Researchbook For Management
Vol. 2, Issue 1 (2026) | pp. 6-10
ISSN: 33xx-xx11 (Online) | ISSN: 11xx-xx11 (Print)
Manuscript ID: MS-279 | DOI: 10.5281/zenodo.22823797

Impact of Knowledge Management Practices on Faculty Job Satisfaction: A Study of Higher Educational Institutions in Katni and Jabalpur

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Abstract

This research explores the influence of knowledge management (KM) practices on faculty job satisfaction in higher educational institutions located in Katni and Jabalpur, Madhya Pradesh, India. Drawing from a sample of 150 faculty members across public and private colleges, the study employs a quantitative approach using surveys to measure variables such as knowledge sharing, storage, and application. Findings indicate a positive correlation between effective KM practices and higher levels of job satisfaction, with implications for institutional policy. The research highlights regional challenges like resource constraints and suggests strategies for improvement.

Keywords: Knowledge Management, Job Satisfaction, Higher Education, Faculty, Katni, Jabalpur

1. Introduction

1.1 Background and Problem Statement

In the contemporary educational landscape, knowledge management (KM) has emerged as a critical tool for enhancing organizational efficiency and employee well-being. KM involves the systematic processes of capturing, storing, sharing, and applying knowledge to achieve institutional goals. In higher education, where intellectual capital is paramount, KM practices can significantly impact faculty performance and satisfaction. However, in regions like Katni and Jabalpur—mid-sized cities in Madhya Pradesh characterized by a mix of traditional and emerging educational institutions—KM remains underdeveloped. These areas face unique challenges, including limited technological infrastructure, high faculty turnover, and competition from urban centers like Indore or Bhopal.

Previous studies have shown that KM improves job satisfaction by fostering a collaborative environment, reducing redundancy, and empowering employees (Hansen, 1999; Drucker, 1993). Yet, most research focuses on metropolitan or international contexts, leaving a gap in understanding regional dynamics in India. This study addresses this by examining how KM practices affect faculty job satisfaction in Katni and Jabalpur's higher educational institutions. The primary objective is to identify key KM variables—such as knowledge creation, dissemination, and utilization—and their correlation with satisfaction metrics like work fulfillment, autonomy, and recognition.

1.2 Need for the Study

The shift from traditional to knowledge-based economies has intensified pressure on educational institutions to manage human capital effectively. In Katni and Jabalpur, where institutions serve

diverse student populations from rural and semi-urban backgrounds, faculty often juggle teaching, research, and administrative duties without adequate support systems. Poor KM leads to knowledge silos, increased workload, and dissatisfaction, contributing to attrition rates reported at 15-20% annually in regional colleges (based on local education department data). This study is essential to bridge the gap between theory and practice, offering insights for administrators to implement KM frameworks tailored to these demographies.

1.3 Research Objectives

1. To assess the prevalence of KM practices in higher educational institutions in Katni and Jabalpur.
2. To examine the relationship between KM variables and faculty job satisfaction.
3. To provide recommendations for enhancing KM to improve satisfaction levels.

1.4 Hypothesis

- **H1**: There is a significant positive relationship between effective knowledge management practices (e.g., sharing and utilization) and faculty job satisfaction in higher educational institutions in Katni and Jabalpur.
- **H0 (Null)**: There is no significant relationship between knowledge management practices and faculty job satisfaction in the studied regions.

1.5 Delimitations

- The study is confined to faculty members in higher educational institutions (public and private colleges/universities) in Katni and Jabalpur, Madhya Pradesh, excluding students, administrative staff, or other regions.
- It relies on quantitative data from surveys (e.g., 150 respondents), without qualitative interviews, and focuses on KM's impact on job satisfaction, not broader outcomes like student performance or institutional revenue.
- Time frame is limited to data collected in 2025, and the scope excludes global comparisons, emphasizing regional Indian challenges like resource constraints.

2. Literature Review

KM is a process of capturing, sharing, and applying knowledge to improve organizational outcomes (Davenport & Prusak, 2000). In education, it integrates explicit (codified) and tacit (personal) knowledge to boost efficiency (Drucker, 1993). Jillinda et al. (2000) argue KM enhances academic services by differentiating explicit and tacit knowledge, applicable to curriculum and administration. Jennifer (2000) notes universities must adapt to knowledge-based societies, building on existing paradigms to avoid hoarding. Rachelle et al. (2004) highlight barriers like idea theft in academia, advocating reward systems to promote sharing and link it to job satisfaction.

In India, KM is nascent, with gaps between developed and developing nations (Debowski, 2006). Studies show KM reduces costs and improves performance in educational institutions (Gold et al., 2001; Lin & Lee, 2004), but regional areas like Katni and Jabalpur lack in-depth research. The thesis identifies a need for KM in human capital management to address satisfaction and retention.

Table: Summary of Key Literature on KM and Job Satisfaction

Author(s) & Year	Key Focus	Relevance to Job Satisfaction	Gaps Identified
Jillinda et al. (2000)	KM integration in education for services	Enhances performance via knowledge sharing	Limited Indian context; focuses on global trends
Jennifer (2000)	Universities' KM operations and paradigms	Builds intellectual capital, reducing dissatisfaction	Cultural changes needed; no regional Indian data
Rachelle et al. (2004)	Barriers to KM in academia (e.g., hoarding)	Reward systems to encourage sharing and stability	Promotion strategies underexplored in India
Gold et al. (2001)	Organizational capabilities through KM	Improves creative thinking and morale	Few studies on regional Indian education
Lin & Lee (2004)	KM for competitive advantages	Long-term satisfaction via skill development	Nascent in Indian educational HR

3. Research Methodology

3.1 Research Design

This study adopts a descriptive and correlational design, using quantitative methods to explore relationships. The population comprises faculty from 10 higher educational institutions (5 in Katni, 5 in Jabalpur), including government and private colleges. A purposive sampling technique selected 150 respondents (75 from each city) based on availability and experience (minimum 5 years).

3.2 Data Collection

Primary data were gathered via a structured questionnaire adapted from standard KM and job satisfaction scales (e.g., Minnesota Satisfaction Questionnaire). It included sections on KM practices (e.g., knowledge sharing platforms) and satisfaction (e.g., Likert-scale items on fulfillment and autonomy). Secondary data from institutional reports and journals supplemented the analysis. Data collection occurred in 2025, ensuring ethical considerations like informed consent.

3.3 Data Analysis Techniques

Data were analyzed using SPSS 20. Descriptive statistics (means, standard deviations) summarized responses. Inferential tools included Pearson's correlation to test relationships and t-tests for group differences (e.g., public vs. private institutions). Reliability was checked via Cronbach's alpha ($\alpha > 0.7$ for all scales). Multiple regression modeled the impact of KM variables on satisfaction:

Job Satisfaction = $\beta 0 + \beta 1$(Knowledge Creation) + $\beta 2$(Knowledge Sharing) + $\beta 3$(Knowledge Utilization) + ε

4. Data Analysis and Interpretation

4.1 Descriptive Findings

The sample was 55% male, 45% female, with an average age of 42 years. Mean scores for KM practices were moderate (M=3.2 on a 5-point scale), highest in knowledge sharing (M=3.5) but lowest in utilization (M=2.8), reflecting infrastructural limitations in Katni and Jabalpur. Job satisfaction averaged M=3.4, with higher scores in autonomy (M=3.7) but lower in recognition (M=3.0).

4.2 Hypothesis Testing Statistics

Hypothesis testing was conducted using SPSS 20. Descriptive statistics provided initial insights, followed by inferential tests to validate H1.

- **Descriptive Statistics**: Sample: N=150 faculty (75 Katni, 75 Jabalpur; 55% male, 45% female; mean age=42 years). KM Practices Mean: 3.2 (SD=0.8) on a 5-point Likert scale. Job Satisfaction Mean: 3.4 (SD=0.7).

1. **Pearson's Correlation**: Tested the relationship between KM practices and job satisfaction. $r = 0.62$, $p < 0.01$ (two-tailed), indicating a moderate positive correlation, supporting H1.
2. **Independent Samples t-Test**: Compared means between public (n=80) and private (n=70) institutions. KM Practices: $t(148) = 2.8$, $p < 0.01$; Public Mean=3.0, Private Mean=3.4. Job Satisfaction: $t(148) = 2.5$, $p < 0.05$; Public Mean=3.2, Private Mean=3.6. Formula used: $t = \frac{\bar{X}_1 - \bar{X}_2}{s_{X_1X_2}\sqrt{\frac{2}{n}}}$, where $s_{X_1X_2} = \sqrt{s_{X_1}^2 + s_{X_2}^2}$.
3. **Multiple Regression Analysis**: Modeled job satisfaction as dependent variable, with KM sub-variables (creation, sharing, utilization) as predictors. Equation: Job Satisfaction = $\beta 0 + \beta 1$(Creation) + $\beta 2$(Sharing) + $\beta 3$(Utilization) + ε. Results: Adjusted $R^2 = 0.45$, $F(3,146) = 28.4$, $p < 0.001$. Betas: Creation ($\beta=0.20$, $p<0.05$), Sharing ($\beta=0.38$, $p<0.01$), Utilization ($\beta=0.25$, $p<0.01$). This rejects H0 and supports H1, explaining 45% variance in satisfaction.

These results align with literature, confirming KM's role in enhancing satisfaction amid regional constraints.

Chart: Mean Scores of KM Variables and Job Satisfaction Levels

The chart illustrates stronger satisfaction with sharing but lower with utilization, aligning with thesis challenges like repository gaps.

5. Conclusion and Recommendations

5.1 Summary of Findings

Knowledge sharing (highest mean) strongly drives satisfaction through collaboration and reduced isolation.

Low utilization highlights infrastructure gaps, offering clear direction for recommendations (e.g., centralized digital repositories, training).

5.2 Recommendations

Institutions should invest in centralized KM systems, training programs, and incentives for knowledge sharing. Policymakers in Madhya Pradesh could fund regional initiatives to bridge urban-rural gaps. Future research might explore qualitative aspects or longitudinal effects.

5.3 Limitations

The sample size limits generalizability, and self-reported data may introduce bias. Expanding to more variables like turnover could enrich insights.

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