AN UNDERSTANDING OF KNOWLEDGE MANAGEMENT PERCEPTION AND IMPLEMENTATION IN HIGHER EDUCATION

Valarmathi. B and M.V. Ruben*

Department of commerce,
*School of law, Christ university, Bangalore-560029, India
Corresponding Author: valarmathi.b@christuniversity.in

ABSTRACT
Knowledge is the insights, understandings and the practical know-how that we all possess. Knowledge Management (KM) refers to a system of acquiring, creating, applying, storing and disseminating knowledge to every department to achieve institutional objectives. Knowledge management is essential for quality in higher education. Educational institution has significant opportunity to apply knowledge management practices to achieve their set goal. It is important for educational institution to make all the process of administration and academic endeavor are available to every individual in the institution as internal resource. Though higher education system uses infinite knowledge sharing forum many staff are unaware of the how knowledge is to be shared and transmitted in an institution. This study identifies the perception and experience of the staff through the implementation of knowledge management in an institution. It also attempts to find the social and cultural factors that can affect knowledge management in the institution. The knowledge sharing culture also effects the knowledge management of an institution. A good management of knowledge can foster the growth of an institution and give competitive edge in higher education.

Keywords: Knowledge Management, Higher Educational Institution and Knowledge implementation.

INTRODUCTION
Knowledge management is the use and application of all the documented and undocumented methods and process which can be acquired, stored and disseminated in an organization (Rowley, 2000; Sallis and Jones, 2002 and Tajuddin. 2008). Higher educational institution should organize its knowledge capital for efficient management, and sound decision making (Holsapple and Joshi, 2000; Edmons and Pusch, 2002 and Ranjan and Khalil, 2007). The success of educational institution depends upon the system which will allow the flow of information even to the least important department. The areas of application involve research, curriculum development, academic services (teaching- learning process), alumni services, formulation and development of strategic plan, administrative services (student and alumni), access to potential customers and other stakeholder, library services, development programs etc (Coukos-Semmel, 2002; Ashish, 2006 and Arsenijevi, 2008).

Need for the study:-
Higher education institutions have significant opportunities to apply knowledge practices to support every part of their mission”. KM techniques and tools can be applied in higher education system to improve the overall development.

Objectives of the study
1. To find the experience and perception of knowledge management in higher education.
2. To identify social and cultural factors affecting knowledge management in higher education.
3. To understand the knowledge sharing culture in administrative departments of higher education

METHODOLOGY
The study was carried out using an investigative questionnaire to review the scope of KM practices; the level of KM systems used. The questionnaire was based on key areas of interest in KM including cultural factors and implementation of knowledge management in administrative department. The study has also used secondary data for conceptual clarity from books, journal, and magazines etc.

Sample design
Convenient sampling was used to identify the respondent.
Sample size - 62 Staff (administrative & teaching) of private university.
Measurement scale - Likert scale
Statistical analysis - SPSS is used the analysis the data.

Meaning of knowledge management
“Knowledge Management is a correct mix of people, processes and technology in an organization.”
“It is the systematic leveraging of information and expertise to improve organizational and operational innovation, responsiveness, productivity and competency.”
“Knowledge Management refers to an enterprise that consciously and comprehensively gathers, organizes, shares and analyzes its knowledge to achieve its goals.”

Relevance of knowledge management
Knowledge has become increasingly relevant for organizations because of the shift from an
industrial economy to knowledge-based economy. Knowledge management has gained importance because companies have discovered that people, their skills and knowledge are essential to gain competitive advantage. Innovation in products and processes becomes more and more important in both manufacturing as well as service sectors. Knowledge management provides the enterprise-wide discipline and a sustainable process for growth at all times (Butler and Murphy, 2007).

**Types of knowledge**

*Explicit Knowledge*: Expressed in words and numbers and shared in the form of data, scientific formulae, product specifications, articles and manuals, universal principles, reports, patents, pictures, video images, software, and so forth. Deeply rooted in an individual’s action and experience. Subjective and personal insights, intuitions, etc.

*Implicit Knowledge*: Beliefs, perceptions, ideals, values, emotions and mental models

**KM in Higher Educational Institution**

An institution that can possibly gain the most out of practicing knowledge management is that of education, the primary function of which is to impart knowledge. The educational system can be aligned to produce results that will immensely benefit the knowledge economy. Educational institution should consciously engage in the process of acquiring storing and disseminating knowledge through all the process from administration to curriculum development to class room interaction. Many higher educational institutions have not achieved the desired outcome mainly because the knowledge management system is not proactive. Knowledge should penetrate to the least important unit of an institution.

**Findings of the research**

1. Experience and perception on knowledge management - 64.5% percent feel that knowledge sharing is happening at a moderate pace. 45.2% of the respondent feel knowledge sharing is very high in the university.
2. Knowledge sharing culture among staff and management - 54.8% of the respondent feel that knowledge sharing is happening at a moderate pace. 45.2% of the respondent feel knowledge sharing is very high in the university.
3. Cooperation among administrative staff and management - 37.7% agree that there is moderate co-operation among staff and management while 61.3% strongly agree that there is a strong cooperation for knowledge sharing in the university.
4. Trust among staff and management - 45.2% agree that there is mutual trust among staff and management, while 54.8% strongly agree.
5. Involvement and participation among staff and management - 32.3% agree the staff involve and participate while 62.7% strongly agree.
6. Problem seeking and solving culture among staff and managers - 38.7% agree that there is problem seeking and solving culture. While 61.3 strongly agree.
7. Adaptability to change culture among staff and managers - 32.3% agree that they are able to adapt to the change culture while 67.7% strongly agree.
8. Knowledge sharing process in administrative department
   a. Acquisition and creation - 12.9% staff have felt that knowledge sharing is very good while 35.5% feel it is good and 51.6% have felt that it is fair.
   b. Retention and storage - 12.9% have agreed knowledge retention and storage is very good while 61.3% feel it is good and the remaining 25.8% feel it is fair.
   c. Sharing and distribution - 9.7% feel knowledge sharing and distribution is very good 51.6% it is good and 38.7% have felt fair.
   d. Utilisation and application - 12.9% feel it is very good and 61.3% feel it is good and 25.8% feel it is fair.

**CONCLUSION**

Knowledge Management is getting the right knowledge to the right people at the right time so that they can make the Best decision. Knowledge management is the essence of any Educational institution to gain competitive advantage. A number of factors can influence knowledge sharing culture in an institution. An institution should see that it provides all support to enhance knowledge sharing culture in all the departments. Higher educational institution should consciously make effort to disseminate the knowledge.

**REFERENCES**


