The Challenges of Knowledge Sharing Practices in Higher Educational Institutions in Namakkal District of Tamilnadu: A Kendall Approach

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Abstract

The present study has made an attempt to analyse the various challenges in knowledge sharing behaviour among the faculty members working in higher educational institutions in Namakkal district of Tamilnadu, India. The primary data were collected from the faculty members working in Arts and Science Colleges, Engineering Colleges, Standalone Institutions and Polytechnic Colleges in the district. The main objective of the objective of the study is to analyse the various challenges faced by the faculty members in knowledge sharing about their academic activities. Further, to analyse the relationship between demographic variables and challenges in knowledge sharing behaviour of faculty members in higher educational institutions. The statistical tool Kendall's co-efficient concordance has been used to analyse the data. The Lack of time, Lack of rewards, Lack of interest, Fear of others performing better, Lack of availability of appropriate means and methods and Fear of losing importance are the important challenges in knowledge sharing in higher educational institutions. The management of higher educational institutions should take necessary steps to eradicate the various challenges in knowledge sharing and motivate the faculty members for effective collaborations and networking through knowledge sharing.

Introduction

Knowledge sharing is part of every day organizational life ant it creates better access to the knowledge in order to transfer and apply this knowledge, which is then used to solve problems in a much faster and cheaper way (Fawwaz et al 2009). Knowledge sharing is the corner-stone of many organizations' knowledge-management (KM) strategy (Steve Dale 2014). The knowledge management practice involves many activities such as knowledge creation, knowledge capture, knowledge codification, knowledge transfer and knowledge sharing. From the above, knowledge sharing is considered as a basic facilitator for knowledge management which helps in achieving organization goals although knowledge sharing barriers can obstruct the effectiveness of KM (Raed Kanaan et al 2013). Knowledge sharing helps organisations avoid reinventing the wheel and thus be better prepared to seize new opportunities as they arise, whilst avoiding past mistakes (Isaac et al 2011). Knowledge sharing also

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improves communication among employees and reduces the gap in mutual understanding. The members of an organization can improve their teamwork significantly by sharing and managing knowledge properly. Knowledge-sharing activities provide opportunities to exchange ideas, thoughts, experiences and know how among the employees and maximize the co-operation in such a way the performance and success of the organization can be maximized Knowledge management is one of the important tools to strengthen our educational system at par with world class educational institutions. Knowledge management deals with acquiring knowledge, classification of knowledge, storing knowledge, sharing knowledge and disseminating the knowledge for maximizing the usage of organizational resources. From the above process in knowledge management, knowledge sharing is one of the important processes to make effective use of organizational knowledge. Knowledge sharing refers to exchange of ideas, thoughts, experiences, results, and anything worth between two or more persons. The present paper has made an attempt to analyse the various obstacles in effective knowledge sharing activities in higher educational institutions in India.

Knowledge sharing in the Higher Educational Institutions

Higher educational institutions are not only providing education to the students but also it transfers the intellectual knowledge from faculty members to students. These institutions manage, blend, and share knowledge among the faculty staff themselves and knowledge sharing is inevitably challenging and an important concept in higher learning institutions (Sadiq Sohail and Salina Daud, 2009). Teaching and Research are the two important activities of higher educational institutions where knowledge sharing is helpful to share the academic matters and research output among the staff members and students to attain the excellence in delivering knowledge to the students. Knowledge sharing activities are meant to provide platforms for knowledge sharing which can be done internally and externally within Institutions of Higher Learning (Ayman and Shahizan, 2012). The higher educational institutions are knowledge-based organizations and actively involved in knowledge creation, storing, sharing and dissemination for enrichment of academic activities. The out come of knowledge sharing will be reflected in quality enhancement in research, teaching, curriculum development, planning and administration. The ultimate aim of knowledge sharing in higher educational institutions is to enhance the employability and life skills of students. In this context, it is necessary to examine why the faculty members are not effectively sharing the knowledge among them and identify the various challenges faced by the faculty members in sharing of the academic matters. The findings of the study would provide useful insights for policy makers and administrators at higher educational institutions to plan and implement effective system and knowledge sharing practices among academics community

Review of Related Literature

Sai Ho Kwok and Sheng Gao (2005*)* investigated the individual's of knowledge sharing behavior with respect to information systems/information technology (IS/IT) by examining their attitude towards knowledge sharing. They have taken three variables, such as extrinsic motivation, absorptive capacity and channel richness, and examined these variables as influential factors affecting people's attitude

towards knowledge sharing. Angel Cabrera et al (2006) made an attempt to analyse the various determinants of individual engagement in knowledge sharing activities. The research results pointed out that the self-efficacy, openness to experience, perceived support from colleagues and supervisors and, to a lesser extent, organizational commitment, job autonomy, perceptions about the availability and quality of knowledge management systems, and perceptions of rewards are associated with sharing knowledge behaviour.

Chieh Peng Lin (2006) proposed a model for knowledge sharing from a perspective of social network ties. He also made an attempt to examine the gender difference in causal connections within the model. He further stated that the influence of perceived organizational support on instrumental ties was stronger for males than for females. Ma W.W.K and Yuen (2011) have made an attempt to analyse the important factors that influence the knowledge sharing in online. Regarding the gender differences in knowledge sharing the results revealed that male sample students rated the need to form relationships more highly than their female sample students.

Ying and Mei-Lien (2011) investigated the gender difference in virtual teams collaboration in a Wiki platform. Their study formed a framework by incorporating social capital and SECI model (SECI stands for socialization, externalization, combination, internalization). The study results indicated that the only difference across gender was the significant path from socialization to performance for female students. This study also confirmed that the social capital has significant impacts on knowledge sharing behaviour for both genders and knowledge sharing behaviour has a significant impact on the virtual team performance.

Sangmi et al (2011) established a research framework to provide an understanding of the factors affecting knowledge sharing behaviour among bloggers in the online social networks. The research results indicated that the factors like bloggers' trust, strength of social ties, and reciprocity all have a positive effect on their knowledge-sharing behavior. Further, they stated that the impact of the above factors on knowledge sharing behavior varies by gender of the bloggers.

Mark Chun (2013) investigated the gender differences in the adoption and use of social networking in a high-technology defense firm. He also examined how these differences influenced a firm's knowledge management initiatives. He stated that the differences between men and women were found in terms of when and how they adopted the technology, and the degree of relationship continuity while using the technology. He further stated that these differences affected how men and women learned within their working environments and posed a hindrance to the organization's attempt to use social networking to generate new knowledge.

Sethumadhavan (2014) described the various barriers to knowledge sharing are psychological fear of IT, lack of understanding of power of knowledge management, inappropriate decision making and operational structure and lack of simple, easy-to understand-and- implement powerful tools. Wendy (2015) explored the gender differences in online knowledge sharing process by utilizing an online knowledge sharing model. He stated that the online knowledge sharing is one of the important

processes in knowledge creation especially with the radical development of social media. He found that the perceived online attachment motivation did not have significant relationship with online knowledge sharing, as it was fully mediated by perceived online relationship commitment.

Leposava et al (2015) examined the influence of demographic and organizational factors on knowledge sharing among employees in organizations. They further stated that regarding different types of organizations, the type of activities does not affect knowledge sharing behaviour of employees, while the type of ownership does. Muhammad et al (2016) made an attempt to review the various outcomes of knowledge management and knowledge sharing: Trends, issues, and challenges. It includes both quantitative and qualitative studies related to antecedents and barriers to knowledge management and knowledge sharing. They found that the cooperation bias was the most frequent limitation in most of the studies included in this meta-review as the respondents were likely to over-estimate their participation in knowledge management and knowledge sharing activities.

Based on the literature survey it is found that, no more studies have been undertaken to examine the various challenges faced by the faculty members in knowledge sharing of higher educational Institutions in India. This study is designed to fill this research gap and offer suitable remedies to the challenges in knowledge sharing behaviour among the faculty members in higher educational Institutions in India.

Objectives of the Study

The main objective of the research is to analyze the various challenges of knowledge sharing behavior among the faculty members working in higher educational institutions in Namakkal district, India. The specific objectives of the study includes,

- To review the related literature on knowledge sharing behavior in general.
- To examine the various challenges in knowledge sharing behavior of faculty members in higher educational Institutions
- To investigate the relationship between demographic variables and challenges of knowledge sharing behavior of faculty members.
- To offer suitable suggestions to overcome the challenges in knowledge sharing.

Research Methodology

In the present study, both descriptive Research and exploratory Research design have been used to fulfill the objectives of the study. The descriptive research design has been used to ascertain the opinion of faculty members on various challenges in knowledge sharing in higher educational institutions. The exploratory research design has been used to investigate the relationship between demographic variables and challenges of knowledge sharing in higher educational institutions. Based

on convenience sampling method, it is decided to collect the 540 samples from the faculty members working in higher educational institutions such as Arts and Science Colleges, Engineering Colleges, Stand alone institutions and Polytechnic colleges in Namakkal District India. Based on pilot study the questionnaire is restructured and modified. The primary data are collected from the sample faculty members through structured questionnaire. The statistical tool Kendal co-efficient concordance test has been used to ascertain the ranking pattern between demographic variables and challenges in knowledge sharing in higher educational institutions.

Analysis and Discussion

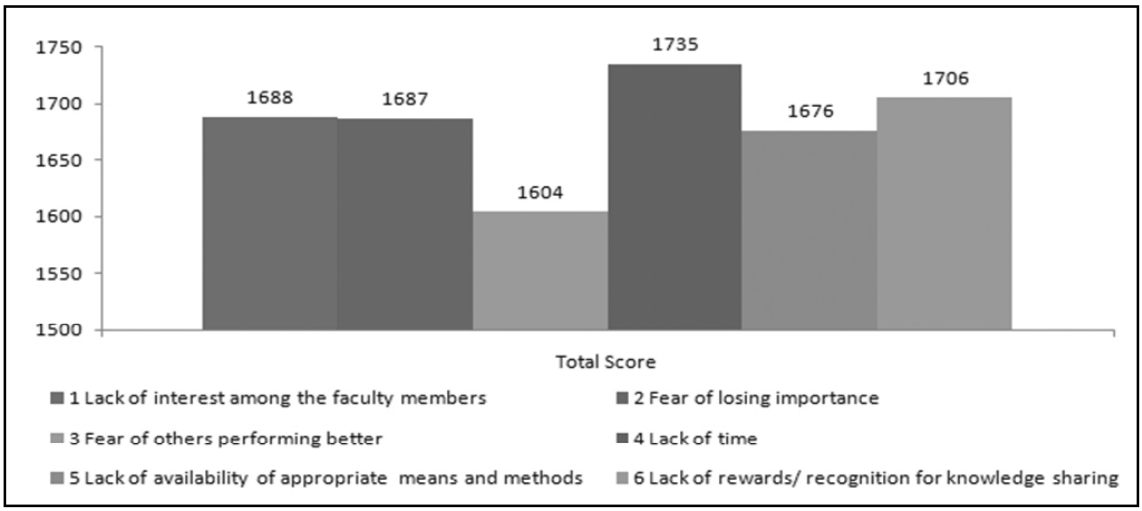
Based on literature survey, it is found that there are more than 20 barriers in knowledge sharing are being reported by various studies. The following details are the most important challenges in knowledge sharing in higher educational institutions such as Lack of interest amount the faculty members, Fear of losing importance, Fear of others performing better, Lack of time, Lack of rewards/ recognition for knowledge sharing, Lack of availability of appropriate means and methods. The faculty member's perception on various challenges in knowledge sharing is collected with the help of likert scale. The total score, mean score and ranks are computed with the help weighted average method. The results are presented in the Table 1

Table 1. Challenges in knowledge sharing in higher educational Institutions

Challenges	SDA	DA	N	A	SA	Total Score	Mean Score	Rank
Lack of interest among the faculty members	66	92	168	136	78	1688	3.13	Ⅲ
Fear of losing importance	53	107	160	160	60	1687	3.12	IV
Fear of others performing better	76	128	144	120	72	1604	2.97	VI
Lack of time	63	107	113	166	91	1735	3.21	I
Lack of availability of appropriate means and methods	64	114	148	130	84	1676	3.10	V
Lack of rewards/ recognition for knowledge sharing	53	118	147	134	88	1706	3.16	Ⅱ

Source: Computed from Primary data

Figure 1: Challenges in knowledge sharing in Higher educational Institutions



It is clear from Table 1 that among various challenges in knowledge sharing, the challenge, "lack of time" was most important obstacle faced by the faculty members in higher educational institution in India. The faculty members are fully engaged with teaching and students development activities. Hence, they are unable to share the academic matters with fellow staff members. The next most important challenge faced by the faculty members was "Lack of rewards/ recognition for knowledge sharing". Most of the higher educational institutions in India there is no policy for knowledge management initiatives. Therefore, no reward has been given to the faculty members for sharing the knowledge with other staff members. The challenge "Lack of interest among the faculty members" is secured third most important challenge in knowledge sharing as cited by the sample faculty members. The challenge, " Fear of others performing better" is ranked as least important challenge as cited by the sample faculty members. To analyze the differences in ranking pattern among the two category faculty members based on gender, the mean scores and ranks are computed and presented in Table 2

Table 2. Gender of Faculty Members and Challenges in Knowledge Sharing

Challenges	Gender of Faculty Member			
	Male		Female	
	Mean Score	Rank	Mean Score	Rank
Lack of interest among the faculty members	3.12	III	3.14	III
Fear of losing importance	3.08	V	3.17	II
Fear of others performing better	2.96	VI	2.98	VI
Lack of time	3.23	I	3.19	I
Lack of availability of appropriate means and methods	3.09	IV	3.12	IV
Lack of rewards/recognition for knowledge sharing	3.19	II	3.11	V

Source: Computed from Primary data

The above Table 2 stated that the ranking pattern is almost similar among the male and female categories of the faculty members. They have given first rank to the challenge "Lack of time". The work load and other duties and responsibilities are mostly common to both male and female faculty members in all the educational institutions. Hence, they are unable to share their subject notes, research findings and other academic matters with each others due to lack of time. But, second most important challenge on knowledge sharing differ from male to female category of faculty members. The male category staff members mark second rank to the challenge, "Lack of rewards / recognition for knowledge sharing" but the female category of the staff members, cite the challenge, "Fear of losing importance" as second most important challenge in knowledge sharing. The same challenge is secured fifth rank from the male faculty members. The ranking patterns for all other remaining challenges are similar between male and female categories for faculty members.

To analyse the ranking pattern of age wise categories faculty members on various challenges, the mean scores and ranks are computes and presented in Table 3

Table 3. Age of Faculty Members and Challenges in Knowledge Sharing

Challenges	Age of Faculty Member (in Years)							
	Up to 25		26-35		36-45		46 and Above	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Lack of interest among the faculty members	3.53	III	3.09	III	2.67	IV	3.31	III
Fear of losing importance	3.54	II	3.12	II	2.58	V	3.00	VI
Fear of others performing better	3.29	VI	2.95	VI	2.58	V	3.08	V
Lack of time	3.45	V	3.17	I	2.93	I	3.69	I
Lack of availability of appropriate means and methods	3.62	I	2.99	V	2.71	III	3.23	IV
Lack of rewards/ recognition for knowledge sharing	3.52	IV	3.09	III	2.84	II	3.38	II

Source: Computed from Primary data

It is clear from the Table 3 that the different categories of faculty members based on age have given different ranking pattern on challenges in knowledge sharing. The challenge, "Lack of time" was placed first rank by the all the categories of faculty members based on age, except the age category of up to 25 years. The same challenge was placed in to fifth position by the age category of up to 25 years. The challenge, "fear of losing important" was secured second position for the age category of faculty members who belonged to up to 25 years of age and 26 – 35 age group. The same challenge was secured fifth position from the age category of 36-45 years and sixth position from the remaining

category of faculty members. To test the significant similarities in ranking pattern between different age categories of the faculty members on challenges in knowledge sharing, Kendall coefficient concordance has been used. The formula for computing the kendall coefficient concordance is given below.

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$s = \Sigma(Ri-\underline{Ri})^2$$

T = Number of observations in a group tied for a given rank

$$\text{Where } \Sigma T = \Sigma \frac{(t^3-t)}{12}$$

The following hypothesis are formulated and tested with the above statistical tool.

$H_{0:}$ The ranking pattern on various challenges in knowledge sharing does not differ significantly among different age categories faculty members.

$H_{1:}$ The ranking pattern on various challenges in knowledge sharing differ significantly among different age categories faculty members

The calculated value of S (118) is less than Table value (143.3) and thus the null hypothesis is accepted. It can be concluded that the ranking pattern on various challenges in knowledge sharing does not differ significantly among different age categories faculty members

To analyse the ranking pattern of institution wise categories faculty members on various challenges in knowledge sharing, the mean scores and ranks are computes and presented in Table 4

Table 4. Type of Institution and Challenges in Knowledge Sharing

Challenges	Age of Faculty Member (in Years)							
	Engineering College		Arts & Science College		Stand alone Institution		Polytechnic College	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Lack of interest among the faculty members	3.51	I	2.99	IV	3.11	III	3.00	V
Fear of losing importance	3.38	IV	3.04	III	3.02	V	3.18	II
Fear of others performing better	3.28	V	2.90	V	2.83	VI	2.91	VI
Lack of time	3.23	VI	3.18	I	3.25	I	3.25	I
Lack of availability of appropriate means and methods	3.49	II	2.96	V	3.04	IV	3.11	IV
Lack of rewards/ recognition for knowledge sharing	3.42	III	3.06	II	3.13	II	3.14	III

Source: Computed from Primary data

From the above Table 4 it is clear that all the faculty members have given first rank to the challenge "Lack of time" as first and foremost among all the challenges except the faculty members from Engineering colleges. The Engineering college faculty members ranked the same challenges as last one. The faculty members from of Arts & Science colleges and Stand alone Institutions are opined that "Lack of rewards/recognition for knowledge sharing" with second position as the same, respondents of Engineering College and Polytechnic College ranks with third position towards the same challenge. "Fear of others performing better" has been ranked as sixth position by the respondents of standalone institutions and polytechnic college towards challenges in knowledge sharing. To test the significant similarities in ranking pattern between different institution wise categories of the faculty members on challenges in knowledge sharing and the following hypothesis were formulated.

$H_{0:}$ The ranking pattern on various challenges in knowledge sharing does not differ significantly among different institutions wise categories faculty members.

$H_{1:}$ The ranking pattern on various challenges in knowledge sharing does not differ significantly among different institutions wise categories faculty members.

The calculated value of S (116.5) is less than Table value (143.3) and thus the null hypothesis is accepted. Hence, it can be concluded that the ranking pattern on various challenges in knowledge sharing does not differ significantly among different institutions wise categories faculty members.

To analyse the ranking pattern of educational qualification wise categories faculty members on various challenges in knowledge sharing, the mean scores and ranks are computes and presented in Table 5

Table 5. Highest Educational Qualifications and Challenges in Knowledge Sharing

Challenges	Highest Educational Qualifications							
	Post Graduate		M.Phil		Ph.D		Others	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Lack of interest among the faculty members	3.08	III	3.26	III	2.87	III	3.26	V
Fear of losing importance	3.06	IV	3.24	V	2.85	IV	3.55	II
Fear of others performing better	2.9	VI	3.10	VI	2.77	V	3.26	V
Lack of time	3.11	I	3.34	I	3.11	I	3.61	I
Lack of availability of appropriate means and methods	3.06	IV	3.26	III	2.69	VI	3.37	III
Lack of rewards/ recognition for knowledge sharing	3.09	II	3.27	II	3.05	II	3.34	IV

Source: Computed from Primary data

The Table 5 stated that the entire faculty members with highest educational qualification have opinioned that "Lack of time" as the foremost challenge in knowledge sharing and all have unanimously posted with first rank for the same. Lack of rewards/recognition for knowledge sharing have been faced as the second most important challenge and has been ranked with second position by all the respondents except other category of faculty members. Except faculty members who have completed Ph.D, and other category of faculty members, all the faculty are expressed that "Fear of others performing better" is the last force of challenges in knowledge sharing.

To test the similarities of ranking pattern between different educational qualification of faculty members the following hypothesis are formulated.

H_0: The ranking pattern on various challenges in knowledge sharing does not differ significantly among different educational qualification wise categories faculty members.

H_1: The ranking pattern on various challenges in knowledge sharing differ significantly among different educational qualification wise categories faculty members.

The calculated value of S (183.5) is more than Table value (143.3) and thus the null hypothesis is rejected and the alternative hypothesis is accepted. It is clear that the ranking pattern on various challenges in knowledge sharing differs significantly among different educational qualification wise categories faculty members

To analyse the ranking pattern of designation wise categories faculty members on various challenges in knowledge sharing, the mean scores and ranks are computes and presented in Table 6

Table 6. Designation of Faculty Members and Challenges in Knowledge Sharing

Challenges	Designation of Faculty Members					
	Lecturer/ Asst. Professor		Associate Professor		Professor	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Lack of interest among the faculty members	3.07	IV	3.39	I	3.27	V
Fear of losing importance	3.10	III	3.14	V	3.45	I
Fear of others performing better	2.95	VI	2.99	VI	3.27	V
Lack of time	3.17	I	3.38	II	3.41	II
Lack of availability of appropriate means and methods	3.06	V	3.29	IV	3.41	II
Lack of rewards/ recognition for knowledge sharing	3.12	II	3.30	III	3.36	IV

Source: Computed from Primary data

The Table 6 depicts about the designation of faculty members and their challenges in knowledge sharing in higher educational institutions. The first rank has been opted for "Lack of interest among the faculty members" by associate professors, "Fear of losing importance" by Professors and "Lack of time" by Lecturers/Assistant Professors. Secondly the Associate Professor and Professor are opined that the lack of time as the next most important challenge in knowledge sharing by faculty members in higher educational institutions. Fear of others performing better is marked as sixth position by Lecturers/ Assistant Professors and Associate Professors whereas it is ranked as fifth by Professors. To test the similarities of ranking pattern between different designations of the faculty members the following hypothesis are formulated.

$H_{0:}$ The ranking pattern on various challenges in knowledge sharing does not differ significantly among faculty members with different designation.

$H_{1:}$ The ranking pattern on various challenges in knowledge sharing differs significantly among faculty members with different with different designation.

The calculated value of S (76.84) is less than Table value (103.9) and thus the null hypothesis is accepted. It can be concluded that the ranking pattern on various challenges in knowledge sharing does not differ significantly among faculty members with different designation.

To analyse the ranking pattern of teaching experience wise categories faculty members on various challenges in knowledge sharing, the mean scores and ranks are computes and presented in Table. 7

Table 7. Teaching Experience and Challenges in Knowledge Sharing

Challenges	Teaching Experience (in Years)							
	Upto 1 year		1 to 5		6 to 10		Above 10	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Lack of interest among the faculty members	3.47	II	3.23	IV	3.01	II	2.74	IV
Fear of losing importance	3.43	III	3.28	I	2.94	IV	2.73	V
Fear of others performing better	3.27	VI	3.08	VI	2.78	VI	2.72	VI
Lack of time	3.32	V	3.24	III	3.15	I	3.14	I
Lack of availability of appropriate means and methods	3.60	I	3.15	V	2.94	V	2.81	III
Lack of rewards/ recognition for knowledge sharing	3.38	IV	3.28	I	2.95	III	2.98	II

Source: Computed from Primary data

The Table 7 shows the challenges faced in knowledge sharing of faculty members related with their teaching experience. The faculty members within 1 year of experience feel that the most important challenge in knowledge sharing is "Lack of availability of appropriate means and methods". Whereas, the faculty members above 6 years of experience express that "Lack of time" as the foremost challenge in knowledge sharing. All the faculty members unanimously ranked sixth position for "Fear of others performing better". They feel that the performance among them will bring a healthy environment in their academic field. To test the similarities of ranking pattern between different categories teaching experience of faculty members the following hypothesis are formulated.

$H_{0:}$ The ranking pattern on various challenges in knowledge sharing does not differ significantly among faculty members with different teaching experience.

$H_{1:}$ The ranking pattern on various challenges in knowledge sharing differs significantly among faculty members with different teaching experience.

The calculated value of S (136.84) is less than the table value (143.3) and hence the null hypothesis is accepted. Hence, it can be concluded that the ranking pattern on various challenges in knowledge sharing does not differ significantly among faculty members with different teaching experience.

To analyse the ranking pattern of salary wise categories faculty members on various challenges in knowledge sharing, the mean scores and ranks are computes and presented in Table 8

Table 8. Salary of Faculty Members and Challenges in Knowledge Sharing

Challenges	Salary of Faculty Members (Rupees in Lakh)					
	Up to 2		2 – 4		Above 4	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Lack of interest among the faculty members	3.27	I	2.97	IV	2.72	IV
Fear of losing importance	3.27	I	2.98	III	2.66	VI
Fear of others performing better	3.08	VI	2.87	VI	3.30	I
Lack of time	3.26	III	3.11	I	3.00	III
Lack of availability of appropriate means and methods	3.21	V	2.94	V	3.17	II
Lack of rewards/ recognition for knowledge sharing	3.25	IV	2.99	II	2.72	IV

Source: Computed from Primary data

The Table 8 pictures the ranking pattern for challenges in knowledge sharing by the faculty members with different salary status. The faculty members who earn salary within the limit of Rs.2/- lakhs are of the opinion that "Lack of interest among the faculty members" and "Fear of losing importance" as the first challenge. The faculty members who are within the limit of Rs. 2/- lakh salary express their challenges as "Lack of interest among the faculty members" and "Fear of losing importance" as the first challenge. Whereas, the faculty members with salary between Rs.2 - 4/- lakhs ranks first with challenge of "Lack of time" and the faculty members with salary above Rs.4/- lakhs with "Fears of others performing better". It is implied that except "Lack of interest among the faculty members" and "Fear of losing importance" as the first challenge. And also, the faculty members with the salary above Rs.4/- the others expressed their challenge as "Fear of others performing better".

To test the similarities of ranking pattern between different salary wise categories of faculty members the following hypothesis are formulated.

$H_{0:}$ The ranking pattern on various challenges in knowledge sharing does not differ significantly among different salary wise categories of faculty members

$H_{1:}$ The ranking pattern on various challenges in knowledge sharing differs significantly among different salary wise categories of faculty members.

The calculated value of S (22.84) is less than the table value (103.9) and hence the null hypothesis is accepted. Hence, it can be concluded that the ranking pattern on various challenges in knowledge sharing does not differ significantly among different salary wise categories of faculty members

Suggestions and conclusion

To promote effective and efficient knowledge sharing activities in the higher educational institutions, the team work shall be encouraged in academic development in all aspects. The collaborative teaching method is one of the best among all to develop the team work. It will lead a collaborative research also which leads to interdisciplinary and multidisciplinary researches in the academic institutions. In short, sharing knowledge is unavoidable in the academic development not only personal but also institutional. The importance of knowledge sharing should be imparted to the faculty members for voluntary contribution towards knowledge sharing among the academic community. The present research will be useful to administrators of academic institutions to understand the various challenges in knowledge sharing and to provide free flow of information from top to bottom level.

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