



**ORIGINAL RESEARCH PAPER**

**Management**

**BEHAVIOURAL FACTORS INFLUENCING KNOWLEDGE SHARING AMONG MANAGEMENT STUDENTS**

**KEY WORDS:** Knowledge sharing, Behaviour Dimensions, Learning room Factors

**V. Thamarai selvan**

**Subramanian. R\*** \*Corresponding Author

**ABSTRACT**

The purpose of this study is to explore the factors that influence knowledge sharing among management studies students. The factors covered individual behaviour, learning room, and technological aspects. There were 60 students from my college, participated in this study. It was found individual behaviour significantly influence the knowledge sharing of students respectively. In contrast, technology factors have less influence in knowledge sharing of students.

**INTRODUCTION**

*“In today’s environment, hoarding knowledge ultimately erodes your power. If you know something very important, the way to get power is by actually sharing it”.* By Joseph Badaracco

Dynamic knowledge sharing is considered an important activity in the learning process. However until now, the focus of many studies has been on understanding the impact of information and knowledge sharing on the performance of company and communal organizations. On the other hand, its implications in the educational arena have been relatively uncultivated. However, the behaviour aspects like intense competition among the students to outperform their age group and the lack of depth in relationship were the two most important factors hinder the knowledge sharing activity.

Institutions need to undertake challenges of useless teaching techniques. Leading education organizations around the world are focused on the concept of sustainable upgrading. The major goal is to create an environment that delivers better learning.

A common idea that runs through all strategy for enhancement is improved communication and collaboration in the colleges and Universities.

Among the knowledge management activities, the idea of knowledge sharing has generated much interest among academic and practitioners in latest years. several studies have decided on investigating factors that manipulate various aspects of knowledge sharing, although most of such studies were conducted in the context of industry and communal organizations. This is not amazing, given the fact that many of the knowledge management initiatives were initially implemented in these organizations. Although teaching institutions, to some degree, are different from industry and communal organizations, active information and knowledge sharing is considered imperative for the learning process. In general, struggle attributed to the lack of knowledge sharing among students can also be studied on the same lines as in industry and communal organizations

**OBJECTIVE OF THE STUDY**

**Primary objective:**

- The aim of this study is to examine the key factors that influence knowledge sharing among Management students.

**Secondary objective:**

- To determine whether the Learning room factors to share knowledge has an impact on knowledge sharing.
- To determine whether the Technological factors has an influence towards knowledge sharing.

- To determine whether the Individual student behaviour with the classmates and the environment has an influences on knowledge sharing

**LIMITATIONS**

Self exposure bias is one limitation of this study. In the survey, it is possible that participants may misreport their attitude and opinion to make they look better. Another limitation is that this study was conducted in my department of my institute only. Finally, other factors such as social factors need to be considered in the upcoming study

**LITERATURE REVIEW**

Factors associated to knowledge sharing, according to Riege, A. (2005), he has categorized 36 factors towards knowledge sharing. Since the circumstance in this study is about knowledge sharing among students in my department of my institute , the organizational factors are customized to the learning room factors. Thus the three factors are: individual student behaviour, organizational, and technical factors.

**Knowledge management and knowledge sharing**

Knowledge management is defined as a process of identifying, organizing and managing knowledge resources (Al-Hawamdeh, 2003). This involves creating, generating, capturing storing, sharing and using of knowledge to support and improve individual performance (Kinney, 1998; Davenport & Prusak, 1998). Apparently, sharing knowledge is one of the processes in knowledge management (Davenport & Prusak, 1998). The process could only occur when an individual is really interested in helping others to develop a new capability for action (Senge, 1990). Knowledge is of little value unless it is shared (Small & Sage, 2006) and the significance of knowledge sharing lies in the quality of the knowledge shared.

The term knowledge sharing nowadays has become dominant in organization. This is because through knowledge sharing organization can maintain or improve its performance from time to time. Knowledge sharing can be classified into two types of knowledge explicit and tacit. Smith (2001) has summarize Explicit knowledge is academic knowledge that is described in formal language , print or electronic media, often based on established work process, use persons to paper approach while tacit knowledge is a realistic, action orientation knowledge, acquired by personal experience, seldom express openly, often resemble intuition. In other word explicit knowledge refers to knowledge that can be read example book and tacit knowledge refer to life experience such as driving experience

**Knowledge Sharing among Management Graduates**

The new breed of management professionals need to be

efficient to tackle problems from cross functional, cultural and ethical perspectives and equipped with skills to bench mark for global leadership positions. There has been a crying need to usher in a quality movement and to benchmark the same with world standards.

Education today is subject to the pressures of the marketplace. According to (Brown and Duguid, 2000), profound changes in competition have made institutions think like business. The B Schools behave like educational markets and are becoming global to benchmark and internationalize their curricula. B-schools also have to adjust themselves and develop strategies to respond rapidly to the changes in technologies and increasing demands of stakeholders. Many have turned to a new paradigm that merges conventional management education with computer and telecommunication technologies. The possible problem with management institutions is that information is held tacitly by individuals and it becomes very much difficult to share it institution-wide. Today's management education in the academic world is very demanding and very competitive. One has to sustain in the continuous knowledge flow. Issues and challenges in academics not only affect people within the institutions, but also other segments like environment, industry standards and demands, educational norms and growing business school competition.

Knowledge sharing has been gaining attention among researchers and business managers. Several studies have examined factors influencing knowledge sharing in an organizational situation. However, a few studies have addressed knowledge sharing in a classroom situation. Therefore, the idea of this study is to investigate factors influencing knowledge sharing among students in a classroom context.

#### Knowledge Sharing Factors

Knowledge sharing is considered as a social behavior and many physical, technological, psychological, cultural, and personality factors either promote or inhibit this activity. **Belief** is an important factor in developing positive interpersonal relationships which encourages knowledge sharing. Common trust is often developed over time through frequent interactions and that is why it is important that adequate time and opportunities should be provided for developing cordial relations. Most of items were adapted from previous literature to fit in classroom context of this study. The following are the factors identified for this study to focus on behaviour dimensions in Knowledge Sharing

#### Learning room Factors

Knowledge sharing occurs when the faculty engages students in scholar discussions. The way the faculty handle the class may also influence how the students perform in terms of knowledge sharing behavior. Competition is another factor to be addressed. People do not share knowledge because they are anxious to lose their stylishness. Furthermore, the knowledge individuals possess is their intellectual property which gives them a personal advantage they can leverage for the college they are studying for. In a classroom situation, a student may keep knowledge from classmates to gain a spirited advantage in grades.

#### Technology Factors

Connectivity is the capability for members of a societal system to contact each other openly. Technology can be considered to be an important contribution to connectivity since it enables long remoteness alliance. In addition, technology can act as a launch pad to encourage and support knowledge sharing by making knowledge sharing easier and more efficient. Accessibility and usability of technology have influences on knowledge sharing.

#### Individual Behavioural Factors

Various researchers and practitioners noted that knowledge

sharing depends initial and foremost on communication skills both spoken and written. When people are convinced in their ability to provide useful knowledge, they are highly stimulated to do so and also propose that individual's ability to share and individual's getting to share positively, influence knowledge sharing.

### RESEARCH METHODOLOGY

#### Sample and Data Collection

To ensure the study findings, the questionnaires were administered based on Random sampling to Management studies students, A total of 60 surveys were hand-delivered to students in the college.

#### Instrument development

A questionnaire consisted of two sections was used for solicit responses. The first section of the questionnaire gathered demographic information of respondent whereas the next section asked respondent to respond to 23 questions or items using a 5 point Likert scale

### FINDINGS

- 54% of students share about their work to their classmates indicates the willingness to share knowledge and trust they have with their peer group.
- 72% Female and 28% male
- 96% Students belong to 21-25 Age Group
- 90% Students doesn't have work experience
- 59% of students share the new knowledge which they have acquired which indicates their strength and acceptance in socialization process
- 62% of students share the implicit knowledge which they have in them which is the core objective of knowledge sharing. Thus it indicates their supportive factor amongst their peers.
- 57% of students learn and acquire the knowledge from the members of the university campus indicates their interest in gaining new knowledge.
- 66% of students like to coordinate and join with others to develop skills and knowledge indicates the group thinking.
- 52% of students share their life experience with their peer groups which indicate their idea generation capacity to solve the problems.
- 52% of students does not share knowledge voluntarily. Though they are willing to share knowledge they hesitate to do on volunteer basis which indicate problem in their knowledge sharing attitude.
- 44% of students neither Agree nor Disagree for feeling reluctant to share knowledge which is not common to others. This indicates there is no major interest in motivating the group to acquire more knowledge.
- 54% of students feel difficult to share the knowledge with more senior and experienced person may be the result of a structural or organisational cultural block that might need analysis.

Motivation, trust and care enable knowledge sharing. From the literatures, it is evident there are many individual related factors that influence knowledge sharing practice.

#### Considerations – Individual behaviour factors barriers which need to be overlooked

- Lack of time to share knowledge
- Fear that sharing may jeopardize their performance
- Lack of awareness
- Dominance in sharing explicit over tacit knowledge
- Mistakes that would improve person learning effect
- Lack of contact
- Poor interpersonal skills
- Difference in age and gender
- Disinterest social network
- Differences in under graduation
- Because of fear of not receiving credit and authorization

from Faculty and colleagues

- Lack of faith in people because they mishandling knowledge or take unfair credit for it
- Lack of trust in the accurateness and reliability of knowledge due to the source

**In order to overcome the barriers, Some of the following suggestions are:**

1. Institution Culture: Culture is defined in many ways, such as "commonly held beliefs, attitudes and values" (Institute of Personnel Development). Culture are deep rooted, we need more time and strategies to create a knowledge sharing culture among students. Some of the strategies are:

**Students Involvement** – They should believe that their knowledge is respected, valued and used

**Identification of role model** - Identify those students whose behaviours are an example to others. Celebrate and publicize them. Involve them with other groups.

**Team building activities** which will enable the students to discuss and encourage knowledge sharing

2. Challenging Environment: Students have competitive streak. Encouraging healthy competition among them enables sharing of
3. Knowledge in an effective manner and will gain momentum.

Several **competing projects** can be given to the students

- **Benchmark the performance** and encourage them to strive for the improvement through learning from each other
  - **Introduce awards** to students like: Best performer, Innovators Team award, Knowledge Champion awards
4. Students Commitment: Time pressure leads to poor knowledge sharing, then there must be a commitment to allow time for it to happen. Commitment to knowledge sharing must be demonstrated throughout the institution.

**CONCLUSION**

This study is to examine the factors that influence knowledge sharing among management students. 23 factors matching to three groups, Learning room factors, Technology factors and Individual Behaviour factors were identified and defined. The results indicated that two major factors, individual behaviour and Learning room factors had significant influence on knowledge sharing among students respectively.

Therefore, this study suggests that Behaviour dimensions are crucial in encouraging knowledge sharing among management students. Behavioural factors help the students to discuss with their classmates share knowledge. The enhancement of student's ability to share is also important.

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