

IMPACT OF KNOWLEDGE SHARING ON STUDENT'S HAPPINESS: A CASE STUDY OF DSMNR UNIVERSITY

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ABSTRACT

The future of any unit depends upon the accumulation of Knowledge from experiences, learning etc. and transmission of that knowledge to the young learners ambitious to comprehend their senior's knowledge. Sharing is an integral part of Knowledge management. Educational institution, being an important source of knowledge creation and dissemination, continuously waits for application of knowledge management therein. Knowledge management practices, if suitably implemented in higher education institutions can present astounding results of improved effectiveness, competitiveness and quality. This study reflects the impact of dimension of knowledge sharing on student's happiness in DSMNR University. Findings revealed that the dimension of knowledge sharing such as awareness and recognition have significant impact on student's happiness.

Keywords: Knowledge Management, Knowledge Sharing, Happiness, Awareness, Motivation, Recognition

INTRODUCTION

Knowledge Management is the process of capturing, developing, sharing and effectively using acquired Knowledge. It refers to a multi-disciplinary approach to achieving organisational objective by making the best use of Knowledge as established discipline since 1991. Knowledge Management includes courses taught in the field of Business Administration, Information system, Management, Library, etc. They help the person to experience growth goaded by the excellence and scorn, only a few students are able to recognise and capitalise the great value connected with this asset. Knowledge can be in the form of tacit or explicit. Explicit Knowledge can be shared and expressed where tacit Knowledge includes experience institutions etc. Knowledge Management is an integrated approach adopted at various levels to ensure that personal knowledge assets are best utilized to enhance the Individual performance. These efforts overlap with organisational learning and may be distinguished from that by a greater focus on the management of knowledge as a strategic asset and a focus on encouraging the sharing of knowledge. Knowledge Management enables organisational learning and lays down a ramp for the participants to set objective, learn to communicate, seek something new from each other. Other fields may contribute to Knowledge Management research developing information and media, computer science, public health, and public policy. Several universities offer dedicated degree in Knowledge management. Many educational institution and non-government organisation have resources dedicated to internal Knowledge Management efforts, often as a part of their strategy to enhance knowledge among students.

Happiness and knowledge though are different aspects but their interaction is sure to yield beneficial result to every person. Happiness generally means mental or emotional state of well-being which can be defined by positive or pleasant emotions ranging from contentment of intense joy whereas sharing of Knowledge is an activity through which prowess (namely information, skill or expertise etc.) is exchanged among people friends, families and communities. Knowledge Sharing is an activity, supported by Knowledge Management. When someone shares any kind of knowledge with anyone the internal

happiness will give an increment in his/her level of confidence and will give a feeling of joy. Sharing some topic with someone interested to assimilate Knowledge with dedication gives a feeling of happiness as there is fine use of Knowledge and expertise. The author has undertaken the research work on impact of knowledge sharing on student's happiness in DSMNR University, established by govt. of UP in the year 2008, a highly innovative educational institution which proactively brings the academia and social responsibility together under one umbrella. The impressive and modern university campus is spread over 131 areas of land in Lucknow, the state capital of UP. The allied facilities of the university includes post office, bank, electricity sub-station, student hostel, etc. the university encourage inter- disciplinary and multi- disciplinary approach by holistic academic development of faculty and students alike. This paper intends to explore the dimension of knowledge sharing and its impact on Students happiness.

LITERATURE REVIEW

The author focuses on the practical, actionable, step-by-step plan, as well as a diagrammatic, theoretical framework for initiating knowledge management successfully in colleges and universities (Agarwal, N.K. & Marouf, L.N., 2014). The author aimed to analyze respondents' perception of current Knowledge management system (KMS) implementation, the current state acceptance and implementation of KMS framework in PHLI in Klang Valley and discovered the lack of awareness to the current KMS implementation due to applications, technological systems and audit, which are used in KMS were not fully utilized and realized by the users. Further it shows that the incentives and rewards do play significant roles in KMS implementation. (Abdullah, R., & et al., 2008). As the educational institutions hold the prime responsibility of effective creation and successful dissemination of the knowledge, it is viewed that the knowledge management practices have greater application to the educational institutions (Sharma, M.K., & Kaur, M., 2016). Author through his paper reports initial work on the development of a theory for voluntary, informal, knowledge sharing (VIKS) in an academic setting, using the grounded theory methodology. VIKS is a specific type of knowledge sharing with the elements of serendipity, spontaneity and extemporaneousness (Lee, C.K., et al., 2004). The study focuses on the Higher Order Thinking Skills (HOTS) concept with the aims to produce knowledgeable students who are critical and creative in their thinking and can compete at the international level (Osman, S. et al., 2015).

NEED OF THE STUDY

The present study would provide an insight of prevailing level of Happiness during Knowledge sharing process among students. Consequent of it, designing effective policy framework and educational institution culture removing constraints which affects the happiness of students during Knowledge sharing and assure the enhancement of Knowledge sharing means, confidence and overall personality of students.

OBJECTIVE

- a. To find out the essential dimensions of knowledge sharing in DSMNR University.
- b. To examine the impact of dimensions of knowledge sharing on Students Happiness in DSMNR University.

RESEARCH METHODOLOGY

a. SCOPE OF THE STUDY

- a. The study is confined to DSMNR University, Mohaan road, Lucknow, Uttar Pradesh, India.
- b. The scope of the study is to find out the level of Students happiness in context of Knowledge Sharing.

- c. The time period of study ranges from April 2018 to Aug 2018.
- d. Students presently studying in DSMNR University are taken under consideration.

b. SAMPLE SIZE

Sample size is of 242 samples. Data obtained for this study will be the students studying DSMNR University, Lucknow. The research is descriptive and cross-sectional nature. Questionnaire is used as data gathering instrument and specifically designed to measure the characteristics of knowledge sharing and happiness using quantitative approach. 300 Questionnaire were distributed, and 242 questionnaires were received which is complete in all respect. Simple and advanced statistical tools and methods are used. The methods of statistical analysis include descriptive statistics, factor analysis and reliability analysis and regression analysis.

c. METHOD OF DATA COLLECTION

Convenience sampling method was used. A semi-structured Questionnaire was developed for conducting the study. **Primary data:** Data gathering instrument is in the form of Questionnaire. Five-point Likert scales were used in order to identify the respondents' levelling on perceived Knowledge Sharing through statistical techniques. Questions on knowledge sharing and Students Happiness were administered to the sample of the population on which the analysis was based. **Secondary data:** Secondary information will be accessed through various published sources such as books, journal, reports, etc.

DEMOGRAPHIC PROFILE OF RESPONDENT

In table - A; responses were analysed using the frequencies and percentage distributions. In this study, the researcher described respondent profile in terms of gender, age, education qualification, disability. As we can examine in the 'gender category' the contribution of female is comparatively more to that of males. Female respondents are 54.5% (32) where male respondents are 45.5% (110) which reveals that there is higher percentage of female respondent. Most of the respondents are in the age of ranging from 20 to 25 years old i.e. 49.2% (119), followed by those of below 20 years of age are 39.6% (96) and above 25 years are 11.2% (27) respectively. Concerning the educational qualification, 57% (138) of respondents have completed Matric and are being a university undergraduate, 23.5% (57) had completed their Graduation, 13.7% (33) completed their post-graduation and 5.8% (14) pursuing Ph.D. respectively. Respondent pursuing Ph.D. graduation have the lowest percentage and frequency as compared to graduate and undergraduate. Concerning to their disability, 31% (74) respondent are Divyaang's.

Table A
DEMOGRAPHIC PROFILE OF RESPONDENT

Particular	Frequency	Percentage
Gender		
Male	110	45.5
Female	132	54.5
Age Group		
Below 20 years	96	39.6
20-25 years	119	49.2

Above 25 years	27	11.2
Education Qualification		
Undergraduate	138	57.0
Graduate	57	23.5
Post graduate	33	13.7
Pursuing PhD.	14	5.8
Disability		
Yes	74	31.0
No	167	69.0

ANALYSIS AND INTERPRETATION

Cronbach's alpha coefficient is used to measure the dimension, and these were tested for reliability prior to their use in the main research analysis which is 0.803 generally considered a good indicator to measure the unobserved. Factor analysis is a statistical method used to describe the variability among observed variable in terms of lower number of unobserved variables called factors. The latent root criterion approach, only factor with eigenvalues greater than 1.0 are retained and rest were not included in model. A principal component analysis (PCA) was conducted on the 16 items with orthogonal varimax rotation. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .800 ('superb' according to Field, 2009). Bartlett's test of sphericity $\chi^2 (120) = 924.764$, $p < .005$, indicated that correlations between items were sufficiently large for PCA. An initial analysis was run to obtain eigenvalues for each component in the data. Component 1 represent "Happiness" where Component 2 to 4 act as dimension of Knowledge sharing. Component 2 represent Awareness, Component 3 represent "Recognition", Component 4 represent "Motivation", Internal consistency reliability of component are Knowledge sharing, Awareness - Cronbach's $\alpha = 0.696$, Recognition - Cronbach's $\alpha = 0.707$, Motivation - Cronbach's $\alpha = 0.778$ and Happiness - Cronbach's $\alpha = 0.623$. Overall Cronbach's $\alpha = 0.797$. In this study, Happiness of students and Knowledge sharing were measured on quantitative questions in which respondents were required to respond on five-point Likert scale. Their responses were analyzed and described using Means as summarized in **Table B** below. **Table B** reveals Knowledge sharing and Happiness exists at different levels. For example, the findings portray one dimensions with the high level of Knowledge Sharing; Motivation at (mean= 3.79). However, on the other hand, results show a low level of Knowledge sharing coming from Recognition and awareness (mean =3.14 and 2.98). The level of Happiness was measured and shows at low level (mean=3.18).

TABLE - B
DESCRIPTION OF KNOWLEDGE SHARING AND HAPPINESS

S.No.	Measurement item of the constructs	Mean	Std. dev.	Interpretation	Rank
AWARENESS					
1.	Aware of the expression "knowledge management"?	2.89	1.181	Low Level	II
2.	Aware of the knowledge sharing as one of the knowledge management stages?	3.07	1.205	Low Level	I
SUB TOTAL (A)		2.98		Low Level	

RECOGNITION					
3.	Knowledge Sharing is monitored and recorded positively by fellow students.	3.06	1.170	Low Level	III
4.	The Faculty/ Department symbolically recognizes those who support and put their efforts towards Collaborative Knowledge sharing.	3.08	1.144	Low Level	II
5.	Feedback mechanism is an opportunity to get recognition.	3.27	1.187	Low Level	I
SUB TOTAL (B)		3.14		Low Level	
MOTIVATION					
6.	Academic status is growing up when you are sharing knowledge to others.	3.75	1.300	High Level	III
7.	Depth of knowledge and Content enrichment in particular field enhance your motivation level.	3.63	1.160	High Level	IV
8.	Level of confidence is high during sharing the knowledge	3.98	1.138	High Level	I
9.	Knowledge sharing ability enhances learning skill.	3.80	1.261	High Level	II
SUB TOTAL (C)		3.79		High Level	
HAPPINESS					
10.	Feeling satisfied with my Content of knowledge.	3.14	1.097	Low Level	II
11.	Feeling satisfied with my presentation of knowledge sharing skills.	3.21	1.091	Low Level	I
SUB TOTAL (D)		3.18		Low Level	
TOTAL (A+B+C+D)		3.27		Low Level	

Source: Primary Data, 2018

Norms for table B: 4.51 – 5.00 - Very high level, 3.50 – 4.50 - High levels, 2.01 – 3.50 - Low level, 0.00 - 2.00 - Very low levels

TABLE – C
RESULTS BETWEEN KNOWLEDGE SHARING AND HAPPINESS

S. No.	Variables correlated	R- value	Sig-value	Interpretation	Decision on Ho
1.	Awareness and Happiness	0.241	.006	Significant	Rejected
2.	Recognition and Happiness	0.294	.002	Significant	Rejected
3.	Motivation and Happiness	0.128	.056	Insignificant	Accepted

Source: Primary Data, 2018

BARRIERS TO IMPLEMENTATION OF KNOWLEDGE SHARING

Knowledge sharing is essential, but few factors limit its effective implementation in any organisation. Those factors can be classified as follows:

- a. Students lack interaction skill to successfully impart the knowledge they possess.
- b. Disinterested students and faculty hamper the morale of knowledgeable person to share his knowledge.
- c. Lack of in-depth knowledge and confidence in his/ her subject.
- d. Students are scared to lose their knowledge in front of others.

CONCLUSION

The study provides a description of emerging issues in Knowledge sharing among the students. Further it provides an understanding of what Knowledge sharing is, and how it can be achieved by removing constraints of a university environment. Case studies in Knowledge management that are spread across the literature pertain to profit making business organizations, focussing very lightly on working out with these practices directly in educational institution, university or in academic context. Knowledge sharing is essential for a student to achieve all round success as it facilitates effective decision-making capabilities, builds learning organizations and leads to innovation. Knowledge sharing also improves communication among the students. Further it improves their relationship significantly by sharing and managing knowledge properly. Sharing knowledge practices propels organisations to perform better and develop insights. Getting exposed to different skills and know-how from peer, it aims at enhancing individual's skills using such varied exposure. Sharing knowledge can be a great tool for everyone to prove their existence through their competence. This will create an environment where students are encouraged to share tacit or expressed knowledge and stay updated with the latest information in their field.

Knowledge sharing helps the students to grow, stay motivated, getting talent access, Recognition, generating new ideas, limiting the skill gap and enhance their efficiency. Further Knowledge sharing ensures faster decision making, based on the actual experiences of the students, and Stimulates innovation and growth by managing knowledge properly. Students gain access to valuable information and deliver better results using Knowledge Management.

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