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The *Wesleyan Journal of Research* is a multi-disciplinary, international, refereed, journal with the ISSN 0975-1386, published annually by Bankura Christian College. It was the cohesive, integrated force of the entire teaching staff that helped the college in realizing a long-cherished dream of publishing a quality research journal of its own. The journal appeared in the academic circle on June 29, 2008, the Foundation Day of the college. On the 29th day of June, 1903, the Wesleyan Mission College was established in Bankura (now in the state of West Bengal), India, with a lot of potential. The name of the college changed subsequently. Bankura Christian College as the name stands today was established under the aegis of the founder Principal, Dr Fatik Baran Mandal. The name of the journal is a tribute to the Wesleyan Methodist missionaries, the key factor in the establishment of this 106 year old college.

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# KNOWLEDGE MANAGEMENT PRACTICES AMONG ARTS & SCIENCE COLLEGE PROFESSORS DURING COVID – 19 LOCKDOWN

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## ABSTRACT

The COVID-19 lockdown create the great impact on education sector. The main purpose of this study is to investigate the knowledge management practices taken by the faculty members during this pandemic situation. The economy of knowledge is pushed the organization to reconsideration of the capacity and their resources. This research mainly focusing an existing knowledge management culture, practices, and knowledge gap among professors. Majority of the institutions are struggling to manage their knowledge and setting up the proper framework. The aim of this study is to examine the effectiveness of knowledge management and factors influencing the knowledge management practices in higher education institutions. In this research, 235 arts & science college professors are selected as a respondents. Random sampling techniques is used to fix the sample size in Tiruchirappalli District. Statistical tool are apply to analyze the data. This study also investigate the opportunities and challenges involve in the knowledge management practices in this lock down period.

**Keywords:** Knowledge Management, Lockdown Period, Colleges Professors, Knowledge Management Practices.

## INTRODUCTION

Higher education institutions play an essential role to enlarge knowledge capacity, creativity and improved innovation and also delivered the knowledge to the society <sup>[1]</sup>. In Higher Education System, the institution requires the knowledge management practices to bring out the originality, effectiveness of the students and helps to improve the quality of students in the aspects of employability in future <sup>[2]</sup>. Especially in this lockdown period, the teaching faculties play an important role in education system. They have more responsibility on their students' education and knowledge. Knowledge management system is based on capturing, storing, sharing the knowledge. Now, Information Technology enable us to facilitate capture, store and transmit the knowledge <sup>[3]</sup>. Knowledge is an intangible asset. It is very difficult process to manage and control in effective manner. It includes the process like knowledge capturing, coding and sharing cultures. The environment which is more trust worthy, it may help to share the knowledge in better way <sup>[4]</sup>.

## OBJECTIVE OF THE STUDY

- to study about the knowledge management process among arts and science college professors.
- to determine the knowledge management practices adopt by the professors.



- to find out the factors which is encourage the faculty involvement in knowledge management.
- to discover the complications faced by faculty member on knowledge management practices.

H0-1: In Lockdown period, an education institution does not create the opportunity to manage faculty's knowledge effectively.

H1-1: In Lockdown period, an education institution creates the opportunity to manage faculty's knowledge effectively.

H0-2: There is no proper mode of communication among the faculty members during the lockdown period.

H1-2: There is proper mode of communication among the faculty members during the lockdown period.

## LITERARY REVISED

Kaniz Marium Akter and Subrata Banik (2019)[5] discussed about the level of knowledge management practices like knowledge discovery, accumulation, sharing and applications. In the results, mentioned that the knowledge gathering practices are in top level, discovery of knowledge in medium level and sharing the knowledge in significant level. Such factors affected the knowledge management practices and its need to be increase that knowledge management practices.

Annansingh F et al (2018)[6] evaluated the academicians perceptions on sharing the knowledge in higher education. The higher education institution are generate, disseminate, and share the knowledge between people, processes, and technologies. The institution would develop the knowledge management practices which empower people to produce and share their existing knowledge. The aim of this study was to recognize and improve the opportunities and reduce the risk involved in knowledge sharing in educational institutions.

Pinto M (2014)[7] explained that the knowledge management concepts, knowledge management process and its tools. Also focused on sharing the knowledge in an education institution. The research was conducted to develop the knowledge management practices and sharing culture which assists an institution to function and reach their goal in this competitive environment.

## KNOWLEDGE MANAGEMENT IN HIGHER EDUCATION

The Knowledge Management focuses that "doing the right things" rather than "doing things right" [8]. In the modern world, each and every institution is easily store, access and convey the gathered knowledge to others in effective manner. The future will depend who possess knowledge and applying it. The people are using the existing knowledge instead of gathering or generating the same knowledge again from it [9]. Higher Education Institutions has the opportunities to implementing the knowledge management practice to every part of their mission [10]. The Knowledge Management is boost up the organization and investment of Intellectuals in the organization. Transformation of knowledge from faculty to students, that knowledge has been circulated among the student network in effective ways. The organization develop their strategies to transfer the tacit knowledge into explicit knowledge to get maximum benefit of intellectual capital [11].

TABLE - 01 GENDER WISE CLASSIFICATION OF THE RESPONDENTS

GENDER	NO. OF RESPONDENTS	PERCENTAGE
Male	97	41.28
Female	138	58.72
<b>TOTAL</b>	<b>235</b>	<b>100</b>

SOURCE: FIELD DATA

It could be found from the table-01, 97 respondents (41.28 per cent) opted gender is male and 138 respondents (58.72 per cent) opted gender is female.

Hence it could be found that the 138 respondents (58.72 per cent) opted gender is female.

TABLE – 02 DESIGNATION WISE CLASSIFICATION OF THE RESPONDENTS

DESIGNATION	NO. OF RESPONDENTS	PERCENTAGE
Associate Professor	93	39.57
Assistant Professor	142	60.42
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be inferred from the table-02, 93 respondents (39.57 per cent) opted associate professors and 142 respondents (60.42 per cent) opted assistant professors.

Hence it could be inferred that the 142 respondents (60.42 per cent) opted assistant professors.

TABLE – 03 INSTITUTION SUPPORT IN KNOWLEDGE MANAGEMENT PROCESS WISE CLASSIFICATION OF THE RESPONDENTS

KM PROCESS	NO. OF RESPONDENTS	PERCENTAGE
Acquisition of new knowledge	61	25.96
Knowledge sharing and communication	88	37.45
Knowledge Capturing	32	13.62
Knowledge Documentation	54	22.97
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be ascertained from the table-03, 61 respondents (25.96 per cent) opted support from institution to acquisition of new knowledge, 88 respondents (37.45 per cent) opted support from institution to share and communicate the knowledge, 32 respondents (13.62 per cent) opted support from institution to capture the knowledge, 54 respondents (22.97 per cent) opted support from institution to documenting the knowledge.

Hence it could be ascertained that the 88 respondents (37.45 per cent) opted support from institution to share and communicate the knowledge.

TABLE – 04 KNOWLEDGE CAPTURING PRACTICES WISE CLASSIFICATION OF THE RESPONDENTS

KNOWLEDGE CAPTURE	NO. OF RESPONDENTS	PERCENTAGE
Online programmes	65	27.65
Online courses	57	22.97
Books	38	16.17
Social Media	63	26.80
Other Channels	12	05.11
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be inferred from the table-04, 65 respondents (27.65 per cent) opted capture knowledge from online programmes, 57 respondents (22.97 per cent) opted capture knowledge from online courses, 38 respondents (16.17 per cent) opted capture knowledge from books, 63 respondents (26.80 per cent) opted capture knowledge from social media, 12 respondents (05.11 per cent) opted capture knowledge from other channels.

Hence it could be inferred that the 65 respondents (27.65 per cent) opted capture knowledge from online programmes.

TABLE - 05 KNOWLEDGE SHARING VIA ONLINE PROGRAMMES WISE CLASSIFICATION OF THE RESPONDENTS

ONLINE PROGRAMMES	NO. OF RESPONDENTS	PERCENTAGE
Strongly Agree	82	34.89
Agree	76	32.34
Neither agree nor disagree	31	13.19
Disagree	27	11.49
Strongly Disagree	19	08.08
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be found from the table-05, 82 respondents (34.89 per cent) opted strongly agree with share the knowledge via online programmes, 76 respondents (32.34 per cent) opted agree with share the knowledge via online programmes, 31 respondents (13.19 per cent) opted neither agree nor disagree with share the knowledge via online programmes, 27 respondents (11.49 per cent) opted disagree with share the knowledge via online programmes, 19 respondents (08.08 per cent) opted strongly disagree with share the knowledge via online programmes,

Hence it could be inferred that the 82 respondents (34.89 per cent) opted strongly agree with share the knowledge via online programmes.

TABLE - 06 USAGE OF KNOWLEDGE SHARING VIA ONLINE PROGRAMMES WISE CLASSIFICATION OF THE RESPONDENTS

USAGES	NO. OF RESPONDENTS	PERCENTAGE
Global Collaboration	69	29.36
Knowledge on other major	53	22.55
Affordable Time	38	16.17
Easy Accessibility	28	11.91
Technology Adaptation	47	20.00
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be ascertained from the table-06, 69 respondents (29.36 per cent) opted global collaboration for share knowledge, 53 respondents (22.55 per cent) opted gather knowledge on other major via online programmes, 38 respondents (16.17 per cent) opted affordable time to share knowledge, 28 respondents (11.91 per cent) opted easy accessibility, 47 respondents (20.00 per cent) opted adaptation of new technologies.

Hence it could be ascertained that the 69 respondents (29.36 per cent) opted global collaboration for share knowledge.

TABLE - 07 CONVERSION OF TACIT TO EXPLICIT KNOWLEDGE WISE CLASSIFICATION OF THE RESPONDENTS

USAGES	NO. OF RESPONDENTS	PERCENTAGE
Research Publication	68	28.94
Publication of Books	27	11.49
Release Study Materials	51	21.70
Lectures to others	89	37.87
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be found from the table-07, 68 respondents (28.94 per cent) opted convert tacit to explicit knowledge through publish their research activities, 27 respondents (11.49 per cent) opted convert tacit to explicit knowledge through publish the books, 51 respondents (21.70 per cent) opted convert tacit to explicit knowledge through release study materials, 89 respondents (37.87 per cent) opted convert tacit to explicit knowledge through give lectures to others.

Hence it could be found that the 89 respondents (37.87 per cent) opted convert tacit to explicit knowledge through give lectures to others.

**TABLE – 08 LEVEL OF SATISFACTION ON ONLINE EDUCATION WISE CLASSIFICATION OF THE RESPONDENTS**

LEVEL OF SATISFACTION	NO. OF RESPONDENTS	PERCENTAGE
Strongly agree	81	34.47
Agree	87	37.02
Neither agree nor disagree	21	08.94
Disagree	27	11.49
Strongly Disagree	19	08.08
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be inferred from the table-08, 81 respondents (34.47 per cent) opted strongly agree with their satisfaction on online education, 87 respondents (37.02 per cent) opted agree with their satisfaction on online education, 21 respondents (08.94 per cent) opted neither agree nor disagree with their satisfaction on online education, 27 respondents (34.47 per cent) opted disagree with their satisfaction on online education, 19 respondents (08.08 per cent) opted strongly disagree with their satisfaction on online education.

Hence it could be inferred that the 87 respondents (37.02 per cent) opted agree with their satisfaction on online education.

**TABLE – 09 OBSTRACLES IN ONLINE EDUCATION SYSTEM WISE CLASSIFICATION OF THE RESPONDENTS**

OBSTRACLES	NO. OF RESPONDENTS	PERCENTAGE
Lack of direct involvement	31	13.19
Lack of interest	17	07.23
Lack of Collaboration with others	38	16.17
Technology Issues	107	45.53
Academic Pressure	42	17.87
<b>TOTAL</b>	<b>235</b>	<b>100</b>

**SOURCE: FIELD DATA**

It could be ascertained from the table-09, 31 respondents (13.19 per cent) opted lack of direct involvement with academic activities, 17 respondents (07.23 per cent) opted lack of interest, 38 respondents (16.17 per cent) opted lack of collaboration with others, 107 respondents (45.53 per cent) opted facing technology issues, 42 respondents (17.87 per cent) opted facing academic pressures.

Hence it could be ascertained that the 107 respondents (45.53 per cent) opted facing technology issues.

**TESTING THE HYPOTHESIS**

$H_{0-1}$ : In Lockdown period, an education institution does not create the opportunity to manage faculty’s knowledge effectively.

$H_{1-1}$ : In Lockdown period, an education institution creates the opportunity to manage faculty's knowledge effectively.

**TABLE – 10 EDUCATIONAL INSTITUTION PROVIDES OPPORTUNITY TO MANAGE FACULTY KNOWLEDGE DURING LOCKDOWN PERIOD**

OPPORTUNITY	MEAN	SD	CORRELATION (r)	T-TEST VALUE (2-tailed)
Institutional Support	2.2553	1.2787	0.9460	0.00046
Used by Faculties	2.7063	1.4974		

SOURCE: FIELD DATA

It could be found from the table-10, there is significant relationship ( $r = 0.946$ ) between institutional support and that support used by the faculties during lockdown period for manage the knowledge. According to the table value, the null hypothesis was rejected at the same time alternative hypothesis was accepted.

Hence it could be found that there is significant relation between institutional support and its usages.

$H_0-2$ : There is no proper mode of communication among the faculty members during the lockdown period.

$H_1-2$ : There is proper mode of communication among the faculty members during the lockdown period.

**TABLE – 11 OBSTACLES INVOLVED IN COMMUNICATION AMONG FACULTIES ON ONLINE EDUCATION SYSTEM DURING LOCKDOWN PERIOD**

OPPORTUNITY	MEAN	SD	CORRELATION (r)	T-TEST VALUE (1-tailed)
Institutional Support	2.3362	1.0986	0.8291	0.0000
Obstacles in communication	3.4765	1.2448		

SOURCE: FIELD DATA

It could be inferred from the table-11, there is no significant relationship ( $r = 0.829$ ) among institutional support and obstacles faced by the faculties to manage the knowledge. From the output, the null hypothesis was accepted and the alternative hypothesis was rejected.

Hence it could be inferred that there is no significant relation among institutional support and obstacles faced by the faculties.

## FINDINGS

1. it could be inferred that the 142 respondents (60.42 per cent) opted assistant professors.
2. it could be ascertained that the 88 respondents (37.45 per cent) opted support from institution to share and communicate the knowledge.
3. it could be inferred that the 65 respondents (27.65 per cent) opted capture knowledge from online programmes.
4. it could be inferred that the 82 respondents (34.89 per cent) opted strongly agree with share the knowledge via online programmes.
5. it could be ascertained that the 69 respondents (29.36 per cent) opted global collaboration for share knowledge.
6. it could be found that the 89 respondents (37.87 per cent) opted convert tacit to explicit knowledge through give lectures to others.

7. it could be inferred that the 87 respondents (37.02 per cent) opted agree with their satisfaction on online education.
8. it could be ascertained that the 107 respondents (45.53 per cent) opted facing technology issues.
9. it could be found that there is significant relationship( $r = 0.946$ ) between institutional support and its usages.
10. it could be inferred that there is no significant relationship( $r = 0.829$ ) among institutional support and obstacles faced by the faculties.

## SUGGESTION

The quality in higher education institutions must realize the role of education in economic development and growth. The Knowledge Management practices directly stimulate the academic performance of professors in Arts & Science colleges in Tiruchirappalli district. Higher education institutions must incorporate strategic planning to reach their vision and mission in successful way. The universities requires to launch compensation systems and performance appraisal in order to express clearly defined causality among performance and compensation of academic staff members. Development of a structured framework to assess the level of performance of faculties. Faculty must be utilize the opportunity available to equip the knowledge.

## CONCLUSION

India has developed as a regional centre of education inviting global learners. Students, faculties and employers came to be teach, learn, and recruit. The higher education institution provides high-quality education to huge learners at low cost. In this lockdown period, faculty members had lot of opportunity to involve themselves in many practices for manage their knowledge and disseminate to the others also. The respondents are highly satisfied with this pandemic situation to adopt knowledge management practices which is less in normal days. Not only for their purpose, also to deliver their knowledge with mass audience via online education system. Of course, some of the hurdles were faced by the respondents but they are ignored that obstacles and moving on to the next step on their knowledge management practices.

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