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## FACTORS AFFECTING KNOWLEDGE SHARING BEHAVIOR AMONG UNDERGRADUATE STUDENTS: A CASE STUDY OF KHUSHAL KHAN KHATTAK UNIVERSITY KARAK

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## **FACTORS AFFECTING KNOWLEDGE SHARING BEHAVIOR AMONG UNDERGRADUATE STUDENTS: A CASE STUDY OF KHUSHAL KHAN KHATTAK UNIVERSITY KARAK**

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### **ABSTRACT**

*The main theme of the study was to examine the factors that influence knowledge sharing among undergraduate students in Khushal Khan Khattak University Karak. Survey design guided the study and a questionnaire was used to collect data from 201 respondents. Data was analyzed using simple arithmetics. Findings showed that the organizational culture for knowledge sharing was found to be unsatisfactory, particularly regarding the exchange of awards or honors for sharing knowledge. However, incentives and management support were identified as motivating factors for knowledge sharing. The individual factors, such as knowledge self-efficacy, trust, personal interaction, personal expectation, and willingness to share, were positively correlated with knowledge sharing behavior. On the other hand, students expressed dissatisfaction with the availability and effectiveness of the university IT tools and its knowledge repositories for facilitating knowledge sharing, while acknowledging the importance of IT and supporting the use of social media for this purpose. Overall, the study highlights the significance of factors like trust, attitude, and ICT use in promoting knowledge sharing among students. The findings provide valuable insights for further research in this area. Therefore, it is recommended that the university takes steps to improve the organizational culture for knowledge sharing, enhance the availability and effectiveness of IT tools, and encourage the utilization of social media platforms to facilitate knowledge exchange among student.*

*Keywords: Knowledge Sharing-Students, KS- University students, Knowledge sharing- Undergraduate students-Pakistan*

### **INTRODUCTION**

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Knowledge is defined as a fluid mix of experience, values, textual information and expert insight that provides a framework for evaluating and incorporating new experience and information (Davenport and Prusak,1999). Knowledge is Human knowledge of a particular area of interest acquired through research and practice (Awad & Ghaziri,2004). Essentially, knowledge becomes as the important asset in what acquiring competitive advantage. In order to succeed in an increasingly dynamic environment, vital assets for individuals and organizations adoption of knowledge is recognised (Van den Hooff and De Ridder, 2004; Alavi and Leidner, 1999; Yang, 2007; Syed-Ikhsan and Rowland,2004). In organizational perspective, knowledge is considered an intangible asset which has the capability to sustain in future challenges and competitive market. With the possession of knowledge, it would act as the competitive power to ensure the organization to achieve the business objective successfully. By saying that, it is significance to mind and completely organize the knowledge appropriately. In order to achieve success, an organization must have mutual or shared vision that could be obtained and therefore, knowledge sharing is an important tool among Knowledge Management (KM) tools which would give great impact on the organization business.

As one of important tool in KM, knowledge sharing is considered KM's Main Enabler. Knowledge may be either contained within the minds of a person or preserved in a document either conventional document such as policy paper, conceptual paper and etc. or could be in electronic document as such e-book, databases, information system. Types of knowledge possessed by an organization consists of experience of employees, procedures, record and business process and it also could be considered as the intellectual assets of the organization. Different individual owns diverse knowledge, this is means as every individual have differences in the way he thinks, formulates an idea and varies in experiences. Higher education institutions are where individuals when to search and to learn new knowledge and is a place that responsible for the creation, management and spread of knowledge within society (Shaik & Othman, 2015). Universities recognized as knowledge Centre to provide each individuals or students with education as their lifelong learning process and to ensure to grow the knowledge in the society, the need of knowledge sharing is essential. Sharing of knowledge occurred when an individual disseminates or distributes his or her knowledge acquired to other members within the organization (Ryu, Ho and Han, 2003). From here we could understand that knowledge serves as an entity which could be passed from the individual's mind to others in need of that particular knowledge. In universities, systematic knowledge management is commonly used to leverage

knowledge resources and to encourage sharing of knowledge between academics, staff and students. With the implementation of the system, the society of universities would organize information, communicate and exchange views between them.

Emmer and Gerwels (2002) said that knowledge sharing is significant factor of student success when the student shares their knowledge in peers and groups students got lots of benefits by that knowledge like students was very confident when they share their knowledge. When teachers appreciated students, this appreciation gave students more motivation and self-confidence. Hogberg and Edvinsson (1998) stated that knowledge sharing helps students to when they are finding some information about project, find way to resolve the existing problem, create new ideas, increase knowledge about a particular goal and simply achieve their goals and help one another. The attitude of student towards knowledge sharing is that when the student sharing their knowledge they expected there is some intermediate communication channels that allows the students to share and explore with other students and teachers (Yuen and Majid, 2007). When students sharing their knowledge it involves both skills and willingness while exchanging their knowledge they both learn from each other and it's also help them to clear their concept with such discussions (Al-Hawamdeh, 2003).

### 1.3 Factors of Knowledge Sharing

In order to get a quality performance in any framework sharing thoughts and information with each other can an essential element (Swift et al. ,2010). For achieving a positive response against sharing behaviour many factors influence the individual other than their willingness.

#### 1.3.1 Organizational Factors

Organizational factors are those factors external to the individual. That is, they are factors not derived from the individual personally; they can be environmental or caused by another individual to stimulate the knowledge sharing attitude (Cheng et al., 2009). Organizational factors are categorized into organizational culture, reward system, management support and university policy on knowledge sharing.

##### 1.3.1.1 Organizational Culture

Organizational culture is one of the main factors that significantly contribute to the success of knowledge sharing in literature (Alam et al., 2009; Bousari and Hassanzadeh, 2012; Cheng et al.,

2009; Noor et al., 2014). Visible culture includes the philosophy, mission and embraced values that guide the daily operations of an organization (Kathiravelu et al., 2014). An institution that encourages a culture of having vision and mission for knowledge sharing, strategically planning knowledge sharing, encouraging mentoring, strengthening trust and communication among employees, openness to change and innovativeness will likely succeed at knowledge sharing.

#### 1.3.1.2 Reward System

Apart from organizational culture, reward system is another important factor that is often mentioned in studies as it has the ability to affect the willingness of employees in an organization to share or not to share knowledge (Alam et al., 2009; Cheng et al., 2009; Ipe, 2003; Noor et al., 2014; Saad and Haron, 2013). This is because individuals generally are motivated by rewards and incentives. Reward is one of the most effective methods of encouraging employees to share their knowledge with others (Alam et al., 2009). Reward can be monetary or non-monetary. It can come in form of monetary incentives such as increased salary or bonuses, or non-monetary rewards such as promotion, job security (Lin, 2007b): recognition, research grant, confirmation of position, reputation, or even being invited as an external examiner.

#### 1.3.1.3 Management Support

To management support is an important factor that influences organizational knowledge (Lin, 2007b). Numerous studies have found management support essential to creating a supportive climate and providing sufficient resources (Lin, 2007b). Organizational support is a subjective measure of the degree of encouragement provided to and experienced by an employee in sharing solutions for work-related problems through the openness of communication, opportunity for face-to-face and electronic meetings to share knowledge, and so on. An organization seeking to establish a knowledge-sharing culture must ensure that the management supports the initiatives and pays efforts and attentions to the practices of knowledge sharing. That is, management must support and enforce the positive behaviour of knowledge sharing (Kathiravelu et al., 2014; Lin, 2007b).

It should support the employee to share his/her knowledge on the one hand and provide a guideline to keep a certain standard on how to externalize knowledge from tacit to explicit on the other hand (Grünfelder and Hartner, 2013). Furthermore, Lohdi and Ahmad (2010) explained that policies are real advantage for management to create a culture of knowledge

sharing within a company. They stated that since policies are in line with the management values, they are the tools to generate the corporate culture and thus, be the starting point for promotion and development of knowledge-sharing activities. Similarly, universities have policies on knowledge sharing. For instance, academic titles and appointments may be based on such criteria as academic responsibilities and professional achievement in areas of teaching, research, public lectures, publications, contributing to institutional repository, mentoring, and so on. Grünfelder and Hartner, (2013) posited that having an associated promotion plan with the knowledge-sharing policy would ensure that the employees would recognize the necessity to share their knowledge.

#### 1.3.1.4 University Policy

Little research can be found on the effect of a policy on knowledge sharing (Grünfelder and Hartner, 2013). However, establishing a knowledge-sharing policy is essential for a company to succeed because knowledge sharing policies are crucial to ensure a satisfying performance for the company (Lodhi and Ahmad, 2010). A knowledge-sharing policy

#### 1.3.2 Individual Factors

Individual factors are on the other hand intrinsic and more personal. They are factors derived from individually driven considerations. That means it comes from the person's internal being (Cheng et al., 2009). Individual factors are categorized into knowledge self-efficacy, trust, personal interactions, personal expectations and willingness to share.

##### 1.3.2.1 Knowledge Self-efficacy

knowledge self-efficacy has to do with people's judgments of their capabilities to share knowledge, that is, how they perceive the extent to which they can disseminate information. When people think that their expertise and know-how can improve work efficiency and increase productivity, their attitude will change (Bock et al., 2005).

##### 1.3.2.2 Trust

Trust is a factor that has been frequently found to affect knowledge sharing (Alam et al., 2009; Bousari and Hassanzadeh, 2012; Cheng et al., 2009; Jolaei et al., 2014; Okyere-Kwakye et al., 2010). The common definition of trust that most researchers agree on is 'a psychological state of

willingness to be vulnerable based on the positive expectations of the intentions or behaviour of another' (Abdullah et al., 2011). Trust is the most effective and at the same time least costly means that can motivate people to share their individual knowledge. Trust creates and maintains exchange relationships, which in turn may lead to the sharing of good quality knowledge (Liang et al., 2008). Individuals will be willing to share their knowledge with others if they feel that the person can be trusted. Higher trust will make people not think about any future negative occurrence on the knowledge-sharing activity and to share their knowledge more freely (Lin, 2007a).

Trust is feeling of self-assurance and refuge that create a response of care among partners and tighten the bond too (Javadi et al., 2012). Past studies also indicates that the trust is an important variable that influence the knowledge sharing behaviour as it affects the members to share their ideas and increase the willingness to sharing ideas with others. Trusts also depend on the internal satisfaction that is created under the particular atmosphere and differ to person to person (Osmani, 2014).

#### 1.3.2.3 Personal interaction

knowledge sharing actually occurs without our realisation. Knowledge transfer can happen while communicating or talking with people (Alam et al., 2009). Employees should interact more in order to gain knowledge. When both employees and employers communicate, it indirectly reduces the status differentials among them which may increase the knowledge sharing (Connelly and Kelloway, 2003, as cited in Alam et al., 2009). This also suggests that when senior academics and junior academics interact more, it reduces status differentials, thereby, increasing knowledge sharing.

#### 1.3.2.4 Personal expectations

In order to contribute knowledge, individuals must think that their contribution to others will be worth the effort and that some new value will be created, with the expectations of receiving some of that value for themselves (Nahapiet and Ghoshal, 1998, as cited in Wasko and Faraj, 2005). Expectations such as being recognized as the expert in the area, as a contributor to improve the knowledge repository in an institution and as connector to link other researchers working.

on same research area (Cheng et al., 2009), build a good reputation and improve their status within their social group (Liang et al., 2008), approval, respect and so on.

#### 1.3.2.5 Willingness to Share

Willingness to share knowledge with other people is a very important consideration in knowledge sharing. It refers to a person's readiness to share valuable and useful knowledge with others, that is, how disposed a person is towards the practice of sharing knowledge.

Willingness to share is critical and should be studied as a factor. This is because even the other factors are present, an individual may still choose to hoard knowledge. However, elements such as altruism, self-satisfaction, enjoyment in helping others, willingness of mentee, empathy, attitude, desire to build reputation, personal relationship can enhance a person's willingness to share.

#### 1.3.3 Technological Factors

Technological factors are important in sharing knowledge in this information age because knowledge has to be shared through means and channels. Technological factors are categorized into availability of IT infrastructure and usage of social media.

##### 1.3.3.1 Availability of IT Infrastructure

IT has the potential of acquisition, storage, processing, retrieving and transferring the knowledge and enables individuals, geographically close or far from each other, to share their knowledge simultaneously or separately (Bousari and Hassanzadeh, 2012). Zack (1999, as cited in Lin, 2007b) also believes that ICT plays the following three different roles in knowledge management activities: (a) obtaining knowledge (b) defining, storing, categorizing, indexing and linking knowledge-related digital items (c) seeking and identifying related content. Top (2012), found empirically that the highest risk in in-house knowledge sharing, is the lack of technical infrastructure and information system. Availability of IT infrastructure not only allows employees to share their knowledge internally but also across a wide geographical separation. Thus, technical infrastructure and IT provide employees with the ability to share, obtain feedback and create ideas.



### 1.3.3.2 Use of Social Media

Traditional means of sharing knowledge among academics includes face-to face, training, seminar and workshop, reading of manual and instructions and so on. However, due to the advancement in technology many means have developed, one of the most important of which is the social media (Noor et al., 2014). Social media is no longer an insignificant phenomenon; tools like Facebook, LinkedIn or YouTube have become very popular in the world of today. Social media has modified personal relationships, allowed individuals to contribute to a number of issues and generate new possibilities and challenges to facilitate collaboration (Gaal et al., 2015). As a result, organizations are increasingly finding ways of integrating social media into their business processes. Social media also helps individuals who are shy or very busy to share their knowledge because it reduces physical contact.

## **2- LITERATURE REVIEW**

### **2.1 Review of Related Literature at International Level**

Ting Jer Yuen and M.Shaheen Majid(2007) conducted a study on knowledge-sharing patterns of undergraduate students in Singapore. The Main purpose of the study is to investigate the knowledge-sharing behavior of undergraduate students in Singapore and to cover areas such as the purpose of sharing knowledge, communication channels preferred for sharing, and factors that inhibit or motivate knowledge sharing among students. A questionnaire was used for collecting data and 180 students from three public universities in Singapore participated in the study. From the analysis of data ,it is found that, generally, students displayed a positive attitude towards knowledge sharing and were appreciative of its importance in peer learning. However, it was interesting to note that the respondents were less inclined to share knowledge for academic activities that were graded. The study also revealed that competition among students to outperform their fellow students and lack of depth in peer relationship were the two main factors that inhibited knowledge sharing. It was concluded that active and voluntarily sharing of knowledge is an essential element of effective and meaningful learning at the tertiary level. Similarly it is desirable that academic institutions should reconsider their teaching approaches and put more emphasis on collaborative learning to avoid unnecessary competitions among students. Once students start regarding their fellow students as their learning partners instead of competitors , they are likely to share their ideas and knowledge more frequently.

M. Sadiq Sohail and Salina Daud(2009) conducted a study on knowledge sharing in higher education institutions: Perspectives from Malaysia. This study mainly seeks to examine the factors and barriers that contribute to successful knowledge sharing among the university teaching staff. A cross sectional survey is used as a method to collect data from teaching staff in business and management schools of HEIs in Malaysia. As for the sample drawn from teaching staff belonging to public universities, there is a significant relationship between knowledge sharing and the independent factors including nature of knowledge, working culture, staff attitudes, motivation to share and opportunities to shares . Results from the sample from staff teaching in private universities do not show such relationships. From the result of this study, it can be seen that nature of knowledge, working culture, staff attitude , motivation to share and opportunities to share play important role in enhancing knowledge sharing among teaching staff in the public universities. The presence of culture among the contributors shows that knowledge sharing factors do not depend on technology alone.

Huda Alami shiek and Roslina Othman(2014) conducted a study on Knowledge sharing Behavior and it's predictors in United Arab Emirates Universities .The main purpose of this research are to (i) explore the relationship between types of knowledge and academics' knowledge sharing behaviour, (ii) examine the relationship between knowledge sharing behaviour and its predictors based on the Theory of Planned Behaviour, and (iii) examine the motivating and hindering factors that may influence academics' knowledge sharing Behavior. Quantitative research approach was used for the study.The findings revealed that academics' knowledge sharing behaviour is significantly influenced by explicit knowledge, tacit knowledge, and intention to share knowledge. The findings also showed that intention itself is significantly influenced by attitude, subjective norms, self-efficacy, but not influenced by controllability. Moreover, attitude is significantly and positively influenced by trust and reputation as motivators of knowledge sharing behaviour. Whereas, controllability is significantly and negatively influenced by lack of time and poor communication as barriers of knowledge sharing behaviour.

OW Bello and Rafiat A.Oyekunle (2014) conducted a study on Attitude, Perceptions and Motivation towards Knowledge sharing: views from Universities in Kwara state, Nigeria. The purpose of this paper is to examine the attitude, perceptions and motivation towards knowledge sharing among faculty members in the universities in Kwara State, Nigeria comprising two government and two private owned universities. Another objective is to emphasize the significant role attitude, intention and intrinsic motivation play in knowledge sharing. A survey collection method comprising a 21-item questionnaire was used. The findings revealed, that attitude is significantly associated with intention to share knowledge; intention is significantly associated with knowledge-sharing behaviour; and, intrinsic motivation is significantly associated with knowledge-sharing behaviour. The findings of the study provide insights into faculty members' attitude, intention and motivations towards knowledge sharing and strategies for enhancing knowledge sharing in institutions.

Shaheen Majid and Chitra panchapakesan(2015) conducted a study on Perceptions and Knowledge sharing Behavior of pre-university students. The main purpose of this study was to investigate students' knowledge-sharing behavior with their classmates, frequency and type of knowledge shared, preferred communication channels, and the factors likely to motivate or inhibit knowledge sharing. Questionnaire was used for data collection. From the analysis of data, it was found that the top three sources for seeking study-related information were the internet, teachers, and classmates. The primary motives of sharing knowledge were to improve understanding of concepts discussed in the class and to build good relationship with classmates. For group assignments, more knowledge sharing occurred within the group members than with other groups. The major barriers to knowledge sharing were the lack of time, lack of a sharing culture, and inadequate depth in relationships. Only a limited number of studies have investigated knowledge-sharing practices of students, mainly focusing on university students. The findings of this study will be useful to teachers, curriculum designers, and education planners to consider appropriate measures for integrating knowledge-sharing activities in the pedagogy.

Odunayo Omotola Omojowolo and wole Michael Olatokun(2017) conducted a study on knowledge sharing: Influence of individual, classroom and cultural Factors among students at the University of Ibadan, Nigeria. The main purpose of the study is to examine the potential influence of individual (willingness to share, ability to share), classroom (instructor influence, degree of competition) and cultural (individualism, collectivism) factors on the knowledge sharing behaviour of University of Ibadan questionnaire was used for data collection. From analysis of data, its findings showed that there were significant differences in the ability to share and horizontal collectivism of the students by educational level, but not in respect of the other variables. There were also significant differences in ability to share and vertical individualism by gender. Findings further showed that willingness to share ( $\beta=0.264$ ), ability to share ( $\beta= 0.227$ ), instructor influence ( $\beta= 0.105$ ), degree of competition ( $\beta= -0.088$ ), horizontal ( $\beta = 0.232$ ) and vertical collectivism ( $\beta=0.218$ ) significantly predicted knowledge sharing, but individualism did not. The study recommended be placed on collaborative learning and improved knowledge sharing activities among students and instructors be encouraged.

Adedolapo Akosile and Whole Opatika(2020) conducted a study on factors influencing knowledge sharing among academics in Bowen University, Nigeria. The main purpose of the study is to examine the factors that influence knowledge sharing among academics in Bowen University, Nigeria. . Survey design guided the study and a questionnaire was used to collect data from 151 respondents .From the analysis of data, it is revealed that among the organisational factors, only university policy ( $\beta = .641$ ,  $p = .023$ ) significantly influences knowledge sharing while among individual factors only trust ( $\beta = .785$ ,  $p = .05$ ) significantly influences knowledge sharing. None of the technological factors was found to influence knowledge sharing. Gender has a significant influence on knowledge sharing while academic cadre and faculty do not. Personal satisfaction, personal belief, mentoring, being knowledgeable and availability of fund/sponsorships were the other factors identified to influence knowledge sharing behaviour. The study recommended that there should be a university policy on knowledge sharing which should be accompanied by rewards to motivate academics to share their knowledge. Saleh, S.H. & Samsudin, A. Z.H(2021) conducted a study on determinant for Knowledge Sharing Behaviours among Undergraduate Students in Public University in Malaysia .The main purpose of the study is to investigate the factors affecting knowledge sharing behaviour (KSB) among undergraduate students in X University in Malaysia. Quantitative approach and questionnaire instrument were the research methodology and technique used to investigate this phenomenon. The results indicated that the highest correlation value is between trust and knowledge sharing behavior which comply with one of the objective to determine relationship between trust and knowledge sharing behaviour, whereas the lowest correlation value is between technology availability and knowledge sharing behavior which comply with one of the objective to determine relationship between technology availability and knowledge sharing behaviour. The conclusion could be drawn that knowledge sharing was found to be significantly related to all components under study i.e. self-efficacy, trust, technological availability, and perceived usefulness of technology. Personal attitudes and technological factors may act as determinants of knowledge sharing among university undergraduate students in X University in Malaysia. It is recommended that further research to be conducted by using mix of qualitative and quantitative research approach to achieve better and solid outcomes.

Abd Rahman Ahmad ,Alaa S Jameel and Manaf B Raewf(2021) conducted a study on impact of social networking and technology on knowledge sharing among undergraduate students .The main purpose of the study is to examines the factors impacting Knowledge sharing among students as there is a lack of studies conducted among students in the context of middle east countries. A survey was carried out among undergraduate students at Cihan University-Erbil, Iraq and questionnaires consisted of two main sections were used to collect the data. The results/ findings implies that universities should encourage Knowledge Sharing between students by designing course activities and assessment that incorporate Files-sharing and Information and Communication Technology by fostering enjoyment and creating awareness of Knowledge Sharing's reciprocal benefits. Fadi Abdel Muiem Abdel Fattah,Abdul Hakim HM Mohamed, Mohamed Izzeldin A Bashir, Abrar Mohamed Mubarak Al Alawi(2021) conducted a study on Determinants of knowledge sharing behavior among students at higher educational institutions in Oman:a planned behavior theoretical perspective of knowledge sharing. The main purpose of the study was to investigate how students attitude, students subjective norms, students knowledge sharing intentions can contribute to the enhancement of knowledge sharing behavior among students at higher education institutes in Oman. Quantitative approach was adopted for the study. The findings of the study shows that students attitude has both direct and indirect positive impact on students subjective norms, knowledge sharing intention and knowledge sharing behavior .Moreover the result revealed that there is a mediation effect between Students attitude and knowledge sharing behavior through knowledge sharing intention, students attitude and knowledge sharing intention when students subjective norms is playing as a mediation role. Nan Wang, Jieli Yin, Zhenzhong Ma, Maolin Liao(2022) conducted a study on the influence mechanism of rewards on knowledge sharing behavior in virtual communities.The main purpose of the study is to explore the effects of organizational rewards on two form of knowledge sharing \_\_Explicit knowledge sharing and Tacit in virtual communities, and further to explore the mediating effect of intrinsic motivation on the effect of virtual community rewards on implicit knowledge sharing. Survey tools was used for data collection. The result of this study show that virtual rewards are a significantly positive linear relationship with explicit knowledge sharing but have an inverse U-shape relationship with tacit

knowledge sharing in virtual communities. In addition, intrinsic motivations including enjoyment and self-efficacy mediate the relationship between rewards and Tacit knowledge sharing.

Miyea Kim, Mina jun, Jeongsoo Han(2023) conducted a study on the relationship between needs, motivation and information sharing behavior on social media:Focus on the self-connection and social connection. The main purpose of the study is to investigate the factors that influence the information sharing behavior of individuals on social media. Furthermore the study analyses the effect that individual,self-connection to social media has on information sharing through self-efficacy and the effect of social connection on information sharing through empathy. A survey questionnaire was developed and distributed to social media users from participation in the public of Korea. The result indicated that individuals are motivated to share information through self-connection and social connection. Furthermore,the mediation analysis revealed that the effect of self-connection on information sharing in social media is mediated by self-efficacy . also, social connection will increase information sharing not only directly but also indirectly through its positive effect on empathy.

#### *2.4 Review of Related Literature at National Level*



Irram Shahzadi, Raja Mazhar Hameed, Abdul Rauf Kashif (2015) conducted a study on individual motivational factors of optimistic knowledge sharing behavior among university academia. The main purpose of the study was to comprehend individual motivational factors (outcome expectations, self-efficacy, and enjoyment in helping others) that contribute toward knowledge sharing behavior of university faculty of Pakistan. Questionnaire tool was used for data collection. The findings of the study show that all the stated individual motivational factors are positively and strongly associated with optimistic knowledge sharing behavior of university academia. Moreover, the study discovered that knowledge sharing intention mediates the relationship of knowledge sharing attitude and knowledge sharing behavior.

Syed Ali Raza, Masooma Abidi, Ghulam Muhammad Arsalan Shairf (2018) conducted a study on the impact of students' Attitude, Trust, Subjective Norm, Motivation, and Rewards on knowledge sharing. The main purpose of the study was to examine the impact of student Attitude, Trust, Subjective Norm, Motivation, and Rewards on Knowledge sharing Attitude among university students. Questionnaire tool was used for data collection. The result of the study shows that student attitude, trust, subjective Norm, motivation, and Rewards have a significant positive impact on knowledge exchange behavior between university students.

Muhammad Nisar ul Haq, Misbah Haque (2018) conducted a study on Investigating the knowledge sharing among students in Pakistan. The main purpose of the study was to empirically examine the impact of trust, attitude, and ICT use on knowledge sharing among degree students of universities in Vehari. Quantitative approach was adopted for the study. The findings of the study show that trust, attitude, and ICT use are the key factors in order to boost knowledge sharing among students. The result shows that ICT use is highly significant and correlated predictor of knowledge sharing.

Abdi Rehman Ahmad, Alaa S. Jameel, Manaf B. Raewl (2021) conducted a study on Impact of social networking and technology on knowledge sharing among undergraduate students. The main purpose of the study was to examine the factors impacting knowledge sharing among students as there is a lack of studies conducted among students in the context of middle east countries. Questionnaire tool was used for the data collection. The result of the study implied that universities should encourage knowledge sharing between students by designing course activities and assessment that incorporate File-sharing and Information

and Communication Technology by fostering enjoyment and creating awareness of knowledge sharing's reciprocal benefits.

Muhammad Arif, Nasim Qaisar, Saima Kanwal (2022) conducted a study on factors affecting students' knowledge sharing over social media and individual creativity: An empirical investigation in Pakistan. The main purpose of the study was to investigate: 1) SMTs usage for knowledge sharing, 2) factors affecting students' knowledge sharing over SMTs, 3) the relationship between knowledge sharing and creativity. Questionnaire tool was used to conduct the study. The findings show that investigated factors, behavior intention are the most significant predictor of students' knowledge sharing. The result discloses that there is a positive association between knowledge sharing and creativity. Muhammad Safdar, Syeda Hina Batool, Khalid Mahmood (2022) conducted a study on fostering knowledge sharing behavior among Pakistani engineering students: role of individual and classroom related factors. The main purpose of the study was to investigate students' behavior toward knowledge sharing and the factors, individual and classroom, affecting it. Quantitative research design was used to conduct the study. The result of the findings shows the majority of Pakistani engineering students were sharing knowledge with their fellows with good frequency. It was also found that students of different universities differed significantly regarding their knowledge sharing behavior.

### **3- OBJECTIVES OF THE STUDY**

1. To identify the factors that affect knowledge sharing behavior among undergraduate students of Khushal Khan Khattak University Karak.
2. To assess the attitude of students towards knowledge sharing behavior.

#### **Research Question**

1. What are the factors that affect knowledge sharing behavior among undergraduate students of Khushal Khan Khattak University Karak?
2. How to assess the attitude of students towards knowledge sharing behavior?

### **4- RESEARCH METHODOLOGY**

This research was quantitative in nature and survey method was used to collect data from the target population. Quantitative research is the collection and analysis of

numerical data for the purpose of describing, explaining, predicting, or controlling the phenomenon of interest. It explains current situations, examines relations and studies the cause-effect relationship between and among the variables (Gay, Mills & Airasian, 2015). As Gupta and Gupta (2011) expressed, quantitative research involves generating data quantitatively that can be strictly evaluated and rigidly analyzed. The survey research method was used to collect the data about factors that affects knowledge sharing behaviour among undergraduate female students under study. According to Creswell (2012) survey is a popular research method in education. In survey research, the investigators administer a survey to a sample or the entire population of people to describe their attitudes, opinions, behavior, or characteristics. In this method, the researchers collect quantitative and numerical data by using an appropriate instrument.

The survey was designed in a structured format to collect quantitative data. This method was appropriate and suitable for the study because the population was spread over a large geographical area. This method was used because many research scholars have already used this method in such type of studies (Muhammad Nasir ul Haq and Misbah Haque, 2018; Adedolapo Akosile and Wole Olatokun,2020 ;Muhammad safdar,syeda Hina Batool,Khalid Mahmood,2022).

### **Research Site**

The research site of the study was Khushal Khan Khattak University, Karak.

### **Population of the Study**

The word of Hill and Kerber (1967), the term population is the totally of objects under consideration. Or in other words, by population we mean the aggregate or totally of objects or individuals which research is to be made in sampling study. In other words the population refers to the whole community the researcher wants to study. The population of this study consisted of the BS female students of Khushal Khan Khattak University, Karak.

### **Sample size and Sampling**

The population consisted of 417 total of active students. Convenient sampling technique was used to approach the desired population due to time constraint and accessibility

issues. Simple random sampling using Rao soft (sample size sample software) to insure representativeness of the students population, which resulted in a final sample of 201.

### **Research Instrument**

The population of the study were geographically spread over a large area; therefore, the questionnaire was used as a research instrument to collect necessary data for the study. The purpose of the questionnaire is to gather information from widely scattered sources (Nehru, 2012). The questionnaire of Adedolapo Akosile and Wole Olatokun (2020) was modified according to the study's objectives. The ethical permission for using questionnaire has granted from the developers (attached as annex-A) This instrument was used because the objectives of the study could easily be achieved through this tool. Moreover, it was chosen because it is cost-effective, anonymous, saves time and removes the respondent's bias (Busha & Harter, 1980; Powell & Connaway, 2004).

### **Design of Questionnaire**

A questionnaire considers the heart of a survey process, if the heart is not set up properly the entire operation is bound to fail. It is important that the questionnaire is properly designed to meet your desired objectives.

The questionnaire contained close ended questions(attached as annex-A) in order to obtain accurate, concise and timely data.

### **Sections of the Questionnaire**

The questionnaire consisted of two main parts and each major part contains different questions based on requirements. The first part of the questionnaire labelled as part A was designed to captured demographic information ( age of the respondent, department and semester) from the respondents .Part B of the questionnaire was divided into four sections (organizational factors, individual factors, technological factors and knowledge -sharing behavior)comprising of 41 items.

### **Validity of the Questionnaire**

The social research and especially survey inquiry is directly related to the people in the Community under study. In order to increase the response rate, collect better data and obtain accurate results, it is important that the questions in the questionnaire should be easily worded, comprehensible and in view of the subject. When draft questionnaire was prepared then it was discussed with supervisor and he gave some

suggestions to increase the accuracy of the instrument. After making some necessary changes in the questionnaire which were identified by the supervisor , then was sent to the respondents for data collection.

### **Scale used for Measuring the Instruments.**

Multi item five point Likert scale was used for instance strongly disagree(1),disagree(2), undecided (3),agree(4) and strongly agree(5) to rate respondents answered.

### **Ethical Consideration**

The data will be only used for research purpose. Demographic information and responses of the respondents were kept secret. Researcher also ensured respondents that all information would remain confidential.

### **Data Collection**

Data for the study was collected through the questionnaire. The Researcher personally visited the research cite and distributed the questionnaires personally to collect data from the . A total number of (201) two hundred one hard copies of questionnaire were distributed. All the received questionnaires were considered for data analysis.

## **6- DATA COLLECTION AND ANALYSIS OF DATA**

### **Age of the Respondents**

This first part of the survey instrument was about the demographic statistics of the participants. One of the questions in this section was related to the age of the respondents. They were provided different age categories like below 20 years,20-22 years and 23 and above. Table 4.2.1 reveals that most 116(57.7%) of the respondents were with the age group of 20-22 years. The data depicted that 55(27.3%) respondents were found with below 20 years and a small proportion (29(14.4%) ) respondents with the age group of 23 and above years.

Table 4.1 Age wise distribution

<b>S.No</b>	<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
1	Below 20	55	27.3%
2	20 to 22	116	57.7%
3	23 and above	29	14.4%

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**Total****201****100%**

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### **Department wise Distribution of Respondents**

Table No.4.2 reflects department-wise distribution of female students studying at 13 departments of the university. From the data collected from Academic section of the university, it is observed that department of English is at the top with a total strength of 98 female students, followed by department of Zoology with 95 students and department of Library and Information Science with 58 female students respectively. Pertinent to mention that department of Geology has no female students. Department of Communication and Mass Studies has less female strength as per record of the academic section of the university and concerned department.

Table 4.2 Department-wise distribution

<b>S.No</b>	<b>Department Name</b>	<b>Female Strength</b>	<b>Sample Size</b>
1	Botany	21	10
2	Bioinformatics	7	3
3	Communication and Media Studies	4	2
4	Computer Science	7	3
5	Chemistry	16	8
6	English	98	47
7	Geology	0	0
8	Library and Information Science	58	28
9	Mathematics	14	7
10	Management Science	7	3
11	Psychology	56	27
12	Physics	34	17
13	Zoology	95	47
	<b>Total</b>	<b>417</b>	<b>201</b>

### **Semester-wise Distribution of Respondents**

Table 4.3 reflects the semester-wise distribution of female students studying at 2,4,6 and 8 semesters. The data in the table show that out of 201 respondents, the majority 53(26.36%) of the respondents were from 8<sup>th</sup> semester, followed by 2nd

semester with 52(25.87%),6<sup>th</sup> semester with 49(24.37%) and 4<sup>th</sup> semester with 47(23.38%).

Table 4.3: Semester-wise distribution

<b>S.No</b>	<b>Semester</b>	<b>No. of respondents</b>	<b>Percentage</b>
1	2nd	52	25.87%
2	4th	47	23.38%
3	6th	49	24.37%
4	8th	53	26.36%
	<b>Total</b>	<b>201</b>	<b>100%</b>

#### Organizational factors

This section covers four sub factors of organizational factors including organizational culture, reward sharing , management support and university policy that affects knowledge sharing behavior among undergraduate female students.

The analysis of data regarding the organizational culture were carried out .It was observed that majority of the female students were not supporting the statements “ Existing university culture provides sufficient support for sharing knowledge “,”There were formal and informal activities to cultivate knowledge sharing in my university”, “Physical work environment and layout of work areas encourage effective knowledge sharing in my workplace”. A reasonable number of respondents were uncertain about the statements “There were formal and informal activities to cultivate knowledge sharing in my university “and “Physical work environment and layout of work areas encourage effective knowledge sharing in my workplace”. Only a small proportion of female students were strongly agreed with the three sub factors of organizational culture.

The analysis of data regarding the reward sharing were carried out .It was observed that half of the female students were uncertain about the statement “I receive awards , honour or educational opportunity in return for sharing knowledge” and almost half of the students were disagree and small amount were agree with the statement.

Majority of the female students were supporting the statement “Rewards available motivate students to share their knowledge “and a reasonable number of respondents were disagree and small amount of respondents were supporting the statement.

The analysis of data regarding the management support were carried out .It was observed that majority of the female students were not supporting the statement “Top management regularly reinforces the need to share knowledge” , half of the students were uncertain and less number of students were supporting the statement. Half of the students were agree ,half were disagree and reasonable number of female students were uncertain about the statement “management encourage the students to publish their knowledge on the university what’s app group where others could access it “

The analysis of data regarding the university policy was carried out. It was observed that majority of the female students were agree ,almost half of the respondents were disagree and less number of respondents were uncertain about the statement “There exist university policy on knowledge sharing



Table 4.4

## Organizational Factor

Sub -factors	Queries	Responses				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Organizational culture	i)Existing university culture provides sufficient support for sharing knowledge	40(19.9%)	100(49.70%)	17(8.45%)	30(14.92%)	14(6.96%)
	ii)There are formal and informal activities to cultivate sharing in my university	27(13.43%)	72(35.5%)	48(23.8%)	45(22.3%)	9(4.47%)
	iii)Physical work environment and layout of work areas encourage effective knowledge sharing in my workplace	21(10.4%)	68(33.8%)	46(22.88%)	53(26.36%)	13(6.46%)
2. Reward sharing	i)I receive awards, honor or educational opportunity in return for sharing knowledge	41(20.39%)	48(23.8%)	51(25.37%)	40(19.9%)	21(10.4%)
	ii)Rewards available motivate students to share their knowledge	41(20.39%)	40(19.9%)	20(9.95%)	70(34.8%)	30(14.9%)
3. Management support	i)Top management regularly reinforces the need to share knowledge	21(10.4%)	61(30.34%)	47(23.38%)	32(15.92%)	32(15.92%)
	ii)Management encourages the students to publish their knowledge on the university whatsapp group where others could access it	33(16.4%)	42(20.89%)	35(17.4%)	48(23.88%)	43(21.39%)
4. University policy	i)There exists university policy on knowledge sharing	46(22.88%)	48(23.88%)	24(11.94%)	63(31.34%)	23(11.44%)
	ii)I share my knowledge in accordance to the university policy on knowledge sharing	30(14.92%)	48(23.88%)	48(23.88%)	47(24.38%)	28(13.9%)

### **Individual factors**

Efforts were made to analyze the individual factors tabulated in table No.4.5. This table contains information on self-efficacy, trust, personal interaction, personal expectation and willingness to share. From the analysis, it was reported that majority of the students were agreed with query (i) "I find it easy to put what I know into words" followed by (ii) "I am confident in my ability to provide knowledge to my university fellows" , (iii) " I am confident that my knowledge sharing would help my university fellows" and (iv) "I find it easy to convince university fellows on the value and benefits of the knowledge that I may possess". A reasonable number of students were disagreed with queries (i) ,(ii) and (iii) of sub factor(1). A small number of the female students were disagree with the query (iv) .A good proportion of the students were uncertain about all the four queries of sub factor (1).

From the analysis, it was reported that majority of the students were agreed with query (i) "Most of my university fellows are trustworthy enough to share my knowledge with " followed by (ii) "A considerable level of trust exists between my university fellows and I " ,(iii) "I believe my university fellows will not take advantage of my knowledge for personal gains or take undue credit "and (iv) "I have not been previously harmed as a result of sharing my knowledge with my university fellows ". A reasonable number of students were disagreed with all four queries of sub factor(2) Amazing is to note that a good proportion of the students were uncertain about all the four queries of sub factor (2).

In response to the sub factor of personal interaction of individual factor mentioned in table number 4.5, it was shown that majority of the female students were strongly agree with (i) "I gain knowledge while interacting with university fellows", followed by (ii) "The amount of time I spend interacting with university fellows determine how much knowledge I gain (iii) "share knowledge more with university fellows that I interact with" (iv) "I find information gathered during conversation with university fellows useful in carrying out my duties "respectively. A good proportion of the students were disagreed with query (iii)and (iv) and small amount of the female students were disagreed with query (i)and (ii). Reasonable number of female students were uncertain with all the four queries of sub factor (3).

In response to the sub factor of personal expectation of individual factor mentioned in table number 4.5 ,it was shown that majority of the female students were supporting the query (i)“I expect that knowledge sharing will add some kind of value to me” followed by query (ii)“ I expect that when I share knowledge, others will share theirs in return” and query (iii) “I expect to be recognized for the knowledge I share”. A reasonable number of respondents were uncertain about all the three queries. Only a small proportion of female students were strongly disagreed with the three queries of sub factor (4).

From the analysis of willingness to share of individual factor mentioned in table number 4.5 ,it was shown that majority of the female students were supporting the query (i)“I am willing to share my knowledge with my university fellows” followed by query (ii)“I am willing to discuss my new ideas with my university fellows “and query (iii) “I am willing to share my lecture notes, research materials and other resources with my university fellows”. A reasonable number of respondents were disagreed with query (iii) and small number of respondents were disagree with query (i) followed by (ii). A small number of respondents were uncertain about the query (i) and (ii) and a reasonable number of respondents were uncertain about query (iii) of sub factor (5).  
Table 4.5 :

Table 4.5 Individual facto

Sub -factors	Queries	Responses				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.Knowledge Self-efficacy	i)I find it to put what I know into words .	10(4.97%)	49(24.37%)	45(22.28%)	78(38.80%)	19(9.45%)
	ii)I am confident in my ability to provide knowledge to my university.	34(16.91%)	43(21.37%)	40(19.90%)	48(23.88%)	36(17.91%)
	iii)I am confident that my knowledge sharing would help my university fellows.	9(4.47%)	46(22.88%)	39(19.40%)	55(27.36%)	52(25.87%)
	iv) I find it easy to convince university fellows on the value and the benefits of the knowledge that I may possess.	28(13.93%)	24(11.94%)	34(16.91%)	62(30.84%)	53(26.36%)
2.Trust	i) Most of my university fellows are trustworthy enough to share my knowledge with.	26(12.39%)	54(26.86%)	38(18.90%)	45(22.38%)	38(14.9%)
	ii)A considerable level of trust exists between my university fellows and I.	11(5.47%)	43(21.39%)	47(23.38%)	68(33.8%)	53(26.36%)
	iii)I believe my university fellows will not take advantage of my knowledge for personal gains or take undue credit.	17(8.45%)	64(31.84%)	37(18.40%)	54(26.86%)	29(14.42%)
	iv)I have not been previously harmed as a result of sharing my knowledge with my university fellows.	17(8.45%)	57(28.35%)	39(19.40%)	57(28.35%)	31(25.37%)
3. Personal Interactions	i)I gain knowledge while interacting with university fellows.	12(5.97%)	35(17.49%)	31(25.37%)	47(23.38%)	74(36.81%)
	ii)The amount of time I spend interacting with university fellows determine how much knowledge I gain.	11(54.7%)	28(13.93%)	41(20.39%)	41(20.39%)	80(39.875)
	iii)Share knowledge more with university fellows that I interact with	10(4.97%)	54(56.86%)	36(18.39%)	22(10.94%)	79(39.33%)
	iv)I find information gathered during conversation with university fellows useful in caring out my duties.	14(6.96%)	42(30.89%)	34(16.99%)	36(18.395)	75(37.31%)
4.Persoal Expectation	i)I expect that sharing knowledge will made some kind of value to me.	28(13.93%)	23(10.94%)	29(14.42%)	68(33.8%)	52(25.87%)
	ii)I expect that I share knowledge , others will share theirs I return.	19(9.45%)	24(11.94%)	40(19.90%)	73(36.31%)	44(21.89%)
	iii)I expect to recognized for the knowledge I share.	11(54.7%)	36(17.91%)	28(13.93%)	88(43.78%)	39(19.40%)
5.Willnigness to share	i)I am willing to share my knowledge with my university fellows.	8(3.98%)	26(12.93%)	25(12.43%)	73(36.31%)	68(33.83%)
	ii)I am willing to discuss my new ideas with my university fellows.	11(54.7%)	28(13.93%)	23(11.44%)	72(35.82%)	72(35.82%)
	iii)I am willing to share my lecture notes, research materials and other resources with my university fellows.	28(13.93%)	32(52.92%)	36(17.91%)	52(25.87%)	53(25.88%)

### **Technological factors**

Efforts were made to analyze the Technical factors tabulated in table 4.6 .This table contains information about availability of IT infrastructure and social media usage .

From the analysis, it was reported that majority students were strongly disagree with query (i) “There are various IT tools to facilitate knowledge sharing in my university” followed by (ii) “The IT tools available in my university are effective”, (iii)“ I find it easy using the IT tools in my university” and (vi) “There exists knowledge repositories (database) in my university which facilitates knowledge sharing respectively. Majority of the female students were agreed with query (iv) “IT is used frequently to share knowledge in my university” and (v) “IT plays a significant role in promoting knowledge sharing of sub factor (1).Amazing is to note that a reasonable number of female students were uncertain about the queries (i),(iii),(v) and (vi).

In response to the sub factor of social media usage of technological factors mentioned in table number 4.6, it was shown that majority of the female students were strongly agree with (i) “I use social platforms to share my knowledge”, followed by (iii) “Social media tools facilitate knowledge sharing and (ii) “Students of my university collaborate and share knowledge on social media platforms” respectively. A good proportion of the students were uncertain about all the three queries of social media usage . A small number of students were strongly disagree with query (iii) of sub factor(2)

Table 4.6 : Technological factors

Sub -factors	Queries	Responses				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.Availibility of IT infrastructure	i)There are various IT tools to facilitate knowledge sharing in my university.	20(4.97%)	52(24.37%)	44(22.28%)	38(38.80%)	39(9.45%)
	ii)The IT tools available in my university are effective.	39(19.40%)	68(33.88%)	19(9.45%)	46(22.88%)	29(14.44%)
	iii)I find it easy using the IT tools in my university.	36(17.91%)	59(29.35%)	41(20.39%)	42(20.89%)	23(9.95%)
	iv) IT is used frequently to share knowledge in my university.	30(14.92%)	48(23.88%)	35(17.41%)	63(31.34%)	24(9.95%)
	v)IT plays a significant role in promoting knowledge sharing.	23(11.44%)	54(26.86%)	37(18.40%)	61(34.32%)	27(13.43%)
	vi)There exist knowledge repositories(database)in my university which facilitate knowledge sharing.	33(16.41%)	39(19.40%)	54(26.86%)	43(21.39%)	32(20.89%)
2.Socail media usage	i) I use social platforms to share my knowledge.	13(6.46%)	40(19.90%)	41(20.39%)	40(22.88%)	67(33.33%)
	ii)Students of my university collaborate and share knowledge on social media platforms.	14(6.96%)	40(19.90%)	46(22.88%)	55(27.36%)	46(22.88%)
	iii)Social media tools facilitate knowledge sharing.	9(4.47%)	18(8.95%)	46(22.88%)	63(31.34%)	65(32.33%)

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### **Knowledge sharing behavior**

From the analysis, it was reported that majority students were agree with the statement (i) "There is growing awareness on the benefit of knowledge sharing in my university ", followed by statement (ii) "I voluntarily and actively share my knowledge with other university fellows", statement (iii) "I freely share information that will improve the performance of other university fellows", statement in myself in academic discussions that will benefit sharing knowledge" and statement (v), "I discuss my work problems with other university fellows rather than struggling with the problem individually". A small number of respondents were disagree with the four sub factors of knowledge sharing behavior. Reasonable number of respondents were uncertain about the four sub factors of knowledge sharing behavior.

Table No:4.7 Knowledge sharing behavior

Sub –factor	Queries	Responses				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.Knowledge sharing behavior	i)There are growing awareness on the benefit of knowledge sharing in my university.	20(9.95%)	58(28.85%)	34(16.91%)	55(27.36%)	34(16.91%)
	ii)I voluntarily and actively share my knowledge with other university fellows.	8(3.98%)	25(11.94%)	41(20.93%)	87(43.28%)	40(19.90%)
	iii)I freely share information that will improve the performance of other university fellows.	31.49(%)	24(11.94%)	35(17.41%)	93(46.26%)	46(22.88%)
	iv)I usually involve in myself in academic discussions that will benefit sharing knowledge.	4(1.99%)	28(13.94%)	3(1.49%)	100(49.75%)	34(16.91%)
	v)I discuss my work problems with others university fellows rather than struggling with the problem individually.	8(3.89%)	33(16.40%)	38(18.90%)	80(29.80%)	42(20.89%)



## **7- FINDINGS, CONCLUSION AND RECOMMENDATIONS**

Major Findings of the Study:

Keeping in view the data analysis the findings of the study are summarized as under:

1. It is reported that English is the female dominant department of the university. 57% respondents were of age ranging from 20-22, 27.3% were from below 20 and only 14.4% was of age 23 and above. Maximum responses are given by the 8<sup>th</sup> semester
2. The organization culture for knowledge sharing is deemed unsatisfactory by the majority of female students at KKKUK. Most of the students are dissatisfied with the notion that they receive awards, honors, or educational opportunities in exchange for sharing knowledge and majority are satisfied with the availability of incentives serves as a motivation for students to share their knowledge. A large number of respondents are satisfied with management support regarding knowledge sharing and maximum students are pleased with the university policy regarding knowledge sharing. Good proportions of respondents are uncertain about the sub factors of the organizational factor.
3. A good proportion of the respondents are satisfied with the sub factors including knowledge self-efficacy, trust, personal interaction, personal expectation and willingness to share of individual factor that affects knowledge sharing behavior.
4. Majority of the student's express dissatisfaction with the statements regarding the availability of various IT tools for facilitating knowledge sharing in my university, effectiveness of the IT tools provided at my university, their experience in using the IT tools at the university and the availability and effectiveness of knowledge repositories (databases) in my university for facilitating knowledge Sharing. Most students in the university express satisfaction with the frequent use of IT for knowledge sharing and the role of IT is crucial in facilitating the exchange of knowledge. A significant proportion of participants are in favor of utilizing social media for knowledge sharing.
5. Majority of the female students of Khushal Khan Khattak University are satisfied with knowledge behavior factor that affects knowledge sharing behavior of the undergraduate female students. A reasonable amount of students are uncertain about the concern factor.

## **DISCUSSION**

According to the report, the English department is predominantly female at the university. Among the respondents, 57% were in the age range of 20-22, 27.3% were below 20 years old,

and only 14.4% were 23 years old or above. The majority of responses came from students in their 8<sup>th</sup> semester.

The majority of female students at KKKUK expressed dissatisfaction with the organizational culture for knowledge sharing. They are not satisfied with the idea that they receive awards, honors, or educational opportunities in exchange for sharing knowledge. However, most students are motivated to share their knowledge by the availability of incentives. The result of the study shows that students attitude, trust, subjective norm, motivation and rewards have a significant positive impact on knowledge exchange behavior between university students (Syed Ali Raza, et al, 2018). There is a high level of satisfaction with the management support regarding knowledge sharing, as well as the university policy on the matter. However, a significant proportion of respondents are uncertain about the sub-factors of organizational factor.

Regarding the individual factors affecting knowledge sharing behavior, a good proportion of respondents are satisfied with factors such as knowledge self efficacy, trust, personal interaction, personal expectation and willingness to share. The results of the study show that knowledge sharing was found to be significantly related to all components under study i.e. self efficacy, trust, Technological availability and perceived usefulness of technology (Saleh, S.H. Samsudin, A.Z.H, 2020). Findings of the study show that among the organizational factors, only university policy significantly influences knowledge sharing while among individual factors only trust significantly influences knowledge sharing (Adedolopa Akosile and Olatokun, 2020).

However, the majority of students expressed dissatisfaction with statements related to the availability and effectiveness of various IT tools for facilitating knowledge sharing at the university. They also found their experience in using IT tools at the university and the availability and effectiveness of knowledge repositories (databases) for knowledge sharing to be lacking. On the other hand, most students are satisfied with the frequent use of IT for knowledge sharing, recognizing the crucial role of IT in facilitating the exchange of knowledge. Additionally, a significant proportion of participants support the utilization of social media for knowledge sharing. The findings of the study show that trust, attitude and ICT use are the key factors in order to boost knowledge sharing among students. The result shows that ICT use is highly significant and correlated predictor of knowledge sharing (Muhammad Nisar ul Haq and Misbah Haque, 2018)

In summary, the majority of female students at Khushal Khan Khattak University are satisfied with the knowledge behavior factor that affects knowledge sharing behavior among undergraduate female students. However, a reasonable amount of students remain uncertain about the concern factor. The findings of the study shows that students attitude has both direct and indirect positive impact on students subjective norms, knowledge sharing intention and knowledge sharing behavior (Fadi Abdel Muiem Abdel Fattah ,et.al,2021).

### **SUGGESTIONS FOR FUTURE RESEARCH**

- 1)The study may be replicated in colleges and schools.
- 2)Similar study can be conducted among male students of the university.
- 3)This study can be replicated after ten years on the same research settings.
- 4)Study of this nature may be conducted through qualitative and mixed method research.

### **CONCLUSION**

In conclusion, this chapter has presented the findings, conclusions, and recommendations based on the analysis of the data discussed in Chapter 4. The study revealed that the English department at the university is predominantly female, majority of the respondents aged between 20-22 and in 8th semester. The organizational culture for knowledge sharing was found to be unsatisfactory, particularly regarding the exchange of awards or honors for sharing knowledge. However, incentives and management support were identified as motivating factors for knowledge sharing. The individual factors, such as knowledge self-efficacy, trust, personal interaction, personal expectation, and willingness to share, were positively correlated with knowledge sharing behavior. On the other hand, students expressed dissatisfaction with the availability and effectiveness of the university IT tools and its knowledge repositories for facilitating knowledge sharing, while acknowledging the importance of IT and supporting the use of social media for this purpose. Overall, the study highlights the significance of factors like trust, attitude, and ICT use in promoting knowledge sharing among students. The findings provide valuable insights for further research in this area. Therefore, it is recommended that the university takes steps to improve the organizational culture for knowledge sharing, enhance the availability and effectiveness of IT tools, and encourage the utilization of social media platforms to facilitate knowledge exchange among students. By addressing these recommendations, Khushal Khan Khattak University can foster a more conducive environment for knowledge sharing and promote continues learning and growth among its students.

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