Knowledge Sharing among Undergraduate Students in the College Library Environment

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Abstract - *Library plays a very crucial role in the extension and modification of knowledge. This study was investigating the knowledge sharing by the undergraduate students of the Sri.Jagadguru Chandrashekhara Bharathi Memorial College, Sringeri. Structured questionnaires were employed to collect data from a representative sample of 300 students from the Sri JCBM College, Sringeri. The analysis revealed that a large majority of the students use the internet in user friendly interface to improve knowledge sharing through online participation.*

Key words: Knowledge sharing, Internet, online environment.

1. Introduction.

In the modern era information technology has revolutionized the business organizations by introducing new methods of learning and sharing knowledge. The widespread development in Information and Communication Technology and the explosive growth in the internet helped the mankind to achieve fast access to knowledge. Knowledge has become an important asset for business organization in creating and sustaining competitive advantage (Rowland 2004). It is also widely recognized to be a critical component for any individual or organization to succeed in an increasingly demanding competitive environment.

Knowledge sharing can be regarded as one of key enablers in knowledge management practice (Yang 2007). Knowledge sharing is the dissemination of information from an individual who shared his or her acquired knowledge to other members of an organization.Knowledge sharing is an activity through which knowledge i.e information skills; expertise is exchanged among people, friends, families, communities.

Knowledge sharing activities are generally supported by knowledge management systems. Knowledge exchange helps students to answer questions, solve problems, learn new things, increase understanding regarding a particular subject or merely acts as a means to help one another. There are many situations where knowledge is not shared effectively due to some physical technological, psychological, personality and cultural factors.There are also some barriers like of trust in relationship, fear of performance, shyness, lack of time, lack of appreciation and even some time they do not know what to share etc.

2. Literature Review

An attempt has been made to review of various literature pertaining to the study and related areas. Demott & O'dell (2011) investigated Overcoming cultural barriers in sharing knowledge. The study revealed culture to match their knowledge management initiatives. Chen &Kinshuk (2009) examined the factors influencing the participant's knowledge sharing behaviour in virtual learning communities. Study revealed that attitude, web specific self-efficiency and social networking sites are shown to be good predictors of knowledge sharing intention. Cheng, et al (2009) investigated knowledge sharing in multimedia universities of Malaysia. It was found that incentive systems and personal expectation are the two key factors in motivating academics to engage knowledge sharing.Ani (2010) discussed on the Internet access and use among undergraduate students in three Nigerian universities. Major findings of the study shows that the Internet is extensively used by undergraduate students in the surveyed university. There is inequitable access to the Internet, as students mostly relay on the private commercial Internet cybercafés both on and off campus for the access and use. The overall studies revealed that there is inequitable access to the Internet among the students. Cultural factor had different levels of importance in knowledge sharing. It is also clear that students using web 2.0 technologies in learning and sharing knowledge.

3. Objectives.

- To understand the present scenario of college of Sri JCBM College, Sringeri.
- To evaluate purpose of library visit.
- To identify the service provided by the college library.
- To find out dependence of various sources of information.

4. Methodology.

The study was confined to the 728 students in the college. A sample of 300 students was randomly selected from 728 regularly students for the study. Out of these 300 students 264 students were responded to the questionnairewith a respondents were male. The data collected through the questionnaire were female while 78 were female. The data collected through the questionnaire were organized and presented with various statistical techniques.

5. Results and Discussions.

5.1. Use of the internet.

Present day the internet is used for various purposes. Internet is a repository of information of all the kinds. The blending of the internet into college education intensified the information seeking capacity of the college community. Students use the internet for various purposes such as to make seminars, projects, lecture notes, entertainments, etc. The students were used to indicate the purpose of the use of internet and responses are show in the table-1.
The table-1 shows a majority of the students use the internet to make seminar papers and projects (60.22%). Majority of the students use the internet for entertainments, listening online music, e-mails, class work/assignments, chatting. Only a very few students use the reading newspapers and internet games.

Table-1 Use of internet

Sl.no	Use of internet	Total
1	To make seminars projects	159 (60.22%)
2	To make lecture notes	93 (35.22%)
3	Class work/assignments	110 (41.77%)
4	Sending or receiving e-mails	105 (39.77%)
5	Internet chatting	137 (51.89%)
6	Listening online music	121 (45.84%)
7	Reading online newspapers	52 (19.69%)
8	Entertainments	150 (56.81%)
9	Online Games	23 (8.71%)

5.2. Sources for academic learning.

It can be formal or informal like books, internet library resources etc. There are deferent types of sources for academic learning. These sources help the students to guide and develop their academic skills. The students were asked to indicate various sources they use for academic learning and the responses are given in the table-2. It is found that a large majority of the students use the internet by 80.31% for academic learning and books are used by 79.16% of the students. Amajority of the students use library resources 49.25% and 45.84% of the students consult lecture note for academic learning. A few student consult with their fellow students for academic learning through the internet. A few students consult fellow students for academic learning.

Table-2 Sources for academic learning

Sl.no	Sources for academic learning	Total
1	Books	209 (79.16%)
2	To consult with fellow students	40 (15.16%)
3	Internet	212 (80.31%)
4	Consult with lectures	121 (45.84%)
5	Library resources	130 (49.25%)
6	Consult with friends	85 (32.19%)

5.3 Channels of knowledge sharing.

The introduction of ICT gave new impetus to communication of information. Channels for sharing information such as www, online chats mobile phones etc, are emerged as result of the ICT revolution. Table-3 shows channels preferred by the students for knowledge sharing.

Table-3 Channels of knowledge sharing

Sl.no	Channels of knowledge sharing	Total
1	World Wide Web	174 (65.91%)
2	Online chats	88 (33.34%)
3	Face to face interaction	65 (24.62%)
4	E-mails	100 (37.88%)
5	Mobile Phones	146 (55.30%)

Majority of the students prefer the 65.91% www as a channel for sharing knowledge . Mobile phones are preferred by 55.30% of the students as a channel for knowledge sharing. A good number of the students prefer e-mail is 37.88% and 24.62% of the students prefer

face to face interaction for sharing knowledge. Online chats are preferred medium for 33.34% of the students.

5.4 Factors limiting knowledge sharing.

Despite several advantages of knowledge sharing,it is noticed that there are limitation to knowledge sharing which adversely affect the activity (Yuen &Majid 2007). There are many factors that limiting the knowledge sharing like lack of depth in relationships, afraid that other would perform better, lack of time, etc. The responses are given in the Table-4.

About half of the students consider lack of time (50.00%) as a limiting factor for knowledge sharing. The Internet speed and lack of in-depth in relationship (58.34%) also act as limiting factor for knowledge sharing for few students.Afraid to provide the wrong information and lack of awareness act as a limiting factor for considerable students. A very few students (2.28%) do not know what to share and afraid that other would perform better.

Table-4Factors limiting knowledge sharing.

Sl.no	Factors limiting knowledge sharing.	Total
1	Lack of depth in relationships	154 (58.34%)
2	Afraid that other would perform better	19 (7.20%)
3	Lack of time	132 (50.00%)
4	Afraid to provide the wrong information	16 (6.07%)
5	Do not know what to share	6 (2.28%)
6	Lack of awareness	30 (11.37%)
7	Internet speed	101 (38.26%)

5.5 Use of social media in knowledge sharing.

According to the Research Information Network(RIN) Social Media refers to the internet services where the online content is regenerated by the users of the service. Several researches have beenconducted on the use of social media in learning and research. There are various social medias, like SNS, video sharing sites,micro blogging sites, etc. Table-4 shows usage of social media for sharing knowledge by the students.

Table-5Use of social media in knowledge sharing

Sl.no	Use of social media in knowledge sharing	Total
1	Social networking sites	212 (80.30%)
2	Video sharing sites	103 (39.02%)
3	Micro blogging sites	19 (7.19%)
4	Wikis	53 (20.07%)
5	Photos sharing site	16 (6.06%)
6	Blogs	11 (4.17%)
7	RSS	3 (1.13%)
8	Podcast	3 (1.13%)

It is found that a large majority of the students use as 80.30% social networking sites and majority of the students use video sharing and wikis for knowledge sharing. Very few students use Photos sharing sites, Blogs, Micro blogs, and RSS and podcast as 1.13% of students are equally.

5.6 Motivational factors for face to face knowledge sharing.

Face to face knowledge sharing is one of the prominent forms of knowledge sharing. The students were asked to indicate the motivational factors for face to face knowledge sharing and the responses are presented in the table-6.

Table-6 Motivational factors for face to face knowledge sharing.

Sl.no	Motivational factors	Total
1	Allows immediate feedback on ideas	154 (58.34%)
2	Help to capture body language and facial expression	85 (32.19%)
3	Encouragement from professors and classmates	69 (26.13%)
4	Helps to build trust relation with classmates	98 (37.12%)

The analysis reveals that a majority of the students of the students allow immediate feedback on ideas as a motivational factor for sharing knowledge (58.34%). A good number of the students help to build trust relation with classmates(58.34%).Very less number of student face to face knowledge sharing help to capture body language (32.19%) and facial expression and encouragement from professors and classmates (26.13%).

5.7 Online participation.

Knowledge sharing through traditional media is currently being transforming by online media. Online participation could improve by using various ways such as giving more incentives for online participation make online participation compulsory for all, etc. The students were asked to indicate the knowledge sharing through online participation and the responses are presented in the table-7.

Table-7 Online participation

Sl.no	Online participation	Total
1	Incentives for online participation	111 (42.04%)
2	Online participation compulsory for all	34 (12.87%)
3	User friendly interface	43 (16.28%)
4	Encouragement from teachers and professor	69 (26.13%)

It is found that a majority of the students believe interesting topics will improve knowledge sharing. Students incentives for online participation (42.04%), followed by encouragement from teachers and professor (26.13%), user friendly interface (16.28%), and online participation compulsory for all (12.87%).A good number of the students consider giving more incentives for online participation will improve the knowledge.

6. Findings of study.
- 159 respondents (60.22%) to make us of internet in seminars projects.
- 212 (80.31%) respondents use of internet in academic learning.
- 174 (65.91%) of use of channels of knowledge sharing.
- 154 respondents (58.34%) lack of depth in relationship finding of knowledge sharing of resource.
- Respondents of 212(80.30%) social networking sits.

7. Conclusion.

As a conclusion, Knowledge can be disseminated and shared through online medias, Compared to other communication media online media has found to be the most proffered media for sharing knowledge. Social networking sites and social media appear to be positively and significantly associated with knowledge sharing intention. Online social networks are increasingly being recognized as an important source of information dissemination. It is found that a majority of the students are aware about online media. A good number of the students aware seminar papers and projects. Majority of the students prefer the www as a channel for sharing knowledge. A good number of the students face fear of getting opposing comments from others.

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