FACTORS INFLUENCING CULTURAL HERITAGE KNOWLEDGE SHARING AMONG YOUTH: SPECIAL REFERENCE TO AHMEDABAD CITY

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ABSTRACT

Purpose – In this Paper, we have discussed about the knowledge sharing concept of cultural heritage and the essential factors which influence the same. This paper aims to examine the factors that influence cultural heritage knowledge sharing among youth in Ahmedabad districtof Gujarat. The study determines to find out various factors that are influencing the sharing ofcultural heritage knowledge among the Ahmedabad youth. It is found that reward and recognition was the prime factor in sharing CHK among the Ahmedabad youth.

Design/methodology/approach
Data was collected from 150 Ahmedabad youth from Gujarat state through a survey-based questionnaire. Data screening and reliability tests were carried out to confirm the validity and reliability of the instruments, factor analysis was carried out to check the stated hypotheses.

Findings *– From factor analysis, three major factors i.e. Rewards and Recognition, enjoy helping for developing good relationship, Self-efficacy and reciprocity were identified which influence knowledge sharing with each other. The study indicates that "rewards and recognition" is one of the major factors which influence the cultural heritage knowledge sharing.*

Originality/value *– This study determines to identify the various factors that are influencing on sharing of cultural heritage knowledge among the Ahmedabad youth. It is found that rewardand recognition was the prime factor in sharing Cultural heritage knowledge among the Ahmedabad youth.*

KEYWORDS: *Knowledge sharing, Cultural heritage knowledge, Factors influencing knowledgesharing,*

INTRODUCTION

Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit.

Societies have consistently passed on their accumulated knowledge to succeeding generationsby telling tales orally about their ideas, beliefs, jobs, and experiences throughout history. (Smith, 2001) There are two types of knowledge according to (Nonaka et al. 1996) which comes under SECI model (socialization, externalization, combination and internationalization) explicit knowledge, contained in manuals and procedures, and tacit knowledge, learned only by experience. The objective of knowledge sharing is to create awareness and disseminate theexisting knowledge in society (Christensen, 2007). The competence to share knowledge is extensively understood to be the foremost foundation for education (Matsuo and Easterby Smith, 2008). It is being closely observed that there are current shifts in the conceptual development of cultural heritage to present a more human, dynamic, and comprehensive viewof it. It contends that three related and complementary directions have changed along with theconceptual emphasis of cultural heritage: In the following order: 1) from monuments to people;2) from things to their uses; and 3) from preservation per se to intentional preservation, sustainable use, and growth

STATEMENT OF PROBLEM

Cultural heritage knowledge sharing and the factors influencing it basically plays a vital role in this study. It is important to examine the intentions of the Ahmedabad youth regarding sharing knowledge of its heritage because of the cerebral creativity, originality, skills, and innovations are communally owned and passed down to the

following generation in the form of oral records and stories, it is crucial to look into the intentions of the young people who aresharing cultural heritage knowledge. There is no such evidence found. Hence, we need to findout that whether youths are interested in sharing their cultural heritage knowledge or not.

RATIONAL OF STUDY

A study of cultural heritage is essential because it has a significant influence on our sense of self, allegiances, and behaviour. There are practical reasons to investigate cultural heritage knowledge sharing because libraries, archives, museums, and other organisations with historical records are responsible for conducting research on cultural heritage anddisseminating those records (Buckland, 2013). This change necessitates a careful re-examination of the issue of cultural heritage knowledge sharing and the driving forces behindyouth cultural heritage knowledge sharing. To help youth comprehend their value and upholdcultural traditions, it is essential to examine cultural heritage knowledge sharing; otherwise, future generations will not be able to fully appreciate the rich cultural heritage they have received. There are numerous creative ways to teach about cultural heritage awareness,including whole courses devoted to cultural topics (Lockhart and Resick, 1997), virtual classrooms that promote cultural diversity (Jackson et al., 1996), heritage festivals, freedom walks, heritage trails, heritage walks, heritage awards, street plays, and heritage newspapers (Herrero et al., 2012; Srivastava, 2015; Shankar and Swamy, 2013), among others. Examiningthe "factors that influence on sharing of youth cultural heritage knowledge " was the goal of this research. Youths will be able to spot the various factors that will influence them/on culturalheritage knowledge sharing thanks to the study's practical applications.

RESEARCH OBJECTIVES

The objectives of the study are to examine knowledge sharing on cultural heritage.

- To study the factors influencing youth to share cultural heritage knowledge.
- To examine the impact of rewards and recognitions including monetary benefits, enjoyhelping to build relationship, self-efficacy and reciprocity
- To examine those factors having significant contributions like rewards andrecognitions, monetary benefits, enjoy helping to build relationship, self efficacy and reciprocity towards cultural heritage knowledge sharing.

RESEARCH QUESTIONS

The following questions, arising from the research problem, guided this research:
RQ1. What are the major factors that influence youth to share cultural heritage knowledge?
RQ2. How rewards, enjoy helping, self-efficacy and reciprocity impact youth to share culturalheritage knowledge?

RESEARCH HYPOTHESIS

H1. There is a significant relationship between multiple variables and reasons for sharing cultural heritage knowledge.

LITERATURE REVIEW

The importance of intangible cultural heritage is not the cultural manifestation itself but ratherthe wealth of knowledge and skills that is transmitted through it from one generation to the next. The social and economic value of this transmission of knowledge is relevant for minoritygroups and for mainstream social groups within a State, and is as important for developing States as for developed ones Cultural heritage knowledge is knowledge such as the manifestation of a system of living established by a society, which was passed down from generation to generation, comprising of customs, places, practices, objects, artistic expressions and principles owned by particular individuals (ICOMOS, 2002).

Dissemination and transmission of rich cultural heritage, including performing arts, traditional crafts, oral expressions, social customs, rituals, festive occasions, sacred and natural places, and knowledge and practises related to nature and the cosmos, as well as sites, monuments, and movable or immovable cultural objects s (Loulanski, 2006; UNESCO, 2003)

Indigenous knowledge acquisition policies and processes employed by CHIs would benefit from a better understanding of the nature of the knowledge, and the methods through which this knowledge is shared within the indigenous communities themselves (Rashidah Bolhassan,Dan Dorner).

The importance of sharing information about cultural heritage has frequently been taken for granted (Braccini and

Federici, 2008). It is commonly evaluated on an individual basis. Ford and Chan (2003) carried out research to determine how much national culture influences information exchange. The findings showed that language differences produce knowledge blocks and cross-cultural differences explain how knowledge flows.

There are several theories and models, such as the theory of reasoned action (TRA) and the social exchange theory, that can be used to identify the variables that were crucial in the development of knowledge sharing (SET). The components of intention action motives were the focus of TRA (Ajzen and Fishbein, 1980). According to TRA Figure 1, a person's explicitperformance presentation is defined by their behavioural affinity to carry it out, and their behavioural intention is determined by their mindset and subjective standards (Ajzen and Fishbein, 1980).

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Behavior intention serves as the main reason or interpretation for behaviour (what one aims todo or not to do). The attitude (one's evaluation of the behaviour) and subjective norm (one's appraisal of what one's significant other thinks one should do) are additional factors that affectbehaviour intention. Behavior-based beliefs (opinions about potential costs of different kinds)and assessments of how good or terrible it would be in the event that those worries materialiseddetermine attitude. A person's subjective norm is established by their beliefs regarding what specific important others believe one should do and how much one is urged to follow those important others' views. Comprehensive procedures are expected to resolve attitude as well as subjective norms. People are therefore expected to add behavioural belief evaluation productsin order to create an attitude (Trafimow, 2009).
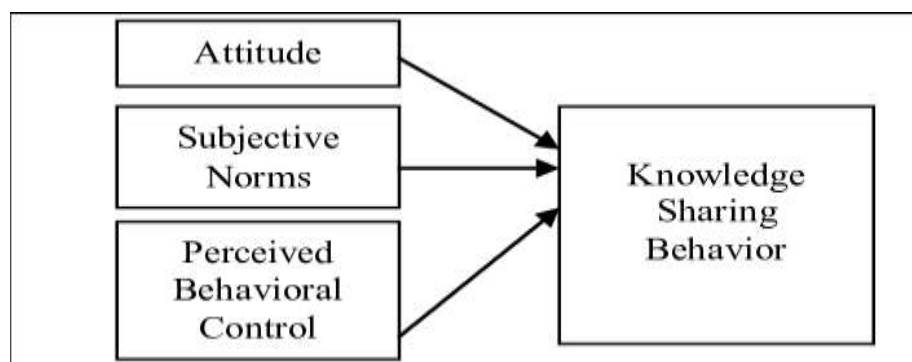
Fig 1 Theory of Reasoned Action (TRA Model)

RESEARCH METHOD
Sample and Data Collection
A pilot study was conducted with a sample of 50 respondents are chosen to check the reliabilityand validity of the designed questionnaire. We have distributed 150 Questionnaire among the youth staying in Ahmedabad city. The Survey conducted during the month of January - February 2023.

We have used the stratified random sampling for data collection. This study investigates well-educated youth of Ahmedabad city.

Questionnaire Design
A well structed questionnaire was developed to measure the main reasons for sharing heritageknowledge among respective participants. This questionnaire divided between two main parts.Section 1 consist of 15 questions based on different aspects or reasons for sharing heritage knowledge sharing on which the respondents had to respond on a five-point Likert scale with indicating "1"strongly agree, "2"indicating agree, "3" indicating neutral, "4"

indicating Disagree and "5" indicating strongly disagree. Linkert 5 point rating scale was good enough for this situation. Second section was intended to collect demographic information of the respondents.
Statistical Package for Social Sciences (SPSS version 20) was used for the analysis of the collected data.

DATA ANALYSIS AND FINDINGS

The factors affecting cultural heritage knowledge sharing were found using factor analysis (using principal component analysis). Factor analysis was performed on data obtained from a diverse sample of 50 respondents out of 150 using the stratified random sampling technique, who had indicated their agreement or disagreement with the 13 variables listed in the questionnaire. After confirming that factor analysis was suitable using Bartlett's test of sphericity (significant at 0.05 level) and Kaiser-Meyer-Olkin (KMO) statistic (>0.6), the 13 items were factor analysed using principal component analysis.

Varimax rotation with Kaiser Normalization was then used to rotate factors with eigenvalues larger than 1 and above. To condense the data contained in the initial variable, fewer factors were extracted. In this research, the number of factors was controlled using scree plots and eigenvalues. After being built using the eigenvalue principles (i.e., eigenvalue > 1), three majorfactors were created. Items related to variables for which no logical explanation could be discovered or with very little additional explanatory power to illuminate the rationale for sharing cultural heritage knowledge were eliminated. The Cronbach's alpha value was evaluated to ensure that the variable for each of the factors was internally connected and was found to have satisfactory internal consistency reliabilities, which were higher than 0.70 (a > 0.70) (Gaur and Gaur, 2009).

Three factors were found through data analysis, and they are rewards and recognition includingmonetary benefits , enjoy helping for healthy relationship and reciprocity. The young share cultural heritage knowledge most frequently for "rewards and recognition," which accounts forfive of the unending reasons to do so.

The study used correlation and factor analysis statistical techniques to ascertain the important factors for sharing cultural heritage knowledge. It was found that there was no correlation foundbetween variables in Spss.

FACTOR ANALYSIS

Factor analysis technique was used to find out what factors play vital role in knowledge sharingin respect to cultural heritage. It was found that correlation occurred as a set of variable. Descriptive statistics has been used to measure that there are factors which influence people toshare their heritage knowledge with the help of Mean and standard deviation of all the 13 itemsmentioned in the questionnaire. It shows that all the respondents agree that they possess the cultural heritage knowledge and they wants to share their knowledge as every value is either 1or 2 which were indicating Strongly agree and agree) respectively.

Fig 1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.753
Bartlett's Test of Sphericity	Approx. Chi-Square	361.172
	df	78
	Sig.	.000

Fig 1 explaisns the KMO and Barlett's Test. This shows that significance level is less than 0.05which means the variable are correlated as set but not as individually correlated as P value is very small indicating the high level of confidence.

Total Variance Explained and Scree plot both of these deal with what's known as our factor extraction methods. Look at the below figure which explained with the help of eigenvalue, weleft with the eigenvalue greater than one and selected as default, but we also selected as a screeplot be output in our analysis and these are the two most commonly used procedures for deciding how many factors or components to retain. Here ,for our analysis Total variance explained table no.1 notice first of all that we have 13 components in our rows here.

Total Variance Explained

| Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.821	44.775	44.775	5.821	44.775	44.775	3.241	24.930	24.930
2	1.678	12.911	57.686	1.678	12.911	57.686	2.849	21.913	46.843
3	1.158	8.909	66.595	1.158	8.909	66.595	2.568	19.752	66.595
4	.926	7.121	73.716						
5	.719	5.531	79.247						
6	.612	4.706	83.953						
7	.574	4.415	88.368						
8	.446	3.433	91.801						
9	.387	2.976	94.777						
10	.287	2.208	96.986						
11	.162	1.244	98.229						
12	.143	1.102	99.331						
13	.087	.669	100.000						

Extraction Method: Principal Component Analysis.

Table no.1

As per the definition of factor analysis, we have to reduce the number of variables into a smaller no. of components. So, we have equal no. of variables in our input analysis and in the table of Total variance explained. Now, we have initial eigenvalues for various components.

The first one having eigenvalue 5.821 then second one having eigenvalue 1.678 and third one having eigenvalue 1.158 and everything else is less than 1 . So, our first rule was to consider those factors whose eigenvalue is more than 1. So , the results tells us that we have reduced 13components to 3 major components.
Next we look at the Scree Plot in our analysis with the help of below figure.

Scree Plot
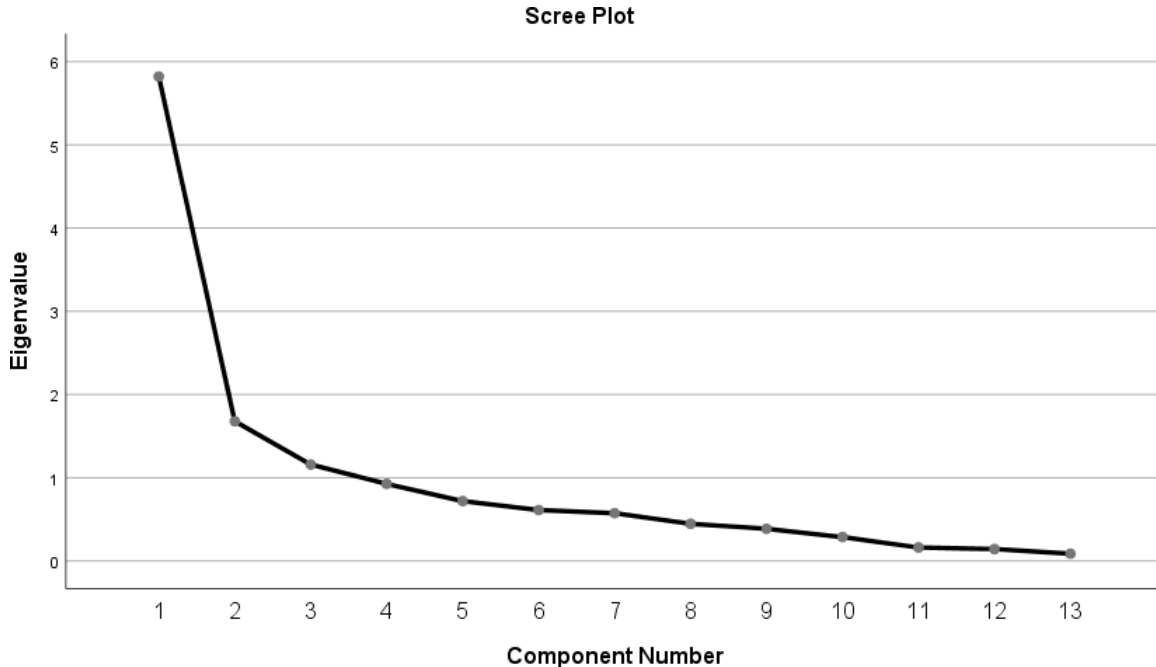
On X axis , the component number is plotted and on Y axis, eigenvalues are plotted.
Component 1st is 5.821, component 2nd between 1.5 to 2 and 3rd component is near to 1 plotted from left to right. Other components eigenvalues are dropping off. Hence, they are not significant. It is important to know that the rule of eigenvalue greater than one was published by Kaiser in 1960 and the scree plot, the key publication for that was in 1966 by Raymond Cattell

Now we look ahead at our Component Matrix and we'll also look at our Rotated component Matrix and it says

three components were extracted the solution can be rotated. So, we three components which are most significant out of 13 components.

Component Matrix[a]

	Component		
	1	2	3
I would like to receive external rewards and recognition in return for sharing my knowledge	.696	-.125	.047
I would like to receive monetary rewards in return for sharing my knowledge.	.452	-.475	.367
I get respect from others by sharing cultural heritage knowledge in the community.	.819	-.158	.057
I feel that sharing cultural heritage knowledge improves my image	.722	-.460	.340
I feel that sharing cultural heritage knowledge improves my status	.713	-.382	.253
I enjoy sharing my cultural heritage knowledge with my community	.572	.512	.272
Sharing my cultural heritage knowledge with others gives me pleasure	.575	.639	.271
I feel good to help someone else by sharing my cultural heritage knowledge	.668	.479	.275
I have the expertise needed to provide valuable cultural heritage knowledge	.661	-.018	-.411
I feel confident that I can share valuable information about cultural heritage.	.708	.219	-.296
I am proficient in sharing cultural heritage knowledge among others.	.638	-.303	-.365
When I share my cultural heritage knowledge through the community network, I expect the people to respond and interact.	.722	.041	-.246
When I contribute to the community network by providing cultural heritage knowledge , I expect other members also share their knowledge.	.678	.110	-.406

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Rotated Component Matrix[a]

	Component		
	1	2	3
I would like to receive external rewards and recognition in return for sharing my knowledge	.432	.496	.264
I would like to receive monetary rewards in return for sharing my knowledge.	.035	.750	.013
I get respect from others by sharing cultural heritage knowledge in the community.	.507	.592	.303
I feel that sharing cultural heritage knowledge improves my image	.236	.879	.144
I feel that sharing cultural heritage knowledge improves my status	.294	.778	.163
I enjoy sharing my cultural heritage knowledge with my community	.173	.132	.785
Sharing my cultural heritage knowledge with others gives me pleasure	.174	.051	.883
I feel good to help someone else by sharing my cultural heritage knowledge	.235	.209	.808
I have the expertise needed to provide valuable cultural heritage knowledge	.748	.171	.134
I feel confident that I can share valuable information about cultural heritage.	.690	.104	.387
I am proficient in sharing cultural heritage knowledge among others.	.702	.365	-.075
When I share my cultural heritage knowledge through the community network, I expect the people to respond and interact.	.665	.253	.279
When I contribute to the community network by providing cultural heritage knowledge , I expect other members also share their knowledge.	.754	.100	.243

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Here we have 3 main components, now we can see that component one we have the highest loading value .754 which states that there are youth in Ahmedabad who share their cultural heritage knowledge for "reciprocity and self-efficacy" which means they also expect from other people to share their opinions and views about the same and want others to interact withthem for mutual benefit like build good communication in the society as they have a good knowledge of cultural heritage and they have expertise in this. Also, they are proficient in sharing cultural heritage knowledge among others. We have combined self-efficacy and reciprocity as one main factor. It becomes our first major factor. Then, the second componenthaving the loading value .879 which becomes the second major factor named as "rewards andrecognition". It suggests us that people tends to share their knowledge for the sake of rewardsand recognition which included monetary benefits, status, respect in community etc. Then thethird and last component having the highest loading value of 8.83 as it shows that people enjoyhelping in sharing their knowledge with others in order to develop good relationships. They feel good to share their knowledge with others and feel pleasure that they are contributing towards the society.

DISCUSSION

The research focused on a variety of motivational factors, such as "rewards," "enjoy helping,"and "reciprocity," as the main drivers of cultural heritage knowledge sharing among young people. The result of the factor analysis supported earlier study, particularly in terms of anticipating rewards, reaping benefits from helping others, and enjoying doing so.

(Lin, 2007), (Bock et al., 2005) the more favourable the attitude towards knowledge sharing is,the more supported the intention to share knowledge will be; the greater the anticipated reciprocal relationships are, the more favourable the attitude towards knowledge sharing will be; (Bock et al., 2005) examined anticipated extrinsic rewards, anticipated reciprocal relationships, sense of self-worth with attitude towards knowledge sharing, subjective norm, and intention to share.

(Bock et al., 2005), (Farooq, 2016), and (Liao et al., 2013) conducted a study that took into account utilitarian motivation, such as rewards, reciprocity, reputation, and hedonic motivation(i.e., enjoy helping), as well as their expected relationship with the attitude towards knowledgesharing. They also took into account self-efficacy and sharing culture with a continuedintention to share knowledge, and they discovered that users' attitudes towards knowledge aredetermined Additionally, the continued intention to share information is influenced by users' attitudes, self-efficacy, and sharing culture (Liao et al., 2013). The key element in exchangingcultural heritage knowledge is trust (Okyere-Kwakye and Nor, 2011). This research determinedthat "rewards," "enjoy helping," "self-efficacy," and "reciprocity" were the key components that influenced young people's willingness to share cultural heritage knowledge.

CONCLUSION

Three variables, "rewards and recognition," "enjoy helping," and "self-efficacy and reciprocity," were identified as the study's findings as having an impact on Ahmedabad youth'ssharing of cultural heritage knowledge. The sensitivity of value for rewards from an individualwho shared information is an intriguing study finding. The primary motivator for people to share traditional heritage cultural heritage knowledge is a reward. When sharing cultural heritage knowledge, they anticipate receiving rewards in exchange. The neighbourhood shouldenhance the incentive scheme to give youth ways to share cultural heritage knowledge.

Due to the simplification of the research issues, the study has a number of limitations, which is why we only looked at three variables. Additionally, the only youth included in this researchare those from Gujarat state's Ahmedabad. Additionally, only students pursuing graduate, postgraduate, and doctoral degrees were included in the data gathering. Therefore, care must be taken when summarising findings for other communities because the results in communities may vary due to cultural differences. The findings of this research add to the body of knowledgealready in existence about what influences the exchange of knowledge about cultural heritage.The research also proposed that "rewards" might be used to encourage cultural heritage knowledge owners to impart knowledge. Additionally, comprehending the significance of different motivators for sharing cultural heritage knowledge can be a powerful marketing tool.By planning lectures, workshops, seminars, and conferences, the government, non-governmental organisations, and other local organisations will be guided in how to shape theirfacilities, platforms, services, and marketing strategies. This will have a positive economic andcommercial impact on the key cultural heritage knowledge stakeholders. The integration of cultural heritage as a chapter or topic in the curriculum must receive careful consideration frompolicymakers. This will allow teachers to teach about cultural heritage, which will have a big effect on public understanding of cultural heritage knowledge. Last

but not least, future researchers can carry out research by incorporating extra variables to investigate the attitude and plans to share cultural heritage knowledge, as well as about knowledge sharing behaviourson virtual spaces. Future studies may also focus on the aged, who are thought to be powerful carriers of cultural heritage knowledge.

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