

**ASSESSMENT OF KNOWLEDGE SHARING PRACTICES AMONG  
UNDERGRADUATE STUDENTS OF YOBE STATE UNIVERSITY,  
DAMATURU, NIGERIA**

**Umar Garba**

<sup>1</sup>Department of Education, Yobe State University, Damaturu,  
P.M.B. 1144 Damaturu.

E-mail: alhumar14@gmail.com, Mobile Phone: 08067063899

**Dr. M. I. Harbau**

<sup>2</sup>Department of Educational Foundations and Curriculum,  
Faculty of Education, Ahmadu Bello University, Zaria

E-mail: musaidrisharbau@gmail.com, Mobile Phone Number: 08055555640

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**Abstract**

The study assessed knowledge sharing among undergraduate students of Yobe State University, Damaturu. Two research objectives, research questions and hypotheses were formulated respectively in line with the objectives of the study. The study employed a descriptive survey design. The population of the study consisted of all undergraduate students of Yobe State University. Random sampling was employed in the selection of students from 300 and 400 levels. A self-structured questionnaire was the main instruments for the data collection among 400 level students and 300 level students in the Yobe State University, Damaturu. The analysis of data involved the use of descriptive statistics such as mean and standard deviation as well as inferential statistics that involved independent T-test used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that students shared the types of knowledge that would be of benefit to them. Also, the study revealed that there is positive result on knowledge sharing practices among undergraduate students of Yobe State University, Damaturu. The paper recommended among others that, the university management, Heads of Departments and lecturers should give sufficient attention to the dynamic nature of students and provide avenue for knowledge sharing that have the potential to influence undergraduate students' academic performance.

**Keywords:** Knowledge, Management, Sharing

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**Introduction**

The world today is dynamic in the sense that it keeps on changing in many facets of life; technologically, scientifically, and in management practices and styles. It has been established beyond reasonable doubt that business firms, commercial organizations, institutions and even private and government establishments around the western world have very much embraced the new pattern of management which is termed and called knowledge management (KM). It is worthy of immolation and practices within the organization or

institution because it enhances productivity, job performance as well as brings cooperation and understanding among personnel of the organization. In collaboration with the above premise, Mazorodze and Bucky (2019) reported in Enakriri and Onyanchan (2020) that knowledge management enhances organizational goals, thereby delivering diverse financial benefits to companies. Thus, it would not be out of place to apply elements of knowledge management in our institutions of learning in that knowledge management has become one of the

contemporary developments in thought and management or administrative practice and most appropriate changes rapidly in the year today (Rajneesh 2019).

Knowledge is an essential tool in the current information and knowledge economy. The extent to which an organization or institution and its resources survive and prosper in this competitive and continuously changing digital environment depends largely on the effectiveness and efficiency with which it manages knowledge (Enakriri and Onyanchan, 2020). Therefore, for institutions specifically universities to grow, they must engender a knowledge sharing culture among undergraduate students. The essence of managing knowledge is to ensure that an organization is acceptably above board in meeting the needs of its primary patrons and at the same time achieving institutional goals and objectives. Similarly, Omotayo (2015) cited in Enakriri and Onyanchan (2020) defined knowledge management as the various actions taken by both employers and employees to encourage knowledge flow within an organization for the effective realization of the institution's goals. To this end, Business Dictionary (2013) defined knowledge management as strategies and processes designed to identify, capture, structure, value leverage, and share an organization's intellectual asset to enhance its performance and competitiveness.

### **Statement of the Problem**

Universities in Nigeria have been traditionally considered the intellectual centre of knowledge production and research. They are also responsible for education, research, and knowledge transfer to society, hence, contributing to national development. The potential of universities is to encourage the advancement of learning for the production of high-quality manpower and to transform society economically, politically, socially, and culturally. Knowledge sharing (KS) has

become an important focus in today's information and knowledge-based economy. This is mainly because it is generally seen as contributing significantly to institutions, group and individual performance. Undergraduate students are known to engage in knowledge sharing practices as members of discussion groups, sharing information and knowledge on projects, assignments, class topics, past examination questions etc.

However, in Nigeria, knowledge sharing among undergraduate students in universities has been severely hampered due to inadequate awareness about the importance of knowledge sharing in an academic community and poor attitude of undergraduate students to the idea of sharing knowledge with one another (Abbas, 2016). Even though undergraduate students participate in knowledge sharing among themselves, there is paucity of literature on how knowledge sharing has influenced their performances particularly in Yobe State University, Damaturu. Consequently, this study assessed knowledge sharing practices among undergraduate students of Yobe State University, Damaturu, Nigeria.

### **Objectives of the Study**

1. Ascertain knowledge sharing practices of undergraduate students of Yobe State University, Damaturu.
2. Investigate the types of knowledge that is commonly shared among undergraduate students of Yobe State University, Damaturu.

### **Research Questions**

This study answers the following research questions as they relate to the study objectives:

1. What knowledge sharing practices are common among undergraduate students of Yobe State University, Damaturu?

2. What types of knowledge sharing do undergraduate students share of Yobe State University, Damaturu?

### **Research Hypotheses**

This study examined the following hypotheses:

H<sub>1</sub>. There is no significant difference in the opinions of students on knowledge sharing practices among undergraduate students of Yobe State University, Damaturu.

H<sub>2</sub>. There is no significant difference in the opinions of students on the types of knowledge sharing among undergraduate students of Yobe State University, Damaturu

### **Literature Review**

#### **Concept of Knowledge**

The term knowledge has been defined within, social discourse and fields often considered on a variety of meaning. Nnadodie and Unagha (2015) as reported in Fakandu (2019) defined knowledge as the beliefs and values of people on the basis of meaningful accumulation of information through communication, reference and experience. They went on to buttress that knowledge is intangible in nature and is perceived as justified personal belief that increases an individual's organization capability to take effective action. Therefore, the above definition implies that knowledge is considered as link to doing an action which means know-how and understanding. From another perspective, Vander-Spek and Spikervet (1997) cited in Jumare, (2014) viewed knowledge as what enables us to assign meaning to data. Knowledge consists of truth, beliefs, concepts, judgments and expectations. The definitions above suit the relevance of knowledge in a University system, where meanings are assigned to data and objects and also deals with the truth and judgment of human development.

In the opinion of Mutuala & Mooko (2008) cited in Idhalama & Echedom (2021) attempt to explain knowledge as information that is relevant, actionable and based at least partially on experience. Therefore, going by the definition of knowledge above, one can deduce that knowledge is a product of information; in essence, knowledge is better or more regarded than information. Owing to this fact, Robert & Davis (2019) provided a clear and comprehensive definition of knowledge which is derived from information but it is richer and more meaningful than information. It includes familiarity, awareness and understanding gained through experience or study and results from making comparisons, identifying consequences and making decisions. In another dimension, Igbinovia (2015) cited in Igninovia and Ikenwe (2017) defined knowledge as information that has been improved on and a mixture of experiences, insights, reading and imaginations. On the basis of the above definitions, knowledge by implication is considered in which data are recorded (captured and stored) symbols and signal readings whole information is a message that contains relevant meaning or input for decision and action.

In the light of the above concepts, knowledge can be considered as a set of experiences and skills, facts, beliefs, values, ideas, data and information that have been organized and processed. Whether this knowledge phenomenon or latent, which is visible in solving problems faced by an institutions or organizations through the formulation of plans and their implementation and supervision.

#### **Knowledge Sharing in Universities**

Knowledge-sharing is vital for sustenance and survival of any academic institution in a dynamic economy. Shared knowledge keeps the organisation alive and is used as a reference for future use by employees of

such organisation. Knowledge sharing and enrichment practice is another basic element in knowledge management which entails the sharing of knowledge through interactions (meetings), research collaboration, mentorship, seminars/conference and professional forums among others (Cyprian, 2016). Knowledge Management (KM) is an important concept that describes how to transform person, group and organizational information into individual, group and collective knowledge (Johnson, 2008). Knowledge sharing is one among the elements of knowledge management that involves exchange of knowledge from person to another depending on the method used to share. According to Lin, Lee, and Wang (2010) cited in Kafandu (2014) knowledge sharing is a social interaction culture that involves the exchange of staff knowledge, skills and experiences. Knowledge sharing is viewed as a concept through which institutions and organizations can help transform into a more efficient, knowledge sharing organization through knowledge application and innovation when utilized properly (Wang and Noe, 2010 cited in Kafandu, 2014). Knowledge sharing can be viewed as a process through which individuals or organizations mutually exchange knowledge or transfer knowledge from one person to another or from one point to another.

Knowledge sharing is a human attribute that is deemed critical to the success of an organization. According to Connelly and Kelloway (2003) as reported in Kafandu, (2014) maintained that knowledge sharing practices is a set of behaviors that involve the exchange of information or assistance to others. Management in any organization is responsible for the effective knowledge sharing. Park and Holloway (2003) cited in Kafandu (2014) acknowledged that the process of transferring knowledge from one person to another is referred to as

knowledge sharing. This therefore means that sharing knowledge is an important part of building knowledge based competitive advantage. This is because knowledge is a mutual exchange among people which involves sending and receiving knowledge. Sajjad (2015) researched on integration of knowledge sharing and knowledge storage: The study showed that Web based technology is a powerful method that members in an organization use to communicate in order to share knowledge from different areas. In addition, this study supports that technologies are not only used as a powerful method for sharing but equally used to enhance knowledge management processes as a whole for service delivery.

Knowledge sharing is a relational act based on sending and receiving relationship that incorporates communications. Kafandu (2014) observed that the participatory knowledge creation approach is a means for obtaining desired results in the learning process and it is a factor facilitating the process of sharing and distributing knowledge within an organization. This means that knowledge sharing has positive effects on students' performances. In Universities, organization of tutorials in departments for students can give room for sharing and enrichment of knowledge that could enable students' benefits from the presentations from their colleagues in such departments. The above assertion is in collaboration with Kabiru (2015) who revealed that knowledge sharing through formal and informal commitments such as meetings, knowledge network among others helps people and members of the organization to share knowledge. Therefore, through the community of practice, members exchange knowledge that is useful in their own particular fields of practice.

Based on the above explanation, there is an old saying that it is the string and not the pearls that make a necklace. A good

example may be cited in the case of a goldsmith in a community and a trader in the same community. The two may need to regularly exchange information about a specific product on which they both are working with – the goldsmith to produce it, and the trader to sell it. They need to help one another in order to gain a broader view of the product and understand it better. The goldsmith needs to understand what kind of product would sell while the trader needs to know what can be produced efficiently with the available facilities and materials. In a community of practice that addresses that particular product, the two will interact not so much because they have to but because they find their interaction useful. Through the community of practice, they exchange knowledge that is useful in their own particular fields of practice.

Knowledge sharing is the most commonly discussed of all knowledge management activities. It is the process where individuals mutually exchange their knowledge and jointly create new knowledge. It has been described as ‘shared practices and activities, the sharing of information and exchanges of best practices’ (Ashok, 2005 reported in Opele, 2013). At the individual level, knowledge sharing involves talking to colleagues in getting things done better, more quickly or more efficiently. At institutional level, knowledge sharing involves capturing, organising and transferring experience-based knowledge that resides within the organisation and making it available to others not only in business strategies, but also in changing employees’ attitudes and behaviours to promote willingness and consistent knowledge sharing (Cordoba and Isabel, 2004 cited in Opele, 2013).

Knowledge sharing has different forms which involve face-to-face discussion with colleagues at bar, coffee shops, and classroom, through sign language, coaching, instruction in the form of teaching, by listening, email exchange, e-

learning platform, phone-mail system, discussion groups and interactions in the form of conversations, dialogues and chats that provide opportunities to maintain social relationships thereby enabling a wider reach for knowledge shared among colleagues (Petersen and Poulfelt, 2002, Van den-Hoof and Huysman, 2009 Opele, 2013). Knowledge sharing could also occur during orientation (of new students). Knowledge shared by students/individuals and by a community of practice becomes organizational knowledge; therefore, knowledge sharing plays a pivotal role in ensuring that knowledge remains in the organization even when the knowledgeable students have left (Chiekezie and Odenika, 2019).

Empirically, a study conducted by Nove and Dyah (2013) on knowledge sharing strategies in Indonesia university libraries to assess knowledge sharing activities observed that university libraries had different knowledge sharing strategies as they understood knowledge sharing differently. It was also found out that social media was mostly used for knowledge sharing in university libraries, while other libraries have specific time for knowledge sharing. The study also identified ineffective knowledge sharing practice as one of the major challenges. The study recommended that library staff should be encouraged to share knowledge.

### **Methodology**

The study employed descriptive survey design. It is descriptive because the study involved large population and sought their opinions on the assessment of knowledge sharing among undergraduate students of Yobe State University, Damaturu. Emaikwu, (2015) maintained that survey research concerns itself with one in which a group of people or items is studied by collecting and analyzing data. In the light of the above, descriptive survey is considered appropriate for this study. The target

population of this study consisted of all the 400 level students from various faculties and departments in Yobe State University, Damaturu. Sample size of the study comprises of students from three departments. Sample size was selected using random sampling technique. The number of population and sample size indicated that 100 sample was used from the mother population for generalization and analysis of the data.

**Instrumentation**

A self-designed instrument was used for collection of data for this study. A questionnaire titled “Assessment of Knowledge Sharing” (AKS). The instrument is scaled using Always, Rarely, Occasionally, Often and Very Often and Not important Somewhat important, Undecided, Important and Very important.

**Validity of the Instrument**

The instrument was validated by experts in the Department of Education, Yobe State University, Damaturu in order to ensure that it was relevant to the research topic under study.

**Pilot Study**

It is imperative that a research instrument be piloted so as to determine its validity and

reliability. Therefore the test-re-test reliability method was used. The instrument was administered to twenty undergraduate students to members of selected group of the population. The results obtained were compared and computed using Pearson Product Moment Correlation Coefficient (PPMCC) of 0.83 was obtained as the reliability of the instrument.

**Reliability of the Instrument**

The reliability of the instrument was determined after a pilot testing conducted. The reliability coefficient was obtained using test-re-test and the result was correlated using Pearson Product Moment Correlation Coefficient of 0.83 which was obtained against 0.05 level of significance. Therefore, the instrument was considered suitable and consistent for the study.

**Procedure for Data Collection**

The researcher with one research assistant administered the instrument on the respondents at the respective Schools.

**Procedure for Data Analysis**

After collection of data from the respondents, the data were analyzed using frequency, mean and standard deviation to answer research questions while T-test was used to test the hypotheses.

**Results**

**Table 1: Knowledge Sharing Practice of Undergraduate Students in Yobe State University, Damaturu**

Knowledge Sharing Practice	Category of respondent	Always	Rarely	Occasionally	Often	Very often	Mean	SD
1. You freely share information and knowledge with colleagues.	400 levels	106	3	22	117	44	3.8	1.1
	300 level	81	5	2	181	72	3.8	1.1
2. You partake in group discussions for knowledge sharing with colleagues.	400 level	100	1	10	138	43	3.8	1.1
	300 level	89	6	4	164	78	3.9	1.1
3. You share lecture notes and other educational resources with your colleagues.	400 level	77	2	14	156	14	3.8	1.1
	300 level	71	6	12	216	6	3.9	0.9
4. You exchange course materials with your classmates	400 level	89	3	5	193	2	4.2	0.6
	300 level	110	25	11	191	4	4.1	0.8
5. You cooperate with other students in teams or groups for sharing knowledge	400 level	76	6	22	142	48	3.7	1.2
	300 level	68	19	11	175	68	3.6	1.1

The result of the data analysis in Table 1 revealed that 400 level undergraduate students have positive result on knowledge sharing practices in Yobe State University, Damaturu as there was consensus in the

opinions of the respondents (400 level and 300 level undergraduate students) in the five items raised with average mean scores of 3.00 and above.

**Table 2: Type of Knowledge Commonly Shared among Undergraduate Students of Yobe State University, Damaturu**

Types of knowledge	Category of respondents	Not important	Somewhat important	Undecided	Important	very important	Mean	SD
1. Library Experiences	400 level	19	34	10	133	96	3.2	1.2
	300 level	38	53	8	117	125	3.1	1.3
2. Social Media	400 level	12	55	8	110	106	3.3	1.3
	300 level	37	64	5	115	120	3.1	1.4
3. Campus News	400 level	19	57	1	89	126	3.7	1.3
	300 level	28	60	12	135	106	3.3	1.3
4. Religious News	400 level	2	5	3	89	193	4.2	0.6
	300 level	4	11	25	110	191	4.1	0.8
5. Political News	400 level	13	3	5	179	92	4.1	0.8
	300 level	36	7	11	191	96	4.0	1.0

The result of the data analyses in Table 2 revealed that the types of knowledge sharing among undergraduate students of Yobe State University there was consensus in the opinions of the respondents in the entire items raised with average mean of 3.00 and above. Therefore, this showed that students shared the types of knowledge that would be of benefit to them in life.

**Test of Hypotheses**

H1: There is no significant difference in the opinions of students on knowledge sharing practices among undergraduate students of Yobe State University, Damaturu.

Table 3 presents the students’ opinions on the knowledge sharing practices among undergraduate students of Yobe State University, Damaturu.

**Table 3: T-test of students’ opinions on the knowledge sharing practices among undergraduate students of Yobe State University, Damaturu.**

Category of Respondents	No.	Mean	Std	Df	A	t-cal	t-crit	P-Value	Dec.
400 level	292	3.16	1.30	631	0.05	1.451	1.962	0.147	Sig
300 level	341	3.11	1.30						
<b>Total</b>	<b>633</b>	<b>6.26</b>	<b>2.60</b>						

The results presented in Table 3 did not differ significantly in the opinions of respondents (400 level and 300 level) used for the study. The “t” calculated value (1.451). The result showed that there is no significant difference in the responses of 400 level students with cum mean = 3.16, Std = 1.30 and those of 300 level students with cum. Mean = 3.11, Std =1.30 on knowledge sharing practices among undergraduate students in Yobe state University, Damaturu. Therefore, the study

accepted the null hypothesis (Ho1) which states that there no significant difference in the opinions of the respondents on knowledge sharing practices among undergraduate students of Yobe State University, Damaturu.

Table 4: presents the 400 and 300 levels students’ opinions on the types of knowledge sharing commonly shared among undergraduate students of Yobe State University, Damaturu.

**Table 4: t-test comparison of 400 and 300 levels opinions on types of knowledge commonly shared among undergraduate students of Yobe State University, Damaturu.**

Category of Respondents	No.	Mean	Std	Df	A	t-cal	t-crit	P-Value	Dec.
400 level	292	3.89	1.05	631	0.05	4.736	1.962	0.0005	Rej
300 level	341	3.76	1.06						
<b>Total</b>	<b>633</b>	<b>7.65</b>	<b>2.11</b>						

The results presented in Table 4 differed significantly in the opinions of respondents (400 and 300 levels students) used for the study. The “t” calculated value (4.736) is greater than the “t” critical value (1.962) at the same degree of freedom (631),  $p < 0.05$ . This revealed that there was significant difference in the opinions of 400 and 300 levels students on the type of knowledge commonly shared among undergraduate students of Yobe State University, Damaturu. Therefore, the result showed that the opinions of 400 level students with cum. Mean = 3.89, Std = 1.05 on types of knowledge commonly shared among undergraduate students of Yobe State University, Damaturu were significantly higher than those of 300 level students with cum. = 3.76, Std = 1.06. Thus, the study rejected the null hypothesis ( $H_0$ ) which states that there is no significant difference in the opinions of the respondents on the types of knowledge commonly shared among undergraduate students of Yobe State University, Damaturu.

### Discussion of the Findings

The analysis revealed that knowledge sharing practices has a positive impact among undergraduate students. It also showed that learning from one another, helping others, maintaining reciprocity in relationship and self-satisfaction are factors that motivate students to share knowledge. This supports the study by Abdel-Rahman and Ayman (2011) on Jordanian students' attitudes and perceptions towards knowledge sharing which found that majority of the respondents chose learning from each other over other motivational factors. In consonance with the findings of

Majid and Chitra (2013) in their study on the role of knowledge sharing in the learning process in Singapore, which found that the types of knowledge practice by students greatly improved their performance. Also, results of Majid and Yuen (2007) revealed that, the respondents feel that it is important to share knowledge with other students for the benefit of all. Consequently, students should voluntarily share information with their peers, indicating that ‘sharing is caring’ and that they should share information with their peers only when approached.

### Conclusions

Knowledge-sharing is vital for sustenance and survival of any academic institution in a dynamic economy. Shared knowledge keeps the organisation alive and is used as a reference for future use by employees of such organization or institution. In sum, this study assessed how the undergraduate students shared knowledge tools to support their work (as assignments, group discussions or final projects), and to communicate among their group members across boundaries. Furthermore, the results of this study showed that there is positive result on knowledge sharing practices among undergraduate students of Yobe State University, Damaturu and the types of knowledge mostly shared play an important role in enhancing knowledge sharing among undergraduate students in the university because these types of knowledge sharing practices are considered as a ubiquitous element that supports flexible education and collaborative process through conversations among learners.

### Recommendations

Based on the major findings, the study recommended that:

1. The university management, Heads of Departments and lecturers should give sufficient attention to the dynamic nature of students and provide avenue for knowledge sharing that have the potential to influence undergraduate students' academic performance.
2. Knowledge sharing should not be limited to course mates alone but also be extended to undergraduate students at all levels, peer group, friends among academic and non-academic staff.
3. There should be a positive change in attitude e.g interaction with each other, expression of idea and feelings and not hoard information and knowledge at their disposal.

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