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Knowledge Sharing Before and After A Survey Is Taken.

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ABSTRACT.

There are many studies based on survey but the crux of this paper is finding the effect of the survey in knowledge sharing among academicians before and after(awareness) conducting survey, here we compare two survey results first one collecting data on knowledge sharing second after awareness of sharing the result of these is compared , if the second has better scores we derive that knowledge sharing takes place better after taking the first survey which creates an awareness.

KEYWORDS*:* Theory of Planned Behaviour, Academic Institutions, Public University, Private University ,

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1.INTRODUCTION:

According to Davenport[1*] and Prusak[2] knowledge is defined as "a fluid mix of framed experience, values, contextual information, and expert insights"

Knowledge can be of two types:

- Explicit Knowledge
- Implicit Knowledge

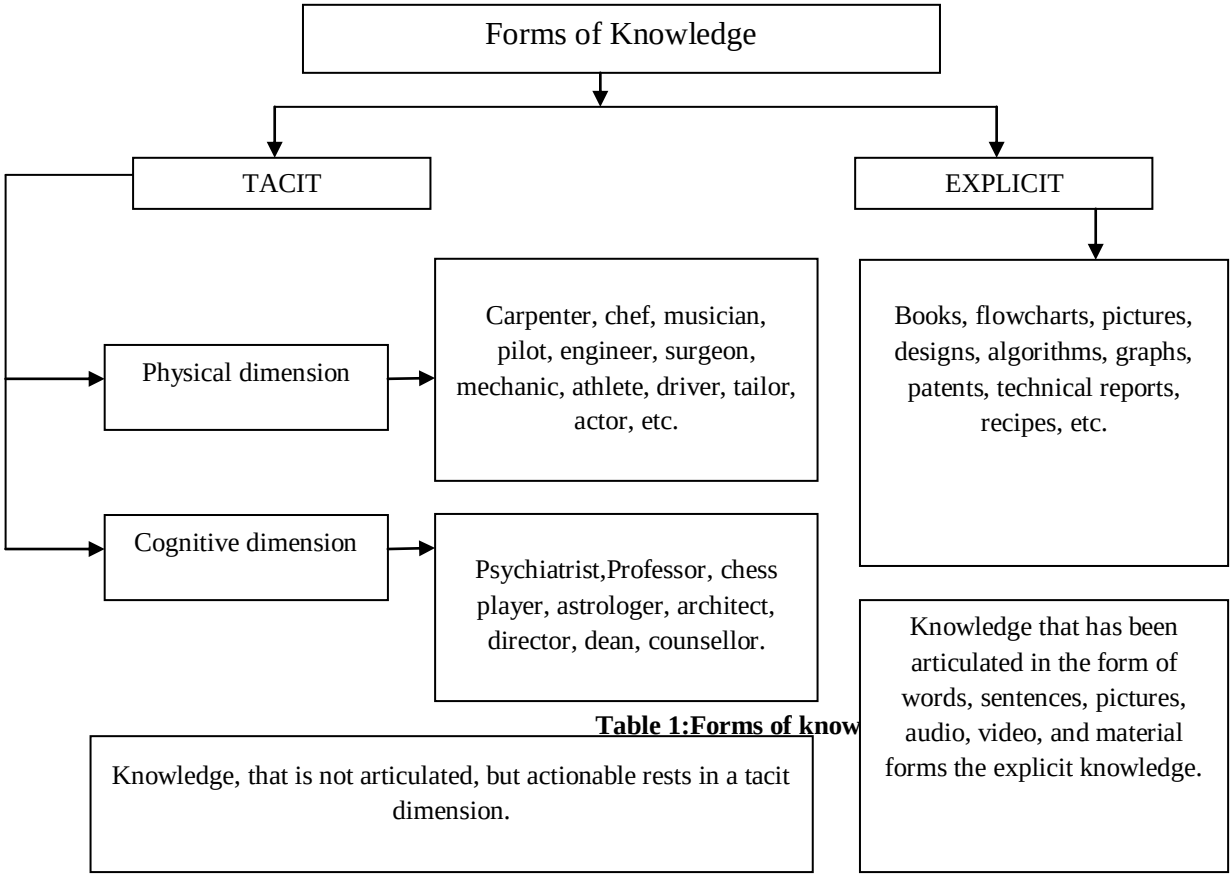

Table 1:Forms of know

THE THEORY OF PLANNED BEHAVIOUR (TPB) has received considerable attention in the literature. The present study is a quantitative integration and review of that research. From a database of 185 independent studies published up to the end of 1997, the TPB accounted for 27% and 39% of the variance in behaviour and intention.Armitage[1]*, C. J., & Conner[2], M. Clark-Richardson[3]. Theory of planned behaviour was used horticulture agents. Measurement issues in the theory of planned behaviour. Francis*[1], J., Eccles[2], M., Johnston[3], M., Walker[4], A., Grimshaw[5], J., Foy[6], R., ... & Bonetti[7], D. Broadhead-Fearn[1*], D., & White[2], K. M. Through a prospective study of 70 youths staying at homeless-youth shelters, the authors tested the utility of theory of planned behavior (TPB), by comparing the constructs of self-efficacy with perceived behavioral control (PBC), in predicting people's rule-following behavior during shelter stays,Darker[1*], C. D. D development and evaluation of measures and an intervention.Pelling, E. L.,[1*] & White, K. M.[2] .young people from social

networking.Alt, J. K.[1*], & Lieberman[2], S. virtual environments Lee, J., Cerreto[1*], F. A., & Lee, J[2]. This about acagemics and educational technology but not about KS in academics.Chen[*1], C. F., & Chen[2], C. W. compare the psychological factors influencing driver speeding behavior in 3 cities in Southeast Asia, focusing on developing counties, using the Theory of Planned Behaviour (TPB). Abzari[1*], M., & Abbasi, R[2]. The relation between organizational climate and its dimensions and knowledge-sharing behavior among knowledge workers.French, D. P.[1*], & Cooke, R.[2], in binge drinking.Ifinedo, P computers and security. Ghani, W. A. W. A. K[1*], Rusli, I.[2]., Biak, D. R. A., & Idris[3], A. Food waste.Yamano[1*], T., Rajendran[2], S., & Malabayabas, M[3]. Agricultural technology. López-Mosquera[1*], N., García[2], T., & Barrena, R[3].conservation of urban park . Kautone[1*], T., Gelderen[2], M., & Fink, M[3]. entreprenuerinal intentions.

2.1. KNOWLEDGE SHARING IN ACADEMIC INSTITUTIONS:

Knowledge Sharing is important in all sectors especially academic institutions. It is a natural function in academic institutions has the scope for creating, using and sharing knowledge. It would be alarming if knowledge is not shared in highly knowledgeable industry, i.e the academia.

In reality people think knowledge is invaluable and hence are unenthusiastic to contribute their knowledge unless they get motivated. But when a query of knowledge sharing arises, awareness to disseminate knowledge comes up and faculty start sharing. This study aims in bringing out the difference before and after the survey.

3.RESEARCH GAP:

There are many studies based on knowledge sharing in academics but the awareness and reaction of such studies is absent hence we are concentrating in such areas.

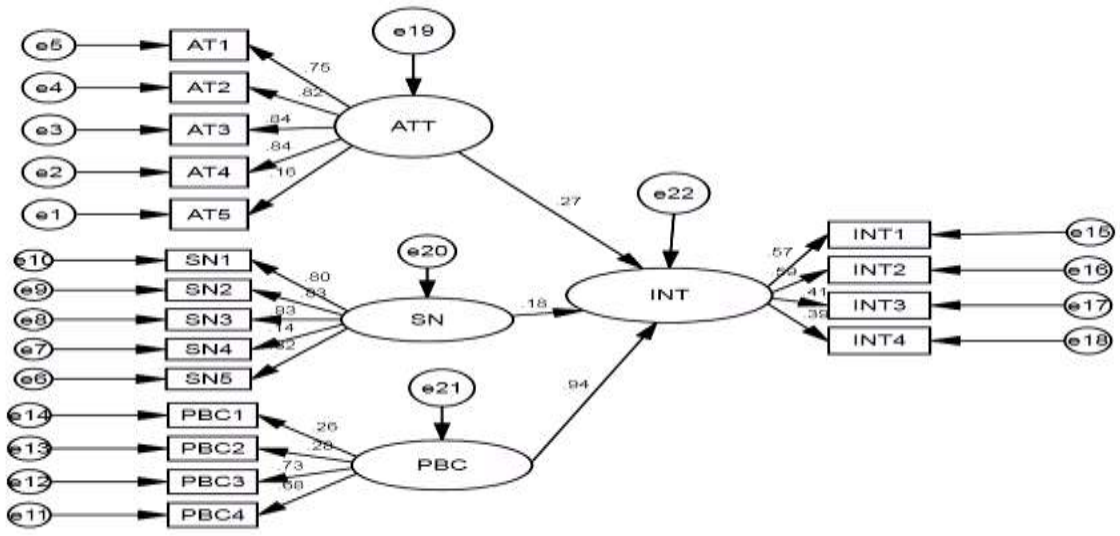

Figure 2 KS after awareness

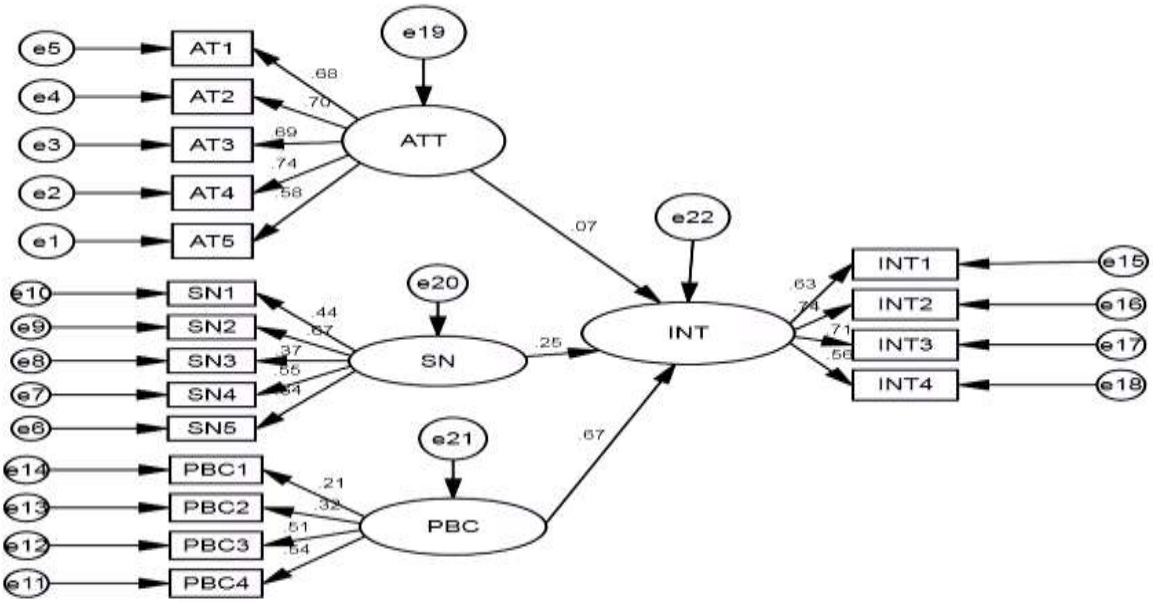

Figure 3 KS before awareness

4. SAMPLE AND DATA COLLECTION

A total of 50 questionnaires were administered out of which 400 was returned back with values(data) There are 18 observed variables and correspondingly 36 parameters .

The questionnaires had a cover letter briefing about the aim of this study. The study is included with the demographics of the respondents at the end of the questionnaire. The data collected from the respondents who submitted the forms late were similar to the ones who gave within the stipulated time.After the awareness created once again the sample was tested and found the difference..

To be more clear let us consider test1 (survey before awareness) and test 2(after awareness).

5.MEASUREMENT ASSESSMENT

Hypothesis:(BEFORE)

The proposed hypothesis are :

H1 Academicians attitude has a positive effect on the intention to share knowledge

H2 Academicians subjective norms has a positive effect on the intention to share knowledge.

H3 Academicians perceived behavioral control has a positive effect on the intention to share knowledge.

Hypothesis:(AFTER)

The proposed hypothesis are :

H4 Academicians attitude has a positive effect on the intention to share knowledge

H5 Academicians subjective norms has a positive effect on the intention to share knowledge.

H6 Academicians perceived behavioral control has a positive effect on the intention to share knowledge.

A multi item scale should be evaluated for accuracy and this involves an assessment of reliability and validity of the scale. Approaches to assessing reliability include the internal consistency reliability. Validity can be examined by examining content validity and construct validity.

The results of measurement assessment, such as FACTOR LOADING, Cronbach Alpha are shown in table

Measurement Model Fit –Table1

LATENT CONSTRUCTS	ITEM	FACTOR LOADING 1B	FACTOR LOADING 2 A
Attitude toward knowledge sharing (AT)	AT1	0.75	0.68
	AT2	0.82	0.70
	AT3	0.84	0.69
	AT4	0.84	0.74
	AT5	0.16	0.58
Subjective Norm(SN)	SN1	0.80	0.44
	SN2	0.63	0.67
	SN3	0.83	0.37
	SN4	0.14	0.55
	SN5	0.62	0.64
Perceived Behavioral Control(PBC)	PBC1	0.26	0.21
	PBC2	0.28	0.32
	PBC3	0.73	0.51
	PBC4	0.68	0.54
Intention to share knowledge (INT)	INT1	0.57	0.63
	INT2	0.59	0.74
	INT3	0.41	0.71
	INT4	0.39	0.66
CRON BACH ALPHA		0.809	0.856

Convergent validity can be established by AVE(Average Variance Extracted). It should be above .5. Convergent validity was checked with factor loading values. No items were dropped. Discriminant validity can be established by comparing the square root of AVE with its corresponding construct correlation values was tested. The construct correlation values should be less than the Square root of AVE values.

The value of these fit indices are given below.

Table 2 - Overall fit indices of the CFA model:

Overall fit indices of the CFA model			
Fit Index	BEFORE	Scores	AFTER
Incremental Fit Measures			
NFI	0.716	NFI	0.534
RFI	0.632	RFI	0.396
CFI	0.763	CFI	0.548
Parsimonious Fit Measures			
PGFI	0.589	PGFI	0.412
PNFI	0.553	PNFI	0.423

The fit of the model was assessed in terms of measures from three perspectives: overall fit perspective, comparative fit,and parsimony perspective. Thus the model was found to be fit.

6.PATH COEFFICIENTS AND CONCLUSIONS

Table 3 -Significance and strengths of individual paths

PATH COEFFICIENT	BEFORE	AFTER
AT → IN	0.07	0.27
SN → IN	0.25	0.18
PBC → IN	0.67	0.94

The path coefficients are tested for significance level of 0.01

The path coefficients from attitude to intention and subjective norms to behavioral intention were remarkable for all the models. Attitude towards intention is higher in test after awareness showing more interest and like it seems to be more very beneficial,very pleasant,very good,very valuable and very enjoyable While subjective norms is reduced in “After” the survey proving that faculty think that I should share knowledge with other faculty members and .share their knowledge with others academicians whose opinions I value.I would approve of my behavior to share knowledge with other faculty members and share their knowledge with others. PBC is the highest both in before and after the survey.

APPENDIX A.

KNOWLEDGE SHARING IN ACADEMIC INSTITUTES.

Age: Gender:

Highest Qualification: Department:

Position: Years of Experience with UG:

Organization Name: Years of Experience with PG:

Organization Type: Govt./Private If Government : State/ Central

If Private: Self-Financing / Non Self – Financing

Appendix A. Questionnaire Items

Construct Items

Intentions to share knowledge(IN:4 items)

I always will

IN1: ...plan to share knowledge with my colleague

IN2: ...try to share knowledge with my colleague

IN3: ...make an effort to share knowledge with my colleague

IN4: ...intend to share knowledge with my colleague, if they ask

Attitude toward knowledge sharing (AT: 5 items)

If I share my knowledge with other faculty members, I feel

AT1: very harmful.....very beneficial

AT2: very unpleasant.....very pleasant

AT3: very bad.....very good

AT4: very worthless.....very valuable

AT5: very unenjoyable....very enjoyable

Subjective norms (SN: 5 items)

SN1: It is expected of me that I share knowledge with other faculty members.

Most academicians who are important to me

SN2: ...think that I should share knowledge with other faculty members

SN3: ...share their knowledge with others academicians whose opinions I value

SN4: ...would approve of my behavior to share knowledge with other faculty members.

SN5: ...share their knowledge with others

Perceived behavioral control (PBC: 4 items)

PBC1: For me to share my knowledge is possible always

PBC2: If I want, I always could share knowledge

PBC3: It is mostly up to me whether or not I share knowledge

PBC4: I believe that there are much control I have to share my knowledge with other faculty members.

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