PhD Thesis Abstract

Knowledge Management and Academic Performance of Higher Educational Institutions in Nepal

Krishna Prasad Paudel* iD

PhD Thesis, 2020, Kathmandu University School of Education, Lalitpur, Nepal

Knowledge management and academic performance have received much attention in academic institutions. However, both of these dimensions have not been fully integrated with the strategic agenda of most higher education institutions in Nepal to harness the benefits for such institutions. Therefore, this study was carried out to examine: (a) the predictors of knowledge management and academic performance, (b) the level of knowledge management and academic performance, (c) the practices of knowledge management by the faculty members, and (d) the associations and interdependent relationship between knowledge management and academic performance.

The questionnaire was constructed by using the Delphi method. The data were collected using a survey questionnaire from 445 faculty members employed at four higher educational institutions. The factor analysis technique was used to identify the predictors of knowledge management and academic performance. The data were further analysed by using one-way ANOVA, correlation, regression, and canonical correlation analysis.

This study identified seven predictors of knowledge management: knowledge utilisation, acquisition, generation, dissemination, creation, transfer, and presentation,

* Author Email: kpaudel.np@gmail.com

iD https://orcid.org/0000-0001-9660-1369

and four predictors of academic performance: research and publications, innovation, interactive learning, and capacity building. Among the predictors, faculty members' knowledge generation process and capacity building attributes are not to the greater extent. The result also shows a significant relationship between participating faculty members' academic position, age, qualifications, experiences, university, department, participation in conferences, and engagement in other universities with knowledge management practices.

The results also confirmed that knowledge management and academic performance have a positive relationship. The model of academic performance displays an association of knowledge utilisation, acquisition, and creation with research and publications; knowledge utilisation, dissemination, and presentation with innovation; knowledge utilisation, generation, and dissemination with interactive learning and knowledge generation, utilisation, transfer, creation, and acquisition with capacity building. The study confirmed an interdependent relationship between knowledge utilisation, acquisition, generation, and dissemination with research and publication and capacity building; knowledge creation with innovation; and knowledge transfer and presentation with interactive learning.

The study proposes a re-conceptualisation of the linkage between knowledge management and academic performance. Universities in Nepal can prioritise knowledge management and academic performance by implementing knowledge management strategies aimed at exploiting existing and new knowledge. This process further impacts the knowledge economy, particularly by increasing the intellectual capital of faculty members.