

## A STUDY TO UNDERSTAND THE SIGNIFICANCE OF PROBLEMS FACED BY STUDENTS OF HIGHER EDUCATION INSTITUTIONS WHILE IMPLEMENTATION OF KNOWLEDGE MANAGEMENT PRACTICES

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### ABSTRACT

*It is necessary to understand the current corporate practices in Knowledge Management, its application to the Higher Education system, and the assessment of existing KM practices in HEI among the authorities and officers of the Higher Education Institution, including Personal Knowledge Management Practices. The main aim of this research is to study to understand the significance of problems faced by students of higher education institutions while implementation of knowledge management practices. The result of the study shows that the students believe that their teacher and staff share best knowledge they have. So also, they are open to novel experiences and ideas. They are enthusiastic when change is proposed in their college. There are several problems faced by higher education institutions while implementation or use of knowledge sharing and management practices. The problem "Non availability of full-time Knowledge Management Officer in the College" is rated significant by 82.8% of respondents.*

**Keywords:** higher education institutions, knowledge management practices, fulltime KM Officer, formal KM system & ICT based KM

## INTRODUCTION

Institutes of higher education develop knowledge through their academic and administrative processes. Knowledge is generated as explicit knowledge in the form of records, processes, tests, and implicit knowledge in the form of individual observations, opinions, views and perceptions. The question is how to make both explicit and implicit knowledge available as an integrated core tool to the organization. Capturing and making available institutional knowledge will ensure continuity and accelerate institutional learning. (Petrides, L.A. 2004)

On the contrary, most HEIs face the difficult task of integrating their institutional knowledge for improved knowledge sharing and effective decision making. Knowledge is produced in various forms at different levels and is required in different forms at each level. Academic and administrative processes of teaching, assessment, evaluation, admission, counselling, training and placement and researching and consulting result in a variety of valuable experiences and studies that can be described as knowledge in the context of higher education institutions. (Ranjan, J. 2008)

The objective of KM in higher education institutions is to integrate the information generated at all levels and to use it towards the Institute's objectives and goals. This will have the impact of optimizing the functional efficiency, capacity building and efficiency of the organization, contributing to improved productivity and performance. The academic institution comprises a number of faculty, students, administration, academics, research and training components or levels, and increasing placement of these levels generates knowledge and absorbs knowledge while the essential elements of knowledge are varied at each level.

## IMPORTANCE OF KNOWLEDGE MANAGEMENT IN EDUCATION

Every academic institution shall contribute to information. The information and knowledge generated is to be collected in a central location and disseminated throughout society for further development. It is also noted that the data or information produced in the academic institution is often not known to anyone and remains as grey literature, which can be helpful if the organization maintains proper re-coding. In addition, the academic environment is a treasure of information, but it is not well structured and therefore there is also a lack of usefulness and cause for the recurrence of the practice.

Biloslavo and Trnavcevic (2007) have expressed the importance of KM in higher education, and Dawson (2000) has also stated that 'KM is particularly important for organizations made up of experts where success depends. It would seem relevant to consider higher education institutions as organizations made up of experts who contribute to the knowledge base.

Internationalization of higher education, lifelong learning and the transition from teaching to learning new technologies and migration are main factors in the growth of knowledge management. KM regularly manages enormous data, making it a powerful tool to improve efficiency and reduce the expense of processing vast volumes of data. It is very difficult to document the tacit information produced by institutional staff. A lot of times the staff member leaves the Institute, and his expertise goes with him. If the practice of KM is carried out as a continuous activity in an institute, only the information generated could be registered and collected for future use as well as retained. (Mamta Bhusry, 2012)

In addition, inspection officers, when visiting and assessing the graduation of educational development and contribution tests both tacit and explicit awareness of past years, and KM plays a vital role in these activities. Knowledge is the key to decision making and strategy development. Knowledge should be converted into an activity, but sadly it doesn't always happen. Effective knowledge management tools should be adopted by all educational institutions to sustain a competitive atmosphere. (Biloslavo, R. & Trnavcevic. 2007)

KM helps educational institutions develop their ability to gather and share information and expertise and to apply it to problem-solving and encouraging learning and quality improvement in their work. The KM of the education system will reflect and provide information at all levels, from the level of management to the level of students, in order to enhance the professional awareness of staff and to achieve the standard of lecturers and students. The Government shall release many funds for such programs in all countries. KM provides the most effective way to share productive approaches, models, principles and practices, creating networks as a field of activity that will ensure their distribution, as well as fostering creativity and growth. The sharing of material resources could be advantageous to developing countries. Faculties should invest equally in the capital they share. The sharing of information and expertise on the network, such as joint newsletters, meetings, conferences, seminars and symposia, will serve as an instrument for the transfer of knowledge and ideas and good practices. (Sangeeta Dhamdhare, 2015)

In educational institute scholars, faculty experts, students constantly add to the knowledge base by developing new concepts. Internationalization of higher education must share its organizational contribution/knowledge. Therefore, information management offers strategies for capturing tacit knowledge concealed in experts/personal minds and practice and records it for future use. At the time of the graduation of the educational success of the school, all the tacit and explicit information of the past years can be made accessible to the search facility at one location.

In the current era of knowledge-driven economy, higher education plays an important role in the overall socio-economic growth of any region or country. But at the same time the higher education system

in India has been experiencing multidimensional changes in the recent years. The recent phenomenal developments in the higher education sector have radically challenged the conventional definition of public service higher education. The complexity of the climate has increased through globalization and technological advances around the world. In this rapidly evolving situation, India's higher education system should be more efficient to resolve world challenges.

Indian higher educational institutions have gradually developed considerable Research & development competences. A few institutions have shown very favorable results. Though information accessibility has become easier, yet translating it into knowledge is very difficult. Organizations, predominantly educational institutions, have to cultivate a process through which value can be generated from their intellectual and knowledge-based assets.

A review of different studies conducted in India gives an considerate of different practices and creativities which can prove knowledge management successful in terms of improving the performance of organizations. Redefining roles and accountabilities, constructive interference of the organization leaders in organization building endeavors, positive participation of information personnel in delivery system and constant evaluation of goods and services will make the Indian academic libraries suitable and resourceful in future. (Guru, B.P.,2009)

There are four dimensions of knowledge in management institutions. There are specific domains of knowledge, knowledge capturing and updating methods, use of knowledge and knowledge storage. To build and grow a robust and thriving knowledge atmosphere in HEI, the institutions need to look outside technology and develop the overall culture of accessing, sharing and managing knowledge. (Jayanthi Ranjan and Raju Ranjan, 2010)

A study was conducted on five different fields, namely academics, biotechnology, consultancy, financial services and software organizations for understanding the field of knowledge workers. It was found that there were a few barriers to KM namely Lack of Top Management Involvement, Lack of Pull for KM System, Lack of Cross Functional Ownership, Organizational Structure hindering Learning and Reward System focusing only on tangible and Quick Results. Organizations should cultivate communities of practices, which would become orientation groups for their knowledge workers. Organizations should inspire its knowledge workers to benchmark and selectively share knowledge with other organizations and professional bodies. Performance management system must facilitate and request people to generate and share knowledge. Reward system should encourage and simplify teamwork.( Agrawal. N.M. 2001)

Another study was done to study the cross-cultural traits of university faculty across study variables to examine the impact of cross-cultural traits on knowledge management in an Indian university. The

author found that majority of the professors belonging to sciences, engineering, and management were relatively more prolific, work-cultured, receptive, assertive, empirical, and more disciplined when compared to arts and commerce teachers. The younger generation was found to be more creative in their knowledge management process. Author also found that in the university the knowledge was not shared or used, instead it was stored and the knowledgeable professors looked questionably at others; Both Science and Engineering faculty members were more individualists, as they generated and stored knowledge within the four walls of their laboratories, while arts, commerce and management faculty were more collectivists as they went around the society for knowledge generation; gender differences played as a hurdle in knowledge management process especially in knowledge generation as females could not make a move to other places since they were more preoccupied with familial responsibilities.( Rajasekhar, M. (2005).)

In-depth study of market orientation, which is one of the subsets of knowledge management, learning from consultants, attending conferences/workshops outside India on a specific topic & subtopic of manufacturing processes, widespread use of internet and repeated interactive sessions with employees are key driving factors of knowledge management in Small and medium-sized enterprises (SMEs)( Vasudevana, H. & Chawan, A.(2014))

An empirical study in Indian Automobile Industry concluded that a firm with a knowledge management competence would use resources more efficiently and so would be more advanced and would perform better. Training based on capability gap, SAP and R&D plays a significant role in enhancing the Knowledge of employees. (Karthikeyan, K. & Muralidharan, R.A. 2010)

The key challenges faced by Indian knowledge professionals in integrating knowledge administration into learning activities are misunderstanding principles of knowledge management, lack of knowledge-sharing culture, high management engagement, incentives and rewards, financial resources and IT infrastructure.( Nazim, M. & Mukherjee, B. 2011)

In Higher Education, technical education and training programs, culture of practice, information technology and knowledge sharing are important instruments for knowledge management.

In this global education market, Indian universities and higher learning institutes are trying to get an acceptable market share. Some of these institutions have already set up campuses abroad. Knowledge is power in this modern age and more knowledge is within people, more than in registers. Consequently, in higher education, knowledge management is required.

## OBJECTIVES OF THE STUDY

- To understand the significance of problems faced by higher education institutions while implementation or use of knowledge sharing and management practices

## RESEARCH METHODOLOGY

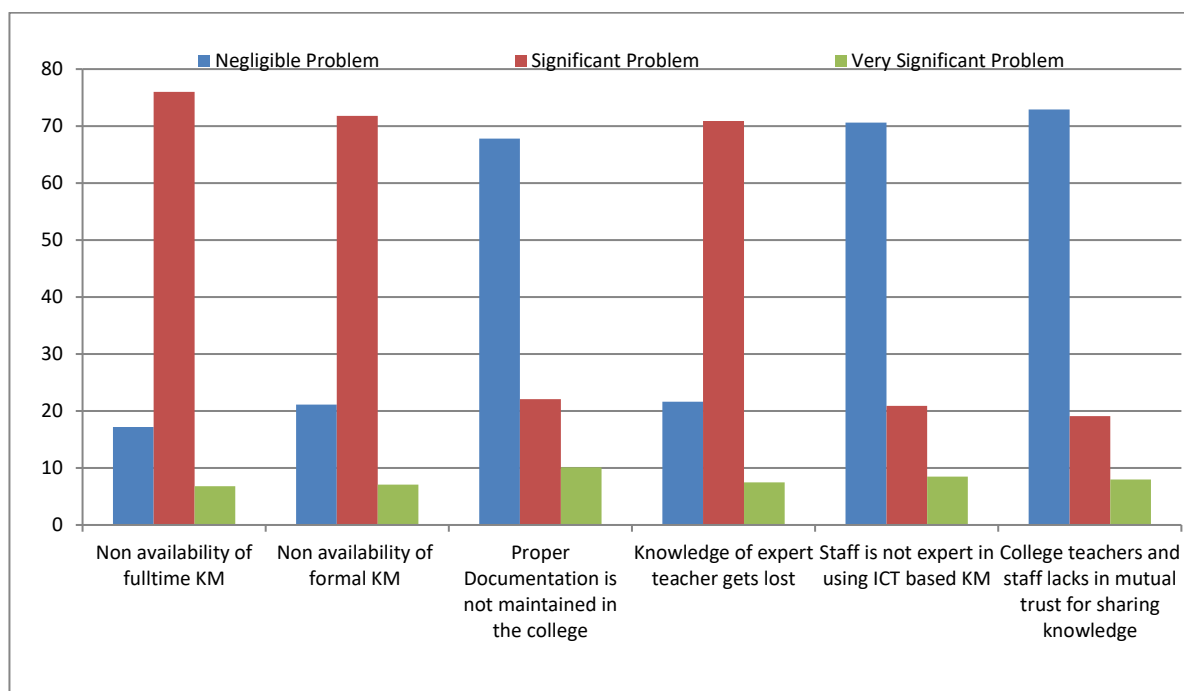
The study carried out is 'Descriptive and Analytical Method.' Both primary data and secondary data sources of data collection are used. Primary data is collected by standardized questionnaires/interviews from College Administrators of NCR region of UP. 5-point Likert scale is primarily used for data collection in questionnaires. The secondary data was collected from Books, reports, journals, periodicals & conference proceedings etc. And also from University and college websites, UGC, Government website etc., Government resolutions and Circulars, university circulars etc., as population university students from NCR region of UP selected for study.

## DATA ANALYSIS

Table 1: Factor Analysis

<b>Factor</b>	NegligibleProblem	Significant Problem	Very Significant Problem	<b>Total</b>
Non availability of fulltime Knowledge Management Officerin the College	73	323	29	425
	(17.2)	(76.0)	(6.8)	(100)
Non availability of formal knowledge management system in the College	90	305	30	425
	(21.1)	(71.8)	(7.1)	(100)
Proper Documentation is not maintained in the college	288	94	43	425
	(67.8)	(22.1)	(10.1)	(100)
Knowledge of expert teacher or staff gets lost on the day of he leaves the	92	301	32	425
	(21.6)	(70.9)	(7.5)	(100)

college				
Staff is not expert in using ICT based knowledge management tools	300	89	36	425
	(70.6)	(20.9)	(8.5)	(100)
College teachers and staff lacks in mutual trust for sharing knowledge	310	81	34	425
	(72.9)	(19.1)	(8.0)	(100)



**Figure 1. factor analysis**

The above table1 shows the responses of college students when they requested to rate the problems according to their significance which they encounter at the timeof implementation or use of Knowledge Management/ Knowledge Sharing Practices, for the problem –“Non availability of fulltime Knowledge Management Officer in the College”. As table depicts 17.2% college students mentioned it as “Negligible Problem”, majority 76% college students mentioned it as “Significant Problem” and 6.8% college students mentioned it as “Very Significant Problem”.

The above table shows the responses of college students when they requested to rate the problems according to their significance which they encounter at the timeof implementation or use of Knowledge Management/ Knowledge Sharing Practices, for the problem –“Non availability of formal knowledge management system in the College”. As table depicts 21.1% college students mentioned it as “Negligible



Problem”, majority 71.8% college students mentioned it as “Significant Problem” and 7.1% college students mentioned it as “Very Significant Problem”.

The above table shows the responses of college students when they requested to rate the problems according to their significance which they encounter at the time of implementation or use of Knowledge Management/ Knowledge Sharing Practices, for the problem –“Proper Documentation is not maintained in the college”. As table depicts majority 67.8% college students mentioned it as “Negligible Problem”, 22.1% college students mentioned it as “Significant Problem” and 10.1% college students mentioned it as “Very Significant Problem”.

The above table shows the responses of college students when they requested to rate the problems according to their significance which they encounter at the time of implementation or use of Knowledge Management/ Knowledge Sharing Practices, for the problem –“Knowledge of expert teacher or staff gets lost on the day of he leaves the college”. As table depicts 21.6% college students mentioned it as “Negligible Problem”, majority 70.9% college students mentioned it as “Significant Problem” and 7.5% college students mentioned it as “Very Significant Problem”.

The above table shows the responses of college students when they requested to rate the problems according to their significance which they encounter at the time of implementation or use of Knowledge Management/ Knowledge Sharing Practices, for the problem –“Staff is not expert in using ICT based knowledge management tools”. As table depicts majority 70.6% college students mentioned it as “Negligible Problem”, 20.9% college students mentioned it as “Significant Problem” and 8.5% college students mentioned it as “Very Significant Problem”.

The above table shows the responses of college students when they requested to rate the problems according to their significance which they encounter at the time of implementation or use of Knowledge Management/ Knowledge Sharing Practices, for the problem –“College teachers and staff lacks in mutual trust for sharing knowledge”. As table depicts majority 72.9% college students mentioned it as “Negligible Problem”, 19.1% college students mentioned it as “Significant Problem” and 8% college students mentioned it as “Very Significant Problem”.



## CONCLUSIONS

- Students believe that their teacher and staff shares best knowledge they have. So also they are open to novel experiences and ideas. They are enthusiastic when change is proposed in their college.
- There are several problems faced by higher education institutions while implementation or use of knowledge sharing and management practices. The problem “Non availability of fulltime Knowledge Management Officer in the College” is rated significant by 82.8% of respondents.
- On problem – “Proper Documentation is not maintained in the college” is rated as negligible problem by 67.8% respondents.
- The problem – “Knowledge of expert teacher or staff gets lost on the day of he leaves the college” is rated as significant & very significant problem by 78.3% respondents.
- On problem – “Staff is not expert in using ICT based knowledge management tools” is a negligible problem by 70.6% respondents.
- The problem “College teachers and staff lacks in mutual trust for sharing knowledge” is also a negligible problem in higher education institutions by 72.9% respondents.

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