

# Students' Perception, Using Channels and Factors Influencing Sharing of Knowledge in Learning Environment in Bangladesh

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**Abstract** - The premise of this study explores the students' perception, using channels and the factors influencing sharing of knowledge in learning environment. A structured questionnaire was used for data collection from 261 undergraduate and graduate students in three private universities in Bangladesh. The results of the study found over two-thirds of students' perception toward knowledge sharing (KS) are- it is not a plagiarism and helps to solve academic problems. Above 92% students share knowledge through each of three channels such as Internet, group discussion and social networks and over half of the students use these three channels everyday. More than four-fifths respondent students reported that reward and intention and nearly two-thirds and above stated that IT, perceived enjoyment and attitude influence their KS behavior. This study suggests that the university authority should facilitate access to enough knowledge resources, IT-enable learning environment and exercise teaching-learning methods that embed KS culture on the campus.

**Keywords:** Knowledge Sharing, Knowledge, Channel, Motivator, University Student, Bangladesh.

## I. INTRODUCTION

Knowledge is an inner power that grows steadily in human life experiencing nature, surrounding environment and actively practicing in various activities of the society. These societal activities along with sharing one's perception, experience, thought, idea and novelty to other interested people or group of people are also the vital process of constantly generating enormous new knowledge and knowledge sources in the society. This sharing practice enriches the people's knowledge in cyclic order like transferring one's knowledge to an individual or group which increase their intelligence and stimulate them to generate new knowledge and share it again with others. This process produces "Explicit knowledge, that can be easily explained and codified, and are available in books, manuals and other types of publications while, Tacit knowledge, that produces, is difficult to verbalize and codify because it is ingrained at a subconscious level" (Bergeron, 2003). These pieces of knowledge are the major components that power the wheel of knowledge that the society generates, shares and makes available to people for changing socio-economic culture, political thought and dynamics of a learning environment. Today, the phrase knowledge sharing (KS) is one of the most familiar terms which means the very use of

knowledge and forms of dissemination and distribution of knowledge, either through various media or face to face interaction. It is the act of exchanging information or understanding between individuals, teams, communities, institutions or organizations and also an effective way of enriching one's knowledge in the society. The beauty of KS is that "knowledge grows when it is used and shared with another, and it depreciates when it is kept to oneself" (Syed-Ikhsan & Rowland, 2004). That's why the people share knowledge and get the core benefits such as- enhances the effectiveness and efficiency by spreading good ideas and practices, it makes cost-effective as knowledge is developed and then re-used by many people, and a time saver because people learn from their mistakes and those of others.

It also relief emotion and decrease tension because of sharing problems with others and strengthen the bonds and connections between peers as combine efforts of solving problems brings them together and resulting in better solutions. Despite various benefits, several studies have pointed out certain barriers to KS in learning environment. Ardichvili, Page and Wentling (2003); Syed-Ikhsan and Rowland (2004); Majid and Wey (2009); Hussein and Nassuora (2011); Yaghi *et al.* (2011) and Mojid and Chitra (2013) reported in their studies the major barriers of sharing knowledge are- the lack of in-depth relationship between source and recipient of knowledge, the lack of time and the lack of sharing culture in the learning environment. In addition to these, Ardichvili, Page and Wentling (2003) also reported the lack of motivation or rewards to share, non-existence of understanding what to share and with whom to share, negative attitude and the fear of sharing wrong information are likely to impede KS among students. Some other studies found that negative attitude, trust and reciprocity are the major factors for reluctance to share knowledge among students.

However, the present study assumes that all the above reluctant factors or barriers are some extent causes of influencing the sharing knowledge among university students in Bangladesh. Since KS constitutes a valuable, intangible asset for creating and sustaining competitive advantages within organizations, so these days, many

organizations are employing knowledge management systems to leverage knowledge resources and to support KS as increasing KS would have a positive effect on organization performance. Therefore, it should adequately study the student's perceptions, using channels, influencing factors and IT enable learning environments that support KS in country like Bangladesh because of the student's positive attitude towards KS are likely to carry to their workplace. Recently some studies have investigated KS practices among university library staff, undergraduate and graduate students in public universities in Bangladesh that are functioning in large scale academic settings and separated from commercial environment. These studies results reported the students showed a positive attitude towards KS despite some limitations on the campus. Thus, there is a need to further expand the scope of such studies to academic settings in private sectors as the students of these universities are come from affluent families and their university campuses are in a single building or a group of buildings spread over different places in urban-commercial areas. That's why, the present study focused on student's KS activities in private universities that's findings might help educators and planners to adequately understand KS behavior of students and also instigate them to come forward introducing appropriate teaching-learning tools and techniques, and building a campus environment supportive for sharing knowledge.

## II. OBJECTIVES OF THE STUDY

The objectives of this study are to explore student's general perception towards KS, communication channels preferred for sharing, and factors that motivate or influence KS among the students of private universities in Bangladesh. It also investigates the student's habits of using information and knowledge resources, KS behavior and culture in the university campus. However, the specific objectives of the study are to:

1. Study the student's perception towards KS,
2. Identify the KS channels used by the students,
3. Explore the motivating or influencing factors of KS behavior of the students, and
4. Find out the IT facilities in academic settings in private sectors in Bangladesh.

## III. METHOD

The study employed the random sampling method of survey for data collection through a structured questionnaire from the students of three private universities in Dhaka city to explore the student's perceptions, using channels and motivators of KS. The chosen survey sample population was 300 undergraduate and graduate students and the questionnaires were distributed randomly among 100 students in each of three private universities from November 2018 - July 2019. From them, the study got back 261 duly filled out questionnaires from selected universities such as 92% in Prime Asia University, 88% in Manarat

International University and 81% in Royal University of Dhaka. The average rate of return was 87%. The collected data were analyzed by using statistical methods after editing with the principles of research ethics, validity and reliability. Then again, for conceptual development on KS, the researchers collected and reviewed the related literature in below.

## IV. LITERATURE REVIEW

The majority of previous studies on KS have been undertaken in corporate settings and a very little is known about KS practices in academic institutions. Although some recent studies have investigated the KS in academic settings, their focus was predominately on undergraduate and graduate students (Mojid & Chitra, 2013). However, this study included the literature on KS practices, possible factors affecting KS attitudes and the factors influencing KS among the students in higher education institutions for review.

Since the intention is a significant factor to engage KS and it is the first step towards deciding to carry out KS, therefore, Kim and Lee (1995) and Bock *et al.* (2005) studied the student's individual intention to share knowledge and the results found that it is driven primarily by an attitude towards KS and the attitude towards KS is positively and significantly correlated to the intention to share knowledge. In another study Shin, Ramayah and Jahani (2008) tried to explain the intention to share knowledge among graduates by using the Theory of Reasoned Action. Their 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 and found the results as same as the findings of Kim and Lee in 1995 and Bock *et al.* in 2005.

Trust is another significant factor of sharing knowledge that identified in many studies as a major barrier of KS among students. Alstynne (2005) identified the lack of trust is an important obstacle as it is the key to positive interpersonal relationship in various circumstances which encourages KS while Droege and Hoobler (2003) revealed that reciprocity together with trust promotes KS. In a study McEvily, Perrone and Zaheer (2003) found that the trust level affects the level of KS. Then again, Mayer, Davis and Schoorman (1995) reported that the people trust others considering that associated with peril and vagueness; and secondly, trust is about accepting susceptibility.

Whereas Haq and Haque (2018) surveyed among university students and the results showed that the trust, attitude and ICT use are the key factors to boost KS amongst students and highly significant and correlated predictor of KS. Han and Anantamula (2007) also reported the availability and usability of technology have influences on KS and Moghavvemi *et al.* (2018) explored the effect of trust and perceived reciprocal benefit on students' KS via Facebook and students' academic performance and reputation. This

model was tested using 170 undergraduate students in Malaysia via structural equation modelling and the results found that trust and perceived reciprocal benefit are two strong predictors of KS amongst students, which affects their academic performance and recognition. The researchers Brouwer and Jansen (2019) investigated various determinants such as altruism, trust, belongingness (community identification), perceived social interaction, and attitudes toward and expectations of the benefits of KS and their effects on student success. The study results found that trust affects the expected personal and community benefits of KS indirectly, through students' general attitudes toward KS while altruism, trust, and belongingness affect the personal benefits of KS indirectly through social interaction. In addition to trust, Yaghi *et al.* (2011) identified the barriers as the lack of interaction opportunities, and students believe that 'knowledge is power' and it cannot be shared with others.

While Mojid & Chitra (2013) depicted the major barriers to KS are the lack of time, lack of sharing culture, and inadequate depth in relationships. Then again, Majid and Wey (2009); Hussein and Nassuora (2011) found that the academic competition among students are also making them reluctant to share knowledge, that's why Majid and Wey (2009) suggested the academic institutions should reconsider their student assessment policies and procedures to make them less competitive.

As knowledge has a value to an individual and its sharing should be matched by appropriate incentives and rewards, therefore, Davenport and Pruska (1998) identified in their study that reciprocity, repute and altruism are three important factors that can motivate KS and Cheng, Ho and Lau (2008) studied KS behavior among academics in a private university in Malaysia and revealed that incentive systems and personal expectations are the two key factors in driving academics to engage in KS activity.

Whereas, Mojid & Chitra (2013) investigated the students' attitude towards KS with their class fellows and the factors likely to motivate or inhibit KS. They found the primary motives of sharing knowledge are to improve understanding of the concepts discussed in the class and to build relationships with classmates. In another study, Islam, Nowrin and Mostafa (2017) found that the majority of the students of the Arts faculty of Dhaka University share their knowledge for self-satisfaction and they believe that KS helps them to create new knowledge and ideas, while, learning from each other is their prime motivator for KS. To investigate the student's KS tools and channels, Yaghi *et al.* (2011) conducted a study in Applied Science Private University in Jordan and found that the students share knowledge through sharing lecture notes, powerpoint slides, and other learning resources.

On the other hand, the study of Rafique and Anwar (2017) reported the medical students discuss exam-related matters and enhance their understanding by KS. Class participation

and group discussion also stimulate them to share knowledge with their peers. Then again, Usman (2015) conducted a study to determine the preference of students in higher education toward KS tools to support their learning and reported that the majority of the students prefer features such as Search Engine, Instant Messaging and E-mail, Online Group Discussion, Electronic Documents (e-books, journals, projects, etc), Tutorials, and News and adverts of the KS tools higher than others. Similarly, Feedback, Video Conferencing, Blog, and Content/lesson creation have a significant role in the sharing of knowledge.

The least preferred features of KS tools are Help desk (care lines), Audio Conferencing, Web Conferencing, and Instructional games.

Lee (2018) examined the effects of KS on individuals in a higher institution of education in Korea and found that among the social factors, social interaction ties, social trust, and social identification, all had increased the individual creativity through the quality of KS. Thus, higher education institutions should focus more on the social capital inside the organization, to make an appropriate environment for individual creativity, which would finally contribute to the organization level innovation and improve the performance of the organization.

Given the above, it indicates that social media like Facebook, instant messaging, web conferencing, blogs, etc. are preferable KS tools along with conventional tools such as PowerPoint presentation, group discussion, social interaction, etc among the students. The university should look into this direction of setting for learning environments, apply teaching-learning methods that encourage KS among peers and embed KS culture on the campus.

## V. DATA ANALYSIS AND RESULT

After collecting the data, the study analyzed the student's habits of using information and knowledge resources, perceptions, using communication channels, influencing factors and IT enable environment of sharing knowledge by using statistical methods and presented the results in the following tables.

### A. Habit of Using Information and Knowledge (IK) Resources

The study asked the students, "How often do you visit the information and knowledge sources?" for gathering and sharing knowledge with peers. Table I shows that out of 261 respondents, 153 (58.62%) students responded, they use information and knowledge (IK) resources everyday and 61 (23.37%) students use IK resources once in a week.

Whereas 26 (9.96%) students use the IK resources once in a month and 16 (6.13%) students use IK resources occasionally. Only 5 (1.92%) students reported that they never use IK resources, but these students may gather their required information through KS and other channels.

TABLE I HABIT OF USING INFORMATION AND KNOWLEDGE (IK) RESOURCES

Frequency of Using IK Resources	Number of Respondent	Percentage	Valid Percentage	Cumulative Percentage
Everyday	153	58.62%	58.62%	58.62%
Once in a week	61	23.37%	23.37%	81.99%
Once in a month	26	9.96%	9.96%	91.95%
Occasionally	16	6.13%	6.13%	98.08%
Never	5	1.92%	1.92%	100%
N=261				

### B. Perception of Knowledge Sharing

Perception is important to engage KS, so the study asked the students four questions such as KS is beneficial to all, sharing is caring, solves own and classmate's academic problems, and it is a type of plagiarism to investigate the student's perception about KS.

The data analysis results regarding perceptions about sharing knowledge are presented in Table II. From Table II, it is clear that the student's perception towards KS is

positive and the highest 213(81.61%) students believe that KS is not a type of plagiarism. It indicates that the students are aware of differences between unethical use of information and KS.

The second-highest, 177(67.82%) students expressed their view that KS solves their own and classmate's academic problems, followed by 161(61.69%) students thought it is a kind of caring to others and 146(55.94%) students reported that KS is beneficial to all.

TABLE II PERCEPTION OF KNOWLEDGE SHARING

Sl. No.	Perception of KS	Yes	No	Have no idea
1	Do you think that knowledge sharing is beneficial to all?	146(55.94%)	82(31.42%)	33(12.64%)
2	Do you think "sharing is caring"?	161(61.69%)	59(22.61%)	41(15.70%)
3	Does KS solve your own and classmate's academic problems?	177(67.82%)	62(23.75%)	22(8.43%)
4	Do you think that KS is a type of plagiarism?	14(5.36%)	213(81.61%)	34(13.03%)
				N=261

On the other hand, the highest 82(31.42%) students have stated the KS is not beneficial to all and the second highest 62(23.75%) said it did not help to solve own and classmate's academic problems, followed by 59(22.61%) respondents have expressed the KS is not a kind of caring to others and 14(5.36%) respondents believe that KS is a type of plagiarism.

Whereas, the largest number 41(15.70%) students have no idea about the statement "Sharing is Caring", followed by 34(13.03%) students have no idea about the plagiarism which may be due to non-involvement of students in innovation and research, then 33(12.64%) students have no idea about the KS is beneficial to all and 22(8.43%) students have no idea that KS helps to solve academic problems.

### C. Channel of Knowledge Sharing

The study asked the students "how often do you share knowledge through communication channels?" mentioned with the frequency of using probable five channels, namely, Internet; social networks; group discussion (GD); lectures, conferences & seminars; and publish articles in journals and magazines. The student's opinions on the frequency of using five channels for sharing knowledge are analyzed and presented in Table-3.

#### 1. Sharing Knowledge through Internet

Table-3 shows that out of the 261 respondents, 151 (57.85%) students share their knowledge through the Internet everyday and 41 (15.71%) respondents share knowledge through the Internet once in a week. While 38

(14.55%) of them share once in a month and 27 (10.34%) respondents students share occasionally. Only 4 (1.53%) of the students never shared their knowledge through the Internet.

**2. Sharing Knowledge through Group Discussion**

Table-3 shows that 140 (53.64%) respondent students share their knowledge through group discussion (GD) everyday, whereas, 57 (21.84%) students share once in a week and 33 (12.64%) of them share knowledge through GD once in a month, followed by 25 (9.58%) share occasionally and only 6 (2.30%) respondents never shared their knowledge through GD.

TABLE III FREQUENCY OF USING CHANNEL FOR KNOWLEDGE SHARING

Sl.No.	Name of Channels	Everyday	Once in a week	Once in a month	Occasionally	Never
1	Internet	151 (57.85%)	41(15.71%)	38(14.55%)	27(10.34%)	4(1.53%)
2	Group Discussion (GD)	140 (53.64%)	57(21.84%)	33(12.64%)	25(9.58%)	6(2.30%)
3	Social Networks	143 (54.79%)	39(14.94%)	37(14.18%)	23(8.81%)	19(7.28%)
4	Lectures, Conferences & Seminars	13 (4.98%)	26(9.96%)	31(11.88%)	46(17.62%)	145(55.56%)
5	Publish Journals and Magazine Articles	Nil	Nil	13(4.98)	47(18.01%)	201(77.01%)
N=261						

**4. Sharing Knowledge through Publishing Journal and Magazine Articles**

Table-3 shows that most of the students, 201 (77.01%) never share knowledge through publishing journal and magazine articles, whereas 47 (18.01%) students share knowledge occasionally, followed by 13 (4.98%) share knowledge once in a month through these channels and no students use these channels once in a week or every day.

**5. Sharing Knowledge through Lecture, Conference and Seminar**

Table III shows that out of 261 respondents, the largest number of 145 (55.56%) students never shared their knowledge through lectures, conferences and seminars and the second-largest, 46 (17.62%) students share knowledge through these channels occasionally. The third-largest, 31 (11.88%) students share knowledge through lectures, conferences and seminars once in a month. Whereas 26 (9.96%) students opined that they share knowledge through these once in a week and only 13 (4.98%) students reported that they share knowledge through lectures, conferences and seminars every day.

Given the above results of using channels, it shows that the nearly cent-percent (98.47%) students share their knowledge through the Internet, followed by 97.70% of students share knowledge through group discussion (GD) and 92.72% share through social networks. Whereas the above half of the respondent students share their knowledge

**3. Sharing Knowledge through Social Networks**

Table-3 shows that 143 (54.79%) respondent students share their knowledge through social networks every day, whereas, 39 (14.94%) students share once in a week and 37 (14.18%) of them share knowledge once in a month, followed by 23 (8.81%) share occasionally and only 19 (7.28%) respondents never shared their knowledge through social networks.

through Internet, group discussion and social networks every day.

While the above half (54.44%) of the respondent students share their knowledge through lectures, conferences and seminars, and only 22.99% share knowledge through publishing journals and magazine articles which means most of the respondent students are not involved in research and innovation in the private universities in the country.

**D. Motivating or Influencing Factors of Knowledge Sharing Behavior**

The students were asked for giving opinion on probable motivating or influencing factors of KS behavior such as reward, intention, attitude, IT and perceive enjoyment in helping others. The student's responses on these factors are analyzed and presented in Table-4.

From the results in Table IV, it indicates that the probable motivating or influencing factors of KS behavior of the students are reward, intention, attitude, IT and perceived enjoyment.

The largest group 234 (89.66%) students think the teacher's reward influence their KS behavior and the second largest group 223(85.44%) believe that the intention towards KS influence the student's actual KS behavior, followed by 184 (70.50%) thought that IT facilities influence their behavior as it makes KS easier, 176(67.43%) students put positive opinions on perceiving enjoyment in helping others also influence the attitude towards KS behavior and

158(60.54%) students think the attitude towards KS influence the student's intention to KS behavior.

There is also found a significant opinion on IT that 71 (27.20%) students do not believe the IT facilities influence

their behavior for sharing the knowledge. This opinion might have come from the students having poor IT skills and facilities on the campus.

TABLE IV INFLUENCING FACTORS OF KNOWLEDGE SHARING BEHAVIOR

Sl. No.	Influencing factors of KS behavior	Yes	No	Have no idea
1	Reward: Does teacher's reward such as verbal praise and score due to sharing knowledge with other classmates influence your KS behavior?	234(89.66%)	19(7.28%)	8(3.06%)
2	Intention: Does intention toward KS influence the student's actual KS behavior?	223(85.44%)	35(13.41%)	3(1.15%)
3	Attitude: Does attitude toward KS influence the student's intention to KS behavior?	158(60.54%)	63(24.14%)	40(15.3%)
4	Perceive Enjoyment: Does perceive enjoyment in helping others also influence the student's attitude toward KS behavior?	176(67.43%)	59(22.61%)	26(9.96%)
5	IT: Does information technology influence the student's behavior as it makes KS easier than before?	184(70.50%)	71(27.20%)	6(2.30%)
N=261				

Then again, 63(24.14%) respondents do not believe the attitude towards KS influence the student's intention to KS behavior and the next 59(22.61%) students have a negative response on perceived enjoyment, followed by 35(13.41%) students said that intention towards KS doesn't influence the student's actual KS behavior and only 19(7.28%) students reported that the reward doesn't influence the student's intention to share knowledge. Whereas the highest 40(15.32%) students have no idea that attitude is an influencing factor of KS and the second highest 26(9.96%) have no idea about the factor perceived enjoyment, followed by 8(3.06%) students do not have idea that reward can influence KS, 6(2.30%) students have no idea as IT may

influence KS and 3(1.15%) have no idea that intention can influence KS.

#### F. IT Facility Supportive to Knowledge Sharing

The study asked the students that, "does the IT facility supportive to knowledge sharing in your university?" The student's responses analyzed and presented the results in Table V. It shows that the majority, 131 (50.19%) students reported the IT facilities of their university are supportive to share knowledge but 126 (48.28%) students said that it is not supportive and (1.53%) students have no opinion on this issue. This finding indicates that the universities should improve KS enable IT facilities to satisfy their students and for a barrier-free KS culture on the campus.

TABLE V IT FACILITY SUPPORTIVE TO KNOWLEDGE SHARING

IT Facility Supportive to Knowledge Sharing	Option	Frequency	Percentage	Cumulative Percentage
Does IT facility supportive to knowledge sharing in your university?	Yes	131	50.19%	50.19%
	No	126	48.28%	98.37%
	No opinion	4	1.53%	100%
N=261				

## VI. FINDINGS AND SUGGESTIONS

The study explored the general KS behavior of university students and habits of using IK resources for gathering information and sharing knowledge with peers. It also investigated to understand the student's perceptions, practicing channels and motivating or influencing factors of KS along with IT facilities on the university campuses in Bangladesh. The study found, 62% of students use IK resources for sharing knowledge every day and they have

positive attitude towards KS. From the above data analysis, the major findings of the study are-

1. The majority of the student's perception towards KS is very positive as 81.61% students believe that KS is not a plagiarism which means KS is not an unethical use of information, 67.82% students solve their own and classmate's academic problems through KS, 61.69% students thought it is a kind of caring to others and 55.94% students think that KS is beneficial to all.
2. The top three most preferred KS channels are Internet (98.47%), group discussions (97.70%) and

social networks (92.72%). More than half of the students share knowledge through each of these three channels every day. While the above half of the students (54.44%) explore lectures, conferences and seminars to share their knowledge and only 22.99% share knowledge through publishing journal and magazine articles which indicates that the private university students are not heavily involved in research and innovation in Bangladesh.

3. The students believe that the motivating factors, namely, reward, intention, attitude, IT and perceived enjoyment are the cause of influencing KS behavior. It is revealed that nearly four-fifths and above of the students believe the teacher's reward (89.66%) and the intention towards KS (85.44%) influence their KS behavior. While the nearly two-thirds and above students think the IT facilities (70.50%), perceive enjoyment in helping others (67.43%) and attitude towards KS (60.54%) also influence the student's KS behavior.
4. The above half of the students (51.19%) are satisfied with IT enable KS environment in the university campus, but nearly half of the students (48.28%) are not satisfied with the IT facilities as it is not enough supportive to share knowledge.

However, the above findings indicate that university students in Bangladesh are practicing KS among them, although, it is not satisfactory yet. As KS is not a spontaneous action that students undertake automatically so the university authority and educators should take initiative to improve the KS environment along with motivational programs to cultivate KS culture on the campus. On the other hand, they should introduce a proper innovative mechanism to raise KS facilities and humanizing the exchange of knowledge to be shared within the whole university community. IT enable KS environment in the university campus should be established so that the students can easily share their knowledge. Therefore, based on the findings, the study is putting some suggestions for enhancing KS facilities, eliminating the barriers and introducing KS culture on the university campuses in Bangladesh such as:

1. The university should acquire adequate information and knowledge resources and make them available free and online so that the students can have access to those from inside and outside campus when is required.
2. The university should introduce all modern KS tools, techniques and facilities in the campus and make available to the students for sharing knowledge.
3. The faculty members should discuss the advantages of KS, show the students how it can benefit their academic performance and they should apply KS methods, tools and techniques in their teaching-learning and also include them in the curricula.

4. The faculty members should give verbal appreciation and score as rewards for the students for their KS activities and also encourage students to show positive intention and attitude towards KS behavior.
5. The university should create an environment for students to cultivate new knowledge which generates new ideas and thoughts and stimulates the students to KS. It increases reciprocity in relationship with fellow mates, grow self-confidence and boost up knowledge on subject matters to get rid of afraid of other performances. To attain any type of new thing the students should express their opinions without any hesitation. They should openly comment on their new knowledge and easily propose any new point or link to add their expected knowledge.
6. University authority should keep an opportunity to involve important repository with enough resources that the students can learn more practical hints from this source.
7. IT is crucial in encouraging KS among university students, so the university authority should facilitate the IT enable KS environment to discuss and share knowledge among teachers, students and peers.
8. The philanthropists of the society should come forward to contribute enough funds in the higher education sector for developing KS infrastructure in the campus.
9. The government of Bangladesh and the university authority should allocate enough budgets for the university and make the Internet services free to encourage KS culture on campus and to enrich the standard of higher education and research in the country.

## VII. CONCLUSION

A successful knowledge-sharing effort requires a focus on more than simply the transfer of specific knowledge. Instead, many of the activities to be undertaken need to focus on structuring and implementing the arrangement in a way that bridges both existing and potential relationship issues, and examining the form and location of the knowledge to ensure its complete transfer. KS should be incorporated into daily procedures and routines, thus making it part of the work and not an extracurricular, time-consuming activity where one feed reports into some system, and never know if someone else might use it (Ardichvili, Page, & Wentling, 2003; Majid & Wey, 2009). In the '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 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 KS habit in their personality. It is interesting to note that the respondents valued their peers as an important source of

knowledge and, on the whole, shows a positive attitude towards KS. This study has identified the student's perception is very positive towards KS activities, the top three preferred channels are Internet, group discussion and social networks, and the most influencing factors of KS are reward, intension towards KS and IT facilities. Whereas, the most important benefits of KS are it helps to improve grades in exams and assess the students' level of knowledge on subjects and the major barriers are lack of reciprocity in relationship with other inhibitor and feeling ambiguous about what to share are very common among students. Thus, the educators and education planners should consider these KS behavior of the students and take appropriate measures to minimize the limitations which in turn are likely to strengthen student's belief on the value of KS. Students with a positive attitude towards KS are also likely to carry this behavior to their workplace, thus contributing to their organizational success (Mojid & Chitra, 2013). It is, therefore, desirable for academic institutions to reconsider their teaching-learning approaches and put more emphasis on collaborative learning to avoid unnecessary memorization of contents. They also need to review their curricula, enrich learning environment, introduce the assessment policies and procedures such as learning with doing and also make the learning as an interesting innovative tool which implant creativeness in student's mind. Thus the students grow with self-confidence, imagination and innovation who take part in KS activities spontaneously.

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