions are divided.

**F2: Need of KS**

- 2.1 During tutorials or labs?
- 2.2 While working on group assignments?
- 2.3 One learns from each other?
- 2.4 To help other?
- 2.5 Feel self-confident to sharing right information?
- 2.6 Consult the course professor or tutor?
- 2.7 Prefer face to face?
- 3. Do the identified variables for knowledge sharing into learning related with peer interaction context and third variable is “*challenges of knowledge sharing motivation*” competency.

Based on motivator influences toward knowledge sharing the main questions following sub-questions are divided.

### **F3: Challenges of KS**

- 3.1 Many students have the mindset that sharing knowledge is a type of plagiarism?
- 3.2 Feel afraid to provide the wrong information?
- 3.3 There is lack of knowledge sharing culture?
- 3.4 Time restriction does not allow to share knowledge?
- 3.5 Feel shy to provide the wrong information?
- 4. Do the identified variables encourage knowledge among students and are they related with the learning environment and the fourth variable is “*conditions of knowledge sharing tasks*” competency.

Based on the perceived frequency of knowledge sharing for course linked-up sources the main questions following sub-questions are divided.

### **F4: Condition of KS**

- 4.1 I feel it is important to share knowledge with other students for the benefits of all?
- 4.2 You should share knowledge with your peers only when they accessed?
- 4.3 You should voluntarily share knowledge with their peers?
- 4.4 I feel that “sharing is caring”?
- 4.5 Does it better to avoid sharing information with peers whenever possible?

Following are the hypothesis formulized:

- H1: Students ways of information positively influences to knowledge sharing.
- H2: Students needs of knowledge positively influences to knowledge sharing.
- H3: Motivation challenges of knowledge positively influences toward knowledge sharing.
- H4: Students conditions attitude towards knowledge linked-up sources positively influences to knowledge sharing.

## **Significance**

This study targets to add to the inquiry of effectiveness criteria and institutional effectiveness through the awareness of these standards and examination of the relationships of students and overall organizational effectiveness which ultimately has impact on students' learning achievements. There are many research studies focused on student knowledge sharing and achievement based on standards of institution effectiveness. The current research study focuses on how practices of these standards, incorporated, within an institute give meaning to the outcome of students learning and knowledge competency. The research study also covers the gap of literature, by investigating institutional competency through effectiveness criteria individual in knowledge management settings. Also, it shows how different knowledge management practices and educational knowledge sharing with regards to student's performance and efficiency enhance the organizational efficiency.

There is no current study which also sees the knowledge sharing of student's educators and implementers of these standards in all processes and at every level as well as the improvement practices being done and practiced by the organization and encouraged by supported instructors. The most significantly practiced strategies that enhances the student's performance can also take its place at the organizational development framework to enhance the level of organization and education as well.

The predicted outcome of the current research study will provide assistance in selecting student's effectiveness practices by the knowledge management to sustain and accelerate the outcome of their institute. Through the current study, it is anticipated that

the most practical and effective strategies lead to better performance and efficiency which hold significance and importance for both the institute and educational system.

## **Limitations**

The biggest prominent limitation is that the research deals with archived secondary data. Also, this study is dealing with the convenient sample comprised of private and public sector universities in one city. Established, the institutions were not selected randomly, it has been tried to identify practical representative of effective university and students. Questionnaires were to be given to all students except those who were not present. This study expects that respondents gave biased answers and fairly filled the survey.

The study was limited to public and private universities in Lahore that contained undergraduate and graduate students, so that student performance data considered the evidence of effective student should be based on board examination results, which was common in all institutions. Sample of universities has been taken from one tehsil. Finally sample is only intended to give a view and may not serve the complete province.

Generalization of conclusions to any other sample should be done with care because the section for this study was not random.

## **Summary**

This studies objectives were to identify the attributes that work behind the competency of student's: students insolerance near to mode by knowledge sharing mode, course linked-up tasks, motivator influences toward knowledge sharing, course linked-up sources, various channel used for share knowledge, limitation of knowledge sharing and types of information. Every aspect determined and presented is commonly identified with

student's which are characterized effective. Expressions were described in this section to give a better knowledge of the terms that will be used. Furthermore, the specific variables have been clarified as to their discrete significance and joint impact on the institutional effectiveness.





## Chapter 2

### LITERATURE REVIEW

#### Theoretical Background

Knowledge portrays a human beings understanding of their topic of interest; accordingly the field has been summarized as being theoretical and practical. Knowledge sharing (KS) is the method where personalities interchange their very own knowledge and generate new thoughts. Knowledge sharing between students might have a high-quality have an effect on at the institutional performance. Here, humans do now not share their understanding with a lack of confidence and their unwillingness to percentage with their classmates, and other diverse motives to now not proportion enough .knowledge (Wangpipatwong, 2009).

The article that explores the study of the function of monetary rewards in encouraging understanding sharing in establishments considers four mechanisms of know-how sharing perspective. We argued that rewards earned due to knowledge sharing enhance the ability of an individual to compete in that particular organization (Bartol & Srivastava, 2002). During a learning stage, if a participants collective performance brings them a sense of belonging as a leader or across team and work unit to create a healthy environment solely by knowledge sharing; the instructor encourages them with verbal praise and any incentives, such as giving additional marks on an assignment. One of the key factors to interactions between an institution and an individual is the trust of fostering a feeling of competence (Rubenstein-Montano et al., 2001).

Knowledge management is a vital process of exchanging information amongst students; in organizations like offices and any learning institution where people apply their own knowledge. In modern times, knowledge sharing with electronic tools i.e. Information Technology (IT) supports the exchange of information via email. Through technological support it is easier to save and it is easily accessible anywhere without any barriers (A. Cabrera & Cabrera, 2002).

In the previous study, the researcher suggested that people do not share personal knowledge with colleagues due to the following hidden reason (A. Cabrera & Cabrera, 2002). A evaluate of the research on knowledge sharing depicts overall knowledge increases by sharing and inculcates the sense of belonging to a group and meets the personal responsibility in a more salient way (A. Cabrera & Cabrera, 2002).

Thus far this paper has focused on the knowledge sharing issue, where one of the instrumental ways of distributing knowledge is with the help of an organization. The aim of this paper is to exhibit how individual knowledge will be most effective by knowledge sharing. A study held with both theoretical and practical ways to analyze personal behavior diagnosed the factors that facilitate and encourage knowledge sharing. A review of the research showed the factors that have an effect on understanding sharing behaviors and knowledge management roles in the classroom, context (E. F. Cabrera & Cabrera, 2005). After identifying the key factor of the research we would precede the details of management practices and accordingly survey to perceive the effectiveness of knowledge sharing in higher education institutions (HEI's).

Additionally, knowledge sharing has shown a managerial role in organizations to develop interest among students. This article has proven the distance of know-how sharing

conduct perception towards the organization. The analytical result has shown that knowledge sharing encourages individual perception and interest towards knowledge management. Along with that, an instructive and supportive attitude; norms, positively influence objectives that increase knowledge sharing.(Lin & Lee, 2004)

Furthermore, a significant value of research has confirmed that knowledge sharing among students creates a strong relationship between organizations. Nevertheless, minus research has been conducted on students sharing knowledge and their knowledge management role in classroom context. The research investigates a further impact on students about knowledge management and how making an effective organization to easily maintain the value of learning culture gives a pleasant environment, which is more or less likely to improve inner and outer knowledge sharing (Ipe, 2003).

While discussing approximately information sharing we ought to remember the distinction among understanding and facts, to exchange information sharing and facts in higher training organization. Knowledge is fundamentally a group of statistics and figures, whereas know-how consists of insights and interpretations (Wiewiora, Trigunaryah, Murphy, & Coffey, 2013).

It is essential to identify the differences between ‘rational’ sharing knowledge and ‘sharing’ knowledge, inflowing It in and recuperating it from information management. From studies (Huysman & Wit, 2002) ‘it is recognized that humans are a whole lot greater inclined to inform approximately their thoughts and solutions to others than, position in a database. But in stages of interpersonal collaboration, people on occasion seem to withhold data. Why is that and when are human beings stimulated to percentage their capability and studies?

Overall, knowledge sharing works in every field in engineering, medical, social science, business and pure science subjects. Though, in every related field of college student are not inclined to percentage their understanding. Based on literature, this articles architectural design is that the act of know-how sharing with team members, plays a vital and intensive role in sharing knowledge and experience, accordingly the task at hand shapes their trust as well (Ding, Ng, & Cai, 2007). This research identifies the four factors which have been studied and how these factors fundamentally interlink with personally affecting both trust and their knowledge. This study has concluded the result to which shows the individuals lazy about work and unaware to share knowledge at the exact place and at an accurate time. Furthermore, identifying the individual concepts provides directions to encourage sharing knowledge among institutions to design knowledge management.

### **Importance of Knowledge in Organization**

People or groups who see that they are one of a kind, important knowledge gives them strength or repute in the corporation and they may be less willing to share that expertise (Jacobson, 2011). Alternately, the ones individuals who are stimulated or feel comfortable to share their insight and knowledge will positively affect into sharing information (Gupta and Govindarajan). This notion might also emerge from unselfishness (a longing to assist other people or to assist the agency), from hobby for the difficulty, or from a ardor to be perceived as expert, what Maslow (1987) indicated to as the regard or esteem need). It may likewise emerge from the preference that, sooner or later, the beneficiary will give back in kind, either as understanding shared or in a few different shape (Davenport and Prusak, 1998).

The knowledge sharing message would include the procedure to convey information, person to person. What type of knowledge should a person share, who should the information be conveyed to, and what is the level of knowledge that would be exchanged? (Dixon, 2000). Despite the fact that there are different typologies of knowledge (Seidel, 2013) we will assume. Nonaka and Takeuchi's (1995) broadly acknowledged system since it centers on the person as a key to the knowledge making procedure: *“Any learning organizational cannot make or create the learning and information without the understanding of peer”* (p. 59).

## **Types of Knowledge**

Originally, Michael Polanyi (1967) pointed towards the differences among knowledge, Nonaka and Takeuchi define that knowledge ranges from explicit to tacit, authors define that both have various typologies.

1. **Explicit knowledge**, introduced too many as classification of knowledge that is helpful in the learning environment, and students can easily transfer knowledge in formal way and explicit knowledge is usually used in organization. Explicit knowledge deals with the past knowledge that may be included in the shape of documents, reports and any electronic knowledge from one place to another through the use of technology.
2. **Tacit knowledge** is personal knowledge and background knowledge in clear concept. Is extra complex to creative and show mind knowledge in front of students (Nonaka & Takeuchi). Knowledge must be assumed to count either explicit or tacit, both of which are essential for the progress of organization and equal part of success.

The literature proposes that the quality of human knowledge is based on tacit and explicit, involving the training and aptitude, skills and experiences of solo at the workplace for individual level. Tacit and explicit knowledge are summarized with the help of individual knowledge and skills (Hitt et al., 2007). Therefore, tacit knowledge alone would only be a piece of the entire knowledge that exists in the whole organization. Peter (2010) pays attention to the two main features that contribute to the human knowledge, that is recruitment and training, they would be effective for organization.

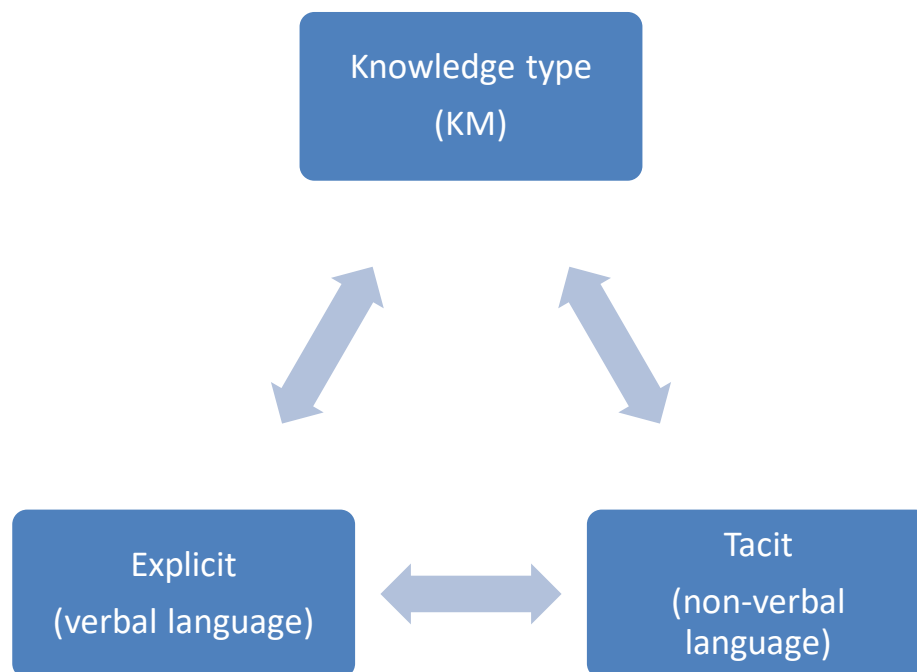


Figure shown these two types of knowledge create a learning environment in the organization. Explicit knowledge is the simpler way to share than tacit knowledge. Tacit knowledge, basically requires a different form of, through gestures and behavior of other students. Knowledge sharing is influential to the mindsets of learning (Constant, Kiesler, & Sproull, 1994), and participants shared knowledge through a piece of paper or any electronic learning material that had taken place in the organizations. Here, the participant's willingness to share their mind knowledge, should be personal knowledge

(tacit knowledge) for example, it may consist in software form to share knowledge and in return the other one must share and give their opinion (e.g., affirmation of their skill).

Davenport and Prusak (1998) describe the example of 23 surgeons that specialize in Coronary Artery Bypass Surgery, the type of surgeon that improves the blood flow of the heart. They wanted to improve their skills and enhance their knowledge, to find the other surgeons who relate to their field meet and discuss their own experiences, skills and knowledge. Through knowledge sharing, their work improves and has a high success rate. They started to share their successful stories and comparison with the other surgeons in the medical field and seen in the various perspective of district. Here, explicit and tacit knowledge are both helpful in sharing and enhancing their knowledge. Face to face communication, storytelling, and experiences (tacit knowledge), read literature about the various specialized fields (explicit knowledge). After these, also taking extra training for continuous improvisation. In the field of education, teachers must take teaching or coaching training to improve their skills, so students can be trained to share knowledge and are encourage to participate in classroom activities without fear of failure. These surgeons accomplished a 24% drop-out-rate just because of that associations same area of context. A dynamic of these surgeons that worked on the same project and the same area of interest to work and share their learning and experiences without any hesitation proved to contain failure and success stories. To without difficulty understand and take in every other's knowledge with the same context of the learning field, students should set the context to the same point of learning that should easily comprehend each different phrases and moves.

## **Knowledge Sharing**

Precisely, what will we suggest by means of information sharing? Some various meanings about the knowledge extending from practical to philosophical. We obtained a definition on Turban (1992) learning data that have been composed and examined to pass on earned knowledge, learning, and mastery, so it is reasonable and has potential for critical thinking or basic leadership. Despite the fact that knowledge sharing and information are frequently utilized, reciprocally, we will differentiation between them. Knowledge sharing as applied right here indicates to a skill of shifting mastering or information between two people; one that conveys understanding and person who absorbs it. Knowledge sharing focuses on human capital and the collaboration of humans. Knowledge sharing revolves round basic capital and the exchange of man or woman information to accumulate or prepare understanding, which converts incorporation with procedures, items, and administrations. Conscientiously, knowledge can by no means be shared. Meanwhile, knowledge occurs in the classroom context and learning environment.

Few authors have taken into account that knowledge sharing may hinder the factor of the organizational culture. Accepting that a many human beings "have a feature want... to proportion what they recognize," O'Dell and Grayson (1998, p. 16) assets the absence of inner understanding sharing has taken part in groups to "a set of organizational structures, control practices, and dimension structures that discourage-in preference to inspire-sharing" (p. 17). Szulanski (1996, 2003) recognizes four arrangements of factors that determine how directly know-how will be shared within the firm: the attributes of statistics, the traits of the source, the attributes of the beneficiary, and the enterprise putting. Hubert Saint-Onge, leader govt officer (CEO) of Konverge Digital Solutions

Corp, gives an exchange explanation for the lack of know-how sharing: "Sharing information is an unnatural act. You cannot absolutely get up and state 'Thou shalt proportion information'- it may not paintings" (as noted in Paul, 2003).

Knowledge sharing through communication easily (Berlo, 1960) explains that communication works with the help of human sense which may include see sense, auditory sense, moving sense, smelling sense, and tasting sense. When talking to another person, we first see them (eyes), speak with our mouth (mouth), help with (hands), nonverbal gestures and others listen with help of their (ears), and store information in their minds (head). So these human senses work to convey messages through communication. Technology is also supportive in transferring knowledge through e-mails, web board and window live message gives, get admission to the net both at home or at any mastering organization; those are the existing conversation channels for know-how sharing. Knowledge sharing can be upgraded with the aid of the extravagance, transmission ability, and unwavering nice of the communication channel. For instance, knowledge sharing is probably recommended via up close and personal gatherings that include seeing and hearing instead of electronic communication (e.g., email, databases, or post office based mail) that just includes seeing (Jacobson, 2011).

Knowledge sharing (KS) is basically a factory in which an individual shares their knowledge to be utilized and be beneficial to the organization. Knowledge management (KM) can be main correlated and consists of essential elements of knowledge sharing in organization.

Another significant focal point of knowledge sharing is on learning, partaking in groups, since, groups have progressed towards becoming unmistakable in the executives

thought and practice, and a while ago assumed advantages of a group, for example, "higher work efficiency, compliment the executives structure and diminished representative revenue" obligate to be approved (King, 2011).

A significant focal point of information having is on the person who can give an explanation for, encode, and bring know-how to different people, gatherings, and associations. Specifically, the work of some KM expects people to contribute their insightful knowledge to a framework as opposed to remaining quiet about it or sharing it just through being close to home trades.

Few people probably tend to share knowledge similarly as certain individuals tend to be talkative person. To pursue the "*knowledge is the quality to enhance the ability of learning*" decree, most likely acquire knowledge in hierarchical settings; those individuals may additionally acquire know-how to share it be hesitant.

Nowadays, everyone must share their knowledge to create a healthy learning environment. On the other hand, knowledge is one of the most complex activities to share and make sure that the other person is interested to listen or not. Knowledge is generated in the human mind and is stored there. Knowledge management emphasizes that initiating stage knowledge requires an electronic way such as a software forum, internet data base information. Obviously, these distributions encourage knowledge as far as individual satisfaction is concerned. Accordingly, to enhance the student's intellect, social and moral approaches motivate their behavior so that they would be encouraged to share knowledge and are given some rewards, appraisal, built trust and relationships.

Knowledge sharing is one of the mind sets of behavior, one that is satisfied with the exchange of vital knowledge. In an organization, students share knowledge with their

creative learning and transfer learning in the form of express and specific knowledge. The major essence of knowledge management is towards students learning and knowledge transfer and turnout into the organization. What do we do to make the student willing to share their knowledge in an organization? Many researchers have shown the different methods of KM, theory and model, which consists of the leadership behaviors as well. Incentives, rewards, appraisal and mutual understanding develop and elevate the students esteem and encourage creating a healthy learning environment. Wong et al. describes that a long-term positive relationship with students helped to generate the organization knowledge (Razmerita, Kirchner, & Nielsen, 2016).

Knowledge sharing is an important achievement of the knowledge management. Likewise, it is important to utilize knowledge in a proper way and to use the learning resources. Learning resources straightforwardly impacts other knowledge forms, for example, information reconciliation and creation (Masa'deh et al., 2016). The procedure of learning and sharing enables individuals to trade inferred and expressed information and produce new information among the objective individuals (Birasnav, 2014). Learning and sharing can be characterized as the specific procedure that the organization uses to spread, transfer and trade information among representatives (Abualoush, Masa'deh, Bataineh, & Alrowwad, 2018). Moreover, it is the reason for creating new knowledge (Bouraghda and Dris, 2015). Knowledge sharing suggests to the procedure, whereby people offer to share encounters and data with one another, and therefore expands and enhances the organization's assets and diminishing the time misfortune in experimentation (Dalkir, 2005).

A significant number of us just do not regard knowledge management, yet we as a whole do it. Every one of us is an individual store of learning with getting ready, encounters, and casual structures of companions and partners, whom we hunt down whilst we need to take care of an problem or inspect a risk. Basically, we whole things and prevail via knowing a solution or knowing anyone who does (NHS National Library for Health, 2005).

Various researchers accept that knowledge sharing is the imperative component in KM (Firestone, 2001). Consequently, KM is where organizations have figured courses in the endeavor to perceive and knowledge resources inside the organizations that are earned from the representatives of different divisions or resources and now and again, even from different organizations that offer the comparative zone of interests or benefits (Bouthillier, and Shearer, 2002). In this unique circumstance, an institution wide way to deal with KM can to a great extent encourage the knowledge sharing procedure; both explicit (express) and tacit (implied), and the ensuing flood benefits (Shafique, 2015).

### **Term of Knowledge Sharing**

People can look up and choose data in accordance to their preference while also having the option to share their very own insight, which might be required or be helpful to other individuals (Li et al., 2012). Knowledge sharing adds to learning, imagination, addressing necessities and making the internet condition valuable. It may be the most significant element of informal communities.

The term knowledge sharing is classified as “the sharing of network-associated statistics, ideas, hints and information among people” (Yu et al., 2010) that's constituted of data, thoughts and a lot of activities that lead to helping each other by knowledge sharing

(Roblek et al., 2013). In our learning and earning in a community streams in two features, networks, and secondly; knowledge seeking (search for). Knowledge sharing is one of the most important components to reach and address other people needs (Hoseini, Saghafi, & Aghayi, 2019).

There has been an illustration on characterizing, making, surveying, and changing agency culture. In the general public of those, the focus has been the corporation in famous (Schein, 1999) or its sectors (Sackmann, 1992). The emphasis has been on the man or woman or on know-how sharing.

### **Knowledge and Knowledge Sharing Hurdles**

In defiance of the various advantages related about sharing skills, there a load of way where knowledge sharing suffer hurdles likewise in the learning cycle given and take knowledge, few of students not share knowledge individual or properly, and sometimes they are not able to understand the other fellow problems it should be summarized in the shape of psychotic issue, burdensome to interact physical, and might be technological issue (Yuan et al., 2005). Generally, difficulties subjected students lack of knowledge sharing having many more prospective in the same organization learning and same place of learning but students not feel comfortable to share their knowledge persona, their set owns aims, goals, and objective for achievement the seeds of tertiary level education, as opposed to other organizations that to generate personal services (Robert, 2002). A “*knowledge is power*” which results in individuals hoarding knowledge and are reluctant to share, it is considered as a sole asset that could be used for personal success (Al-Naheyman, 2013). The significant in building interpersonal relationships is trust, if a foundation of trust is built then knowledge sharing is encouraged (Alstynne, 2005).

Other than shortage of sharing source and receiver of knowledge (Cross and Baird, 2000), unavailability to pursue the motivation (Smith and McKeen, 2003), in the learning environment huge problem of lack of time and illusive knowledge sharing aspect (Ikhsan and Rowland, 2004). we already know students one of the significant factor to run the growth of succeed future developed society, Pakistan government now take part to develop the learning accelerating with new strategies to breed up the lead citizen, play an effective role to well prepared the education sector in the country. Whereas, should emphasized and encourage the students to must be shared their knowledge without any hesitation, curricula contain to be creative pattern that students would take part easily and happily (Jer Yuen & Shaheen Majid, 2007).

The aims of this investigation were to inspect the ordinary mentality of understudies towards information sharing, cases where information is bound to be shared, the correspondence channels favored for sharing, and components that upset or support information sharing among the individual. It is being foreseen that this examination would help with building up a comprehension of the example of information and knowledge sharing among the students. Consequently, this will help the instructor to establish appropriate learning approaches that would increase interaction and knowledge among students.

## **Knowledge and Knowledge Management**

KM is a methodology of changing information and scholarly resources in regard. Learning is made available to make a move when a customer needs it. Learning is considered as key to make jump forward musings. The certified point of convergence of information of the executives is on "settling on the best decision" as opposed to "doing

things right". It gives a framework inside which the association sees, shapes as learning systems and all business structures, which incorporates creation, spread and usage of data towards hierarchical sustenance and continuance (Rowley, 1999).

Ramanujan and Kesh (2004) depicted KM as *"an association's capacity to accumulate, compose, share and dissect the learning of people and gatherings over the establishment in manners that straightforwardly sway execution"*. It is a procedure through which associations produce worth dependent on their scholarly capital. The prime witticism of KM in Higher training is to open the concealed estimation of data.

Data of the officials is an audit of "academic assets" that highlights exceptional sources, essential limits and potential obstacles, which ruin learning streams to the point of use. It shields academic assets from decay, searches for opportunities to improve decisions, organizations and things through including information, growing regard and giving versatility. KM supplements and improves other definitive exercises, for instance, hard and fast quality organization, business process, re-planning (BPR) and various levels earning, giving another and squeezing fixation to help centered position (Gunjal, 2019).

Knowledge is dynamically being known as the new vital basic of associations. The most perceived worldview is that learners that have knowledge have power. In this manner, one needs to save it, remain quiet about it to safeguard an advantage. The disposition of the greater part of the individuals is to grab one's learning since it is the thing that makes the person in question resourceful for the relationship. Today, knowledge is as yet thought about as power – a gigantic power truth be told – yet the idea has changed impressively, especially from the point of view of learning institutions. The new worldview is that inside the learning institution must be partaken so as to develop. Knowledge Management (KM)

is on a very basic level, to be developed by the basic and important knowledge and learning is made mutual and utilized in the organization. (PILLAI, 2011)

Knowledge comes with the help of individual learning, their hidden skills, abilities and innovative ideas, cope with, as their own knowledge is to be utilized, the information shared with the people to motivate and enhance knowledge. In this way, the KM procedure is the age, portrayal, capacity, move, change, application, inserting and assurance of organization knowledge (Schultze and Leidner, 2002; Massey and Montoya-Weiss, 2006)

### **Interlinked of Knowledge Sharing (KS) and Knowledge Management (KM)**

Knowledge sharing (KS) and knowledge management (KM) are both interlinked. The article of knowledge management shows the critical success factors that influence the issues towards the existing business world. Knowledge is an essential dynamic for the success of business and competitiveness for other companies to sell their self-knowledge. The previous research has shown a positive relation between a critical success factor and the achievement of knowledge management that are related. Although this paper aims to identify the significant design to build a successful model firm strategy, technology and cultural behavior based on knowledge management to achieve organization success (Andriessen, 2006).

Knowledge management (KM) based on the meaning of learning and student behavior culture, improves knowledge and information, the students and the organizations behavior have a greater impact to improve the organizational performances (Andriessen, 2006). To evaluate these objectives, use the chain model value to emphasize the growth of

the framework of a learning organization. The program would work under the basic program of knowledge management.

Knowledge sharing and knowledge management are both clearly related with student learning (SL), while they are not normally related with each other their factor of influence changes according to the environment and student behavior towards learning and sharing. Nonetheless, there are similarities, like dealing with information, data and knowledge. The progress of business and education are the results of attaining, refining, storage and sharing to generate the desired performance (Small & Sage, 2005).

Knowledge management (KM) is one of the main concerns in the management of up-to-date organizations. The literature contain the many definitions about the knowledge management (KM), knowledge management (KM) and knowledge sharing (KS) very interlope the same view of points (Heisig, 2003; Small & Sage, 2005). Here, this research has been provided on an overview of the dissertation along with the KM and KS interrupted models and frameworks that recycled the KM advantages. Knowledge sharing is manufacturing the progress of an organizations performance, often to the authority of KM. A survey provided the literature and framework progress in both of these areas. Knowledge of the board depends fundamentally on the organizational learning structure. (Gold et al, 2001) characterized an authoritative structure as a formal portion of a work task, jobs, arrangements, methodology, and structure of division. Association structure is the assignment and division of capacities, the improvement of frameworks techniques, and the meaning of power (Cortés, Zaragoza-Sáez, and Ortega, 2007).

The procedure of knowledge sharing is a significant element of the achievement of knowledge and learning the panel of KM. It is additionally pivotal for the best possible

utilization of learning resources. Knowledge sharing (KS) straightforwardly impacts other information forums, for example, learning, joining and creation (Masa'deh et al, 2016). The procedure of knowledge sharing enables individuals to trade unequivocal learning and produce new information among the objective individuals (Birasnav, 2014). Knowledge sharing can be characterized as the specific procedure of the association used to spread, move, and trade learning among workers. Moreover, it is the reason for making and producing new learning (Bouraghda and Dris, 2015). Knowledge sharing states to the procedure whereby individuals exchange their knowledge and data with one another, and therefore expand the association's assets; decreasing time and the misfortune in experimentation (Dalkir, 2005), (Abualoush et al., 2018).

The power of the mediating role of KM is accepted and so is the connection among students KS and their practice towards Organizational performance (OP) (Patil & Kant, 2012). Similarly, the mediating role of organizational culture (OC) in the connection among KM, students' performance, KS and OP (Al-Tit, 2016). The examination additionally planned to investigate the mediating role of knowledge management and the executives just as the directing impact of hierarchical that should be impact of the students and knowledge performance in the learning institutions (Al-Tit, 2016).

The organizational cultures have beneficial connection with knowledge formative procedures, modeling the culture and environment influences and a key of maintained knowledge management (Chang & Lin, 2015). Be that as it may Ajmal and Koskinen (2008) KM is accomplished by the success a structure of a steady culture while building up these KM frameworks. Along these lines, authoritative culture is an essential

component of an association's capacity to make an incentive through utilizing learning resources.

Additionally, to enhance the ability of learning, a knowledgeable environmental figure represents the organizational learning decorum (Wei, 2005). Here, knowledge and learning in the organization provides a beneficial environment for every person, not only to attain the level of business but also to encourage and enhance the relationship between the organizational supporter (Rodgers, Mubako, & Hall, 2017). Accordingly the author, shares, stores and transfers knowledge from one mind to another with the help of skills that are utilized by the individual, that would proceed to increase the betterment of organizational performance and maintain the culture (Chang & Lin, 2015). Knowledge management has an essential element of transferring knowledge. Knowledge sharing influences the persons awareness as the to key to knowledge and learners must be willing to share knowledge with one another (Chang & Lin, 2015). One of the important things is to have the member of the organizational shared..

The knowledge firm have the key authoritative sources to proposes the basic ideas to feasible upper hand (Bitkowska, 2017). On the viewpoint, that every organization has a manager to run their knowledgeable resources; a very wide range to provide benefits through a supportive instructor in the classroom context results in an improved cooperative and changeable environment (Kayworth & Leidner, 2004). Knowledge management (KM) is a key point in this time period of knowledge sharing. Despite the fact that KM has picked up consideration over the past (Leidner, 2002), instances of the advances sources of knowledge to move the sharing and participate, changing the mindset, and purse the new competition (Barkema et al., 2018). KM is a

vigorous and persistent arrangement of procedures and practices installed in people as well as in gathering and construction knowledge. Anytime in a given association, people and gatherings might be associated with various parts of the KM procedure (Chang & Lin, 2015).

Be that as it may, in the KM procedure, singular endeavors were often observed difference of opinion with organizations (Bedford, 2013). As indicated by Schein (2000), any challenges in the KM procedure among individuals are principally identified with the "mental atmosphere" of the association, which, thus, relies on the way of life of the association. In addition, the disappointment of numerous learning frameworks is frequently a consequence of social factors instead of mechanical misunderstandings. Moreover, organizational culture has multi-faceted measurements (counting results, arrange the data, controlled the work situated, further framework and other arrangement of societies) instead of a solitary measurement (Fey and Denison, 2003 (Chang & Lin, 2015).

The intensity of an association incredibly relies upon the adequacy of the teaching of the board and knowledge management (Riege, 2005); the accomplishment of its information to a great extent depends upon the representatives' inspiration and ability to participate. To characterized the knowledge sharing as "knowledge is should be act like that the other person easily pick-up" (Ipe, 2003, p. 32), seen as critical for accomplishing viability and more noteworthy advancement at the person level (Costello et al., 2014), group level and authoritative level (Ng, Lee, Foo, & Gan, 2012). Not only is knowledge sharing fundamental for people or potentially firms to seek after better execution, it has likewise been progressively perceived as a good challenge in organizations. Lin (2007)

consumes contended that representatives' rejection to impart knowledge to colleagues compromises the basic premiums of an association, for example, its endurance and intensity in the market, and subsequently may be viewed as an infringement of the moral standard in organizational level (Bavik, Tang, Shao, & Lam, 2018). Given the pragmatic significance of knowledge sharing, it is fundamental for specialists to examine the factors that impact a representatives' ability and inspiration to take part in learning and sharing their knowledge to collaborators (Bavik et al., 2018).

The research on knowledge sharing among students in higher educational institutions examines and investigates the prospective background and follows the social cycle method on knowledge sharing. Until this point in time, looking into knowledge sharing for the most part pursued the social capital way to deal with research and the potential forerunners of sharing the knowledge (Randel, 2014).

As indicated by the basic methodology, knowledge sharing can likewise be affected by variables, for example, the degree of basic decent variety in work groups (Cummings, 2004) and the sorts and examples of social arrange, alongside hierarchical correspondence framework (Yang and Chen, 2007), impetus framework, and knowledge that executives framework (Watson and Hewett, 2006). As a final point, the subjective method recommends that people's view of standards, for example, correspondence standards (Burgess, 2005), authoritative culture (Ipe, 2003), execution objectives, and emotional standards (Bock et al., 2005) can influence knowledge sharing.

This literature has added when and why knowledge sharing will occur in the learning system or any working place must be considering an ethical focal point to analyze the indication of relational level knowledge sharing can further propel learning the

executives look into, in light of the fact that learning and knowledge sharing takes ethical significance. In the accompanying segments, we clarify why knowledge sharing can be considered as a moral conduct in the working and learning environment and how moral authority can shape representatives' knowledge sharing. Individual participation has been the key factor to influence the relationship of learning transfer through the way of educational sector (Bavik et al., 2018).

In light of these contentions, we foresee that individuals add to worker knowledge sharing by removing the basic boundaries of blocking knowledge sharing, sustaining the arrangement of confiding, seeing someone in the work environment, and creating workers' expectation of a reasonable response designed for commitments and asset sharing (Zhang et al., 2019). For sure, the literature of knowledge management has recorded the fundamental job of initiating, making standards and directions that cultivate knowledge sharing.

Knowledge sharing contains the set of manners in which the individual behavior encourages the transfer of required knowledge. A social community about learning must be committed with the reflection of knowledge sharing and transmitting explicit and implicit knowledge. Knowledge management correlates to giving a chance to every single person to turn knowledge into an organizational perceptive knowledge. However, would the organization make a supporter and learner who are willing to share their knowledge? Given the incentive and extrinsic rewards, mature understanding relationship, broadened intelligence, increased self-esteem, and developed organizational environment to encourage knowledge sharing. Wong et al. recommended that exploring an enduring relationship between the individual and a helpful supporter prevents organizational

knowledge. Ramasamy et al. played a significant role in displaying the statistical analysis to structure the comparative relationship among organization and knowledge sharing. Numerous creators have additionally speculated that social capital adds to knowledge sharing, while research has demonstrated that such conduct depends on workers' volition to share and regarded social weight from the organization. Accordingly, we needed to think about whether social capital assumed a similar job in both choice capacities. Knowledge is generated through the human mind and is transferred with conservation and comprehension of a constructively affect association as well as execution (Cho, Li, and Su, 2007). Knowledge sharing has been hoisting consideration amongst analysts and business directors. Many authors (Wangpipatwong, 2009) have investigated about knowledge sharing influencing factors taking part in an organizational context.

In this study, the main corresponding the relationship among student and their sharing, the students were to achieve a friendly behavior with volunteers and how motivated they were for the social capital and welfare of the organization (Liu & Fang, 2010). Statistically analysed results would find out the three factors and which one sub factor was profitable for improving students' willingness and motivation to share knowledge. Here, knowledge sharing and willing behavior, motivate the instructor to give an incentive in any form, such as any title awarded to enhance the student's willing behavior and how they overcame their fear of not sharing and felt comfortable in the classroom paradigm (Liu & Fang, 2010).

As Peter Drucker (2000) has brought up, the establishment of the 21st century organization is not cash or on the other hand capital or even innovation; it is only information or knowledge. Altogether, the best possible technology to run culture,

information will stream promptly all through the firm. Advancements in the culture of technology that encourage knowledge sharing (e.g., collection of data, inputs of technological task, portal, and group work) existence to work continually improve the circumstances. Be that as it may, advances are just piece of the learning the executes condition (Jacobson, 2011).

In 1997, the Ernst and Young Center for Business Innovation directed an investigation of 431 U.S. and European associations (Ruggles, 1998). Of those responding, just 13% esteemed their association as extraordinary or great at sharing knowledge inside. All things considered when learning was open, simply 30% uncovered that their association were extraordinary or splendid at using that learning in choosing. Notwithstanding those outcomes, when asked what the best issue to knowledge sharing was the inside their association 54% referenced culture (Jacobson, 2011). Knowledge sharing inside an organization, must look at the decade of past culture and collaborate with the individual.

Data of the official's exercises are routinely completed with the objective of improving pieces of knowledge of the board, master work on learning the administrators, exercises are much of the time composed towards improving getting the hang of knowledge sharing all through the organization (Weiss, 1999). Knowledge sharing is one of the ordinarily long processes to share knowledge; however, there is a developing enthusiasm for stretching out such activities to the information on the client, business, staff capacities, key accomplices, and the organization's market and cash related position. Inside legal practice, conflicting discoveries have been observed, as for technology based activities, plan for expanding knowledge sharing all through the firm.

## **Technology Appearances towards Knowledge**

For some organizations the usage of information technology (IT) voices the appearance of 'knowledge management' inside the association. Here, information technology takes a positive view factor or on the other hand empowers the influence of radical hierarchical change that once executed, changes the organization to one where key procedures, for example, knowledge sharing are conceivable as well as inescapable Online interpersonal organizations make and keep up individuals' profiles comprising of one of a kind client identifiers, with or without symbols, some close to home data, a rundown of companions, a rundown of social gatherings, a domain and capacities for sending and getting data among individuals (Pietiläinen et al., 2009). Online mobile networking , person to person communication has a normal portion of more than 15 percent of absolute portable information traffic with the target of keeping in contact with companions and sharing perspectives and thoughts on different kinds of themes (Moreno-Munoz et al., 2016).

Nowadays, technology applications, websites and live online messengers are rapidly growing, the rate of social networking has increased and used in many firms like; companies, education sector, medical area and various other places. In the developed world, most of the people spend a lot time of using social networking sites and looking for new friendships to spend time, other people used to share information online that are more beneficial for their own virtual communities (Tang et al., 2016).

Here, technological support has improved communication between people and is an imperative part of exchanging information; as well as the knowledge aspect of up-to-date human life (LaRue et al., 2010). Electronic working process is utilized in learning and

teaching, professional and occupational level has a rapid growth and has an essential role among people. Various researchers have found that knowledge sharing has progressively increased between the age gap of adults and middle aged people (Lee and Kim, 2014). Here, smart phones exist in the learning cycle. Smart phones have astounding features to share information in the learning institutions, to convey messages from one place to another; comprehensive for everyone, information is provided quickly, Portable Document Format files and other documents that are effective for learning and knowledge (Shim et al., 2015).

### **Maslow Hierarchy**

If we know about knowledge sharing, we should look at what ensures people to focus at who are at the center of the knowledge sharing procedure work. Maslow's (1987) pecking order of necessities gives one broadly acknowledged clarification of the behavior and frames of mind of people in organizations. Maslow distinguished five degrees of human needs:

1. Physiological (e.g., nourishment, water),
2. Safety (e.g., security, wellbeing, and assurance),
3. Social (e.g., love, love, and feeling of having a place),
4. Esteem (e.g., regard and acknowledgment from others, individual feeling of skill),
5. Self-actualization (e.g., satisfaction of one's potential).

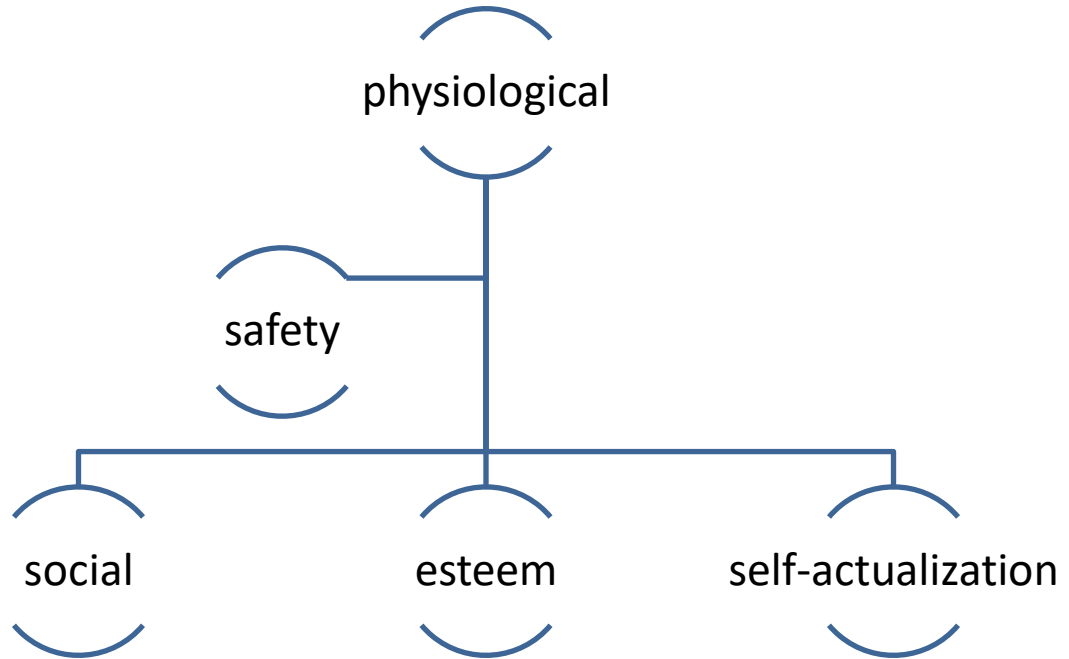


Figure shown as indicated by Maslow, Human beings are motivated by hierarchy of needs. Needs are organized in a hierarchy of prepotency in which more basic needs must be more or less met prior to higher needs. Maslow's Hierarchy of Needs. Maslow and bloom taxonomy theory talk about the same perspective in which individual needs and affection about to fulfill a need, knowledge sharing perspective students promptt to take part in practical activities.

### **Model of Communication**

Berlo's (1960) model of communication also mentions in the source that messages and channels are beneficial; however his emphasis is on relational dyadic communication. The source and recipient are characterized as far as communication abilities, information, social frameworks, culture, and dispositions. Communication abilities incorporate talking, composing, tuning in, perusing, and thinking or thinking. Knowledge indicates to the sources of knowledge with their own frames of mind, alternatives for delivering a message, decisions of communication channels, and topic. Social frameworks are

delivered through communication and suggest to the cooperative practices and structures related with a gathering of people who have dependent objectives. A Culture, which comprises of our mutual opinions, qualities, and practices, will impact our communication designs too. At last, behaviors towards oneself, the topic, and the collector likewise influence communication.

Models of the communication procedure, for example, Berlo's (1960) model, apply to communication, when all is said and done and not explicitly to knowledge sharing, despite the fact that knowledge sharing requires communication in action or non-action, and speaking. In the point of view, the organization of communication manner may consider the capabilities of individual through talking skills. In the decades, many students ignore the share knowledge with their peers. As Nonaka and Takeuchi (1995, p. 59) has been, *"Education institutions never make knowledge without inter student's interaction"*

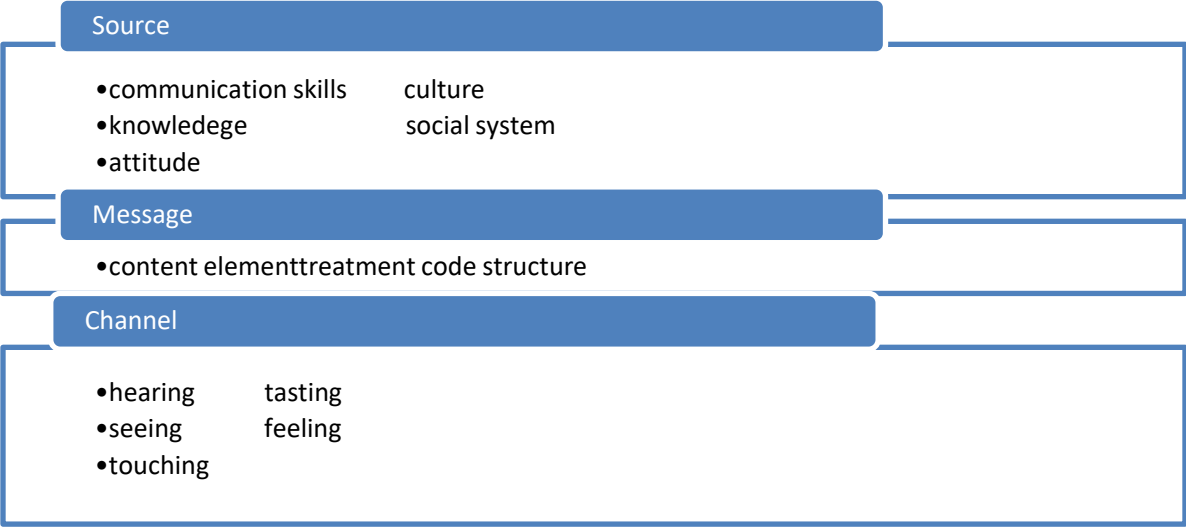


Figure model of communication (McQuail & Windahl, 2015)

## **Knowledge Management in Higher Education Institutions**

Laal (2011) has worried on the utilization of Corporate Sector's Knowledge Management (KM) rehearsed in the higher education institutes. He has assessed numerous investigations to enhance his situation and has referenced that KM is a precise procedure in which knowledge have increase the ration of organization succeed and how to utilize for further improvement. These days, the pace of development has entered a very fast speed and the individuals who can't learn, adjust, and change from minute to minute basically won't suffer (Shafique, 2015). While examining the instance of the developed world, Laal has referenced that the present higher education institutions perceive their significant insights and have received their changing job in a general public.

In our society, knowledge is one of the main element to pursue learning in the higher education institutions. The knowledge management cycle process provides the setting of education, it also creates awareness among the people on how to tackle the situation and provide the design of process, thinking in an institution and technological support and discuss with the administration on how it would be beneficial for the individual to share their practices and manage the knowledge (Petrides&Nodine, 2003). In higher education institution, knowledge should be divided into two types like; academic and organization.(Yeh, 2005). The main purpose of learning to gives the acquire knowledge to gain student in various school, college, and universities. Learning institution knowledge is defined as the knowledge in which the business of the overall institution, factors that affect the weakness and their strength, and the success of the organization. (Coukos-Semmel, 2003).Knowledge management can be effective to use and support teaching and learning to bring progress to educational institutions.

Rowley (2000) accepts that learning organizations, especially mastering organization now consider be like business, earning money and raw form of quality learning, should need to emphasized to improve and meanwhile, they are engaged with learning and knowledge establishment, disbanding and learning. Kidwell, Linde, and Johnson (2000) likewise stressed on the utilization of KM methods, techniques, technology and advancements in higher education and called it as essential, all things considered in the learning corporate area. They referenced that educational (instructive) institutes, schools, colleges and universities have huge chances to apply KM practices to help all aspects of their crucial training to open assistance to investigate. The use of knowledge management in the perspective of knowledge sharing is effectively fruitful in education institutes to prompt better decision making capacities and diminished advancement process duration to improved academic skills and regulatory managerial and decreased expenses. Also, Ramanigopal (2012) said that higher education has huge chances to apply knowledge management practices that help all aspects of their crucial, training to learning in a society's innovative work.

Numerous educational institutions are burning a large number of dollars into information technology and data innovation without considering the powerful incorporation of the equivalent into shared basic leadership procedures to improve scholastics, activities, and arranging them. Then again, a large number of these educational institutions are more distant in building up an "*information culture*", yet fall behind in their "*technology culture*". Thus, knowledge sharing comes out into the knowledge management (KM) and both give an incredible advantage to the educational institutions that track and resolve the student's shyness and barriers to stop them from

sharing their knowledge. Since the essential advantage of the KM is that it effectively addresses both the "*technologyculture*" and the "*information culture*" at an institution and tries to progress both all the while, (Petrides, and Nodine, 2003). Omona and Lubega (2012) proposed a theoretical system for improving knowledge management (KM) in higher education so as to progress vital objectives and heading. The key components of their proposed system were tried by utilizing contextual analyses of higher education institutions (HEI's) to analyze the relative use and viability of the current existing KM to relate knowledge sharing among students and survey the factor considered on empowering ICT instruments and innovations.

Gopal and Shobha (2012) considered the general comprehension of understudies about Knowledge Sharing and the mediating role of Knowledge Management, that open doors accessible for their Knowledge Management and knowledge sharing practices received by them in their higher education. They prescribed coordinating the KM in college and universities in the instructing and learning process. Steyn (2004) stressed on the significance of knowledge sharing in the higher education institutions, established a model of KM that executed usage in the higher education institutions. Steyn accepted that fruitful organizations are teaching, making associations, which produce, spread and express to represent new information in new items and administrations. Yaghi and Zamzami, (2014) strained on the significance and need of knowledge sharing in the higher education institutions. To signify the feature of transfer and gave knowledge through the system of knowledge sharing and to applying the idea of KM in higher education institutions.

Regardless of every one of these limitations and obstacles, the government approach records unmistakably demonstrate their consciousness of these issues and draws the system for conquering the equivalent. For instance, the Ministry of Education (2004) reports recognized the shortcomings in the training framework and weights on the need of information and serious instruction framework. Alsereihy, Alyoubi, and El-Emary (2012) stressed that the activities would be fruitful solely when more individuals have taken an interest in the activity and they have traded their perspectives in the manner of making knowledge. They additionally focused on the need of utilizing Social media for the knowledge sharing reason.

## **CHAPTER 3**

### **METHODOLOGY**

#### **Nature of the Study**

The study focuses on assessing the knowledge sharing among students in the higher education institution of Lahore. This study will contribute in improving the quality of knowledge sharing among students and improve the learning environment in the higher education institutions of Pakistan and will provide us way to ensure better way of improve the sharing information. This study will add value in the areas of university undergraduate students, development along with the importance of student feedback in assessing to improve knowledge sharing throughout the higher education institutes. The study was based on a quantitative approach; the survey research was conducted to collect data from public and private universities of Lahore.

#### **Research Design**

The methodology used for this study was survey design in which quantitative data was collected. A quantitative approach helps in gathering wider and broader views of the participants. This type of research was preferred because surveys are generally considered to be the most convenient when data from large group of people is required (Mertler, 2017).The setting of this design helps researcher in collecting existing information in quantitative form from various levels of university students about their satisfaction on sharing information with other students process.

## **Population of the Study**

The population of the study consists of the undergraduate students of the selected public and private universities of Lahore, Pakistan.

## **Sample of the Study**

In selecting the sample for this research, two public and two private universities of Lahore were selected. As Lahore is famous for the higher education institutions.

## **Sampling Technique**

Convenient sampling technique was used in collecting the data from the selected universities. These universities are famous for their students learning and teaching standards. Undergraduate students were the main respondents of the data collected.

## **Sample Size**

The sample size of students was 400.

## **Instrumentation**

To find out knowledge sharing among students in the higher education institutes of Lahore a questionnaire was developed. It was developed on six dimensions i.e. Attitude towards knowledge sharing, knowledge sharing for study-related tasks, knowledge sharing motivation, source for study-related tasks, preferred channel for knowledge sharing, and knowledge sharing inhibiting. The questionnaire consists of 25 items. The scale chosen for data collection was 5 point Likert scales which were strongly agree, agree, Neutral, disagree, and strongly disagree. The questionnaire had good reliability.

## **Data Collection**

Data was collected by surveys from selected public and private universities. The purpose of collecting data was well explained to students never avoid the sharing, and how much helpful for their learning within the data.

## **Data Analysis**

After collecting data, SPSS software version 21 was used to analyze the data. Both descriptive and inferential statistics were used to answer the research questions.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### Introduction

The purpose of the study was to investigate the knowledge sharing among the students on the higher educational institutions of Lahore. This chapter focuses on the details of analysis results and interpretations. The instrument used to collect data was questionnaire based on five Likert scale. The collected data was analyzed by using SPSS (Statistical Package for Social Sciences) version 21. Descriptive statistics were used to analyze the data. Furthermore, Anova, KMO and T-test was applied in SPSS for analysis of descriptive data.

#### Reliability Analysis of Scale

**Table 4.1**

*Reliability analysis for knowledge sharing among students*

Cronbach's Alpha	Cronbach's Alpha	N of Items
.075	.826	25

The reliability statistics was done to find out the value of reliability coefficient for knowledge sharing among student's scale. Cronbach's alpha reliability analysis was calculated as .826 which is considered as an excellent value. The value shows that scale was adequately reliable.

## KMO Measure and Bartlett's Test

Table 4.2

*KMO and Bartlett's Test for knowledge sharing among students*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.825
Bartlett's Test of	Approx. Chi-Square	2733.728
Sphericity	Df	300
	Sig.	.000

The Kaiser-Meyer-Olkin measure of .825, above than .7, means that the sample from which these data were collected was adequate. Meanwhile, Bartlett's test of sphericity was statistically significant, with a p value equal to 0.00. At this point the researchers were confident about sample adequacy and that there were no missing values.

## Correlative Co-Efficient Statistics

Table 4.3

Descriptive correlative co-efficient analysis between variables

	M	SD	1	2	3
1. Ways of Knowledge sharing	3.76	0.76			
2. Need of Knowledge sharing	4.19	0.52	.564**		
3. Challenges of Knowledge sharing	3.88	0.65	.346**	.273**	
4. Conditions of Knowledge sharing	3.87	0.48	.360**	.256**	.252**

The Correlative co-efficient measuring the significant value p is 0.01. The first, variable have zero correlative co-efficient. Second, variable have the stronger relationship between other variables; need of knowledge sharing r is .564. Third variable challenges of knowledge sharing lies in between the .30 and .49, r is .346 is the moderately coefficient. Fourth variable lie is the strong coefficient value, conditions of knowledge sharing r is .360.

## DEMOGRAPHIC PROFILE OF STUDENTS

Table 4.4  
Descriptive analysis of students' demographics

	<i>Variable</i>	<i>N</i>	<i>%age</i>
Gender	Male	195	48.8
	Female	205	51.3
	Total	400	100.0
Age	Less than 20	129	32.3
	21-25	255	63.7
	More than 25	16	4.0
	Total	400	100.0
School	Business	75	18.8
	Education	158	39.5
	Pure Sciences	167	41.8
	Total	400	100.0

The above table 4.4 shows that sample of the study included 48.8% of male respondents and 51.3% of female respondents from public and private universities of Lahore.

Table 4.4 shows the age group frequency of students at different public and private Universities of Lahore. Most of students are between less than 20 age group i.e. 32.3 % of the total sample collected. Whereas 63.7% belong to age group of 21-25 higher responds of the study and only 4.0 % belong to the age group of more than 25.

Table 4.4 shows that majority of the respondents included in the subject of business i.e. 18.8%. Whereas 39.5% are respondents in education department and only 41.8% are pure sciences.

The above table 4.4 shows that majority of the university students had public area of institutions i.e. 50.0%. Whereas same response of number participants in private institution of students i.e. 50.0%.

## Descriptive Statistics of Students

Table 4.5

*Mean and Standard deviation relationships between student knowledge sharing*

<i>Item</i>	<i>M</i>	<i>Min</i>	<i>Max</i>	<i>SD</i>
While working on individual assignment.	3.48	1	5	1.334
Use the internet.	4.13	1	5	.928
Use library resources to get more information on topic.	3.92	1	5	.998
Use message board or online chat.	3.71	1	5	1.078
Through e-mail.	3.61	1	5	1.205
Use of telephone (call. voice call).	3.83	1	5	1.141
Use of telephone (video call, conference call).	3.69	1	5	1.081
Do not want to perceive as a “show-off”	3.71	1	5	1.232
During tutorials or labs.	4.10	1	5	.919
While working on group assignments.	4.30	1	5	.833
One learns from each other.	4.32	1	5	.808
To help other.	4.30	1	5	.795
Feel self-confident to sharing right information.	4.23	1	5	.823
Consult the course professor or tutor.	4.22	1	5	.803
Prefer face to face.	4.33	1	5	.785

Table 4.5 shown the benefits of knowledge sharing is the important part for the students (M=4.51, SD=.798). Students should share knowledge in which their access of

the group (M=4.01, SD= .855). Should voluntarily share knowledge with their peers (M=3.18, SD=.970). Some time students think that sharing is approximately comes into caring (M=4.39, SD=.897) lies to strongly agree with the statement. Does it better to avoid sharing with the peers (M=2.47, SD=1.230) has the not agree with the statement.

## INFERENCE STATISTICS

Table 4.6

*Independent sample t-test of effect of student sharing knowledge on the basis of gender:*

<i>Factor</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>P</i>
Ways of knowledge sharing	3.8321	.67625	3.6878	.83391	1.904	.058
Needs of knowledge sharing	4.1304	.53781	4.2418	.49564	-2.151	.032
Challenges of KS	3.8431	.67670	3.9190	.61507	-1.173	.242
Conditions of KS	3.8759	.49740	3.8634	.45684	.261	.794

### **Factor 1: Ways of Knowledge Sharing:**

An independent sample t-test was carried out the finding about the knowledge sharing among students on the basis of institutions. Table 4.6.1 shows that significance difference between (M = 4.05, SD = .591) and female (M = 3.46, SD = .805) scores;  $t = 8.34, p = .000$  of students.

### **Factor 2: Needs of Knowledge Sharing:**

An independent sample t-test was carried out the finding about the knowledge sharing among students on the basis of institutions. Table 4.6.1 shows that significance difference between (M = 4.34, SD = .498) and female (M = 4.04, SD = .491) scores;  $t = 6.23, p = .000$  of students.

### Factor 3: Challenges of Knowledge Sharing:

An independent sample t-test was carried out the finding about the knowledge sharing among students on the basis of institutions. Table 4.6.1 shows that no significance difference between ( $M = 3.92, SD = .671$ ) and female ( $M = 3.85, SD = .619$ ) scores;  $t = 1.01, p = .314$  of students.

### Factor 4: Conditions of Knowledge Sharing:

An independent sample t-test was carried out the finding about the knowledge sharing among students on the basis of institutions. Table 4.6.1 shows that significance difference between ( $M = 3.93, SD = .452$ ) and female ( $M = 3.81, SD = .486$ ) scores;  $t = 2.57, p = .011$  of students.

## One-Way ANOVA Statistically Analyses

Table 4.7

*One-way ANOVA test shown the importance of knowledge sharing among students in the difference of the age.*

<i>Factor</i>		<i>M</i>	<i>SS</i>	<i>F</i>	<i>P</i>
Ways of Knowledge sharing	Between Groups	29.605	14.803	28.941	.000
	Within Groups	203.056	.511		
	Total	232.661			
Need of Knowledge sharing	Between Groups	1.508	.754	2.824	.061
	Within Groups	105.961	.267		
	Total	107.468			
Challenges of Knowledge sharing	Between Groups	.264	.132	.315	.730
	Within Groups	166.326	.419		
	Total	166.590			
Conditions of of Knowledge sharing	Between Groups	2.828	1.414	6.397	.002
	Within Groups	87.760	.221		
	Total	90.588			

**Factor 1: Ways of Knowledge Sharing**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of schools. The respondents of the study were allocated into three groups rendering to their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that highly significant difference was found knowledge sharing among students the basis of school among above mentioned three age group [F (2,398) =7.521, p=.001].

**Factor 2: Needs of Knowledge Sharing:**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of schools. The respondents of the study were allocated into three groups rendering to their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that highly significant difference was found knowledge sharing among students the basis of school among above mentioned three age group [F (2,398) =8.048, p=.000].

**Factor 3: Challenges of Knowledge Sharing:**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of school. Participants were divided into three groups rendering to their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that there was no significant difference at the ( $p < .05$ ) level on knowledge sharing among the students for the three mentioned groups [F (2,398) =1.375, p=.25].

**Factor 4: Conditions of Knowledge Sharing:**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of school. Participants were divided into three groups rendering to

their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that there was no significant difference at the ( $p < .05$ ) level on knowledge sharing among the students for the three mentioned groups [ $F(2,398) = 1.243, p = .29$ ].

Table 4.8

*One-way ANOVA test shown the importance of knowledge sharing among students in the different of the schools.*

<i>Factor</i>		<i>SS</i>	<i>M</i>	<i>F</i>	<i>P</i>
	Between Groups	8.494	4.247	7.521	.000
Ways of Knowledge sharing	Within Groups	224.167	.565		
	Total	232.661			
	Between Groups	4.187	2.094	8.048	.061
Need of Knowledge sharing	Within Groups	103.281	.260		
	Total	107.468			
	Between Groups	1.146	.573	1.375	.730
Challenges of Knowledge sharing	Within Groups	165.445	.417		
	Total	166.590			
	Between Groups	.564	.282	1.243	.002
Conditions of Knowledge sharing	Within Groups	90.024	.227		
	Total	90.588			

### **Factor 1: Ways of Knowledge Sharing:**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of schools. The respondents of the study were allocated into three groups rendering to their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that highly significant difference was found knowledge

sharing among students the basis of school among above mentioned three age group [F (2,398) =7.521, p=.001].

**Factor 2: Needs of Knowledge Sharing:**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of schools. The respondents of the study were allocated into three groups rendering to their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that highly significant difference was found knowledge sharing among students the basis of school among above mentioned three age group [F (2,398) =8.048, p=.000].

**Factor 3: Challenges of Knowledge Sharing:**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of school. Participants were divided into three groups rendering to their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that there was no significant difference at the ( $p < .05$ ) level on knowledge sharing among the students for the three mentioned groups [F (2,398) =1.375, p=.25].

**Factor 4: Conditions of Knowledge Sharing:**

ANOVA between groups was conducted to find out the knowledge sharing among the students on the basis of school. Participants were divided into three groups rendering to their age e.g. (Group 1=business; Group 2=education; Group 3= pure sciences) the table 4.7.1 shows that there was no significant difference at the ( $p < .05$ ) level on knowledge sharing among the students for the three mentioned groups [F (2,398) =1.243, p=.29].

## **CHAPTER 5**

### **CONCLUSION, DISCUSSION RECOMMENDATIONS**

The study was designed to study the knowledge sharing among the student's process in the HEI'S of Lahore. This chapter consists of the discussion made on the findings of the study. The chapter also contains conclusion, recommendations and future research for further studies.

#### **DISCUSSION**

The data collected for this research was from the two public and two private universities of Lahore. Total 400 of the students participated in this research. Most of the students that were the part of the study were different schools e.g. business, education, and pure sciences of the students. Research study findings were drawn to answer the following questions.

1. Do the ways of knowledge sharing are impact the student progress?
2. Do the needs of knowledge sharing are impact the student learning?
3. Does he challenge of knowledge sharing are acceptable for the students?
4. Does the conditions of knowledge sharing attitude towards the students learning?

In the view point of various studies, students who believe that they are being evaluated fairly and correctly are more productive than others. They focus more in improving their instruction and sharing along with helping other peers succeed. In recent years, the pressure for student's accountability and interest in knowledge sharing is increasing the top management knowledge, value and culture, and influence the other creatively throughout the world (Singh, Gupta, Busso, & Kamboj, 2019).

According to Attar, Kang, and Sohaib (2019) knowledge sharing and knowledge management varies to effect each other performance, these two factor influences the students succeed for long-term performance. The motivation level of the students between the relationships in knowledge sharing as constructive element to enhanced the organizations performance. The clearer and transparent the performance of student's is the more satisfied in the HEI's.

The results of the study showed that overall students have positive perceptions about the knowledge sharing process conducted in their universities. Organization development and student feedback, were found out to be the one that helps in improving the sharing learning and knowledge.

The organizations that has fair knowledge sharing performance system have ultimately effect on the success of any organization (Mertler, 2017).

Findings of the study revealed that demographic variables have no effect on knowledge sharing process. Both male and female students take the process of knowledge sharing in the same way. Furthermore, age of the students also does not show any difference of opinion about the knowledge sharing process. Students of all age groups have almost similar thoughts about how knowledge sharing should be done and what should be the criteria. As all the students want that the process should be fair for all and no favoritism should be given to anyone.

Moreover, on the basis of designation no difference was found between the factors named; ways of knowledge sharing, challenges of knowledge sharing and conditions of knowledge sharing. Whereas, significant difference was found between the perceptions of the students within the factor of needs of knowledge sharing. The results revealed that

students were more focused on the needs of knowledge sharing process as compared to other peers mainly due to the reason that students are usually newly faced the sharing in the systematic way and have not that much interest on sharing knowledge as compared to other peer as they have been working for more long time and need there pay scale to be improved. Normally, students are engaged on the internet and social media system that should base costly in the market. Often, a huge difference lies between the SMS's and that need of one who have been working for years. Thus, students were more inclined towards the knowledge sharing process of their university.

Ahmed, Ahmad, Ahmad, and Zakaria (2019), said that knowledge sharing process of the performance results in improving the social media tools and utilized the benefits of the HEI's. Knowledge sharing (KS) and knowledge management (KM) study have been focused the goals to highlighted the direction for further research. Therefore, the main purpose of this research have given the main direction of objective and statistically analyses regarded the better understanding about the knowledge sharing in the professional and academic field.

The results of the study showed no difference on the basis of age between the factor of needs of knowledge sharing, and challenges of knowledge sharing between the students. However, two factor or dimension named ways of knowledge sharing, and conditions of knowledge sharing among the students out of five showed significant difference between the knowledge sharing of students having age variable lies of less than 20, 21-25, and more than 25 years. The students with more experience take the ways and conditions of knowledge sharing. Knowledge sharing among the students on them more seriously as compared to the other ones with less experience of sharing.

The results of the study showed no significance difference on the basis of schools between the factor of challenges of knowledge sharing, and conditions of knowledge sharing between the students. Conversely, other two factor named by the ways of knowledge sharing and needs of knowledge sharing among the students out of five showed the significance difference between the knowledge sharing among the students having the school's categories of business, education, and pure sciences. This is all because some of students have experienced to sharing knowledge know the importance of peer needs and what are its benefit in the later years. However, students with more experience of knowledge sharing often demotivates more easily as they think that they have been working for so long and have a huge experience still it didn't benefit them. Therefore, experienced students are more effected by knowledge sharing process as compared to the less experienced ones.

## **CONCLUSION**

1. Majority of the students were familiar with the knowledge sharing process that was carried out in their university and were satisfied with it.
2. Most of the students were of the view point that knowledge sharing system (KMS) provide them with effective knowledge or feedback that helps in improving their learning performance.
3. Besides, the effective feedback most of the students believe that knowledge sharing has a lot of effect on the learning quality of any student. As it is normally seen well way of knowledge sharing increases motivation and student works more effectively.
4. Mostly students agreed that the knowledge sharing process in their university is fair and transparent and there is no biasness. Students are given knowledge sharing on the basis of their performance.

5. Few of the student did not see any benefit of the knowledge sharing process as it increases stress to their workload and it seemed like they are not happy with the knowledge sharing in their universities.

## **RECOMMENDATIONS**

Few recommendations have been made keeping in mind the context of knowledge sharing in Pakistan.

1. Performance of knowledge sharing process should emphasize on the competency of a student and focus should be on professional or academic growth.
2. The purpose of evaluation should be clearly communicated to student members as a part of the performance of knowledge sharing process.
3. Students should be involved in the performance of knowledge sharing process design and development. So that views of students should be given importance.
4. Student's encouragement should be one of the component while doing knowledge sharing of any student.

## **FUTURE RESEARCH**

Following researches are suggested for further researches based on the findings of the present study.

1. A study can be conducted to investigate the nature and quality of student involvement in the performance of knowledge sharing process.
2. Future researches can be conducted to explore types of knowledge sharing methods that should be involved in enhancing the effectiveness of the performance of knowledge sharing process of the universities.

1. Same research can be conducted in the Ph.D. level of universities of Lahore, Pakistan.

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## APPENDIX

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>Ways of knowledge sharing</b>					
1. While working on individual assignments?	5	4	3	2	1
2. Use the internet?	5	4	3	2	1
3. Use library resources to get more information on topic?	5	4	3	2	1
4. Use message board or online chat?	5	4	3	2	1
5. Through e-mail?	5	4	3	2	1
6. Use of telephone (call, voice call)?	5	4	3	2	1
7. Use of telephone ( video call, conference call)?	5	4	3	2	1
8. Do not want to be perceived as a “show-off”?	5	4	3	2	1
<b>Needs of knowledge sharing</b>					
9. During tutorials or labs?	5	4	3	2	1

10. While working on groups assignments?	5	4	3	2	1
11. Do you learn from each other?	5	4	3	2	1
12. Do you help others?	5	4	3	2	1
13. Do you feel self-confident to share right information?	5	4	3	2	1
14. Do you consult the course professor or tutor?	5	4	3	2	1
15. Do you prefer face-to-face?	5	4	3	2	1
<b>Challenges of knowledge sharing</b>					
16. Do students have the mindset that sharing knowledge is a type of plagiarism?	5	4	3	2	1
17. Do you feel afraid to provide the wrong information?	5	4	3	2	1
18. Does lack of knowledge sharing culture?	5	4	3	2	1
19. Does time restriction not allow to share knowledge?	5	4	3	2	1

20. Do feel shy to provide the wrong information??	5	4	3	2	1
<b>Condition of knowledge sharing</b>					
21. Do feel it is important to share knowledge with other students for the benefits of all?	5	4	3	2	1
22. Do you should share knowledge with your peers only when they accessed?	5	4	3	2	1
23. Do you should voluntarily share knowledge with their peers?	5	4	3	2	1
24. Do feel that “sharing is caring”?	5	4	3	2	1
25. Does it better to avoid sharing information with peers whenever possible?	5	4	3	2	1