

Challenges and Prospects of Knowledge Management Practices at Educational Institutions in Bangalore

SujithaPaul.H

Dr. R.Murugesan

1ResearchScholar, Department of Management Studies, Sri Vidya Mandir Arts and Science College, Uthangarai, TamilNadu, India.

Research Supervisor, Department of Management Studies, Sri Vidya Mandir Arts and Science College, Uthangarai, TamilNadu, India.

ABSTRACT

Over the last ten to fifteen years, huge investments have been made in private educational institutions, ranging from high schools to colleges and Universities. According to the Ministry of Education, the total number of educational institutions in the country currently operating is 227,243. The overall student enrolled is 34.49 million, with an entire teaching staff of 1.27 million. The Education sector's investment trend in terms of GDP was 2.50 per cent in 2016-17 and 2.47 per cent in 2017-18, respectively, and is expected to be 2.10 %t in 2018-19. This growth has benefited the masses in many ways, as the quality of education has improved compared to the Public sector facilities.

On the other hand, the increasing number of educational institutions has created a competitive environment. More and more schools, colleges, and universities are trying hard to attract students for economic benefits and survival. Education institutions, including schools, colleges, and universities, have significant opportunities to apply knowledge management practices to improve and support all aspects of their system, from academics to administration to research. Knowledge management should not be considered a new idea; instead, it is a new spin on their current system. But implementing knowledge management practices with its true spirit is a lesson that the most visionary organizations in the corporate sector are learning all over again.

Key Words: competitive, corporate sector, investment, knowledge, Management, public

INTRODUCTION

The education industry in Bangalore has become very competitive and strives to improve the standard of education and add value to its services. In the search for innovative solutions to cater to current students' problems and make them more competitive for the complex job markets, educational institutions are pursuing new technologies and strategies for their benefit. In this context, knowledge management concepts and practices are becoming popular daily. The fundamental question arises: "can we apply the concepts of Knowledge Management to colleges and Universities"? This paper is targeted to answer the same question.

RESEARCH BACKGROUND

The concept of knowledge management (KM) has grown and gained importance in commerce. Organizations strive to leap ahead in the marketplace in today's competitive environment. Commitment to best practices and excellence is most important for today's managers. The supporters of people and knowledge management use terms like "customer services" and "customer satisfaction" as proof of benchmarks of excellence. The increased focus on KM motivates businesses to introduce new philosophies and implement various KM technologies. New roles and jobs have emerged, like the chief knowledge officer and knowledge workers (Sherif, 2006). However, most of the prior studies on knowledge management missed the focus on understanding how organizations can organize and integrate various pieces of knowledge to promote innovation and excellence (Sherif, 2006).

KM is important because knowledge can serve as a key strategic resource creating distinctive long-term competency for the firm. KM describes the approaches, tools and techniques for acquiring, transforming, applying, storing and protecting knowledge to improve firms' competitiveness (Hsiu-Fen, 2007).

Knowledge reflects a firm's intellectual capital and intangible asset base: including work experience, expertise, know-how, intuition, ideas and understandings that can be learned shared. KM involves

integrating individuals and groups within and among various firms managing knowledge to make better decisions and deliver results to support the intended business strategy (Horwitch and Armacost, 2002).

"Knowledge applications involve the use of the knowledge for job-related problems. Applying knowledge practices can improve employee satisfaction and add value to the business. Knowledge storage and preservation is the key to protecting the intellectuality, creativity, intuition, wisdom and interests of those who possess knowledge. If firms cannot stop in appropriate utilization of knowledge, they will lose their competitive advantage" (Hsiu-Fen,2007).

Much of the literature on KM indicates that social and technical support is key to knowledge sharing (Lin and Lee, 2006). For example, social interactions play an essential role in promoting knowledge sharing. Understanding tacit knowledge is required to allocate implicit knowledge resources. Understanding the difficulties of tacit knowledge could serve as a means for much more profound understanding (Herrgard, 2000).

APPLYING KNOWLEDGE MANAGEMENT IN THE EDUCATION SECTOR

Adopting knowledge management tools and methods for the education sector can be as beneficial as proved for the corporate sector. Effective planning and implementation of KM can result in better decision-making capabilities, effective product development (for example, course content development and research), better academics and administrative activities, better utilization of campus facilities such as classrooms, science labs and library etc. and reduced costs. Abroad institution-wide initiative for knowledge management can lead to consistent improvements in sharing knowledge, both explicit and tacit and the resulting potential benefits (Kidwell and Johnson, 2000).

Relying on unique individuals' personal and institutional knowledge can reduce an organization's flexibility, adaptability, and responsiveness. The challenge is to transform the information currently possessed by those individuals and disseminate it to other faculty members, staff persons, or other constituents. Educational institutions from Schools and colleges to universities in various parts of the world have significant potential to apply knowledge management practices to support every aspect of their strategies and mission. Knowledge management should not strike the education institutions as a radically new idea.

Knowledge Management practices can be very effective for the education sector as KM can be a critical enabler of quality improvement and innovation in educational institutions. With a focus on collaborative teaching and learning and with the support of a knowledge base of various disciplines, educational effectiveness can be enhanced. Knowledge Management, for education, needs to be preserved, maintained, and crystallized.

This study used a wide-ranging literature review to build propositions for applying knowledge management concepts and practices to the education sector. The second contribution is the derivation of empirical support for proposition prediction using data from actual respondents. The empirical evidence from this study proves that knowledge management practices can be successfully adopted at any institution. There can be found more complex difficulties in implementing KM practices due to many problems identified through questionnaires and views of the respondents.

Ideally, applying Knowledge Management practices effectively will help identify and understand the dynamic requirements of students and academic staff. These concepts will help develop a standard of performance in educational institutions and help improve in the future. Knowledge management concepts and practices will enable the institutions to establish a continuous improvement system in all areas.

The concepts of Knowledge management can be applied to areas like:

- Campus management
- Faculty management
- The utilization of physical resources such as labs, libraries, classrooms and computer labs
- Financial planning for future terms/sessions
- Hiring and training of teachers

Knowledge is an immaterial resource and is a significant piece of scholarly capital that could be put resources into any business or inside an association; it is the most important resource and can give a fortified base to advancing innovative work and development. It helps an association, present inside any area, become further by greatness and astuteness. Not with standing, regardless of the incredible worth bore witness to this resource, a couple of associations successfully make strides that would encourage the age of knowledge and securely store those generally in presence. Knowledge is significantly more than knowledge and data; the hotspots for knowledge and data can be effortlessly changed into knowledge, notwithstanding, the cycle of change of knowledge into a substantial yield requires acumen, encounters, skill, comprehension, and judgment of the associations and the people related with it. Knowledge is stored in various stockpiling frameworks and archives, and implicit knowledge is stored in the human psyche and includes involvement, contemplations, instincts, mind, and many inborn characteristics. Inferred knowledge develops with experience and endeavor's, and it isn't easy to impart, record, share and formalize. With the assistance of assumed knowledge, an association can pick up a severe edge over others; both implicit and knowledge supplement one other and enhance the association's presentation.

As referenced, KM involves a significant spot in business; different practices are conceived and actualized to deal with the resource to settle on better choices and keep a serious edge over other parts on the lookout. Each cycle, activity, and movement of business, for example, organizing, controlling, coordinating, arranging and more, requires sound knowledge to work at the ideal degree of profitability. As indicated by Kidwell, Linde, and Johnson (2000), KM is the way toward changing data and scholarly resources into a suffering worth; it is the way toward securing, utilizing, overseeing, and recovering the accessible assets of knowledge.

In the specific instance of the administration area, the concerned specialists must make and further disperse the knowledge produced and curated in alternate fields. These organizations have extraordinary occasions to actualize knowledge management devices and strategies given the critical wellspring of tremendous data, experiences, and knowledge. The utilization of KM measures inside the domain of instruction can prompt diminished 'item' advancement cycle, improved academic and authoritative administrations, better dynamic capacities and decreased costs. Different organizations of advanced education notice knowledge management as their centre action, which has permitted them to accumulate data and cycle it into knowledge, making it valuable for the understudies, industry, country, society, and academicians. Besides, with the immense progress in innovation, KM cycles and practices can be executed in a capable way to ensure, oversee, spread, and make knowledge.

In the most recent twenty years, there has been an expansion in India's quantity of suppliers and takers of advanced education. With the expanding significance of training, the portion of understudies has dramatically expanded, supplementing the ascent in mindfulness regarding schooling inside Indian culture. Besides, the quantity of instructive establishments has likewise expanded the politeness of the contestant of private members in the informational market. This measure of ascending in organizations has prompted extreme rivalry; all the foundations expect to upgrade their quality and principles and take generous endeavors to increase the value of the offered types of assistance to pull in understudies and employees. Such an ascent prompts the need to execute knowledge management rehearses in the instructive establishments to satisfy their inborn goal, stay imaginative, and guarantee the fulfillment of the desires for the concerned investors. The usage of KM practices would be profoundly valuable and would prompt improved personnel advancement, educational program advancement, better exploration quality, mighty essential undertakings, and upgraded under study.

Planning for students' co-curricular and extracurricular activities like visits, seminars, workshops, functions and sports etc

1. Curriculum designing
2. Planning for admissions
3. Planning for new programs
4. Enrolment and Registration of students
5. Examination system
6. Technology improvement decisions

If applied effectively to any educational institution, knowledge management can prove beneficial in many ways. It can become the most crucial source of competitive advantage for the future.

SIGNIFICANT CHALLENGES IN IMPLEMENTING KNOWLEDGE MANAGEMENT PRACTICES

The questionnaire and data analysis results show that several factors hinder the successful implementation of KM, which are discussed below. Many respondents believe that both Management and employees are unaware of the current benefits of KM. That's one of the main obstacles to KM adoption.

- 1) Many respondents said the biggest obstacle to KM implementation is top Management's inaction. KM implementation necessitates system and technology upgrades. KM requires sophisticated software and hardware support and computerization and information technology tools. These technologies are costly, and Top Management is responsible for resource allocation and budgets.
- 2) Many employees said a lack of willingness to share information is a barrier to KM implementation.
- 3) The results show that the educational institution's culture does not support information sharing and collaboration among departments. Everyone else is not allowed to participate in knowledge sharing because they believe it is the responsibility of a few people in the administration.
- 4) Many respondents said the main issue is poor departmental coordination. Lack of knowledge sharing and trust among department members leads to poor departmental coordination. Poor coordination leads to inefficiency, poor decision making, delays in important tasks, increased expenses, and reduced individual and group performance.
- 5) The institution cannot analyze available information, synthesize it, and convert it into valuable data.
- 6) Some respondents say poor knowledge sharing is another issue related to KM implementation.

CONCLUSION

The article reviewed the literature on knowledge management and its role in higher education. Knowledge management systems in education are designed to capture, store, share, and improve explicit knowledge for students, faculty, and staff. Universities' intellectual assets (e.g., faculties) acquire or deliver expertise directly through books, the Internet, and Faculty Development Programs. The questionnaires' results A discussion with faculty and students demonstrates that a Knowledge Management System within universities can enhance each member's proficiency, effectiveness, and caliber. Over the last few years, the Knowledge Management cluster has remained stable. However, without the assistance of modern technology, the path to implementing or processing explicit knowledge has not always been straightforward or manageable. Universities have numerous opportunities to implement the Knowledge Management System practices mentioned previously.

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