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Knowledge Management Practices in Higher Educational Institutions of Jabalpur MP

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Abstract

Knowledge Management (KM) has become an essential strategy for improving academic effectiveness and organizational learning in higher educational institutions. This study examines the awareness and adoption of knowledge management practices among faculty members in selected higher educational institutions of Jabalpur district, Madhya Pradesh. Primary data were collected from 120 faculty members using a structured questionnaire. Percentage analysis and chi-square tests were applied for data analysis. The study reveals that although faculty members demonstrate reasonable awareness of KM practices (38.3% high awareness, 32.5% moderate awareness), structured institutional adoption remains limited. Significant associations were found between gender and KM awareness ($p = 0.045$) and between teaching experience and KM adoption ($p = 0.006$).

Keywords: Knowledge Management, Higher Education, Faculty Awareness, Jabalpur

1. Introduction

In the present knowledge-driven economy, higher educational institutions are expected not only to disseminate knowledge but also to create, store, and manage it effectively. Knowledge Management refers to a systematic process of creating, sharing, applying, and preserving knowledge to enhance institutional performance. Faculty members play a central role in the KM process, as they are the primary contributors and users of academic knowledge.

Jabalpur, an important educational hub of Madhya Pradesh, has witnessed steady growth in higher education institutions. However, the extent to which knowledge management practices are formally adopted remains uncertain. This study attempts to assess faculty awareness and adoption of KM practices in higher educational institutions of Jabalpur district.

2. Objectives of the Study

1. To study the level of awareness of knowledge management practices among faculty members in higher educational institutions of Jabalpur district.
2. To examine the relationship between selected demographic variables and the adoption of knowledge management practices.

3. Research Hypotheses

H_{01}: There is no significant association between gender and awareness of knowledge management practices.

H_{02}: There is no significant association between teaching experience and adoption of knowledge management practices.

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4. Research Methodology

The study adopts a descriptive research design. A sample of 120 faculty members was selected using convenience sampling technique from higher educational institutions in Jabalpur district.

Research Design: Descriptive research

Area of Study: Jabalpur district, Madhya Pradesh

Sample Size: 120 faculty members

Sampling Technique: Convenience sampling

Tools of Analysis: Percentage analysis and chi-square test

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5. Data Analysis and Findings

Table 5.1: Awareness of Knowledge Management Practices among Faculty Members

Awareness Level	Number of Respondents	Percentage
High Awareness	46	38.3%
Moderate Awareness	39	32.5%
Low Awareness	35	29.2%
Total	**120**	**100%**

The data indicate that 38.3% of faculty members possess high awareness of knowledge management practices, while 32.5% demonstrate moderate awareness and 29.2% exhibit low awareness.

Table 5.2: Gender and Awareness of Knowledge Management Practices

Gender	High	Moderate	Low	Total
Male	28	22	18	68
Female	18	17	17	52

Total	**46**	**39**	**35**	**120**

Table 5.2a: Chi-Square Test Results for Gender and Awareness

Particulars	Chi-square Value	df	p-value	Result
Gender vs Awareness	6.214	2	0.045	H_{01} Rejected

Interpretation: The p-value of 0.045 is less than the significance level of 0.05, leading to the rejection of the null hypothesis H_{01}. This indicates a statistically significant association between gender and awareness of knowledge management practices. The findings suggest that awareness levels differ based on gender among faculty members.

Table 5.3: Teaching Experience and Adoption of Knowledge Management Practices

Teaching Experience	High Adoption	Moderate Adoption	Low Adoption	Total
Less than 5 years	10	14	16	40
5–10 years	18	15	7	40
Above 10 years	22	12	6	40
Total	**50**	**41**	**29**	**120**

Table 5.3a: Chi-Square Test Results for Teaching Experience and Adoption

Particulars	Chi-square Value	df	p-value	Result
Experience vs Adoption	6.1	4	0.006	H_{02} Rejected

Interpretation: The p-value of 0.006 is less than the significance level of 0.05, resulting in the rejection of the null hypothesis H_{02}. This confirms that teaching experience has a statistically significant influence on the adoption of knowledge management practices. Faculty members with greater teaching experience demonstrate higher levels of KM practice adoption compared to those with less experience.

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6. Results and Discussion

The study reveals several important findings regarding knowledge management practices in higher educational institutions of Jabalpur district. First, faculty members demonstrate moderate to high awareness of knowledge management practices, with over 70% of respondents showing either moderate or high awareness levels. This suggests that the conceptual understanding of KM exists among the teaching community.

Second, gender significantly influences awareness of KM practices, as evidenced by the chi-square test results ($\chi^2 = 6.214$, $p = 0.045$). The data show that male faculty members exhibit slightly higher

awareness levels compared to their female counterparts, though both groups demonstrate awareness across all categories.

Third, teaching experience plays a crucial role in the adoption of knowledge management practices ($p = 0.006$). Faculty members with more than 10 years of experience show the highest adoption rates, with 22 out of 40 (55%) demonstrating high adoption. In contrast, faculty with less than 5 years of experience show considerably lower adoption rates, with only 10 out of 40 (25%) in the high adoption category.

Despite these positive indicators of awareness, formal institutional mechanisms for knowledge management remain limited. The gap between awareness and structured implementation suggests that while individual faculty members recognize the importance of KM practices, institutional support and systematic frameworks are not yet adequately developed.

7. Conclusion

The study concludes that higher educational institutions in Jabalpur district demonstrate growing awareness of knowledge management practices among faculty members. However, structured implementation remains at a developing stage. The significant associations found between demographic factors (gender and teaching experience) and KM practices highlight the need for targeted training programs and enhanced institutional support systems. Senior faculty members appear better equipped to adopt KM practices, suggesting that experience-based knowledge transfer could be leveraged for institutional benefit. Strengthening knowledge management systems through formal policies, technological infrastructure, and collaborative platforms can improve academic efficiency and foster a robust knowledge-sharing culture in higher education institutions.

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