KNOWLEDGE MANAGEMENT PRACTICES OF TEACHERS: A
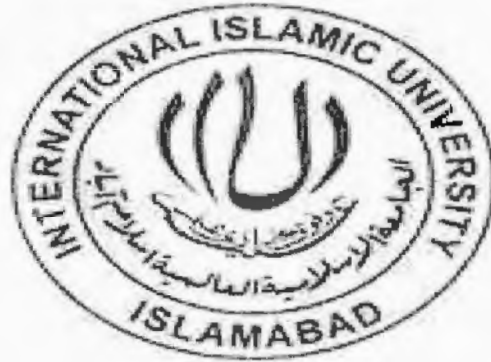
CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD

By

MUHAMMAD AYOOB BABAR

169-FSS/MSEDU/F-13

Department of Education
FACULTY OF SOCIAL SCIENCES
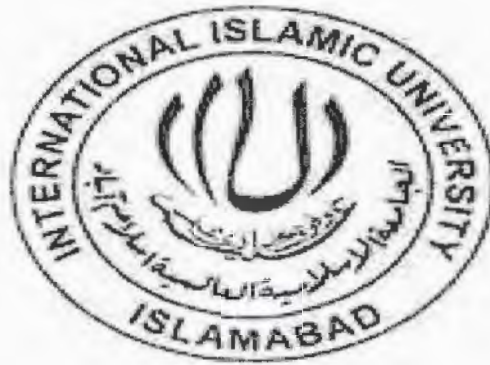**INTERNATIONAL ISLAMIC UNIVERSITY**
ISLAMABAD
2016

i

KNOWLEDGE MANAGEMENT PRACTICES OF TEACHERS: A

CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD

Researcher

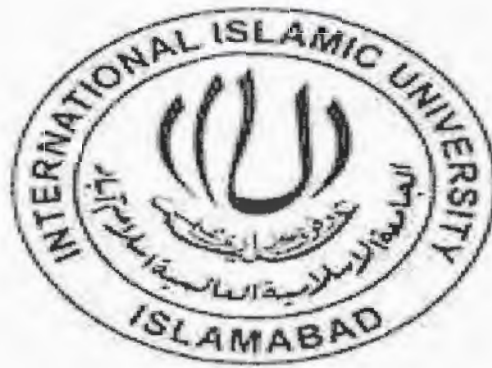MUHAMMAD AYOOB BABAR

169-FSS/MSEDU/F-13

Supervisor

Prof. Dr. N. B. JUMANI

Co-Supervisor

Dr. SHEIKH TARIQ MEHMOOD

Department of Education
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2016

ii

KNOWLEDGE MANAGEMENT PRACTICES OF TEACHERS: A

CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD

By

MUHAMMAD AYOOB BABAR

169-FSS/MSEDU/F-13

Submitted in partial fulfillment of the requirement for the degree of

MS in Education at the Faculty of Social Sciences, International

Islamic University, Islamabad

Department of Education
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2016

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Most Gracious, the Most Merciful

DEDICATION

This piece of research work is dedicated

To my parents

Whose prayers and affection are source

of strength in my life

FORWARDING SHEET

This thesis entitled "Knowledge Management practices of teachers; A case study of International Islamic University, Islamabad", submitted by Muhammad Ayoob Babar (Registration No. 169-FSS/MSEDU/F-13) in partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow him to submit this thesis for further process as per IIUI rules and regulations.

Date-------------------------

Signature-----------------------------

Supervisor

Prof. Dr. N. B. Jumani

APPROVAL SHEET

KNOWLEDGE MANAGEMENT PRACTICES OF TEACHERS: A CASE STUDY OF INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD
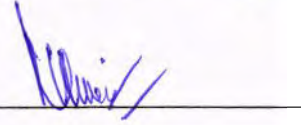
By

MUHAMMAD AYOOB BABAR

169-FSS/MSEDU/F-13

Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University Islamabad as partial fulfillment of the requirement of the degree of MS Education.

Supervisor: _____

(Prof. Dr. N. B. Jumani)

Co supervisor _____

Internal Examiner: _____

External Examiner: _____

Chairman, _____

Department of Education,
International Islamic University,
Islamabad

Dean, _____

Faculty of Social Sciences,
International Islamic University,
Islamabad

ACKNOWLEDGEMENT

TABLE OF CONTENTS

Abstract

Chapter 1

Chapter 2

Chapter 3

ABSTRACT

In today's world, Knowledge Management is considered as a key to organizational growth and competitiveness. Pakistan is among those developing countries where the importance of Knowledge Management has been realized but its practices could not get sufficient attention. This study aim was to investigate the main factors affecting the teaching learning process in adopting and applying Knowledge Management. The main objectives of the study were (i) to explore the existing Knowledge Management Practices of teachers in International Islamic University Islamabad (ii) to find out the difficulties regarding knowledge management and (iii) to examine the factors affecting the application of Knowledge Management Practices in improving the performance of teachers. The population of the study was 620 male teachers of nine faculties of International Islamic University, Islamabad. The sample of the study was 43 male teachers of Faculty of Social Sciences selected through purposive sampling technique. Quantitative method was used as mode of inquiry. Data was collected through a Questionnaire. Concurrent explanatory design was used in the study while collecting and analyzing data. Quantitative data was analyzed through percentage. The results indicated that the practices of knowledge management facilitate the process of teaching and learning in university teachers. Recommendations are given and future research works are suggested in order to improve the practices of knowledge management in educational organization.

LIST OF TABLES

LIST OF FIGURES

List of Abbreviations

CoP: Community of Practice

CA: Competitive Advantage

HEC: Higher Education Commission

HRM: Human Resource Management

ICT: Information and Communication Technology

IIUI: International Islamic University, Islamabad

KM: Knowledge Management

CHAPTER 1

INTRODUCTION

In current knowledge based economy, knowledge is becoming the most important asset for organisational success among other assets such as capital, materials, machineries, and properties (Kelleher & Levene, 2001; Fong & Wong, 2005). In Knowledge management process, the individual knowledge transforms into organizational knowledge. The knowledge management may be explained that the organized management of people, equipments, process plus composition of organization so as to adjoin significance to the organization in the course of using again of knowledge as well as novelty. The co-ordination can be achieved by technique of the creation, sharing and application of knowledge (Dalkir, 2005).

In the knowledge era, it has become broadly accepted that the intangible resources of the organization will be the solution to both its capability to create competitive lead. According to Quintas (1997), "Knowledge management is the course of significantly operating knowledge to meet obtainable requirements, to make use of accessible knowledge and to build up new opportunities". In organization, the challenge for managing knowledge is to make sure to organizations persistently gain knowledge

1

and this latest knowledge is efficiently included into work practice, and the knowledge is available when required (Choo, 2000).

1.1 Background of the study

Research on Knowledge Management (KM) in the past decade has appeared as an innovative way in the managing text. Many governments are in progress to wake up following a chain of issues that enforced them to reflect concerning latest practices plus approaches which may assist them for the competition (Chua and Goh, 2008). These conditions raise the requirement for efficient result as of the diverse steps which engage KM in diverse management plans. The matter of KM program is innovative to a lot of organizations is still extra to governmental organizations in the developing countries (Chawla and Joshi, 2010; Ikhsan and Rowland, 2004). For such research, the increasing need among the dwindling resources accessible along with government look in favor of maintainable resources (Liao et al., 2008; Yang, 2008).

Knowledge Management encourages a perceptive that carries the interaction connecting diverse organizations growth put into practice and plans to be study (Diakoulakis et al., 2004). To deal with issues, challenges and complexities, this method give organization more chances so changing KM as a active practice, more willingly than a conception that may assist KM practices to grow to be an efficient force on the way to gathering organization consumer service deliverance responsibility (Zheng et al., 2010).

Knowledge is measured as a single tactical advantage that amplifies with utilizing more willingly than decreasing (Walters, Halliday and Glaser, 2002). The individuals, organizations and still country have progressively more become dependent on their capability to pertain knowledge in addition to influence it in an unbroken approach to achieve competitive edge (Dimitriades 2005). According to Grant (1996), management of resources based on knowledge of the firm have develop into the means for supporting a competitive advantage and higher presentation (Grant 1996b; Grover & Davenport 2001; Jackson, Hitt & DeNisi 2003; Sharkie 2003; Teece, Pisano & Shuen 1997).

In the current global world, no nation can progress to "delink" from global connectivity and present knowledge economy. Countries like Pakistan have to take serious steps to change traditional learning organizations into the key driver of knowledge economy. It is much necessary that teachers should be equipped with the knowledge and expertise which are necessary to recognize the threats and opportunities of knowledge economy. The origin of this study is based on knowledge management practices of teachers at International Islamic University, Islamabad.

1.2 Statement of the Problem

Knowledge management has been supposed to be a main resource for organizations to add a viable advantage. However, how do knowledge management practices affect teacher's performance at higher education institutions, specifically in the case of International Islamic University, Islamabad? Reviewed literature reveals a number of knowledge management practices and tools in higher education institutions. The purpose of this study was to look into the practices of knowledge management in

3

teachers of International Islamic University, Islamabad. The attention was on collaboration amongst teachers who are doing job in related framework and can get together in person, although not all the time every day or weekly. For the rationale of this study, the researcher conducted a case study of International Islamic University, Islamabad.

1.2 Objectives of the Study

The objectives of the study are as under;

1.   To explore the existing knowledge management practices of teachers in International Islamic University, Islamabad.

2.   To find out the difficulties regarding Knowledge Management practices in International Islamic University, Islamabad.

3.   To examine the factors affecting the application of Knowledge Management practices in improving the performance of teachers of International Islamic University, Islamabad.

1.4 Research Questions

The study was based on the subsequent research questions.

1.   How knowledge management practices exists in International Islamic University, Islamabad?

2.   How do teachers face difficulties during teaching learning process regarding knowledge management?

3. How are the factors affecting the application of knowledge management practices in teaching learning process?

1.5 Significance of the Study

a. The findings of this study would help educational institutions, policy makers, and other organizations that apply knowledge management in managing their knowledge to improve organizational performance.

b. It was hoped that this study would present valuable insights to the management at International Islamic University and other universities, government, development partners and other stakeholders on the effects of practices concerning knowledge management and challenges in knowledge management.

c. To the teachers at International Islamic University, the study could act as a self assessment tool on the level of implementation of knowledge management practices to improve teaching learning process. The study would contribute through the development of fresh knowledge which the university management can use to deal with the emerging challenges in implementing knowledge management practices at their university to enhance organizational performance.

d. The study could also incorporate knowledge to knowledge management besides filing gaps in research which could motivate other researchers to do similar studies in different universities or levels of educational institutions.

e. The study would also help teacher training programs for the practice of knowledge management to enhance self as well as organizational performance.

5

1.6 Delimitation of the Study

Keeping in mind time and resources this study was delimited to

1.   Faculty of Social Sciences, International Islamic University, Islamabad.

2.   Male teachers of Faculty of Social Sciences, International Islamic University, Islamabad.

1.7 Research Methodology

The methodology of the research was as follows

1.7.1 Research design

Quantitative method approach was used in conducting research. Quantitative data was analyzed to meet the objectives of the study.

1.7.2 Population

The population of the study was consists of male teachers of all faculties of International Islamic university, Islamabad. There are 9 faculties in which 620 male teachers are working.

Table of population

S. No.	Total no. of faculties'	Total male teachers
1	9	620

(International Islamic University, Islamabad website 2016)

1.7.3 Sample

The sample of this study was consists of 43 male teachers of faculty of social sciences. Purposive sampling was used as a technique for selecting the sample.

Table for sample

S. No.	Selected faculty	Selected male teachers
1	Faculty of social sciences	43

1.7.4 Instrument

The researcher prepared a questionnaire for the collection of data after through related review of literature, through discussion and consultation with supervisor and co-supervisor.

1.7.5 Data collection

The researcher personally collected the data with the help of questionnaire.

1.7.6 Data analysis

Data were collected, analyzed and interpreted. Percentage was used to analyze the data.

1.8 Operational definitions

Knowledge

Knowledge is the information present along with experience, it is the information connected with data, understandings, ideas, actions and decisions.

Knowledge Management

Knowledge Management is the process of creating, acquiring, capturing, sharing, and reusing of knowledge so as to attain competitive edge.

Knowledge management practices

Practices of Knowledge Management in educational institutions means to speed up the internal flow along with apply information with acquiring and sharing knowledge for organizational efficiency.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The term knowledge management properly use in the decade of 1980, Conferences on Knowledge Management initiated, books were printed, furthermore the word started appearing in business magazines, researchers, educationists plus authors were using several of the comparable approaches for decades. Wells (1938), while not utilizing the definite word knowledge management, explain idea of the World Brain so as to agree to the intellectual organization of the whole of our shared knowledge. The World Brain would show "a worldwide organization as well as explanation of knowledge and ideas" (Wells 1938, 16).

For the first time Drucker used the word knowledge worker in the early 1960s (Drucker 1964), what Wells visualize for the whole world which can be easily apply in an organization in the shape of intranet. The new thing in the word knowledge management is that we are now capable to create full, interactive, in person knowledge come across almost during the usage of innovative communication technology. According to Senge (1990), the educational organizations are the one which be able to learn from earlier experiences that accumulate in company remembrance systems.

9

Nonaka & Takeuchi (1995), premeditated that how knowledge is produce, use, as well as diffuse in the organizations and how that knowledge contribute in the dissemination of modernization, (Takeuchi, 1995).

From in the early 1990s, the perception of knowledge management become popular, and the struggle of practitioners have been supported by numerous educational publications, seminars, conferences as well as numerous important books. At the present time, knowledge management has been seen as a need in organization because of changes in the environment of organization, for example, the growing globalization of competition as well as knowledge aging and the speed of information. All the activities contain Knowledge management which develops knowledge so as to carry out organizational objectives in facing environmental threats as well as remain competitive in the market. Competitive advantage can be attained from knowing how to do things and more succeeding into the capability to speedy development of new knowledge.

Thus, in the current advanced organizations, knowledge has become the major maintainable competitive benefit. It gives organizations with the capability to maintain as well as increase the usage of their resources and capabilities. The complete use of the firm's Knowledge foundation, fixed with impending personals abilities, thoughts, competency, innovation as well as ideas will facilitate a company to participate competition more efficiently in the upcoming days. The roots of Knowledge management are intensely embedded in the research of knowledge; it was intensely competitive matter from early period, (Drucker 1993; Turban & Aronson 2001). Still, knowledge management as a field of research itself is comparatively a new idea which

emerged in the early 1990s (Drucker 1993; Metaxiotis, Ergazakis & Psarras 2005, pp. 7; Prusak 2001, pp. 1003).

The development in technology in 1980s and 1990s increased the attention in managing knowledge with the help of two essential sources (i) the expansion of informational resources such as the Internet and the World Wide Web, and (ii) the accelerating pace of technological change (Hibbard 1997). With latest information technologies access to knowledge and information also become easy and fast. Therefore it was essential for organizations to discover methods to deal as well as to effectively influence in the place of work (Di Mattia & Oder 1997; Hibbard 1997). With the help of these two basic changes, knowledge management comes out in opposition to a multi-disciplinary environment in the beginning of 1990s (Di Mattia & Oder 1997; Hibbard 1997).

The growth of Knowledge management as a field of study can be generally divided into three generations ranges from 1990 till present day. The phase from 1990 to 1995 can be named the first generation of knowledge management. This phase observe numerous steps by researchers on explaining knowledge management, look into the possible profit of knowledge management to organization and scheming particular projects of knowledge management (Nonaka & Takeuchi 1995; Ponzi & Koenig 2002; Wiig 1993). Persuasion since artificial intelligence, for example knowledge storage and representation take part in contribution to knowledge management (Ponzi & Koenig 2002).

From 1996 to the early 2000s, various organizations launched to create newest jobs for knowledge management specialists and chief knowledge officers (CKOs) (Earl & Scott 1999; Ponzi & Koenig 2002). In everyday organizational conversation and practice, diverse sources of knowledge management were as well joint and absorbed (Ponzi & Koenig 2002). All through this generation, research on knowledge management paying attention on topics for instance definition, philosophy of management (McAdam & McCreedy 1999; McAdam & Reid 2001), knowledge management frameworks (Holsapple & Joshi 2002), information systems (Alavi & Leidner 1999), and practices (Pervan & Ellison2003). This period furthermore pay attention on organizational change with developing tools, managing content, and practices (Holsapple & Joshi 2002; Pervan & Ellison 2003; Ponzi & Koenig 2002).

With the development of new insight plus putting into practice of knowledge management, a third generation appears currently through latest technique develop producing outcomes to organizations (Ponzi & Koenig 2002). It is said that the third generation is intensely incorporated with the organization's viewpoint, policy, objectives, put into practice, scheme and actions (Wiig 2002). At this point, Knowledge management has grow to be piece of every worker everyday habit and inspiration, showing that knowledge does not simply possessed by workers but acted on by them (Wiig, 2002).

2.2 Knowledge

2.2.1 Definition of Knowledge

The word knowledge is derived from the Latin language, divided into two parts the prefix "know" is derived from Latin word "noscere" means "to know", the suffix "ledge" means "process" or "action". Briefly knowledge can be defined as "the capability for efficient action" (Call, 2005).

Smith and Bollinger (2001) explain definite characteristics of knowledge in this way;

• Knowledge is intangible quality and this distinctive asset makes it hard to quantify and measure it.

• The volatility feature of knowledge results in raise in the level of knowledge with its practice.

• The elasticity to apply in various procedures by different people at the same time (Spender, 1996), and having a large impact on the organization. (Spender, 1996)

Knowledge is frequently defined as a "justified personal belief." According to Alavi and Leidner (2001) knowledge is "the information possess in the mind of individuals: it is personalized information (which may or may not be latest, unique, practical, or perfect) linked to facts, thoughts, explanation, judgments, actions, concepts and interpretations,.". There is a lot of classification that specifies different types of knowledge. The main basic difference is among "tacit" and "explicit" knowledge (Alavi and Leidner, 2001).

13

Polanyi (1966) categorizes knowledge into two types: tacit knowledge and explicit knowledge. Tacit knowledge reside in the brains of people and depends on one's understanding of explanation whichever not possible, otherwise not easy, to express. The majority knowledge in the beginning is tacit in existence; and is hardly constructed with a extensive span of moment in the course of trial and error, it is less utilized for the reason that "the organization does not know what it knows". A quantity of knowledge is implanted in business process, actions, and interactions that formed with time during the execution of a ongoing chain of progress (O'Dell and Grayson, 1998, p. 154).

Knowledge is measured in a range of means. Categorizing knowledge assist organizations to recognize the various kind of knowledge by means of various character that may require different actions, apparatus and actions to manage and process (Tserng & Lin, 2004; Lin *et al.*, 2006). That's why; categorize knowledge is essential to assist the organizations to deal with the significant and existing knowledge assets productively. (Tserng & Lin, 2004; Lin *et al.*, 2006)

2.2.2 Concept of knowledge

The concept of Knowledge is complex and hard to pin down. In discussions intended to devise a definition of knowledge, knowledge has usually been separated from data and information in two ways (Becerra-Fernandez, Gonzalez & Sabherwal 2004).

Several researchers for instance Nonaka and Takeuchi (1995) and Wiig (1999) sustain a supplementary absolute point of view, which states that knowledge is

14

inevitably dissimilar from data and information and is explained as acceptable true viewpoint regarding interaction amongst concept related to a specific part of knowledge. It can be observe by five types or viewpoint of knowledge like (1) a condition of mind, (2) an item, (3) a procedure, (4) a state of having contact to information, or (5) a capacity (Alavi & Leidner 2001).

No doubt, there is extraordinary relationship between the terms data, information and knowledge, but they should not be used interchangeably (Blumentritt & Johnston, 1999; Kakabadse *et al.*, 2001; Logan & Stokes, 2004), in the field of knowledge management numerous authors describe knowledge by distinguish the meaning between data, information and knowledge.

KLICON (1999) said that Data is un- interpreted substance on which a result is to be support and depends on information which may comprise anything identified to be correct or be real. Data broadly refers to the unrefined facts and figures (Alavi & Leidner, 2001; Bhatt, 2001), while Information is said to the data that are processed and fashioned to give additional sense and understanding to the customer. Klicon (1999) said that information gained through the interpretation of data in a specified perspective. Therefore, different information contents may be providing by a single content of data, if the framework is different (Klicon, 1999). Information consists of facts which are ordered in a planned way, while knowledge includes attitude, way of life, point of view, decision, and expertise (Blumentritt & Johnston, 1999). Information is view as data locate into framework or process data (Alavi & Leidner, 2001; Bollinger & Smith, 2001) that can exist inside computers.

15

Knowledge is the main practical shape of contents for issues resolving and decision making because it has further meaning as compared to data and information. Thus, knowledge is something further compared to data and information. Because it unites information with know-how to demonstrate ways and actions apply by others that may be reused in the upcoming to resolve alike issues (Tiwana, 1999; Davenport & Prusak, 1998; Baker *et al.*, 1997). Bhatt (2001) consider knowledge as an organized set of data. Information that is joint with experience and then decision will be converted into knowledge (Bhatt, 2001).

Knowledge is not like information which just provide the facts, allow for creating prediction, causal relations, or predictive choice regarding what to do (Tiwana2002,p. 37). According to Davidson (2002), knowledge is the information having a reason or purpose (Davidson & Voss 2002, p. 53).

Wisdom is the thoughtful use of gathered knowledge as well as experience incorporated into people, organizations, and society, representing the capability to observe in the course of complication along with finds out the primary nature of concerns or troubles (Vance 1997). According to Bahra (2001), Wisdom follows reflection behind individual or substantial experience or act (Bahra 2001; Nonaka & Takeuchi 1995).

2.2.3 Types of Knowledge

The most distinguished and significant categorization is two types of knowledge: tacit (or embodied) and explicit (or codified). Explicit knowledge is that type of knowledge which can be documented, passed on to others as a information, classify, and demonstrate to others as with the help of expression, clarification and other type of

16

sharing. While, tacit knowledge is the type of knowledge that describe on the collected experience and learning of an individual, which is tough to repeat or distribute with others (Bollinger & Smith 2001; Debowski 2006; Nonaka 1994; Pemberton & Stonehouse 2000; Polanyi 1967).

According to Hansen, Nohria and Tierney (1999) there are two approaches, alike to these types of knowledge. The first one is codification, in which knowledge is programmed and ordered earlier for the storage in databases and ready to access. Explicit knowledge (marketplace data, contestant report, and client distinctiveness) can be codified. The second approach, personalization, attaches information to those individuals who offer innovative, logically precise advice on advanced strategic issues through individual know-how. Tacit knowledge (technical capability, prepared knowledge, business understanding, and business conclusion) need this individual-to-individual approach. While to a certain extent, it is probable to transfer explicit knowledge into tacit knowledge and vice versa with the help of KM processes (Hansen, Nohria and Tierney, 1999).

The organizations can be assist by categorizing knowledge that recognize the different types of knowledge with different nature, which may require different measures, means and measures to practice and supervise (Tserng & Lin, 2004; Lin et al., 2006). That's why; knowledge classification is a significant matter to assist the organizations to administer significant and accessible knowledge assets fruitfully (Tserng & Lin, 2004; Lin et al., 2006).

17

2.2.3.1 Explicit knowledge

Explicit Knowledge is expressed in proper and methodical language, and distribute in the shape of scientific formula, instruction manual and such like. Explicit knowledge is simple to be detained, regain, distribute and apply since to be capable of articulated in words and numbers which can be administer and manage more simply. Explicit knowledge may comprise project-related contents for instance specifications, agreement, information, sketch, varying instructions and data in scheme contexts (Lin et al., 2006). According to KLICON (1999), explicit knowledge being easily accessible, trace, codified and/or prepared in a technique which formulate it simply transferable and presented to be recall and used, that can be set up in a variety of diverse foundation, like human resources data, gathering proceedings plus the Internet (KLICON ,1999).

Explicit knowledge comprises of knowledge which has previously been expressed or codified in the shape of wording, audios, videos, charts, maps, sketches, pictures etc. Therefore they can be explicitly and totally capture, shared or used, like articles documentation, information, finest practices, instruction manual, books, principles and values (Nickols, 2003; Newman & Conrad, 1999).

2.2.3.2 Tacit knowledge

Tacit knowledge is the important type of content because it joins information with experience, capability and people understanding, that can facilitate people to locate finest way out and decrease chance of repeat factual errors (Davenport & Prusak, 1998; Tserng & Lin, 2004). In task contexts, tacit knowledge could comprise work procedure, difficulties appearance, troubles answered, specialist hints, expertise, advancement and skill (Lin et al., 2006).

18

Tacit knowledge is very much personal and tough to be administered, distribute or recognized because it comprises know-how, expertise and insight that usually exist in memories and individuals' heads (Nonaka, 2007). Klicon (1999) explained that tacit knowledge cannot be simply expressed with proper language because it is an individual's knowledge that is entrenched in person experiences and engage insubstantial feature like personal ideas, principles and viewpoint. The right approach for making use of tacit knowledge is through using ways and means to promote and make easy teamwork and sharing knowledge between the individuals of the organization, like applying e-meeting tools and e-messaging (Nonaka, 2007).

Nevertheless, some part of tacit knowledge can be detain, assemble and convert into explicit knowledge as a result of using KM tools, like knowledge capture, distribute, classify and editing tools. These facilitate to shift knowledge into more accessible and reachable shape which may aid the organization to steps forward before necessitate its members to relearn from the similar point constantly (Gore & Gore, 1999).

While a inclusive tacit-explicit come apart cannot be attain (Nonaka & Takeuchi, 1995; Inkpen & Dinur, 1998), it is a helpful mode to be aware of the dissimilar characteristics and environment of various types of knowledge which need diverse processing, actions and apparatus to be administer and dealt with. A chain of command has been build up to offer a practical way to realize the variation and associations among data, information, explicit knowledge, tacit knowledge and wisdom (Probst et al., 2000; Awad & Ghaziri, 2004). This illustration assists to recognize the diverse properties and principles of the dissimilar types of contents and how these contents can

19

be changed from one type to other. According to Blumentritt and Johnston (1999), In order to expand competitive advantages, organizations require boosting the balance between information and knowledge through the implementation of IT-based perfection to develop information management and socially-based method to improve knowledge Management (Blumentritt and Johnston, 1999).

2.3 Knowledge Management

The principal goal of knowledge management is to join and accumulate the accessible knowledge in a way that make it easier for workers and the organization to reuse it at a proper time, and also to generate new knowledge. According to Beijerse (1999), knowledge management as a management tool used to attain organizational objectives by implementing definite plan (codification or personalization) to gather knowledge. Moreover, it is also used for motivating staff to make use of such Knowledge through explanation, talent and know-how in a way to add value to a result or services' (Beijerse, 1999).

Management is the organizational course of action that comprises administering assets, arranging the individual and economic resources required to attain goals, locating objectives, strategic scheduling, and determining outcomes. Management also consists of recording, storing information and facts for later on usage or for others who work in the organization. The functions of management are not restricted to administrators and managers. Each and every member has some administering and managing work as component of their job in the organization (Knowledge Management Terms, 2009).

Management is a worldwide phenomenon and is extremely accepted and broadly applies term. It is the management that assists and directs the various efforts towards a specific function. For that reason every organization (business, political, cultural or social) are involved in management. According to Harold Koontz, in formally organized groups, management is the ability of getting things done through and with the people. It is an art of creating an environment in which people can perform and co-operate with other members towards achievement of common objective. According to F.W. Taylor, Management is an art of knowing about what to do, when to do and also notice that it is done in the most excellent and economical way.

The word "knowledge management" obtains acknowledgment in the 1980s because of the rising concerns of organizations about the rising function of knowledge in organizational maintainability. Nonaka & Takeuchi (1995) reflect on Knowledge Management as a type of management's capability which draws out individual's tacit knowledge and put up it explicit and available for all staff to get better organizational performance. Davenport and Prusak in (2000) said that, "Knowledge Management is managing the firm knowledge in the course of a thoroughly and managerially specified practice for acquiring, organizing, applying, sharing, renewing and sustaining both the tacit and explicit knowledge of workers to boost organizational performance and generate value"(Davenport and Prusak, 2000).

Knowledge management in the organization is to plan, organize, motivate, and control people, process and system to make sure that its resources related to knowledge are enhanced and efficiently in use. Assets related to Knowledge comprise knowledge in the shape of written documents like guidebook, store knowledge in electronic

21

repositories like catalog, employees' comprehension regarding the excellent method to perform their work, knowledge which is apprehended by group that functioning on issues with knowledge so as to is entrenched in the organization's product, process and interaction. The objective of Knowledge Management is the enhancement of the organization's knowledge resources to achieve improved practices of knowledge to improve organizational performance, improved assessment as well as organizational performance (King, 2008).

Knowledge management is combination of three components: (i) People who create, share and use knowledge, (ii) Process that offer means to attain, generate, organize and transfer knowledge, and (iii) Technology that offer instrument to store and offer contact to data, information and knowledge created by people. (Liebowtz, 2012).

For the definition of the concept of KM, some researchers like Mertines et al. (2001) have adopted an information systems perspective, while others, like Beijerse (2000) and Newell, Scarborough and Swan (2002) have adopted a strategic perspective. Whereas Skyrme (1999) and Swan, Newell, Scarbrough and Hislop (1999), have adopted a human resources process perspective for the definition of knowledge management (Skyrme (1999) and Swan, Newell, Scarbrough and Hislop (1999).

The current researcher, however, come across the definition that is presented by Swan et al. (1999), that shows the human resource process perspective, to be the most helpful. These researchers, defined knowledge management as "any process or practice that create, acquire, capture, share, and use knowledge regardless of where it locates, so as to increase organizational knowledge along with performance"(Swan et al., 1999).

22

a. Identification

The bringing out of encapsulate and codified knowledge resources is the identification stage of knowledge management, for instance in a knowledge repository the documents are stored in electronic and print form. Individually possessing knowledge is also identified at this stage (McElroy, 2003; Dalkir, 2011) with the help of the methods like network analysis and brainstorming sessions. Unavoidably, this phase is inter-related with the store phase. The identify stage involve investigate and evaluate the resources on the basis of particular organizational culture, regulations, and assessment method along with efficiently probing for knowledge resources.

According to Wiig (1993), analysis engage evaluation and extraction what emerge to be worth in the resources and conceptual to come locate potential core knowledge. According to Meyer and Zack (1999), Bukowitz and Williams (1999), and Dalkir (2011), evaluation is means to distinguish as well as extract sketch plus links, afterward evaluate the value of the quality as a practicable way out to the trouble or judgment within reach. It is significant that, during the analysis and evaluation, stress is placed on the meaning and quality along with relevancy of the information extracted from the knowledge assets.

b. Creation

If nothing are created through searching during the identify phase, a knowledge demand may generate the want for latest knowledge resources to be produced. New knowledge assets may too require to be created if accessible knowledge assets just a little fulfill knowledge requirements. Various general organizational programs that support to create fresh knowledge assets comprising information and workflow

23

analysis, specialists interviewing, and competency and strategy mapping. For instance, idea management software of technology can be used in this phase. Knowledge creation is the production of new ideas, the recognition of formerly hidden outline, and the production of detach disciplines, as well as the progress of new processes (Bhatt 2001; Davenport & Prusak 2000).

Additionally, to identify explicit knowledge, knowledge creation consists of grasping knowledge and insight, and perception of individual workers (Nonaka 1994). Acquirement, gathering is carrying knowledge into the organization, both through the generation of new knowledge with the help of inner basis like daily practices or workers know-how, or approachable knowledge from other information basis and organisations (Lettieri, Borga & Savoldelli 2004; Ruggles 1998; Zack 1999). Facilitation is the existence of an organisational environment with the aim of encouraging knowledge creation (Alavi & Leidner, 2001). The identification of gap concerns between what is known and what should to be known and the sketching jointly up to date knowledge resources (Debowski 2006). Knowledge validation is essential to assess its worth, importance, correctness and efficiency (Bhatt, 2001). Modification and organization also add value to knowledge by focusing it to purification, classification, listing, cataloging, summarizing, regulating and combining (Liebowitz 1999; Zack 1999).

c. Store

When the knowledge that has been thought valued to the organization, support on the examination plus evaluation in the identification as well as creation phases, it is stock up as a dynamic part of the memory of organization. This possibly will involve in keeping further codified shape of knowledge into commercial doorway and summarize

24

knowledge objects and equipments with the help of prototyping. Additional personal type of knowledge can be stored in the shape of knowledge assessment, chart, along with classification.

On the other hand, the knowledge repository cannot be a casual compilation of knowledge assets, despite of their personal and combined importance. Further than their fundamental value, knowledge assets should be stored in a planned technique that permits them to be well influenced, get back, and ultimately distribute. An ordinary correlated action consists of classification, temptation, annotation, classification, documentation, connecting, and getting back. These practices widen Meyer and Zack's (1999) classifying, cross-referencing, and cataloging. The store phase of the KM is alike to grasp (Wiig, 1993), storage/getting back (Meyer and Zack, 1999), construct in addition to maintain (Bukowitz and Williams, 1999), review (Dalkir, 2005), plus categorize as well as hoard (Evans and Ali, 2013).

d. Share

To be distribute/shared both within and outwardly, Knowledge assets are retrieve from the organizational memory. The process during which knowledge is shared is significant; as staff is not often familiar of its presence, mainly while latest knowledge is formed and stored. According to Bukowitz and Williams (1999), this is not exceptional for institution to search knowledge external to their borders, while actually that knowledge may possibly present previously. Comprising of an open, active, and elastic system of capabilities/expertise (for instance, community of practice) promote teamwork and can to a great extent helps in the distribution of knowledge resources (Meyer and Zack, 1999).

25

The personal type of knowledge can be share with the help of instruction, mentor/mentee scheme, and training series and with the help of storytelling technique, narration, and sketches (Peroune, 2007). According to Dalkir (2011), it is also significant to select the best possible combination of technology and distribution channels, like each communication media comprise their self efficiency plus limitations. The option of medium is not simply a role of particular specialized responsibilities but also depends on the KM development of the organization (Dalkir 2011). The more appropriate the sharing of knowledge when more mature the organization and more capable the medium. There are some other familiar technologies are in use to share knowledge assets containing communication and association technologies and to a great extent existing client correlation, supply chain organization and judgment support system. It is observed that the share stage of the KM be capable of viewed as a link in connecting gathering of knowledge and putting that knowledge into practice.

e. Use

After sharing, knowledge assets can put to use and their values can be takeout & apply all over the organization, to make decisions, improve effectiveness, or encourage new thinking to solve problems. According to Wiig (1993), Knowledge resources be able to use in summarize form, however there will constantly be a few extent of personal knowledge so as to apply. On the other hand Dalkir (2011) said that the knowledge that is codified may not, by them, translated into understanding. For instance, there may be some personal knowledge or little contextual information which have not be encoded or encapsulated. Additionally, the more complex a knowledge

26

asset is, the harder is value extraction from it. Consequently, there is need of an expert intervention to apply the knowledge suitably and effectively.

According to Dalkir (2011), such intervention likely taking a common document as well as convert it to exact in favor of the issues which require to be resolved, that is called 're-contextualization of knowledge'. The use phase is also way for the internalization of tacit knowledge. Some common activities that assist in the use phase consist of rising communities of practice, workshops, seminars plus discussion groups. The technology works in these practices comprise, help desks, expert opinion systems, and communication and support technologies. It should be noticed that the entire of the KM work have no results, unless this phase is completed effectively, because KM can only be successful only when the knowledge is used (Dalkir, 2011).

2.4 Knowledge management practices

Practices are the process through which ideas are transforming into action to carry out job tasks. KM practices consist of the knowledge management understanding: creating, gaining, organizing, storing, transferring, sharing, and retaining (Nonaka and Takeuchi, 1995).

For every organization, it is much necessary to have apparent understanding of KM means for its function. These practices comprises of knowledge generation that includes actions which are new to an individual or a group. These actions include exploitation of current knowledge and creation of new knowledge, or finding new knowledge with the help of interaction and collaboration with other individuals or groups or system. To be successful, this development consequently engages the gaining

27

of knowledge for it. For easy retrieval of the acquired knowledge, it is necessary to organized and stored. After the availability for retrieval, there is required a system so as to enable it's transferring and sharing (Nonaka and Teece, 2001).

According to Stankosky (2005), KM have an effect on the strategic map of organization, its capability for achieving its objectives, as well as its focus on how can properly utilize the service and knowledge outcomes for the upcoming. They think that KM may not essentially be a method of doing every day work. Hence, the course of action that possibly will lead it are not exists. Hesitation of accepting latest or dissimilar methods of doing things which results person confrontation, deficiency of infrastructure of organization to deal with a few practices of KM, and may be think it inappropriate for some situations. This analysis is parallel with the observation of Singh and Kant (2008) that KM difficulties have the poor commitment of top administration, less technological infrastructure; no visibly explained means for KM practice, staff turnover, no culture of organizational, not proper organizational structure to supports a KM strategy, and no system of reward and incentives. Regardless of the presence of these difficulties, the modern organizations are providing platforms for using KM practices to stay alive (Singh and Kant, 2008).

KM practices facilitate organizations to re-focus on existing knowledge, they try to provide atmosphere for novelty and not restricting them to KM practices way out only. They move toward knowledge portal and encourage inter-connectedness with employee, system, and department in the organization. Kidwell, Vander Linde and Johnson (2000) said that in an educational institute, KM practices can build capability of taking good decisions, condensed time of growth phase (for instance, improvement in

28

curriculum and doing research), enhanced administrative services plus academic activities with less expense.

2.4.1 Knowledge management practices tools and techniques

KM tools has been point out in first Chapter, that contain Google books, mail, notebook, docs, Lotus Notes, Microsoft-Exchange, twitter, Face book, MySpace, delicious.com all support the collecting and transfer of information, storage and its reuse. KM tools are the technologies which boost up and allow to generate knowledge, codifying (know how), and transfer (Ruggles 1997). By this way the burden of work reduce as well as efficient use of resources done to achieve the goals.

Techniques of Knowledge management are the actions linked with the utilization of KM tools. They include structuring repositories of knowledge, sorting out conference plus symposia, making use of social network for the sharing and transfer of knowledge, use of e-mail, file system sharing and storage of documents, training and mentoring programs.

Following are some most popular tools for knowledge management, which are being widely used by many organizations. (Asian Productivity Organization KM tools manual, 2010)

a. Brainstorming

Brainstorming is a simple way of supporting individual or groups to generate new and remarkable ideas. Brainstorming is helpful while there is a required to produce a comparatively great numeral of alternatives as well as thoughts. It is not suitable whilst an issue is identified for having a particular sole right way out which need watchful

29

investigation to find out. For instance, brainstorming regarding probable solutions for a scientific issue would possibly be a pitiable application of time.

b. Mentor / Mentee Scheme

Mentoring is an occupational association linking high and low-ranking members of organization with a planned program intended for transmitting practices and knowledge. The mentor has understanding as well as rank in the institute, and specifically counsel, recommend, teach, as well as support the professional improvement of the mentee. The mentor-mentee relation is a type of sharing knowledge through understanding.

c. Learning and Idea Capture

The institution gathers knowledge plus thoughts because it happens at the place of work constantly accompanied by submitting them to masses that are proficient to evaluate them in addition to roll them into improved suitable information.

d. Peer Assist

The intention of a Peer support is to condense the learning curve as well as obtain help as of subject matter specialists. On the whole, the group participant's effort to work out latest plus multifaceted assignments concerns found on their accessible comprehension with resources.

e. Learning Reviews

It is a practice exercise to support group along with person's knowledge throughout the job routine. The reason of a Learning Review is intended for group participants is to constantly gain knowledge though conducting the work.

f. Storytelling

Story telling is an influential method to distribute as well as shift knowledge, particularly experiences plus personal knowledge with the help of terms, imagery as well as sounds.

g. Collaborative Physical Workspace

The surrounding in which we do job, such as: the walls of the office are able to support. Information along with data may be scheduled on walls to assist picture setting of the task.

h. Knowledge Cafe

Knowledge Café is a place where group members talk about, reproduce, widen and distribute opinions as well as insight particularly in an institution where employees are not habitually given the chance to share their experiences on issues.

i. Communities of Practice

Communities of Practice (COPs) are groups of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

j. Document Libraries

The maintenance of documents through labeling, classifying, filing and therefore finds the correct information at the exact moment.

k. Social Network Services

People with same interest as well as needs make a social network. These services are provided through online method. The central parts of the services offerd typically consist of searching group or individuals having related interests or requirements.

31

l. Expertise Locator / Who's Who

It is more necessary to know about the experts who know about the specific issue than how to handle with that issue. For this reason, Expertise Locator is the important tool to manage knowledge this frequently happened in the institution to reinvent the wheel so as to answer the identical issues, for the reason that they do not know what to inquire from whom.

m. Knowledge Mapping

In this process the institution may find out plus classify information resources inside the institution, members, content, and tools. It makes out short-comings to fulfill planned aims and targets.

2.5 Knowledge management in Educational organization.

To increase accountability, educational organizations are under immense pressure from both external and internal sources. External pressure put by parents workers, and government agencies, demanding for sizeable improvements in institutions about student learning outcomes. And accountability is the internal pressure put on educational institutions: such as, how to improve student learning outcome? In the current situation of external and internal pressure for and improvements of student learning outcomes and accountability, educational organizations are committed to educational missions, therefore must guarantee the most efficient and effective way students are learning. Organization should as well have the capability to demonstrate progress of student learning growth. Consequently, educational institutions may find it helpful to accept KM program to increase their performance and outcome, for instance, a single educator that have knowledge on how to get better student learning outcomes.

As soon as the institution depends on just this specialist individual to do current practices in improving student learning outcomes, it may slow down the performance of the organization.

The challenge is to adapt the knowledge that presently exists in this individual, and construct it broadly and plainly accessible to any other educator. By sharing knowledge, knowledge management can lead to improvements, and benefit the organization all together. In education, KM may be consider as an approach which allow people within the organization to build up practices in a systematic way to accumulate information and distribute their expertise, knowledge, ideas, values, thoughts, etc. convert to actions that progress outcomes (Petrides & Nodine, 2003). Knowledge management can be put up and incorporated into the setup of educational institutions to enhance their results. There are at least five areas of educational institutions in which KM can benefit: research, curriculum development, alumni services, management and administration, strategic development, and conventional classroom improvement (Kidwell et al., 2000).

The complexity to KM in Educational organization is too parallel to trade groups: the system of school could not clearly express their goals of sharing knowledge, absolutely supporting culture of knowledge, and strengthen the borders among classrooms, the teaching and administrative workforce. Certainly, it is extensively experienced that teachers are not working with professional peers for growing and distillation techniques that support them in their individual classroom environment (Tyack & Cuban, 1995).

33

2.5.1 Difficulties regarding km practices in educational organizations:

In spite of the benefits of knowledge management system in educational institutions, achievement of the KM comes across with some difficulties. Most of these challenges arise from the lack of balance linked with technology and socio-cultural problems. According to Friehs (2009), the teachers are frequently not ready to share their knowledge with peers, particularly when their good reputation is the result of a huge storage of knowledge. On the other hand Knowledge exchange can also be challenging in educational setting because teachers often do not get a adequate means to transfer it with peers (Friehs, 2009).

A: Internal difficulties and Challenges

1. Lack of trust about reliability, validity and results of researches published and presented on the Internet.

2. Lack of consistency between studies conducted in different regions.

3. Overlap between the concepts and variables in different cultures.

4. Lack of technology support for knowledge management.

5. Inability of the technology to transfer and manage tacit knowledge.

6. Lack of Stakeholders basic knowledge in the field of education.

7. Challenges associated to the management of the experiences and knowledge.

8. Lack of the Fair system rewards and benefits in exchange for Knowledge management activities.

9. Lack of precise criteria and standards to calculate the knowledge and knowledge workers in production and added value.

10. Lack of purpose in knowledge activities.

11. Lack of integrated management.

12. Lack of consistency in content knowledge.

13. Possibility of misuse and plagiarism.

14. Hard and rigid structures.

15. Emphasis on explicit knowledge and negligence of personal knowledge due to formal structure.

B: External difficulties and Challenges

1. Use of business models in higher education.

2. Effects of the commercialization of IT on national identity.

3. Globalization and cultural dominance of the dominant economies on the developing and underdeveloped countries.

4. Cultural challenges in a multi-ethnic, multi-lingual learning Environment.

2.5.2 Factors affecting knowledge management practices

According to Gold, Malhotra and Segars (2001), the degree of KM success in the organization have influenced by cultural aspects that comprises of people's thinking, attitude, custom, values, norms and principles. Culture is made up of organisational history, experiences shared, traditional rules, beliefs, and societal exchanges that affect the individual's behaviour in the organization (Stuhlman, 2008). Knowledge sharing is sustained by the thinking and confidence which people have in other members at any stage in the organization. Therefore, individuals having high trust at higher level as well as belief in each other can share knowledge easily. According to Chua and Lam (2005), cultural features are the chief reason for the breakdown of KM initiatives in organization. According to Syed-Ikhsan and Rowland (2004), a culture that encourage

35

knowledge sharing has a constructive & considerable impact on the resources of knowledge creation, and on transfer of knowledge assets. KM strategy should accept the whole KM process (including people, information technology and the culture of sharing knowledge) in mind. (Newman and Rebeck, 2001)

Along with cultural factors, Human Resource Management (HRM) practices have great affect on the progress in KM program. According to Syed-Ikhsan and Rowland (2004), human resource was separated to accommodate deployment of staff, training and employee turnover. It is observed that all the above said elements of HRM had an encouraging effect on the creation of knowledge resources. Yahya and Goh's (2002) found that four human resources activities like training, contribution in decision-making progression, performance review and reward and compensation are vital toward the success of KM practices in the organization. Both studies concluded that people are serious for the improvement of any step taken for managing knowledge.

Another factor that is found to be important for the success of KM practices is information technology. Along with the consideration of the broader elements that contribute to the success of KM, technological aspect is identified, for instance information communication technology, which supports flow of knowledge (Gold, Malhotra and Segars, 2001). Syed- Ikhsan and Rowland (2004), in their study regarding a public organization in Malaysia found that the ability to use information communication technology tools and information communication technology infrastructure contain a considerable affirmative effects on both knowledge resource creation and progress of knowledge transfer (Syed- Ikhsan and Rowland (2004).

Another study conducted by Albino et al. (2004) said that that information technology play important role for putting into practice knowledge management. Holsaple (2005), argue that knowledge management and information technology should be considered jointly, they are always together. To boost their knowledge management programs, many higher education institutions still rely greatly on information technology. On the other hand, those opinions which favor the role of information technology in knowledge management are notice by many researchers as supporting the conventional first-generation knowledge management way of thinking. For instance Cavaleri (2004) assume that the first generation knowledge management was mainly apprehensive with knowledge capture and make use of technology to amplify flow of information in the organization (Cavaleri, 2004).

On the other hand, the second generation of knowledge management focused at organizational learning that takes place at individual, group, as well as organizational level as significant elements of knowledge processing. The accessibility of refined information technology system in an organization, may not assure best knowledge management practice. Information technology just plays a facilitating role to implement KM programs (Loermans, 2002). The above discussion illustrates that no knowledge management steps will be successful, if the human resources matter are not first deal with through creation of a facilitating environment. Both the organisational culture and the efficient management of human resources play a vital role, with information technology as the facilitating aspect for the success of knowledge management program (Loermans, 2002).

2.6 Knowledge management for teachers at University level.

In higher educational institutions, there are two sorts of learning included: intellectual know how as well as institutional understanding. Intellectual know how is the prime task of higher education, and institutional understanding is the general business of an institution, its qualities and shortcomings, the business sector it serves and the basic elements to the success organization (Coukos-Semmel, 2003).

Dixon (2000), said that teachers are reluctant to share their personal part of knowledge. He further elucidate that the majority teachers are unaware of how to administer information with peers plus not at all arrange to get better their knowledge because of great workload. According to Azman (2003), teachers are not willing to achieve latest knowledge because of not having sufficient support and back-up from administration.

According to Jingyuan (2010), teacher's faces difficulties in organizing knowledge for the reason that resources are limited to achieve knowledge. Teachers as well concentrate on the training techniques in teaching, and pay no attention to improve their knowledge in teaching. In this way, they get no chance to grow their previously present knowledge. As a result, less capable teachers entertain limited attention from the administration (Amin, 2005). Accordingly, these staff members can't enhance themselves and can't get new learning in accordance with current issues (Sharifah, 2010).

38

2.7 Summary of Literature

Knowledge management (KM) provides both the theory and practice for administration of scholarly resources in educational organizations. Educational organizations can make use of knowledge management to enhance productivity and viability of the procedures. On the other hand, limitations relating to knowledge management in educational institutions are of significance, wide-range thinking in education systems direct to a better understanding of the difficulties and limitation, and more successfully manages knowledge.

CHAPTER 3

RESEARCH METHODOLOGY

The nature of the study was descriptive as it was concerned with the prevailing status of the subject under research. But adequate data was tabulated; facts and figures had also been used in the study. This study was carried out for the Analysis of Knowledge Management Practices of Teacher; A case study of International Islamic University Islamabad.

3.1 Research Design

The case study was used for the rationale of this study. This design was used because of aforementioned virtues associated with case study and the need to have a comprehensive search of exploring the existing knowledge management practices of teachers in International Islamic University, Islamabad.

The design was found appropriate for the study as it enabled the researcher to conduct an intense investigation of knowledge management practices of teachers at International Islamic University, Islamabad.

3.1.1 Population

The population of the study was consists of male teachers of all Faculties of International Islamic University, Islamabad. There are 9 faculties in which 620 male teachers working.

Table 3.1 Population of study

S. No.	Total no. of faculties'	Total male teachers
2	9	620

(International Islamic University, Islamabad Website, 2016)

3.1.2 Sample

Sampling of participants was done through non-probability sampling technique called purposive sampling. Creswell (2003) notes that purposive sampling is the rationale for undertaking case study research. The standard used in choosing participants and sites is whether they are "information ricb" (Patton, 1990, p. 169).

The sample of this study was consists of 43 male teachers of Faculty of Social Sciences selected purposefully.

Table 3.2 Sample of study

S. No.	Selected faculty	Selected male teachers
2	Faculty of social sciences	43

41

3.2 Tool of data collection

3.2.1 Questionnaire

The data was collected through self developed questionnaire. The questionnaire was divided into three sections each containing ten questions. Section (A) had closed ended MCQs questions on knowledge management practices; section (B) had three point Likert scale closed ended questions on difficulties regarding knowledge management practices and section (C) had open ended questions on factors affecting knowledge management practices.

3.3 Pilot testing

Content Validity was ensured by expert committee. Reliability of the instrument was measured by Cronbach Alpha and it was found 0.76.

3.4 Data collection

Finally the furnished questionnaire was administered, in person to the sample. The sample consisted of 43 respondents in all, out of which 40 questionnaires were collected with a response percentage of 93.02. The data were collected from respondents was subsequently organized and analyzed through SPSS version 20.

3.5 Data analysis

The researcher used percentage to identify the major themes. Microsoft Word processing program was used to cluster similar ideas jointly through copy as well as

42

paste linked arguments following that the researcher analyzed the data. Analyzed data

was presented in tabular form.

.

.

.

.

CHAPTER 4

DATA ANALYSIS

This chapter explains data analysis and interpretations. In order to achieve the objectives of the study, statistical analysis was carried out. Percentage was used to analyzed and interpret the data. The data collected from teachers regarding their practices of Knowledge Management was analyzed in three sections of the chapter.

1)   This section deals with the questionnaires about the existing Knowledge Management practices of teachers and percentage was used to analyze and interpret the data.

2)   This section deals with the questionnaires about the difficulties regarding Knowledge Management practices in International Islamic University and percentage was applied to analyze as well as interpret the data.

3)   This section deals with the questionnaires about the aspect that affect the appliance of practices of managing Knowledge to improve the performance of teachers and percentage was used for analyzing and interpreting the data.

The collected data through research instrument was tabularized, evaluate and interpreted in the light of the study objectives.

44

THE STATISTICAL ANALYSIS OF THE RESPONSES OF TEACHERS

Table 4.1 Concept of "Knowledge Management"

The percentage of teachers responded to each item under the question, "How do you explain the knowledge management"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Knowledge identification and creation	5	12.5
2	Knowledge store	1	2.5
3	Knowledge share and re usage	3	7.5
4	All of the above	31	77.5
	Total	40	10

Figure 4.1 Concept of "Knowledge Management"
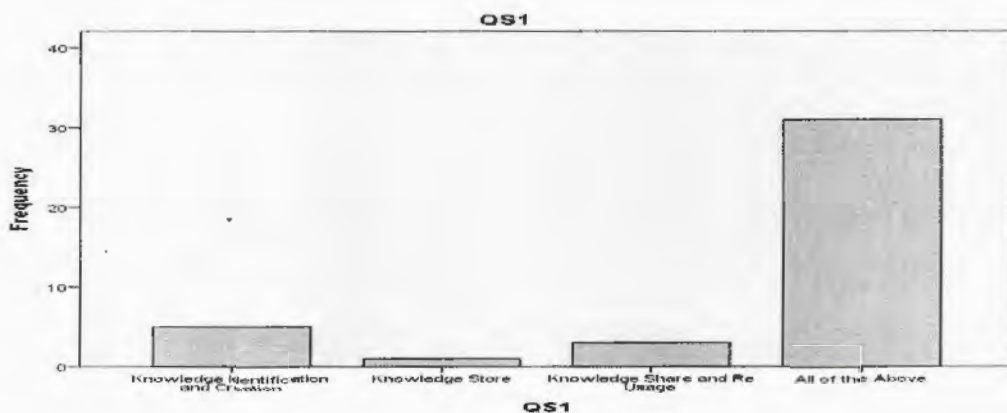
The data tabulated in table 4.1 and figure 4.1 shows that 12.5% participants responded to the statement "Knowledge identification and creation", 2.5% participants responded to the statement "Knowledge store" and 7.5% participants' responded to the statement "Knowledge share and re usage" and 77.5% participant' responded to the statement "All of the above". So, the above responses show that most participants were aware with the concept of Knowledge Management.

45

Table 4.2 "Brain storming"

The percentage of teachers responded to each item under the question, "How do you Brainstorm to generate relatively large number of options and unusual ideas to find the solution of problems"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Using sticky notes	5	12.5
2	A flip chart	6	15.0
3	A piece of paper	14	35.0
4	All of the above	15	37.5
	Total	40	100

Figure 4.2 "Brain storming"

The data tabulated in table 4.2 and figure 4.2 shows that 12.5% participants responded to the statement "Using sticky notes", 15.0% participants responded to the statement "A flip chart", 35.0% participants' responded to the statement "A piece of paper" and 37.5% participants responded to the statement "All of the above". So, the above responses show that majority of participants were using several brainstorming technique.

Table 4.3 "Mentor/mentee scheme"

The percentage of teachers responded to each item under the question, "Have you remained a part of mentor/mentee scheme for an informal exchange of Knowledge and expertise between senior and junior staff"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Worked as a Mentor	4	10.0
2	Worked as a Mentee	9	22.5
3	Both (a) and (b)	19	47.5
4	None of the above	8	20.0
	Total	40	100

Figure 4.3 "Mentor/mentee scheme"
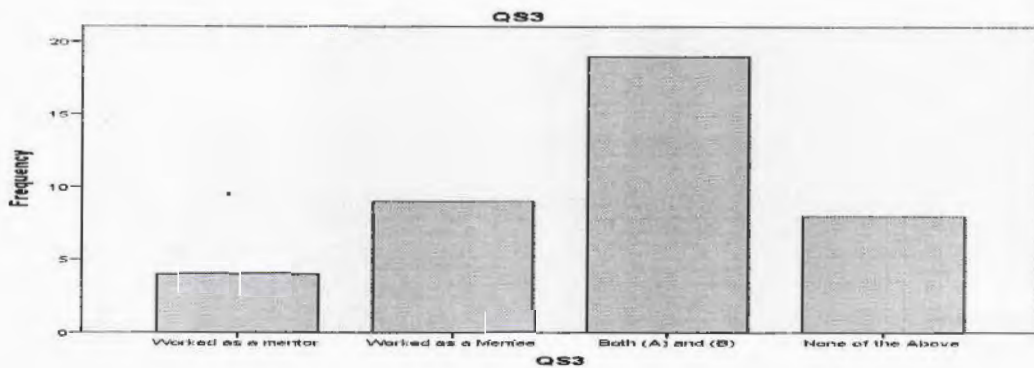
The data tabulated in table 4.3 and figure 4.3 shows that 10.0% participants responded to the statement "Worked as a mentor", 22.5% participants responded to the statement "Worked as a Mentee", 47.5% participants' responded to the statement "Both (a) and (b)" and 20.0% participants responded to the statement "None of the above". So, the above responses show that majority of participants worked both as a Mentor and Mentee.

47

Table 4.4 "Reward/Incentives"

The percentage of teachers responded to each item under the question, "How you are rewarded for Knowledge sharing with other staff members"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Through promotion	2	5.0
2	Incentives	6	15.0
3	Both (a) and (b)	9	22.5
4	None of the above	23	57.5
	Total	40	100

Figure 4.4 "Reward/Incentives"

The data tabulated in table 4.4 and figure 4.4 shows that 5.0% participants responded to the statement "Through promotion", 15.0% participants responded to the statement "Incentives", 22.5% participants' responded to the statement "Both (a) and (b)" and 57.5% participants responded to the statement "None of the above". So, the above responses show that majority of participants do not receive reward/Incentives for Knowledge sharing.

Table 4.5 "Story telling"

The percentage of teachers responded to each item under the question, "How do you use story telling technique, to transfer tacit part of Knowledge"? And the responses were tabulated below.

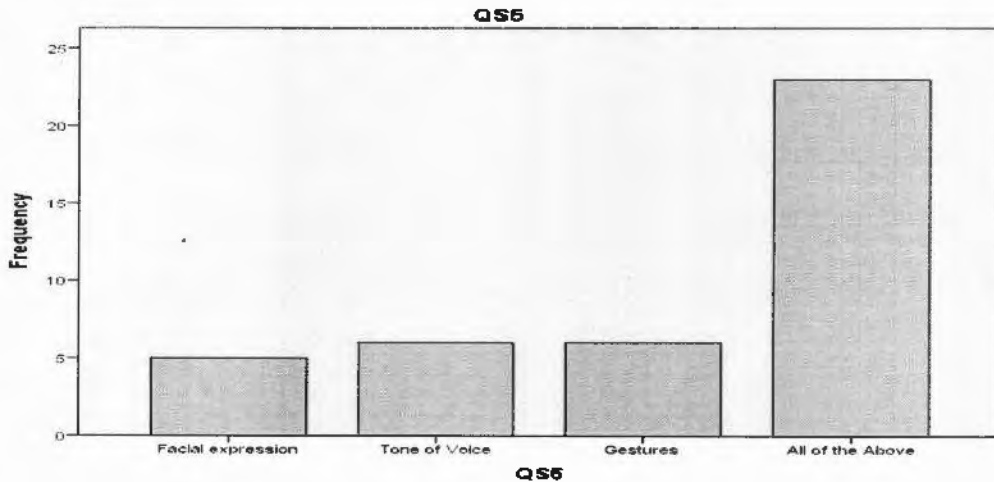| S. #	Items	frequency	Percentage
1	Facial expressions	5	12.5
2	Tone of voice	6	15.0
3	Gestures	6	15.0
4	All of the above	23	57.5
Total		40	100

Figure 4.5 "Story telling"

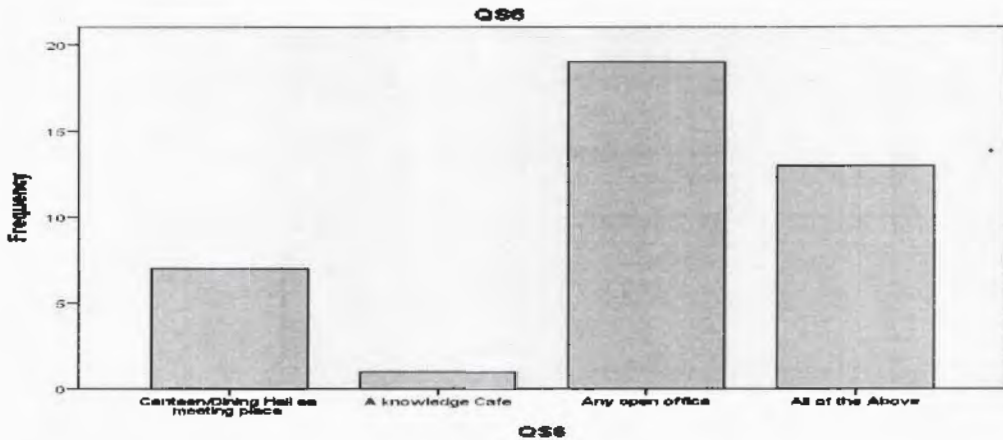The data tabulated in table 4.5 and figure 4.5 shows that 12.5% participants responded to the statement "Facial expressions", 15.0% participants responded to the statement "Tone of voice", 15.0% participants' responded to the statement "Gestures" and 57.5% participants responded to the statement "All of the above". So, the above responses show that majority of participants were using story telling technique.

Table 4.6 "Knowledge Cafe"

The percentage of teachers responded to each item under the question, "Have you an active "common" meeting space to facilitate Knowledge exchange to promote communication"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Canteen/Dining hall as meeting place	7	17.5
2	A Knowledge Café	1	2.5
3	Any open office	19	47.5
4	All of the above	13	32.5
	Total	40	100

Figure 4.6 "Knowledge Cafe"

The data tabulated in table 4.6 and figure 4.6 shows that 17.5% participants responded to the statement "Canteen/Dining hall as a meeting place", 2.5% participants responded to the statement "A Knowledge cafe", 47.5% participants' responded to the statement "Any open office" and 32.5% participants responded to the statement "All of the above". So, the above responses show that majority of participants use any open office for Knowledge exchange.

50

Table 4.7 "Community of practice"

The percentage of teachers responded to each item under the question, "How do you participate in some kind of Community of practice to share common Knowledge beyond formal department"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	E-mail	9	22.5
2	Personnel blog	4	10.0
3	Social network services	18	45.0
4	All of the above	9	22.5
	Total	40	100

Figure 4.7 "Community of practice"
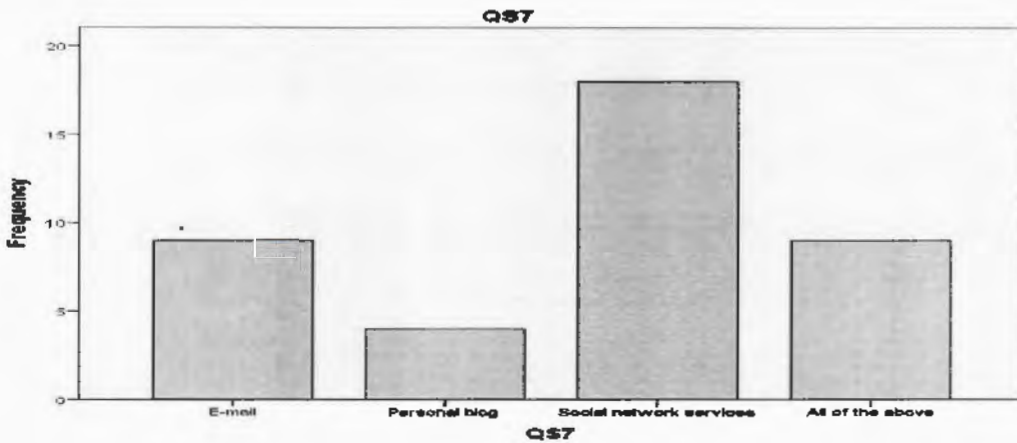
The data tabulated in table 4.7 and figure 4.7 shows that 22.5% participants responded to the statement "Email", 10.0% participants responded to the statement "Personnel blog", 45.0% participants' responded to the statement "Social network services" and 22.5% participants responded to the statement "All of the above". So, the above responses show that majority of participants uses Social Network Services for sharing common Knowledge beyond formal department.

51

Table 4.8 "Peer assist"

The percentage of teachers responded to each item under the question, "How do you use Peer assist technique to get help from subject matter experts about issues"? And the responses were tabulated below.

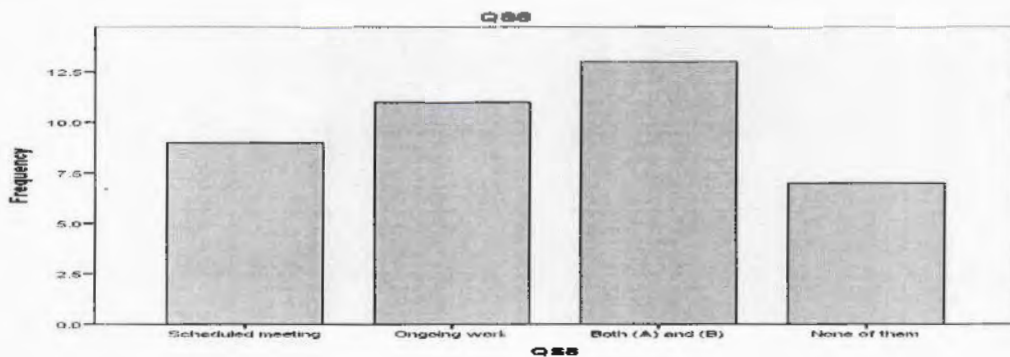| S. #	Items	frequency	Percentage
1	Scheduled meetings	9	22.5
2	Ongoing work	11	27.5
3	Both (a) and (b)	13	32.5
4	None of the above	7	17.5
	Total	40	100

Figure 4.8 "Peer assist"

The data tabulated in table 4.8 and figure 4.8 shows that 22.5% participants responded to the statement "Scheduled meetings", 27.5% participants responded to the statement "Ongoing work", 32.5% participants' responded to the statement "Both (a) and (b)" and 17.5% participants responded to the statement "None of the above". So, the above responses show that majority of participants get help from subject matter experts in both Scheduled meetings and ongoing work.

52

Table 4.9 "Document repository"

The percentage of teachers responded to each item under the question, "How do you maintain a document repository for searching right information at right time"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Store in relational databases	6	15.0
2	Listing by several categories	13	32.5
3	Organized	8	20.0
4	All of the above	13	32.5
	Total	40	100

Figure 4.9 "Document repository"
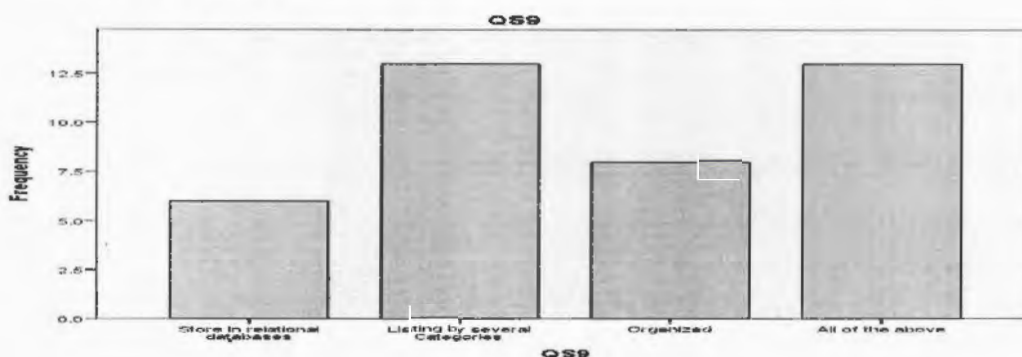
The data tabulated in table 4.9 and figure 4.9 shows that 15.0% participants responded to the statement "Store in relational databases", 32.5% participants responded to the statement "Listing by several categories", 20.0% participants' responded to the statement "Organized" and 32.5% participants responded to the statement "All of the above". So, the above responses show that majority of participants maintain document repository for searching right information at right time.

Table 4.10 "Knowledge mapping"

The percentage of teachers responded to each item under the question, "How do you use knowledge mapping technique to help staff find critical solutions and information quickly"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Roadmap to locate resources	10	25.0
2	Codifying and reusing explicit Knowledge	9	22.5
3	Both (a) and (b)	13	32.5
4	None of the above	8	20.0
	Total	40	100

Figure 4.10 "Knowledge mapping"
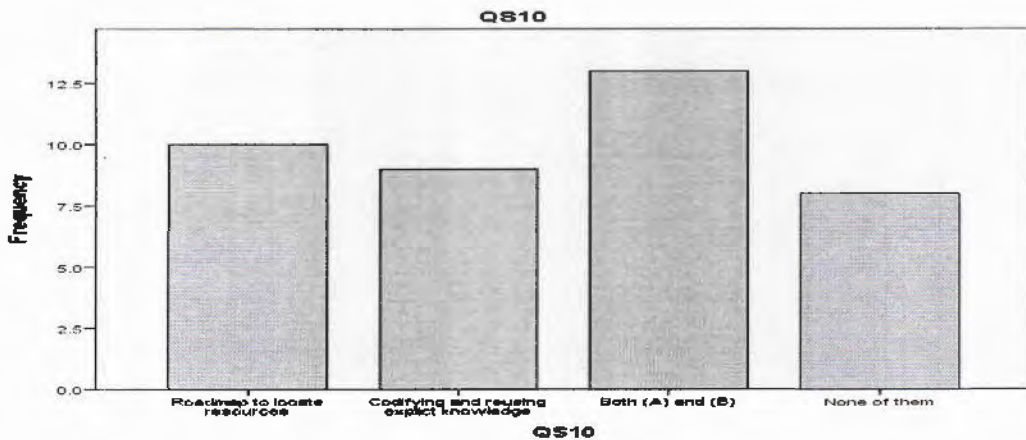
The data tabulated in table 4.10 and figure 4.10 shows that 25.0% participants responded to the statement "Roadmap to locate resources", 22.5% participants responded to the statement "Codifying and reusing explicit knowledge", 32.5% participants' responded to the statement "Both (a) and (b)" and 20.0% participants responded to the statement "None of the above". So, the above responses show that majority of participants uses Knowledge Mapping Technique.

54

Table 4.11 "Employee turnover"

The percentage of teachers responded to each item under the question, "A lot of tacit Knowledge loss due to high employee turnover"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Agree	29	72.5
2	Disagree	6	15.0
3	Undecided	5	12.5
	Total	40	100

Figure 4.11 "Employee turnover"
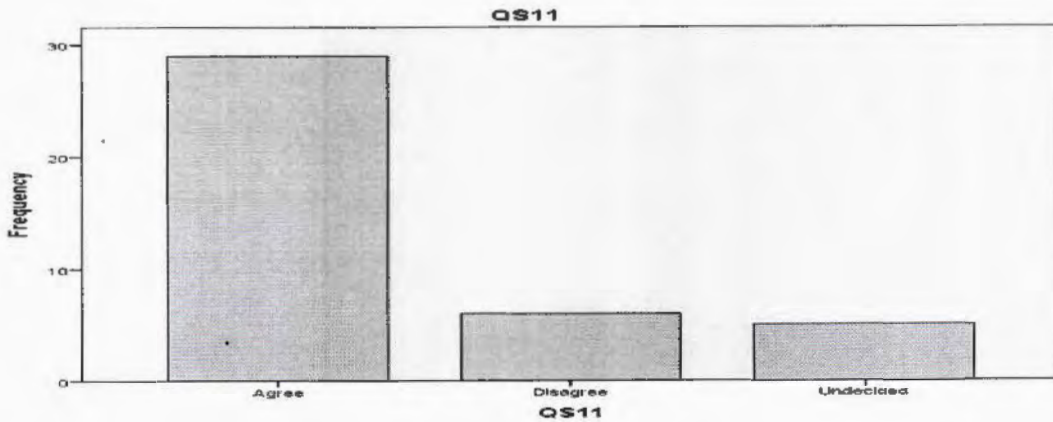
The data tabulated in table 4.11 and figure 4.11 shows that 72.5% participants responded to Agree statement, 15.0% participants responded to Disagree statement and 12.5% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

Table 4.12 "Trustworthy teamwork"

The percentage of teachers responded to each item under the question, "Lack of trustworthy teamwork is hindrance in practicing Knowledge Management"? And the responses were tabulated below.

S. #	Items	frequency	Percentage·
1	Agree	32	80.0
2	Disagree	7	17.5
3	Undecided	1	2.5
	Total	40	100

Figure 4.12 "Trustworthy teamwork"

The data tabulated in table 4.12 and figure 4.12 shows that 80.0% participants responded to Agree statement, 17.5% participants responded to Disagree statement and 2.5% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

Table 4.13 "Rigid organizational structure"

The percentage of teachers responded to each item under the question, "Hard and rigid organizational structure influence Knowledge Management practices"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
3	Agree	31	77.5
2	Disagree	8	20.0
3	Undecided	1	2.5
	Total	40	100

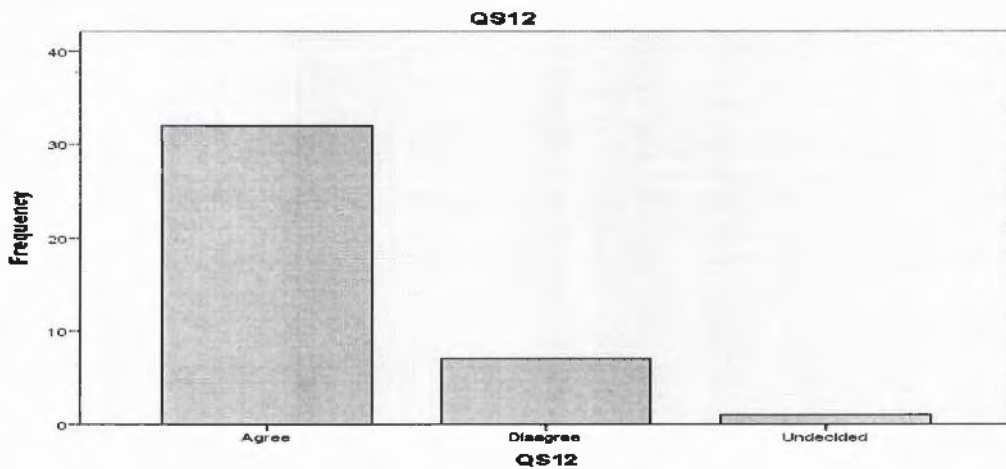**Figure 4.13 "Rigid organizational structure"**

The data tabulated in table 4.13 and figure 4.13 shows that 77.5% participants responded to Agree statement, 20.0% participants responded to Disagree statement and 2.5% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

Table 4.14 "Inability of Technology"

The percentage of teachers responded to each item under the question, "Tacit Knowledge cannot transfer and manage due to inability of technology"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Agree	22	55.0
2	Disagree	12	30.0
3	Undecided	6	15.0
	Total	40	100

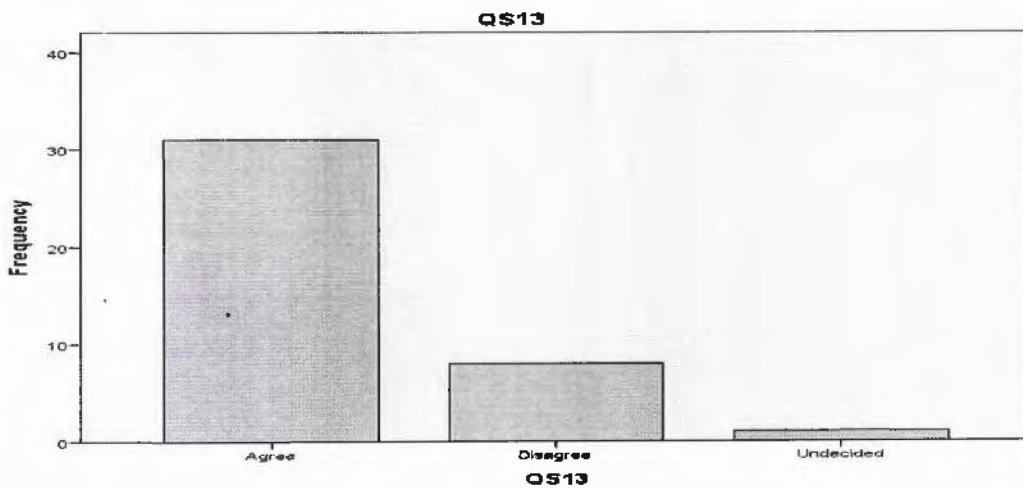**Figure 4.14 "Inability of Technology"**

The data tabulated in table 4.14 and figure 4.14 shows that 55.0% participants responded to Agree statement, 30.0% participants responded to Disagree statement and 15.0% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

58

Table 4.16 "Acceptance as a fundamental discipline"

The percentage of teachers responded to each item under the question, "Lack of acceptance as a fundamental discipline for organizational excellence"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Agree	24	60.0
2	Disagree	10	25.0
3	Undecided	6	15.0
	Total	40	100

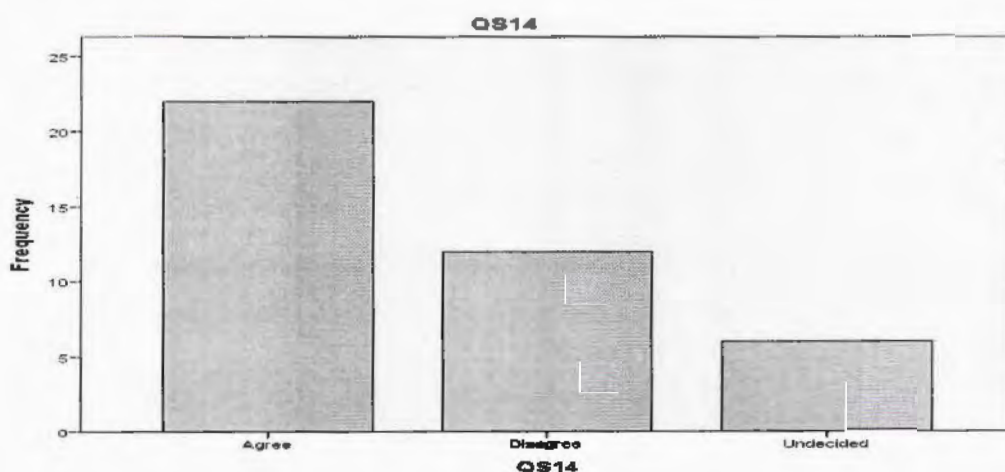**Figure 4.16 "Acceptance as a fundamental discipline"**

The data tabulated in table 4.16 and figure 4.16 shows that 60.0% participants responded to Agree statement, 25.0% participants responded to Disagree statement and 15.0% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

60

Table 4.17 "Plagiarism"

The percentage of teachers responded to each item under the question, "Possibility of misuse and plagiarism create difficulties regarding Knowledge Management practices"? And the responses were tabulated below.

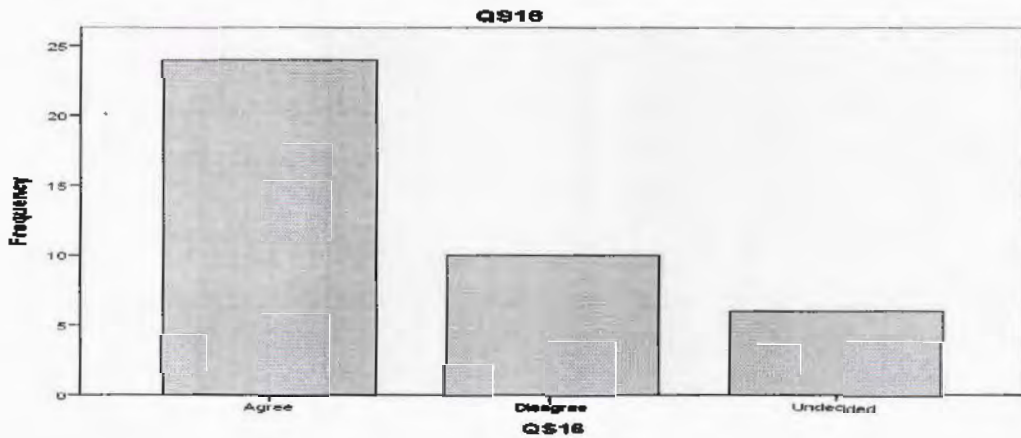| S. #	Items	frequency	Percentage
1	Agree	24	60.0
2	Disagree	7	17.5
3	Undecided	9	22.5
Total		40	100

Figure 4.17 "Plagiarism"

The data tabulated in table 4.17 and figure 4.17 shows that 60.0% participants responded to Agree statement, 17.5% participants responded to Disagree statement and 22.5% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

Table 4.14 "Inability of Technology"

The percentage of teachers responded to each item under the question, "Tacit Knowledge cannot transfer and manage due to inability of technology"? And the responses were tabulated below.

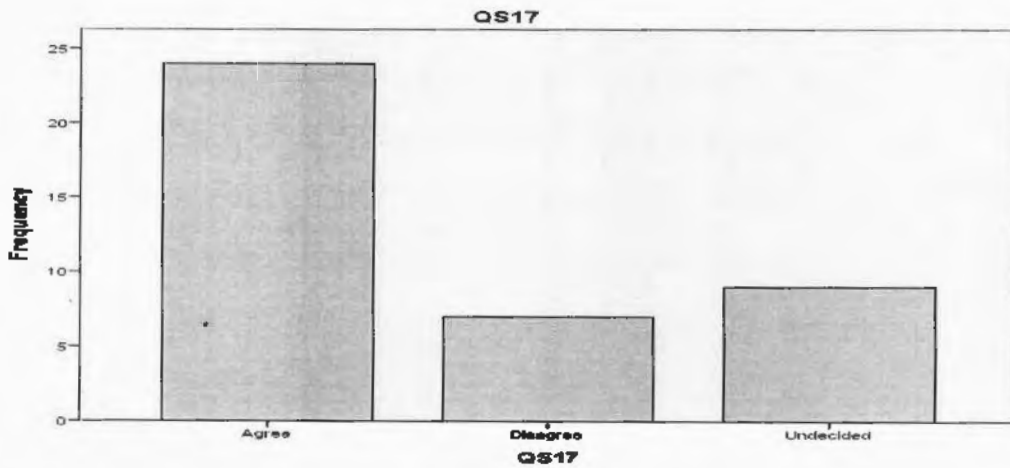| S. #	Items	frequency	Percentage
1	Agree	22	55.0
2	Disagree	12	30.0
3	Undecided	6	15.0
	Total	40	100

Figure 4.14 "Inability of Technology"

The data tabulated in table 4.14 and figure 4.14 shows that 55.0% participants responded to Agree statement, 30.0% participants responded to Disagree statement and 15.0% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

58

Table 4.15 "Reward system"

The percentage of teachers responded to each item under the question, "Lack of fair system of reward and benefits influence Knowledge Management activities"? And the responses were tabulated below.

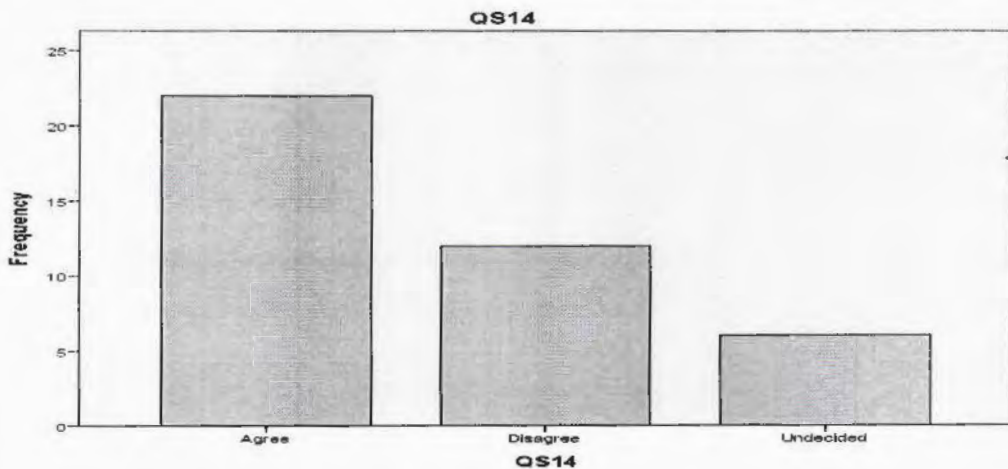| S. #	Items	frequency	Percentage
1	Agree	35	87.5
2	Disagree	1	2.5
3	Undecided	4	10.0
	Total	40	100

Figure 4.15 "Reward system"
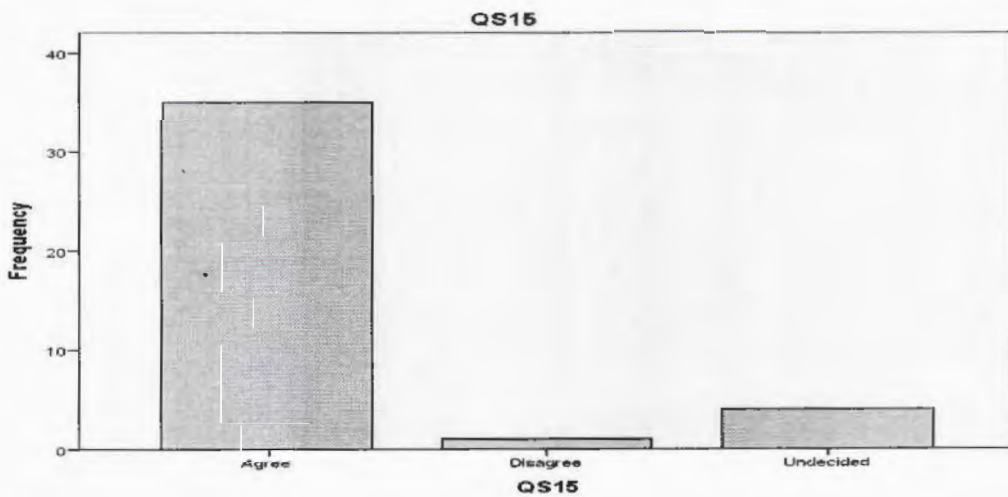
The data tabulated in table 4.15 and figure 4.15 shows that 87.5% participants responded to Agree statement, 2.5% participants responded to Disagree statement and 10.0% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

Table 4.16 "Acceptance as a fundamental discipline"

The percentage of teachers responded to each item under the question, "Lack of acceptance as a fundamental discipline for organizational excellence"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Agree	24	60.0
2	Disagree	10	25.0
3	Undecided	6	15.0
	Total	40	100

Figure 4.16 "Acceptance as a fundamental discipline"

The data tabulated in table 4.16 and figure 4.16 shows that 60.0% participants responded to Agree statement, 25.0% participants responded to Disagree statement and 15.0% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

60

Table 4.17 "Plagiarism"

The percentage of teachers responded to each item under the question, "Possibility of misuse and plagiarism create difficulties regarding Knowledge Management practices"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Agree	24	60.0
2	Disagree	7	17.5
3	Undecided	9	22.5
	Total	40	100

Figure 4.17 "Plagiarism"

The data tabulated in table 4.17 and figure 4.17 shows that 60.0% participants responded to Agree statement, 17.5% participants responded to Disagree statement and 22.5% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.
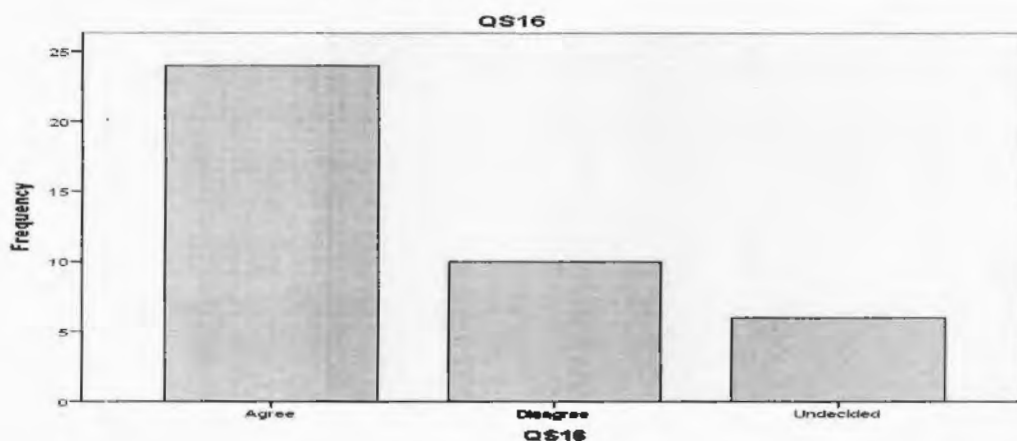
61

Table 4.1 8 "Emphasis on explicit Knowledge"

The percentage of teachers responded to each item under the question, "Tacit knowledge is neglected and emphasis given on explicit Knowledge due to formal structure"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Agree	20	50.0
2	Disagree	15	37.5
3	Undecided	5	12.5
	Total	40	100

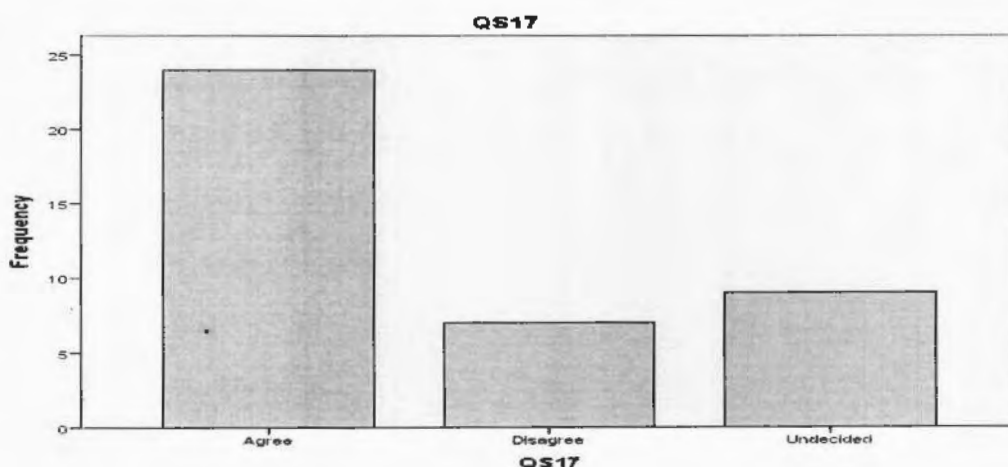**Figure 4.1 8 "Emphasis on explicit Knowledge"**

The data tabulated in table 4.18 and figure 4.18 shows that 50.0% participants responded to Agree statement, 37.5% participants responded to Disagree statement and 12.5% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

Table 4.19 "Cultural diversity"

The percentage of teachers responded to each item under the question, "cultural diversity in multi-ethnic and multi-lingual learning environment"? And the responses were tabulated below.

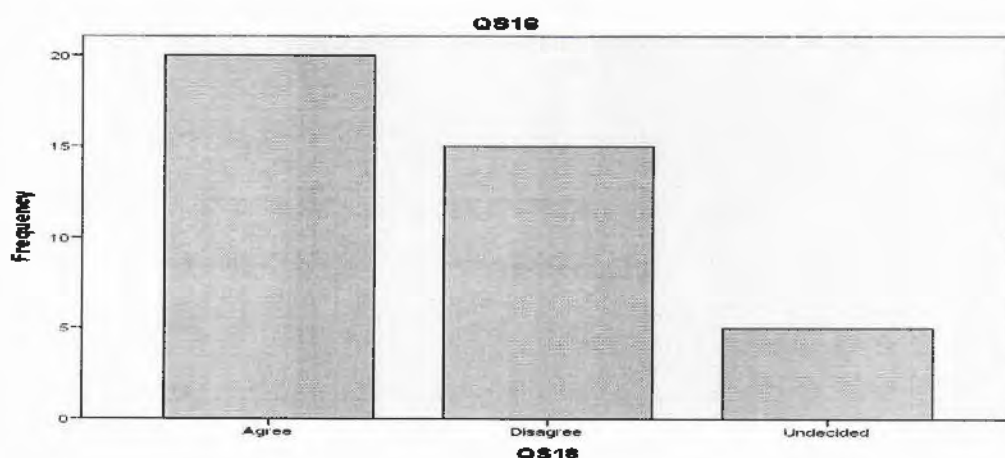| S. #	Items	frequency	Percentage
1	Agree	27	67.5
2	Disagree	7	17.5
3	Undecided	6	15.0
	Total	40	100

Figure 4.19 "Cultural diversity"

The data tabulated in table 4.19 and figure 4.19 shows that 67.5% participants responded to Agree statement, 17.5% participants responded to Disagree statement and 15.0% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

63

Table 4.20 "No standard to calculate knowledge"

The percentage of teachers responded to each item under the question, "There is lack of precise criteria and standards to calculate the Knowledge and Knowledge workers in production and added value"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Agree	29	72.5
2	Disagree	5	12.5
3	Undecided	6	15.0
Total		40	100

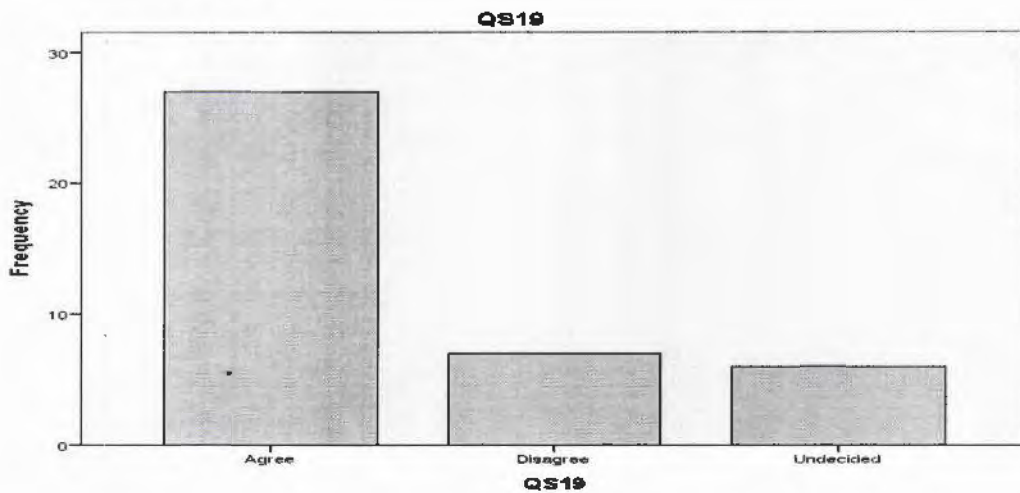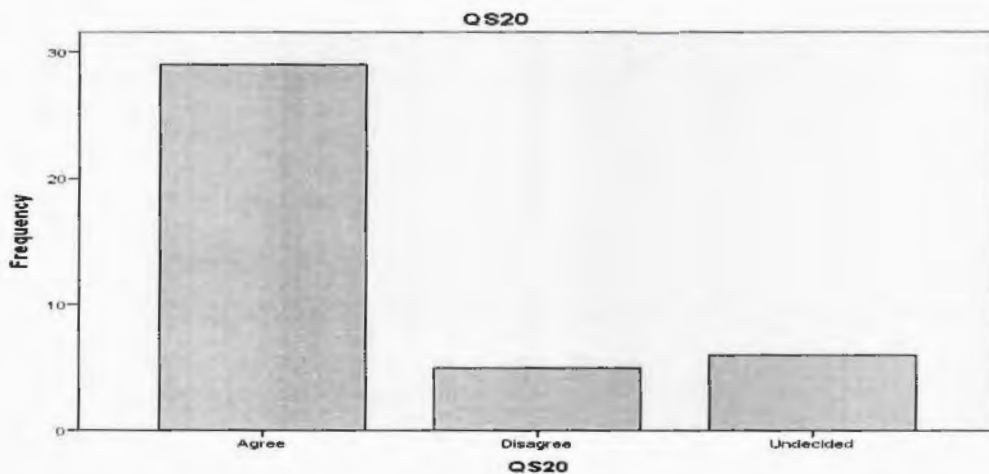**Figure 4.20 "No standard to calculate knowledge"**

The data tabulated in table 4.20 and figure 4.20 shows that 72.5% participants responded to Agree statement, 12.0% participants responded to Disagree statement and 15.0% participants' responded to Undecided statement. So, the opinion of respondents was inclined towards agreement with the above statement.

Table 4.21 "Friendly organizational culture"

The percentage of teachers responded to each item under the question, "How friendly organizational culture affects practices of Knowledge Management"? And the responses were tabulated below.

S. #	Response	frequency	Percentage
1	Yes, it affects positively	33	82.5
2	No, it is not necessary	4	10.0
3	Sometime affect positive sometime negative	3	7.5
	Total	40	100

Figure 4.21 "Friendly organizational culture"
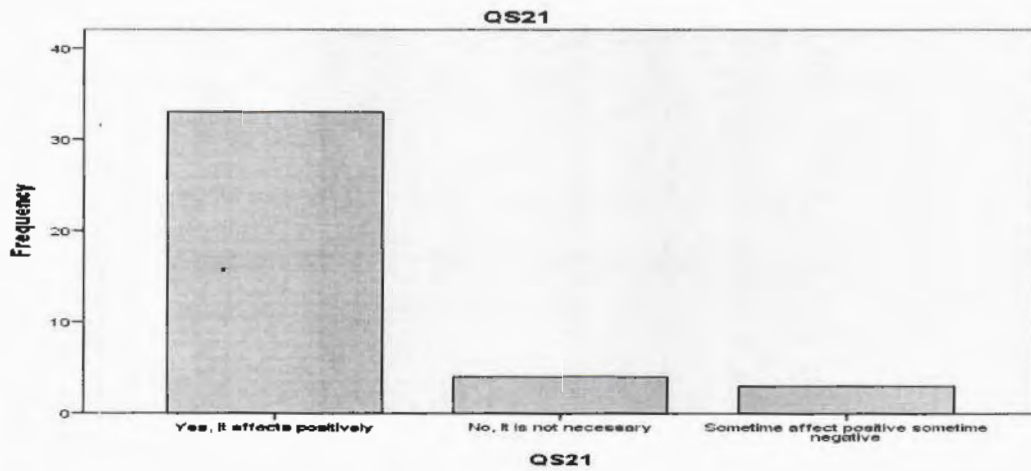
The data tabulated in table 4.21and figure 4.21 shows that 82.5% participants favored the statement, 10.0% participants responded that it is not necessary and 7.5% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

Table 4.22 "Cultural norms, values and beliefs"

The percentage of teachers responded to each item under the question, "How Cultural aspects affects practices of Knowledge Management"? And the responses were tabulated below.

| S. #	Items	frequency	Percentage
1	Yes, it affects positively	30	75.0
2	No, it is not necessary	5	12.5
3	Sometime affect positive sometime negative	5	12.5
	Total	40	100

Figure 4.22 "Cultural norms, values and beliefs"

The data tabulated in table 4.22 and figure 4.22 shows that 75.0% participants favored the statement, 12.5% participants responded that it is not necessary and 12.5% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

Table 4.23 "Trust"

The percentage of teachers responded to each item under the question, "How trust among Knowledge workers affect practices of Knowledge Management"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Yes, it affect positively	32	80.0
2	No, it is not necessary	4	10.0
3	Sometime affect positive sometime negative	4	10.0
	Total	40	100

Figure 4.23 "Trust"

The data tabulated in table 4.23 and figure 4.23 shows that 80.0% participants favored the statement, 10.0% participants responded that it is not necessary and 10.0% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.
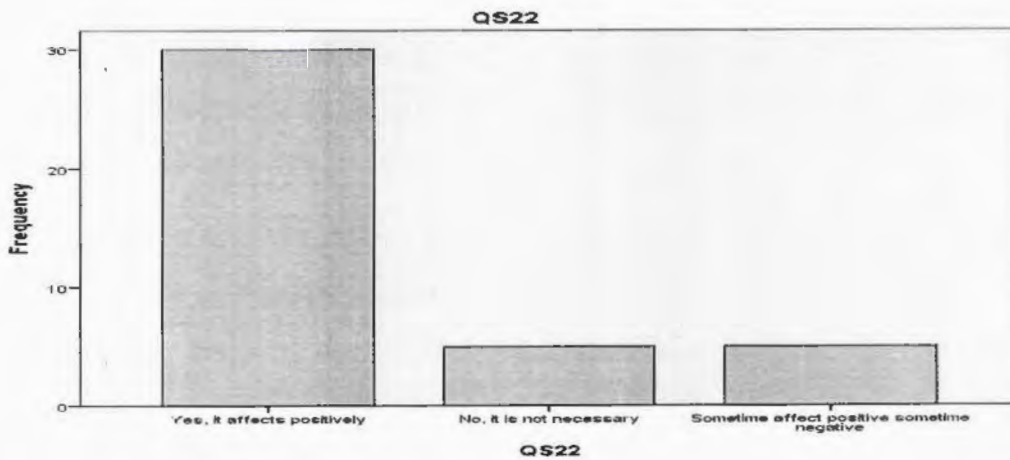
67

Table 4.24 "Human Resource Management"

The percentage of teachers responded to each item under the question, "How Human Resource Management affect practices of knowledge Management"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Yes, it affect positively	33	82.5
2	No, it is not necessary	4	10.0
3	Sometime it affect positive sometime negative	3	7.5
	Total	40	100

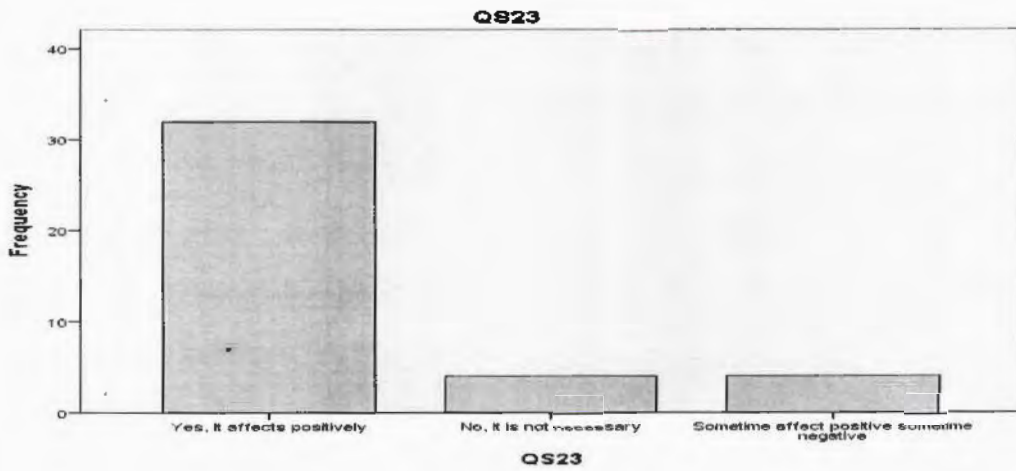**Figure 4.24 "Human Resource Management"**
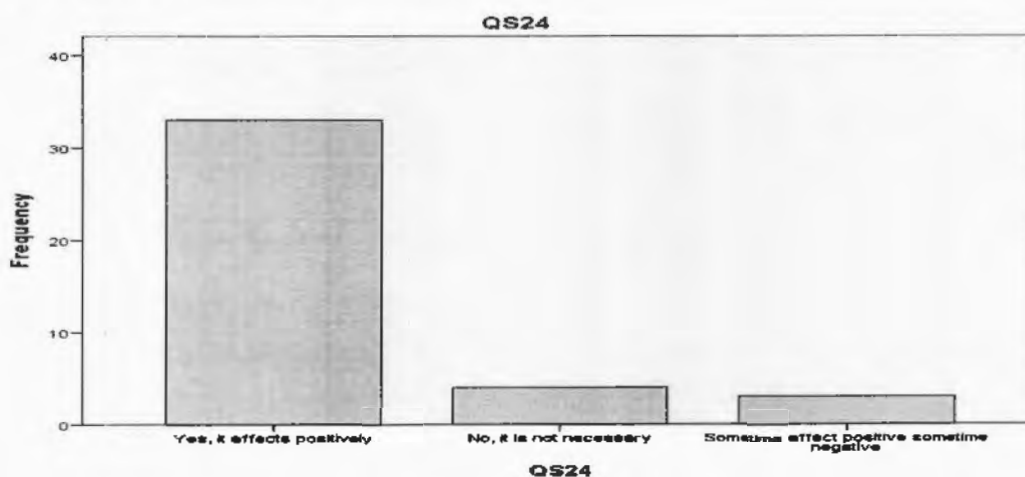
The data tabulated in table 4.24 and figure 4.24 shows that 82.5% participants favored the statement, 10.0% participants responded that it is not necessary and 7.5% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

Table 4.25 "Employee involvement"

The percentage of teachers responded to each item under the question, "How participation of employee in decision making process affects practices of Knowledge management"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Yes it affect positively	31	77.5
2	No, it is not necessary	5	12.5
3	Sometime it affect positive sometime negative	4	10.0
	Total	40	100

Figure 4.25 "Employee involvement"

The data tabulated in table 4.25 and figure 4.25 shows that 77.5% participants favored the statement, 12.5% participants responded that it is not necessary and 10.0% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

69

Table 4.26 "Balance of flexibility"

The percentage of teachers responded to each item under the question, "How balance of flexibility and ease of accessibility to Knowledge affect practices of Knowledge Management"? And the responses were tabulated below.

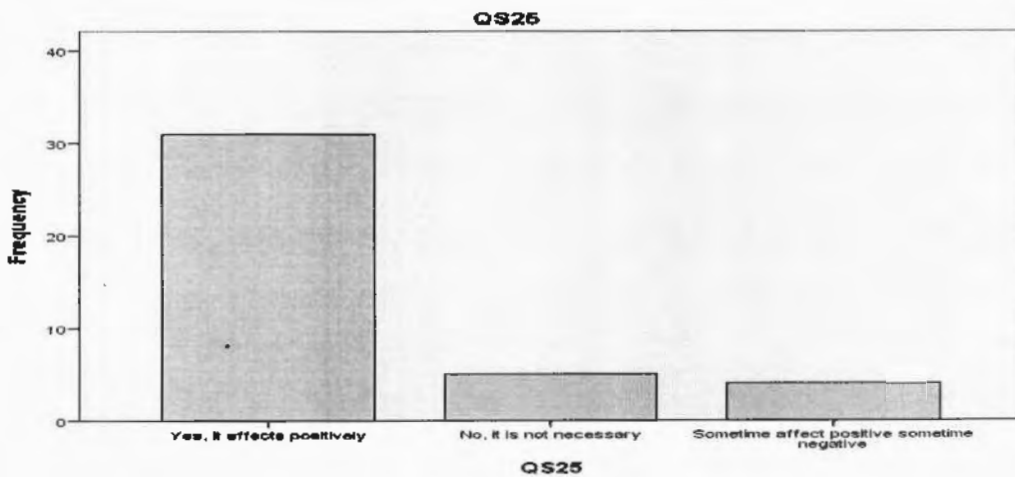| S. #	Items	frequency	Percentage
1	Yes, it affect positively	32	80.0
2	No, it is not necessary	2	5.0
3	Sometime affect positive and sometime negative	6	15.0
	Total	40	100

Figure 4.26 "Balance of flexibility"

The data tabulated in table 4.26 and figure 2.26 shows that 80.0% participants favored the statement, 5.0% participants responded that it is not necessary and 15.0% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

Table 4.27 "Motivation through reward and compensation"

The percentage of teachers responded to each item under the question, "How motivation of workers who develop, share and use Knowledge through reward and compensation affect practices of Knowledge Management"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Yes, it affect positively	32	80.0
2	No, it is not necessary	5	12.5
3	Sometime it affect positive sometime negative	3	7.5
	Total	40	100

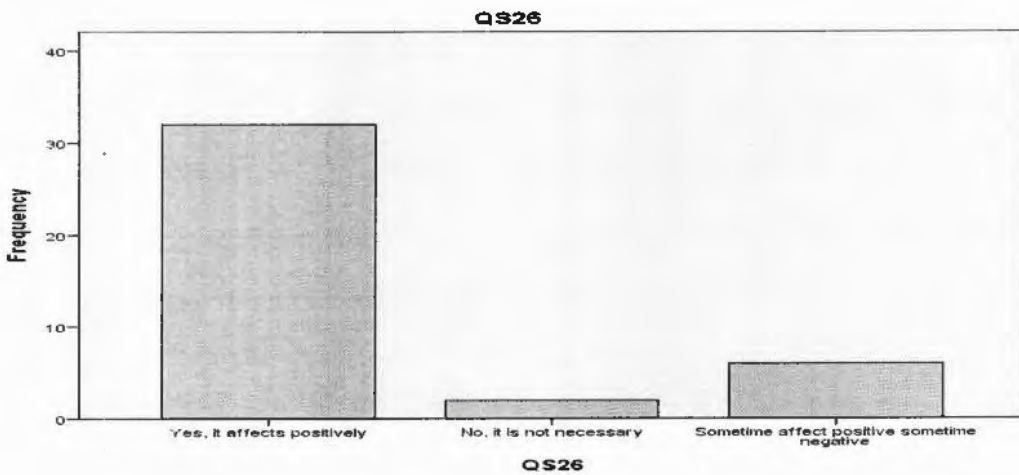**Figure 4.27 "Motivation through reward and compensation"**
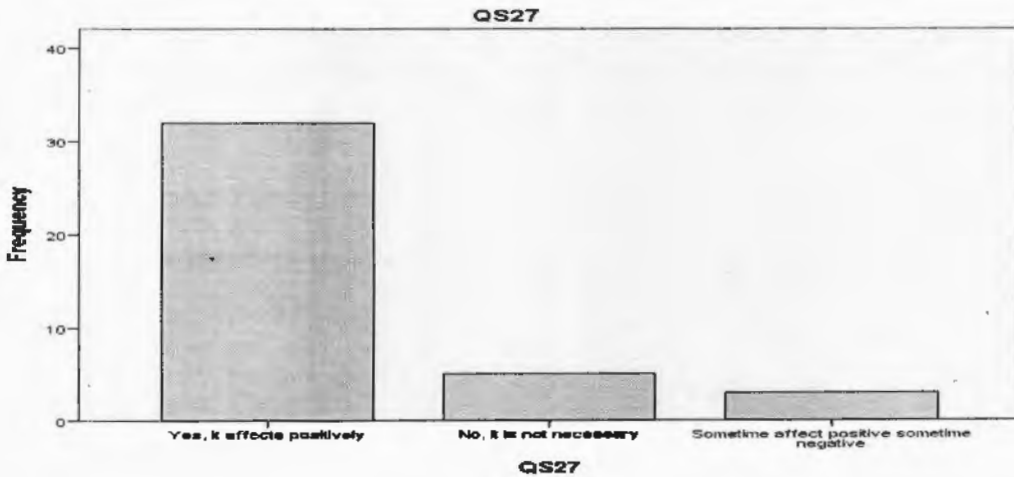
The data tabulated in table 4.27 and figure 4.27 shows that 80.0% participants favored the statement, 12.5% participants responded that it is not necessary and 7.5% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

Table 4.28 "Employee empowerment"

The percentage of teachers responded to each item under the question, "How Employee empowerment affects practices of Knowledge Management"? And the responses were tabulated below.

| S. #	Items	frequency	Percentage
1	Yes, it affect positively	27	67.5
2	No, it is not necessary	7	17.5
3	Sometime it affect positive sometime negative	6	15.0
	Total	40	100

Figure 4.28 "Employee empowerment"
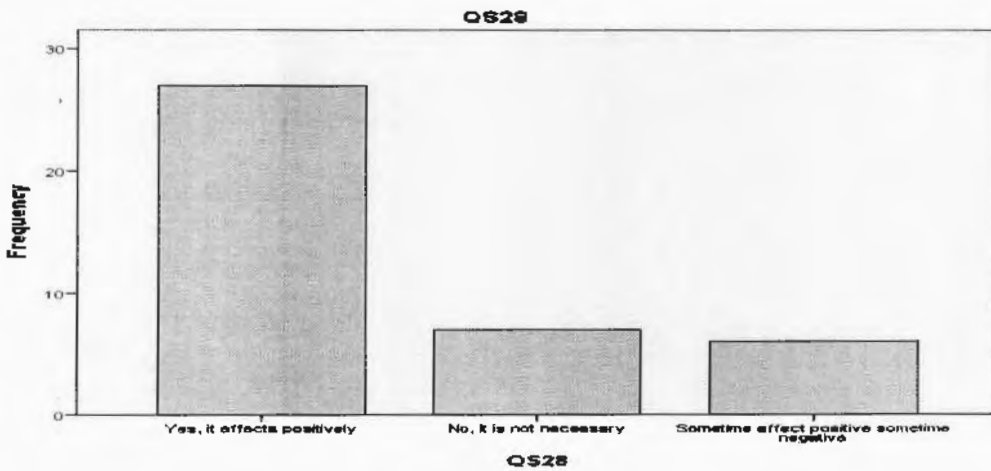
The data tabulated in table 4.28 and figure 4.28 shows that 67.5% participants favored the statement, 17.5% participants responded that it is not necessary and 15.0% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

72

Table 4.29 "Job satisfaction"

The percentage of teachers responded to each item under the question, "How Job satisfaction affects practices of Knowledge Management"? And the responses were tabulated below.

| S. #	Items	frequency	Percentage
1	Yes, it affects positively	33	82.5
2	No, it is not necessary	4	10.0
3	Sometime it affect positive sometime negative	3	7.5
	Total	40	100

Figure 4.29 " Job satisfaction"

The data tabulated in table 4.29 and figure 4.29 shows that 82.5% participants favored the statement, 10.0% participants responded that it is not necessary and 7.5% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.

73

Table 4.30 "Information Communication Technology"

The percentage of teachers responded to each item under the question, "How information Communication Technology affect practices of Knowledge Management"? And the responses were tabulated below.

S. #	Items	frequency	Percentage
1	Yes, it affect positively	32	80.0
2	No, it is not necessary	5	12.5
3	Sometime it affect positive sometime negative	3	7.5
	Total	40	100

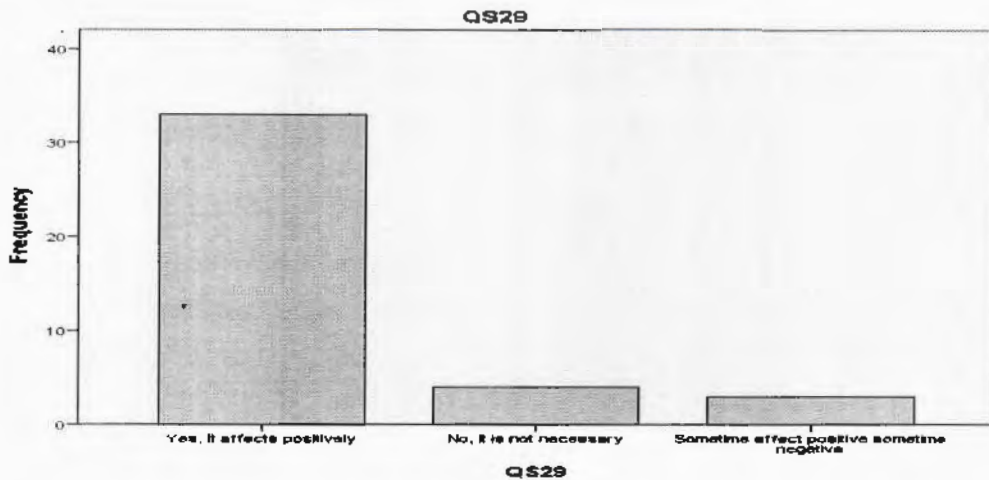**Figure 4.30 "Information Communication Technology"**

The data tabulated in table 4.30 and figure 4.30 shows that 80.0% participants favored the statement, 12.5% participants responded that it is not necessary and 7.5% participants' responded that it has sometime affect positive and sometime negative. So, the opinion of respondents was inclined towards positive effect with the above statement.
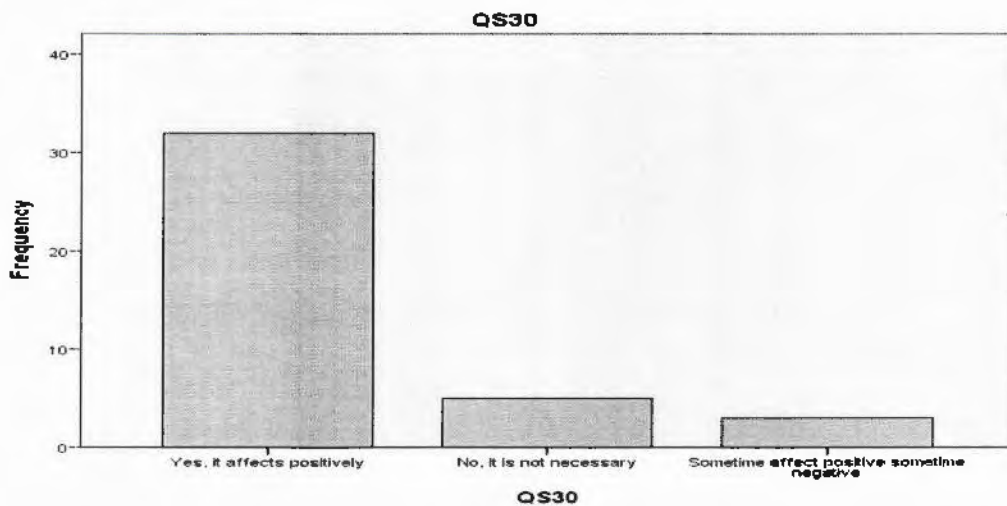
74

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Knowledge Management practices aims to enhance organizational performance. In addition knowledge management in the educational institution have subsequent advantages; better judgment taking, prevent unnecessary replication of resources, minimize losses of profitable chance along with knowledge while staff exits, better ease of access to the organizations data interior knowledge, improving information of researchers, students and managers, increase discovery, spreading and applying of stored knowledge, as well as rising the dissemination of latest knowledge within the organization. Kidwel et al (2001), elucidate that KM assure to direct better decision making capacity, improve educational services and decrease expenses. While Stankosky (2005), explained that KM practices will develop competitive edge, improved effectiveness, value and novelty.

The present study was conducted to explore the existing Knowledge Management practices of teachers at International Islamic University, Islamabad. The major

objectives of the study were; (1) to explore the existing Knowledge Management practices of teachers in International Islamic University, Islamabad (2) to find out the difficulties regarding Knowledge Management practices in International Islamic University, Islamabad (3) to examine the factors that affect the application of Knowledge Management practices to improve the performance of teacher in International Islamic University, Islamabad. The study was a survey type in nature. Research tools were designed after pilot testing. A survey was conducted using questionnaire.

The questionnaire was administered to 43 teachers; the return was 93%. The study was delimited to Faculty of Social Sciences International Islamic University, Islamabad. Purposive sampling technique was used for the selection of teachers. Data was collected by visiting the sample personally. Data from questionnaire was tabulated and analyzed by using percentage technique. Findings and conclusions were drawn from the analyzed data and recommendations made.

5.2 Findings

The subsequent findings were sketched after the analysis and interpretation of data.

1. It was found that 77.5% teachers were familiar with the concept of Knowledge Management. (Table 4.1)

2. It was found that 37.5% teachers using all types of Brainstorming technique to generate relatively large number of options and unusual ideas to find the solution of the problem. Some were using a piece of paper for Brainstorming. (Table 4.2)

76

3. It was found that 47.5% teachers worked both as a Mentor and Mentee for an informal exchange of Knowledge as well as know-how between higher and lower staff. Some of them worked only as a Mentee. (Table 4.3)

4. It was found that 57.5% teachers were not rewarded for Knowledge sharing with other staff members. (Table 4.4)

5. It was found that 57.5% teachers' uses story telling technique to transfer tacit part of Knowledge. (Table 4.5)

6. It was found that 47.5% teachers communicate in any open office for Knowledge exchange. Others also communicate in Canteen or Dining hall. (Table 4.6)

7. It was found that 45.0% teachers use Social Network Services to share common knowledge beyond formal department. (Table 4.7)

8. It was found that 32.5% teachers get help from subject matter expert about issues in Scheduled meetings and ongoing work. (Table 4.8)

9. It was found that 32.5% teachers maintain document repository for searching right information at right time by categorization and Organization. (Table 4.9)

10. It was found that 32.5% teachers' uses roadmap and codifying technique to locate resources and information quickly. (Table 4.10)

11. Results show that 72.5% teachers agreed that a lot of tacit Knowledge loss due to high employee turnover. (Table 4.11)

12. Results show that 80.0% teachers agreed that Lack of trustworthy teamwork is hindrance in practicing Knowledge Management. (Table 4.12)

77

13.   Results·show that 77.5% teachers agreed that formal organizational structure influence Knowledge Management practices. (Table 4.13)

14.   Results show that 55.0% teachers agreed that Tacit Knowledge cannot transfer and manage due to inability of technology. (Table 4.14)

15.   Results show that 55.0% teachers agreed that Lack of fair system of reward and benefits influence Knowledge Management activities. (Table 4.15)

16.   Results show that 60.0% teachers agreed that Lack of acceptance as a fundamental discipline for organizational excellence. (Table 4.16)

17.   Results show that 60.0% teachers agreed that Possibility of misuse and plagiarism create difficulties regarding Knowledge Management practices. (Table 4.17)

18.   Results show that 50.0% teachers agreed that tacit knowledge is neglected and emphasis given on explicit Knowledge due to formal structure. (Table 4.18)

19.   Results show that 67.5% teachers agreed that cultural diversity in multi-ethnic and multi-lingual learning environment. (Table 4.19)

20.   Results show that 72.5% teachers agreed that there is lack of precise criteria and standards to calculate the Knowledge and Knowledge workers in production and added value. (Table 4.20)

21.   Results show that 82.5% teachers were in their view that friendly organizational culture positively affects the practices of Knowledge Management (Table 4.21)

22. Results show that 75.0% teachers were in their view that cultural aspects positively affect practices of Knowledge Management. (Table 4.22)

23. Results show that 80.0% teachers were in their view that trust among Knowledge workers positively affect practices of Knowledge Management. (Table 4.23)

24. Results show that 82.5% teachers were in their view that Human Resource Management positively affects practices of knowledge Management. (Table 4.24)

25. Results show that 77.5% teachers were in their view that participation of employee in decision making process positively affects practices of Knowledge management. (Table 4.25)

26. Results show that 80.0% teachers were in their view that stable flexibility and easiness of access to Knowledge positively affect practices of Knowledge Management. (Table 4.26)

27. Results show that 80.0% teachers were in their view that motivation of workers who develop, share and use Knowledge through reward and compensation positively affect practices of Knowledge Management. They think that motivation through reward encourage the employees to actively participate in Knowledge Management activities. (Table 4.27)

28. Results show that 67.5% teachers were in their view that Employee empowerment positively affects practices of Knowledge Management. (Table 4.28)

29. Results show that 82.5% teachers were in their view that Job satisfaction positively affects practices of Knowledge Management. (Table 4.29)

30. Results show that 80.0% teachers were in their view that Information Communication Technology positively affects practices of Knowledge Management. They think that Information Communication Technology play the role of backbone for Knowledge Management practices. (Table 4.30)

5.3 Discussion

This study was mostly concerned regarding the existing Knowledge Management practices of university teachers were measured. The research questions that were creating in the start were evaluated with reference to the outcomes or findings of the study. The study clarify that most of the teachers were aware of the concept of Knowledge Management. The teachers were exercising the Knowledge Management practices in their Academic activities. These findings were related with the findings of the study carried out by Lokman Mohd Tahir (2013) and Chun-an Lin (2009), who carried out an investigation regarding the Knowledge Management practices of teachers and what factors affect the Knowledge Management practices of teachers.

The findings of the study showed that most of the participants were aware of the content of Knowledge management. However it further revealed that experienced teachers were more practicing Knowledge Management than less experienced one.

During the discussion to distribute knowledge, two forms of distributing knowledge are internal and external transmitting knowledge usually used by teachers. The internal transfer of knowledge is a procedure of distributing knowledge among in-service teachers with the help of seminar, workshop and professional development.

O"Dell (1996) explains that sharing of knowledge is the major useful tool to instruct and progress the ability of teachers particularly beginner teachers to get better their skills and confidence level. According to Hutchinson and Huberman (1994), knowledge description process is reasonably hard to be put into practice because it engages two groups and desires to acquire a optimistic mutual cooperation between two institutions. On the Basis of findings, it also exposed that teachers agree on sharing and transferring knowledge either external or internal so as to accumulate new knowledge. However, this transfer process will think successful approach when teachers ready to distribute and utilize them in their instruction process (Amin, 2005). The responsibility of the head of Institution is to inspire and support staff in order to share knowledge whether internal or external. Incentives given to teachers in order to support the steps of creating and sharing knowledge should be applied broadly to construct a tradition of knowledge creation in organization (Michailova & Nielsen, 2006).

5.4 Conclusions

From the findings of the study, following conclusions are drawn;

Part-A: Knowledge Management practices

1.   Most teachers were aware of the concept of Knowledge Management and using brainstorming to find solution of issues.

2.   Majority of the teachers worked both as a Mentor and Mentee. The teachers were not receiving reward for Knowledge sharing.

3.   Majority of the teachers were using storytelling technique for the transfer of tacit part of Knowledge. They use open offices and Canteen for promoting communication.

81

4.   Majority of the teachers were using Social Network Services to share common Knowledge beyond formal department. They also get help from subject matter experts about Issues.

5.   Most of the teachers maintained document repository to save time in searching files. The teachers using mapping and coding technique to find information quickly.

Part-B: Difficulties regarding Knowledge Management practices

1.   Most of the teachers were in view that a lot of tacit Knowledge loss due to high employee turnover. They further mentioned that lack of trustworthy team is hindrance in practicing Knowledge Management.

2.   Most of the teachers were in view that rigid organizational structure and inability of technology to transfer tacit Knowledge influence Knowledge Management practices.

3.   Majority of the teachers were in view that lack of reward system and lack of acceptance of Knowledge Management as a fundamental discipline influence Knowledge Management practices.

4.   Majority teachers thought that plagiarism create difficulties regarding Knowledge Management practices. They further mentioned that due to formal structure of organization, tacit knowledge is neglected and emphasis given on explicit Knowledge.

5. Majority of the teachers were in view that multi-ethnic and multi-lingual learning environment effect Knowledge Management practices. They also thought that there is no standard to calculate Knowledge.

Part-C: Factors affecting Knowledge Management practices

1. Most of the teachers were in view that friendly organizational culture affects Knowledge Management practices.

2. Most of the teachers were in view that cultural norms, values, and beliefs affect Knowledge Management practices positively. Some other thinks that culture affects Knowledge Management practices in both positive and negative way.

3. Most of the teachers were in view that trust, Human Resource management, Employee involvement, Balance of Flexibility, Rewards, Employee Empowerment, Job satisfaction and Information Communication Technology affects knowledge Management practices positively.

5.5 Recommendations

On the basis of analysis and findings of the study, the teachers have less training and financial resources to increase Knowledge Management practices, I is evident that financial resources and trainings are the most effective way to enhance Knowledge Management practices among teachers. The researcher suggests following recommendations are as under;

1. Build academic networks that will enhance the validating and auditing teacher knowledge.

83

2. The university ought to motivate the learners, and teaching staff through reward system to play a part in the distribution of knowledge. On regular basis issues resolving along with thoughts sharing gatherings arranged to persuade distribution of knowledge, thoughts, views as well as inspirations.

3. A tradition of sharing knowledge in a range of parts, branches plus associations of the university ought to be developed. This is not sudden process; however steady along with regular help from the administration would ultimately assist building such way of life.

4. Knowledge management steps taken may only be progressive when university administration provides proper facilitation to the staff. Just giving the funds along with manpower is not sufficient. The authority of the university must take part in diverse knowledge management relating steps; furthermore provide encouragement through promotion and appreciation to the growth of an atmosphere favorable for the management of knowledge.

5. The promotion of organizational learning in higher education institutions can only be achieved if the organization concerned has a clear future institutional focus and a strategic intent which clearly indicates the intention of the institution. In addition, higher institutions of learning should develop and implement knowledge strategies that guide the implementation of knowledge related activities.

6. The teacher training institutions should focus on the importance of Knowledge Management practices of teachers as well as implement these practices in their all programs so as to achieve the desired goals of the

organization. Furthermore, the teacher training institutions have to introduce a Knowledge Management subject in their courses on each level.

5.6 Area of future research

1. A study should be conducted on knowledge management practices of teachers in a different university.

2. A comparative study on the effects of knowledge management practices on organizational performance should be conducted in different universities.

3. A study on the challenges in knowledge management in higher education institutions in Pakistan should be conducted.

REFERENCES

Alavi, M. and Leidner, D.E. (2001) "Review: knowledge management and knowledge management systems: conceptual foundations and research issues", MIS Quarterly, Vol. 25, pp. 107 - 136.

Albino, V., Garavelli, A. C. and Gorgoglione, M. (2004) Organization and technology in knowledge transfer, *Benchmarking: An International Journal*, 11(6), pp. 584 600.

Amin Senin (2005). The Comparison between School Administer and Teacher towards School Professional Management and Development, *Journal of Educational Management and Leadership*, 15 (2): 83-97.

Asian Productivity Organization KM tools manual, 2010 Hirakawa-cho Dai-ichi Seimei Bldg. 2F 1-2-10, Hirakawa-cho, Chiyoda-ku Tokyo 102-0093, Japan

Barton-Leonard, D. (1995). Wellsprings of knowledge — Building and sustaining sources of innovation .Boston, MA: Harvard Business School Press.

Beijerse, R. P. (1999) Knowledge management in small and medium sized enterprises: Knowledge management for entrepreneurs, *Journal of Knowledge Management*, 4(2),

Bukowitz, W. R. and Williams, R. L. (2000) *The Knowledge Management Field Book*, London, Prentice Hall. pp. 162–179.

Cavaleri, S. A. (2004) Leveraging organisational learning for knowledge and performance, *The Learning Organization,* 11(2), pp. 159–176.

Choi, B., Poon, S.K. & Davis, J.G. (2008). Effects of knowledge management strategy on organizational performance: *A complementary theory-based approach. Omega – the International Journal of Management Science,(36), 235-251.*

Choo, C.W. (2000). The Knowing Organization: *How Organizations Use Information To Construct Meaning, Create Knowledge, and Make Decisions. New York: Oxford University Press.*

Dalkir, K. (2005*) Knowledge management in theory and practice, Boston,* MA: Elsevier.

Davenport, T. H., & Prusak, L. (2000). Working Knowledge: How organizations manage what they know, Boston, MA: Harvard Business School Press.

Drucker, P. (1964). Managing for results. Oxford, UK: Butterworth-Heineman.

Fong,S.W.andWong,K.(2005),,CapturingandReusingBuildingMaintenanceKnowledge: A Socio-Technical Perspective", In: Kazi, A.S. (ed.), *Knowledge Management in the Construction Industry: A Socio-Technical Perspective,* London: Idea Group Publishing.

Gold, A. H., Malhotra, A. and Segars, A. H. (2001) Knowledge management: An organisational capability perspective, *Journal of Management Information Systems,* (1), pp. 185–214.

Gray, D. E. (2004).*Doing Research in the Real World*. London: Sage Publications.

H. Mintzberg, *The Nature of Managerial Work* (New York: Harper & Row, 1973); D. Lamond, "A Matter of Style: Reconciling Henri and Henry," *Management Decision 42*, no. 2 (2004): 330–56.

Hutchinson, J. R. and M. Huberman (1994). Knowledge Dissemination and use in Science and Mathematics Education: A Literature Review, *Journal of Scienc Education and Technology*, 3(1): 27-47.

Holsaple, C. W. (2005) the inseparability of modern knowledge management and computer based technology, *Journal of Knowledge Management*, 9(1), pp. 42 52.70

International Islamic University, Islamabad 2016 www.iiui.com.pk

Johnson, R. & Waterfield, J. (2004). Making words count: The value of Qualitative Research. *Physiotherapy Research International*, 9(5).Retrievedon 23rd March 2012. http://onlinelibrary.wiley.com

Johnson, B. & Christensen, L. (2004). *Educational Research: Quantitative, Qualitative and Mixed Approaches*. Boston: Pearson.

Kidwell, J., et al. (2000). Applying Corporate Knowledge Management Practices in Higher Education. *EDUCAUSE Leadership*, 4(3). Retrieved on 23rd March 2012.http://net.educause.edu.

Kelleher, D. and Levene, S. (2001) *Knowledge Management: A Guide to Good Practice*, BritishStandards Institution, London, UK.

Liebowitz, J. (2012) Beyond Knowledge Management: What Every Leader Should Know.

Lewins, A. & Gibbs, G. (2005). *What is qualitative data analysis QDA?* Retrieved on 20th June 2012.http://onlineqda.hud.ac.uk

Loermans, J. (2002) Synergizing the learning organization and knowledge management, *Journal of Knowledge Management,* 6(3), pp. 285–294.

Mawoli, M. A., Babandako, A. Y. (2011). An evaluation of staff motivation, dissatisfaction and job performance in an academic setting. *Australian journal of Business and Management Research, Vol. 1(9),* p.1-13

Mertins, K., Heisig, P. and Vorbeck, J. (eds) (2001) *Knowledge Management: Best Practices in Europe*, Springer Verlag, Berlin.

Malhotra, Y. (1996) *Organisational learning and learning organizations: An overview*, last accessed 12 October, 2008, from http://brint.com/papers/orglrng.html.

Michailova S, & Nielsen, B. (2006). MNCs and Knowledge Management: A Typology and Key Features, *Journal of Knowledge Management,* 10 (1): 44-54.

Nonaka, I. and Takeuchi, H. (1995) the knowledge-Creating Company, Oxford University Press, New York, NY.

Nonaka, I. and Takeuchi, H. (1995) *The knowledge-creating company: How Japanese companies create the dynamics of innovation*, Oxford, UK: Oxford University Press.

Nonaka, I. and Takeuchi, H. (1995) the Knowledge-Creating Company. Oxford: Oxford University Press.

O"Dell, C. (1996). *A current review of knowledge management best practice. Conference on knowledge management and the transfer of best practice*, London: Business Intelligence.

Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd ed.). Newbury Park, CA: Sage.

Polanyi, M. (1966) *The Tacit Dimension*. London: Routledge and Kegan Paul

Quintas P, Lefrere P, Jones G. (1997). Knowledge Management: *a Strategic Agenda. Journal of Long Range Planning 30: No. 3, 385±391.*

Rowley, J. (2002). Using Case Studies in Research. *Management Research News*, 25(1), 16-27. Retrieved on 10th June 2012.www.emeraldinsight.com

Senge, P. (1990) the Fifth Discipline, New York: Bantam Doubleday Dell Publishing Group Inc.

Skyrme, D. J. (1999) *Knowledge Networking: Creating a Collaborating Enterprise*, Butterworth, Oxford.

Swan, J., Newell, S., Scarbrough, H. and Hislop, D. (1999) Knowledge management and innovation: Networks and networking, *Journal of Knowledge Management*, 3(4), pp. 262–275.

Stankosky, M. (2005). *Advances in Knowledge Management: Creating the Discipline of Knowledge Management*. Washington, Elsevier Butterworth-Heinemann.

Stuhlman, D. (2008) 'Knowledge management terms', In Malhan, V. and Shivarama, R. (eds), *Perspectives in Knowledge Management*, Scarecrow Press.

Syed-Ikhsan, S. O. and Rowland, F. (2004) Knowledge management in a public organization: A study of the relationship between organisational elements and the performance of knowledge transfer, *Journal of Knowledge Management*, 8(2), pp. 95–111.

Taylor, E., & Renner, M. (2003). *Analyzing Qualitative Data*. Retrieved on 20th June 2012. http://www.learningstore.uwex.edu/pdf/G3658-12.

Wells, H. G. (1938). World brain. Garden City, NY: Doubleday, Doran & Co

Wiig, K. (1993) . *Knowledge management foundations*. Arlington, TX: Schema Press.

Yahya, S. and Goh, W. (2002) Managing human resources towards achieving knowledge management, *Journal of Knowledge Management*, 6(5), pp. 457–468.

Yin, R. K. (2003). Case study research: design and methods. *Sage Publications Ltd*

Appendix A; Questionnaire

Introduction

Dear faculty member, I am carrying out a research for my MS thesis at International Islamic University. My research title is **"Knowledge Management Practices of teachers: A Case Study of International Islamic University, Islamabad"** You have been selected to participate in this interview through purposive sampling. The information provided is purely for academic purpose and will be treated with strict confidentiality. I am hereby requesting you to assist me in completing this interview in order to achieve the research objective.

This Questionnaire is based on three sections. Section **(a)** has questions on knowledge management practices, section **(b)** has questions on difficulties regarding knowledge management practices, and section **(c)** has questions on factors affecting knowledge management practices. I look forward to your support and cooperation. Thank you

---

Name (not necessary): --- Experiences (in years): ----------

Qualification: ----------------------------- Designation--

Department ---

Section A

Q.1 How do you explain the "Knowledge Management"?

A. Knowledge identification and creation

B. Knowledge store

C. Knowledge share and re usage

D. All of the above

Q.2 How do you brainstorm to generate relatively large number of options and unusual ideas to find the solution of problems?

A. Using sticky notes

B. A flip chart

C. A piece of paper

D. All of the above

Q.3 Have you remained a part of mentor/mentee scheme for an informal exchange of knowledge and expertise between senior and junior staff?

A. Worked as a mentor

B. Worked as a mentee

C. Both (a) and (b)

D. None of the above

Q.4 How you are rewarded for knowledge sharing with other staff members?

A. Through promotion.

B. Incentives

C. Both (a) and (b)

D. None of the above

Q.5 How do you use storytelling technique, to transfer tacit part of knowledge?

A. facial expressions

B. tone of voice

C. gestures

D. All of the above

Q.6 Have you an active "common" meeting space to facilitate knowledge exchange to promote communication?

A. Canteen /Dining Hall as meeting place   B. A knowledge café

C. Any open office   D. All of the above

Q.7 How do you participate in some kind of community of practice to share common knowledge beyond formal department?

A. E-mail   B. Personnel blog

C. Social network services   D. All of the above

Q.8 How do you use peer assist technique to get help from subject matter experts about issues?

A. Scheduled meetings   B. Ongoing work

C. Both (a) and (b)   D. None of the above

Q.9 How do you maintain a document repository for searching right information at right time?

A. Store in relational databases   B. Listing by several categories

C. Organized   D. All of the above

Q.10 How do you using knowledge mapping technique to help staff find critical solutions and information quickly?

A. Roadmap to locate resources   B. codifying and reusing explicit knowledge

C. Both (a) and (b)   D. None of the above

Section B

Q.1 A lots of tacit knowledge loss due to high employee turnover.

Agree	Disagree	Undecided

Q.2 Lack of trustworthy teamwork is hindrance in practicing knowledge management

Agree	Disagree	Undecided

Q.3 Hard and rigid organizational structure influence knowledge management practices.

Agree	Disagree	Undecided

Q.4 Tacit knowledge cannot transfer and manage due to inability of technology.

Agree	Disagree	Undecided

Q.5 Lack of the Fair system of rewards and benefits influence knowledge management activities.

Agree	Disagree	Undecided

Q.6 Lack of acceptance of knowledge management as a fundamental discipline for organizational excellence?

Agree	Disagree	Undecided

Q.7 Possibility of misuse and plagiarism create difficulties regarding knowledge management practices.

Agree	Disagree	Undecided

Q.8 Tacit knowledge is neglected and emphasis given on explicit knowledge due to formal structure.

Agree	Disagree	Undecided

Q.9 Cultural diversity in multi-ethnic and multi-lingual learning environment

Agree	Disagree	Undecided

Q.10 There is lack of precise criteria and standards to calculate the knowledge and knowledge workers in production and added value.

Agree	Disagree	Undecided

Section C

Q.1 How friendly organizational culture affects practices of knowledge management?

Answer _____

_____

_____

Q.2 How cultural aspects affect practices of knowledge management?

Answer _____

_____

_____

Q.3 How trust among knowledge workers affect practices of knowledge management?

Answer _____

_____

_____

Q.4 How human resource management affects practices of knowledge management?

Answer _____

_____

_____

Q.5 How participation of employee in decision making process affect practices of knowledge management?

Answer_____

_____

_____

Q.6 How balance of flexibility and ease of accessibility to knowledge affect practices of knowledge management?

Answer_____

_____

_____

Q.7 How motivation of workers who develop, share and use knowledge through reward and compensation affect practices of knowledge management?

Answer_____

_____

_____

Q.8 How Employee empowerment affects practices of knowledge management?

Answer_____

_____

_____

Q.9 How job satisfaction affects practices of knowledge management?

Answer_____

_____

_____

Q.10 How information communication technology affects practices of knowledge management?

Answer_____

_____

_____

Appendix B: List of experts validating the Questionnaire

1. Mr. Muhammad Awais Ijaz Khan (Assistant professor) Department of Management, Faculty of Management Sciences, International Islamic University, Islamabad.

2. Mr. Hassan Bin Haroon (Research Associate) Department of Management, Faculty of Management Sciences, International Islamic University, Islamabad.