KNOWLEDGE SHARING AMONG SCIENCE FACULTY AND RESEARCHERS IN UNIVERSITIES OF KARNATAKA STATE

K. R. Hemantha Rao
B. Ramesha

Mr. K. R. Hemantha Rao
Research Scholar,
Department of Library and Information Science,
Bangalore University,
Bengaluru – 560 065,
KARNATAKA
Email:
hemantharao.kr@gmail.com
Corresponding author

and

Dr. B. Ramesha
Professor,
Department of Library and Information Science,
Bangalore University,
Bengaluru – 560 065,
KARNATAKA
Email: bbramesha@gmail.com

The research paper is designed to investigate the knowledge sharing culture of the academic fraternity of science domain at Universities of Karnataka. The major influencing factors of knowledge sharing trust factor and mutual benefits accrued from knowledge sharing are vital components of the paper. The motivating factors are principal elements of knowledge sharing in terms of culture and technology is also the other glimpses of this paper. The conceptual model of knowledge sharing is constructed, and on which the entire research work is being carried over. The primary data of questionnaire method is employed to investigate the stated objectives of the paper and concluded by the demographic and other qualitative factors are playing a pivotal role in understanding of knowledge sharing process at the Universities of Karnataka.

Keywords: Knowledge, Knowledge sharing, Universities, Science faculty, Researchers, Organization Culture

INTRODUCTION

The modern world development is based on knowledge & it is known as knowledge economy. Knowledge has become vital for the growth of any society. Knowledge can be defined as information that has been processed into a form that is meaningful to the user (Agyemang et al., 2016). Universities create knowledge-intensive environment through its research and development and disseminates knowledge through its publications, seminars, conferences, and so on. They also play a critical role in knowledge transfer through working with businesses and other organizations to support innovation, and social and cultural enterprise, as well as supporting learning through their teaching and research training programmes (Fullwood et al., 2013). Knowledge Sharing (KS) is defined as the extent to which knowledge is being shared (Shapira et al., 2006). KS is basically an exchange of ideas/ skills between individuals or organizations. Knowledge sharing is an integral part of the knowledge management process. In Universities, Knowledge Sharing is a continuous activity through its various academic activities. Many universities started adopting formal knowledge sharing practices in order to provide easy access to academic and administrative resources and

services through Institutional repository, single sign-on portal, community of practice, delivery of information etc. And also knowledge acquired by faculties and researchers are regularly captured by scholarly journals, books, compilations etc. The knowledge sharing has been visualized as the common activity among the academics. Hence it is an interesting area of study to explore the modes of knowledge sharing in this context. However, in the Indian context, knowledge sharing is by mean of research & academic activities. It has become essential to know & understand knowledge sharing influencing factors in academic environment through which academics can meet their needs by making use of others knowledge & experience.

LITERATURE REVIEW

A review of the literature revealed that Knowledge-sharing behaviour is influenced by the non-monetary factors that encourage knowledge-sharing behavior in Universities such as humility, interpersonal trust, reputation, self-efficacy and enjoyment of helping others (Dezdar, 2017). Howell and Annansingh (2013) identified that certain universities display critical junctures and cultural transformation in terms of knowledge sharing. Bratianu et al. (2011) examined two main strategies for the intergenerational knowledge transfer in Universities viz; encouraging cooperation through teamwork, and encouraging individual competition. Marouf and Agarwal (2016) investigated the effect of individual factors such as trust, self-efficacy, collegiality, openness and reciprocity on individual readiness to participate in a knowledge management. And found that apart from trust, all other factors positively affected readiness of individuals. Muqadas et al. (2017) opined that hoard knowledge to gain power, influence, promotion opportunities, authority, and employee favoritism negatively impacts knowledge sharing practices. Furthermore, an unsupportive culture and a poor linkage between KS and rewards negatively influence KS practices in public sector universities. Students discussed exam-related matters and enhanced their own understanding by Knowledge sharing. Class participation and group discussion stimulated them to share knowledge with their peers. They considered give-and-take a big barrier of KS (Rafique and Anwar, 2017). Analysis of discourses, social spaces and arrangements of organizations showed the existence of two practices: KS and cultural change. KS of the organization and its working path were considered to be as vital as subject knowledge sharing (Leith and Yerbury, 2019).

Fari and Ocholla (2015) observed that factors such as a lack of electricity; inadequate print and electronic resources; poor research management; poor attendance in conference & seminars and poor attitudes towards knowledge sharing are the challenges in KS among the academics. The study explored positive relationship between group and individual level leadership on knowledge sharing behaviour. The results indicated that IT support for KM moderates the mediating in role of internet self efficacy (Srivastava and Joshi, 2018). A behavioral intention does not affect Knowledge sharing behaviour directly rather, it acts indirectly through affective commitment to increase individual's loyalty and willingness to share their knowledge. The affective trust has an indirect impact on individual's knowledge sharing behavior (Dey and Mukhopadhyay, 2018). The study indicated that trust, social-interaction and rewards have strong influences in KS and these help to higher education institutions to enhance

their KS practices by adopting social capital among its academics (Diriye, 2019). The study explored seven areas of knowledge-sharing and found that the post-graduate students have shown higher perceived attitudes towards KS, compared to under-graduate students (Rahman et al., 2014). The librarians who possess high self-concept and who properly make use of knowledge gained through knowledge sharing will have high research productivity (Okonedo and Popoola, 2012). One of the studies identified that knowledge sharing will improve and extend relationships with colleagues, and offer opportunities for internal promotion and external appointments. The role of organizational structure and information technology are relatively neutral regarding the way in which they are led to knowledge sharing (Fullwood et al., 2013). Yasir et al. (2017) revealed a range of insights into the factors that might influence knowledge sharing. For example, the mediating effect of trust between the relationships of knowledge self-efficacy, reciprocal benefit, face to face interactive communication and knowledge sharing, while there is a partial mediating role of trust between knowledge management system infrastructure and knowledge sharing.

OBJECTIVES OF THE STUDY

The purpose of the study was to investigate the status of knowledge sharing in universities in Bangalore University and the University of Mysore. The study sought to address the following research questions:

1. To study the factors influencing on knowledge sharing
2. To analyse the trust factor influence in successful knowledge-sharing
3. To study the mutual benefit factor influence in successful knowledge-sharing
4. To study the intrinsic motivation factors, influence in successful knowledge-sharing
5. To study the university culture and technology factors influence in successful knowledge-sharing

SCOPE AND LIMITATION OF THE STUDY

The present study was conducted to understand the knowledge sharing attributes and factors influencing on knowledge sharing among faculty & researchers of University of Mysore & Bangalore University. This pilot study was a part of a statewide study on the aspects of knowledge sharing in Universities. This pilot study is limited to Bangalore University and the University of Mysore. The science faculty is considered for the study with criteria that, probably knowledge sharing is more in science discipline especially in lab environment as compared to other disciplines and also to narrow down the study to obtain effective outcome.

RESEARCH METHODOLOGY

The survey method was used for this study. The structured questionnaire was prepared to study the stated objectives of the study. The questionnaire comprises two sections with personal information and the questions related to the purpose of the study. The study was conducted in two universities, namely; University of Mysore and Bangalore University. The respondents were research scholars and faculty members. The study adopted knowledge sharing model constructed for the study. The sample was chosen using a convenience sampling technique. Survey

questionnaires were distributed to 180 academics, from which 148 were completed and returned, yielded a response rate of (82.2%). The overall return rate is tabulated in table 3. The data obtained from the survey were analyzed using percentages, mean & standard deviation.

Quantitative Data

The data obtained from the questionnaire was edited for completeness and cleaned. After checking, the data was coded and converted into numerical form and input in SPSS for analysis to generate statistical analysis.

Research Model

There are various theories and models developed in knowledge sharing domain to ascertain knowledge sharing behavior, factors influencing and other facets. Based on the various theories and extensive literature review, the authors have modified and constructed KS research model which suits the study for university academics in the Indian context. Variables included in the model are Individual context, Organizational Culture and Technical platform to identify reasons contributing to knowledge sharing. The trust, mutual benefit, intrinsic motivations are used as the dependent variable in the model. The research model designed for the study is presented in Figure 1.

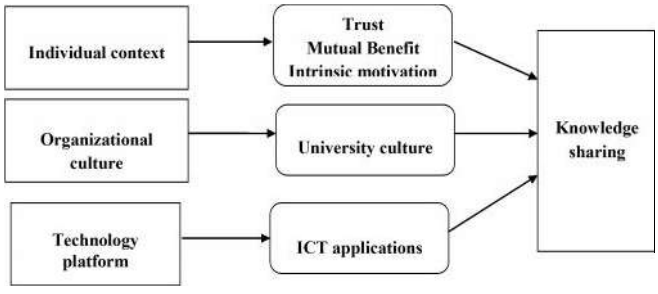

Figure 1: Knowledge sharing model

DATA ANALYSIS AND INTERPRETATION

The study was conducted in two universities namely: Bangalore University, Bengaluru and the University of Mysore, Mysuru. The respondents were faculty and research scholars. The study was adopted above-defined knowledge sharing model. The research paradigm was applied to quantitative approaches. There is a fair portion of faculty and research scholar's participants within the study (Table1). However, majority are male (Research Scholar, n=148).

Table 1: Type of Respondents

Sl. No.	Target group	Response	Percentage (%)
1	Research Scholar	111	75
2	Faculty	37	25
Total		**148**	**100**

University wise distribution of Respondents

The table 2 shows the distribution of the population in the universities that were studied. The authors received 65 (43.9%) from the University of Mysore and 83 (56.1%) responses from Bangalore University.

Table 2: University wise distribution of Respondents

Sl. No.	Name of University	No. of Respondents	Percentage (%)
1	University of Mysore	65	43.9
2	Bangalore University	83	56.1
Total		**148**	**100.0**

Area of Specialization of the Respondents

The table 3 shows various area of specialization of the respondents. This study covers the mixed & fair portion of representation from multiple subjects, which helped to obtain & understand the knowledge sharing behaviour among academics.

Table 3: Area of Specialization of the Respondents

Sl. No.	Area of specialization	No. of respondents	Percentage (%)
1	Biotechnology	13	8.8
2	Botany	11	7.4
3	Chemistry	10	6.8
4	Computer Science & Applications	5	3.4
5	Earth Science	5	3.4
6	Electronic Science	1	0.7
7	Genetics	10	6.8
8	Geology	22	14.9
9	Life Sciences	4	2.7
10	Mathematics	10	6.8
11	Microbiology	10	6.8
12	Microbiology &c Biotechnology	2	1.4
13	Physics	17	11.5
14	Sericulture Science	6	4.1
15	Statistics	6	4.1
16	Zoology	15	10.1
17	Environment Science	1	0.7
Total		**148**	**100.0**

Gender of the respondents

There is a fair portion of male and female participants within the study (Table 4); however, the majority are male (60.8%, n=148).

Table 4: Gender of the respondents

Sl. No.	Gender	No. of respondents	Percentage (%)
1	Male	90	60.8
2	Female	58	39.2
	Total	148	100.0

Age of the respondents

From the table 5, it is observed that there is 64.9% of respondents are between the age of 20 and 30, which is not surprising given that the sample consists of a large number of research scholars. About 24.3% are between 31-40 age and only 8.8% & 2% are between 41 and 50 & older than 50 respectively.

Table 5: Age wise distribution of the respondents

Sl. No.	Status	No. of respondents	Percentage (%)
1	20 – 30	96	64.9
2	31 – 40	36	24.3
3	41 – 50	13	8.8
4	50+	3	2.0
Total		**148**	**100.0**

FACTORS INFLUENCING IN KNOWLEDGE SHARING

The study results focusing on various factors influencing on knowledge sharing based on research model considered for the study are presented. The findings revealed that majority of the respondents agreed that individual, organizational, and technology factors influenced on knowledge sharing among academics in universities. For each group described in the research model, as shown in figure 1, the authors included several factors related to knowledge sharing presented in tables 6.1, 6.2. 6.3, 7, & 8.

The "factors influencing on knowledge sharing" is measured with a degree of agreement on a five point Likert Scale (1-Strongly disagree, 2-Disagree, 3- Neutral, 4-Agree, 5-Strongly agree).

The result of the study presented in table 8.1 shows that trust plays a vital role in knowledge sharing, and lack of it can have severe implications in the academic environment. About 80.4% respondents believe that knowledge was sharing useful to them.

The factors that influence successful knowledge-sharing among the Science Faculty members and Researchers

The table 6.1 shows that 99 (66.9%) respondents either agreed or strongly agreed that they trust their 'fellow researcher and faculty members in terms of academic & research activities' and 16(12.8%) respondents either disagreed or strongly disagreed that they do not trust fellow researcher & faculty members. The results presented in the table indicate that trust such as 'Knowledge sharing is useful to me' was the most important reason that motivates 119 (80.4%) respondents to share knowledge, and 'I trust if I provide valuable knowledge, then they will do the same in return' was the least important reason chosen. Majority of the respondents (mean=3.76) however agreed that trust plays a significant role in knowledge sharing.

Table 6.1: Individual context: Trust

Sl. No.	Description	N = 148					Mean	SD
		1	2	3	4	5		
1	I trust my fellow researcher and faculty members in terms of academic & research activities	11 (7.4)	5 (3.4)	33 (22.3)	70 (47.3)	29 (19.6)	3.682	1.063
2	I trust the level of expertise of fellow researcher and faculty members whom I have close contact	4 (2.7)	7 (4.7)	20 (13.5)	87 (58.8)	30 (20.3)	3.891	0.8739
3	I trust Knowledge sharing is useful to me	8 (5.4)	4 (2.7)	17 (11.5)	70 (47.3)	49 (33.1)	4.00	1.024
4	I trust that my fellow faculty members and researchers are honest in academic & research activities	8 (5.4)	8 (5.4)	34 (23)	69 (46.6)	29 (19.6)	3.695	1.021
5	I trust if I provide valuable knowledge, then they will do the same in return	5 (3.4)	15 (10.1)	44 (29.7)	64 (43.2)	20 (13.5)	3.533	0.9648

Mutual benefit

It is observed from the table 6.2 that the statement 'Divided we Lose, united we Win' was the most chosen from the respondents (mean=4.101) and 'I strongly believe knowledge sharing strengthen our relationship & expands the scope of association' was the least important (mean=3.729) reason chosen. Majority of the respondents (mean=3.91), however agreed that mutual benefit plays a vital role in knowledge sharing.

Table 6.2: Mutual benefit

Sl. No.	Description	N = 148					Mean	SD
		1	2	3	4	5		
1	I strongly believe knowledge sharing strengthen our relationship & expands the scope of association	10 (6.8)	8 (5.4)	30 (20.3)	64 (43.2)	36 (24.3)	3.729	1.098
2	I believe that my future requests for knowledge will be answered when I share my knowledge	8 (5.4)	4 (2.7)	33 (22.3)	75 (50.7)	28 (18.9)	3.750	0.9750
3	I strongly believe the healthy interaction with fellow researcher and faculty is facilitate exchange of knowledge	6 (4.1)	8 (5.4)	11 (7.4)	75 (50.7)	48 (32.4)	4.020	0.9930
4	I believe that the research accomplishment by research scholar is equally benefited for both researcher & supervisor in terms of identity and knowledge	5 (3.4)	9 (6.1)	13 (8.8)	77 (52)	44 (29.7)	3.986	0.9688
5	Do you believe in following statement: Divided we Lose, United we Win	6 (4.1)	6 (4.1)	19 (12.8)	53 (35.8)	64 (43.2)	4.101	1.042

Intrinsic motivation

It is observed from the table 6.3 that the statement 'I believe sharing knowledge helps to enhance my knowledge' was the most chosen from the respondents (mean=4.168) and 'I am willing to share knowledge because I can obtain reputation' was the least important (mean=3.479) reason accepted. Majority of the respondents (mean=3.92), however, agreed that mutual benefit plays a vital role in knowledge sharing.

Table 6.3: Intrinsic motivation

Sl. No.	Description	N = 148					Mean	SD
		1	2	3	4	5		
(i)	Sharing knowledge gives me happiness	6 (4.1)	5 (3.4)	10 (6.8)	87 (58.8)	40 (27)	4.013	0.9183
(ii)	I feel proud when my fellow researcher, faculty members obtain required knowledge from me	8 (5.4)	3 (2)	9 (6.1)	84 (56.8)	44 (29.7)	4.033	0.9648
(iii)	I believe sharing knowledge helps to enhance my knowledge	6 (4.1)	2 (1.4)	10 (6.8)	73 (49.3)	57 (38.5)	4.168	0.9213
(iv)	I believe sharing knowledge contributes to reach my personal & professional goal	7 (4.7)	3 (2)	10 (6.8)	73 (49.3)	55 (37.2)	4.121	0.9682
(v)	I am willing to share knowledge because I can obtain reputation	10 (6.8)	12 (8.1)	49 (33.1)	51 (34.5)	26 (17.6)	3.479	1.085
(vi)	I am willing to share knowledge as it makes my colleagues know more about my skills, & competencies	1 (0.7)	15 (10.1)	36 (24.3)	69 (46.6)	27 (18.2)	3.716	0.9038

Organizational Culture

It is observed from the table 7 that the statement 'University expects Faculty members & researchers to actively contribute to the development of knowledge in their domain' was the most chosen from the respondents (mean=3.783) and 'University recognize & provides rewards in terms of incentive/award/ grants to motivate KS culture' was the least important (mean=3.074) reason chosen. Majority of the respondents (mean=3.393), however, agreed that mutual benefit plays a vital role in knowledge sharing.

Table 7: Organizational Culture

Sl. No.	Description	N = 148					Mean	SD
		1	2	3	4	5		
1	University expects Faculty members & researchers to actively contribute to the development of knowledge in their domain/field	7 (4.7)	11 (7.4)	24 (16.2)	71 (48)	35 (23.6)	3.783	1.040
2	University expects faculty members & researchers are actively involved in sharing of knowledge within & outside the University	8 (5.4)	9 (6.1)	38 (25.7)	64 (43.2)	29 (19.6)	3.655	1.035
3	University motivates & provides sponsorship regularly to conduct Seminar/Conference/workshop for knowledge sharing	11 (7.4)	13 (8.8)	38 (25.7)	65 (43.9)	21 (14.2)	3.486	1.078
4	University supports to all the departments to cooperate with each other in sharing knowledge	18 (12.2)	19 (12.8)	38 (25.7)	53 (35.8)	20 (13.5)	3.256	1.207
5	University has feedback system to acknowledge & motivate Knowledge sharing culture	21 (14.2)	28 (18.9)	36 (24.3)	40 (27)	23 (15.5)	3.108	1.284
6	University recognize & provides rewards in terms of incentive/award/grants to motivate KS culture	21 (14.2)	24 (16.2)	48 (32.4)	33 (22.3)	22 (14.9)	3.074	1.246

Technology Platform

It is observed from the table 8 that the statement 'University provides suitable IT facilities like Internet/Intranet, Social media access etc., to communicate and share knowledge

Table 8: Technology platform

Sl. No.	Description	N = 148					Mean	SD
		1	2	3	4	5		
1	University provides suitable IT facilities like Internet/Intranet, Social media access etc., to communicate and share knowledge among faculty members and researchers	8 (5.4)	9 (6.1)	34 (23)	70 (47.3)	27 (18.2)	3.668	1.019
2	University provides facility to store knowledge through Institutional Repository/Document Storage servers	11 (7.4)	16 (10.8)	52 (35.1)	57 (38.5)	12 (8.1)	3.290	1.019
3	University facilitates remote access to electronic resources	9 (6.1)	13 (8.8)	40 (27)	69 (46.6)	17 (11.5)	3.486	1.013
4	University does timely IT infrastructure up-dation with the new technologies	6 (4.1)	31 (20.9)	44 (29.7)	49 (33.1)	18 (12.2)	3.283	1.057

among faculty members and researchers' was the most chosen from the respondents (mean=3.668) and 'University does timely IT infrastructure updation with the new technologies' was the least important (mean=3.283) reason accepted. Majority of the respondents (mean=3.431) however agreed that mutual benefit plays a vital role in knowledge sharing.

HYPOTHESES TESTING

The trust factors influence successful knowledge-sharing VS. Gender

To test the significant relationship between the trust factors, influence in successful knowledge-sharing by the respondents and gender the following hypothesis was formulated and tested with the help of 't' test.

Hypothesis 1: There is a significant relationship between the trust factors influence in successful knowledge-sharing by the respondents and gender.

Table 9.1: The trust factors influence in successful knowledge-sharing VS. Gender

Sl. No.	Gender	N	Mean	SD	t	P
1	Male	90	16.87	4.152	0.070	0.944 NS
2	Female	58	16.91	3.748		

The maximum score from the trust factors influence in successful knowledge-sharing is 25 and the minimum score is 5, when we compare these scores between Males and Females, the mean score obtained by females (16.91) is comparatively more than the score obtained by males (16.87) and found to be statistically no significant (p=0.944). Therefore, the null hypothesis is supported, and the research hypothesis is rejected.

The mutual benefit factors influence successful knowledge-sharing VS. Gender

To test the significant relation between the mutual benefit factors, influence in successful knowledge-sharing by the respondents and gender the following hypothesis was formulated and tested with the help of 't' test.

Hypothesis 2: There is a significant relationship between the mutual benefit factors influence in successful knowledge-sharing by the respondents and gender.

Table 9.2: The mutual benefit factors influence successful knowledge-sharing VS. Gender

Sl. No.	Gender	N	Mean	SD	t	P
1	Male	90	19.31	4.721	0.966	0.336 NS
2	Female	58	20.02	3.673		

The maximum score from the mutual benefit factors influence in successful knowledge-sharing is 25 and the minimum score is 5, when we compare these scores between Males and Females, the mean score obtained by females (20.02) is comparatively more than the score obtained by males (19.31) and found to be statistically no significant (p=0.336). Therefore, the null hypothesis is supported, and the research hypothesis is rejected.

The Intrinsic Motivation factors influence successful knowledge-sharing VS. Gender

To test the significant relation between the Intrinsic Motivation factors, influence in successful knowledge-sharing by the respondents and gender the following hypothesis was formulated and tested with the help of 't' test.

Hypothesis 3: There is a significant relationship between the Intrinsic Motivation factors influence successful knowledge-sharing by the respondents and gender.

Table 9.3: The Intrinsic Motivation factors influence successful knowledge-sharing VS. Gender

Sl. No.	Gender	N	Mean	SD	t	P
1	Male	90	23.03	5.153	1.662	0.099 NS
2	Female	58	24.31	3.445		

The maximum score from the Intrinsic Motivation factors influence in successful knowledge-sharing is 30 and the minimum score is 6, when we compare these scores between Males and Females, the mean score obtained by females (24.31) is comparatively more than the score obtained by males (23.03) and found to be statistically no significant (p=0.099). Therefore, the null hypothesis is supported, and the research hypothesis is rejected.

The organizational culture factors influence successful knowledge-sharing VS. Age Group of Respondents

To test the significant relation of the organizational culture factors influence in successful knowledge-sharing and the age group of respondents, the following hypothesis was formulated and tested with the help of 'ANOVA' test.

Hypothesis 4: There is a significant relationship between the Organizational culture factors influence in successful knowledge-sharing and the age group of respondents

Table 10: The Organizational culture factors influence successful knowledge-sharing VS. Age Group of Respondents

Sl. No.	Age Group	N	Mean	SD	F	P
1	20 – 30	96	19.56	5.934	1.845	0.142 NS
2	31 – 40	36	21.67	5.144		
3	41 – 50	13	22.15	5.886		
4	50+	03	22.67	1.528		

The maximum score from the organizational culture factors influence in successful knowledge-sharing is 30 and the minimum score is 6, when we compare these scores between age groups, the mean score obtained by 50+ age group (22.67) is comparatively more than the score obtained by other age groups, and 20-30 age group (19.56) is relatively less than the score obtained by different age groups. It is found to be statistically no significant (p=0.142). Hence the hypothesis is rejected.

The technology platform factors influence successful knowledge-sharing VS. Age Group of Respondents

To test the significant relation of the technology platform factors, influence in successful knowledge-sharing and the age group of respondents, the following hypothesis was formulated and tested with the help of 'ANOVA' test.

Hypothesis 5: There is a significant relationship between the technology platform factors influence successful knowledge-sharing and the age group of respondents.

Table 11: The technology platform factors influence successful knowledge-sharing VS. Age Group of Respondents

Sl. No.	**Age Group**	N	Mean	SD	F	P
1	20 – 30	96	13.49	3.696	0.652	0.583 NS
2	31 – 40	36	14.39	3.349		
3	41 – 50	13	13.46	3.152		
4	50+	03	14.67	2.309		

The maximum score from the technology platform factors influence in successful knowledge-sharing is 20 and the minimum score is 4, when we compare these scores between age groups, the mean score obtained by 50+ age group (14.67) is comparatively more than the score obtained by other age groups and 41 -50 age group (13.46) is relatively less than the score obtained by different age groups. It is found to be statistically no significant (p=0.583). Hence the hypothesis is rejected.

SIGNIFICANCE AND FINDINGS

Influence of various factors on knowledge sharing analyzed with a mean to explore the degree of consensus on the items of each variable (trust, mutual benefit & intrinsic motivation). Review of the statements related to the trust, mutual benefit, inherent motivation, university culture & technology show that in general, most respondents have a positive attitude towards knowledge sharing. Majority of the respondents 80.4% expressed their agreement that Knowledge sharing is useful to them (trust factor), and 83.1% believed that healthy interaction with fellow researcher and faculty is facilitated exchange of knowledge and knowledge production (Mutual benefit), and about 87.8% expressed sharing of knowledge helps to enhance my knowledge (Intrinsic motivation). About 71.6% respondents expressed that university expects faculty members & researchers to actively contribute to the development of knowledge in their domain/field (Organizational culture), and about 65.5% of respondents indicated that University provides suitable IT facilities like Internet/Intranet, Social media access etc., to communicate and share knowledge among faculty members and researchers (Technology factor).

The results show that there is a significant relationship between the attitude of faculty and their trust to share knowledge. It means that faith is the most influential factor to encourage knowledge sharing among faculty & researchers. The findings also indicate that mutual benefit is significantly associated with their knowledge sharing behaviour. This study confirms that intrinsic motivation is significantly associated with knowledge sharing behaviour of faculty & researchers.

This study is limited to the influence of three individual factors (trust, mutual benefit and intrinsic motivation) and two variables such as university culture & technology on knowledge sharing behaviour, as such further research may be conducted to determine other factors such as intention to share, individual attitude, personal expectation, communication and cooperation on knowledge sharing of the faculty members & researchers. The study found the effect of trust, mutual benefit, intrinsic motivation, university culture and technology as significant variables on knowledge sharing behaviour, the mean value obtained for knowledge sharing behaviour is high (mean >3.5 for all these factors). The study may be extended to examine what factors motivate faculty and enforce their intention to share

knowledge. On the whole, based on the findings of the research, what university administrators and management should consider is to facilitate to create a better environment for knowledge sharing, so that knowledge sharing becomes a nature among faculty and researchers.

CONCLUSION

The present study analyzed the factors that influence on knowledge sharing practices in the two Universities of Karnataka state. The study revealed that faculty members and research scholars are believed that trust, mutual benefit and intrinsic motivation positively impact on KS. The study also identified that both faculty and research scholars agreed that 'University expects Faculty members & researchers to actively contribute to the development of knowledge in their domain' and 'University provides suitable IT facilities like Internet/Intranet, Social media access etc., to communicate and share knowledge among faculty members and researchers'. It is suggested that University authorities shall encourage the department of studies to create online discussion forums to discuss academic topics. And also Universities need to identify the ways to collect, record, and store the tacit knowledge resides among the faculty members and research scholars using various IT based tools.

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