

KNOWLEDGE SHARING IN CURRENT SCENARIO OF DIGITALIZATION

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ABSTRACT

In a world of higher technologies, universal knowledge interacting, and multitasking experts, the dynamics of learning experiences must change to provide value to new generations of learners. If the knowledge is to be alive it must have an impact on society. In old paradigm “Knowledge was Power” but today “Sharing knowledge is Power”. Digital technologies are moving our relationship with information and how we appreciate and construe the Knowledge. New tools that is already so communal we barely notice them and applied in our day to day life to get knowledge regarding anything. The context of the Digital Age and the implications of new technologies commonly used in the sharing knowledge and the mindsets that is required for motivating the academician’s towards knowledge sharing. This paper aimed to identify the most significant technologies that are used in emerging and gaining knowledge sharing among academics faculty members in Post Graduate Govt. College, Sector- 11, Chandigarh, In addition, it is also aimed to ascertain knowledge sharing motivators.

KEYWORDS: *Knowledge Sharing Technologies, Knowledge Sharing Motivators*

INTRODUCTION

The Knowledge is an organizational resource that provides a sustainable competitive advantage in a competitive economy (Davenport & Prusak, 1998). The knowledge sharing is a two-way, mutual and intentional process that generally occurs during social and informal interactions among an organization’s members. The Govt. colleges are organizations that have a combination of different disciplinary contexts with different specialization. Knowledge Sharing is a process that takes place every day in a working organizational culture as people or employees share the knowledge whether or not they mean to.

Technology shows a vital transformational key part of changing the academic culture to knowledge sharing. In so many ways it is information technology that has made knowledge sharing a truth. Today it is a reality. Information assessment can efficiently be done with the help of information technology. Technology is not all good, however. If executed well and if individuals are trained and educated in its use then knowledge sharing technologies are very worthwhile and beneficial.

In the right scenario academics very commonly used new technologies to share knowledge with their colleague’s in the educational organizations to the fact that most of the employees are knowledge workers.

This research paper aims to recognize the most important technologies that are used in evolving and gaining knowledge sharing. In addition, it is also aimed to ascertain knowledge sharing motivators in knowledge sharing activities among faculty members.

DIGITAL ERA

In the digital age, everything is going to be systematic due to the dynamic support of technology. In this study, the digital era is related to the academics attitude towards sharing their knowledge or any other material with the help of technology. The internet has completely changed the way of transforming the knowledge and the course of knowledge creation. Similar to any significant innovation, the transformation is important in our day by day activities such as the use of e-mails, the interchange of downloadable materials, public and private websites, etc.

RESEARCH METHODOLOGY

The objective of this study is to identify the significant technologies that are used in evolving and gaining knowledge sharing, to ascertain knowledge sharing motivators among academics.

The Primary & secondary data were collected for this research paper. The primary data was collected by through questionnaires to the faculty members in Postgraduate Govt. College, Sector – 11, Chandigarh. The sample size of the research paper was the academics that come from a mixture of different disciplinary contexts with different specialization. Those faculty members are different in terms of their designation: Assistant Professor, Associate Professor, and Professor. A total of 80 questionnaires were distributed to all faculty members. The convenience sampling was used to collect the questionnaire and 54 faculty members successfully replied, a response rate of 43.2%. The analysis is based on a valid response of 54 faculty members of PGGC-11.

The Data was collected during the month of July 2017. The instrument of data collection was a standard questionnaire. A questionnaire was divided into three segments as follows: In Segment I the demographic details are gender, status, age, designation, experience. Segment II contains questions regarding knowledge sharing technologies. The total numbers of technologies are fourteen. All questions related knowledge sharing technologies were adapted from Syed and Fytton (2004). Segment III contains questions about knowledge sharing motivators. The total numbers of questions were six. All questions were adapted from Ting and Majid (2007).

All questions in this questionnaire used a five-point Likert-type scale. For segment II the scale was (NI= not important, QI = quite important, I = important, VI = very important, and MI = most important). Whereas, the scale for segment III, was (SD= Strongly Disagree, D = Disagree, N = Neutral, A = Agree, and SA = Strongly Agree).

ANALYSIS & RESULTS

The demographics details obtained, out of 54 respondents 64 % were females. The 83 % respondents were married. The most of the respondents were 31-40 years old 44 % and 37 % were 20 to 30 years old. Furthermost of the respondents were Assistant Professor 81 %, next by Associate Professor 15 %, Professor 4 %. The majority of respondents had 6 to 15 years' experience 43%, and 22 % of respondents had experience 16 to 25 years. Finally, Table 1 below gives respondents' demographic profile:

Table 1: Demographic Profile

Respondent's Profile	Classification	Frequency	Percentage (%)
Gender	Male	19	36%
	Female	35	64%
Status	Married	40	74%
	Un-married	14	26%
Age	20-30	20	37%
	31-40	24	44%
	41-50	8	15%
	50 above	2	4%
Designation	Assistance Professor	44	81%
	Associate Professor	8	15%
	Professor	2	4%
Experience	Less than 6 years	17	31%
	6-15	23	43%
	16-25	12	22%
	More than 25 years	2	4%

Knowledge Sharing Technologies

Table 2 shows the significance of knowledge sharing technologies for faculty members by scoring from the highest strength to the lowest strength for knowledge sharing. The respondents (faculty members) were inquired how important were present technologies in supporting them to improve and gain knowledge. An E-mail was said to be the most important of information technology in evolving and gaining knowledge and 89% of respondents (faculty members) mentioned it as either "very important" or "most important". Although 86.3 % of the faculty members said that Internet as either "very important" or "most important" could help faculty members in sharing knowledge. While 85.2 % of faculty members considered that Mobile phone technology could be a good technology for faculty members to share knowledge.

Table 2: Knowledge Sharing Technologies

Knowledge Sharing Technologies	Percentage (%)
Email	89 %
Mobile Phone Technology	85.2%
Internet	86.3%
Intranet	53.1%
File / document management	60.0%
Online information sources	73.4%
Online Message Board	70%
CD-ROMs	60.1%
Multimedia technologies	68.5%
Video / Web conferences	64%
Short Messaging Service (SMS)	80.4%
Blogs	55.1%
Online Chat	69.5%
Audio and video messages	37.1%

KNOWLEDGE SHARING MOTIVATORS

Table 3 shows that 95.2 % of respondents (Faculty members) mentioned "very important" or "most important" motivator for knowledge sharing among the participating academics was the INTENTION TO SELF-SATISFACTION, In addition, 92.4 % of respondents mentioned "very important" or "most important" knowledge sharing motivator was the DESIRE TO LEARN FROM EACH OTHER. In addition, 89.3 % of respondents "very important" or "most important"

that the third knowledge sharing motivator was THE DESIRE TO AS AN EXCHANGE OR FEEDBACK and the 88.1% wants to help others. Certain self-centered reasons for knowledge sharing with other faculty members were less general, were 45.6 % of the respondents said they share knowledge for receiving reward or recognition and 56.7% wants to cultivate the image of expertise between the academicians.

Table 3

Activities	Percentage %
To learn from each other	92.4%
To help others	88.1%
As an exchange or feedback	89.3%
Self-satisfaction	95.2%
To obtain reward or recognition	45.3%
To cultivate image of expertise	56.7%

CONCLUSIONS

This research paper was conducted to search the present state of knowledge sharing among faculty members in Post Graduate Govt. College, Sector- 11, Chandigarh; Knowledge sharing is dynamic to the attainment of knowledge management practices in all education organizations. Effective knowledge sharing among faculty members is essential for educational organizations. This research finds that the faculty members feel very powerfully about the signification of sharing of knowledge. More awareness must be made to guarantee that people understand the advantages of sharing of knowledge.

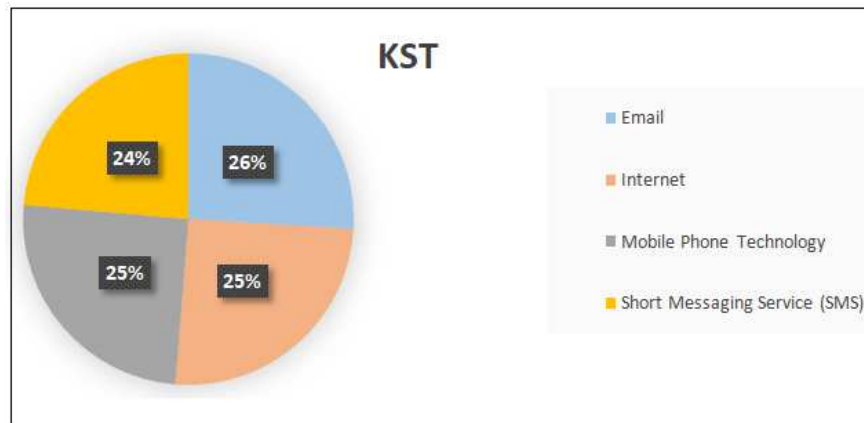


Figure 1

Figure 1 explains the entire, a majority of faculty members mentioned that Email, Internet, mobile phone technology and short Messaging service could be a useful technology for faculty members to share knowledge. The expansion of good technologies and software on knowledge management and sharing would be able to fast-track the transfer of knowledge among faculty members. It would also assist to developing the creation, sharing, and application of organizational knowledge within and between educational organizations. This research paper revealed the most of the faculty members share their knowledge because of self-satisfaction. Since the survey was limited to one Post Graduate Govt. College, Sector- 11, Chandigarh. The results might not be appropriate to all the Educational Organizations. Hence, further research should consider larger sample size from different Educational Organizations.

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