

KNOWLEDGE SHARING PRACTICES AMONG THE GRADUATES IN DHAKA UNIVERSITY



**This thesis submitted to the Department of Information Science and Library Management,
University of Dhaka, as a partial fulfillment of the
requirements for the degree of Masters of Arts**

Submitted By

EXAMINATION ROLL NO.: 4723

REGISTRATION NO.: HA-3906

EXAM. SESSION: 2010-2011

Department of Information Science & Library Management

University of Dhaka, Dhaka

August-2013

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DEDICATED TO MY BELOVED PARENTS

TEACHERS

& YOUNGER BROTHER

Preface

This study is an effort to keep in record the prevailing status of the knowledge sharing practices among graduates in Dhaka University before going into the principal part of the thesis the researcher has tried to give a brief description regarding knowledge sharing attitude and practices in different sectors.

A detail investigation was under taken to accumulate factual data so as to put a fairly absolute scenario of knowledge sharing status of Dhaka University students.

In preparing this study I attempt my best to clear out the present knowledge sharing culture of the graduate Dhaka University specifically faculty of arts.

I had to encounter a lot of limitations during conducting this study .Though I tried my best to make a success. It seems to be useful for the further researchers, professionals and others who are keen in this field.

Dhaka

Aug20, 2013

Roll no: 4723

Reg. No: HA-3906

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Finally, I am very grateful to my parents, sisters Nadira and Nadia and all other well wishers for their prayer, inspiration, mental support and sacrifice that helped me to accomplish this research.

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Chapter – One

Chapter – One

INTRODUCTION

KNOWLEDGE SHARING PRACTICES AMONG GRADUATES IN UNIVERSITY OF DHAKA

Introduction

Currently, we live in the age of knowledge-based society. Every day in our life is abounded with knowledge. Knowledge-based society means knowledge-based activities as well as knowledge sharing. The concept of knowledge sharing (KS) is one of the most familiar terms in the history of knowledge-based society. The concept of KS means the very use of knowledge and forms of dissemination and distribution of know-how, either through various media or face to face society. Increasingly knowledge sharing would have a positive effect on organization performance. Unfortunately; people don't share their knowledge under all circumstances. Before define knowledge sharing, simply discuss about knowledge.

A simple, practical definition of knowledge that takes into account differences in perspective between different entities is needed. We can define knowledge in a rather simple manner:

"Knowledge is information that has value".

A common definition is that knowledge is part of a hierarchy made up of data, information, knowledge and wisdom .

- Data can be defined as raw statistics and facts
- Information encompasses basic facts with context and perspective
- Knowledge is information which provides guidance for action and
- Wisdom understands which knowledge to use for what purpose

Knowledge sharing has been identified as the key enabler of knowledge based society. To leverage knowledge resources and to support knowledge sharing, organizations are employing knowledge management systems. Increasing knowledge sharing would have a positive effect on organization performance. Here are simple discuss about Knowledge sharing

Peter Senge Says that, "sharing knowledge is not about giving people something, or getting something from them. That is only valid for information sharing. Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes".

In the definition of ILO, "Knowledge sharing is the transfer and communication of knowledge is connecting people with the knowledge they need – rather than collecting and compiling documents." They also said "Knowledge sharing is as much a state of mind and way of behaving as it is a technique or skill."

Abdel-Rahman & Ayman said in 2011 that," Knowledge sharing is part of the knowledge management system of an organization. Knowledge sharing and knowledge

management are not similar. Knowledge sharing is one method for both making sure that knowledge is available and delivered at the right time.'

Lee et al (2000) defines knowledge sharing as activities of transferring or disseminating knowledge from one person, group or organization to another. Although researchers have devoted increasing awareness to knowledge sharing in organizations in recent years, moderately little research has focused on the performance implications for task units within organizations (Haas, 2006).

Chaudhury says, "Knowledge sharing is considered as the central key to the success of all knowledge management strategies. For an organization, knowledge sharing is the act of capturing, organizing, reusing, and transferring experience-based knowledge that reside within the organization and making that knowledge available to others in the business".

Lily Tsui et al, 2006 says "Knowledge sharing is defined as the process of exchanging knowledge (skill, experience, and understanding) among researchers, policymakers, and service providers. Knowledge sharing is the process where individuals mutually exchange their knowledge and jointly create new knowledge".

Additionally, knowledge sharing can save time and improve quality by providing appropriate solutions to clients.

It is difficult to give an all-around definition of knowledge sharing. Many researchers have their definitions from their own point of view. Based on these definitions, sharing of Knowledge is the main part in the subject of Knowledge Management. Knowledge sharing becomes a factor to obtain and maintain a competitive advantage, and improved business performance. Sharing knowledge is not merely a neutral exchanged of information but it affects distribution of power, working relationships, models of influence and changes how individual identify their responsibilities.

This paper explores knowledge sharing practices among graduates in a public university of Bangladesh, i.e. University of Dhaka. Founded in 1921, the first public university established in Bangladesh, Known as the Oxford of the east. In this paper chosen for the students of the faculty of Arts. We selected almost 175 students from 16 departments of the faculty for the study. The findings would provide useful insights for graduates to plan and implement effective research and knowledge sharing practices.

General attitude towards knowledge sharing:

- Some Students feel that it is important to share knowledge with other students for the benefit of all
- Students share knowledge with their peers only when approached
- Students voluntarily share their knowledge with peers
- Some Students feel that "sharing is caring" It is better to avoid sharing information with peers whenever possible
- Many students have the mindset that sharing knowledge is a type of plagiarism

- Many students feel that they might be penalized by the lecturer for sharing information and knowledge .

Importance of Knowledge sharing:

Knowledge constitutes a valuable, intangible asset for creating and sustaining competitive advantages within organizations. Several factors affect knowledge sharing in organizations, such as organizational culture, trust, incentives, and technology. Knowledge sharing activities are commonly supported by knowledge management systems, a form of information technology (IT) that facilitates and organizes information within a company or organization. The core benefits of knowledge sharing are given below:

- Enhancement of effectiveness and efficiency by spreading good ideas and practices.
- Cost effectiveness – knowledge is developed and then re-used by many people.
- Time savings - Professionals learn from their mistakes and those of others.
- Emotional relief and decreased tension are experienced when problems are shared.
- Bonds and connections between professionals are strengthened; solving problems brings people together.
- More sophisticated ideas, insights and information sources are applied to problems resulting in better solutions.
- Innovation and discovery increase as does: excitement, engagement and motivation.
- A feeling of satisfaction from sharing knowledge, much like giving charity, results from making a contribution to society.
- Respectful ways of using knowledge – with attribution and permission -- benefit the person who generates the knowledge and the person who shares it.

Knowledge-sharing barriers:

Despite various advantages associated with knowledge sharing, there are many situations where knowledge is not shared effectively. During the learning process, whether lessons are conducted in collaborative groups or not, there are many circumstances where students do not share their personal knowledge on a certain topic or issue. This could be attributed to various physical, technological, psychological, personality, and cultural factors (Riege, 2005; Yuan et al., 2005). In general, problems attributed to the lack of knowledge sharing among students could be studied on the same lines as in organizational settings. Probably the main difference between these two types of organizations is their mission, goals, and context, where universities aim to cultivate a highly educated society by providing tertiary level education, while other organizations strive to generate profits or provide services (Robert and Barbara, 2002). It seems one common barrier that prevails in all types of organizations is the “Knowledge is Power” mentality that results in knowledge being regarded as an individual’s private asset and

competitive advantage that makes one reluctant to share information and results in “information hoarding” (Chaudhry, 2005; McLure and Faraj, 2005). Droege and Hoobler (2003) highlighted that reciprocity together with trust promotes knowledge sharing. The lack of trust is an important factor as it is the key to positive interpersonal relationships in various circumstances which encourages knowledge sharing (Alstyne, 2005). Besides that, the lack of in-depth relationship between the source and recipient of knowledge (Cross and Baird, 2000), lack of motivation or rewards to share (Smith and McKeen, 2003), lack of time, and non-existence of knowledge sharing culture in the learning environment (Ikhsan and Rowland, 2004) are likely to impede knowledge sharing among students. As students are the most crucial segment of a society and the main driving force for future growth and development, the Singapore government is putting a lot of emphasis on educating a new breed of citizens who are well prepared to play an effective role in the knowledge society. To realize this goal, students are expected to fully understand and appreciate the role of knowledge-sharing in their learning and development. It would, therefore, be interesting to study the knowledge-sharing patterns of university students in Singapore. The objectives of this study were to explore the general attitude of students towards knowledge sharing, Situations where knowledge is more likely to be shared, the communication channels preferred for sharing, and factors that inhibit or motivate knowledge sharing among the undergraduate students. It is expected that this study would help contribute in developing a general understanding about the knowledge-sharing behavior of university students, which will help educators select appropriate learning approaches to encourage more interaction and knowledge sharing among graduates.

There are also some barriers of knowledge sharing practices. These are as follows:

1. No additional knowledge to add
2. Unfamiliarity with subject
3. Lack of Attitude
4. Confidentiality considerations
5. Perceived technology inability of knowledge seeker to utilize knowledge
6. Not wanting to cause a fight.

Literature Review:

The paper begins with a discussion of why knowledge is important. Following this section, the paper provides a brief overview of knowledge sharing practices and provides a definition of knowledge sharing success. I overview the limitations and findings of knowledge sharing process and how it possible swiftly among the graduates I must try find out.

Shin, Ramayah and Jahani (2008) tried to explain intention to share knowledge among graduates by using Theory of Reasoned Action. The study was done in a governmental institution of higher learning and the target respondents were graduates from the lowest rank of instructors to the professors. The findings and limitations showed that there was

a strong positive relationship between attitude towards knowledge sharing and the intention to share knowledge.

This result was consistent with the previous works of others (Kim and Lee 1995; Bock, Kim and Lee 2005) who found that an individual's intention to share knowledge is driven primarily by attitude towards knowledge sharing. Findings was attitude towards knowledge sharing is found to be positively and significant correlated to the intention to share knowledge.

As many students are expected to join workforce after finishing their graduation, a positive attitudes towards knowledge sharing would make them more useful to their employing organization(van den Hoof,2004).In many public university graduates keep their knowledge close to heart as they practices knowledge sharing among them.(Liebowitz and chen,2004). (McEvily et al., 2003) argues that the trust level affects the level of knowledge sharing.

Trust within a work group refers to the extent to which group members trust each other. People trust others considering that these others will behave in a particular way (Mayer et al., 1995). There are multiple definitions of trust; however, there are two essential issues: firstly, trust is associated with peril and vagueness; and secondly, trust is about accepting susceptibility (Mayer et al, 1995).

Davenport and Prusak (1998) observe that knowledge has a value to an individual and its sharing should be matched by appropriate incentives and rewards. They identify reciprocity, repute and altruism as three important factors that can motivate knowledge sharing. Certain other knowledge sharing barriers highlighted by several other studies, include: lack of time; lack of understanding what to share and with whom to share; absence of knowledge sharing culture; and the fear of sharing wrong information (Ardichvili et al., 2003; Skyrme, 2002; Chow et al., 2000)

The study of knowledge sharing has its roots within the technology transfer and innovation literature. The research in this area has focused on explanations for different nations' successes or failures in fostering economic growth through technological development. While some theorists argue that high investment rates in physical and human capital drive national innovation and growth rates (Young, 1993; Kim & Lau, 1994; Krugman, 1994), 'assimilation theorists' instead argue that entrepreneurship, effective learning, and innovation are separate, but equally important variables affecting development (OECD, 1971; Freeman, 1982; Kim & Nelson, 2000). Central to both approaches, nonetheless, is an understanding of the importance of the sharing of ideas. In the words of (Luhmann, 1988) trust can be seen as a instrument that allows people to assess

Whether or not to expose them to a position where the potential damage may recompense the benefit. To trust someone means that there is a condition of vagueness in which there is also an element of apparent risk; and there are various sources of capable to be wounded that may be 'at risk', for example, status, self-worth, monetary assets etc. (Newell et al, 2002).

Trust can be defined as "the extent to which one is willing to attribute good intentions and have resilience in the words and proceedings of other people"(Cook & Wall, 1980). There is a need for developing mutual trust in order to enable people to work together more efficiently (Mayer et al., 1995).

Due to trust people can exchange information. (Szulanski et al, 2004, Carley, 1991, Tsai & Ghoshal, 1998). Trust facilitates decision making by simplifying information gathering and interpretation (McEvily et al., 2003). Economically spoken, trust enables communication among people and across organization and can reduce operational cost (Williamson, 1985).

(Darr & Kurtz berg, 2000) acknowledged that knowledge sharing is a process that people gain different information by learning other's experience. By sharing information or knowledge organization can increase their work efficiency in terms of cost productivity or profitability, Meanwhile, by sharing knowledge, organizations can continually enhance work efficiency. Despite of its benefit, it is difficult to share knowledge efficiently and effectively in companies due to different thoughts or habits of members of companies. Knowledge sharing is one important part of knowledge management of organizations. Activities of knowledge sharing of organizations may be on organization level or individual level.

Knowledge sharing of both levels is critical to the success or failure of knowledge management inside and outside of organizations (Ni Cheng, 2009). It is difficult to give an all-round and accurate definition of knowledge sharing. Many scholars have their definitions from their own point of view: Knowledge sharing is an activity which knowledge from one person, group or organization transfer or spread to another person, group or organization (Heng-Li Yang et al., 2006); Knowledge sharing is the process organized through various modes of communication which distribute knowledge to members in the best time, place and form (Junjun Zhang et al., 2008). Knowledge management is a multidisciplinary approach focusing on knowledge work as the core and an integrated methodology, which leads to using knowledge effectively and efficiently through capturing, storing, sharing, learning, exploiting, and exploring knowledge sustained by human resources and information technology in an organization (Faxiang Chen et al., 2006).

Students have their study groups which run regularly as self-organizations (Faxiang Chen et al., 2006). We find that organizational culture in education can affect its members' knowledge sharing behavior. In addition, the different hierarchical levels within large colleges and universities have differing needs for knowledge sharing. Investigation showed that knowledge sharing appears a common occurrence for both teaching department and administrative department in the sample (Li Bin Zhu Hong et al., 2008).

Sivaporn WANGPIPATWONG says in his paper “Factors Influencing Knowledge Sharing among University Students”, Factors associated to knowledge sharing have been categorized into three groups: individual, organizational, and technological factors (Riege, 2005). Since the context in this study is about knowledge sharing among students in a university, the organizational factors are modified to the classroom factors

Individual Factors: Numerous researchers and practitioners noted that knowledge sharing depends first and foremost on communication skills both verbal and written. When people are confident in their ability to provide useful knowledge sharing. There are two things follow:

Student’s willingness to share positively influences knowledge sharing.

Student’s ability to share positively influences knowledge sharing.

Classroom Factors:

Knowledge sharing occurs when the instructors engages students in intellectual discussions. The way the instructor conducts the class may also influence how the students behave in terms of knowledge sharing behavior. There are two things follow:

Instructor support positively influences knowledge sharing.

Degree of competition with the classmates negatively influences knowledge sharing.

Technological Factors:

Connectivity is the ability for members of a social system to contact each other directly (van den Hooff, Elving, Meeuwse, & Dumoulin, 2003). Technology can be considered to be an important contribution to connectivity since it enables long distance collaboration. In addition, technology can act as a facilitator to encourage and support knowledge sharing by making knowledge sharing easier and more effective (Riege, 2005). Also, Han and Anantamula (2007) founded availability and usability of technology have influences on knowledge sharing. There are two things follow:

Technology availability positively influences knowledge sharing.

Technology support positively influences knowledge sharing.

Shaheen Majid & Ting Jer Yuen says their paper “Information and Knowledge Sharing by Undergraduate Students in Singapore” about students learning style. Educators agree that students prefer different learning methods which suit their personalities and learning styles. According to the Grasha- Reichmann Student Learning Style Scales (GRSLSS), the students can be categorized into the following six groups according to their learning styles:

- a) **Independent learners** - prefer independent study, self-paced instruction, and would prefer to work alone on course projects than with other students.
- b) **Dependent learners** - look at their teacher and peer as a source Instruction, and would prefer to work alone on course projects than with other students. Of guidance and prefer an authority figure to tell them what to do.
- c) **Competitive learners** - learn in order to perform better than their peers do and to receive recognition for their academic accomplishments.
- d) **Collaborative learners** - acquire information by sharing and by cooperating with teacher and peers. They prefer lectures with small group discussions and group projects.
- e) **Avoidant learners** - not enthused about attending class or acquiring class content. They are typically uninterested and are sometimes overwhelmed by class activities.
- f) **Participant learners** - interested in class activities and discussion, and are eager to do as much class work as possible. They are keenly aware of, and have a desire to meet, teacher expectations.

The objective of this study is to investigate the factors that influence knowledge sharing practices among graduates of University of Dhaka. In knowledge management, effective knowledge sharing is considered to be one of the most vital components of KM success. Knowledge sharing practice helps graduates to improve performance and achieve their mission. However, many researchers and authors agree and disagree with each others about embedding knowledge sharing practice in Universities. Therefore, this paper discusses generally about knowledge sharing practices in University of Dhaka among the graduates to investigate whether knowledge sharing is practiced and embedded sufficiently among graduates.

Objective of the study:

The present study is an attempt to examine the knowledge sharing level of Dhaka University graduate students. It has been tried to evaluate the strength and weakness of students' knowledge sharing capacity. However the specific objectives of the study are to:

1. Investigate the knowledge sharing patterns of graduate students in University of Dhaka.
2. Make a distinction between intrinsic and extrinsic benefits of knowledge sharing among graduates

Methodology

Traditional research methods have been followed to undertake this study. The survey method was adopted in this study to analysis the knowledge sharing practices among graduates in University of Dhaka. Since primary data are the great concern here, therefore a questionnaire was constructed and was personally taken towards the graduates. The participants of this study were the students of Dhaka University. They were from arts faculty and their session was 2006-07. The total number of students in Arts faculty for this session was 1750. 10% of this number that is 175 students were taken as sample. Both male and female participants took part in this survey. Among 175 students the number of female students is 75. In this survey both resident and nonresident students took part in.

On the other hand for conceptual development, collecting background information review of literature are put an interview system also, because knowledge sharing is a technique of face to face interaction. Though this (interview) system is lengthy process I more emphasis on the questionnaire system

Scope of the study:

This study is confined to the Knowledge Sharing Practices among graduates in University of Dhaka. This paper suggests certain measures for improving information and knowledge sharing practices among students of University of Dhaka. As our budget was limited and there was not enough time for the survey we just selected 175 students from the faculty of Arts in University of Dhaka. The Arts faculty has sixteen departments. In this faculty, there are 1750 students and I selected 10% of total students, which is 175. This study is limited because of time, finance and labor not support to conduct an extensive study. Therefore this study covered smoothly the proper view of knowledge sharing practices among graduates in University of Dhaka.

Chapter – Two

Chapter – Two

Data Analysis

Data Analysis:

“Frequency of visiting the information and knowledge sources”:

A sample of 175 students was taken from different departments of arts faculty in Dhaka University. Among them 94 respondents (53.7% of the sample) respondent that the use information and knowledge source everyday. 30 participants that are 17.1 % of the sample use sources once in a week. Only 6 participants use the sources once in a month. And among the participants 44 respondents (25.1%) uses sources occasionally. And only 1 participant said he doesn't uses information and knowledge sources.

	Frequency	Percent	Valid Percent	Cumulative Percent
Everyday	94	53.7	53.7	53.7
Once in a week	30	17.1	17.1	70.9
Once in a month	6	3.4	3.4	74.3
Occasionally	44	25.1	25.1	99.4
Never	1	.6	.6	100.0
Total	175	100.0	100.0	

Table-1: Frequency of visiting the information and knowledge sources

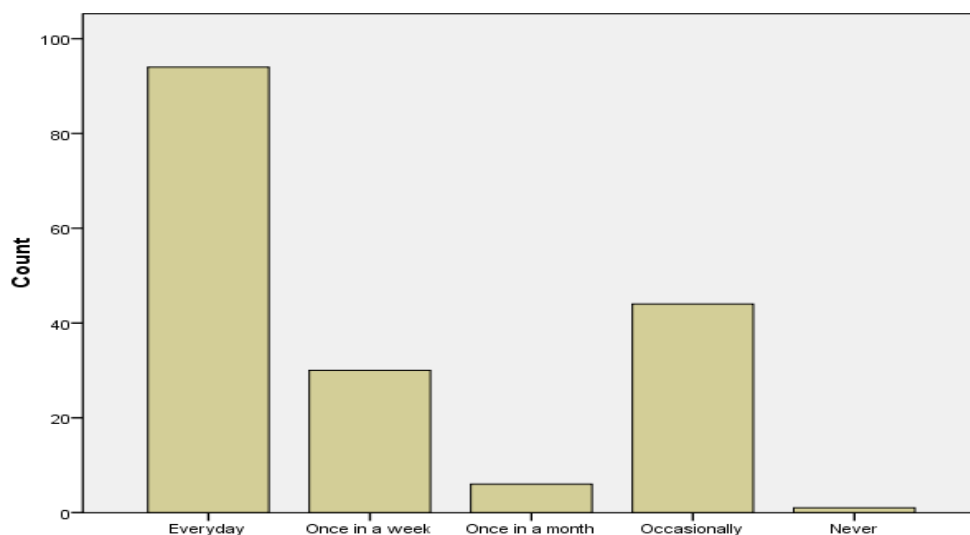


Fig: 1 Frequency of visiting the information and knowledge source

“Sharing Knowledge through internet”:

Data regarding sharing of knowledge through internet shows that 87 participants which is 49.7% of the sample share their knowledge through internet whereby 34 respondents (19.4 %) share once in a week. From Table-2 we see that 3(1.7%) of them share through internet once in a month. On the other hand 43 respondents (24.6%) share occasionally and the number are 43 (24.6% of the total respondents). And 4.6% of the participants never share their knowledge through internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Everyday	87	49.7	49.7	49.7
Once in a week	34	19.4	19.4	69.1
Once in a month	3	1.7	1.7	70.9
Occasionally	43	24.6	24.6	95.4
Never	8	4.6	4.6	100.0
Total	175	100.0	100.0	

Table 2: Sharing Knowledge through internet

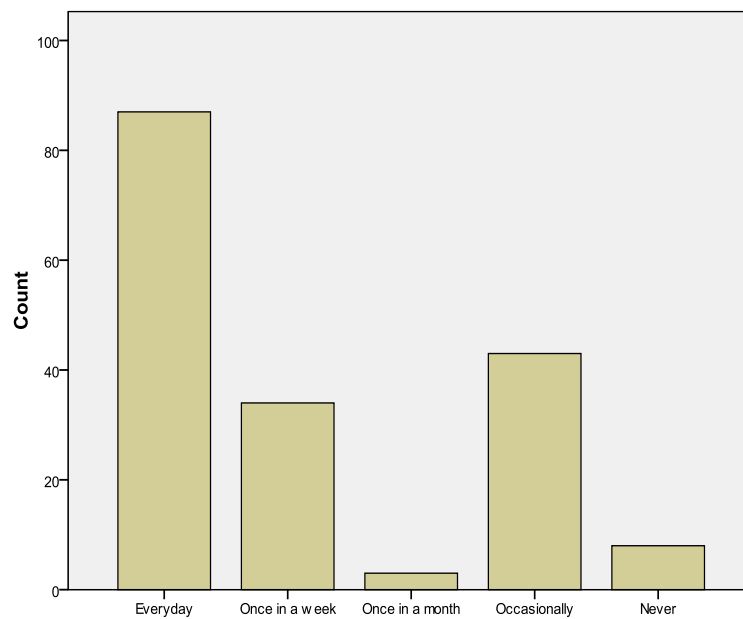


Fig: 2 Sharing knowledge through internet

“Sharing knowledge through group discussion (gd)”:

Data regarding sharing of knowledge through group discussion (gd) shows that 56 participants which is 32.0% share their knowledge through group discussion whereby 50 respondents (28.6 %) share once in a week. 16 of them share through group discussion once in a month. On the other hand 44(25.1%) share occasionally and the number are 44 (25.1% of the total respondents). And 5.1% of the participants never share their knowledge group discussion.

	Frequency	Percent	Valid Percent	Cumulative Percent
Everyday	56	32.0	32.0	32.0
Once in a week	50	28.6	28.6	60.6
Once in a month	16	9.1	9.1	69.7
Occasionally	44	25.1	25.1	94.9
Never	9	5.1	5.1	100.0
Total	175	100.0	100.0	

Table 3: Sharing knowledge through group discussion (gd)

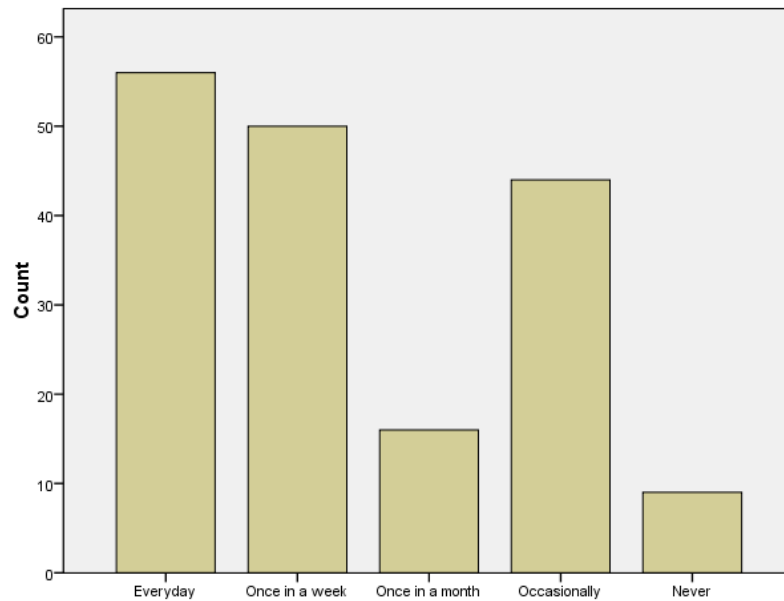


Fig: 3 Sharing knowledge through group discussion (gd)

“Sharing knowledge through workshop, training and seminar”

Students were asked about sharing knowledge through workshop, training and seminar that can be shared at a University setting. 4.0% of students responded that they share knowledge through workshop, training and seminar every day. 6.3% reported that they share knowledge through workshop, training and seminar once in a week. 41 respondents share knowledge through workshop, training and seminar once in a month and 83 respondents that is 47.4% Share knowledge through workshop, training and seminar occasionally. It is notable that 18.9% respondents said that they never attend any workshop, training and seminar.

	Frequency	Percent	Valid Percent	Cumulative Percent
Everyday	7	4.0	4.0	4.0
Once in a week	11	6.3	6.3	10.3
Once in a month	41	23.4	23.4	33.7
Occasionally	83	47.4	47.4	81.1
Never	33	18.9	18.9	100.0
Total	175	100.0	100.0	

Table 4: Sharing knowledge through workshop, training and seminar

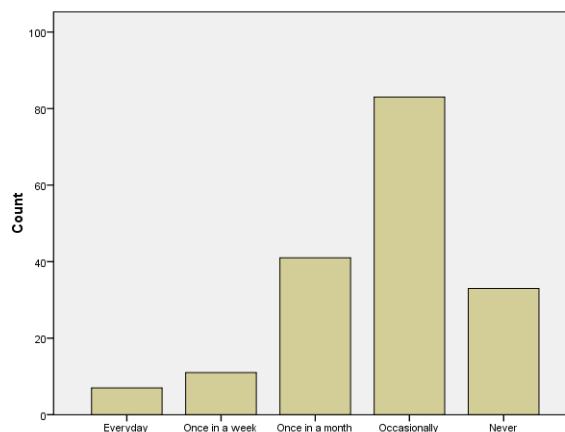


Fig: 4 Sharing knowledge through workshop, training and seminar

“Sharing Knowledge through social networks”:

Students were asked about sharing knowledge through social networks that can be shared at a University setting. 88 participants (50.3% of students) responded that they share knowledge through social networks every day. 16.0% reported that they share knowledge through social networks once in a week. 7 respondents share knowledge through social networks once in a month and 41 respondents that is 23.4%. Share knowledge through social networks occasionally. It is notable that 6.3% respondents said that they never use any social networks.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Everyday	88	50.3	50.3	50.3
Once in a week	28	16.0	16.0	66.3
Once in a month	7	4.0	4.0	70.3
Occasionally	41	23.4	23.4	93.7
Never	11	6.3	6.3	100.0
Total	175	100.0	100.0	

Table 5: Sharing Knowledge through social networks

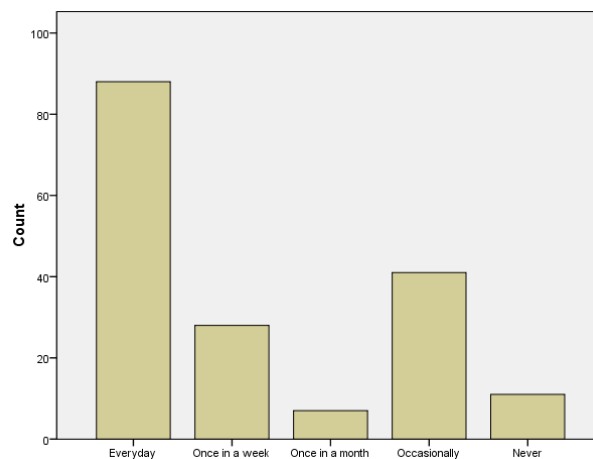


Fig: 5 Sharing knowledge through social networks

“Benefits of Sharing Knowledge”:

When respondents were asked to comment about their thinking how knowledge sharing can benefit them. 108 respondents believe that knowledge sharing help them creating new knowledge & Ideas (61.7% of the sample). And 58 of them only get satisfied when share knowledge that is 33.1%. Some also believe that it improves their grade in exams (5.1%).

	Frequency	Percent	Valid Percent	Cumulative Percent
Creating new knowledge & Ideas	108	61.7	61.7	61.7
Being Satisfied	58	33.1	33.1	94.9
Improving Grade in Exams	9	5.1	5.1	100.0
Total	175	100.0	100.0	

Table-6 Benefits of Sharing Knowledge

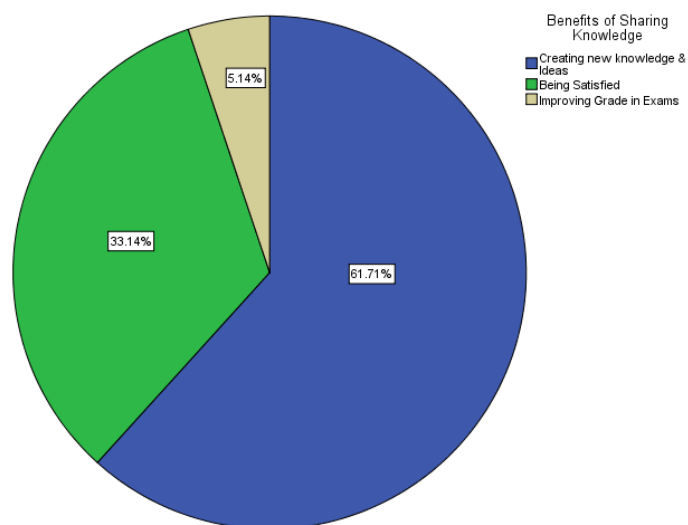


Fig: 6 Benefits of Sharing knowledge

“Significant barriers which makes reluctant to share his/her knowledge with others”:

The respondents were asked to indicate possible reasons that restrict active information and knowledge sharing among students. 18 participants (10.2%) of the respondents are afraid of others performance. Some 28.0% of the respondents revealed that students usually feel ambiguous about what to share. Lack of reciprocity in relationship was another inhibitor which was pointed out by 59 (33.6%) of the respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Being afraid of others performance	18	10.3	10.3	10.3
Being ambiguous about what to share	49	28.0	28.0	38.3
Lack of knowledge sharing culture	59	33.7	33.7	72.0
Feeling shy in sharing knowledge	49	28.0	28.0	100.0
Total	175	100.0	100.0	

Table 7: Significant barriers which make reluctant to share his/her knowledge with others

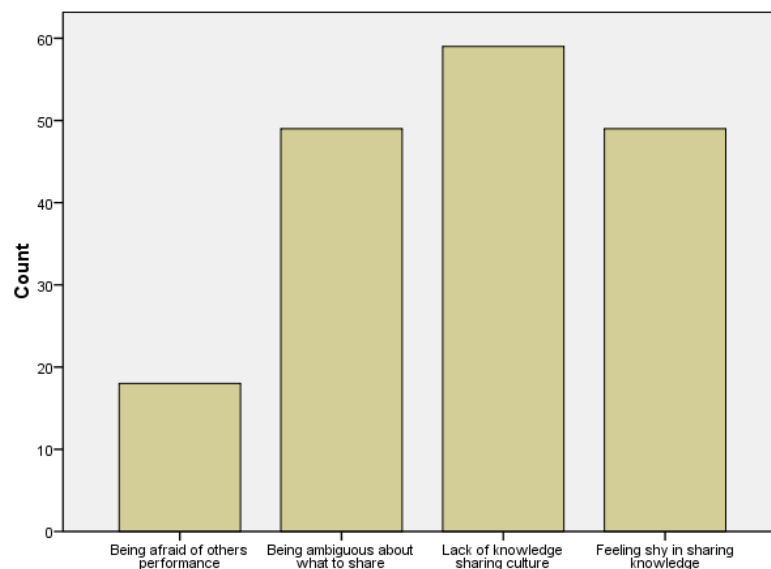


Fig: 7 Significant barriers which make reluctant to share his/her knowledge with others

“Sharing is caring”:

Students were asked if they think “Sharing is caring”. Obviously there were different responses from them. 10.9% of the sample, 19 respondents think negative about this assumption. A huge portion of the sample almost 79.4% that equals to 139 participants said “yes “to this assumption. And 9.7% students had no idea about this thought.

	Frequency	Percent	Valid Percent	Cumulative Percent
No	19	10.9	10.9	10.9
Yes	139	79.4	79.4	90.3
No Idea	17	9.7	9.7	100.0
Total	175	100.0	100.0	

Table 8: sharing is caring

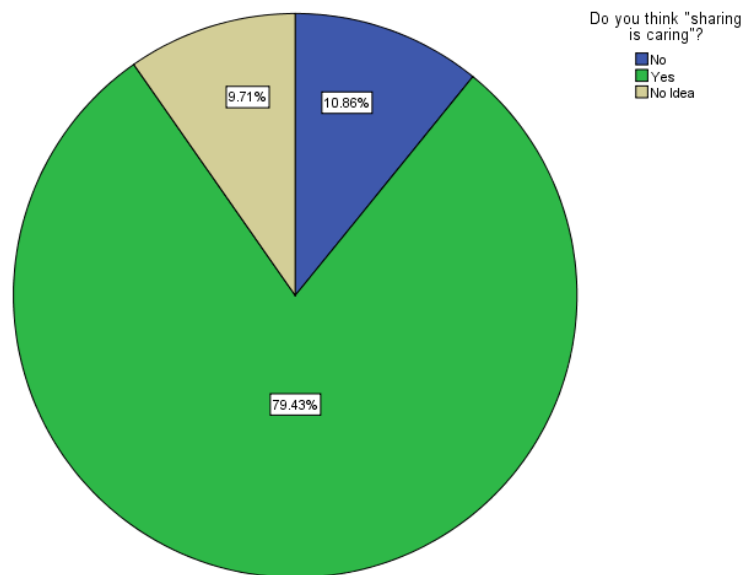


Fig: 8 sharing is caring

Knowledge sharing is a type of plagiarism?:

In the questionnaire students were asked if they think that knowledge sharing is a type of plagiarism. This frequency table shows the findings. 73 students (41.7%) think negatively that knowledge sharing is not a type of plagiarism. 23.4 % respondents of the students felt that knowledge sharing is a type of plagiarism. But the interesting part of these findings is that a significant number of students actually had no idea about that assumption. Most of them are not familiar with the term plagiarism.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	73	41.7	41.7	41.7
Yes	41	23.4	23.4	65.1
No Idea	61	34.9	34.9	100.0
Total	175	100.0	100.0	

Table 9: Do you think that knowledge sharing is a type of plagiarism?

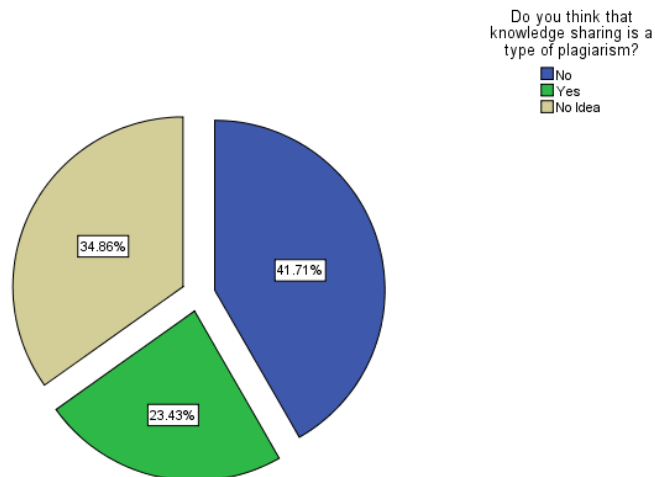


Fig: 9 Do you think that knowledge sharing is a type of plagiarism?

“Does attitude towards knowledge sharing influence student's intention to share knowledge”:

Through this research paper among the students of Dhaka university student’s attitude toward knowledge was examined. They were asked a question if attitude towards knowledge sharing influence student's intention to share knowledge. Only 3.4% students think that it doesn’t influences student's intention to share knowledge. But the most of the participants 153 person (87.4%) believe it does. And a few numbers of participants only 16 that is 9.1 % didn’t give their opinion about this matter.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	6	3.4	3.4	3.4
Yes	153	87.4	87.4	90.9
No Opinion	16	9.1	9.1	100.0
Total	175	100.0	100.0	

Table10- Does intention towards knowledge sharing influence the student's actual knowledge sharing behavior?

“IT makes knowledge sharing more easily than before”:

Whether or not IT makes knowledge sharing more easily than before was an important issue to find out through this paper. Participants were asked and the findings are given below-

7 students of the sample (4%) give negative consent. But a large number of students (162 of 175) believe that IT makes knowledge sharing more easily than before (almost 92.6%). And 6 students gave no opinion in this issue.

	Frequency	Percent	Valid Percent	Cumulative Percent
No	7	4.0	4.0	4.0
Yes	162	92.6	92.6	96.6
No Opinion	6	3.4	3.4	100.0
Total	175	100.0	100.0	

Table11: IT makes knowledge sharing more easily than before

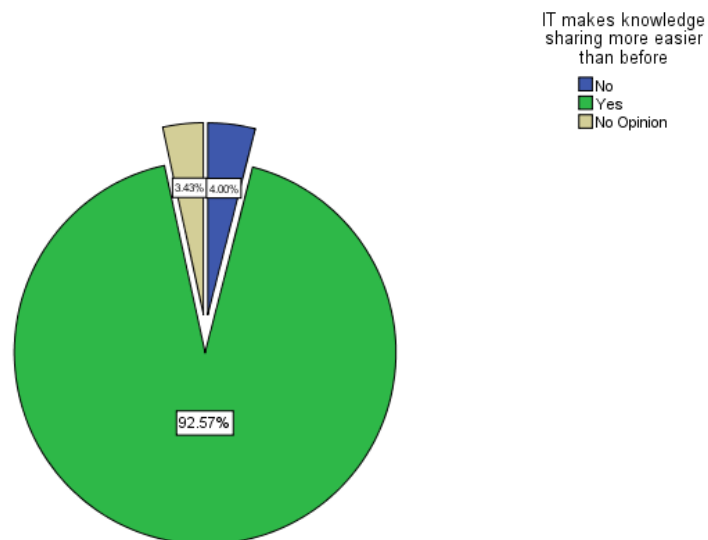


Fig: 10 IT makes knowledge sharing more easily than before

Chapter – Three

Chapter – Three

**Findings,
Recommendation
& Conclusion**

Findings:

It was found that, generally, students displayed a positive attitude towards knowledge sharing. Analyzing the data of this survey, it was found that most of the students of Dhaka university visit Information & knowledge sources everyday. On the other hand a very few students visit Information & knowledge sources occasionally.

There is diversity of media which are used to sharing knowledge. Students usually use internet, Social networks, group discussions, Seminar-workshops in order to share their view. In that case, we saw that most of the students share their knowledge through internet every day, rather than group discussion, social network, workshop seminar. Very few students occasionally share their knowledge through workshop & seminar.

It is found that students enjoy certain benefits of knowledge sharing specially for their academic purpose. The benefits of knowledge sharing are given as below:

- New knowledge and ideas has been made through knowledge sharing which helps students improve their self-confidence and self belief.
- It has brought satisfaction among the students to acquire various types of knowledge easily.
- Knowledge sharing helps the students to improve their final academic grade in the exam.

There have also some barriers of Knowledge sharing process which makes students reluctant to share his/her knowledge with others. These are as follows:

- Most of the students feel embarrassment while sharing knowledge.
- Some students don't show interest to share their knowledge with others.
- Most of t time some students feel ambiguous about what to share.
- Lack of relationship does not help to share knowledge.

Certain other information and knowledge sharing barriers, reported by several studies, such as lack of time, lack of appreciation, fear of providing wrong answers, were not considered hindering the information and knowledge sharing activity.

It is interesting to find out that most of the students thought that sharing knowledge is carrying something. In other hand they thought that it is not a type of plagiarism. But in this case few of them have no idea about its legality.

At the last of this study is has been found that IT helps students mind to share knowledge with others. The students of Dhaka University believe that IT makes knowledge sharing more easily than before.

Recommendation:

Based on the findings, the study discussed theoretical and practical implications .For sharing knowledge in the study context. Overall, the results of the study advance prior research in the area of knowledge sharing by shedding light on the determinants of knowledge sharing behavior of graduate students.

Although, the knowledge sharing practices among the students are satisfactory yet, there should be a proper innovative mechanism for the purpose of exchange of knowledge within the study departments and within the whole university. University management can play its crucial role in raising the patterns and humanizing the excellence of the knowledge to be shared. There should be a realistic environment where students can easily share their knowledge.

There are some points out of recommendation of Knowledge sharing:

It is more curtail matter for sharing knowledge so that they can enhance their capability of acquiring new knowledge and idea. For example, the present era is called knowledge based society .In this regard who wants to acquire knowledge from various source; he/she should discuss or share their knowledge among other classmates or friends.

New knowledge offers a man new idea and thoughts. To attain any type of new thing students should express their opinions without any hesitation. They should openly comment about their new knowledge .They can easily propose any new point or link to add their expected knowledge.

Any repository or recorded store student can learn more curtail information to share their knowledge which will be very beneficial to sharing knowledge with others. Authority of educational institution should keep an opportunity to involve important repository that they can learn more practical hints this source.

Therefore, this study suggests that technology is crucial in encouraging knowledge Sharing among university students. Technology can facilitate the way students contact their classmates to discuss and share knowledge. The enhancement of student's ability to share is also important. The decrement of student competition in a classroom will help improvement as well.

Conclusion:

In the so called 'knowledge society', actively and voluntarily sharing of information and knowledge is imperative. Students should fully understand and appreciate the value of sharing for the overall betterment of their academic career and the society. Students, being the most crucial segment of the society and the main driving force for future growth and development, need to infuse the information and knowledge sharing habit in their personality. It was interesting to note that the respondents valued their peers as an important source of knowledge and, on the whole, showed a positive attitude towards information and knowledge sharing. However, a lack of depth in peer relationship and the urge to outperform peers academically were probably the two main inhibitors to information and knowledge sharing. The fear is that unnecessary competition during a student's academic life could leave an imprint on their thinking and personality. It is, therefore, desirable for the academic institutions to reconsider their teaching approaches and put more emphasis on collaborative learning to avoid unnecessary competition among students. They also need to review their student assessment policies and procedures to make them less competitive and threatening.

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Appindex

Questionnaire on

KNOWLEDGE SHARING PRACTICES AMONG THE GRADUATES IN DHAKA UNIVERSITY

[Instruction: Please put (√) mark on the boxes where appropriate]

Section-A: Personal Information

1. Name of the Student:
2. Gender: Male Female
3. Type of student: Resident Non-resident
4. Department:
5. Cell number/ e-mail address:

Section-B: General Question of Knowledge Sharing:

6. Frequency of visiting the information & knowledge sources:

- Everyday Once in a week Once in a month Occasionally
 Never

7. How do you Share knowledge?

7. (a) Through internet: Everyday Once in a week Once in a month
 Occasionally Never
7. (b) Through Social network: Everyday Once in a week Once in a month
 Occasionally Never
7. (c) Through group discussion: Everyday Once in a week Once in a month
 Occasionally Never
7. (d) Through workshop, training& seminar: Everyday Once in a week
 Once in a month Occasionally
 Never

8. Why do you share knowledge?

- For your own sake
- For mentoring others especially your classmates.
- Both

9. Which one of the following benefits, according to you, becomes true due to knowledge sharing?

- Helps in creating new knowledge & ideas.
- Brings satisfaction to your knowledge on different subjects.
- Improves grade in the examination

10. Choose the significant barrier which makes a student reluctant to share his/her knowledge with others.

- Afraid that others would perform better
- Students are not always clear on what knowledge should be shared.
- Lack of knowledge sharing culture
- Shy to provide own opinions

11. Do you think knowledge sharing culture exists in University of Dhaka?

- Yes
- No
- Not sure.

Section-C: General attitude of Knowledge Sharing

12. Do you think that knowledge sharing is beneficial to all?

- Yes
- No
- I have no idea.

13. Do you think “sharing is caring”?

- Yes
- No
- I have no idea.

14. Does knowledge sharing solve our & our classmate’s problems?

- Yes
- No
- I have no idea.

15. Do you think that sharing knowledge is a type of plagiarism?

- Yes
- No
- I have no idea.

Section-D: Motivation of Knowledge Sharing

16. My Course Teacher gives us a reward, such as verbal praise and score, when sharing knowledge with other classmates.

Yes No No Opinion

17. IT makes it easily for me to share knowledge with my classmates.

Yes No No Opinion

18. IT makes it easily for me to get in contact with my classmates who have knowledge that is important to me:

Yes No No Opinion

19. Does attitude towards knowledge sharing influence student's intention to share knowledge?

Yes No No Opinion

20. Does intention towards knowledge sharing influence the Student's actual knowledge sharing behavior?

Yes No No Opinion

21. Does perceived enjoyment in helping others influence Student's attitude towards knowledge sharing behavior?

Yes No No Opinion

Signature