

Knowledge Management in Higher Educational Institutions -A Literature Review and Further Research Path

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ABSTRACT:

This paper presents review of literature on Knowledge management (KM) where the purpose is of critically analysing the roles played by knowledge management in education, with emphasize on higher educational institutions like colleges, universities and also the factors influencing different types of KM practices and the importance, impacts, benefits and challenges experienced regarding the of incorporation of KM practices in different levels of operations of such educational institutions. By doing critical analysis of these approaches, the major stages are identified as Knowledge Acquisition, Storage and Transfer. The relevant Knowledge Management Practices which are extensively associated with performance of education system are Knowledge Perception (KP), Knowledge Gathering (KG), Knowledge Creation (KC), Knowledge Sharing (KS), Knowledge Diffusion (KD), Knowledge Retention (KR), Knowledge Management Transfer and Knowledge Management Documentation. The main contribution of this study is the compilation of literature on Knowledge Management and to understand the basic approaches depending on their more descriptive perspective.

Keywords: Knowledge management, Knowledge management basics, Knowledge management literature, Knowledge management approaches, Knowledge management process

1. Introduction

Knowledge management (KM) is the method of identifying, organizing, storing as well as disseminating information within an organization (Al-Jedaiah, 2020). A knowledge management system (KMS) harnesses the collective knowledge of the organization leading to better operational efficiencies; in the higher education world, knowledge management means relying on tech tools and solutions that support storage, organization, and dissemination of information across academic institutions, colleges and

universities which allows everyone to work in a more streamlined fashion and saves people hours of extra work locating specific data and informational assets (Adhikari and Shrestha, 2023).

Knowledge Management Practices in Higher Education Institutions

There are different knowledge management practices in the context of contemporary institutions of higher learning as have been identified and put forward by different scholars.

Prabhakar et al. (2018) discussed the practices of knowledge generation, knowledge storage and knowledge transfer as crucial KM practices in the colleges and universities. Generation of knowledge, as per the authors, involved identification of knowledge that was specifically important for the Higher Education Institutions (HEI), since they operated in an environment with stiff competition and constantly changing market demands. The authors also defined knowledge storage as crucial practices of accumulating knowledge from learning and preserving them in different forms (conventional and digital) for effective future usage. The most crucial KM practice, as per the authors, was knowledge transfer which was often outside the

control of institutional regulations and this involved sharing of information and knowledge created, mostly from educators to students, but also among students and educators and other higher education stakeholders.

Deja (2019), in this context, focussed on different Polish HEIs, and capturing the perceptions of university administrators in the country, highlighted rising trends of adoption of different IT-based systems for supporting KM practices in such organizations but also asserted that despite rising incorporation of such KM practices, knowledge management frameworks in most of these HEIs remained inconsistent and fragmented in the current period.

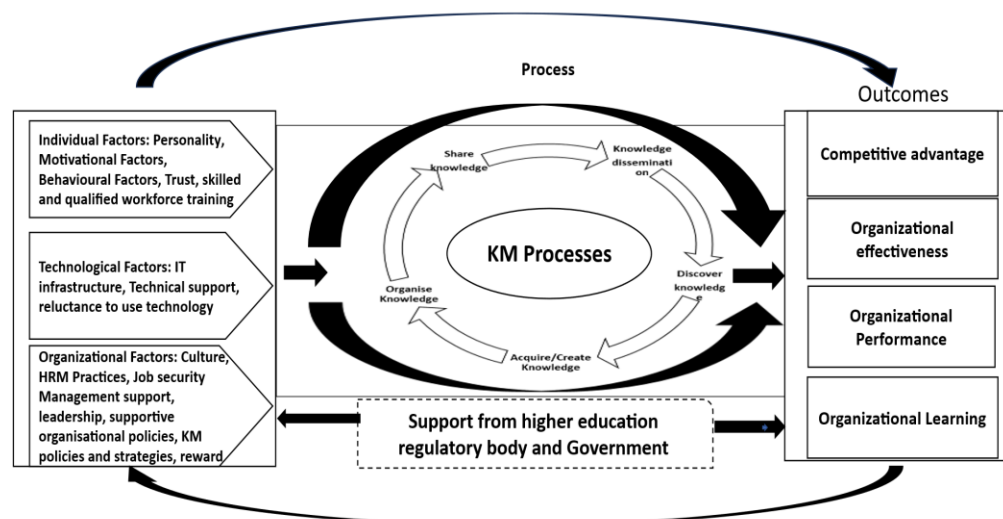


Figure 1: Conceptual framework for KM incorporation in HEIs (Baptista Nunes, Kanwal and Arif, 2017)

As evident from the above figure for effective knowledge management process implementation in the HEIs (Baptista Nunes, Kanwal and Arif, 2017), there were different prerequisites, including individual factors, technological factors as well as different organizational factors and there were also requirements for substantial supports from higher educational regulatory bodies, policymakers and the governments for augmenting pre-requisite factors to facilitate KM

process in an educational organization. The conventional KM processes incorporated in HEIs, at present, included knowledge sharing, knowledge dissemination, organizational knowledge, discovering knowledge and also creating and acquiring knowledges, and all of these were interlinked and had individual and collective impacts on organizational and academic performance-related outcomes of the concerned HEIs.

Mazorodze and Mkhize (2022), in this context, could be seen regarding KM and knowledge sharing practices incorporated for fostering innovations in HEIs in developing countries in Zimbabwe.

Knowledge sharing practices for fostering innovations in HEIs in Zimbabwe

Paudel, Bhattarai and Chalise (2023) found presence of seven dimensions of KM practices in these universities, in the current operational frameworks, including knowledge generation,

acquisition, dissemination, utilisation, creation, as well as knowledge transfer and presentation, for generating conducive academic performance in these universities in the concerned country.

Adhikari and Shrestha (2023), in this context, highlighted the lack of comprehensive mechanisms for integrating these KM activities in the core structures and functions of the HEIs in Nepal, to effectively integrate the policy guidelines of the government.

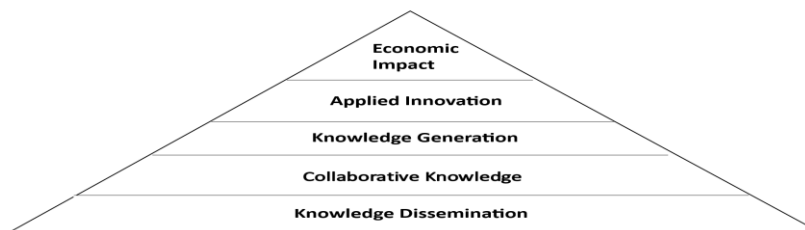


Figure 2: KM Practice hierarchies in knowledge management framework for fostering knowledge economy in universities (AlQhtani, 2025)

As evident from the above hierarchical model, knowledge dissemination and collective sharing led to knowledge generation in fostering innovations in the educational institutions, which in turn led to positive economic impacts and sustainable competitive advantages in quality education provision in these universities (AlQhtani, 2025).

There were different types of factors identified to be influencing knowledge management practices in contemporary higher educational institutions by various scholars across the globe. As highlighted by Prabhakar et al. (2018), organizational culture prevailing in different HEIs, across the globe, had considerable influence in shaping KM processes and practices in such institutions in the following manner.

Table 1: Comparison of influence of organizational culture elements on different KM practices (Prabhakar et al., 2018)

<i>Knowledge management processes</i>	<i>Organisational culture dimensions</i>	
	<i>HEI from India</i>	<i>HEI from the US</i>
Knowledge generation	Strategic emphasis	Organisational leadership
Knowledge storage	Management of employees	Dominant characteristics
Knowledge transfer	Organisational glue	Management of employees
Knowledge application	Strategic emphasis and organisational leadership	Organisational leadership

Rehman and Iqbal (2020) underscored the importance of presence of effective and knowledge-oriented leadership as one of the crucial factors for facilitating implementation of different knowledge management practices in

HEI, thereby facilitating overall performance improvement in Pakistan.

On the other hand, Mazorodze and Mkhize (2022) highlighted the conducive factors for facilitation of knowledge management and

especially knowledge sharing practices in HEIs in developing countries, to be the presence of collaboration, effective and supportive leadership, digitalisation of KM operations, as well as the presence of effective informal communication and knowledge-sharing networks.

Omanyo and Ndiege (2025) highlighted that the presence of an effective and interactive LMS platform in HEIs, helped in creation, storage and sharing of knowledge in a much convenient manner, thereby enhancing organization-wide collaborations, content management and accessibility of knowledge and information by different stakeholders within the HEIs.

Shateri and Hayat (2020) found the presence of trust of the employees on the organizations and their intentions, acted as a critical social mechanism for facilitating knowledge management process especially for higher educational institutions.

Bhusry, Ranjan and Nagar (2011) found various ways in which different KM interventions created impact on different functional domains of these HEIs, including planning and development, research, teaching, learning practices, placement facilities, evaluation of performance of students and faculty and also in different administrative services which is shown below:

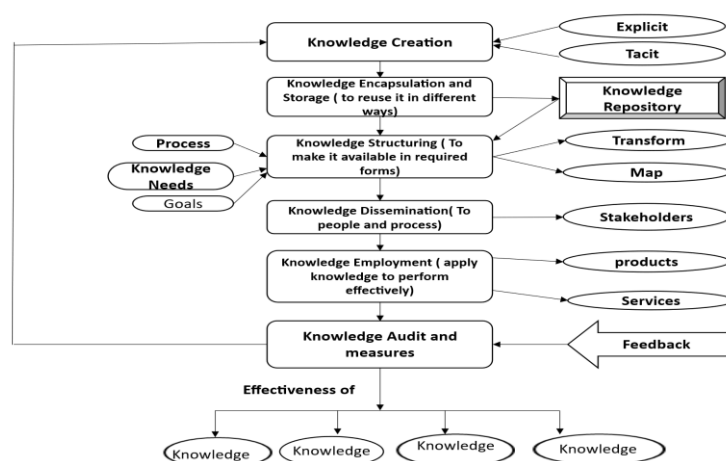


Figure 3: Proposed Knowledge Management Framework for HEIs in India (Ranjan and Nagar, 2011)

According to the scholarly insights by Baptista Nunes, Kanwal and Arif (2017), focussing on higher education institutions in South Asia region, of the different outcomes of effective KM processes and practices in the HEIs, the common outcome included competitive advantages, organizational effectiveness, learning across organization and improvements in the overall organizational and academic performances.

Ngoc-Tan and Gregar (2018) found different elements of KM, like acquisition, dissemination and utilisation had significant impacts on innovations, thereby facilitating both administrative as well as technical innovations in HEIs, which in turn, improved organizational

performance and education quality in these HEIs in Vietnam.

Govender, Perumal and Perumal (2018) stated that there was considerable scope for integration of KM practices, especially knowledge transfer and knowledge documentation and knowledge acquisition, in the existing HR policies facilitated by developing supportive ICT infrastructures, for fostering a collaborative knowledge sharing culture in contemporary HEIs, which, in turn improved overall performance of the organizations in different developing countries and emerging economies.

Saeed et al. (2022), highlighted that different KM components incorporated in the HEIs, like

knowledge creation, sharing, storage and others helped in improving quality and efficiencies of the teaching processes, and also facilitated effective decision-making and efficiency in administrative operations of these HEIs, thereby collectively contributing in overall effectiveness in providing high-quality education, and increasing their competitive advantages. On the other hand, the empirical evidences found in the study of Paudel, Bhattarai and Chalise (2023), revealed interdependency among knowledge acquisition, creation, utilisation, dissemination, research, publication as well as ability development in these HEIs in Nepal.

An in-depth study of the roles of KM practices in improving the functions of HEIs in India, had been conducted by Borah and Singh (2025) indicated towards substantially important roles of KM practices, especially the practice of information control in improving learning and coaching strategies, productivity, institutional performance as well as stakeholder engagements in the HEIs in India. Another crucial impact of the presence of effective KM practices on the HEIs, as highlighted by Budur et al. (2024), was that of the development of sustainability in the

concerned organizations. According to the concerned authors, knowledge management practices, and especially knowledge codification and storage as well as knowledge generation practices, had considerably strong impacts on the sustainability of the HEIs. Knowledge sharing and application facilitated innovations and effective resource utilisation led to considerable improvements in research, teaching and administrative functions, thereby leading to sustainability of the concerned HEIs.

Barriers in incorporating Knowledge Management Practices in Higher Education Institutions

Boca and Mukaj (2016) found that the primary human barriers included lack of awareness about KM, the lack of motivation among teachers and students in sharing knowledge and also the presence of resistance to change among the academic and administrative professionals in the HEIs, while there were also organizational barriers like lack of leadership commitments and lack of clear KM infrastructures in the HEIs, impeding the process of sustainable KM in such institutions in Turkey.

Table 2: Barriers and enablers for different elements of the KM processes in HEIs in Mauritius

KM process elements	Barriers	Enablers
Knowledge creation	● Lack of vision among the leaders ● Lack of rewards for promoting research and incorporation of knowledge creation ● Lack of organizational resources and fundings ● Presence of heavy workload for teachers and administrative professionals leading to lack of time ● Difficulties in obtaining grants for research and lack of large number of inter-institutional research and knowledge creation projects	Presence of experienced academic professionals in the HEIs with qualifications for knowledge creation. Presence of different forms of incentives for knowledge creation like sponsorship for conferences, support for qualification upgrading, purchase of study materials, access to libraries and journals, paid study leaves and others

Knowledge transfer	● Lack of linkage of the academic institutions with the stakeholders in different industries ● Lack of effective interactions and efficient web portal for transferring knowledge among different stakeholders	● Presence of financial and non-financial incentives like fees for consultancy and reduction of teaching and administrative workload for facilitating knowledge transfer activities
Knowledge sharing	Sharing in organizations	Presence of adequate infrastructures for facilitate knowledge sharing across organization Presence of IT support like connectivity, intranet, e-mail and also managerial and leadership support to foster a culture of trust and knowledge sharing and collective growth

(Veer Ramjeawon and Rowley, 2017)

On the other hand, Deja (2019), emphasized on Polish HEIs and the key barriers in this domain, and especially in the presence of fragmented KM practices, as identified by the authors, included the lack of coordination among the different hierarchies and employees in the HEIs and also lack of technological and infrastructural supports in the HEIs and weak motivation for knowledge-sharing and an overall absence of KM inducing organizational culture in these HEIs. Mazorodze and Mkhize (2022), emphasized on the HEIs in the developing countries, highlighting that the barriers existing in the domain of knowledge sharing practices for innovations, in such institutions, included resource and capability constraints, lack of incentives of the organizational stakeholders, presence of stiff hierarchies and poor communication channels, making knowledge sharing a considerably complex process. In the context of integration of KM activities and practices in HEIs of developing countries like Nepal, for integrating SDGs effectively, Adhikari and Shrestha (2023) identified several crucial barriers that were needed to be effectively addressed.

In case of the HEIs in India, there were unique socio-cultural and economic barriers in implementing effective KM practices, as had been identified by Borah and Singh (2025) and the most critical barrier in the domain of implementation of KM practices especially in terms of information control and knowledge sharing, in the Indian HEIs, was the lack of knowledge sharing culture in these organizations and also the presence of considerable cultural diversities in these HEIs, which influenced the level of understanding, awareness and acceptance of KM practices among the different stakeholders. The institutional barriers and lack of coordination and training, as crucial impediments on the path of KM incorporation, had also been pointed out by Omany and Ndiege (2025), in the context of integration of LMS in supporting effective knowledge management in the HEIs, also indicated towards the need for future research agenda for development of more comprehensive strategic initiatives, in this domain.

Year	Authors	Methodology	KM Elements	Key Findings	Research Gaps
2011	Bhusry, Ranjan and Nagar	Experimental study based on which a conceptual framework has been developed	Knowledge management in HEIs and Framework development	Presence of effective knowledge management approaches and frameworks helps in improving the quality of teaching and research and also planning and performance evaluations in the HEIs. The findings also highlight that KM in HEIs is an iterative and constantly value-creating process.	There is a biased focus on the institutional level information, with lack of incorporation of perspectives of different other stakeholders and the framework also lacks empirical support.
2016	Boca and Mukaj	Qualitative study based on interviews and data collection from students of HEIs in Turkey	KM technologies, elements of sustainable KM	There are different barriers that restrict effective adoption of KM in contemporary HEIs of these the most crucial ones include human and organizational barriers and lack of effective leadership. However, there are also financial and technological barriers, leading to challenges in effective KM adoption in the contemporary HEIs.	The sample size considered is substantially small and inputs from only the students of HEIs, have been considered, thereby limiting the generalisation and applicability of the study findings.
2017	Baptista Nunes, Kanwal, S. and Arif	Systematic literature review and secondary data-based study mainly focussing on HEIs in South Asia	Different enabling factors of KM processes in the HEIs	Presence of effective leadership and organizational planning leads to improvement in KM adoption and incorporation in the HEIs. The presence of effective KM also leads to increased	The results of the concerned study are mostly based on the inputs about HEIs in South Asia, and thereby lacks global or other regional generalisation and the findings are also

				competitiveness and learning, thereby improving overall organizational performance in the HEIs.	not empirically tested.
2017	Veer, Ramjeawon and Rowley	Qualitative case study methodology based on primary sources and also inputs from different secondary sources	KM creation, KM transfer and KM sharing	The study findings have highlighted specific enablers as well as barriers of KM incorporation and crucial KM elements in the contemporary HEIs, in different dimensions, like human, social, technological, financial and others. This is especially true in case of developing or less-developed countries.	The findings are from a small country context, and thereby may not have transferability for other countries and especially for general applications and recommendations development.
2018	Govender, Perumal and Perumal	Cross-sectional study based on primary and quantitative data collected from HR managers in different HEIs, in India, Mauritius and South Africa	Integration of elements of KM and HRM and focus on knowledge transfer	As per the findings of the concerned study, knowledge transfer leads to improvement in the HRM functions especially in the domain of recruitment and talent management and also facilitates effective knowledge sharing environment in the contemporary HEIs, consequently enhancing the overall quality of academics, research as well as the performance of the HEIs.	The findings of the study are mainly focussed on the HR aspect, and thereby lack in-depth and comprehensive multi-stakeholder perspectives and especially the teaching-learning outcomes associated with KM.

2018	Ngoc-Tan and Gregar	Primary data collected with the help of survey and structural equation modelling has been incorporated as the tool for the research methodology	KM acquisition, Knowledge dissemination and Knowledge utilisation	The acquisition and dissemination of knowledge and especially knowledge regarding new technologies and innovations, in the HEIs, can be seen to have considerably positive impacts in driving innovation and overall academic performance of the HEIs and in imparting new and time-specific knowledge about innovations and technologies to both the students and the educators.	The focus of the study has been primarily on the public HEIs in a region-specific manner, thereby ignoring the aspects of cultural diversities and the differences in the level of technological progress across different countries.
2018	Prabhakar et al.	A comparative survey has been conducted with the stakeholders in the HEIs of India and the USA	Different elements of KM and different elements of organizational culture, especially in the context of HEIs in the two considered nations	There is considerable influence of different cultural elements like language, belief, communications and the ways of imparting education, that have considerable impacts in shaping the KM practices, in the HEIs of different countries. This, in turn, also indicates towards the needs for incorporation of cultural diversities while developing the KM models and practices in organizations across different countries	The study lacks considerable depth especially regarding the implementations of the recommendations put forward for culturally sensitive and accommodating KM practices in the contemporary HEIs, across different countries.

				and especially across the developed and the developing countries.	
2019	Deja	A qualitative and in-depth research design has been incorporated and in-depth interviews have been conducted with the administrators of different HEIs in Poland	Integration of IT and other technologies in the development of KM systems for the HEIs and the challenges in this domain	The findings of the concerned study can be seen to indicate towards the presence of fragmented KM models and practices in different HEIs in Poland, and the lack of effective knowledge and infrastructures to embed IT-enabled KM systems in the concerned organizations, thereby affecting the performance and growth as well as the quality of education and research in these organizations, in an adverse manner.	The study only concentrates on the inputs obtained from the administrators of the HEIs in one country and does not include the inputs and perceptions of students and academic staffs, thereby limiting the generalisability of the outcomes of the concerned study.
2020	Rehman and Iqbal	Primary data-based study has been conducted where surveys with stakeholders of HEIs in Pakistan have been conducted along with structured equation modelling and statistical analysis of the survey results	KM innovations, Knowledge Transfer and Knowledge oriented leadership	The findings of the concerned article can be seen to highlight the considerably positive influence of effective leadership and especially knowledge-oriented leadership in influencing the incorporation of effective KM practices in the HEIs and thereby on the overall academic and educational quality-related performances of the	The surveys have been conducted with the faculties of different HEIs in Pakistan, thereby indicating lack of multi-stakeholder perspectives. The results of the study cannot be considered to be comprehensively applicable for all countries but are suitable for developing countries.

				concerned HEIs and this is especially true in case of the KM practices integration in the HEIs in the developing countries.	
2020	Shateri and Hayat	Surveys have been conducted with different organizational stakeholders and mediation analysis has been conducted in the study	Organizational trust, KM elements, Knowledge sharing and Knowledge transfer and organizational support	The relationship between organizational support and knowledge management (especially knowledge sharing and knowledge transfer) can be seen to be mediated by the level of trust on the organization and especially on the leaders, that are present among different stakeholders, like the students, the educators and the administrators.	The findings of the concerned study do not have direct application evidences for HEIs, thereby indicating the lack of sound proof asserting the claims of the concerned study.
2022	Mazorodze and Mkhize	Surveys have been conducted with different academics across different HEIs and higher education context in Zimbabwe	Knowledge sharing and innovations in knowledge management	There are different factors acting as barriers in the domain of effective and sustainable KM integrations in the contemporary HEIs, especially in the developing countries. The absence of effective infrastructures and technologies and also the absence of incentives for the stakeholders to incorporate KM practices and especially the	There are limited system-level data collection and analysis in the concerned study and the insights have been developed only based on the perceptions obtained from the academics.

				changes that are required to be embraced for effective KM integrations, can be seen to be some of the crucial barriers, in this context.	
2023	Saeed et al.	Empirical analysis based on primary data collected and conceptual framework development for KM integration in HEIs	Different dimensions of KM and academic performance and quality of education	The presence of effective knowledge creation, transfer, acquisition and management, as parts of crucial and effective KM practices in the HEIs, if implemented correctly, can lead to considerable improvements in teaching quality, decision-making and also in the overall competitiveness and academic performances of the HEIs, in general, across the globe.	The results obtained in the concerned study are considerably generic and lack regional specificity, especially in the context of developing countries, like India.
2023	Paudel, Bhattarai and Chalise	Primary and quantitative data has been collected with the help of surveys conducted with different educators and stakeholders in HEIs in Nepal and correlation analysis and factor analysis have been conducted	Academic performance and different dimensions of knowledge management	The study findings establish strong and statistically significant as well as positive relationships among knowledge management as well as learning, teaching quality, research quality in the HEIs, in the developing countries like Nepal. The findings of the concerned study also suggest that these elements are important to ensure	The concerned study does not provide strong policy recommendations or policy-integration analysis, which in turn, renders the recommendations and study findings to be generic and not empirically tested.

				sustainable KM and organizational performance in the developing countries.	
2023	Adhikari and Shrestha	Qualitative study considering in-depth information obtained from different stakeholders in the Nepal HEI environment	Sustainable knowledge management practices in the contemporary HEIs	The outcomes of the concerned study indicate towards strong and positive influence of KM in supporting the achievement of SDGs in the context of sustainable education in the contemporary HEIs, especially in the developing countries like Nepal. As per the findings of the concerned study, these elements lack integration in the contemporary KM models, frameworks and practices in the HEIs of the concerned country.	The study does not provide strong recommendations regarding the challenges of fragmented KM and weak technological and ICT infrastructures and also regarding how KM practices can be actually aligned with the SDGs, especially in the context of HEIs.
2024	Budur et al.	A cross-sectional quantitative analysis methodology has been incorporated with primary data collected from HEIs from multiple regions.	Different elements of sustainable KM	There are rising needs for effective codification of knowledge and the presence of uniform standards in the domain of KM practices, in the contemporary period, and the incorporation of the same, across different regions, across the globe, can help in enhancing the aspects of sustainable KM practices, thereby benefiting the HEIs,	The insights obtained and the recommendations about sustainable KM can be seen to be broad and generic, lacking specific contexts.

				across different regions, across the globe.	
2025	Borah and Singh	An exploratory research methodology has been incorporated and mixed methods have been used in the study.	Different KM practices, information dissemination and control	The findings of this research article, based on strong empirical evidences, and statistical as well as in-depth and qualitative analysis, can be seen to indicate towards the presence of positive impacts of effective and comprehensive KM practices in improving overall learning and education quality and thereby the productivity of the HEIs and the findings have also highlighted the presence of positive impacts of such KM practices in improving the overall stakeholder engagements in the concerned organizations.	The resistance towards incorporation of KM practices and especially the roles played by cultural diversities in this context, have not been explored in details, in the concerned study.
2025	Omanyo and Ndiege	Systematic review has been conducted to derive in-depth insights	Learning management system, different elements of KM, integration of KM and LMS	The presence of technologically-aided and sophisticated as well as effective LMS can help in KM practices and especially in knowledge creation, sharing and storage in the contemporary HEIs. This, in turn, leads to considerably positive outcomes for different	The findings are considerably theoretical and lack first-hand data about experiences or empirical testing, especially in the HEIs in the developing countries, in the current period.

				stakeholders in the HEIs, especially including the teachers, students and the overall management of such organizations.	
2025	AlQhtani	Sustainable KM framework development based on in-depth and qualitative information obtained from stakeholders of HEIs across the globe	KM practices and hierarchies in such KM practices in the contemporary HEIs	The presence of effective KM hierarchies not only foster academic and overall performances and educational and research quality in the contemporary HEIs, but these are also found to have broader and more serious implications, especially in the domain of fostering innovations and knowledge development in the overall economies.	The findings of this study are mostly conceptual with limited or no empirical testing for outcomes in actual HEIs, across the globe.

There is a lack of empirically-supported authentic inferences about the ways in which such KM processes and practices can be developed in HEIs in India, and specifically in Kolkata. The existing studies also mostly focus on the roles of educators in facilitating knowledge management integration but do not take into consideration the roles played by other academic staffs like librarians, accountants in the HEIs and other key administrative professionals in this domain. There is also a dearth in existing scholarly works in exploring multidimensional impacts of KM practice integration on different stakeholders of HEIs and the respective challenges and conflicts of interest in integration of such KM practices in these HEIs.

The purpose of this study is of critically analysing the roles that are played by knowledge management in education, with emphasize on higher education institutions like colleges and universities and also the factors influencing

different types of KM practices in these institutions and the importance, impacts, benefits and challenges experienced in the domain of incorporation of KM practices in different levels of operations of such education institutions. The study has a particular focus on the higher education institutions in Kolkata, India, and a multistakeholder perspective is intended to be incorporated in this study, to capture the perceptions and performance of different higher educational institution stakeholders in the domain of knowledge management practices, their implementation, benefits and challenges. With the rising importance of effective Knowledge Management practices in increasingly dynamic higher education environment, and also with constant changes in types of skills and competencies to be developed among the students, in alignment with the changing skills needs in the global job market, there are different scholarly evidences and literary works focusing

on different aspects of knowledge management practices and their incorporation in academic environment and also their precedents, the benefits and challenges faced in embedding such KM practices in the higher education ecosystem. In this study, a detailed review of these scholarly insights has been incorporated for identifying the gaps in the existing studies. Based on the above literature review, the following components of KM processes are found such as Acquisition, Storage and Transfer. On the other hand, the important Knowledge Management Practices which are extensively associated with performance of education system are Knowledge

Perception (KP), Knowledge Gathering (KG), Knowledge Creation (KC), Knowledge Sharing (KS), Knowledge Diffusion (KD), Knowledge Retention (KR), Knowledge Management Transfer, KM Documentation.

2. Methodology

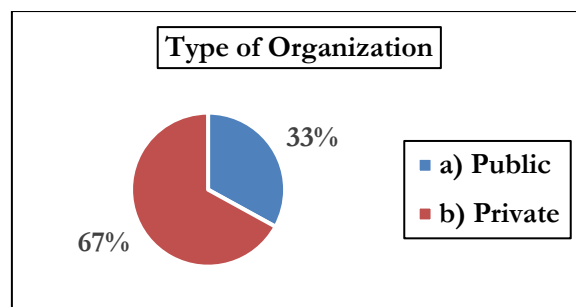
In this study, faculties (assistant professors, associate professors, professors) and key academic and administrative professionals in both public & private sector academic institutions/universities in Kolkata be a well-defined group of individuals which can be considered as population.

Organisations of the Respondents	
Private organisations/Private Universities	Public organisations/Public Universities
International Institute of Hotel Management	Calcutta University
Institute of Advance Management	Aliah University
Amity University	Maharaja Srischandra College
Sister Nivedita University	CSIR-Central Glass and Ceramic Research Institute
Globsyn Business School	Barasat Govt College
NSHM Knowledge Campus	Barrackpore Rastraguru Surendranath College
Techno India Group	St Xavier's College
Future Institute of Engineering and Management	Victoria Institution (College)
ICFAI Business School	Acharya Prafulla Chandra College
	Narasinha Dutt College
	Jogamaya Devi College

3. Data Analysis

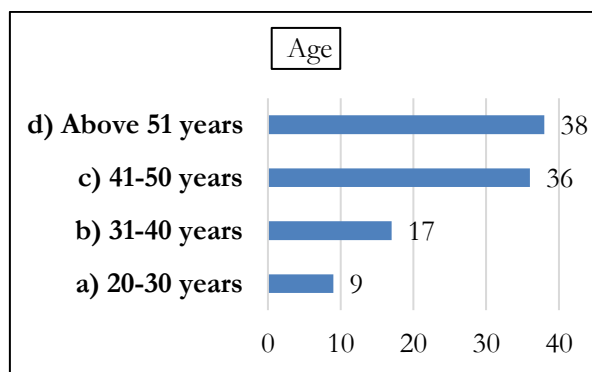
The data reveals that a majority of the respondents (67%) are employed in private academic institutions / Private universities, while 33% belong to public academic organisations/public universities. This indicates that the study sample is more representative of

private-sector organisations, which may suggest a higher level of participation or accessibility among private institutions in the survey. The dominance of private respondents could also reflect the growing prevalence of privately managed educational and professional organisations in the region.



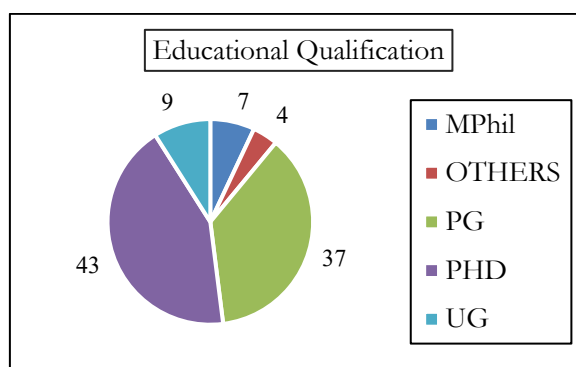
The age profile shows that a significant portion of respondents are above 51 years (38%) and between 41–50 years (36%), together constituting nearly three-fourths of the sample. This suggests that the respondents are largely experienced professionals, likely occupying mid- to senior-level positions. Only a small proportion (17%)

are aged 31–40 years, and just 9% fall within the 20–30 years age bracket, indicating limited participation from younger professionals. The predominance of older respondents may enhance the credibility of insights, given their deeper exposure to organisational practices and knowledge management systems.



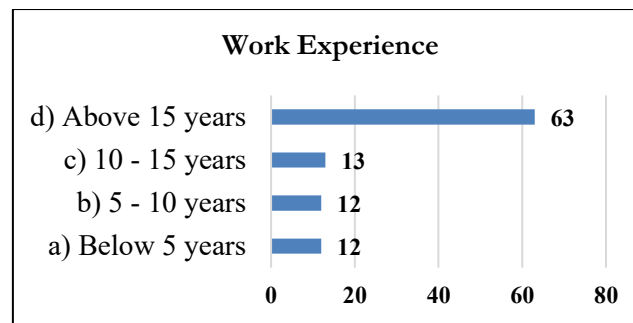
In terms of academic attainment, 43% of respondents hold a Ph.D., followed by 37% with a Postgraduate (PG) qualification. A smaller number of respondents have completed M.Phil. (9%), Undergraduate (UG) degrees (7%), and

other qualifications (4%). This distribution shows that the sample comprises a highly educated group, reflecting a research-oriented and academically engaged population—appropriate for a study on knowledge management practices.



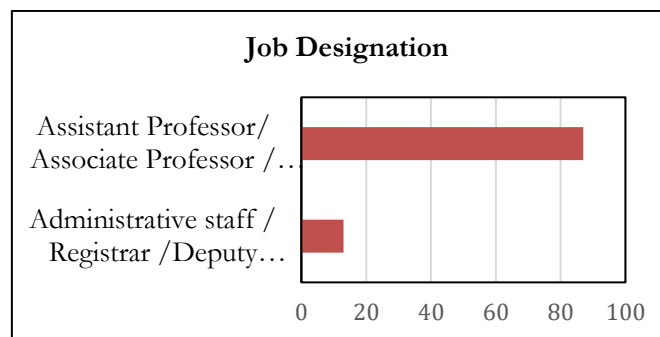
The analysis of work experience demonstrates that 63% of respondents have more than 15 years of professional experience, while 13% possess 10–15 years, and 12% each fall within the 5–10 years and below 5 years categories. The large representation of individuals with extensive experience indicates that most participants are

seasoned professionals with a strong understanding of their organisation's knowledge systems and processes. This enhances the reliability and depth of their responses, particularly regarding institutional practices and long-term organisational culture.



The analysis of job designation shows that the majority (87%) of the respondents hold the academic designation like professor/ assistant professor / associate professor whereas 13% serve in administrative roles, including Registrar, Deputy Registrar, or Librarian. Predominance of

the majority in the role of professor/ assistant professor / associate professor indicates the academic perspective of the data. 13% of data shows the record management, institutional governance and academic support service.



3. Results

- Academic performance of faculties is determined by organization's Knowledge Management processes as well as practices in higher education which will lead to organizational success. The major Knowledge Management (KM) stages identified are Knowledge Acquisition, Knowledge Storage and Knowledge Transfer. The relevant Knowledge Management Practices which are extensively associated with performance of education system are Knowledge Perception (KP), Knowledge Gathering (KG), Knowledge Creation (KC), Knowledge Sharing (KS), Knowledge Diffusion (KD), Knowledge Retention (KR), Knowledge Management Transfer and Knowledge Management Documentation. Organisation's Knowledge Management Processes and practices are dependent upon the type of organisations (private/public) in higher education.

- The extents of academic achievements of faculties are innovation, interactive learning, capacity building, research, publication, administrative responsibilities etc. The level of

academic performance is measured by gathering feedback on performance, effectiveness, overall impact of professors in educational setting so that educational institutions/colleges/ universities can gain insights into areas of improvement, strengths, areas of concern at the end of every semester or academic year from comprehensive feedback from the students.

- Knowledge Management Practices are extensively associated with performance of education system. The presence of trust of the employees on the organizations and their intentions act as a considerably critical social mechanism for facilitating knowledge management processes for higher educational institutions.

4. Discussion

- Academic performance of faculties is determined by organization's Knowledge Management processes as well as practices in higher education which will lead to organizational success. The major Knowledge Management (KM) stages identified are Knowledge

Acquisition, Knowledge Storage and Knowledge Transfer. The relevant Knowledge Management Practices which are extensively associated with performance of education system are Knowledge Perception (KP), Knowledge Gathering (KG), Knowledge Creation (KC), Knowledge Sharing (KS), Knowledge Diffusion (KD), Knowledge Retention (KR), Knowledge Management Transfer and Knowledge Management Documentation. Organisation's Knowledge Management Processes and practices are dependent upon the type of organisations (private/public) in higher education. The extents of academic achievements of faculties are innovation, interactive learning, capacity building, research, publication, administrative responsibilities etc.

- The level of academic performance is measured by gathering feedback on performance, effectiveness, overall impact of professors in educational setting so that educational institutions/colleges/ universities can gain insights into areas of improvement, strengths, areas of concern at the end of every semester or academic year from comprehensive feedback from the students. Knowledge Management Practices are extensively associated with performance of education system. The presence of trust of the employees on the organizations and their intentions act as a considerably critical

social mechanism for facilitating knowledge management processes for higher educational institutions.

- Finally, the present scholarly work is cross-sectional study which is a type of research design for which the data is collected from many different individuals for one time period. Hence for future research work can be used in order to obtain more valid results.

5. Conclusion

- Several broad range research evaluating the impact of several factors must be required to share knowledge in Govt. or Private Universities as well as colleges in wider Geographic locations. It is quite impossible to identify research in order to analyse the impact of team member values on different teams' design effectiveness regarding knowledge sharing and creation. There are lot of gaps in literature regarding sample size, population, tools used to assess relevant factors affecting knowledge management.
- As human behaviour remains unpredictable and open to randomness and free will despite efforts to ensure data-richness, the association ship explored in present research work are always liable to common method variance (Doty & Glick, 1998) despite indicative of the organization and the sample.

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Author Declaration

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