

EXPLORING UNIVERSITY STUDENTS' BEHAVIOR TOWARDS LEARNING: KNOWLEDGE MANAGEMENT APPROACH

^{1*} Muhammad Khyzer Bin Dost, ²Chaudhary Abdul Rehman, ³Muqqadas Rehman and ⁴Muhamamd Wasim Akram,
^{1,2} Superior University, Lahore

³ Hailey College of Commerce, University of the Punjab

⁴ Faculty of Management, Universiti Teknologi Malaysia

*Corresponding Author: khyzer_bin_dost@hotmail.com

ABSTRACT: Knowledge is as old as the historical backdrop of human, however the attention on knowledge is initiated in the written history of humankind in the period of Aristotle and Plato. It is a key component for now and is riches for enterprises and countries. In this study an attempt has been made to explore the learning behavior of university students by applying the key dimensions of knowledge management. There exists an enduring relationship amongst trust, willingness to share, learning habit, absorption capacity, technology, motivation and knowledge sharing. This qualitative research focus on identifying main factors which play a vital role in knowledge sharing process among students. Non probability sampling technique is used to collect data for this research from 10 students of Punjab University studying at both graduate and post graduate levels. Data was first transcribed and entered in NVivo 10 software for analysis and associated relation was found among knowledge sharing and its various dimensions. The results of thematic analysis clearly show that the knowledge sharing has most associated relationship with technology and trust. Comprehending this study, management of public sector universities will seek guidance to establish a knowledge sharing environment in campuses.

Key words: Knowledge management, Knowledge sharing, Students, Learning Behavior, Trust, Willingness to share, absorption capacity and technology

1. INTRODUCTION

1.1 Background

A prompt way is that we detach knowledge with information and data. Any sort of numbers, pictures, words and sounds that are skilled by inconsequential knowledge or estimation and are in foul structure termed as "information". While data is that sort of information which has been destitution stricken down and molded by human character in a major case. Knowledge is that data which has understanding and suggestions through a new layer of clever examination. It amasses the knowledge goes on the best way to deal with oversee allocated welcome the information/data, gives acknowledges about the occasion of a couple of occasions/works out. Knowledge additionally gives the motivation to screen colossal judgments/works out. Knowledge is substances and perspectives, validations and thoughts, results and possible results, structures and know how [1]. Each individual of an alliance can be comprehended as a minimized of knowledge and in this knowledge truths, values, encounters and working systems are solidified [2]. We can say that knowledge is a condition of fervor of a particular occasion or subject that can be able through clear study and experience. It is not a standard for a specific individual, everybody can get it. This reason for interest has no hazard to be done by correspondence rather it succeeds by this structure. Trade of data produces knowledge and it has a direct relationship with human development [3].

Researcher cleared up two essential sorts of knowledge which are found knowledge and express knowledge [4]. Express knowledge can be gone on in customary vernacular. It can without a considerable amount of a stretch be shared fit as a fiddle of surenesses, figures, numbers and records and so on its get prepared, exchanging and securing is an essential methodology. While derived knowledge is particularly private and great to support.

Recognitions, driving forces, theories and feelings fall into this class. It is all around difficult to express it [5].

1.2 Statement of the Problem

To explore the learning behavior of university students by applying the key dimensions of knowledge management

1.3 Purpose of the Study

The major purposes of this study are:

1. To coordinate the advantages and disadvantages of rising competency system into existing systems of student abilities.
2. To highlight the specific students' behavioral abilities as per knowledge management perspective.

1.4 Significance of the Study

This study is for the investigating elements of the knowledge sharing in the state funded college. In light of its region of study this examination work will got a crucial significance in the training circle. The exploration commitment in the situation of training segments of Pakistan for knowledge sharing conduct is low. Strangely the components taken for study have not been utilized earlier to access the conduct of knowledge sharing.

1.5 Theoretical Perspective

This paper represents the key themes of learning behavior of university students. Presently the universities need to explore the key aspects of knowledge sharing among students. This paper endeavors to dispatch a recently created proposition under the theoretical lens of Self Determination Theory [6].

1.6 Research Method

This study is qualitative in nature so inductive approach is used to propose the model of "Learning behavior of University Students" after conducting interviews. Interpretive approach is adopted to conclude the research.

1.7 Delimitations

1. This study identified important themes in learning process of university students

2. The study contributed by qualitative method in the subject area.
3. The study covered both the genders.

1.8 Limitations of the Study

1. This study concentrates on the state funded college and did exclude the perspective of any private segment university. Despite the fact that the private part colleges are additionally contributing a considerable measure in training.
2. There are a ton of open area colleges, more colleges ought to be incorporated into study for getting data of knowledge sharing conduct of students.
3. The sexual orientation viewpoint is imperative. A study ought to be completed for getting within this perspective. We ought to likewise look at that either female or male are additionally ready in knowledge sharing.
4. This study considers the students conduct as general. A further need is for examination in various orders insightful study.

2. LITERATURE REVIEW

2.1 Knowledge Sharing

Knowledge sharing is a constant, intelligent procedure that encourages the exchange of representatives' unsaid knowledge to business forms through compelling correspondence by utilizing a station for procuring new involvement in the knowledge setting, another perspective of a procedure, and knowledge disclosure. Hence, knowledge sharing is a trip from sharing [7]. Knowledge sharing between representatives surpasses the limits amongst self and other, as joint effort among workers and amongst workers and business forms produce knowledge.

Yet external knowledge sharing is every now and again subject to false starts, intrusions and various understandings of the same thought [8], it offers a splendid opportunity to explore and test the potential estimation of the knowledge shared and the potential markets for that knowledge [9]. Both components are basic for a firm's headway. For instance, passing knowledge to outside associates is a powerful course for a firm to movement to various firms, including contenders that the firm knows about potential worth to them [10]. This fabricates the appeal of the firm as a potential group associate being developed related between firm ventures. Thus, firms that share outside knowledge will presumably set up and participate in additional between progressive joint endeavors especially went for enhancing headway.

Since outer knowledge sharing frequently requests assets and relies on upon persistence and various emphases, when firms over and again participate in such exercises, they likewise have a tendency to figure out how to enhance the capacity of gaining knowledge consequently for knowledge shared. Such associations encourage the advancement of center abilities essential for development [11]. On the off chance that organizations don't share knowledge remotely, they may never accomplish the maximum capacity of their expected system. In addition to the fact that it would imply that a firm may miss the chance to access outer knowledge additionally that the firm's own knowledge may stay unused. This infers despite the fact that organizations may

shun outer knowledge sharing due to the potential danger of knowledge spillage [12], they may, truth be told, accomplish the inverse impact and obstruct their own development endeavors and execution all the while. In this way, solid rivalry in knowledge markets flags the open door for outer knowledge sharing [13] and can encourage knowledge dissemination [14]. Knowledge is offered to recipient through veritable channel. Recipient then get knowledge from sent things by the motivations behind confinement of investigating, learning, understanding and captivating. We can say that knowledge sharing wires a couple dumbfounded and isolating segments. A crucial opening of examination is there to find the parts that effect on knowledge sharing.

As the affiliations are appropriated in a couple of work environments, so a knowledge organization framework is required. Thusly data can be to its true blue spot. Researcher expressed that different events affiliations don't have the foggiest thought "the measure of knowledge they have" and "what is the sound judgment of the structure to spare and see the knowledge" [15]. Correspondence systems and information changes drive knowledge partaking in the association together. As appeared by [16] wires five regions. That are 1: recognition about estimation of knowledge of sender, 2: status of sharing knowledge by the sender, 3: true blue channel of correspondence, 4: availability to get knowledge by the beneficiary and 5: farthest point of the recipient to utilize knowledge. As indicated by [17] is a foremost piece since he will handle the knowledge in his cerebrum. They communicated that treatment of knowledge relies on upon beneficiary's understanding [18].

An essential measure of creating is available on fitting channel of correspondence. Unmistakable sorts of channel of correspondence are open. It might be valid, pleasant, private and nonpartisan [119]. Pleasing structures unites unscheduled social events, decent classes, supper break examinations in this manner on have astounding vitality. These sorts of systems are to an incredible degree authority in little affiliations [20]. Such sort of methods may have a few insufficiencies on the grounds that these are pleasant not formal. It is not clear that knowledge is conclusively shared and has come to honest to goodness individual. Official instruments wire get prepared periods and sorted out visits and so on. These are good frameworks yet they have low innovative capacity level. Private system is sharing of knowledge after a short time while honest instrument depiction is knowledge stores.

2.2 Trust

Trust is defined as "craving of weakness in some future occasion makes trust" [21]. Two or three columnists conveyed that trust does not mean as making a special effort rather it deduces status to put everything out there. Authors conveyed in same relationship as trust does not hope to put everything hanging in the balance generally it proposes openness to fuse into danger with the concerned party [21]. They imparted generosity as level of doing remarkably by the trustee to the trustor, not captivating into record the point of preference anxiety of trustee in imminent [21]. Charity suggests that some sort of conspiracy of trustee is

open with trustor. Capacity is a trademark in a particular situation while thoughtfulness shows a remarkable synchronization. [21] in like way showed diverse analysts who utilized the same term while talking about the trust. Specialists who utilized unmistakable wordings however having same were moreover talked about. Impression of the trustor that the measure of trustee consents to the parts that are tasteful by trustor is suggested as trustworthiness. Trustor assess the trustworthiness of work through four courses; consistency of execution of trustee, getting some information about the trustee, looking over through notion decency of trustee and through assessing the inconsistency between trustee's words [21]. The experts whose work was in the same sense yet they utilized proportionate articulations of trustworthiness[21]. Dynamic joint exertion and nearer relations makes trust. Individual having old associations in unbelievable sense will have sporadic state of trust. In meanwhile, they specified that a vital measure of information open backing in making trust [22].

2.3 Motivation

In like way vernacular student motivation means student's course of action, vital, yearning and drive in learning handle satisfactorily. They brought up that students that are excited to fuse into school works out, picked errand as indicated by their capacity, execute when chance is given to them and to do unfaltering work in learning complete positive results [23]. Clearly understudies who are less blended show poor results, don't have any colossal bearing inspired tries and attempt to stay close by challenges. Learning technique is enabled by motivation and its higher results can't be gotten without motivation. The impact of motivation on learning offering to the utilization of self-determination theory (SDT) we can outline three sorts of motivations [24]. These are regular motivation, unintentional motivation. In case an individual is had in an errand since it is fascinating and superb then this sort of work is proposed as trademark motivation. We can say that in trademark motivation the individual work itself; have self-portrayed focuses and frameworks to fulfill the endeavor. His goal is precious fulfillment, for example, working climate, nature of accomplices, capacity and open door for innovativeness so that specialists and R and D staffs might be convinced.

Researchers relate accomplishment motivation to two speculations in the field of training of instruction; functionalism and higher request considering. The principal manages qualities and standards for working in the general public to be specific freedom, accomplishment and universalism [25]. In instructive organizations, evaluations are the determinant of execution and advancement [26]. In higher request considering, the attention is on the need to grow high request subjective aptitudes for scholarly accomplishment to make huge commitment in the general public [27]. Numerous understudies lean toward outward remunerates for their motivation to perform and are less characteristically determined [28].

Guardian impact fundamentally influences understudies' motivation and conduct toward predominant scholastic execution what's more, higher evaluations. Guardians have exclusive standards from their kids to do well and connection prize and discipline to understudies' execution in

instructive attempts [29] distinguished the impact of social components on understudies' scholarly conduct as to accomplishment of higher evaluations. He expressed that, "different variables in the social world influence the sorts of subjective procedures and motivational convictions that understudy groups. These social impacts incorporate elements connected with the way of life, the conduct of critical socialization impacts in the individual's surroundings, and past execution result (p.348)." The reviewing is a critical component in scholastic achievement of individuals from society driven by execution [30]. As indicated the "achievement, accomplishment, and distinction" is inborn in the standards and convictions of the way of life [30].Right when a man is pushed through effective reasons, for case, prizes, to improve self-respect, to escape from a control or to reach at a preminent target then such technique is suggested as outward motivation. There are different instance of unessential motivations, for occurrence, rewards, repayment, remuneration orchestrates, calling structures, and metro and accomplices thanks and so on.

2.4 Technology

Technology can be separated into three stages [31]. Stage 1 was begun around 1492. The essential segment of globalization framework was nations. Size of the word persuaded the chance to be medium from significant. Stage 2 was begun from 1800 and proceeded till 2000. The essential substances of this second stage were multinational affiliations. In this time the level of the word wound up being little from medium. Stage 3 was begun from 2000. The measure of the world persuaded the chance to be minor from insignificant size. The central parts of this globalization stage are individual and unimportant social affairs. The cash related play field has come into level in setting of globalization. Globalization is maintained by the roused change in innovation. The noticeable globalization time allotment has changed everything. It has changed the correspondence and association game-plan of individuals. Business operations are in like manner changed. Completely, even the system off business finding and occupation creation has in like way been changed. Web impact on life of each individual truly [32]. It might impact through correspondence proposes, instructive frameworks and learning procedures and so forth getting knowledge and learning now is not joined to a particular spot (get ready establishments) and time. We can get knowledge at wherever and time through web. Beginning late additional essentialness is given to searching for in the wake of, assessing, trim, utilizing and sharing of knowledge with others [33]. Web is an able wellspring of information and by utilizing it we can share knowledge reasonably, quickly, successfully and distinctly [34].

Surrounding the information and making the earth to learn is proposed as training. Web is extensively used to educate sensibly and satisfactorily. In the event that we perform teaching with current innovation it will make interminable results, for occasion, understudy will think satisfactorily, exchange will have additional motivation driving premium, understudy will feel independency, direct correspondence amongst instructors and understudies will happen,

understudy will get more data through understudy based learning material and understudy's limits will up and so forth [35]. By utilizing this methodology understudy can get reliably information identified with their course all the more effectively and quickly [36].

2.5 Learning

Instructing and learning are systems which are performed in colleges. Here students offer knowledge with each other and with instructors keeping in mind the end goal to improve learning. At the point when knowledge is shared in the interim learning ought to be occur in colleges. On the off chance that the learning society has been set up it simple much simple to make and share knowledge. Because of fast change in the business sector now the colleges are getting to be learning associations [37]. Each establishment has diverse abilities and expertizes. In the event that an organization needs to make interesting position in the business sector then it ought to have constructed non-substitutable skills [38]. Training establishments are administration commercial ventures in which educators offer knowledge to students. So its primary venture ought to be in the students.

In writing there are two primary reasons which deny the learning procedure. In the first place individuals can't realize when legitimate environment and opportunity is not gave to them, so they are disheartened. Numerous individuals have longing to learn with the goal that they might have the capacity to take care of issues they are confronting or will confront in not so distant future. In the occasion that suitable office is not provided for them then they will be crippled. Their manner to get information and to learn new things will in like manner be lost. Second reason is concerned with the behavior of laborers.

2.6 Willingness to share

Willingness to share displays a positive behavior to others to share information. We can say it is accessibility to respond others. Willingness to share is a standoffish approach to manage supervise offer information. It needs internal inspiration to share information. Clearly vitality to share information is a proactive approach to manage regulate offer learning. In enthusiasm to share information acceptably offer learning to other one. People show imperativeness to share learning since they assume that information which they have is beneficial and by sharing it their presentation will be invited. Responsibility to share is internal inspiration to share learning. Unmistakable parts are associated with ability to share information conduct. For instance, appropriateness, openness, neuroticism, extraversion and measures etc. Sensibility finds how people take an interest and trust on each other. Dazzling individuals have more ability to share information [39]. Relationship in the midst of information sharing strategy makes agreeableness and cooperation. Openness delineates a character estimation. Open people are creative, innovative, imaginative and vigilant persons. It is also imparted that open people will share learning [40].

Neuroticism recommends state of sentiments in which a man end up being easily vexed, more nervous and gets fear adequately. Neuroticism has negative impact on trust. Such persons are less organized to share information.

"Extraversion" diagrams the behavior of a man. Extraverts are social and obliging in nature. People who are more extraverts are in like manner masterminded to share learning. Legitimacy finds obligation; deliberateness and sharpness thusly on solid persons are fit and rely on upon achievement. Researchers battled that reliable persons have more game plan to share information [41].

2.7 Absorption capacity

As the behavior of knowledge sender is essential furthermore knowledge beneficiary behavior is likewise crucial. Low absorptive capacity (inadequacy of recipient to get knowledge) is the principle inside issue knowledge trade of the affiliation. Distinctive authorities researched the bit of absorptive capacity in knowledge sharing [42]. Key piece of data sharing system is absorption capacity [43]. There is a brief relationship between absorption capacity and learning sharing. So absorption capacity grows then the data sharing moreover increases. An alliance's absorption capacity has relationship with its held learning and capacity of the relationship to use and share the data inside. Absorption capacity is a secured move towards improvement and strategy of issues [43]. Absorption capacity of individual relies on upon three edges. Regardless exhibit is see and get new data [44]. Second perspective is connected with the sorting out of got data. Third edge is connected with the use obtained learning. Authors broke down the same three points of view absorption additionally calling them three component conduct [43]. Despite seeing check and see of the new data. Second obliging this new learning and third utilizing this "made data" to evaluate new estimations. Absorptive capacity is correspondingly a dynamic procedure by which single level learning is exchanged to real level learning. Absorption capacity is a capacity of a relationship in this data period [45]. To get a particular position in the business division it is authentic point of view for a connection. Absorption capacity is a persuading trademark which empowers an association together/individual to get new gaining from outside and after that usage this data to make imaginative considerations, structures and things and so forth.

2.8 The Gaps in the Literature

Based on the review of literature in above sections the gaps which need to be fulfilled are as under:

1. The view point of teachers should also address in learning process of university students.
2. At present no research is present on secondary school level students, it also need to address.
3. A noteworthy test is found for the management of hierarchical undertaking is the production of trust in the activities groups [46]. Further examination is required for getting to the diverse components of the trust and its results.

3. RESEARCH METHODOLOGY

3.1 Research Questions

1. Identifying major themes in learning process of university students.
2. How students behave and interact with their fellows in university?

3.2 Population

Population of the study was Hailey College of Commerce, University of the Punjab. From the said population sample of 10 students consisting of male and female was selected.

3.3 Data Source

Structured interviews were done for data collection from the students in order to identify the main themes of learning behavior. Sample of the students was chosen through convenient sampling. Out of 10 students 5 were from postgraduate level and 5 from under graduate level.

3.4 Ethical Considerations

1. The respondents were well known about the aim of research.
2. Data collected from respondents was only used for academic research.
3. Names and details of each respondent were not disclosed.
4. Participant responses remained confidential.

3.5 Research Design

Subjective examination varies from quantitative exploration not just in the utilization of dialect and style, additionally in the era of thoughts. Subjective examination is "situational" or relevant, frequently in view of particular contextual investigations and specific circumstances instead of replication or speculation. The point of subjective social examination is to find implications and includes both understanding and a basic way to deal with the social world. A couple properties of subjective exploration have been abridged [47].

Research inquiries are postured, as opposed to theories, and hypothesis is frequently grounded in data. Ideas come as topics, themes, speculations and scientific classifications as opposed to causal connections. Data are regularly as words and pictures from perceptions, reports, interviews and cooperations. An assortment of types of data gathering are utilized, which incorporate ethnography, unstructured interviewing, member perception and field notes.

3.6 Data Collection

In this study the recorded organized interviews (see Annexure 1 "interview Protocol) were directed for data gathering. The interview inquiries were adjusted from the study of Khan [48]. This method is ideal when you need to get inside and out information around an issue. Inside and out interviews are less organized than organized ones and may cover one and only or two issues. This sort of interview is utilized to investigate in subtle element the respondent's own particular discernments and records. Interviews were begun by open inquiries and after that some inquiries identified with subject or issue that was under scrutiny. Every interview kept going from 15 to 20 minutes.

4. FINDINGS

4.1 Participants

Total 10 students were interviewed for this research, detail of whom is as under:

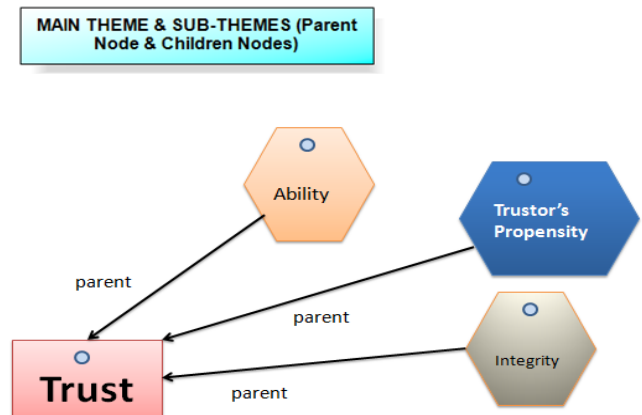
1. A (Mr. hamza, Student of B.com)
2. B (Mr. Adil Nawaz, student of B.com)
3. C (Mr. Shehroz, Student of B.com)
4. D (Miss. Iqra, Student of B.com)
5. E (Miss. Tahira Student of B.com)
6. F (Mr. Wasim Akram, student of M.com)

7. G (Mr. Sameer Ahmed, student of M.com)
8. H (Miss. Anum Akram, Student of M.com)
9. I (Miss. Razia Hameed, Student of M.com)
10. J (Miss. Ayesha Butt, Student of M.com)

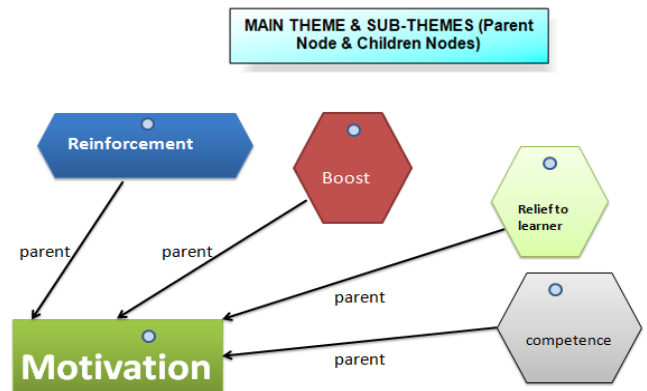
4.2 Data Analysis Strategy

Data collated through interviews was first coded then analyzed by using NVIVO by linking case nodes and theme nodes. Word count frequency queries were run and thematic analysis helped to extract the themes out of the respondents interviewed.

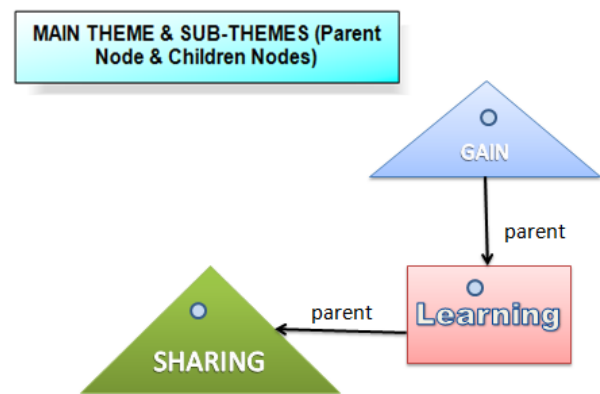
4.3 Analysis and Results



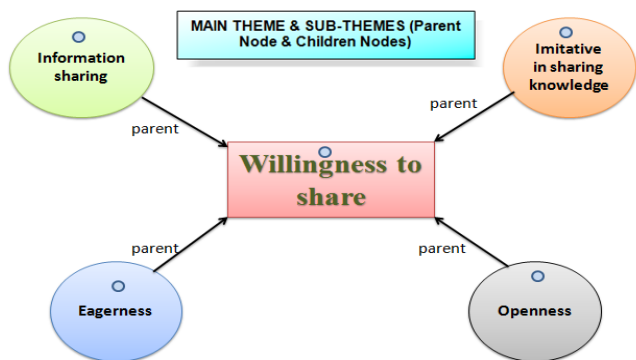
4.3.1 Figure 1: Theme 1 "Trust"



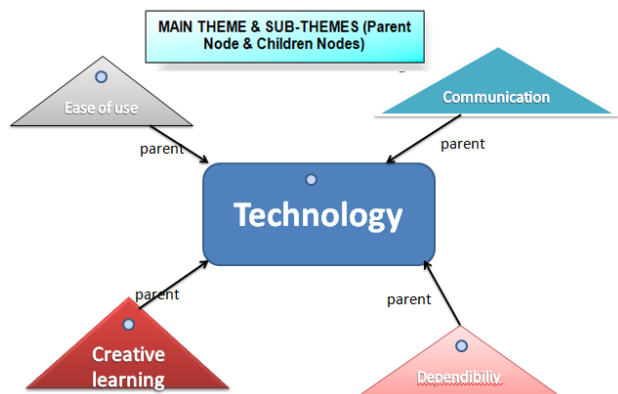
4.3.2 Figure 2: Theme 2 "Motivation"



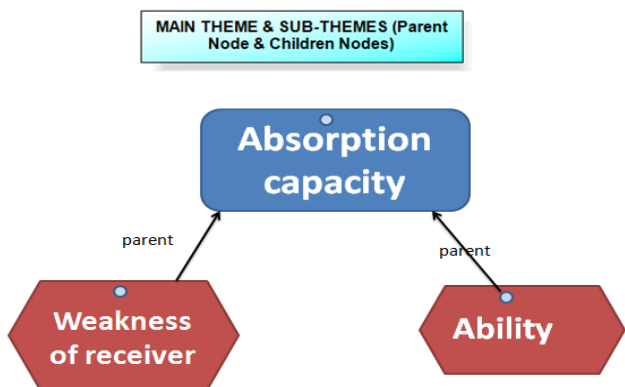
4.3.3 Figure 3: Theme 3 "Learning"



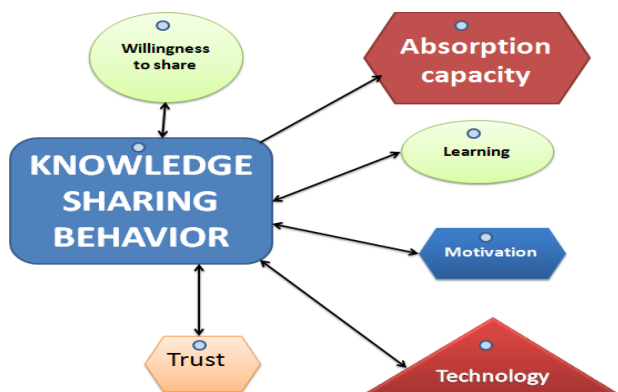
4.3.4 Figure 4: Theme 4 “willingness to share”



4.3.5 Figure 5: Theme 5 “Technology”



4.3.6 Figure 6: Theme;6 “Absorption Capacity”



4.3.6 Figure 7: Main research Model

4.4 Interpretation of Main Themes

Table 4.1Frequency of each theme used by participant
(See Appendix 1)

The above table 4.1 shows the frequency of each theme used by all 10 participants in their interview and it is observed that Technology is the theme which most of the participant used in their interview and are of the view that technology is plays most important role in learning process while trust is on number second. Learning behavior and absorption capacity serve almost of same importance. Motivation of the students is least factor in learning process of students.

4.4.1 Main Themes

4.4.1.1 Trust

Up to what extent trust plays role in students learning? (Interview Question)

“Trust is very important factor in student learning, due to trust students can easily ask any question from teachers, or share any confusion, which arises in their mind during the lectures. Students should have believe that teachers would answer their question without any hesitation, and also entertain them, instead of teachers scold them”(Participant B)

Trust emerges from hopeful prospect about someone else's purpose towards us. Development of trust relies on upon foresight and clear view of other individual's deeds with deference restrictive degree to which they get to be obvious. Trust can be utilized while surveying truthfulness of the other party with the assistance of our feeling of their constancy, assurance; liberality and level of have shared destinations as. The signs said develop trust quickly as individuals are induced with our first mimic of the other person. In the writing of universal business, trust has been utilized at an abnormal state Trust is imperative term and having distinctive measurements. Trust between colleagues of central firm (the fundamental and essential firm that is doing the undertaking) and its pariah venture accomplices for the achievement and fruition of tasks of association is of basic significance. Trust is distinctive and having diverse measurements that why it got considerations of analysts of various orders.

4.4.1.2 Motivation

How can teacher motivate the students to absorb the lecture? (Interview Question)

“Being a student this is very important question for us, teachers can motivate us by making our lectures interesting and entertaining, by including more examples in it which is relevant to that topic, by doing the cross questioning with students during lectures, and also appreciate the student for their work, either students answer the question right or wrong, but appreciate the confidence level of students”(Participant D)

Work-motivation as a course of action of lively states of mind of the students that incite them to begin work related execution and to find its configuration, style, reflection and term. The thought of "aim" and "motivation" is same. Continues and temptation are interrelated with motivation as well. Goods and motivating force actuate students learn

with more awareness. Generally, two sorts of motivation hypotheses are well known in writing i.e. content hypothesis and hypothesis of Maslow. Content hypothesis proposes that affectations and goods are major and key issues recommended in writing to spur conduct of people. Further this hypothesis builds up classifications of element which incite human conduct, typically without concentrating how this lively usual way of doing things works.

4.4.1.3 Learning

In your view what factors plays important role in learning of students? (Interview Question)

"Syllabus should be according to the capacity and the interest of students, if students have no interest in their subjects, then teachers should try to develop the interest in those subjects among the students, and another factor is syllabus should be realistic" (Participant F)

Learning behavior effects the knowledge sharing process positively and it positively depends on the sharing capacity of the individual. Absorption capacity of the individual also contributes in learning behavior of the university students.

4.4.1.4 Willingness to share

Do you think willing to share knowledge increase knowledge? (Interview Question)

"Sharing our knowledge enhance not only our learning skills but also the skills of other one. Sometimes people keep the information to them self rather than sharing with others, so that others remain deprived of that knowledge. In this era of competition among youth there is a lack of trust among them which leads to force them to hide additional information from their fellow beings. The race of getting superior to other makes them to become selfish. For me I believe that sharing knowledge not only increase others learning capability but in return it also beneficial for us" (Participant G)

The relationship between knowledge sharing and willingness to share has been acknowledged by differed examines. In a general public, individual's relations increase level of trust and fortifies participation and shared endeavors. The social capital ideas contain system and the advantages which are prepared through systems administration where group relies on upon such a framework to acknowledge change or knowledge sharing. Further it incorporates assets accessible in system and resource that might be marshaled amid set of relations. In procedure of knowledge sharing, knowledge is an essential indicator assuming a basic part being developed of endeavor. Knowledge can be swapped through intranet, extranet or Internet.

4.4.1.5 Technology

What do you think about technology role on student learning? (Interview Question)

"Technology plays a significant role. It develops interest in students so that they can focus more considerably on their lectures. For example, the use of multi-media n projectors not let the students to get bore. Different color visualization n animation develops curiously to learn more about that particular topic. But the misuses of technology makes the students suffer a lot as it divert their attention. They may get involve themselves in socializing" (Participant J)

Today, the arrangement, transmission and association knowledge is considered as the significant worry in knowledge management. Examination uncovered that technology was being utilized just for to sort out, control, oversee and handle data for knowledge sharing. Technology is progressively coordinating easy knowledge dispersal surge of belongings, PC supported offices and structure has encouraged plan and formation of knowledge and sharing to intrigued areas of society separately for knowledge.

Table 4.2 Summary of Overall Research Findings (See Appendix 1)

5. CONCLUSION

Knowledge is force. Countries who give profitable knowledge to their students with the goal that they may perform better in down to earth life dependably prosper. The countries who don't offer agony to significant knowledge will turn into the states of countries who give profitable knowledge to the students. This exploration is additionally a stage to discover how much the knowledge sharing let the students learning conduct up. Presently, KM is an interesting issue in colleges that "how they ought to prep their students". In the event that elements like trust, technology, willingness to share, motivation, and absorption capacity are remembered by the powers while making approaches of instruction then a superior choice might be taken. Increasingly the significant knowledge shared will result they will learn more. Also, general consequence of this movement can be found in the advancement of nation since interest in youth is interest in fate of a country.

REFERENCES

- [1] Wiig, K. M., *Knowledge management foundations: thinking about thinking: how people and organizations create, represent, and use knowledge*: Schema Press Arlington (1993).
- [2] Moenaert, R. K., & Caeldries, F., Architectural redesign, interpersonal communication, and learning in R&D. *Journal of Product Innovation Management*, 13(4), 296-310 (1996).
- [3] Nonaka, I., & Takeuchi, H., *The knowledge-creating company: How Japanese companies create the dynamics of innovation*: Oxford University Press, USA (1995).
- [4] Nonaka, I., A dynamic theory of organizational knowledge creation. *Organization science*, 14-37 (1994).
- [5] Nonaka, I., Toyama, R., & Konno, N., SECI, Ba and leadership: a unified model of dynamic knowledge creation. *Long range planning*, 33(1), 5-34 (2000).
- [6] Ryan, R. M., Kuhl, J., & Deci, E. L., "Nature and autonomy: An organizational view of social and neurobiological aspects of self-regulation in behavior and development". *Development and psychopathology*, 9(04), 701-728 (1997).
- [7] Cui, A., Griffith, A., & Cavusgil, S., "The influence of competitive intensity and market dynamism on knowledge management capabilities of MNC

- subsidiaries". *Journal of International Marketing*, **13**(3), 32–53 (2005).
- [8] Zellmer-Bruhn, M. E., "Interruptive events and team knowledge acquisition". *Manag. Sci.***49**(4), 514–528 (2003).
- [9] Chesbrough, H., "Open Innovation: The New Imperative for Creating and Profiting from Technology". *Harvard Business School Press, Boston* (2003b).
- [10] Husted, K., Michailova, S., "Dual allegiance and knowledge sharing in inter-firm R&D collaborations". *Organ. Dyn.* **39** (1),37–47 (2010).
- [11] Quinn, J. B., "Out sourcing innovation: the new engine of growth". *Sloan Manag. Rev.***41**(4),13–28 (2000).
- [12] Gans, J. S., Stern, S., "The product market and the market for ideas: commercialization strategies for technology entrepreneurs". *Res. Policy* **32**(2),333–350 (2003).
- [13] Teece, D. J., "Reflections on "profiting from innovation". *Res. Policy***35**(8), 1131–1146 (2006).
- [14] Fosfuri, A., "The licensing dilemma: understanding the determinants of the rate of technology licensing". *Strateg. Manag. J.* **27**(12),1141–1158(2006).
- [15] Huber, G. P., "Organizational learning: The contributing processes and the literatures". *Organization science*, 88-115(1991).
- [16] Gupta, A. K., & Govindarajan, V., "Knowledge management's social dimension: lessons from Nucor Steel". *Sloan management review*, **42**(1), 71-80(2000).
- [17] El Sawy, O. A., & Bowles, G., "Redesigning the customer support process for the electronic economy: Insights from storage dimensions". *Mis Quarterly*, 457-483(1997).
- [18] Vance, D., & Eynon, J., "On the requirements of knowledge transfer using information systems: A schema whereby such transfer is enhanced" (1998).
- [19] Bawden, D., Holtham, C., & Courtney, N. *Perspectives on information overload* (1999).
- [20] Fahey, L., & Prusak, L., "The Eleven Sins of Knowledge Management". *California management review*, **40**(3) (1998).
- [21] Mayer, R. C., Davis, J. H., & Schoorman, F. D., "An integrative model of organizational trust". *Academy of management review*, 709-734 (1995).
- [22] Dignum, M., & Van Eijk, R. M. (2005). Towards a model to understand the influence of trust in knowledge sharing decisions.
- [23] Skinner, E. A., & Belmont, M. J., "Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year". *Journal of educational psychology*, **85**(4), 571 (1993).
- [24] Baron, J. N., & Kreps, D. M., "Strategic human resources: Frameworks for general managers". *New York* (1999).
- [25] Pai Y. & Adler, S. A., "Cultural foundations of education", (4th Ed.). *Saddle River, NJ: Prentice Hall* (2005).
- [26] Westacott, E., "Academic Dishonesty and the Culture of Assessment". (21-27). *National Collegiate* (2008).
- [27] Wood, T., "Globalizing higher education in the liberal arts". Retrieved from http://www.nas.org/polarticles.cfm?doctype_code=article&doc_id=561 (2009, February 18).
- [28] Story, M., Kaphingst, K. M., Robinson-O'Brien, R., & Glanz, K., "Creating healthy food and eating environments: policy and environmental approaches". *Annu. Rev. Public Health*, **29**, 253-272 (2008).
- [29] Schunk, D., "Learning theories: An educational perspective". (5th Ed.). *Upper Saddle River, NJ: Prentice Hall* (2007).
- [30] Romanowski, M. H., "Student obsession with grades and achievement". *Kappa Delta Pi Record*, **40**(4), 149-151 (2004).
- [31] Friedman, T. L., "It's a flat world, after all". *New York Times*, 33 (2005).
- [32] ERSOY, Y., "Matematik eğitimini yenileme yönünde ileri hareketler-I: teknoloji destekli matematik öğretimi". *The Turkish Online Journal of Educational Technology (TOJET)*, **4**(2) (2005).
- [33] Karhan, S. Ü., Kalkan, E., Yokeş, M. B., Balkis, H., & Dalyan, C., "On a collection of opisthobranchs (Mollusca, Gastropoda) from the Levantine coast of Turkey". *Rapports et procès-verbaux des réunions Commission internationale pour l'exploration scientifique de la Mer Méditerranée*, **39**, 555 (2010).
- [34] Akkoyunlu, B., "Educational technology in Turkey: Past, present and future". *Educational Media International*, **39**(2), 165-174 (2002).
- [35] Aslan, M., Oral, A., Menşur, E., Gül, A., & Başaran, E., "Preparation of c-axis-oriented zinc-oxide thin films and the study of their microstructure and optical properties". *Solar energy materials and solar cells*, **82**(4), 543-552 (2004).
- [36] TAŞPINAR, M., GÜMÜŞ, Ç., Başkomiser, F. Ü. T. E. F., & Md, E. E. ÖGRENMEYİ ÖGRENME KAPSAMINDA İNTERNET KAFELERİN EĞİTSEL BİR ARAÇ OLARAK KULLANIMI (2004).
- [37] Patterson, G., "The learning university". *Learning Organization, The*,**6**(1), 9-17 (1999).
- [38] Hansen, M. C., Stehman, S. V., Potapov, P. V., Loveland, T. R., Townshend, J. R. G., DeFries, R. S., Steinger, M. K., "Humid tropical forest clearing from 2000 to 2005 quantified by using multitemporal and multiresolution remotely sensed data". *Proceedings of the National Academy of Sciences*, **105**(27), 9439 (2008).
- [39] Barrick, M. R., & Mount, M. K., "The big five personality dimensions and job performance: a meta-analysis". *Personnel psychology*, **44**(1), 1-26 (1991).
- [40] Chien, Y. F., & Wu, S. C., "Factors affecting adult children's willingness to care for disable parents".

- Chin J Public Health (Taipei)*, **18**(3), 189-198 (1999).
- [41] Hendricks, K., Piccione, M., & Tan, G., "Equilibria in networks". *Econometrica*, **67**(6), 1407-1434 (1999).
- [42] Lane, P. J., & Lubatkin, M., "Relative absorptive capacity and interorganizational learning". *Strategic management journal*, **19**(5), 461-477 (1998).
- [43] Lane, P. J., Koka, B. R., & Pathak, S., "The reification of absorptive capacity: a critical review and rejuvenation of the construct". *The Academy of Management Review ARCHIVE*, **31**(4), 833-863 (2006).
- [44] Todorova, G., & Durisin, B., "Absorptive capacity: valuing a reconceptualization". *The Academy of Management Review ARCHIVE*, **32**(3), 774-786 (2007).
- [45] Zahra, S. A., & George, G., "Absorptive capacity: A review, reconceptualization, and extension". *Academy of management review*, 185-203 (2002).
- [46] Maurer, I., "How to build trust in inter-organizational projects: The impact of project staffing and project rewards on the formation of trust, knowledge acquisition and product innovation". *International Journal of Project Management*, **28**(7), 629-637 (2010).
- [47] Neuman, S. P., "Maximum likelihood Bayesian averaging of uncertain model predictions". *Stochastic Environmental Research and Risk Assessment*, **17**(5), 291-305 (2003).
- [48] Khan, M. M., & Dost, M. K. B. Effects of Dynamics Persuading and Nurturing the Professional Learning Behaviour of the University Students: A Knowledge Management Approach (2012).

APPENDIX 1:

Table 4.1Frequency of each theme used by participant

Participants	trust	Learning	Willingness to share	Absorption capacity	Motivation	Technology
A	9	8	4	8	9	12
B	10	11	9	9	6	11
C	9	10	8	7	7	10
D	5	9	7	10	4	8
E	8	8	4	13	9	5
F	9	11	10	11	8	9
G	9	10	12	7	10	11
H	10	9	10	5	5	18
I	11	6	4	9	7	4
J	12	5	9	5	6	5
Total	91	87	75	84	71	93

Table 4.2 Summary of Overall Research Findings

Research Questions	Themes	Sub-Themes	Theoretical Lens	Contribution
Identifying major themes in learning process of university students. How students behave and interact with their fellows in university?	Trust	Ability	Self Determination Theory (Ryan, Kuhl, & deci, 1997)	The discoveries of this study have a tendency to contribute initially in evaluating the important perspectives caught in interviews from students from Public Sector University.
		Trustor’s Propensity		
		Division of work		
		Integrity		
	Motivation	Reinforcement		
		Boost		
		Relief to learner		
		competence		
	Learning	Gain		
		sharing		
		Message Interpretation		
		Coordination		
		Communication Gap		
		Collectivism		
	Willingness to share	Information sharing		
	Willingness			
	Openness			
	Imitative in sharing knowledge			
Technology	Ease of use			
	Creative learning			
	Dependability			
	Communication			
Absorption capacity	Weakness of receiver			
	Ability			