

A Preliminary Investigation of Knowledge Creation Practices in Unaided Arts and Sciences College Teaching Faculty Members

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ABSTRACT

Knowledge management in higher educational institutions provides a set of practices for all the stakeholders (i.e. students, teachers, researchers, business and external entities), processes and technologies. This research is based on the knowledge creation practices for the teaching fraternity of the unaided arts and science colleges affiliated to Bharathiar University, Coimbatore, India. A total of 51 colleges is pure Arts and Sciences colleges, which are registered and affiliated to Bharathiar University. Out of this 51 colleges, a sample of 26 colleges was selected. Based on Fishers 't' test condition, a small sample of 30 respondents was selected from each college, that was summed to 720 teaching faculty. The study reveals that the teaching faculty perception regarding knowledge creation ranks recognition as the main factors to create knowledge and they believe that knowledge sharing results in enhancing expertise and providing opportunities for recognition. Knowledge sharing shall improve work processes in the institution and pave way for better institution development. There are always useful applications when knowledge is shared in the system and help in faculty development as well and institutional development.

KEYWORDS: Knowledge management, Knowledge creation, Teaching fraternity, Higher education.

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