KOFORIDUA TECHNICAL UNIVERSITY

FACULTY OF BUSINESS AND MANAGEMENT STUDIES

DEPARTMENT OF SECRETARYSHIP AND MANAGEMENT STUDIES

STUDENTS' INTENTION TO SHARE KNOWLEDGE IN A MULTI-TRIBAL CONTEXT IN THE CASE OF KOFORIDUA TECHNICAL UNIVERSITY

BY

MICHAEL FRIMPONG ABOAGYE (B105210039)

&

VANESSA OWUSU KWAKYE (B105210033)

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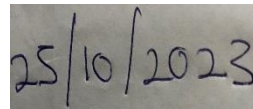
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STUDENTS DECLARATION

We hereby declare that, this research work is our own original work and that, it contains no material previously published by another person nor material which has been accepted for the award of any diploma in the university except for the references cited and duly acknowledged. We are however, responsible for any lapses therein.
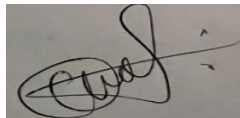
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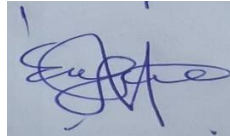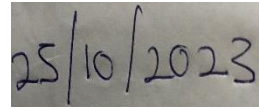**OWUSU KWAKYE** **SIGNATURE**   **DATE**
 (B105210033)

SUPERVISOR'S CERTIFICATION

I hereby declare that; preparation of the project work was supervised in accordance with the guidelines on supervision of project work by Koforidua Technical University.

PROFESSOR EUGENE OWUSU KWAKYE   …..………………   ………………

(SUPERVISOR)   **SIGNATURE**   **DATE**

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DEDICATION

We dedicate this research work to our parents and other relatives for supporting and encouraging us throughout our program.

ABSTRACT

The study aim to examined the intention of students to share knowledge in a multi tribal context. Questionnaires was used to collect data from Eighty-four (84) students from Koforidua Technical University in Ghana. Spss was used to analyze the data collected. The Study found that perceived goal, cognitive empathy, rewards and collaboration have influence on students intention to share Knowledge in a multi tribal context. This study recommends that, academic managers, and policy makers should encourage collaboration between the students by establishing common goals which would reduce the tribal sentiments among the students.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

According to Gurteen (1999), Riege (2005), and Janus-Hiekkarranta (2009), knowledge sharing is understood as a dual process, a social interaction activity in which someone offers direction, shares ideas, and offers advice to someone who is learning through watching, listening, and asking. The interaction is advantageous to both parties. The advantages of sharing knowledge are numerous and outweigh the drawbacks of not doing so (Kamal, Manjit, and Gurvinder 2007). They include enabling personal growth, career advancement, and enhanced performance (Jarvenpaa & Staples 2001), all of which have favorable knock-on effects. There is a growing understanding that information sharing is essential to knowledge production, organizational learning, and performance success, according to Bartol and Srivastava (2002) and Butler et al. (2004). show that more people are beginning to understand how important knowledge sharing is for knowledge production, organizational learning, and performance.

In recent years, there has been a lot of discussion about the significance of developing an information-sharing culture within an organization and using knowledge-friendly methods. Nowadays, businesses all over the world are making considerable efforts to integrate information sharing practises into their everyday operations in order to guarantee the success of knowledge management. Knowledge sharing refers to the procedures and techniques used to maximize tacit and explicit knowledge within an organization, according to Teece (2003), Punniyamoorthy & Asumptha (2019), Rafique et al. (2017), and other authors. Organizational learning is becoming more and more the focus of knowledge-sharing research (Li et al., 2016). Since concepts related to development must be made applicable locally through the adaptation being carried out by the

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incumbent firms, experience and research indicate that extended learning procedures, as opposed to simple communication processes, are necessary for successful knowledge sharing (Nguyen, Dinh, & Tuan, 2019; Probst et al., 2000; Zhang et al., 2016). According to Libowitz and Chen (2001), sharing knowledge is a benefit for producing knowledge, which increased employees' organizational development. More specifically, one's intention to share knowledge can be described by their perceived level of willingness to do so (Bock et al., 2005). A person's true readiness to share their knowledge with others in the future is measured by their individual intention to do so. This is comparable to a person's primary "knowledge sharing behaviour." The aim of this study is to determine whether people or students want to share information in multitribal settings. Multiculturalism or Multi-tribalism typically results through being impacted by various situations that offer the possibility of human diversity. Racial, sexual, age, and cultural orientations all vary as a result of its different behavioral patterns and body of information. Sharing knowledge is a difficult process that can be influenced by cultural differences. In light of the contextual nature of knowledge-sharing processes and potential intercultural impacts.

According to some academics, ethnic diversity may be like a two-edged sword for organizations, giving both advantages and disadvantages (see, for example, Rosendaal, 2009). According to Bodenhausen (2009), ethnically diverse groupings are superior to those that are homogeneous in terms of benefits. Furthermore, ethnically varied groups, according to Bogenrieder and Noteboom (2004), are more productive than homogenous ones because they are more creative, engaging, and have a lower attrition rate. Regarding the disadvantages, Rosendaal (2009) theorizes that different groups may have different cognitive understandings, making it difficult for them to work together to address problems and ultimately leading to conflict. According to academics, diverse groups frequently struggle with decision-making since its members may hold divergent opinions as a

result of their distinct cultural backgrounds (Noteboom, 2004; Rosendaal, 2009; Bogenrieder). Knowledge sharing among employees may also be impacted by diversity. To further our understanding of information sharing intents in schools where students come from different cultural backgrounds, it is essential to comprehend the significance of cultural diversity, particularly ethnicity and tribalism.

1.2 Statement of the problem

It is assumed that because Ghana is a tribalistic country where people segregate based on their tribe during church, marriage, voting and other activities. In the year 1975 the president of Ghana attempted to reduce this sentiment by enacting a law that bared people from using the term tribe on public documents. This means that, tribalism has been a menace in Ghana. Accentuating the height of tribalism among Ghanaians, it is not surprising that students in the tertiary institution who are supposed to share their knowledge would heard because of the receiver is not from their tribe. This phenomenon is critical and very worthy to be investigated. Because these students are the ones who would grow up to become employees and therefore their attitude on knowledge sharing should be positive.

Therefore, the main objective of this study is to examined students' intentions to share knowledge to people from another tribe.

1.3 Objective of the study

The objectives of the study are as follows;

i. To examine the effects of perceived common goals on student's knowledge sharing behaviours. ii. To investigate the effects of institutional support on student's knowledge sharing behaviours

iii.   To examine the effects of technology and virtual collaboration on student's knowledge sharing behaviours.

iv.   To examine the effects of rewards on student's knowledge sharing behaviours.

v.   To examine the effects of perceived threat on student's knowledge sharing behaviours.

vi.   To investigate the effects of cognitive empathy collaboration on student's knowledge sharing behaviours.

1.4 Research questions.

i. How does perceived common goals on knowledge sharing influence students from others tribes? ii. How does institutional support on knowledge sharing influence students from others tribes?

iii.   How does technology and virtual collaboration on knowledge sharing influence students from others tribes?

iv.   How does rewards on knowledge sharing influence students from others tribes?

v.   How does perceived on knowledge sharing influence students from others tribes?

vi.   How does cognitive empathy collaboration on knowledge sharing influence students from others tribes?

1.5 Scope of the study

The study will collect data from thirty university students in the Eastern Region of Ghana.
1.6 Significance of the Study

It is hoped that the study will help in changing the people's or student's attitude about knowledge sharing and enlightening the populace on the importance of knowledge sharing in a multitribal context.

1.7 Organization of the study

The study is divided into five chapters. The study's background information, objectives, and scope are provided in Chapter one. In chapter two, the research problem and related concepts are reviewed with a focus on how they relate to students. The third chapter outlined the study's research methods as well as any relevant justifications. It described the procedures for collecting secondary and primary data as well as how the data were analyzed. In chapter four, the findings of the study on students' intents to share information in a multi-tribal setting were presented. The researcher's examination of the students' desire to share information in a multi-tribal setting will also be laid forth in this section. The research's conclusions and suggestions for improving students' ability to communicate information in a global setting are presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, relevant literature related to their study were reviewed, the review is presented under the following headings;

i. The meaning of tribe, tribalism knowledge, knowledge management and knowledge sharing.

ii. The factors that determine knowledge sharing, and how it affects knowledge sharing among students.

iii. Strategies that can be used to reduce tribalism among students.

2.1 Tribe

The term "tribe" originated around the time of the Greek city-states and the early formation of the Roman Empire. Though the word 'tribe' was derived from the Latin term "tribus", it has since been transformed to mean "a group of persons forming a community and claiming descent from a common ancestor" (Oxford English Dictionary, IX, 1933, p. 339, as cited in Fried, 1975, p. 7).The word "tribe" is generally used for a "socially cohesive unit, associated with a territory, the members of which regard themselves as politically autonomous" (Mitchell, 1979: 232). With the upsurge of nationalism in Europe, the term 'tribe' was used to denote a particular stage in the socio-political fruition of a community of people speaking a certain language within a specified territory. Clan, tribe and nation came to denote in European phraseology successive stages in the liberal march towards nationhood (Ray, Nihar Ranjan: 1972). The Imperial Gazetteer of India,

1911, defines a tribe as a "collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so". For Romans, the tribe was a political division. The Dictionary of Anthropology mentions tribe as a social group, usually with a definite area, dialect, cultural homogeneity and unifying social organization.

The tribes in India differ from one another depending upon the region, language, customs, culture, religion, racial traits and so on. Often a tribe possesses a distinct dialect and distinct cultural traits.

In the West, as also in India, the word tribe initially had a totally different connotation than what is prevalent now (Verma, R.C:1990).

2.2 Tribalism

Tribalism suggests the existence of a different cultural or ethnic identity that separates one member of a group from that of another group. Members of a tribe typically have a strong sense of identity that is built on strong relationships of proximity and kinship as well as relationships based on the mutual survival of both the individual tribe members and the tribe itself. In order for a customary tribal society to develop, there must be continuous customary organization, inquiry, and exchange. However, strong feelings of shared identity can make people sense kinship with other tribes (Sahlins, 2013). In the evolution of humans, tribalism has proven to be quite adaptive (Eder, 2023). Humans are social beings who lack the ability to survive alone. Even when interpersonal relationships become strained, tribalism and social connections help people stay committed to their community (Cova, & Cova, 2002). That prevents people from leaving the group or fusing with other organizations. When a tribe member refuses to comply with the collective's politics, it also results in bullying. According to Dunbar and Shultz (2021), the size of a primate's brain determines the size of a social group. They concluded that just about 150 people can genuinely be understood by most of human brains as fully formed, complex people.

Killworth, & Bernard, (1978), conducted a series of field surveys in the United States and determined an estimated mean number of ties of 290, which is roughly twice Dunbar's estimate. Due to upward straggle in the distribution, the Bernard-Killworth median of 231 is lower but is still significantly higher than Dunbar's estimate. In his book The Tipping Point, Malcolm Gladwell developed this idea sociologically. Connectors, one of his types, were successful due to their higher than average number of close friendships and ability to maintain them, which connects otherwise

disparate social groups. These studies suggest that "tribalism" is a hard-to-avoid reality of human neurology due to the fact that many human brains are not well-suited to interacting with large populations. The human brain uses a combination of hierarchical systems, stereotypes, and other simplified models to grasp so many people after a person's limit for connection is reached.

2.3 Knowledge

Knowledge is a form of awareness or familiarity. It may also denote familiarity with objects or situations. It is often interpreted to mean fact awareness or practical skills. The term "propositional knowledge," also referred to as "knowledge of the facts," refers to a true belief that may be separated from opinion or speculation by the use of evidence that supports them (Moser, 1989).

Propositional knowledge is a form of true belief, which is generally agreed upon by philosophers. However, many philosophical debates center on justification. Included in this are questions on the necessity of justification, how to understand it, and whether something other than it is required. Due to Edmund Gettier's series of thought experiments, these debates grew more heated and led to the emergence of several alternative definitions. Some of them propose alternative criteria and challenge the need for justification. Others accept that justification is an essential aspect and formulate additional requirements.

Knowledge can be produced in many ways. According to Pacharapha and Vathanophas Ractham (2012), the use of the senses (perception) is the most important source of empirical knowledge. Numerous theorists also regard introspection as a source of knowledge—but not of external physical objects, but rather of one's own mental states (Myers, 1986; Nichols, 2000). Memory, rational intuition, inference, and testimony are some more sources that often come up. Some of these sources, according to foundationalism, are fundamental in the sense that they are able to support beliefs independent of other mental states. Coherentists, who maintain that knowledge

requires a sufficient level of coherence among all of the believer's mental states, disagree with this assertion ((Davidson,, & LePore, 1986). It is necessary to have an endless series of beliefs, according to infinitism (Inusah, 2019).

2.4. Knowledge Management

Knowledge management (KM) is a collection of methods used to create, share, use and manage the knowledge and information of organizations (Ahmad, et al., 2017). The term "knowledge management" refers to a multidisciplinary strategy for achieving organizational goals by making the best use of knowledge (Dalkir, 2017). Since 1991, KM has been a recognized discipline that comprises courses in business administration, information systems, management, library science, and more. Research in other areas, such as information and media, computer science, public health, and public policy, may be helpful. Several universities provide specialized master's degrees in knowledge management. Many big corporations, government agencies, and non-profit organizations devote resources to internal knowledge management (KM) initiatives; often, this occurs as part of their business strategy, IT, or human resource management departments.

Numerous consulting companies provide KM guidance to these institutions.
According to King (2009), Ahmed, Lim, and Loh (2002), and Mrtensson (2000), knowledge management activities tend to focus on Enhanced performance, competitive advantage, innovation, the exchange of lessons learned, integration, and continual organizational improvement are some examples of organizational goals. These activities are comparable to those associated with organizational learning, but they can be separated from them by giving management of knowledge as a strategic asset and encouraging the interchange of knowledge a larger priority.

2.5 Knowledge Sharing (KS)

Paroutis, S., & Al Saleh, A. (2009), is a two-way process in which team members share, exchange, and reuse information and ideas based on trust between them. As stated by Abrams et al., (2003), and others, trust creates and sustains exchange relationships that may encourage knowledge sharing. According to the social exchange theory (Cook, et al., 2013; Cropanzano, Anthony, Daniels, & Hall, 2017), people only invest in others when they can anticipate receiving a valuable return in the future or if they want to make up for resources they have already received. According to the social exchange theory (Blau, 1964; Cook & Rise, 2003; Homans, 1961), people only invest in others when they can anticipate receiving a valuable return in the future or if they want to make up for resources they have already received. This is a more egocentric viewpoint than an altruistic one. An altruistic viewpoint, on the other hand, maintains that people provide knowledge to help others without expecting anything in return (Lin, & Huang, 2013). The relationship's viability is then determined by the credit or payback balance (Katz, Lazer, Arrow & Contractor, 2004). Due to the advantages that come from the relationship situation, people still support one another. According to prior studies, proactive helping and reactive helping are different (Spitzmuller & Van Dyne, Citation2013). Positive effects on one's reputation or self-worth result from proactive help. This innate drive satisfies individual needs. Reactive help, on the other hand, is beneficial to others and arises from empathy for other members of the group or in response to earlier positive relationships with the team or the organization. Knowledge may also be shared for self-interested or other-interested reasons. Students share knowledge in an academic context for different reasons, including those that are personal or social. The student may believe that sharing his or her knowledge would lead to personal rewards, such as improved reputation, if sharing is motivated by expectations for personal outcomes. Instead, knowledge sharing motivated by learning

community outcome expectancies suggests a belief that when students share their information, it will benefit the community by, for example, increasing knowledge (Chiu, Hsu, & Wang, 2006).

2.6 The Determinant of Knowledge Sharing and the Influence on Students

People are more likely to share their knowledge when they perceive it to be meaningful and beneficial (Majid & Wey, 2009). Such behaviors may be facilitated or obstructed by factors related to personality, psychology, and environment. According to past research conducted in corporate settings and virtual community settings (Cabrera, Collins, & Salgado, 2006; Jeon, & Lee, 2019; Yeo, & Marquardt, 2015), there are a variety of factors that are likely to promote intentions to share knowledge. How much of an overall, positive attitude a person has toward sharing knowledge is the first aspect of attitudes toward knowledge sharing. The exact relationship is still unclear, especially in light of the diverse motivations for knowledge sharing in LCs, but it presumably has something to do with the intentions to share knowledge (Chow & Chan, 2008). The aim of knowledge sharing in virtual spaces is positively related to altruism, which is the voluntary helping behavior without expecting a reward (Chang & Chuang, 2011). Altruism, which is the voluntary helping behavior without expecting a reward (Batson, et al., 2007; Dovidio, & Penner, 2001), has a positive relationship with the aim of sharing knowledge in virtual environments. Therefore, as a characteristic of personality, altruism ought to support a positive general attitude toward sharing knowledge and social interaction.

Third, members of a group develop a sense of group membership and belonging when they engage with one another and become identified with it and perceive a place within it (Allen, et al., 2021). They interact more and have more opportunities for exchanging knowledge as a result of feeling more included in the group. Thus, being a part of a group appears to be important, and students are

more willing to share their knowledge with their peers within the group than they are with those outside of it (Asterhan, & Bouton, 2017).

2.7 Social Capital in LCs

The learning community structure fosters social interaction and the growth of social capital, which fosters a cooperative, engaging environment which helps students acclimate to university environment (Brouwer, Jansen, Flache, & Hofman, 2016). Social capital, according to Kasemsap, (2014), is the ability of a person to gain access to and utilize valuable resources (such as knowledge and information) that are acquired through social interactions or networks and are founded on trust, social norms, and values. Just two examples of the personal objectives that students can accomplish with the help of their social capital are their academic success and the acquisition of graduate skills that equip them to fulfill the demands of the job market after graduation (Coleman, 1990).

Mutual social trust is an important element of social capital because it fosters social relationships and is a requirement for a need to share research-related knowledge and information, which has an impact on the success of research (Tan, 2016; Yasir, Majid, & Yasir, 2017). The term "trust" is casually defined from many perspectives, and characterized in a variety of ways, including personality traits, social structures, attitudes, and behaviors. Trust is a strong belief in someone's reliability, integrity, or competency, according to the Oxford Dictionary. Instead of when things are known and there is little danger, it applies when things are unclear or risky (Cook, 2005). Since the university environment is unknown to first-year students, they must gradually build reliable relationships. Lack of trust can make people uncomfortable and prevent them from sharing ideas, thoughts, or facts in small groups (Chang, Diaz, & Hung, 2015). However, the evidence on how trust affects knowledge sharing is still unclear. Although intentions to share knowledge are

influenced by attitudes toward doing so, there is no evidence of a significant relationship between social trust and attitudes toward knowledge sharing, according to Boateng, Agyemang, Okoe, & Mensah, (2017). Social trust and the nature of knowledge sharing have a positive relationship, according to Chow, & Chan, (2008). Previous studies on learning communities did not directly link trust to individual or community outcomes expected from knowledge sharing.

Additionally, a significant form of social capital is the information potential that is built into social capital. Social capital is created through student interactions and relationships, which facilitates peer knowledge and information sharing (Gu, Zhang, & Liu,2014). The only way for university students to increase their social capital as an individual and a group is through sharing knowledge (Oh, Labianca, & Chung, 2006). Studies on higher education have shown that collaboration in small groups and knowledge sharing are essential elements of the learning process that may improve performance (Laal & Ghodsi, 2012). Tinto's (1997) interactionalistic approach emphasizes the value of interaction amongst students, whether those interactions are relevant to their studies or not. LCs emphasize social interactions, collaboration, and knowledge sharing more so than lecture-centered initiatives do (Majid & Wey, 2009). Tinto (2000) asserts that knowledge sharing is a key component of learning communities (LCs). According to Garcia-Sánchez et al. (2017), knowledge sharing among students can enhance both individual students' and the learning community's group competence.

2.8. Factors That Influence Knowledge Sharing.

Given the level of tribalism demonstrated by Ghanaians, it makes sense to think that employees would bring this attitude to the workplace, where they wouldn't want to share their information, insights, or concepts with people from different tribes. Given how prevalent tribalism is in Ghana, the researchers believe it is essential to explore for components that could aid individuals in

overcoming it. The assessment of the research reveals that there are four categories into which the individual components used to study knowledge sharing can be placed: Motivational variables, socio-cognitive factors, demographic factors, and personality traits.

2.8.1 Cognitive Empathy and Perspective Taking.

This refers to how well an individual can perceive and understand the emotions of another. Cognitive empathy, also known as empathic accuracy, involves "having more complete and accurate knowledge about the contents of another person's mind, including how the person feels," (Myers, & Hodges, 2008). Cognitive empathy is more like a skill (Friesem, 2016): Humans learn to recognize and understand others' emotional state as a way to process emotions and behavior. It is important to note that feelings of distress associated with emotional empathy don't necessarily mirror the emotions of the other person. Myers, & Hodges, (2008) note that, while empathetic people feel distress when someone falls, they aren't in the same physical pain. This type of empathy is especially relevant when it comes to discussions of compassionate human behavior. There is a positive correlation between feeling empathic concern and being willing to help others.

"Many of the most noble examples of human behavior, including aiding strangers and stigmatized people, are thought to have empathic roots," according to Hodges and Myers (2008). Debate remains concerning whether the impulse to help is based in altruism or self-interest.

2.8.2 Perceived Common Goals and Interest.

The degree to which individuals shared comparable/commonly desirable goals in the organization as a whole is defined as the common aim in the context of this study. According to Allport (1954), the existence of a shared objective is what leads to a situation where two or more people cooperate to achieve that goal. People work toward a goal without considering prejudice when they feel they share it (Eagly, 2004). More than anything else, they are inclined to focus on achieving the

common goal. Prejudice against other people usually takes a supersedes the need to achieve a common goal (Dovidio et al., 2001). Bringing up a major issue that both of them are dealing with may help in the identification of common goals. There are subtle ways to draw people's attention to the common goals they may actually have with those they perceive to be different from themselves.

2.8.3 Supportive institutional policies and practices.

The influence of institutional support on student's behavior ensures fairness and equity for all. Inclusive policies and respectful learning environment can promote intertribal knowledge sharing. Research has found that information-sharing to improve parent and family knowledge, making families feel welcome and a part of school communities, and building infrastructure, systems, and educator capacity to improve family engagement is associated with improved social, emotional, and academic outcomes. Disciplinary and restorative actions, and decisions related to those actions, should include families and students to help ensure all involved understand why students are facing discipline and how disciplinary action will lead to growth and improvement.

2.8.4 Technology and Virtual Collaboration

If indigenously founded Internet resources and technologies are any indication of Indigenous peoples' willingness to embrace the technological era, the answer is that many Indigenous communities see telecommunication and computer technologies as a way to improve, rather than hinder, self-sufficiency, preservation of culture, real sovereignty, and general economic conditions. As noted in one 1999 Benton Foundation study, "among the tools recognized by tribes as essential to their future growth are telecommunications and information technology, and tribes are looking

for opportunities to acquire the level of technological infrastructure that will ensure their place on the Information Superhighway."

Currently, Indigenous peoples are utilizing tools such as video conferencing technology, digitization of documents, and radio broadcast over the Internet. The majority of these technologies are used to preserve and promote Indigenous culture, tradition, history, and human rights advocacy. Further, "the Internet is used by Indigenous groups for e-mailing, chat rooms, radio stations, video-conferencing, and simple information-gathering by looking at Web sites". Today, there are multiple organizations dedicated to the utilization of technology in Indigenous communities, such as educational programs promoting and addressing the technology needs of Indigenous peoples.

The factors impacting knowledge exchange in a multitribal situation are conceptualized below;

Reward

Institution

Cognitive

Common Interest

Technology and virtual collaboration

Student intention to share knowledge
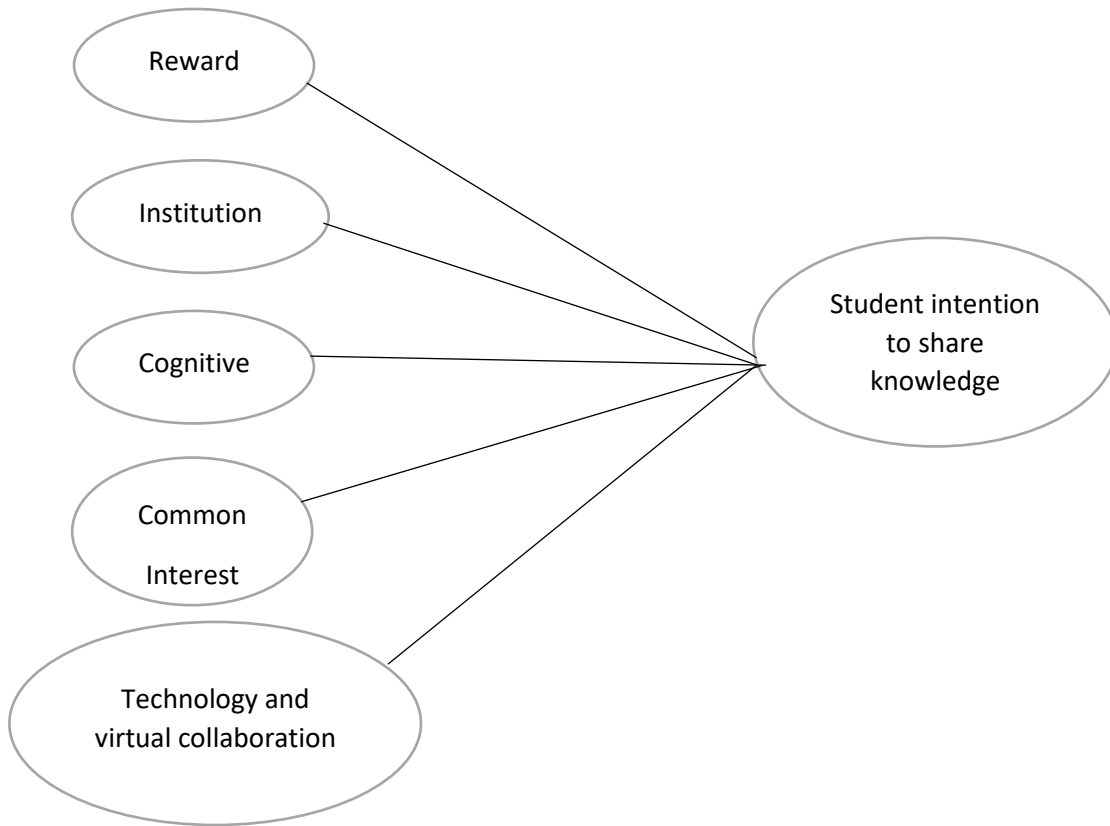
Based on a review of prior research, the study methodology proposed here emphasizes elements like cognitive ability and shared interests.

2.9 Strategies that can be used to reduce tribalism among students

It's essential for organizations to share knowledge, which is a part of knowledge management. Sharing knowledge is an essential step in the learning process. According to Brown (1988), students in learning communities are encouraged to take charge of their education by "learning with both individual responsibility and communal sharing". This idea implies the significance and value of student knowledge sharing. Knowledge sharing happens when group members share information or knowledge (Wang, & Noe, 2010). The process includes discussion and improvement until the information or knowledge is regarded as common knowledge by the group.

Information is similar to a "message" and can be "unidirectional and unrequested," whereas knowledge is interpreted by a person's experiences and insights within a context and contains a "element of reciprocity" (Ghadirian, et al., 2014; Topchyan, 2013). Promoting knowledge sharing through various forms of social engagement is the fundamental problem in both online and traditional learning. Lin, Wu, and Lu (2012) contend that social relationships and interactions play a role in the social phenomenon of knowledge sharing. Communities often provide an environment for engagement and presence in the discussion, allowing students to share knowledge and debate their meanings (Bober & Dennen, 2001).

2.10. Summary of the related literature review.

From the view of related literature, it appears that the key factors affecting student's willingness to share knowledge across tribal boundaries are Cognitive Empathy and Perspective Taking, Perceived Common Goals and Interest, Supportive institutional policies and practices and Technology and Virtual Collaboration. There is the need to create an environment that promotes intertribal knowledge exchange because it promotes peace and harmony among student and it also help to increase productivity and growth among students. It is therefore needed for students and researchers to make further research and practical initiatives to enhance intertribal collaboration and knowledge sharing in educational settings

CHAPTER THREE

RESEARCH METHODOLOGY.

3.0 Introduction

In this chapter, relevant research methodology to their study were reviewed, the review is presented under the following; research design, population, sample and sampling technique, source of data, questionnaire, procedure for data collection, data analysis, summary and profile of study area.

3.1 Research Design

A research design is defined by Myers, Well, & Lorch, (2010) as "procedures for collecting, analyzing, interpreting, and reporting data in research studies." It is the general strategy for linking the relevant (and feasible) empirical research to the conceptual research problems. In other words, the study design determines how the data will be collected, how it will be analyzed, and how it will be used to answer the research question (Grey, 2014). There are three different types of study designs that can be used, according to Robson (2002): exploratory, descriptive, and explanatory. Thus this study, used a descriptive research survey. Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the *how, what, when, and where* questions of a research problem, rather than the *why. This is because it is imperative to have an in-depth understanding of the research problems even before finding why its exit.*

3.2 Population

According to Welman (2005), population is the study of objects which consists of individuals, groups, organizations, human products and events, or the conditions to which they are exposed. The targeted population considered in this research focus on university students from Koforidua Technical University in the Eastern Region of Ghana. Kiechie and Morgan (1975) statistics table.

3.3 Sample and Sampling Technique

According to Polit and Hungler (1997), a sample is a set of elements selected with the aim of learning more about the full population from which it was drawn. The sample size has a direct impact on the appropriateness of the statistical techniques chosen. The sample of the study is 367 based on the Kiechie and Morgan (1975) statistics table.

3.4 Sampling Technique

The sampling technique is the method you employ while choosing a sample from a population. Purposive sampling is a specific type of non-probability sampling technique which enables researchers to use their judgment to select cases that will best enable them to answer their research question(s) and to meet their objectives.

3.5 Source of Data

It is important to obtain all the necessary information and relevant data in order to be successful in achieving the desired aims and objectives of this study. According to Saunders et al., (2009), basically there are two data collection methods. This study used the basic types of data, which is namely primary and secondary data.

3.5.1 Primary Data

According to Collins and Hussey (2003) primary data is known as original data that is collected from the main source. Primary data was collected using questionnaires. They were administered to the respondents of the researcher.

3.5.2 Secondary Data

According to Collins and Hussey (2003) secondary data is collected outside the main source. Secondary data are collected from newspapers, journals, books, articles and internet source of related materials on this. In this research activity, secondary data were not collected.

3.6 Data Collection Instrument

3.6.1 Questionnaire

Questionnaire was the main data collection instrument of the study and particularly is distributed to the respondents. Saunders et al. (2009), described questionnaire as one of the most commonly used data collection technique within the survey strategy. The design was guided by the material acquired from the literature reviewed as well as the research questions. Items on the questionnaire were formulated using the research questions as a guide.

Given that each respondent is required to answer the same set of questions, using a questionnaire is an effective technique to gather responds from a large number of people. Quantitative data in this study was collected by means of survey questionnaire with 20 questions. The survey questionnaires were distributed to 30 randomly respondents

3.6.2 Procedure for Data Collection

A series of question based on the stated objectives in chapter one was design using a closed ended question to obtain statistically useful information about the given topic.

According to Saunders et al. (2009), generally questionnaire includes all the data collection techniques in which each respondent is asked to respond to the same set of questions in a predetermined order. The questionnaire for the research is divided in four major sections.

 Section one, deals with collecting the demographic data of the respondents for instance their age, gender, education etc. The rest of the three sections were aimed at collecting the data to prove each

objective. The four sections were all prepared coherently so that responders could understand them easily and interpret them properly. The researchers gave the respondents self-administered questionnaires to fill out in order to gather data. The researchers made a vow to safeguarding the respondents' demographic information.

3.7 Data analysis

In order to present data which was collected from respondents after applying the instrument mentioned earlier, the researchers adopted a descriptive statistic to deal with the method used in data analysis. Descriptive statistics is used to present quantitative data in a manageable form. It helps to represent large number of data in a simple way. It is basically used to assess the trend of demographic data. The researchers tabulated their findings to pictorially show clearly the responses and the issues discussed. The researchers therefore used simple statistical tables to illustrate the data that will be gathered from respondents.

3.8 Summary

Methodology chapter gives a glimpse of the process and procedure followed while conducting the research study and the means used to obtain the required data. The research design and the approach chosen have been elaborated. Similarly, the primary research data collection methods like questionnaires are detailed in this chapter along with the method in analyzing data will be showcased in the subsequent research chapter.

CHAPTER FOUR

## DATA PRESENTATION ANALYSIS, AND DISCUSSION 4.1 Introduction

This chapter analyzed, presented, and discussed the data which was gathered. This chapter sought to provide significant insight on the complex factors influencing the knowledge-sharing behaviors of students from various tribal backgrounds through an analysis of the data gathered. This chapter contributes to a deeper understanding of effective educational strategies in culturally diverse settings by delving into the complex patterns and correlations found during the analysis.

Out of the hundred (100) questionnaire distributed to respondents, eight four (84) were retrieved resulting in a response rate of 84% which indicated a strong engagement from the participants. This high level of participation is crucial as it ensures that the data collected is both substantial and representative of the target population. This could be as a result of the relevance of the topic to the respondents' personal experiences within the multi-tribal context, indicating a vested interest in the subject matter.

4.2 Demographic Background of Respondents

Demography refers to the features that characterize a specific population. Key demographic variables like age, gender, level of education, and tribe were examined to better understand the unique characteristics of the participants. These demographic variables were significant in determining the diversity and composition of the populations under study. The demographic information is presented in the table below to give an overview of the profile respondents. The distribution of participants across the demographic variables is shown in the figures below.

Figure 4.1 Gender Distribution of Respondents
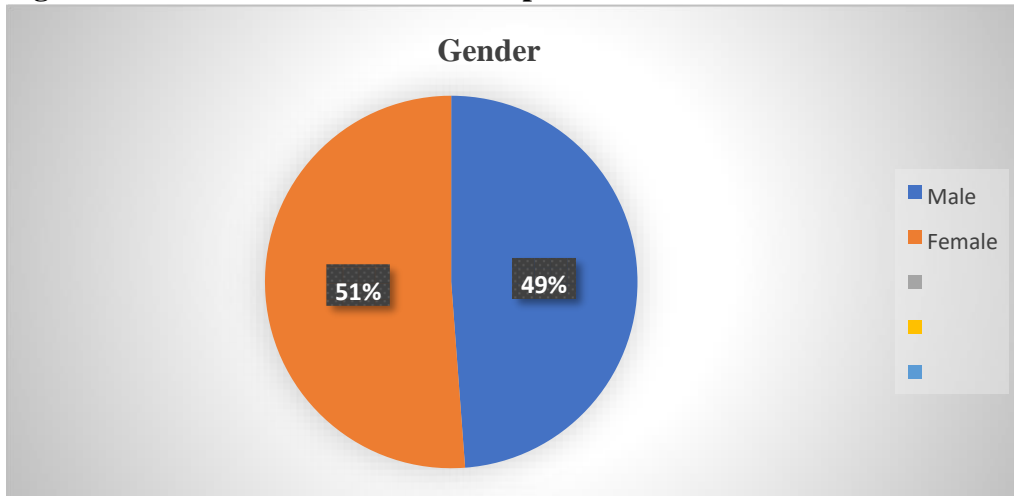
Source: Fieldwork, 2023

The data presented in the table indicates a balanced gender distribution among the respondents, with 48.8% males and 51.2% females, totaling 84 participants. This balance is essential for understanding the diverse perspectives and experiences of both genders in the context of knowledge sharing within multi-tribal settings.

Figure 4.2 Age Distribution of Respondents
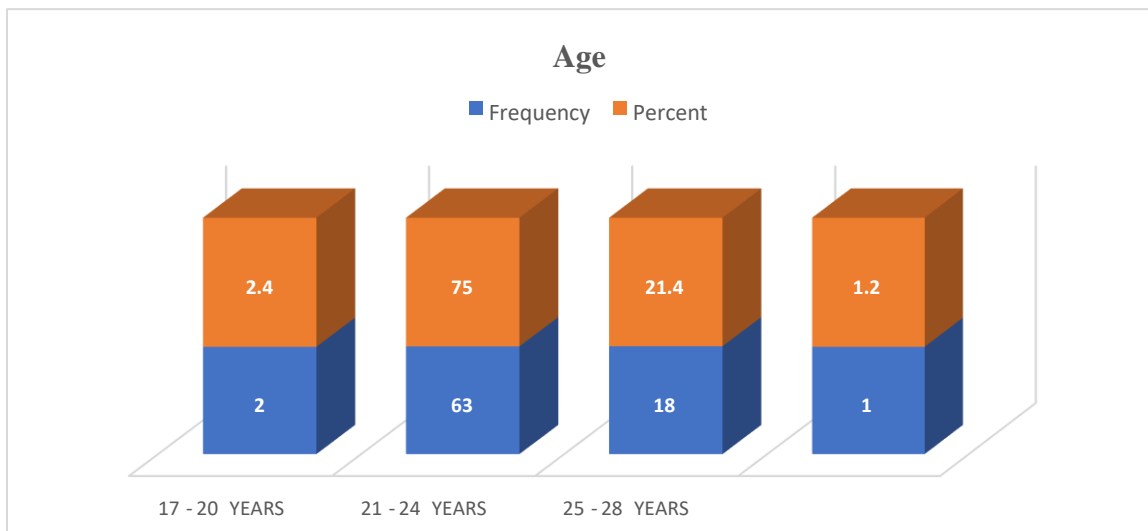
Source: Fieldwork, 2023

The majority of respondents (75.0%) fall within the 21-24 years category, indicating that a significant portion of the participants comprises young adults transitioning from adolescence to

24

adulthood. This age group often represents individuals undergoing higher education, a crucial phase for the development of social behaviors and attitudes, including knowledge sharing intentions.

Figure 4.3 Educational Level of Respondents

Educational Level

■ Frequency ■ Percent

DIPLOMA: 9.5, 8
HND: 53.6, 45
BTECH: 35.7, 30
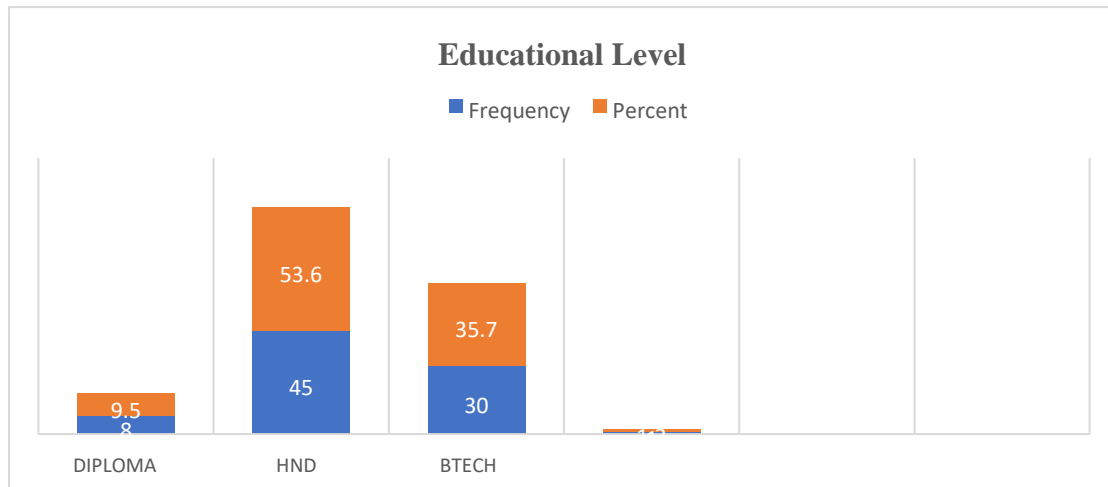
Source: Fieldwork, 2023

The educational background of the respondents provides insights into their academic qualifications. The majority of respondents are pursuing Higher National Diplomas (HND), constituting 53.6% of the sample. This indicates a substantial presence of individuals with specialized knowledge, potentially influencing their willingness and capability to share knowledge within their respective tribal contexts.

Figure 4.4 Tribe of Respondents

Tribe of Respondents

- Ewe
- Akan
- Ga adangbe

23%
21%
56%
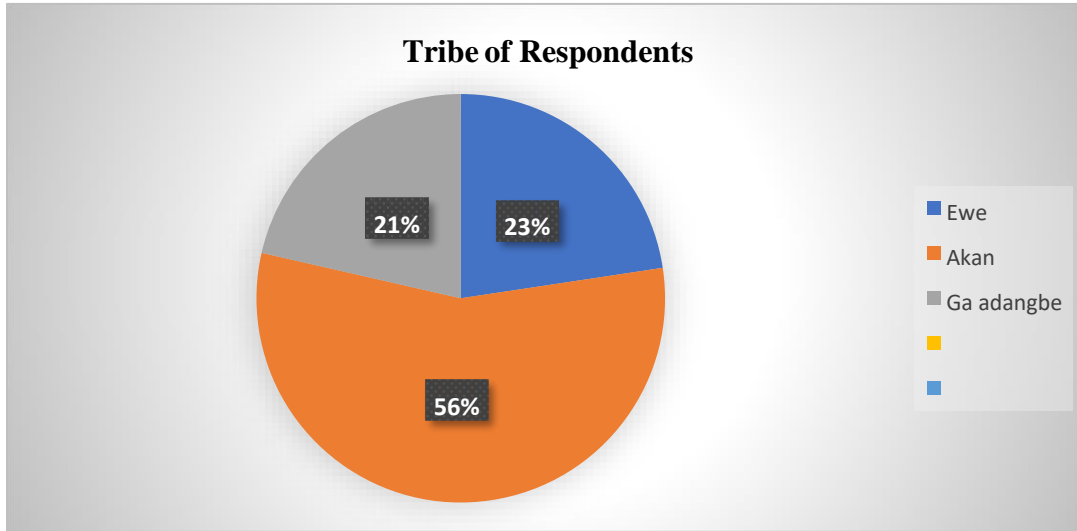
Source: Fieldwork, 2023

Examining the tribal composition, the data shows a diverse representation with three main tribes: Akan (56.0%), Ewe (22.6%), and Ga Adangbe (21.4%). This diversity is essential for the research objective, as it allows for an exploration of knowledge sharing intentions across various cultural and ethnic backgrounds. The Akan tribe, being the majority in the sample, might play a significant role in shaping the dynamics of knowledge sharing due to its numerical strength

4.3 Factors That Influence Students to Share Knowledge with Colleagues from Other Tribes

Table 4.1 Perceived Common Goals and Interest

Statement	N	Mean	Std. Deviation
I share with the available students of my class	84	2.90	1.178
I share with my class mates on what we consider is important	84	3.20	1.200
I stay with my classmates together	84	2.88	1.145
I agree with the decisions of my entire class	84	2.96	1.156

Table 4.1 focuses on the Perceived Common Goals and Interests. The mean values of the responses indicate that students tend to share with their classmates and consider important topics (mean value of 3.20). Moreover, students generally agree with the decisions of their class (mean of 2.96). This observation means that students generally agree to share knowledge when they perceive common goals or importance in the subject matter. However, the standard deviation suggests some level of variability in these responses, indicating that some students may strongly agree with these statements while others might not. This result aligns with the assertion made by Dovidio et al. (2001) that the drive to achieve a shared goal can override prejudices or biases towards individuals from other tribes. The observed willingness of students to share knowledge when common goals are perceived resonates with the notion that shared objectives can foster collaboration and knowledge exchange even in diverse and multi-tribal settings (Okyere-Kwakye, Nor, & Soehod, 2019).

Table 4.2 Institution Support

Statement	N	Mean	Std. Deviation
The university support knowledge sharing among students.	84	3.20	1.210
The university has process in place (group work, debates, SRC week for knowledge).	84	3.21	1.120
The university supports forming informal network (union, teams for knowledge sharing	84	2.86	1.153
The university encourages us to share knowledge to students form other tribes	84	3.00	1.202

Table 4.2, shows the data regarding Institution Support. The mean values suggest that students perceive moderate support from the university for knowledge sharing among students (mean of 3.20). The existence of processes like group work, debates, and events such as the Student Representative Council (SRC) week is also acknowledged (mean of 3.21). This finding shows that students perceive the university as encouraging knowledge sharing through various processes and support mechanisms even though the university's support in forming informal networks for knowledge sharing is relatively lower indicated by a mean of mean 2.86. The impact of institutional support on students' behavior is highlighted by Roshid et al. (2022), who highlight that this support provides fairness and equity for all. This is consistent with the finding of the current study that the university promotes an inclusive environment for knowledge sharing through structured activities, validating the assertions made by Roshid et al. Furthermore, Mapp and Kuttner (2013) emphasize the value of information exchange for increasing family participation in educational contexts. Although not directly related to interactions amongst multi-tribal students, this notion fits with the university's efforts to promote an inclusive environment. The institution indirectly supports the development of a sense of community and belonging among students— aspects that Mapp and Kuttner emphasize are important for effective engagement.

Table 4.3 Technology and Virtual Collaboration

Statement	N	Mean	Std. Deviation
Technology and virtual collaboration tools enhance my ability to communicate effectively with students from different tribal background	84	2.99	1.187
I am confident to use technology for virtual collaboration with students from different tribal background	84	3.10	1.199
I feel that technology can bridge cultural gap and facilitate in interactions among students from diverse tribe	84	3.10	1.209
I use technology discuss my assignments and offer group work with students from other tribes	84	3.12	1.274
I often use digital platforms to collaborate with students from other tribal background for academic purposes	84	2.96	1.207

Source: Fieldwork, 2023

Table 4.3, which deals with technology and virtual collaboration, reveals that students, on average, view technology as a moderately effective tool for facilitating communication and collaboration with peers from diverse tribal backgrounds. They express moderate confidence in using technology for virtual collaboration (Mean of 3.10) and believe that it can bridge cultural gaps (Mean of 3.10) and facilitate interactions among students from different tribes. This confidence in how technology is able to promote intercultural connection concurs with the Benton Foundation study's emphasis on tribes seeking opportunities to acquire technological infrastrucure. The consistency between the foundation's research and the students' perspectives reveals a common understanding of how technology might help varied cultures work together more effectively and overcome tribal differences.

Table 4.4 Reward

Statement	N	Mean	Std. Deviation
I am more likely to share knowledge with students from different from other tribes when there are tangible rewards recognition	84	2.73	1.329
I am motivated to engage in knowledge exchange with students from other tribes by extrinsic rewards like (certificate pricing).	84	3.14	1.272
Been recognized for knowledge sharing with students influence my willingness to collaborate with students from different tribes.	84	3.10	1.295
I am more inclined to share knowledge if you anticipate financial incenting scholarships for my participation in crocs tribal collaboration.	84	3.11	1.299

Source: Fieldwork, 2023

The data from Table 4.4 indicates that students are moderately inclined towards sharing knowledge when tangible rewards and recognition are involved. The mean values for the statements range from 2.73 to 3.11, suggesting a moderate level of agreement among the respondents. Students seem motivated by extrinsic rewards, such as certificates and prizes, demonstrating a willingness to engage in knowledge sharing when such incentives are provided. Financial incentives and scholarships also play a role, albeit to a slightly lesser extent. These findings highlight the significance of rewarding and recognizing cross-tribal student collaboration. This finding reaffirms with the arguments made by Kathiravelu et al.'s (2014). They argued that organizational culture elements including trust, leadership, communication, reward systems, and information structure have significant effects on how much information is shared within an organization. In this regard, the current study's emphasis on the significance of tangible rewards and recognition is consistent with Kathiravelu et al.'s emphasis on the contribution of organizational reward systems to

knowledge sharing. The comparison made between the corporate environment and the multitribal student context raises the possibility that the factors impacting knowledge sharing behavior are similar across different contexts.

Table 4.5 Perceived Threat

Statement	N	Mean	Std. Deviation
I perceive students from different tribes as competitors rather than collaborations.	84	2.57	1.195
I feel threatened by students from different tribes in terms students from different tribes in terms of academic achievement or success	84	2.87	1.259
I think competition among student from tribal group hinder knowledge sharing	84	2.74	1.363
The fear of being outperformed by student from other tribes discourage you from engaging in knowledge sharing.	84	2.76	1.248

Source: Fieldwork:2023

Table 4.5 reveals that a significant number of students perceive their counterparts from different tribes as potential competitors rather than collaborators possibly hindering knowledge sharing. The mean values, ranging from 2.57 to 2.87, signify a moderate level of agreement with the statements. These findings emphasize the existence of a certain level of apprehension and perceived threat among students, potentially stemming from concerns about academic performance and competition within the multi-tribal context. The fear of being outperformed and competition within tribal groups may acts as a barrier, affecting the willingness to engage in collaborative learning.

Table 4.6 Cognitive Empathy and Perspective Taking

Statement	N	Mean	Std. Deviation
I actively try to understand the perspective and vivid points of students from different tribe to facilitate collaboration.	84	2.57	1.195
I try to put myself in the shoes of students from different tribes to enhance collaborative efforts.	84	2.87	1.259
I often listen actively and emphasize with students from different background	84	2.74	1.363

Source: Fieldwork, 2023

The data in Table 4.6 portrays a mixed perception among students regarding their efforts to understand and empathize with peers from different tribal backgrounds. The mean values for the statements vary from 2.57 to 2.87, indicating a moderate level of agreement with the importance of cognitive empathy and perspective-taking. Actively trying to understand diverse viewpoints and putting oneself in others' shoes may be crucial steps toward fostering collaboration among students from various tribes.

Table 4.7 Knowledge Sharing

Statement	N	Mean	Std. Deviation
I perceive students from different tribes as competitors rather than collaborations.	84	2.57	1.195
I feel threatened by students from different tribes in terms students from different tribes in terms of academic achievement or success	84	2.87	1.259
I think competition among student from tribal group hinder knowledge sharing	84	2.74	1.363

The fear of being outperformed by student from other tribes discourage you from engaging in knowledge sharing.	84	2.76	1.248

Table 4.7 reiterates the theme of competition and its hindrance to knowledge sharing potentially hindering knowledge sharing. The mean values, ranging from 2.57 to 2.87, suggest a moderate level of agreement with the statements. The fear of being outperformed by students from other tribes remains a deterrent to engaging in knowledge sharing activities. This reaffirms the presence of perceived barriers and apprehensions among students, suggesting a need for targeted interventions to encourage a more conducive environment for knowledge sharing across tribal groups.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION 5.1
Introduction

This chapter provided a summary of the key findings made, drawing meaningful conclusions from these them. Additionally, this chapter outlined practical recommendations derived from the research, offering significant perspectives for educators, policymakers, and stakeholders involved in multitribal context.

5.2 Summary of Findings

The research demonstrated that students exhibit their willingness to share knowledge when they perceive common goals or importance in the subject matter. This inclination is reinforced by their general agreement with decisions made collectively within their class. These findings have significant implications for promoting knowledge sharing among students from different tribes. Firstly, recognizing and emphasizing common goals and shared interests in the curriculum can enhance collaboration. Educators and administrators can design learning experiences that highlight the relevance and importance of shared objectives, encouraging students to engage in knowledge sharing.

The results revealed that students perceive moderate support from the university. However, the university's support in forming informal networks for knowledge sharing received a relatively lower score. This suggests that while the institution promotes knowledge exchange through organized events, there is room for enhancing informal channels of interaction. While structured activities are valuable, fostering informal networks among students from diverse backgrounds is important. Universities can consider initiatives such as mentorship programs, peer support groups, or culturally inclusive events to facilitate informal interactions. These initiatives can bridge the gap

between formal and informal knowledge sharing, creating a more inclusive environment where students feel comfortable sharing knowledge across tribal boundaries.

The study further found that students in the multi-tribal context perceive technology as moderately effective in bridging cultural divides. Their confidence in using technology for virtual collaboration and their belief in its ability to facilitate interactions among diverse tribes demonstrate a shared collaboration. Furthermore, the findings suggested that students are moderately inclined to share knowledge when tangible rewards and recognition are offered. The implications of these findings highlight the need for educational institutions to invest in technological resources and implement reward systems that recognize and appreciate knowledge sharing efforts, thereby promoting a culture of collaboration and understanding among students from multitribal context.

It came to light students from different tribes were considered themselves as potential competitors rather than collaborators. It became evident that a sense of apprehension and perceived threat existed among students, possibly rooted in concerns about academic performance and competition within the multi-tribal context. This fear of being outperformed and the competition within tribal groups acted as a significant barrier, hindering the willingness to engage in collaborative learning.

Moreover, there's mixed attitudes among students regarding their attempts to understand and empathize with peers from diverse tribal backgrounds. The study revealed that while students acknowledge the importance of understanding different viewpoints, there exists a gap that needs attention. This means that students' willingness to share knowledge is tied to their cultural awareness and respect for diversity. Students who exhibited a deeper understanding of their peers' tribal backgrounds were more inclined to engage in knowledge-sharing activities. This highlights the need for educational initiatives that enhance cultural sensitivity among students.

5.3 Conclusion

This study revealed key factors influencing knowledge sharing among students in multi-tribal contexts. It underscores the paramount importance of shared goals and perceived significance in nurturing collaborative environments. Therefore, integrating these principles into the university's curriculum design holds the potential to significantly boost knowledge sharing among students. The study has also emphasized the urgent need to bridge the divide between formal and informal interactions through initiatives like mentorship programs and inclusive events, fostering meaningful connections among students from diverse backgrounds. Moreover, the research highlighted the transformative impact of technology and reward systems in breaking down the barrier of competition, encouraging a spirit of cooperation. Finally, it stressed on the indispensable role of cultural sensitivity and mutual respect, emphasizing the active engagement of students when their diverse tribal backgrounds are acknowledged and valued.

These profound perspectives direct a path forward for educational institutions, offering not just a glimpse but a comprehensive understanding of the interplay between shared objectives, technology, cultural awareness, and informal networks. Implementing these findings into educational practices and policies holds the promise of fostering a collaborative, respectful, and inclusive learning environment for students from varied tribal backgrounds, shaping the future of education in profound and meaningful ways.

5.4 Recommendation

1. The universities should emphasize shared objectives and common goals within the curriculum. By highlighting the relevance and importance of these shared goals, educators

can encourage students from different tribes to engage in knowledge exchange, fostering collaboration among them.

2. While structured activities are significant, there is a need to enhance informal channels of interaction among students from diverse backgrounds. Universities can initiate mentorship programs, peer support groups, and culturally inclusive events to facilitate informal interactions. These initiatives can bridge the gap between formal and informal knowledge sharing, creating a more inclusive environment where students feel comfortable sharing knowledge across tribal boundaries.

3. Universities should invest in technological resources that facilitate virtual collaboration among students from different tribes. By providing training and resources for using technology effectively, institutions can bridge cultural divides and enable students to collaborate seamlessly.

4. Additionally, educational institutions should implement reward systems that recognize and appreciate knowledge-sharing efforts, thereby promoting a culture of collaboration and understanding among students from different tribes.

5. Educational institutions need to address the fear of competition that exists among students from different tribes. Educators and policymakers can create an inclusive and supportive learning environment where students are encouraged to collaborate rather than compete. This can be achieved through team-based projects, collaborative assignments, and activities that promote mutual understanding and cooperation.

6. Educational initiatives should focus on enhancing cultural sensitivity among students. It is essential to promote understanding and empathy among students regarding their peers' diverse tribal backgrounds. By incorporating cultural awareness programs into the

curriculum and organizing intercultural events, institutions can foster a sense of respect for diversity, encouraging students to appreciate and engage with the knowledge shared by their peers.

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QUESTIONNAIRE

The aim of this exercise is to identify the factors that influence students' intention to share knowledge in a multitribal context in the case of Koforidua Technical University. Your responses would essentially help us to understand how individuals' share their knowledge in a multi tribal context.

It will take few minutes to complete this questionnaire. You will be asked to respond to statements related to beliefs associated with your intention to share in a multi tribal context.

NB:

Your answers to the questionnaire are strictly confidential, and for academics purposes only.

Your participation in this study is completely voluntary. However, your input will be a great deal of help to us.

Thank you in advance for participating in this study.

SECTION A: BACKGROUND/ DEMOGRAPHIC INFORMATION

1. Gender (a) Male [ ] (b) Female [ ]

2. Age (a) 17 -20 [ ] (b) 21 – 24 [ ] (c) 25 – 28 [ ] (d) 29 and above

3. Level of Education (a) Diploma [ ] (b) HND [ ] (c) BTECH [ ]

4. Tribe do you belong to (a) Ewe [ ] (b) Akan [ ] (c) Ga Adangbe [ ]

SECTION B:
Please tick (√) where appropriate in the box that best explains your opinion.
(1= Strongly Disagree (SD), 2= Disagree (D), 3 = Somewhat Agree (N), 4=Agree (A), or 5=Strongly Agree (SA)

NO	STATEMENT	DEGREE				
		SD	D	N	A	SA
	PERCEIVED GOALS					
1.	I share with the available students of my class					
2.	I share with my class mates on what we consider is important					
3.	I stay with my classmates together					
4.	I agree with the decisions of my entire class					
	INSTITUTION SUPPORT					
1.	The university support knowledge sharing among students.					

2.	The university has process in place (group work, debates, SRC week for knowledge)					
3.	The university supports forming informal network (union, teams for knowledge sharing					
4.	The university encourages us to share knowledge to students form other tribes					

	TECHNOLOGY AND VIRTUAL COLLABORATION					
1.	Technology and virtual collaboration tools enhance my ability to communicate effectively with students from different tribal background					
2.	I am confident to use technology for virtual collaboration with students from different tribal background					
3.	I feel that technology can bridge cultural gap and facilitate in interactions among students from diverse tribe					
4.	I use technology discuss my assignments and offer group work with students from other tribes					
5.	I often use digital platforms to collaborate with students from other tribal background for academic purposes					
	REWARD					
1.	I am more likely to share knowledge with students from different from other tribes when there are tangible rewards recognition					
2.	Extrinsic reward such as (certificates prices) motivate me to engage in knowledge sharing with students from other tribes.					
3.	Been recognized for knowledge sharing with students influence my willingness to collaborate with students from different tribes.					
4.	I am more inclined to share knowledge if you anticipate financial incenting scholarships for my participation in crocs tribal collaboration.					
	PERCEIVED THREAT					
1.	I perceive students from different tribes as competitors rather than collaborations.					
2.	I feel threatened by students from different tribes in terms students from different tribes in terms of academic achievement or success					
3.	I think competition among student from tribal group hinder knowledge sharing.					
4.	The fear of being outperformed by student from other tribes discourage you from engaging in knowledge sharing.					
	COGNITIVE EMPATHY COLLABORATE					
1.	I actively try to understand the perspective and vivid points of students from different tribe to facilitate collaboration.					
2.	I make an effort to put myself in the shoes of students from different tribes to enhance collaborative efforts.					
3.	I often listen actively and emphasize with students from different background.					
	KNOWLEDGE SHARING					
1.	I intend to share knowledge with student from other tribes					

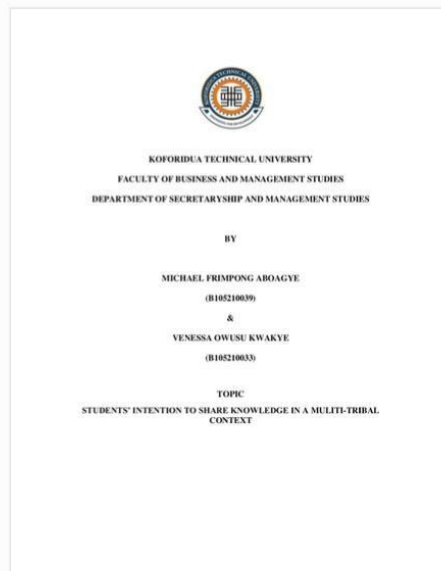| 2.	I will always make effort to share knowledge with students from other tribes					
3.	I will try to share my knowledge with student from other tribes					
4.	I plan to share my technical skills and insight with students from other tribes.					

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