
# ADDIS ABABA UNIVERSITY

# COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

# SCHOOL OF INFORMATION SCIENCE

## THE ROLE OF KNOWLEDGE MANAGEMENT PRACTICES IN ACADEMIC EXCELLENCE: THE CASE OF SELECTED PRIVATE HIGHER EDUCATION INSTITUTIONS IN ADDIS ABABA

**BY**

**MESFIN ASSEFA**

FEBRUARY, 2018

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**A THESIS SUBMITTED TO SCHOOL OF INFORMATION SCIENCE OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF SCIENCE IN INFORMATION SCIENCE.**

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**APPROVED BY EXAMINING BOARD**

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## Declaration

I declare that this thesis is my original work, has not been presented for a degree in any university and all the sources of materials used for the thesis have been duly acknowledged.

Student

Mesfin Assefa

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Place AAU

February, 2018

This thesis has been submitted for examination with my approval as university advisor.

Advisor

Dereje Teferi (PhD)

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February 2018

**ABSTRACT**

# The Role of Knowledge Management Practices in Academic Excellence: The Case of Selected Private Higher Education Institutions in Addis Ababa

Mesfin Assefa

Addis Ababa University, 2018

*In this business intelligence era Knowledge has been playing very imperative responsibilities to enhance organization's performance. KM also acquires a constructive impact in higher education institutions (HEIs). Scholars have witnessed that Knowledge Management practices similar to knowledge generation, codification, sharing and utilization have significant importance for academic excellence. Various studies discussed about these independent variables and their correspondence with that of academic performance. This study was intended to stand out a study of the afore mentioned knowledge management practices and their impact on the academic excellence in Unity and St. Mary's universities, Addis Ababa, Ethiopia. This study was done using mixed approach, quantitative and qualitative method of research and a cross-sectional survey design was engaged. Questionnaire and key informant interview were used as a main data gathering tool. A questionnaire was distributed to 110 respondents in both Unity and St. Mary's Universities. Out of these, 70 were used with a response rate of 63.63%. Descriptive statistics such as percentages and also inferential statistics were used. To determine the relationship between knowledge management practices and academic excellence, the Chi-Square-Test was used. The study found that there is a significant relationship between the four knowledge management practices and academic excellence.*

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## ACRONYMS AND ABBREVIATIONS

QA: Quality Assurance

HEI: Higher Education Institution

PHEI: Private Higher Education Institution

KM: Knowledge Management

KMP: Knowledge Management Practices

MoE: Ministry of Education

HERQA: Higher Education Relevance and Quality Assurance

UU: Unity University

SMU: St. Mary's University

RaKMO: Research and Knowledge Management Office

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

Historically and traditionally, quality assurance (QA) organizations for Higher Education Institutions (HEIs) have had two functions: the enhancement of the quality of institutions and various activities that do possess the accountability of the outcome of teaching and learning. The enhancement function has been executed primarily in a systematic approach, whereas the accountability function has been developed to prevent bad quality of institutions and programs, and thus to protect the beneficiaries i.e. students and society (Manuela Brusoni, et. al., 2014).

One of the crucial factors in achieving such quality is Knowledge Management (KM). KM is a well defined system to provide learning process, innovation process and sharing of knowledge to achieve strategic goals of an organization including academic institutions (Nishad, et.al., 2014).

Towards fulfilling the needs of KM in the development process in a holistic approach which includes the economical, political, social, and technological development, HEIs play a pivotal role (Wan Norhayate, et. al., 2008).

In HEIs, Academic Excellence should be more than making good grades. It is the maximum development of our intellectual capacities and skills in service to humanity (Amy Lavoie, 2009).

To have such aforementioned intellectual capacities and skills, various peer review approaches have been studied. Within the peer review system, as certain study explains, there are many spoken and unspoken rules. An expert must place integrity and objectivity above any personal interests. Achievement is based on expertise, excellence, and originality, and not other more ephemeral characteristics, such as professional connections (Amy Lavoie, 2009).

Such evaluation is subjective because it always occurs in context, with the definition of excellence varying from one discipline to another. Different tools are necessary, for example, to

achieve excellence in English than in economics and it's impossible to look through the lens of one discipline to evaluate achievement in another (Barbara Gereboff, 2015).

Moreover, the literature about organizational excellence in general and academic excellence in particular, is equally daunting with conflicting visions. But here one can find a sense that excellence is far more than a particular program or center. For instance, a given work in the business world looks at every aspect of an organization and posits some core principles of excellent organizations (Ron Berger, 2003). They claim that organizations with high productivity and a vibrant, loyal workforce are differentiated along with ten principles. Ron Berger's *An Ethic of Excellence* (2003), similarly thinks about excellence in terms of the school culture—teaching of excellence and work of excellence.

In achieving such excellence, an academic institution's vision must create a stimulating, challenging and rewarding university experience in a world-class learning community, through sharing a unique fusion of education, research and professional practice that inspires students and staff to enrich the world.

Therefore, KM is a comparatively new and growing tool that has acquired interest from both academicians and practitioners. KM is a process that helps organizations identify, select, organize, disseminate, and transfer important information and expertise that are part of the organization's memory and that typically reside within the organization in an unstructured manner (Yin Rebecca Yiu, Clement K. Sankat and Kit Fai Pun, 2013).

KM is the process through which organizations generate value from their intellectual property and knowledge-based assets. It is considered to play an increasingly important role in creating competitive advantage. Knowledge is becoming a driving force for organizational change and wealth creation. As a result, organizations are at varying stages of planning and implementing knowledge-based strategies in efforts to improve their competitiveness (Amy Lavoie, 2009).

Furthermore, evolving information and knowledge has impacted all organizations, including academic institution. This has made knowledge management become important in every businesses industry.

In addition, higher institutions must be occupied with the fundamental elements such as creation and/or collection, storage or preservation, sharing or dissemination and utilization of knowledge. That is, they are termed as main elements of 'Knowledge Management'.

In particular, the Higher Institutions in Ethiopia have been building knowledge management utilities such as library including digital library, websites, laboratories, workshops and clubs. However, knowledge management could not reach to the maturity levels in the afore-mentioned services.

In various institutions, a number of educationists and academic researchers articulated that a modern university is regarded as higher and full-fledged institution by the co-existence of a sequence of vital features: (Davenport & Prusak, 1998).

- *Knowledge Creation*: is the very crucial and foundation of everything. There are many knowledge sources in a modern university such as research and development and technology transfer.
- *Knowledge Dissemination*: is the second distinguishing performance of a modern university. That is, a modernized approach has been implemented for knowledge, which is created by researches, to spread among university students. These disseminations are not only through regular classes, however through the formation of attitude, value transfer, and hands-on skills trainings as well.
- *Academic Service to Society*: is the third component of a modern university, which tells university's profile. Unlike that of knowledge creation and dissemination, this is more specific, as through scientific services to the society often refers to the process of transferring university knowledge to society at large, especially to the economic intelligence world. Many benefits to learning how to effectively manage organizational knowledge
    - Leveraging core business competencies
    - Accelerating innovation and time to market
    - Improving cycle times and decision making
    - Strengthening organizational commitment
    - Building sustainable competitive advantage

Academic excellence is the demonstrated ability to perform, achieve, and/or excel in scholastic activities. Academic excellence has been identified with achieving high grades and superior performance.

Although good practices are observed both in public and private higher educational institutions, there are certain weaknesses that disrupt the quality of academic excellence. Most of locally audited HEIs operate with weak ways of monitoring and reviewing implementation and progress along with educational outcomes. In addition to this, the placement of academic staffs is not in line with MoE's rules and standards. Hence, these challenges the knowledge management practices and roles not to be implemented and maintained well in the specified private institutions.

This is a peak time for HEIs to set up university-industry linkage and give attention to maintaining joint research. These would allow them to assess market need and focus on producing competent workforce and professional employers' needs and even go beyond to equip graduate with entrepreneurial skills to be self-employing (Tesfaye Teshome, 2013).

## 1.2 Statement of the Problem

The Ethiopian Government gives higher education a central position in its strategy for social and economic development. This has some advantages (for example 40 percent of the education budget goes to higher education), (Ministry of Education, 2011/12). Ethiopia has radically expanded the numbers of its higher education institutions: from two Federal universities to 33 over a decade with another 11 to open soon. There has been also a rapid expansion of the private sector and it now accounts for nearly 25 percent of student enrollments. Today, with the objective of increasing access to HE, the number of public and private HEIs in Ethiopia has increased significantly: student enrollment has increased from 35,000 to 519,770 between 1996 and 2012 while that of faculty increased from 2,228 to 20,668 between 1998 and 2012 (Ayalew et al 2014). In the new public universities especially, this rapid expansion has caused human resources and other associated problems especially in their excellence. At the same time, Ethiopia has developed sector support units that help to strengthen the sector and links with donors that allow a range of capacity building initiatives to occur.

Some of the units are Quality assurance systems in Ethiopia, Higher Education Relevance and Quality Agency (HERQA), a quasi-autonomous sector support unit, Capacity building initiatives, the development of a qualifications framework unit; Ethiopia's Higher Education Strategy Centre (HESC) has been working with institutions to determine what should be essential components within the curriculum in different subjects.

However, certain publications and anecdotal documents have revealed that there is an academic excellence problem in Ethiopia. Scholars such as Dr. Philip Rayner and Professor Kate Ashcroft in their article (2011), stated about such a problem of higher education institutions towards academic excellence.

Ethiopian higher institutions have many difficulties as far as the academic excellence is concerned, that belong to staffing, resources and finance, cultural issues, Pedagogic and curriculum issues, ICT and connectivity, student support, researches, technology transfer and other services (Ashcroft, K. and Rayner, P., 2004).

Academic excellence problems may easily be alleviated through the means of adequate inputs, proper utilization of resources, pedagogy and andragogy, instructors' experience and quality.

The American educator well known for the use of the term Andragogy as synonymous to adult education. According to Malcolm Knowles, andragogy is the art and science of adult learning (Kearsley, 2010). Alexander Kappa, a German educator used the term 'Andragogy' in 1833.

The international agencies such as British Department of International Development, World Bank and USAID that are funding the education sector are not truly committed to improving the quality of education, which is empowering individuals and the nation. They are rather overly focused on easily measurable quantitative indicators such as enrollments, number of graduates, number of schools and colleges, and other input variables. They have not had the courage to see the qualitative measures, such as focus on ultimate stakeholders' needs, teaching learning process, academic rigor, qualification of teachers and administrators, academic freedom, institutional autonomy, motivation and commitment of teachers and faculty, transparency, accountability, ethics, academic integrity, satisfaction of stakeholders, and most importantly, student learning outcomes or evidence of students' learning (ECADF,2015)

Even though Ethiopian researches conducted in relation with KM issues and HEIs and discussed particularly about the positive impact of economic and social development through knowledge sharing and knowledge exchange, they didn't study and address all practices of KM towards academic excellence. That is, most of the researchers from abroad and locally studied mainly about Knowledge Sharing and Knowledge Exchange, however they didn't addressed other practices such as Knowledge Generation and Knowledge Utilization particularly towards that of Academic Excellence.

Hence, this study targets these problems by identifying some best practices of knowledge management towards academic excellence. One of Knowledge Management's common tools is the CoP. Community of Practice" is a professional term from the field of knowledge management. This is a new organizational framework created in knowledge-based organizations, which changes the manner in which information flows in the organization and the way in which learning and change occur (Zimmerman, B. J. (1998).

## Research Questions

In light of the problem stated and the objective formulated, the following research questions are put forth to guide the research:

- What are knowledge management practices in the selected private HEIs?
- What are the critical success factors and identified challenges in the institutes?

## 1.3 Objective of the Study

### 1.3.1 General Objective

The general objective of the study is to assess the role of knowledge management in promoting or enhancing academic excellence in the selected higher educational institutions.

### 1.3.2 Specific objectives

The specific objectives of the study are:

- To assess knowledge management practices in the selected universities.

- To identify knowledge Management practices aimed at academic excellence.
- To identify Critical Success Factors and challenges obtained by the selected Universities.
- To assess the academic excellence of the selected academic institutions and its association to knowledge management practices.

## 1.5 Scope of the Study

The aim of this study is to investigate the role of knowledge management in promoting or enhancing academic excellence .To be more specific, the survey focused to be conducted on the two private universities operating in Addis Ababa, namely St. Mary's University and Unity University .The research will consider the academic and administrative staffs who have a minimum of two years of work experience in the specified universities. The study applies cross-sectional approach.

The study didn't consider external factors such as, government's rule and proclamations HERQA's declarations and decrees.

## 1.6 Limitation of the study

Students can play role, however the study precluded them. It only regarded academic and administrative staffs, who have high level of impact towards academic excellence through knowledge management. The investigator didn't consider age, department, gender and academic ranks for the analysis.

## 1.7 Significance of the Study

In many institutions of higher education, there is no organized knowledge management system in place or even an understanding that such a system could be useful if not necessary. Since higher education is about the creation, transformation, and transmission of knowledge, such an oversight is striking (Scott G., 2003).

Best practices of knowledge management attained by this research and that serve for academic excellence will be applied to both universities. Other universities can also apply the result of this

study. In addition, it will also allow other part of the society to adopt these practices and conduct additional research and would get rid of more related problems.

The researchers noted that policies of higher education systems are characterized by a lack of consistency that combined with the inability to reach agreement in those cases where operating goals have been defined, making universities difficult to manage.

The changes that are occurring around the world influence not only organizations and government agencies but also universities. The forces of change acting on higher education are varied (Scott G., 2003).

- Increased competition
- Significant decrease in government funding and public scrutiny
- Mounting trend towards consumer rights
- Increased distribution of communications and information technology in all areas of life

This research will notify certain knowledge management practices that are even best at their level and address its linkage with the fore mentioned academic excellence within the two universities.

**Academic Excellence-** Academic excellence is at the heart of what we hope to achieve as educators. We aspire to provide students with rich and deep learning experiences and anticipate our craft will prepare our graduates for a fulfilling career and help them make a positive contribution to society.

## 1.9 Organization of the Study

The study is organized into five chapters. The first chapter covered the introductory part, which includes background of the issue, problem of the statement, objectives, research questions, scope and significance of the study. The second chapter deals with a literature reviews that are considered as relevant to the study. The third chapter covers methodology which comprises description of the study area, source of data, method of data collection and data analysis. The forth chapter follows findings and discussions of the survey data that were collected through questionnaire and interviews of some expert personnel. Based on the analysis and findings of the

study reasonable conclusions and recommendations were provided in chapter five. Finally, list of reference materials and appendixes are included at the end of this thesis.

### 1.10 Operational Definition of Basic Concepts

**Knowledge-** is an important source for value creation in an organization and needs to be managed carefully.

**Knowledge Management (KM) -** is the process through which organizations generate value from their intellectual property and knowledge-based assets.

**Academic Excellence -** is the demonstrated ability to perform, achieve, and/or excel in scholastic activities. Academic excellence has been identified with achieving high grades and superior performance

**Knowledge Generation-** Knowledge generation concerns the practices of collecting or creation of new knowledge

**Knowledge Codification-** concern the practices of codifying or storage of new knowledge.

**Knowledge Sharing –** concerns the practices of exchange of knowledge between the source of knowledge and the recipient of knowledge.

**A Knowledge Utilization-** concern the practices of using of knowledge that has session is organized to share the information to other been stored in organization.

**CoP (Community of Practice)**- is a the formation of communities of practice which are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.

**Critical Success Factors –** is a management term for an input that is necessary for an organization or project to achieve its mission. Its alternative terms are like Key Result Area and Key Success Factors

**Community Services –** is a non-paying job performed by Higher Education Institution for the benefit of the community.

**Technology Transfer** – the process of transferring (disseminating) technology from places such as Higher Education Institutions to wider distributions among more peoples and places. It occurs along various axes: among universities,

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Definition and Concepts of Knowledge Management

So far in chapter one, we have discussed about and provided a good demonstration of knowledge management. We also mentioned knowledge management practices in HEIs and their impact in excellence. The problem to be investigated has been placed in the preceding chapter. We have also determined the research question and objectives. As the purpose of this research is to discover solutions to questions through the application of scientific procedures, we have stated the research methodology techniques, methods and tools.

The literature review section is going to examine recent (or historically significant) research studies, company data, or industry reports that act as a basis for the proposed study.

Accordingly, we can easily refer to a hierarchy-chart that the Information Science domain refers as “Knowledge Pyramid “. The Knowledge-pyramid portrays Knowledge in between information and Wisdom. Gene Bellinger, Durval Castro and Anthony Mills put in their article that Data is discrete, objective facts (exists without people), Information is Data (both factual and numeric) that is organized and imbued with meaning or as intelligence resulting from the assembly, analysis or summary of data into a meaningful form. Moreover, in its most restricted technical meaning, information is an ordered sequence of symbols. Information is a term with many meanings depending on context, but is as a rule closely related to such concepts as meaning, knowledge, and communication.

Knowledge is the appropriate collection of information, such that it's intent is to be useful. Knowledge is a deterministic process. And it is understanding that supports the transition from each stage to the next. Understanding is not a separate level of its own.

Knowledge has become the important capital in the present age and hence the success to any organization lies in using it. As a result, many organizations adopt knowledge management (KM) to improve their performance. Thus, the aim of knowledge management is to continuously

improve an organization's performance through the improvement and sharing of organizational knowledge throughout the organization.

Knowledge is an organized combination of data, assimilated with a set of rules, procedures and operations learnt through experience and practice. On the other hand, Gorelick and Tantawy-Monsou define knowledge as the know-how, experience, insight and capabilities that assist teams and individuals in making correct and rapid decisions, taking action and creating new capabilities. Knowledge can be intangible, fluid, personal, elusive, invisible, immeasurable and ever evolving (Muhammad et. al., 2011).

The classification of knowledge falls in to two categories namely Explicit and Tacit knowledge. Explicit knowledge is codified. It is stored in documents, databases, websites, emails and the like. It is knowledge that can be readily made available to others and transmitted or shared in the form of systematic and formal languages. Tacit knowledge is personal. It is stored in the heads of people. It is accumulated through study and experience. It is developed through the process of interaction with other people. Tacit knowledge grows through the practice of trial and error and the experience of success and failure. However, the two are mutually complementary. Without tacit knowledge it will be difficult, if not impossible, to understand explicit knowledge.

Hence, Personal knowledge can become organizational knowledge through the dynamic interaction between tacit knowledge and explicit knowledge. This dynamic process is the essence of knowledge creation in an organization. This interaction between the two types of knowledge brings about what is called the four modes of knowledge conversions: socialization (from individual tacit knowledge to group tacit knowledge), externalization (from tacit knowledge to explicit knowledge), combination (from separate explicit knowledge to systemic explicit knowledge), and internalization (from explicit knowledge to tacit knowledge) (Muhammad et. al., 2011).

Knowledge management is the process through which organizations generate value from their intellectual and knowledge based assets. Knowledge management is concerned with the process of identifying, acquiring, distributing and maintaining knowledge that is essential to the organization. It is the deliberate and systematic coordination of an organization's people,

technology, processes, and organizational structure in order to add value through reuse and innovation.

According to Norrin, Baharom Ab, Asma Rashidah and Kamaruzaman knowledge management practices refer to a more practical and perceptible level of research. From this dimension, knowledge management can be viewed as an organizational innovation involving important changes in the introduction of the strategy and in traditional management practices. Knowledge management has emerged as an important field for practice and research in information systems.

Knowledge management involves four key steps of creating/generating knowledge, representing/storing knowledge, accessing/using/re-using knowledge and disseminating/transferring knowledge (Muhammad et. al., 2011).

## 2.2 KM in Higher Education Institutions

Knowledge management education sector is being spoken since 2000. Later few researchers like Nanoka, Takeuchi, Sveibi, Polanyi, etc developed different tools, methods, models and theories in this area. Some universities in United States have started pioneer introduction to KM since 2000. KM is seen there as a set of activities that help improvement of information and knowledge exchange in the decision making process (Dhamdhere, 2015).

To be competitive the higher education institution must ensure that the quality of their products and good academic experience is achieved by their students which can be achieved if academic knowledge, capital, infrastructure and innovations can be easily created across the higher learning institutions. Therefore globalization and marketization are forcing the higher Education Institutions to think about the way in which they teach, conduct research and manage the institution and its various stakeholders.

The economists from four decades have been expressing that developing countries should target national investment at the basic education level since these offers the highest social returns. Even World Bank study shows that (2003) new investment in higher education emphasizes the participation of Knowledge Economy. It requires the ability to renew economic and social systems constantly; to extend knowledge and specialist skills; to engage effectively in knowledge

production and a higher education system; to be socially responsive; to be in close contact with industry; and to produce top quality graduates.

Knowledge management in higher education institutes are better able to increase student retention and better graduate rates, works to analyze the cost effective use of technology, to meet more enrolment, transform existing transaction based system to provide information and compete in an environment where institutions cross state and national borders to meet student needs continuously anytime/anywhere. The present complex knowledge society requires the institutes to be constantly evolving, innovating, investigating, analyzing, predicting and responding to opportunities and threats. All organizations store, access, and deliver knowledge in a unique manner; the differing factor is the way that value is added to the products and services they deliver by the effective use of the knowledge capital. Universities have to avoid unrelated activities of knowledge and their staff has to recognize and respond to their changing role in a knowledge based society.

## 2.3 Knowledge Management Practices

According to (Muhammad et al. 2011), KMP refers to a more practical and perceptible level of research. Knowledge management includes four key steps these are creating/generating knowledge, representing/storing knowledge, accessing/using/re-using knowledge and disseminating/transferring knowledge.

### 2.3.1 Knowledge Generation

Knowledge creation/generation (KG) is the entry of new knowledge into the system and includes knowledge development, discovery and capture (Newman & Conrad, 1999).It deals with the practices of gathering or creation of new knowledge. Other terms related to this term are acquired, create and identify. The generation of new knowledge in an organization because of the use of new knowledge has an effect on the improvement of processes and an improvement in processes perfects employees' capabilities. Thus, it is a learning curve for the individual, as well as the organization (Muhammad et al., 2011). As pointed out by (Zwain et al., 2012), KG is the process of identifying the knowledge gap between existed and needed knowledge and its identification supports staffs daily work. Therefore, it plays a great role in enhancing academic

performance. Once knowledge is identified it should be acquired for utilization. Acquisition processes are obtaining needed knowledge from both internal and external sources. There are two ways in which knowledge can be acquired: through organizational learning and searching. Through searching includes scanning, focused research, and performance monitoring. Thus, KG has a link with academic performance (AP). According to Ramachandran et al., (2009) Knowledge is created through discovery, that is, academics develop new ways of doing things or it is brought in through external sources. Research and development activity is one such knowledge creation.

### 2.3.2 Knowledge Codification

Knowledge codification means converting tacit knowledge to explicit knowledge in a usable form for the organizational members.This includes all activities that preserve knowledge and allow it to remain in the system once introduced and also includes those activities that maintain the viability of knowledge within the system (Newman & Conrad, 1999).Knowledge codification is the activity of organizing, documenting and storing of knowledge. According to Muhammad et al. (2011), it is concerned with the practices of codifying or storage of new knowledge. Other terms that are being used are organized, store, retention, preservation and documentation. It involves the very careful and precise discovery of critical tacit knowledge that the organization has created, learned, or organized. Once discovered, this knowledge must then be articulated in a form that can be absorbed by others in the organization that could use the knowledge.

Zwain et al., (2012) states that, if knowledge is found to be valuable, it should be stored. After the knowledge required is obtained, it is significant to code and record to facilitate easy access to the knowledge. This need comprehensive and integrated reliable based system and it can be achieved through the sound database and effective process of knowledge storage. Thus, knowledge storage has an effect on academic performance. According to Ramachandran et al., (2009) Knowledge storage is a process where knowledge is codified and stored in a reasonable format so that others in the HEIs can access it. Database management and data warehousing technologies can help in this process. Besides, databases, directories of expertise, procedural handbooks, and email messages are examples of codifying knowledge.

### 2.3.3 Knowledge Sharing

According to McInerney & Koenig (2011) sharing of information for knowledge development is the most traditional collection of process but often overlooked in systematic knowledge management program. Sharing refers to the willingness and ability of the knowledgeable to share what they know to help others expand their own learning and knowing. Teaching and learning activities, mentoring programs, apprenticeships, and training programs all serve as opportunities for individuals to share knowledge.

Knowledge Sharing (KS) is the flow of knowledge from one part to another. It includes activities such as communication, translation, conversion, filtering and rendering (Newman & Conrad, 1999).Knowledge sharing is the most important aspect of knowledge management. It is also known as the heart of knowledge management. According to Uriarte (2008) knowledge is more and more recognized as new strategic importance of organizations. There is the most known paradigm which says knowledge is power. So, one has to hoard it and keep it with oneself to maintain one's advantages. They do this because it makes them an asset of an organization. But according to new paradigm knowledge should be shared to grow. Those organizations share knowledge among its management and staff grows stronger and becomes more competitive.

According to Muhammad et al., (2011), knowledge sharing refers to the practice of exchange of knowledge between sender and receiver of knowledge. There are other terms used equivalently i.e. disseminate and transfer. Sharing arises from individual's efforts to transfer knowledge to others within the organization. Its success depends on the recipient's ability and willingness to learn.

According to Zwain et al., (2012),KSH is the process of exchange of information and knowledge from one source like a person, group or organization to the other. By the effective KM practices, hidden knowledge can be brought into being. Mostly, this is facilitated by knowledge sharing. It is very important in supporting the exchange of knowledge within the organization to keep & sustain the competitive advantage of the organization. Therefore, in a higher education context, knowledge sharing as a vital pillar of KM and it is a critical to academic performance. It is clear that knowledge sharing is greatly supported to improve academic performance. According to Ramachandran et al., (2009) Knowledge dissemination involves personalizing knowledge and

distributing it in a useful format to meet the specific needs of the academics. The knowledge is articulated in a common language using tools that are understood by all users. Publications, presentations, websites, white papers, teaching and learning activities, policies, and reports are examples of mechanisms used by HEIs to disseminate and/or transfer knowledge

### 2.3.4 Knowledge Utilization

According to Newman & Conrad (1999), knowledge utilization is activities connected with application of knowledge to business processes. It is the practices of using stored knowledge of an organization. The other equivalent term is applied, access, use, reuse and implementation. According to Muhammad et al. (2011), knowledge utilization concerns the practices of using of knowledge that has been stored in organization. It is the use and reuse of knowledge to bring solutions to problems, reduce the knowledge gaps and inform decision making.

According to Zwain et al., (2012), the KU application is defined as process of using of knowledge that has been stored in organization. It is the actual utilization of the knowledge. It also involves effective retrieval mechanisms that enable organization's members to access relevant knowledge. It is undeniable that academic performance will be improved since the knowledge application is supported among educational partners. According to Ramachandran et al., (2009) Knowledge application happens when knowledge is applied to new situations where academics can learn and generate new knowledge. In the learning process, there should be an analysis and critical evaluation to generate new patterns for future use. Decision making at the organizational level, innovation, and customer/student relationship management are examples of direct knowledge application. The application of knowledge may generate new knowledge or update current knowledge that have to be stored in the databases of the HEIs.

### 2.3.5 Related Works

Norrini Mohammed, Baharon Ab. Rahman, Asma Rashidah, and Kamaruzaman in their research about knowledge management practices and academic performance, put the involvement of knowledge management and stated four key phases of creating, representing, accessing and re-accessing and disseminating knowledge.

Their study accepted and considered a frame-work for the knowledge process designed by Zaim et al. (2009) This framework, which is a conceptual framework, showed that knowledge management consists of four procedures namely Knowledge Generation Development, Knowledge Codification and Storage, Knowledge Transfer and Sharing and Knowledge Utilization. Although the study used the prescribed processes, it made certain changes to the terms for simplicity. The modified names of the four processes were Knowledge Generation, Knowledge Codification, Knowledge Sharing, and Knowledge Utilization.

The writers further explained about each mentioned knowledge management processes.

They also stated about the current knowledge management practices in Uitm Terengganu that included the Information Service Department, the Integrated Library Management Utility (ILMU), and the Academic Affairs Department, Colloquium, and ISIS System.

The study deduced from the survey that the existence of the relationship between knowledge management practices and academic performance shows the better practices made the more it will enhance the academic performance. Improvement may involve the execution of knowledge management practices namely knowledge generation, knowledge codification, knowledge sharing and knowledge utilization.

A reviewed article (Nawaz, 2014) of knowledge management in higher education institution studied about knowledge management in universities and research institutions. The research articulated that excellent characteristics of knowledge workers can be achieved through knowledge based institutions. Hence, higher education institutions have to cultivate and encourage research oriented curriculum to the students.

In addition, the paper put benefits of higher education institution from knowledge management. And focusing on creating and excelling in a competitive global environment should be a job of higher education institution.

Mamta Bhusry and Jayanti Ranjan in 2011 discussed in their article that HEIs in India had been in a high pressure of competitions and need to be in a better performance. And this brought about the question of knowledge management and its roles, which allowed best values to be added to the products and services of these HEIs.

The paper motivated by various researches to explore the need of knowledge management to HEIs. Based on the outputs, the authors developed a knowledge management framework that facilitates the institutions to capture structure and disseminate the institutional knowledge, so that it would be available to every member of the community.

They also stated that HEIs faced difficult task of integrating their institutional knowledge for improved knowledge sharing and effective decision making.

This research also forwarded that an academic institution is made up of a number of components or levels consisting of faculty, students, administration, academic research and training and placement. These are the one that create and consume knowledge [30].

According to Mamta and Jayanti knowledge is created at various levels in various types and needed at each stage in a different approach. Academic and admission process of teaching, examination, evaluation, admission, counseling, training, counseling, placement, research and consultancy result in many useful experiences and standards which may be defined as knowledge in the context of HEIs aims at integrating the knowledge produced at all levels and using it towards the institution's goals and targets. Then this would have the implications of improving the operational qualities, capacity development and effectiveness of the organization leading to enhance productivity and performance.

In the study, the authors observed and inferred that the impact of knowledge management involvement differed from institution to institution depending on the organizational structure, goals and targets, organizational responsibilities, stakeholders and the decision making authority.

Furthermore, they decided the impact of knowledge management intervention analogues to the chosen domains:-Planning and Development, Research, Placement Services, Teaching and Learning Process, Performance Evaluation of Faculty, Admission Services and Students' Affairs.

The paper deduced that today's HEIs need to be efficient to dispose of difficulties and problems from cross functional, cross organizational, ethical and cultural perspectives and equipped with tools to achieve quality.

Certain intellectuals in Ethiopia wrote down insignificantly about KM related to that of HEIs among these, this research work considered the following:

(Elizabeth, 2011) in her research mentioned that today's higher education play an advanced role in the production and dissemination of knowledge as information and knowledge drive the economic growth. The paper stated that even though teaching and research, the traditional mission of universities have an impact, Knowledge Exchange have more impact on economic, social, and cultural aspects of life. Analogs to the World Bank's report the paper preferred to adopt expansion, differentiation and knowledge revolution as area of analysis. The study also analyzed that Resource in HE of Developing Economies, Faculty and Students, Governance and HE Leadership, Research in HEIs and University Education, Employment and Brain-Drain are issues that bring about meaning full changes for low-income countries to consider. Furthermore, the paper described about a virtuous circle of engagement between knowledge producers and knowledge users. However, decision makers, media and consumers would rarely read them. Finally, the paper identified the KE gaps in Ethiopia and stated the concept of KE cycle. That is, it forms the virtuous circles between teaching, research and KE.

(Ayalew et. al., 2013) on their progressive research affirmed that in order to establish a knowledge-based institutions knowledge sharing (KS) is a critical element. The paper also mentioned that constituting the most important knowledge capital of their nations, universities and research centers would play a more significant role. The research proposed eleven suppositions as a hypothesis and implemented a theory called TPB (Theory of Planned Behavior) and proposed a research model. Furthermore, the research intended to produce a validated and reliable instrument to measure KS. Finally, it would consider the effect of additional variables in to the model such as, rewards, trust and level of IT. This paper offered an agenda for further research.

(Assefa et. al., 2014) in our globalized world today where economy of nations excels, knowledge is indispensable off course with the help and implementation of IT. As the implementation of IT would allow organization to capture, store, and share and apply existing knowledge resources to promote learning and innovation.

They specifically underlined that CBE need to build effective knowledge management trends in order to constrained values from existing knowledge resources, though they implemented an

advance ICT infrastructure. The paper further stated that data mining, knowledge discovery, data warehouse, social networking sites are the common tools that allow one to implement KMS.
Hence, by identifying KMS problems, they developed KMS architecture in such a manner process modeling and knowledge modeling. The research referred the necessary KM tools to implement KMS, that is, knowledge repository tools, search engines, communication tools, data mining tools, KMS portal constitute the newly proposed KMS architecture.

## 2.4 Academic Excellence Indicators

### 2.4.1Teaching

Teaching is one of the activities carried out by academic staffs with in HEIs. Thus, teaching and supervision should be included in the measurement of academic performance of academic staffs because it is the main activity. In the context of academic staff there is strong linkage between teaching and education in higher institutions. In order to quantify teaching and supervision, teaching load, number of students supervised, the quality of teaching and involvement in co-curriculum activities should be indicated in the performance measurement system for academic staffs. There are also other indicators of teaching performance such as teaching load, teaching skills, teaching approach, teaching material preparation, teaching innovation and students' appraisal to teach (Voon et al, 2011).A study by Mawoli & Babandako (2011) indicated that teaching activities are significant to measure academic staff performance. It shows that performance of academic staff of the university in terms of teaching is high.

### 2.4.2 Research.

In addition to teaching and supervision, research and innovation have significant importance in higher education. It's the work of creativity. It is one of the activities that should be included in the performance measurement of academic staff. In measuring research and innovation there are six main indicators like approved research project, level of involvement, project completion, research fund, academic paper and other writing such as books, monographs, edited books, popular books. Other indicators are academic periodicals, a number of papers published in conferences, periodical quality index, published monograph and technical report, gained patent awards for research and the number or sum of research plans in charge (Voon et al., 2011).

According to Mawoli & Babandako (2011) academic staff performance can be measured by research. Out of certain indicators of academic staff performance depend on research, three of them mentioned in their research paper are: publication in conference proceedings, participation in international conferences, and publications in an academic journal that indicate high performance in terms of research. They also added seven indicators of research performance (publications in foreign journal, publication in edited books, co-authored a book, publications in book of readings, publications in the newspaper and/or magazine, publication in participation in national research and authorship) which indicate moderate research performance.

Financial support to research is low in Ethiopia. In 2011/12, the research allocation of all universities accounted for only 1% of their total budget. In addition, there are limited numbers of personnel available to conduct high quality research and higher education research is conducted predominantly by postgraduate students. (MoE, 2014).

To improve the relevance of research and technology development for societal and national development needs, HEIs in Ethiopia have identified their thematic research areas considering their staff profile, topics of excellence and local needs. On completion of the National Research Undertaking Framework and sorting National Research Priorities, institutions will be supported through provision of funding for innovation, perhaps on a contestable basis. In addition, a national forum co-chaired by the MoST (Ministry of Science and Technology) and the MoE (Ministry of Education) has been formed to enable institutions to collaborate with industries and mega-project implementers in their respective development corridors. Efforts to form business incubation centers at the institutes of technology and science and technology universities are progressing well; and these may serve as valuable sources for excellences in higher education institutions and income generation (MoE, 2016).

According to Kidwell et al., (2001), KM has certain applications and benefits in research processes. It increases competitiveness and responsiveness for research, facilitate interdisciplinary research and leverage previous research and proposal efforts.

## 2.5 Unity and St. Mary's Universities

### 2.5.1. Unity University

Unity University is the first privately owned institute of higher learning established in 1991, which is awarded full-fledged university status in Ethiopia by the Ministry of Education. This institution has also branch campuses in the following location(s): Adama Campus in Adama, Nazareth, Dessie Campus in Dessie Wollo, Geferssa Campus, Addis Ababa and Mekanissa Campus, Addis Ababa .Officially accredited/recognized by the Ministry of Education, Ethiopia, and Unity University (UU) is a coeducational higher education institution. UU offers courses and programs leading to officially recognized higher education degrees such as pre-bachelor degrees (i.e. certificates, diplomas, and associate or foundation degrees), bachelor degrees, and master degrees in several areas of study. This 26 years old H.E. institution has a selective admission policy based on entrance examinations and students' past academic record and grades. UU also provides several academic and non-academic facilities and services to students including administrative services. A member of the MIDROC Ethiopia Technology Group, Unity University currently offers undergraduate degrees in its Regular, Extension and Distance/Continuing programs.

Unity University conducts continuous assessment of its academic offerings and introduces innovative learning and teaching exercises to maintain and upgrade its academic performances to ensure its unfaltering quality services. In addition to its academic undertaking, the University encourages research and holds annual multi-disciplinary conferences the proceeds of which are published in its academic journal entitled "Ethiopian Journal of Business and Development." It has also bi-monthly publication "The voice of Unity University" to inform target audience on the activities of the University and enhance knowledge of its readers. Unity University is also very active in community service programs. It is involved in activities related to environmental protection and has participated in the "Clean and Green Addis Ababa initiative" and in other programs sponsored by the city council of Addis Ababa, the Addis Ababa Chamber of Commerce in such projects as the HIV/AIDS awareness creation and prevention activities. The following are the accredited programs that UU has acquired in different campuses. Accounting, Accounting and Finance, Architecture and Urban Planning, Banking and Finance, Business

Administration, Business Economics, Business Law, Civil Engineering, Computer Science, Development Economics, Economics, English, Geography, History, Journalism, Journalism and Communication, Law, Management, Management, Information Systems, Marketing, Marketing Management, Mathematics, Mining Engineering, Networking and Data Communication, Personnel Management, Secretarial Science, Secretarial Science and Office Management, Sociology and Social Anthropology, Software Development and Statistics. UU has been graded or ranked 17th and 10,767th place nationwide and worldwide respectively (UniRank, 2017). The number of accredited programs and students that this university possesses:-

## Accredited Programs

- Accounting
- Accounting and Finance
- Architecture and Urban Planning
- Banking and Finance
- Business Administration
- Business Economics
- Business Law
- Civil Engineering
- Computer Science
- Development Economics
- Economics
- English
- Geography
- History
- Journalism
- Journalism and Communication
- Law
- Management
- Management Information Systems
- Marketing
- Marketing Management
- Mathematics
- Mining Engineering
- Networking and Data Communication
- Personnel Management
- Secretarial Science
- Secretarial Science and Office Management
- Sociology and Social Anthropology
- Software Development
- Statistics

## Campuses

- Gerji , Addis Ababa
- Piazza , Addis Ababa
- Bole , Addis Ababa
- Nazreth , Nazreth
- Hawassa , Hawassa
- Bahir Dar , Bahir Dar
- Harar , Harar
- Dessie , Dessie
- Nekemte , Nekemte
- Adama , Adama

The number of students this university reaches 5,193

### 2.5.2. St. Mary's University

St. Mary's University (SMU) is an outgrowth of St. Mary's University Language School which was established in 1991 in Addis Ababa. The Language school was upgraded to a language center in 1995 and has solely been devoted to the improvement of the English language proficiency of students, establishing itself as a leading language center in the capital. It was in this language center that the University was born.

SMU was established in 1998 under St. Mary's University General Educational Development PLC with its head office in Awassa and a branch in Addis Ababa. The SMU Legal Aid Clinic offers legal services, free of charge, to those who otherwise would not be able to afford them. Students also participate in a wide variety of community service activities and the Social Support Forum enables faculty and staff to be involved in outreach work.

The Research and Knowledge Management Office (RaKMO) began as a Research and Institutional Evaluation Unit which was renamed, in 2003, as the Center for Educational Improvement, Research and Quality Assurance. In 2010, the name was changed to RaKMO to accommodate the expanding role of the Office as catalyst between teaching-learning and knowledge generation as well as outreach services of the University.

SMU in general and RaKMO in particular are working with relevant partners and stakeholders which play considerable roles in promoting quality higher education in Africa. Some of these include:

- The Federal Ministry of Education, Ethiopia;
- The Association of African Universities (AAU) based in Accra, Ghana;
- The African Union Commission for Human Resources, Science and Technology;
- The International Institute of Capacity Building for Africa (IICBA) of UNESCO;
- The Intergovernmental Authority on Development (IGAD);
- The Global E-Schools Community Initiative, based in Nairobi, Keya;
- The Federal Ministry of Science and Technology, Ethiopia
- The Federal Ministry of Communication and Information Technology;

- Society for Digital Information and Wireless Communication, based in Hong Kong, USA/UK.

SMU, Ethiopia, Institutional Repository is an open access institutional archive that collects preserves and distributes research outputs produced at the University. These include journal articles, conference proceedings, books, bulletins, newsletters and manuals.

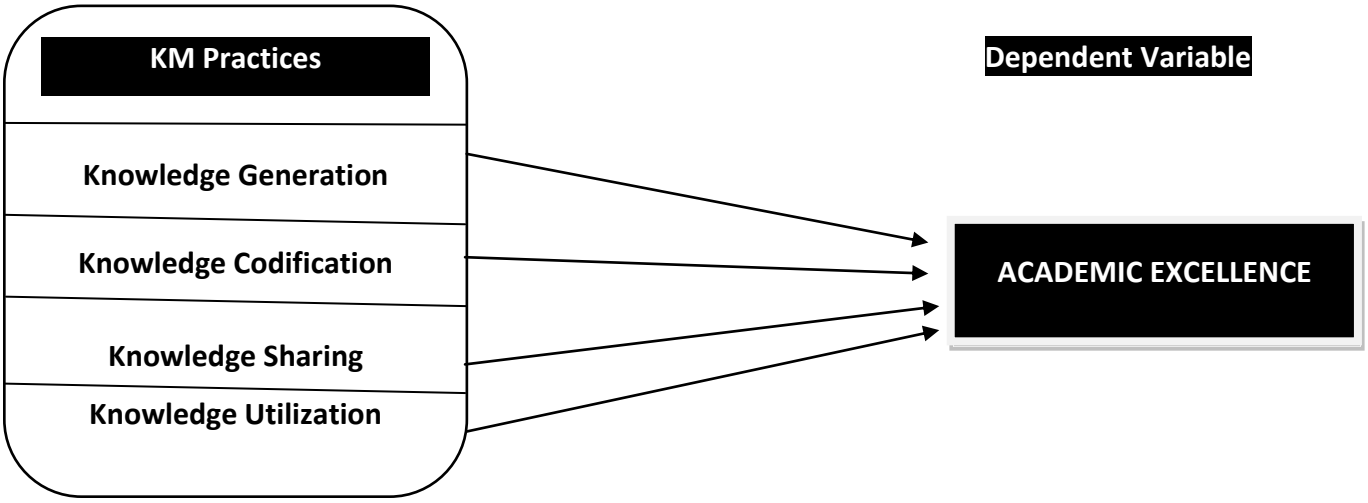
## Accredited Programs

- Business Administration
- Management
- Marketing Management
- Law
- The Teacher
- Quality Matters
- LAW
- SOCIAL WORK
- Social Work
- Rural Development

The number of students this university reaches 30,000.

## 2.6 Conceptual Framework

Fig. 1 Conceptual frame work

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The Conceptual Framework shows the Relationship between Knowledge Management Practices and Academic Excellence.

# CHAPTER THREE

# METHODOLLOGY

### 3.1 Description of the Study Area

### 3.1.1 Study Area

The geographic area of this study is Addis Ababa the capital of Ethiopia, though they have different campuses or schools in other cities. This is due to the FDRE Ministry of Education has accredited more than 38 PHIs in Addis Ababa, while it accredited a maximum of 5 in other various regions (Ministry of Education, 2017). The study considered only Unity University (UU) and SMU as these universities acquired more than 40 accredited programs, a well-established Research and Development Units, well-built infrastructure including ICT infrastructure and Repository Systems. In addition, the universities have great academic experiences that contribute valuable input for the community services. And possessed their level as a university earlier before other PHIs. Above all, these universities have established knowledge management units.

### 3.1.2 Population of the Study

Institutes Selection:

The population of the study included the known private higher institutions (UU and SMU) in Addis Ababa, who have had the knowledge management, and research unit which set up and administer the knowledge management practices that are associated with academic excellences. In addition, these universities have wealthy experience of researches and community services.

Respondents with in Institutes:

The entire population of the study in both universities included only those who are academic and administrative staffs who have been the member of the universities community with two years and more back to date (2016/17) academic year. Hence, individuals and units related to teaching and knowledge management activities and other related issues towards academic excellence were considered eligible to participate in providing information for the study.

The target population for the quantitative study supported by qualitative interview, which involved some academic staff of Unity and St. Mary's Universities. The total population in number is 176 from Unity University and 270 from St. Mary's University. On the other hand, for qualitative study purposive sampling method was used and those who are currently serving as faculty deans and library heads with experience of academic activities like teaching and research were selected for interview from both universities. This includes a total of nine administrative staffs. Five from Unity and four from St. Mary's Universities. Obviously, the administrative staffs in one side academicians and the other side administrative staffs.

## 3.2 Research Methodology

This study has employed cross sectional research design and used both quantitative and qualitative data collection methods. Mixed method was deliberately used to minimize inherent limitation of a single method as this is largely descriptive survey research. In this section sampling technique and data collection methods were described.

### 3.2.1 Sample Size Determination

a. Two institutes Selection

Various studies have been conducted on the public higher institutions related to the knowledge management. The studies in Ethiopian public higher institutions also included the quality of education and quality assurance issues. The study focused on private higher institutions. Purposive sampling was used to select these universities. As Purposive sampling is one of the most cost-effective and time-effective sampling methods available. Because of the prescribed reasons in the description of the study area section above and from the knowledge of the researcher.

| | St. Mary | Unity | Total |
|---|---|---|---|
| Academic Staffs | 250 | 150 | 400 |
| Admin Staffs | 20 | 26 | 46 |
| | 270 | 176 | 446 |

**Table 2. No of Academic & Administrative staffs by institutes (Population)**

b. Academic and Administrative Staff Selection with in institutes

There are various methods and formula for sample size determination. However, there is no quite distinct answer which determines it, as money, time and hypothesis are factors that affect it. One of the common ways for small sized population is using stratified simple random sampling was used to select academic staffs for this survey and obtain110.

### 3.2.2 Sampling Procedures

Simple random sampling as stated by Kothari (2004) each element of the population has an equal chance of being included in the sample and has the same probability of being selected. On the other hand, if sample to be taken is from heterogeneous population, the stratified sampling method is appropriate. In this case the population categorized or stratified into non-overlapping groups and sample taken from each group. If the sample from each stratum is by simple random sampling the whole procedure first stratification and then simple random sampling, is known as stratified random sampling. In addition to this, according to Healey (2012) stratification is the very desirable technique because its sample is representative. "Stratified sampling is a method of sampling by which cases are selected from sub-lists of the population. Simple random sample is a method for choosing cases from a population by which every case and every combination of cases has an equal chance of being included."

As stated by Wilkinson (2000) sample is a selection taken from a group and considered to be a representative of a group and as a result, the findings generalized from sample to population. As asserted by Dawson (2002) when the researcher conducts the study the researcher should think how to contact the participants. Unless there is limitless time, large budget and large team of interviewer, it is difficult to contact everyone in the study population. To eliminate this problem researchers choose the part of the study population which is smaller and manageable and which

known as sampling. In quantitative research if it is chosen carefully, as a result, it is possible to generalize the research results to the whole study population.

Steps to identify (pick) individual respondents in each category

- The human resource department provided the number of instructors in various qualifications and status, that are both full-time and par-time and also administrative staffs such as deans and department heads.
- Use a Systematic Simple Random Sampling! To determine the number of respondents in both academic and administrative group.
- KII (Key Informant Interviews was conducted purposively for the knowledge management unit head, head librarians and deans, department heads and those who has expertise about knowledge management. The attempt to include presidents and academic vice-presidents in the KII (key informant interview) was not successful.

For the sake of achieving the objectives of this study the investigator used stratified and simple random sampling which is known as stratified simple random sampling. Initially, Unity and St. Mary's Universities were used as first stratum. The second stratum was Faculties/schools and the third is departments. Finally, to contact the individual respondents, the simple random sampling with the lottery method was used. For quantitative study simple random sampling of lottery method was requested to give response to the distributed questionnaire. Lottery method is a very popular method of taking a random sample. The selection of respondents depends entirely on chance. On the other hand, for qualitative study by purposive sampling method, those who are currently serving as faculty deans with more experience of guiding academic activities or teaching and those convenient for the researcher in terms of time and effort were selected for interview from both universities.

### 3.2.3 Data Collection Methods

In this study, both quantitative and qualitative data were used to answering the research questions. These two approaches are used to avoid the limitation of each approach. The sources of data include primary as well as secondary. The study employed the following instruments and procedures to gather the required information.

### *3.2.3.1 Data Collection Instruments*

Two major data collection instruments namely structured questionnaire and key informant interviews were employed to collect the necessary data.

#### *i. Questionnaire*

The questionnaire is the main tool used to gather the necessary data from the target respondents. It was designed for collecting data for the target population from whom the data was obtained. The purpose of the questionnaire was to collect demographic information, general information about KM practices and academic excellence, and to collect certain practices of knowledge management in relation with academic excellence. It was also used to assess the impact of these practices with that of academic excellence. The questionnaire includes both closed ended and open ended question items. The survey was conducted by the researcher himself. (See Annex I).

#### *ii. Semi- structured interview (Key informant interview)*

The semi-structured interview is used for this study because it is the most common type of interview used in qualitative research. According to Dawson (2009) there are different types of interviews. These are unstructured, semi-structured and structured. It enables the researcher to get specific information and also flexible to raise other information. In this case, the researcher produces interview guide (See Annex II) which means a list of questions or topics to be discussed and guarantee consistency of the collection of qualitative data.

Furthermore, the questionnaire was piloted in some peer friends who work in other private higher institutions and relevant experts were consulted to validate it.

### *3.2.3.2 Data Collection Procedures*

The study used the following procedures to undertake the data collection activities.

a. A pretest or sampling test was made on the researcher's institution, CPU Business & Information Technology College, one of PHEIs in Addis Ababa ahead of the actual survey for appropriateness and applicability of the instruments. Accordingly, identified weaknesses like ambiguity of sentences, statements discrepancy and incorrectness in the flow were

addressed before the questionnaire is actually administered to participants. Thus, all this were corrected and cleared. Through this an average duration was calculated for an individual to fill the questionnaire properly.

b. The data gathering was done in accordance with ethical procedures, as it was conducted by the researcher himself.

### 3.2.4 Data Presentation and Analysis

After the data was collected, questionnaires were checked, coded and entered into SPSS (ver. 20) software for the analysis. In addition, missing values and escape cases in the questionnaire were inspected. For data analysis the researcher used both descriptive statistics such as frequency, percentages, ratios, means, standard deviations, and Chi-squares to summarize data/information and inferential statistics-to generalize from the sample to the population, were used for analysis and presentation. Moreover, normal and cross-tabulated tables also supported this study. A bivariate analysis was used to describe the relationship between different independent and dependent variable. Further, binary logistic regression model was carried out to explore the net effects of all independent variables on the dependent variable, which is dichotomous, by controlling possible intervening variable. In addition qualitative data from certain units were presented through narration and discussion.

### 3.2.5 Discussion and Interpretation

Once the data were analyzed, appropriate discussions are held and interpretations made to show what it means as per the research questions outlined earlier. Besides, the study findings compared and contrasted with other similar studies to examine the situation in perspective and come up with appropriate conclusion and recommendation for the future.

### 3.2.6 Variables Identification

Two main variables were explored in this study: the dependent (regressed) and independent (explanatory). The regressed variables are Academic Excellence and that of the regresses/explanatory variables were the determinants of academic excellence; those variables which are thought to have significant role in determining dependent variable. In spite of the fact

that a number of explanatory variables could influence the incidence of academic excellence directly or indirectly, in the study, only few variables, namely, knowledge generation, knowledge codification, knowledge sharing and knowledge utilization that are believed to play dominant roles, were analyzed.

### 3.2.7 Ethical Consideration

Ethical issues are, or should be, an important consideration in the design and conduct of research. This research was not enforced on or deceived the participants. It does not involve people without their knowledge or consent.

An ethical issue was taken into account seriously in every step of the study process (Wilkinson, 2000). First letter of support was secured from Addis Ababa University, College of Natural & Computational Sciences, School of Information Science. Then the responsible offices, president and vice president offices permitted the requested bodies to fill the questionnaire and to be interviewed as well. Afterward, the respondents' right not to respond for any specific question(s), to stop the interview at any time and stage, and the right not to involve in the research at all was ensured by the researcher as important ethical considerations.

# CHAPTER FOUR

# MAJOR FINDINGS AND DISCUSSIONS

## 4.1 Introduction

This chapter presents the results and discussion of major findings. It is based on the basic research questions set out at the beginning of the study and aims to provide answers to those key questions. In doing so, the section will discuss and reflect their implications as per the objective of the study.

Respondents from Unity and St. Mary's Universities filled the instrument; obtain reliable information about the practices of knowledge management towards academic excellence. In-depth information on the major practices of KM, demographic information of the academic staffs and their experiences and views about academic excellence in their respective universities.

In addition, this chapter consists of 9 interviewees' response from Unity and St. Mary's Universities. This chapter also includes response rate, statistical analysis namely descriptive and inferential, findings and discussion of the study.

### 4.1.1 Response Rate

To study and view the prescribed knowledge management practices and academic excellence, a questionnaire was personally distributed to 110 academic staffs, 60 and 50 questionnaires for Unity and St. Mary's universities respectively. From the 110 questionnaires distributed to different units/departments in both universities, 70 were returned, 40 and 30 from Unity and St. Mary's Universities respectively. Out of the total returned questionnaire, only 60, which is 33 and 27 from Unity and St. Mary's University respectively were usable as 10 questionnaires were not usable and discarded because of missing values and outliers. The total response rate was 63.63% and the individual response rate is 55.0% and 45.0% for Unity and St. Mary's respectively.

**Table 4.1 below, illustrates the response rate of survey returned for this study.**

| University | No. of distributed questionnaire | No. of returned questionnaire | No. of Valid questionnaires | Response rate |
|---|---|---|---|---|
| Unity | 60 | 40 | 33 | 66.66% |
| St. Mary's | 50 | 30 | 27 | 60.00% |
| Total | 110 | 70 | 60 | 63.63% |

### 4.1.2 Demographic distribution of respondents

The demographic and background variables used in this study are gender, age, academic rank, working experience and school or college or department where a respondent belongs to. Table 4.2 below shows respondents' demographic profile as well as their distribution across colleges/schools both in Unity and St. Mary's Universities.

**Table 4.2: Respondents' Demographic Profile.**

| No | Name of the University | Gender | | | | | Age Category | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | Percent | Female | Percent | Total | Less than 25 years | 25-30 years | 31-35 years | 36-40 years | Above 40 | Total |
| 1 | Unity | 29 | 87.87 | 4 | 12.12 | 33 | 0 | 8 | 16 | 9 | 0 | 33 |
| 2 | St. Mary | 24 | 88.88 | 3 | 11.11 | 27 | 0 | 5 | 15 | 5 | 2 | 27 |
| | **Total** | **53** | **88.3** | **7** | **100** | **60** | **0** | **13** | **31** | **14** | **2** | **60** |

Based on the demographics and other personal background information obtained, a majority of the respondents were male 29 (87.87%) and 24 (88.88%) from Unity and St. Mary's University respectively. Less than 25 age-categories indicated zero respondents in both universities. The highest number of respondents belongs to the age range 31-35 years which accounts to 16 (48.48%) and 15 (55.55%) for Unity and St. Mary's universities respectively.

**Table 4.3: Respondents' Academic Status.**

| Name of the University | Academic Background. | | | | Academic Rank. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | BA/BSc | MA/MSc | % | PhD | Assistant Lecturer | Lecturer | % | Assistance professor | Associate professor | Professor | Other specify |
| Unity | 6 | 27 | 82 | 0 | 8 | 23 | 70 | 2 | 0 | 0 | 0 |
| St. Mary | 0 | 26 | 96 | 1 | 5 | 20 | 74 | 2 | 0 | 0 | 0 |
| Total | 6 | 53 | 88 | 1 | 13 | 43 | 72 | 4 | 0 | 0 | 0 |

Table 4.3 depicts the majority of the respondents were having second degree which comprise of 27 (82%) and 26 (96%) of Unity and St. Mary's university. And the majority of the respondents were lecturers which consist of 23 (70%) and 20 (74%) Unity and St. Mary's University respectively.

**Table 4.4: Respondents' other characteristics.**

| Name of the University | Average academic services in the institute (in year) | % | Total academic services (in year) | % | Average variety of courses engaged per semester | % |
|---|---|---|---|---|---|---|
| Unity | 4.9 | 14.8 | 7 | 22.0 | 2.5 | 7.438017 |
| St. Mary | 4.2 | 15.6 | 7 | 27.4 | 2.5 | 9.190672 |
| Total | 4.6 | | 7 | | 2.5 | |

The majority of respondents who has higher academic service in the institute in average is 4.2 (15.6%) and total academic service year of 7.4 (27.4%) belongs to St. Mary's university. in view of average variety of courses engaged per semester is 9.2% and 7.4% in St. Mary's and Unity university respectively.

**Table 4.5: Respondents' General Information about KM and AE.**

| **Question** | **Response** | **University** | | **Percentage** | |
|---|---|---|---|---|---|
| | | **Unity** | **St. Mary** | **Unity** | **St. Mary's** |
| Have you heard about KM? | Yes | 25 | 24 | 75.75 | 88.88 |
| | No | 8 | 3 | 24.24 | 11.11 |
| | Total | 33 | 27 | | |
| Have you heard about Academic Excellence? | Yes | 25 | 24 | 100 | 100 |
| | No | 0 | 0 | | |
| | Total | 25 | 24 | | |

| | | | | | |
|---|---|---|---|---|---|
| If your answer is yes to Q1 & Q2, your level of awareness and/or expertise about KM & Academic Excellence. | Excellent | 8 | 8 | 32 | 32 |
| | Good | 10 | 11 | 40 | 45.83 |
| | Just ok | 7 | 4 | 28 | 16.66 |
| | Poor | 0 | 1 | 0 | 4.16 |
| | Very poor | 0 | 0 | 0 | 0 |
| | Total | 25 | 24 | | |
| Do you think that there is relationship between KM Practices and Academic Excellence? | Yes | 25 | 24 | 100 | 100 |
| | No | 0 | 0 | 0 | 0 |
| | Total | 25 | 24 | | |

The majority of academic staffs who replied 'yes' for the question "Have you heard about KM?" are 88.88% and 75.75% in St. Mary's and Unity university respectively. 24.24% and 11.11% from Unity and St. Mary's university were replied 'No'; hence they escaped to part III of the questionnaire. In addition, there was no one who chooses 'No' for the question "*Do you think that there is relationship between KM Practices and Academic Excellence?*"

### 4.2 Statistical Analysis of data

This part of the study deals with descriptive statistical analysis of data gathered from academic staff of both Unity and St. Mary's universities. It answers study questions based on frequencies and percentage of respondents' response. The items were measured on a five point scale using an equal interval of .80. A mean score was considered strongly disagreed (SD) if it falls within the range of 1.00-1.80; a mean score within the range of 1.80-2.60 was taken as disagreeing (D); a mean within the range 2.60-3.40 was considered as neutral (N) while a mean score within the range of 3.40-4.20 was taken as agreed (A) and a mean score within the range of 4.20-5.00 was considered strongly agreed (SA) for each item. Analogues to this mean interval decision is taken in to account.

#### 4.2.1. Knowledge Management Practices

Knowledge management practices for this study includes four major parts to identify the practices of KM by academic staffs, namely knowledge generation, codification, sharing and utilization. Three items used to identify knowledge generation practices. These are: New knowledge acquired by internal training and seminars to fill the gap of knowledge in university, I participate on training given in other higher learning institution (e.g. Universities or schools) to

create new knowledge. And I have the habit of capturing, organizing and keeping new knowledge obtained from intranet and video conference for use.

The three items used for the identification of knowledge codification practices includes documenting tacit (knowledge in mind) in the form of explicit (knowledge in the written form) on computer, retain the new knowledge gained from internal training and presentation in the electronic database and protect higher learning institution from loss of knowledge by uploading documented knowledge through Outlook and Forums.

Four items used for the identification of knowledge sharing practices which includes sharing of teaching materials through e-mail and intranet with colleagues, knowledge resource shared by phone and LinkedIn and ResearchGet in my department/college/university, actively sharing research materials/results by Internet and groupware, and I distribute information and knowledge in the department/university educational training process and knowledge base systems.

Four questions tagged to identify knowledge utilization practices which include items like accessing the knowledge stored/documented in department through group collaboration over network, all academic information in the department/college/university is openly available to everyone through computer networks, prevention of loss of key knowledge by implementation of reusing or recycling knowledge among staffs and update information and knowledge by incorporating new knowledge from the knowledge base of the department/university.

#### 4.2.1.1. Knowledge Generation Practices

Knowledge generation practices include activities such as identifying, acquiring, creating or generating new knowledge in a higher education institution among academic staffs of the same or different institution. The result of knowledge generation practices presented in table 4.5 for Unity and St. Mary's universities.

The following is a key for all tabulated results:

**Key: SD=strongly disagreed, D=disagreed, A=agreed, N=neutral, SA= strongly agree, F= frequency.**

**Table 4.6: Knowledge generation practices of academic staff in Unity and St. Mary's Universities.**

| Name of the University | | Level of Agreement | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Objects** | **F** | **SD** | **D** | **N** | **A** | **SA** | **Decision** |
| **Unity** | New knowledge acquired by internal training and seminars to fill the gap of knowledge in university. | No | 1 | 9 | 6 | 10 | 7 | A |
| | | % | 3.03 | 27.27 | 18.18 | 21.21 | 30.30 | |
| | I participate on training given in other higher learning institution (e.g. Universities or Colleges) to create new knowledge. | No | 0 | 5 | 8 | 17 | 3 | A |
| | | % | 0 | 15.2 | 24.2 | 51.52 | 9.091 | |
| | I have the habit of capturing, organizing and keeping new knowledge obtained from intranet and video conference for use. | No | 0 | 4 | 2 | 20 | 7 | A |
| | | % | 0 | 12.1 | 6.06 | 60.61 | 21.21 | |
| **St. Mary** | New knowledge acquired by internal training and seminars to fill the gap of knowledge in university. | No | 0 | 3 | 7 | 12 | 5 | A |
| | | % | 0 | 11.1 | 25.9 | 44.44 | 18.52 | |
| | | | | | | | | |
| | I participate on training given in other higher learning institution (e.g. Universities or Colleges) to create new knowledge. | No | 0 | 4 | 10 | 10 | 3 | A |
| | | % | 0 | 14.8 | 37 | 37.04 | 11.11 | |
| | I have the habit of capturing, organizing and keeping new knowledge obtained from intranet and video conference for use. | No | 0 | 0 | 8 | 14 | 5 | A |
| | | % | 0 | 0 | 29.6 | 51.85 | 18.52 | |

`

The respondents' practice of new knowledge generation through internal training and seminars to fill the gap of knowledge in their respective university is presented in table 4.5 above. The response to the item from Unity showed that 17 (51.51%) agreed and strongly agreed. On the other hand, 10 (30.3%) strongly disagreed and disagreed. The rest 6 (18.18%) remain neutral. *One of the key informants said in Unity University that* "*Some of the academic staffs apply certain knowledge management practices. Specifically, storage and disseminations have been in a system: We document it in Newspapers, Proceedings, CD and Journals. The responsible body (our office) put these in libraries and even on websites. So, we need to increase these practices for further knowledge work to keep the academic excellence*." And he added that "*Our University has a special feature of distributing journals and processing in such a wide manne*r"

*Another key informant from Unity University said that "There is no knowledge creation system, even no way of utilizing the already created and codified knowledge to obtain quality. Comparing the PHIs with that of Public Higher Education Institution, a very saturated cotta and budget have been maintained for the public one. The MoE's (HERQA's) needs to play role in order to keep track of quality through KM or other activities. There must not be 'Conflict of interest' in HERQA's work. A strong budget and human resource better be allocated to this office."*

The response to the item from St. Mary's university also showed that 17 (62.29%) agreed and strongly agreed. 7 (25.9%) of respondents were neutral. The remaining 3 (11.1%) strongly disagreed and disagreed.

*"One of the interviewees in St Mary's university said that "Yes! The academic staffs use knowledge management practices through Researches, Conferences and Proceedings. For instance, the current journals (Journal of Agriculture & Development and Journal of Business & Administration Studies)"*

- *Our instructors and others from outside also take part in this.*
- *International Articles, Reputable Journals and websites are good sources.*
- *Seminars are also there: eg. Multidisciplinary Seminars, Students' Research Forum, International Conference on PHIs and*
- *Distance Learning*

Regarding the inquiry, "I participate on training given in other higher learning institution (e.g. Universities or Colleges) to create new knowledge", the majority of the respondents from Unity 20 (60.62%) agree and strongly agree while 8 (24.2%) neutral and 5 (15.2%) respondents were disagreed and strongly disagreed. From St. Mary's 13 (48.18%) agreed and strongly agreed whereas 10 (37%) neutral and 4 (14.8%) were strongly disagreed and disagree to the question. Concerning the decision, we can say that in both universities there is a knowledge generation practice, which fall in the interval of the agreement.

*A respondent said that research conferences take place twice a year. In the research conference we use an awakening event for our academic staffs and students. For instance, one of the research works for the year 2017 is on progress:*

- *About 87 paper abstracts are collected,*
- *coded and labeled anonymously by the standing committee,*
- *The senate standing committee creates selection committee for research and publications,*
- *Depending on the university's preference, we select for example the first 20 research works.*

Concerning the question, "I have the habit of capturing, organizing and keeping new knowledge obtained from intranet and video conference for use", members from Unity responded that the 27 (81.82%) agreed and strongly agreed, 2 (6.06%) neutral and the remaining 4 (12.1%) were disagreed. From St. Mary's 19 (70.1%) agreed and strongly agreed and 8 (29.6%) neutral. Here disagree and strongly disagree were not chosen. So, from this we recognize that there is no difference between the two universities academic staff on this item.

**Summary**

We can infer that knowledge generation practices: acquiring new knowledge by internal training and seminars to fill the gap of knowledge in university, participate on training given in other higher learning institution (e.g. Universities or Colleges) to create new knowledge and habit of capturing, organizing and keeping new knowledge obtained from intranet and video conference for use do exist in Unity and St. Mary's universities.

#### 4.2.1.2 Knowledge codification/storage practices

Documenting the newly created and captured knowledge in various forms including repositories or other systems is very vital for the other practices to be applied among academic staffs. The practices of storing knowledge are seen in Unity and St. Mary's universities.

## Table 4.7: Knowledge codification/storage practices

| Name of the University | Objects | Level of Agreement | | | | | | Decision |
|---|---|---|---|---|---|---|---|---|
| | | F | SD | D | N | A | SA | |
| Unity | I retain the new knowledge gained from internal training and presentation in the electronic database. | No | 5 | 9 | 6 | 6 | 7 | N |
| | | % | 15.15 | 27.27 | 18.18 | 18.18 | 21.21 | |
| | I document my tacit (knowledge in mind) in the form of explicit (knowledge in the written form) on computer. | No | 3 | 9 | 10 | 9 | 2 | N |
| | | % | 9.09 | 27.27 | 30.30 | 27.27 | 6.06 | |
| | To protect my higher learning institution from loss of knowledge by uploading /backup documented knowledge through Outlook and Forums etc. | No | 1 | 8 | 9 | 9 | 6 | N |
| | | % | 3.03 | 24.24 | 27.27 | 27.27 | 18.18 | |
| | I publish my research articles in Journals/Conferences etc. | No | 6 | 4 | 8 | 8 | 7 | N |
| | | % | 18.18 | 12.12 | 24.24 | 24.24 | 21.21 | |
| | I store new and existing knowledge in knowledge repositories. | No | 3 | 4 | 6 | 17 | 3 | N |
| | | % | 9.09 | 12.12 | 18.18 | 51.52 | 9.09 | |
| St. Mary's | I retain the new knowledge gained from internal training and presentation in the electronic database. | No | 0 | 7 | 11 | 6 | 3 | N |
| | | % | 0.00 | 25.93 | 40.74 | 22.22 | 11.11 | |
| | I document my tacit (knowledge in mind) in the form of explicit (knowledge in the written form) on computer. | No | 0 | 4 | 11 | 10 | 2 | N |
| | | % | 0.00 | 14.81 | 40.74 | 37.04 | 7.41 | |
| | To protect my higher learning institution from loss of knowledge by uploading /backup documented knowledge through Outlook and Forums etc. | No | 1 | 1 | 7 | 12 | 6 | A |
| | | % | 3.70 | 3.70 | 25.93 | 44.44 | 22.22 | |
| | I publish my research articles in Journals/Conferences etc. | No | 2 | 6 | 9 | 5 | 5 | N |
| | | % | 7.41 | 22.22 | 33.33 | 18.52 | 18.52 | |
| | I store new and existing knowledge in knowledge repositories. | No | 1 | 1 | 9 | 11 | 5 | A |
| | | % | 3.70 | 3.70 | 33.33 | 40.74 | 18.52 | |

Table 4.7 above depicts the response of academic staffs of both Unity and St. Mary's universities. Responses from Unity for the inquiry I retain the new knowledge gained from internal training and presentation in the electronic database, 14 (42.42%) disagree and strongly disagree, 13 (39.39%) agree and strongly agree though 6 (18.18%) neutral. St. Mary's 7 (25.93%) disagree only, 9 (33.33%) agree and strongly agree and 11 (40.74%) neutral. On an item about documenting tacit knowledge in the form of explicit knowledge in Unity is 12 (36.36%) strongly disagreed and disagreed, 11 (33.33%) agreed and strongly agreed and the remaining 10 (30.30%) were neutral. In St. Mary's 4 (14.81%) disagree only, 12 (44.45%) agree and strongly agree while 11 (40.74%) neutral. This shows that converting tacit knowledge into explicit is difficult task and affects this practice.

The next question is concerned with protecting my higher learning institution from loss of knowledge by uploading /backup documented knowledge through Outlook and Forums etc. The Unity staffs about 9 (27.27%) strongly disagreed and disagreed, 15 (45.45%) agreed and strongly agreed. The remaining 9 (27.27%) were neutral. The majority of St. Mary's 18 (66.66%) agreed and strongly agreed, 2 (7.4%) strongly disagreed and disagreed and the others 7 (25.93%) were neutral. Hence, this indicates agreement.

*One of the key informants from St. Mary's University said that "Of course, there are Km practices like research conference, proceedings and journals.*

- *There is a knowledge-base system called 'DSPACE', which serves as a repository. All knowledge related documents have been accumulated in the repository.*
- *As far as the knowledge sharing is concerned, our university is a well to distribute many knowledge resources to the university and other community.*
- *But concerning the utilization, I do have a doubt! The university is not in a position to know and look over it.*

The article concerned with the publishing my research articles in Journals/Conferences etc. From Unity 10 (30.3%) respondents strongly disagreed and disagreed while 15 (45.45%) agreed and strongly agreed and the rest 8 (24.24%) were neutral. In case of St. Mary's 8 (29.63%) disagreed agreed and strongly disagreed, 10 (37.04%) agreed and strongly agreed and the rest 9 (33.33%)

were neutral. Hence, this indicates neutral. This is may be reviews and financial issues for the publication.

The result of the response to the question which asks about storing new and existing knowledge in knowledge repositories the majority of Unity academic staffs 20 (60.61%) agreed and strongly agreed, 7 (21.21%) strongly disagreed and disagreed and 6 (18.18%) neutral. From St. Mary's 16 (59.26%) agreed and strongly agreed 2 (7.4%) strongly disagreed and disagreed whereas 9 (33.33%) neutral.

*An academician said that in Knowledge Creation: We are used to collect books and documents in soft copy from individuals, companies, and MoE. In addition, soft copy (usually on PDF format) from open sources with subscription and without subscription. We usually do this analogous to the curriculums or course-offerings which is available from the department. Other knowledge sources in the university are research conferences that contain Students' Research Forum which includes under graduates thesis work in small amount and graduates level in larger amount in a pdf format, Staffs' Research Forum and from outsiders.*

*He further added about Knowledge Codification, All the mentioned collected knowledge including Journals, Proceedings, Regulations, publications in the university are 'The Teacher', Quality Matters', and Distance education' & Polices are being installed in a Repository System called DSPACE. DSPACE is St. Mary's University repository system, which holds a bunch of Varity types of documents locally. The 10 years proceedings are also in the repository. When books as a text and reference for the courses purchased, they automatically inserted in a catalog, digitally and in a hard copy.*

**Summary**

Performance of knowledge codification studied in Unity and St. Mary's universities on the bases of availability and practices. To identify practices of knowledge codification five items were posed to respondents. Consequently, the result shows that knowledge codification or storage in both universities is not satisfactory.

#### 4.2.1.3 Knowledge Sharing Practices

Among the standard and basic knowledge management practices knowledge sharing is the most indispensable pillar. It is the exchange of knowledge among individuals, teams, groups and organizations through technologies like email, social networking sites and Internet. The outcome is presented in table 4.8 below.

**Table 4.8: Knowledge sharing practices**

| | | | Level of Agreement | | | | | Statistics |
|---|---|---|---|---|---|---|---|---|
| **Name of the University** | **Objects** | **F** | **SD** | **D** | **N** | **A** | **SA** | **Decision** |
| Unity | Knowledge resource shared by phone and LinkedIn and Research get in my department/college/university. | No | 3 | 13 | 3 | 8 | 6 | N |
| | | % | 9.09 | 39.39 | 9.09 | 24.24 | 18.18 | |
| | I share teaching materials through e-mail and intranet with my colleagues. | No | 0 | 5 | 4 | 15 | 9 | A |
| | | % | 0 | 15.15 | 12.12 | 45.45 | 27.27 | |
| | Sharing of knowledge resources through phone and ResearchGet, LinkedIn enables me to give notes to students. | No | 0 | 2 | 8 | 13 | 10 | A |
| | | % | 0 | 6.06 | 24.24 | 39.39 | 30.30 | |
| | I actively share research materials/results by Internet and groupware. | No | 0 | 3 | 8 | 15 | 7 | A |
| | | % | 0 | 9.09 | 24.24 | 45.45 | 21.21 | |
| | I distribute information and knowledge in the department/university educational training process and knowledge base systems. | No | 0 | 4 | 3 | 19 | 7 | A |
| | | % | 0 | 12.12 | 9.09 | 57.58 | 21.21 | |
| St. Mary | Knowledge resource shared by phone and LinkedIn and Research get in my department/college/university. | No | 1 | 6 | 10 | 7 | 3 | N |
| | | % | 3.70 | 22.22 | 37.04 | 25.93 | 11.11 | |
| | I share teaching materials through e-mail and intranet with my colleagues. | No | 0 | 1 | 8 | 12 | 6 | A |
| | | % | 0 | 3.70 | 29.63 | 44.44 | 22.22 | |
| | Sharing of knowledge resources through phone and Research get, LinkedIn enables me to give notes to students. | No | 0 | 7 | 8 | 3 | 9 | A |
| | | % | 0 | 25.93 | 29.63 | 11.11 | 33.33 | |
| | I actively share research materials/results by Internet and groupware. | No | 1 | 4 | 5 | 11 | 6 | A |
| | | % | 3.70 | 14.81 | 18.52 | 40.74 | 22.22 | |
| | I distribute information and knowledge in the department/university educational training process and knowledge base systems. | No | 0 | 1 | 7 | 12 | 7 | A |
| | | % | 0 | 3.70 | 25.93 | 44.44 | 25.93 | |

The results of the survey for prescribed questions in the above table discussed here. For the question Knowledge resource shared by phone and LinkedIn and Research get in my department/college/university, the majority of the respondents replied from Unity 16 (48.48%) strongly disagreed and disagreed while 14 (42.42%) agreed and strongly agreed. The remaining 3 (9.09%) were neutral.

In case of St. Mary's 7 (25.92%) strongly disagreed and disagreed while 10 (37.04%) strongly agreed and strongly agreed. The rest 10 (37.04%) were neutral. *A knowledge worker said that Knowledge is being shared to the university and other community through the DSPACE via the intranet and internet. So, all available knowledge-document can easily be available for students and others through 'www.library.smuc.edu.et' this site includes hard copy catalogs, E-Journals, and softcopy catalog and contents. And also through DSPACE.*

The next question, which is sharing of knowledge resources through phone and Research get, LinkedIn enables me to give notes to students, the majority of academic staff of Unity replied that 21 (69.69%) agreed and strongly agreed, 2 (6.06%) disagreed only and 8 (24.24%) were neutral. The majority of respondents from St. Mary's 12 (44.44%) agreed and strongly agreed, 7 (25.93%) disagreed only and 8 (29.63%) were neutral. Therefore, we can conclude that academic staffs of both universities share their knowledge through cell phone and one of the social networks namely LinkedIn and Search Get.

The other question deals with active sharing of research materials/results via Internet and groupware. The majority of Unity respondents replied that 22 (66.66%) agreed and strongly agreed and disagreed while 3 (9.09%) disagreed only. The remaining 8 (24.24%) were neutral. St. Mary's respondents 5 (18.51%) strongly disagreed and disagreed while 17 (62.96%) agreed and strongly agreed and the remaining 5 (18.52%) were neutral.

Distribution of information and knowledge in the department or the university educational training process through knowledge base systems was another question posed to the respondents. From Unity the majority 26 (78.79%) agreed and strongly agreed, 4 (12.12%) disagreed only and 3 (9.09%) were neutral. From St. Mary's also the majority 19 (70.37%) agreed and strongly agreed, 1 (3.73%) disagreed only and 7 (25.93%) were neutral.

*A respondent from Unity University said that* "*Inviting academic staffs in various workshops such as research and teaching methodologies. In addition, we allow instructors to attend the annual conferences. For example, the 16th annual conference of Unity University is going to be held on the upcoming June 16 & 17, 2017*." He also added that "*Using many activities such as "Peer Reviewed Documents". Because, a lot of peoples, who are experiences and expertise in the university's community keep track of exchanging knowledge. And this brings excellence*"

**Summary**

Knowledge sharing is one division of knowledge management practice. To see knowledge sharing in Unity and St. Mary's university, five items were posed to respondents. The results presented in table 4.7 above indicate that there is a knowledge sharing practices in each university.

### 4.2.1.4 Knowledge Utilization Practices

Knowledge utilization is a well-known practice, which allows academic or other staffs to exploit knowledge from the available and maintained knowledge resources such as repository. When knowledge is utilized it allows one to produce other knowledge. The following table tabulated this practice both in Unity and St. Mary's universities.

**Table 4.10: Knowledge utilization practices**

| | | | Level of Agreement | | | | | Statistics |
|---|---|---|---|---|---|---|---|---|
| **Name of the University** | **Objects** | **F** | **SD** | **D** | **N** | **A** | **SA** | **Decision** |
| **Unity** | I access the knowledge stored/documented in department through group collaboration over network. | No | 1 | 14 | 11 | 6 | 1 | N |
| | | % | 3.03 | 42.42 | 33.33 | 18.18 | 3.03 | |
| | Records, data and logs (record of activities) completed are accessible (e.g., logs, minutes) to you through computer technologies. | No | 5 | 13 | 8 | 6 | 1 | D |
| | | % | 15.15 | 39.39 | 24.24 | 18.18 | 3.03 | |
| | The knowledge accessed from a knowledge | No | 0 | 6 | 6 | 11 | 10 | A |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | base of the department over the computer network highly contributes to my quality of teaching. | % | 0.00 | 18.18 | 18.18 | 33.33 | 30.30 | |
| | All academic information in the department/college/university is openly available to everyone through computer networks. | No | 2 | 7 | 3 | 15 | 6 | A |
| | | % | 6.06 | 21.21 | 9.09 | 45.45 | 18.18 | |
| | My research writing skill is highly improved because of the availability of information and knowledge openly accessed by computer networks from department/college/university. | No | 1 | 6 | 3 | 12 | 11 | A |
| | | % | 3.03 | 18.18 | 9.09 | 36.36 | 33.33 | |
| | Knowledge management prevents the loss of key knowledge in the institute by reusing or recycling knowledge among the staffs. | No | 0 | 2 | 4 | 15 | 12 | A |
| | | % | 0.00 | 6.06 | 12.12 | 45.45 | 36.36 | |
| **St. Mary** | I access the knowledge stored/documented in department through group collaboration over network. | No | 4 | 9 | 7 | 5 | 2 | N |
| | | % | 14.81 | 33.33 | 25.93 | 18.52 | 7.41 | |
| | Records, data and logs (record of activities) completed are accessible (e.g., logs, minutes) to you through computer technologies. | No | 9 | 3 | 9 | 4 | 2 | D |
| | | % | 33.33 | 11.11 | 33.33 | 14.81 | 7.41 | |
| | The knowledge accessed from a knowledge base of the department over the computer network highly contributes to my quality of teaching. | No | 1 | 4 | 6 | 10 | 6 | A |
| | | % | 3.70 | 14.81 | 22.22 | 37.04 | 22.22 | |
| | All academic information in the department/college/university is openly available to everyone through computer networks. | No | 1 | 2 | 14 | 7 | 3 | N |
| | | % | 3.70 | 7.41 | 51.85 | 25.93 | 11.11 | |
| | My research writing skill is highly improved because of the availability of information and knowledge openly accessed by computer networks from department/college/university. | No | 0 | 3 | 8 | 10 | 6 | A |
| | | % | 0.00 | 11.11 | 29.63 | 37.04 | 22.22 | |
| | Knowledge management prevents the loss of key knowledge in the institute by reusing or recycling knowledge among the staffs. | No | 0 | 1 | 9 | 14 | 3 | A |
| | | % | 0.00 | 3.70 | 33.33 | 51.85 | 11.11 | |

As tabularized in table 4.8 above, for the question, "if they have access to implement the knowledge stored or documented in department through group collaboration over the network", as a result, the majority of respondents from Unity 15 (45.45%) strongly disagreed and disagreed, 7 (21.21%) were agreed and strongly agreed and 11 (33.33%) were neutral. From St. Mary's 13 (48.14%) strongly disagreed and disagreed, 7 (25.93%) agreed and strongly agreed and 7 (25.93%) were neutral. This does not imply that they do not implement or utilize knowledge at all. However, the survey told that the utilization is not through group collaboration over the network. There may be a way to do so.

The other question was about implementation of knowledge management by utilizing records, data and logs that are accessible through social networks, from Unity 18 (54.54%) strongly disagreed and disagreed, 7 (21.21%) agreed and strongly agreed and 8 (24.24%) were neutral. From St. Mary's 12 (44.44%) strongly disagreed and disagreed, 6 (22.22%) strongly agreed and strongly agreed and 9 (33.33%) were neutral.

*"However, one of the interviewees said that mostly knowledge implementation in the school is in the form of print out.*

The next investigation on knowledge utilization practices is the knowledge accessed from a knowledge base of the department over the computer network highly contributes to my quality of teaching, as a result, from Unity 6 (18.18%) strongly disagreed, 33 (63.63%) agreed and strongly agreed, and the residue 6 (18.18%) did not take any side. From St. Mary's 12 (44.44%) disagreed and strongly disagreed at the same time as 16 (59.26%) agreed and strongly agreed and the rest 6 (22.22%) were neutral. From this we can recognize that respondents from both universities put into practice a knowledge base of the department over the computer network highly contributes to the quality of teaching and hence, good for excellence. *One of the interviewees said that "most of the academic staffs are not accustomed to utilize the stored knowledge through the available knowledgebase."*

The fourth issue raised was whether or not all academic information in the department/college/university is openly available to everyone through computer networks, the majority of Unity responses indicated that 9 (27.27%) strongly disagreed and disagreed, 21 (63.63%) agreed and strongly agreed and 3 (9.09%) were neutral. likewise, St. Mary's responses

indicated that 3 (11.14%) strongly disagreed and disagreed while 10 (37.04%) strongly agreed and agreed and the remaining majorities 14 (51.58%) were neutral.

For the issue my research writing skill is highly improved because of the availability of information and knowledge openly accessed by computer networks from department/college/university, the majority of Unity 7 (21.21%) strongly disagreed and disagreed, 23 (69.69%) agreed and strongly agreed and 3 (9.09%) were in doubt. On the other hand, respondents from St. Mary's 3 (11.11%) only strongly disagreed while 16 (59.26%) agreed and strongly agreed and the remaining 8 (29.63%) were neutral.

The last question on knowledge utilization practices is knowledge management prevents the loss of key knowledge in the institute by reusing or recycling knowledge among the staffs, responses from Unity indicated that 2 (6.06%) only strongly disagreed, disagreed while 27 (81.81%) agreed and strongly agreed and 4 (12.12%) remain neutral. The majority of respondents from St. Mary's 17 (62.96%) strongly agreed and agreed while 1 (3.70%) only strongly disagreed and 9 (33.33%) remain neutral.

*However, one of the respondents from Unity University indicated that "academicians update their knowledge by acquiring knowledge from internal server which implements knowledge usage through intranet"*

*One repository worker from St. Mary's University said that "Knowledge Utilization is also ok, as far as some community members are concerned others not yet proved. However, the university's website and some contents have been visited by a number of users per day."*

*However, a respondent said that, "the university must strengthen its relation with other universities. Our university has already a link with Unity University, Alpha University, AAU, Civil Service University, Admas University, African Union and ECA, though it is not satisfactory."*

*Another key respondent stated that "Certain limitations over these that I've observed is that Shortage of equipment such as computer systems, internet connection problems, power interruptions, skill capacities of librarians, and human resource problem (high turnover).*

### 4.4. Academic Excellence

Defining academic excellence is such a difficult mission, as it varies from discipline to discipline. Thus, it had to be seen in systemic circumstances. As revealed in chapter one a university, in order to achieve excellence, it's vision must produce a stimulating, challenging and rewarding experience through sharing a unique combination of education, research and professional practices that inspires students and staffs enrich the world. Moreover, the study defines excellence in terms of the school culture, teaching of excellence and work of excellence.

This study examines the academic excellence of the academic staff predominantly in the areas of teaching and research activities exhibited by knowledge management practices in Unity and St. Mary's universities. Consequently, teaching and research activities along with others activities of academic staff demonstrated by knowledge management practices, discussed as follows:

#### 4.4.1 Teaching excellence through knowledge generation practices

In the context of teaching academic excellence is highly related with teaching. Instructors are resources who teach and accustomed to participate in research activities. Instructors need to carry out knowledge management matters that will allow them to acquire and implement new knowledge.

**Table 4.11: Teaching excellence based on knowledge generation practices**

| | | | Level of Agreement | | | | | Statistics |
|---|---|---|---|---|---|---|---|---|
| **Name of the University** | **Objects** | F | **SD** | **D** | **N** | **A** | **SA** | **Decision** |
| | | No | 0 | 1 | 2 | 17 | 13 | **SA** |
| **Unity** | My teaching ability acquired by internal trainings and seminars brings about excellence. | % | 0 | 3.030303 | 6.060606 | 51.51515 | 39.39394 | |
| | | | | | | | | |
| | My participation on trainings provided in other HEIs to create new knowledge, increases academic excellence. | No | 0 | 0 | 1 | 21 | 11 | SA |
| | | % | 0 | 0 | 3.030303 | 63.63636 | 33.33333 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Participating in internal conferences enhances academic excellence. | No | 0 | 0 | 2 | 13 | 18 | SA |
| | | % | 0 | 0 | 6.060606 | 39.39394 | 54.54545 | |
| | Participating in internal conferences enhances academic excellence. | No | 0 | 1 | 1 | 9 | 22 | SA |
| | | % | 0 | 3.030303 | 3.030303 | 27.27273 | 66.66667 | |
| | Making interviews with department staffs to capture new knowledge brings academic excellence. | No | 0 | 0 | 3 | 9 | 21 | SA |
| | | % | 0 | 0 | 9.090909 | 27.27273 | 63.63636 | |
| | An improved teaching styles through knowledge generated by written documents increases academic excellence. | No | 0 | 0 | 4 | 14 | 15 | SA |
| | | % | 0 | 0 | 12.12121 | 42.42424 | 45.45455 | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| **St. Mary's** | My teaching ability acquired by internal trainings and seminars brings about excellence. | No | 1 | 0 | 3 | 14 | 9 | A |
| | | % | 3.703704 | 0 | 11.11111 | 51.85185 | 33.33333 | |
| | My participation on trainings provided in other HEIs to create new knowledge, increases academic excellence. | No | 0 | 0 | 3 | 9 | 15 | SA |
| | | % | 0 | 0 | 11.11111 | 33.33333 | 55.55556 | |
| | Participating in internal conferences enhances academic excellence. | No | 0 | 0 | 1 | 10 | 16 | SA |
| | | % | 0 | 0 | 3.703704 | 37.03704 | 59.25926 | |
| | Participating in internal conferences enhances academic excellence. | No | 0 | 0 | 2 | 9 | 16 | SA |
| | | % | 0 | 0 | 7.407407 | 33.33333 | 59.25926 | |
| | Making interviews with department staffs to capture new knowledge give in academic excellence. | No | 0 | 0 | 3 | 5 | 19 | SA |
| | | % | 0 | 0 | 11.11111 | 18.51852 | 70.37037 | |
| | An improved teaching styles through knowledge generated by written documents increases academic excellence. | No | 0 | 0 | 3 | 10 | 14 | SA |
| | | % | 0 | 0 | 0 | 0 | 0 | |

The first question which refers to certain practices including teaching and research towards academic excellence. It was about teaching ability acquired by internal trainings and seminars brings about excellence, the majority of Unity responses indicated that 30 (90.9%) strongly agreed and agreed, 1 (3.03%) disagreed only and 2 (6.06%) were neutral. likewise, St. Mary's

responses indicated that 23 (85.18%) strongly agreed and agreed while 1 (3.70%) strongly disagreed only and the remaining 3 (11.11%) were neutral.

Table 4.6 above depicted the responses of academic staffs about the practices of KM towards academic excellence. For the questions "My teaching ability acquired by internal trainings and seminars brings about excellence", "My participation on trainings provided in other HEIs to create new knowledge, increases academic excellence", "Participating in internal conferences enhances academic excellence", "Making interviews with department staffs to capture new knowledge give in academic excellence" and "An improved teaching styles through knowledge generated by written documents increases academic excellence" as can be seen from this tabulated report, the mean distribution is about 3.40 and above thus, all respondents preferred an agreement in such ways strongly agreed except the question "My teaching ability acquired by internal trainings and seminars brings about excellence", which is agreed for the case of St. Mary's University.

These result shows that the teaching abilities acquired by internal trainings and seminars, participation of trainings and in other HEIs to create a new knowledge, participation of internal conferences, making interviews with department of staffs to capture new knowledge and an improved teaching style through knowledge generated by written documents do enhance academic excellence.

### 4.4.2 Teaching excellence based on knowledge storage practices

Like other knowledge management practices, knowledge codification has its contribution to the teaching activities of academicians. Its contribution to academic excellence is tabularized and deduced as follows.

## Table 4.12: Teaching excellence based on knowledge codification practices

| | | | Level of Agreement | | | | | Statistics |
|---|---|---|---|---|---|---|---|---|
| **Name of the University** | **Objects** | F | **SD** | **D** | **N** | **A** | **SA** | **Decision** |
| **Unity** | In my school/college academic staffs improve research excellence by using additional knowledge from internal knowledge repositories (knowledge base). | No | 0 | 5 | 4 | 14 | 10 | A |
| | | % | 0.00 | 15.15 | 12.12 | 42.42 | 30.30 | |
| | Documenting Tacit Knowledge (knowledge in mind) in to written format (Explicit Knowledge) increases academic excellence. | No | 0 | 2 | 3 | 14 | 14 | SA |
| | | % | 0.00 | 6.06 | 9.09 | 42.42 | 42.42 | |
| | Retaining new knowledge gained through internal trainings and workshops in to electronic database helps for academic excellence. | No | 0 | 0 | 1 | 15 | 17 | SA |
| | | % | 0.00 | 0.00 | 3.03 | 45.45 | 1.71 | |
| | Publishing research articles in news magazines by capturing and storing new knowledge in an electronic database increases academic excellence. | No | 0 | 0 | 0 | 18 | 15 | SA |
| | | % | 0 | 0 | 0 | 54.55 | 45.45 | |
| | Storing new and existing knowledge in repositories by instructors, colleges or schools helps enhance academic excellence. | No | 0 | 0 | 0 | 11 | 22 | SA |
| | | % | 0 | 0 | 0 | 33.33 | 66.67 | |
| | Improving research excellence by academic staffs using additional knowledge from internal knowledge repositories increases academic excellence in my institution. | No | 0 | 0 | 0 | 10 | 23 | SA |
| | | % | 0 | 0 | 0 | 30.30 | 69.70 | |
| **St. Mary's** | In my school/college academic staffs improve research excellence by using additional knowledge from internal knowledge repositories (knowledge base). | No | 0 | 0 | 11 | 10 | 6 | A |
| | | % | 0 | 0 | 40.74 | 37.04 | 22.22 | |
| | Documenting Tacit Knowledge (knowledge in mind) in to written format (Explicit Knowledge) increases academic excellence. | No | 0 | 0 | 4 | 17 | 6 | A |
| | | % | 0 | 0 | 14.81 | 62.96 | 22.22 | |
| | | | | | | | | |
| | | | | | | | | |
| | Retaining new knowledge gained through internal trainings and workshops in to electronic database helps for academic excellence. | No | 0 | 0 | 4 | 8 | 15 | A |
| | | % | 0 | 0 | 14.81 | 29.63 | 55.56 | |
| | | | | | | | | |
| | | | | | | | | |
| | Publishing research articles in news magazines by capturing and storing new knowledge in an electronic database increases academic excellence. | No | 0 | 0 | 2 | 6 | 19 | SA |
| | | % | 0 | 0 | 7.41 | 22.22 | 70.37 | |
| | Storing new and existing knowledge in repositories by instructors, colleges or schools helps enhance academic excellence. | No | 0 | 0 | 2 | 5 | 20 | SA |
| | | % | 0 | 0 | 7.41 | 18.52 | 74.07 | |
| | Improving research excellence by academic staffs using additional knowledge from internal knowledge repositories increases academic excellence in my institution. | No | 0 | 0 | 3 | 8 | 16 | |
| | | % | 0 | 0 | 11.11 | 29.63 | 59.26 | |

This part of study focus on academic excellence improved through knowledge storage which is in this study known as codification. The item deals with the question "in my school/college academic staffs improve research excellence by using additional knowledge from internal knowledge repositories (knowledge base)", outcomes from Unity indicated that the majority 24 (72.72%) agreed and strongly agreed, 5 (15.15%) only disagreed and 4 (12.12%) were neutral. St. Mary's results indicated that the majority 16 (59.26%) agreed and strongly agreed, 11 (40.74%) neutral and no one preferred disagreed and strongly disagreed. Therefore, one can say that knowledge codification practices enables academic staff to improve research excellence by using additional knowledge from internal knowledge repositories, yet this indicates better excellence.

The other question documenting Tacit Knowledge (knowledge in mind) in to written format (Explicit Knowledge) increases academic excellence, the respondents' replied in Unity 26 (84.84%) agreed and strongly agreed, 2 (6.06%) disagreed only and 3 (9.09%) neutral. In St. Mary's 23 (85.15%) agreed and strongly agreed, 4 (14.81%) neutral and no one responded as a disagreement. Therefore, one can say that one of the knowledge codification practices, the shifting of tacit knowledge in to explicit enhances academic excellence.

The next question, retaining new knowledge gained through internal trainings and workshops in to electronic database helps for academic excellence, the respondents' replied in Unity 32 (47.16%) agreed and strongly agreed, 1 (3.03%) neutral and no one responded as disagreed. Likewise, in St. Mary's 23 (85.19%) agreed and strongly agreed, 4 (14.81%) neutral and no one responded as a disagreement. Therefore, one can say that, it is such a good practice of storing new knowledge gained through internal trainings and workshops in the repository brings academic excellence.

The next question, publishing research articles in news magazines by capturing and storing new knowledge in an electronic database increases academic excellence, the respondents' reacted in Unity 33 (100%) agreed and strongly agreed. In St. Mary's 15 (92.59%) agreed and strongly agreed, 2 (7.41%) neutral whereas no one took place for disagreement. Therefore, one can say that, publication of researches by capturing and storing new knowledge in an electronic database increases academic excellence.

Then, storing new and existing knowledge in repositories by instructors, colleges or schools helps enhance academic excellence; the respondents' counter in Unity 33 (100%) agreed as there were no other preferences. In St. Mary's the majority 25 (92.59%) agreed and strongly agreed, 2 (7.41%) neutral whereas no one took place for disagreement. Therefore, we can infer that, using a knowledge-base system boosts academic excellence.

The last question, improving research excellence by academic staffs using additional knowledge from internal knowledge repositories increases academic excellence in my institution; the respondents responded in Unity 33 (100%) agreed and strongly agreed. as there were no other preferences. In St. Mary's the majority 24 (88.89%) agreed and strongly agreed. Therefore, we can deduce that, improving research excellence by academic staffs using additional knowledge from internal knowledge repositories increases academic excellence.

*"A respondent put that beside the aforementioned practices, academic excellence can be achieved through*

- *A hard work activities starting from bottom (nursery) to the high-level.*
- *Enabling policy must be there*
- *Monitoring system must be there! That is, there should be an equal level of system both in the public and private higher institutions."*

### 4.4.3 Teaching excellence based on knowledge sharing practices

The result of teaching and research excellence base on knowledge sharing practices is reported in the table below:

**Table 4.13: Teaching excellence based on knowledge sharing practices**

| | | | Level of Agreement | | | | | Statistics |
|---|---|---|---|---|---|---|---|---|
| **Name of the University** | **Objects** | F | **SD** | **D** | **N** | **A** | **SA** | **Decision** |
| **Unity** | The distribution of information and knowledge in the department/university educational training influences Excellence on staff research level of involvement. | No | 1 | 1 | 2 | 16 | 13 | A |
| | | % | 3.03 | 3.03 | 6.06 | 48.48 | 39.39 | |
| | I participate in workshop, seminar, and panel discussion conducted in my department, college and university. | No | 0 | 0 | 1 | 14 | 18 | SA |
| | | % | 0 | 0 | 3.03 | 42.42 | 54.55 | |
| | Presentation conducted in workshops, seminars and panel discussions enhanced my skill of writing technical report. | No | 0 | 0 | 2 | 10 | 21 | SA |
| | | % | 0 | 0 | 6.06 | 30.30 | 63.64 | |
| | The more I share; I feel that I'm contributing to academic excellence. | No | 0 | 0 | 1 | 4 | 28 | SA |
| | | % | 0 | 0 | 3.03 | 12.12 | 84.85 | SA |
| | When a colleague share me new knowledge through proceedings, photo, video, and others, I trust that it helps for maintaining academic excellence. | No | 0 | 0 | 2 | 4 | 27 | SA |
| | | % | 0 | 0 | 6.06 | 12.12 | 81.82 | |
| **St. Mary** | The distribution of information and knowledge in the department/university educational training influences Excellence on staff research level of involvement. | No | 0 | 0 | 7 | 12 | 8 | A |
| | | % | 0 | 0 | 25.93 | 44.44 | 29.63 | |
| | I participate in workshop, seminar, and panel discussion conducted in my department, college and university. | No | 0 | 0 | 3 | 8 | 16 | SA |
| | | % | 0 | 0 | 11.11 | 29.63 | 59.26 | |
| | Presentation conducted in workshops, seminars and panel discussions enhanced my skill of writing technical report. | No | 0 | 0 | 1 | 10 | 16 | SA |
| | | % | 0.00 | 0 | 3.70 | 37.04 | 59.26 | |
| | The more I share; I feel that I'm contributing to academic excellence. | No | 0 | 0 | 1 | 7 | 19 | SA |
| | | % | 0 | 0 | 3.70 | 25.93 | 70.37 | |
| | When a colleague share me new knowledge through proceedings, photo, video, and others, I trust that it helps for maintaining academic excellence. | No | 0 | 0 | 2 | 6 | 19 | SA |
| | | % | 0.00 | 0 | 7.41 | 22.22 | 70.37 | |

The question, the distribution of information and knowledge in the department/university educational training influences excellence on staff research level of involvement, the respondents responded in Unity 29 (87.87%) agreed and strongly agreed, 2 (6.06%) disagreed and strongly disagreed and 2 (6.06%) were neutral. In St. Mary's the majority 20 (74.07%) agreed and strongly agreed, 7 (25.93%) neutral the rest had not been chosen. The decision filed of Unity

(M=4.18, SD=0.917) and St. Mary's (M=4.04, SD= 0.759) both point towards agreement again in a high magnitude. Therefore, we can deduce that, staff research level of involvement can be excelled by the distribution of information and knowledge in the department or university. And hence kicks excellence.

For the inquiry, my participation in workshop, seminar, and panel discussion conducted in my department, college and university, Unity's response 32 (96.97%) agreed and strongly agreed, 1 (3.03%) neutral and disagreement had not been chosen. Whereas in St. Mary's the majority 24 (88.89%) agreed and strongly agreed 3 (11.11%) neutral the rest is like Unity's. Therefore, we can say that, my participation in workshop, seminar, and panel discussion conducted in my department, college and university would bring excellence.

For the next question, presentation conducted in workshops, seminars and panel discussions enhanced my skill of writing technical report, college and university, Unity's response 31 (93.94%) agreed and strongly agreed, 2 (6.06%) neutral and no disagreement by any means. Whereas in St. Mary's the majority 26 (96.3%) agreed and strongly agreed 1 (3.70%) were neutral the rest is like Unity's. Therefore, we can conclude that, in order to achieve excellence, developing in technical report writing skills through the means of workshops, seminars and panel discussions is one practice.

For the reply of the question, the more I share; I feel that I'm contributing to academic excellence, Unity's response 32 (96.97%) agreed and strongly agreed, 1 (3.03%) neutral and no disagreement by any means. Whereas in St. Mary's the majority 26 (96.3%) agreed and strongly agreed 1 (3.70%) were neutral the rest is like Unity's. Therefore, we can conclude that, the more an instructor or academic staff shares, it is a contribution of excellence.

The last question, which is, when a colleague share me new knowledge through proceedings, photo, video, and others, I trust that it helps for maintaining academic excellence, Unity's response 31 (93.94%) agreed and strongly agreed, 2 (6.06%) neutral and no disagreement by any means. Whereas in St. Mary's the majority 25 (92.59%) agreed and strongly agreed 2 (7.41%) were neutral the rest is like Unity's. Therefore, we can conclude that, the more an instructor or academic staff shares, it is a contribution of excellence.

### 4.4.4 Teaching excellence based on knowledge utilization practices

The effect of knowledge utilization practices towards academic excellence presented as follows in table 4.12.

**Table 4.14: Teaching excellence based on knowledge utilization practices**

| | | | Level of Agreement | | | | | Statistics |
|---|---|---|---|---|---|---|---|---|
| **Name of the University** | **Objects** | F | **SD** | **D** | **N** | **A** | **SA** | **Decision** |
| **Unity** | By using updated information and knowledge, my project completion capacity advances academic excellence. | No | 2 | 16 | 13 | 2 | 0 | A |
| | | % | 6.06 | 48.48 | 39.39 | 6.06 | 0 | |
| | The knowledge accessed from a knowledge-base of the department over the computer network contributes to my quality of teaching and so to academic excellence. | No | 2 | 20 | 11 | 0 | 0 | N |
| | | % | 6.06 | 60.61 | 33.33 | 0 | 0 | |
| | My teaching methodologies are enhanced through the documented and filed knowledge accessed through e-mail/intranet positively affects academic excellence. | No | 4 | 18 | 10 | 1 | 0 | N |
| | | % | 12.12 | 54.55 | 30.30 | 3.03 | 0 | |
| | Generally, I feel that effective utilization of knowledge has a positive impact on academic excellence. | No | 2 | 21 | 8 | 2 | 0 | N |
| | | % | 6.06 | 63.64 | 24.24 | 6.06 | 0 | |
| **St. Mary** | By using updated information and knowledge, my project completion capacity advances academic excellence. | No | 0 | 16 | 11 | 0 | 0 | A |
| | | % | 0 | 59.26 | 40.74 | 0 | 0 | |
| | The knowledge accessed from a knowledge-base of the department over the computer network contributes to my quality of teaching and so to academic excellence. | No | 0 | 14 | 13 | 0 | 0 | A |
| | | % | 0 | 51.85 | 48.15 | 0 | 0 | |
| | My teaching methodologies are enhanced through the documented and filed knowledge accessed through e-mail/intranet positively affects academic excellence. | No | 0 | 1 | 16 | 10 | 0 | N |
| | | % | 0 | 3.70 | 59.26 | 37.04 | 0 | |
| | Generally, I feel that effective utilization of knowledge has a positive impact on academic excellence. | No | 0 | 2 | 11 | 14 | 0 | A |
| | | % | 0 | 7.41 | 40.74 | 51.85 | 0 | |

The item, using updated information and knowledge, my project completion capacity advances academic excellence answered by the majority of Unity staffs 18 (54.54%) disagreed and strongly disagreed, 2 (6.06%) agreed and 13 (39.39%) were neutral. Likewise, St. Mary's 16 (59.26%) disagreed, 11 (40.74%) neutral and no selection for agreement. Observing the case of, using the knowledge accessed from a knowledge-base of the department over the computer network contributes to my quality of teaching and so to academic excellence. In Unity the

majority 22 (66.67%) disagreed, 12 (33.33%) neutral and no agreement seen. St. Mary's 14 (51.85%) disagreed and 13 (48.15%) neutral. From this we can deduce that using the knowledge accessed from a knowledge-base of the department over the computer network contributes to the quality of teaching and so to academic excellence.

Considering the question, my teaching methodologies are enhanced through the documented and filed knowledge accessed through e-mail/intranet positively affects academic excellence, Unity 22 (66.67%) disagreed and strongly disagreed, only 1 (3.03%) were in agreement but 10 (30.30%) is neutral. St. Mary's 1 (3.70%) were disagreed, 10 (37.04%) agreed and 16 (59.26%) neutral. From this we can't deduce that using the knowledge accessed from a knowledge-base of the department over the computer network contributes to the quality of teaching and so to academic excellence.

In view of the question, generally, I feel that effective utilization of knowledge has a positive impact on academic excellence, Unity 23 (69.7%) disagreed and strongly disagreed, only 2 (6.06%) were in agreement but 8 (24.24%) is neutral. St. Mary's 14 (51.85%) were agreed, 2 (7.41%) disagreed and 11 (40.74%) were neutral. From this we can't deduce that an effective utilization of knowledge does not determine excellence in Unity and it has appositive impact on academic excellence in St. Mary's universities.

A key respondent told that "*these practices are good but not in a satisfactory level. Of course they contribute to the excellence. However, students who use these knowledge materials from our library and from the repository are exposed for plagiarism*."

### 4.4.5 Research excellence based on knowledge generation practices

Research is the main tool in academic areas to generate new knowledge through innovation. Academicians need to conduct research. To do this the acquirement of knowledge is perquisites for its excellence. As presented in table 4.13 below, research excellence exhibited by knowledge generation practices can be seen.

**Table 4.15: Research *excellence* based on knowledge generation practices**

| S/N | Items | Group | F | Level of agreement | | | | | Decision |
|---|---|---|---|---|---|---|---|---|---|
| | | | | SD | D | N | A | SA | |
| 1 | I communicate and discuss with the academic staffs to improve my research skill | Unity | No | 9 | 55 | 11 | 23 | 17 | N |
| | | | % | 7.8 | 47.8 | 9.6 | 20 | 14.8 | |
| | | St. Mary's | No | 12 | 18 | 14 | 38 | 48 | A |
| | | | % | 9.2 | 13.8 | 10.8 | 29.2 | 36.9 | |
| 2 | I publish research articles/text books in my area of specialization by the gain of new knowledge from intranet and video conference | Unity | No | 11 | 52 | 20 | 19 | 13 | N |
| | | | % | 9.6 | 45.2 | 17.4 | 16.5 | 11.3 | |
| | | St. Mary's | No | 14 | 25 | 15 | 42 | 34 | A |
| | | | % | 10.8 | 19.2 | 11.5 | 32.3 | 26.2 | |
| 3 | The knowledge captured by making the exit interview with leaving staff highly improved my contribution of book chapters. | Unity | No | 8 | 70 | 16 | 15 | 6 | D |
| | | | % | 7 | 60.9 | 13.9 | 13 | 5.2 | |
| | | St. Mary's | No | 8 | 85 | 15 | 18 | 4 | D |
| | | | % | 6.2 | 65.4 | 11.5 | 13.8 | 3.2 | |

**Key: A=agreed, N=neutral, D=disagreed**

Three items were used concerning research performance exhibited by knowledge generation practices. The response from respondents is presented in table 4.8 above.

On the item whether communicating and discussing with other staffs improve research skill, the majority of the respondents from Unity University 64 (55.6%) strongly disagreed and disagreed while 40 (34.8%) agreed and strongly disagreed and 11 (9.6%) were neutral. Contrarily, the majority of the respondents from St. Mary's University 86 (66.1%) agreed and strongly agreed whereas 30 (23%) strongly disagreed and disagreed and 14 (10.8%) undecided. From this we can observe that SU academic staff indicated that communication and discussion improve their research performances but UU academic staffs undecided.

The next item deals with the published research articles/text books by the gain of new knowledge from intranet and video conference. The majority of respondents from UU 63

(54.8%) strongly disagreed and disagreed while 32 (27.8%) agreed and agreed. The remaining 20 (17.4%) were neutral. But from SU 76 (58.5%) agreed and strongly agreed while 39 (30%) strongly disagreed and disagreed the rest 25 (19.2%) remain neutral. *One interviewee said that "knowledge generation practices contribute to research. But in our college it contributes relatively more to teaching activates than research"*

### 4.4.6 Research excellence based on knowledge codification practices

Knowledge should be kept in order to be utilized by academic staffs for activities like research. As depicted in table 4.14 below, the findings shown.

**Table 4.16: Research excellence based on knowledge codification practices**

| S/N | Items | Group | F | Level of agreement | | | | | Decision |
|---|---|---|---|---|---|---|---|---|---|
| | | | | SD | D | N | A | SA | |
| 1 | I published many research articles by capturing and storing new knowledge in an electronic database | UU | No | 13 | 59 | 6 | 28 | 9 | N |
| | | | % | 11.3 | 51.3 | 5.2 | 24.3 | 7.8 | |
| | | SU | No | 7 | 55 | 14 | 36 | 18 | N |
| | | | % | 5.4 | 42.3 | 10.8 | 27.7 | 13.8 | |
| 2 | In my school/college academic staffs improve research performance by using additional knowledge from internal knowledge repositories (knowledge base) | UU | No | 14 | 47 | 15 | 33 | 6 | N |
| | | | % | 12.2 | 40.9 | 13 | 28.7 | 5.2 | |
| | | SU | No | 11 | 54 | 9 | 36 | 20 | N |
| | | | % | 8.5 | 41.5 | 6.9 | 27.7 | 15.4 | |
| 3 | The way of doing research is paved by participating in training and mentoring program conducted internally | UU | No | 19 | 16 | 17 | 38 | 25 | N |
| | | | % | 16.5 | 13.9 | 14.8 | 33 | 21.7 | |
| | | SU | No | 7 | 20 | 16 | 47 | 40 | A |
| | | | % | 5.4 | 15.4 | 12.3 | 36.2 | 30.8 | |

**Key: A=agreed, N=neutral, D=disagreed, SD=strongly disagreed, SA=strongly agreed**

Three questions were posed to respondents in both UU and SU. The response is shown in table 4.14. The first item deals with how much does the knowledge captured and stored in electronic database useful or influence to publish research articles. The response from UU shows that the majority 72 (62.6%) strongly disagreed and disagreed while 37 (32.1%) agreed and strongly agreed and 6 (5.2%) were neutral. SU response also indicates that the majority 62 (47.7%) strongly disagreed and disagreed while 54 (41.5%) agreed and strongly agreed and 14 (10.8%) were neutral.

The other one is dealing with how much does the knowledge accessed from internal knowledge repositories of school/college improves academic staff's research performance. UU response shows that 61 (53.1%) strongly disagreed and disagreed whereas 39 (33.9%) agreed and strongly agreed and the rest 15 (13%) remain neutral. From SU responses indicated that 65 (50%) strongly disagreed and disagreed while 56 (43.1%) strongly agreed and disagreed and 9 (6.9%) were neutral.

The last item on this part concerned with the way of doing research is paved by participating in training and mentoring program conducted internally. Results from UU 63 (54.7%) agreed and strongly agreed while 35 (30.4%) strongly disagreed and disagree. The remaining 17 (14.8) were neutral. SU results also indicate that the majority 87 (67%) agreed and strongly agreed while 27 (20.8) strongly disagreed and disagreed and the rest 16 (12.3%) were neutral. From this one can observe that most of the issues analogous to knowledge codification practices and researches are seen neutral.

### 4.4.7 Research excellence based on knowledge sharing practices

The result on research performance based on knowledge sharing practices is presented in table 4.15 below. Based on this result comparison is made between UU and SU.

**Table 4.17: Research excellence based on knowledge sharing practices**

| S/N | Items | Group | F | Level of agreement | | | | | Decision |
|---|---|---|---|---|---|---|---|---|---|
| | | | | SD | D | N | A | SA | |
| 1 | The distribution of information and knowledgethedepartment/universityeducationaltraininginfluencesperformanceofstaffresearch levelofinvolvement. | UU | No | 27 | 41 | 10 | 24 | 13 | N |
| | | | % | 23.5 | 35.7 | 8.7 | 20.9 | 11.3 | |
| | | SU | No | 6 | 56 | 13 | 34 | 21 | N |
| | | | % | 4.6 | 43.1 | 10 | 26.2 | 16.2 | |
| 2 | Presentation conducted by workshop, seminar and panel enhanced my procedure and skill of writing technical report. | UU | No | 26 | 14 | 13 | 38 | 24 | N |
| | | | % | 22.6 | 12.2 | 11.3 | 33 | 20.9 | |
| | | SU | No | 11 | 18 | 20 | 46 | 35 | A |
| | | | % | 8.5 | 13.8 | 15.4 | 35.4 | 26.9 | |

**Key: A=agreed, N=neutral, D=disagreed**

To find out the practices of staff on research performance exhibited by knowledge sharing practices, two questions were posed to the respondents. The result is presented in table 4.15 below. Accordingly, results from UU on the item "The distribution of information and knowledge in the department/university educational training influences performance of staff research level of involvement." shows that 68 (59.2%) strongly disagreed and disagreed whereas 47 (32.2%) agreed and strongly agreed the remaining 10 (8.7%) were neutral. From SU 62 (47.7%) strongly disagreed and disagreed while 55 (42.4%) agreed and strongly agreed and 13 (10%) were neutral. The respondents unable to decide that information and knowledge distributed/shared within the department or university influences research performance of academic staff.

The second item is "Presentation conducted by workshop, seminar and panel enhanced my procedure and skill of writing technical report" showed that UU 62 (53.9%) agreed and strongly agreed whereas 40 (34.8%) strongly disagreed and disagreed and 13 (11.3%) were neutral. From SU 81 (62.3%) agreed and strongly agreed whereas 29 (22.3%) strongly disagreed and disagreed and 20 (15.4%) were neutral. Therefore, knowledge sharing conducted through workshops; seminar and panel enhance the procedure and skill of writing technical report of academic staff of SU.

### 4.4.8 Research excellence based on knowledge utilization practices

The result on research performance based on knowledge utilization practices is presented in table 4.16 below. Based on this result comparison is made between UU and SU.

**Table 4.20: Research *excellence* based on knowledge utilization practices**

| S/N | Items | Group | F | Level of agreement | | | | | Decisio |
|---|---|---|---|---|---|---|---|---|---|
| | | | | SD | D | N | A | SA | |
| 1 | Research writing skill highly improved because of the availability of information and knowledge openly accessed by computer networks from department/college/university. | UU | No | 13 | 58 | 9 | 19 | 16 | N |
| | | | % | 11.3 | 50.4 | 7.8 | 16.5 | 13.9 | |
| | | SU | No | 29 | 44 | 14 | 30 | 13 | N |
| | | | % | 22.3 | 33.8 | 10.8 | 23.1 | 10 | |
| 2 | Some of my thesis/research plans in change as a result of application of recycling of knowledge. | UU | No | 16 | 43 | 9 | 32 | 15 | N |
| | | | % | 13.9 | 37.4 | 7.8 | 27.8 | 13 | |
| | | SU | No | 5 | 62 | 15 | 26 | 22 | N |
| | | | % | 3.8 | 47.7 | 11.5 | 20 | 16.9 | |
| 3 | By using updated information and knowledge, research productivity and capacity is advanced | UU | No | 6 | 23 | 8 | 48 | 30 | A |
| | | | % | 5.2 | 20 | 7 | 41.7 | 26.1 | |
| | | SU | No | 13 | 67 | 8 | 26 | 16 | N |
| | | | % | 10 | 51.5 | 6.2 | 20 | 12.3 | |

**Key: A=agreed, N=neutral, D=disagreed, SD=strongly disagree, SA=strongly agree**

UU results showed that the majority, 71 (61.7%) strongly disagreed and disagreed on research writing skill highly improved because of the availability of information and knowledge openly accessed by computer networks from department/college/university while 35 (30.4%) agreed and strongly agreed. The remaining 9 (7.8%) respondents remain neutral. On this item from SU results indicated that the majority 73 (56.1%) also strongly disagreed and disagreed while 43 (33.1%) agreed and strongly agreed and 14 (10.8) were neutral. Therefore, we can say that the level indicated by academic staff is the same.

When the question "Some of my thesis/research plans in change as a result of application of recycling of knowledge" was posed to the respondents, results from UU shows that the majority 59 (51.3%) strongly disagreed and disagreed while 47 (40.8%) agreed and strongly agreed. The remaining 9 (7.8%) were neutral. From SU also the majority 67 (51.5%) strongly disagreed and disagreed while 48 (36.9%) agreed and strongly agreed. The remaining 15 (11.5%) were neutral.

The contribution of the use of updated information and knowledge to research productivity and capacity is advancement was another question. Results from UU showed that the majority 78 (67.8%) agreed and strongly agreed while 29 (25.2%) strongly disagreed and disagreed and 8 (7%) were neutral. But from SU 80 (61.5%) strongly disagreed and disagreed while 42 (32.3%) agreed and strongly agreed. The remaining 8 (6.2%) were neutral. This indicates that updating information and knowledge affects research productivity.

*One informant provided that "I do not think all academic staffs have all this practices. However, it is a belief of academicians, practitioners, policy makers, agents, and leaders of any institute of global world. "Knowledge is a face of human being" as, the knowledge of reality has not the power of hiding itself."*

### 4.4. Inferential Statistical Analysis

This part concerned with the results produced by inferential statistics employed to answer the research questions of the study. The research questions that considered teaching were three in numbers. The other question that we consider is about research activities and academic excellence.

The selected questions were tested using Chi-Square Test to find if there is a significant association between those activities and academic excellence.

#### 4.5.1 Teaching Activities

The following tables depicted the cross-tabulated Expected Counts and the Chi-Square-Tests.

## Table 4.20.1. . Expected Counts

| Inferential Analysis Table | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | I promote my teaching ability and methodology by acquiring new knowledge from internal training and seminars. | | | | |
| | | | Disagree | Neutral | Agree | Strongly agree | Total |
| Name of the University | Unity | Count | 4 | 9 | 13 | 7 | 33 |
| | | Expected Count | 4.4 | 8.3 | 14.3 | 6.1 | 33.0 |
| | | Residual | -.4 | .8 | -1.3 | .9 | |
| | St. Mary | Count | 4 | 6 | 13 | 4 | 27 |
| | | Expected Count | 3.6 | 6.8 | 11.7 | 5.0 | 27.0 |
| | | Residual | .4 | -.8 | 1.3 | -1.0 | |
| Total | | Count | 8 | 15 | 26 | 11 | 60 |
| | | Expected Count | 8.0 | 15.0 | 26.0 | 11.0 | 60.0 |

## Table 4.20.2. . Chi-Square-Tests

| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | Df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | .826[a] | 3 | .843 |
| Likelihood Ratio | .832 | 3 | .842 |
| Linear-by-Linear Association | .077 | 1 | .781 |
| N of Valid Cases | 60 | | |

## Table 4.21.1. . Expected Counts

| Crosstab | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | I improved my teaching styles through the knowledge generated by written documents (e.g. reference books, training manuals, articles) | | | | |
| | | | Disagree | Neutral | Agree | Strongly agree | Total |
| Name of the University | Unity | Count | 2 | 3 | 11 | 17 | 33 |
| | | Expected Count | 2.2 | 3.3 | 13.8 | 13.8 | 33.0 |
| | | Residual | -.2 | -.3 | -2.8 | 3.3 | |
| | St. Mary | Count | 2 | 3 | 14 | 8 | 27 |
| | | Expected Count | 1.8 | 2.7 | 11.3 | 11.3 | 27.0 |
| | | Residual | .2 | .3 | 2.8 | -3.3 | |
| Total | | Count | 4 | 6 | 25 | 25 | 60 |
| | | Expected Count | 4.0 | 6.0 | 25.0 | 25.0 | 60.0 |

## Table 4.21.2. . Chi-Square-Tests

| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 3.030[a] | 3 | .387 |
| Likelihood Ratio | 3.074 | 3 | .380 |
| Linear-by-Linear Association | 1.378 | 1 | .240 |
| N of Valid Cases | 60 | | |

## Table 4.22.1. Expected Counts

| Crosstab | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | My teaching ability acquired by internal trainings and seminars brings about excellence. | | | | | |
| | | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
| Name of the University | Unity | Count | 0 | 1 | 2 | 17 | 13 | 33 |
| | | Expected Count | .6 | .6 | 2.8 | 17.1 | 12.1 | 33.0 |
| | | Residual | -.6 | .5 | -.8 | -.1 | .9 | |
| | St. Mary | Count | 1 | 0 | 3 | 14 | 9 | 27 |
| | | Expected Count | .5 | .5 | 2.3 | 14.0 | 9.9 | 27.0 |
| | | Residual | .6 | -.5 | .8 | .0 | -.9 | |
| Total | | Count | 1 | 1 | 5 | 31 | 22 | 60 |
| | | Expected Count | 1.0 | 1.0 | 5.0 | 31.0 | 22.0 | 60.0 |

## Table 4.22.2. Chi-Square-Tests

| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 2.644[a] | 4 | .619 |
| Likelihood Ratio | 3.395 | 4 | .494 |
| Linear-by-Linear Association | .609 | 1 | .435 |
| N of Valid Cases | 60 | | |

**Table 4.23.1. . Expected Counts**

| Crosstab | | | | | | |
|---|---|---|---|---|---|---|
| | | | An improved teaching styles through knowledge generated by written documents increases academic excellence. | | | |
| | | | Neutral | Agree | Strongly agree | Total |
| 1. Name of the University | Unity | Count | 4 | 14 | 15 | 33 |
| | | Expected Count | 3.9 | 13.2 | 16.0 | 33.0 |
| | | Residual | .1 | .8 | -1.0 | |
| | St. Mary | Count | 3 | 10 | 14 | 27 |
| | | Expected Count | 3.2 | 10.8 | 13.1 | 27.0 |
| | | Residual | -.2 | -.8 | .9 | |
| Total | | Count | 7 | 24 | 29 | 60 |
| | | Expected Count | 7.0 | 24.0 | 29.0 | 60.0 |

**Table 4.23.2. . Chi-Square-Tests**

| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | .246[a] | 2 | .884 |
| Likelihood Ratio | .247 | 2 | .884 |
| Linear-by-Linear Association | .172 | 1 | .678 |
| N of Valid Cases | 60 | | |

## Discussions

All we need to do is find the p-value for the Pearson Chi-Square and interpret it. (The "Likelihood Ratio Chi-Square" statistic is another statistic calculated using a formula that differs from Pearson's. In this class we will always refer to the Pearson Chi-Square.) The value in table 4.20.2. above 0.884, is above 0.05 so we declare the result to not be statistically significant.

### 4.5.2 Research Activities

The following tables depicted the cross-tabulated Expected Counts and the Chi-Square-Tests.

### Table 4.24. Chi-Square-Tests

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| I publish my research articles in Journals/Conferences etc. | | | |
| Pearson Chi-Square | 2.914[a] | 4 | .572 |
| Likelihood Ratio | 2.987 | 4 | .560 |
| Linear-by-Linear Association | .000 | 1 | .992 |
| N of Valid Cases | 60 | | |

### Table 4.25. Chi-Square-Tests

**Chi-Square Tests**

| In my school/college academic staffs improve research excellence by using additional knowledge from internal knowledge repositories (knowledge base). | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 9.428[a] | 3 | .024 |
| Likelihood Ratio | 11.408 | 3 | .010 |
| Linear-by-Linear Association | .072 | 1 | .788 |
| N of Valid Cases | 60 | | |

### Table 4.26. Chi-Square-Tests

**Chi-Square Tests**

| The sum of my thesis/research plans in change as a result of application of recycling of knowledge. | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 1.805[a] | 3 | .614 |
| Likelihood Ratio | 1.826 | 3 | .609 |
| Linear-by-Linear Association | 1.764 | 1 | .184 |
| N of Valid Cases | 60 | | |

## Table 4.27. Chi-Square-Tests

**Chi-Square Tests**

| Presentation conducted in workshops, seminars and panel discussions enhanced my skill of writing technical report. | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | .218[a] | 2 | .897 |
| Likelihood Ratio | .221 | 2 | .896 |
| Linear-by-Linear Association | .093 | 1 | .760 |
| N of Valid Cases | 60 | | |

## Table 4.28. Chi-Square-Tests

**Chi-Square Tests**

| Improving research excellence by academic staffs using additional knowledge from internal knowledge repositories increases academic excellence in my institution. | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 3.918[a] | 2 | .141 |
| Likelihood Ratio | 5.044 | 2 | .080 |
| Linear-by-Linear Association | 1.994 | 1 | .158 |
| N of Valid Cases | 60 | | |

## Table 4.29. Chi-Square-Tests

**Chi-Square Tests**

| Publishing research articles in news magazines by capturing and storing new knowledge in an electronic database increases academic excellence. | | | |
|---|---|---|---|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 7.950[a] | 2 | .019 |
| Likelihood Ratio | 8.922 | 2 | .012 |
| Linear-by-Linear Association | 1.419 | 1 | .234 |
| N of Valid Cases | 60 | | |

## Discussions

KM is often used in literature than practices. The practices of knowledge management are relatively less in higher education. Higher education is not only the place where knowledge workers are trained but also the place where knowledge is practiced. KM is recognized in the

knowledge society as a significant resource. In knowledge creation, knowledge workers play a great role (Kendall et al., 2007).

This study contributed to the existing body of knowledge by narrowing the research gap by inspecting the KMPs and academic excellence in Unity and St. Mary's Universities.

### 4.5.1 Academic excellence based on knowledge management practices

As indicated in table 4.27, significant difference was found only on teaching excellence based on knowledge codification practices (p=.000) and research excellence based on knowledge sharing practices (p=.000). However, the rest showed no significant difference namely teaching excellence based on knowledge generation practices (p=.865). Table 4.27 research excellence based on Knowledge generation practices (p=.059), research excellence based on knowledge codification practices (p=.782), teaching excellence based on knowledge sharing practices (p=.056), teaching excellence based on knowledge utilization practices (p=.680), and research excellence based on knowledge utilization practices (p=.348).

Thus, the study shows that the knowledge management practices, knowledge codification and knowledge sharing have significant value towards teaching and research excellence. Research excellence analogous to knowledge generation and codification practices does not have a significant effect over academic excellence. And teaching and research excellences based on knowledge utilization practices have no positive relationship with academic excellence.

**Table 4.30. Academic performance based on knowledge management practices**

| **I** | **Academic performance based on knowledge management practices** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| S/N | Items | Group | Mean | SD. Deviation | t-value | df | Sig.2 tail | Remark |
| 1 | Teaching performance exhibited by knowledge generation practices | UU | 4.38 | 1.553 | -.171 | 243 | .865 | NS |
| | | SU | 4.41 | 1.450 | | | | |
| 2 | Research performance exhibited by knowledge generation practices | UU | 4.85 | .8191 | 1.901 | 243 | .059 | NS |
| | | SU | 4.64 | .870 | | | | |
| 3 | Teaching performance exhibited by knowledge codification practices | UU | 4.73 | .8794 | 4.181 | 243 | .000 | S |
| | | SU | 4.30 | .7350 | | | | |
| 4 | Research performance exhibited by knowledge codification practices | UU | 4.92 | 1.2645 | .278 | 243 | .782 | NS |
| | | SU | 4.87 | 1.2576 | | | | |
| 5 | Teaching performance exhibited by knowledge sharing practices | UU | 2.86 | .69946 | -1.924 | 243 | .056 | NS |
| | | SU | 3.04 | .79593 | | | | |
| 6 | Research performance exhibited by knowledge sharing practices | UU | 2.95 | .85215 | 12.037 | 144 | .000 | S |
| | | SU | 2.00 | .00000 | | | | |
| 7 | Teaching performance exhibited by Knowledge utilization practices | UU | 4.80 | 1.05298 | -.414 | 241.907 | .680 | NS |
| | | SU | 4.86 | 1.27440 | | | | |
| 8 | Research performance exhibited by Knowledge utilization practices | UU | 4.609 | .9243 | -.940 | 243 | .348 | NS |
| | | SU | 4.723 | .9726 | | | | |

**Key: S=significant, NS= not significant**

# CHAPTER FIVE

## Conclusion and Recommendation

### 5.1 Conclusions

The study found that the four knowledge management practices were in practice both in St. Mary's and Unity Universities. The mean score for the four practices were in the range of 4.30 to 4.80.Knowledge codification (M=4.84, SD= .823) and utilization (M=4.84, SD= .833). So, it can be concluded that most of the academic staff in both universities practices KM in their respective organization.

The selected HEIs have adapted the knowledge management practices namely knowledge generation, knowledge codification, knowledge sharing, and knowledge utilization. Bothe universities do possess a knowledge generation practices. This study finds that a knowledge generation is being done by day-to-day teaching learning and research activities.

The knowledge codification pr knowledge or knowledge storage is at a good hand of both universities as they have implemented knowledge-base system. In addition, the universities libraries set up e-resources that accumulate e-books and journals which would be accessible through the intranet and internet.

However, the knowledge sharing culture is not as such practiced one and has not been bringing a good effect, as it possesses only certain activities like participating in a conference and other workshops. The big gap that this survey identifies is the universities and their community has not been highly utilizing their knowledge recourses.

The critical success factors attained by both universities include but not limited to the annual research conference has been conducting since many years back. The codified documents can easily be utilized through the system installed, that is, there are crucial resources available in their repositories. Hence, based on these activities teaching-learning and research have been strengthen. In addition to this, the universities are rich in community services.

As far as the challenges are concerned, the universities' community members particularly some of the academic staffs do not participate in a research activities. In addition, the universities communities have not been utilizing and exploiting the knowledge-base in such ways high. As many surveys and related reports revealed this survey have shown that there is a strong relationship between knowledge management practices with that of academic excellence.

This study has found a significant difference on knowledge management practices between academic staff of Unity and St. Mary's Universities. This significant difference is found in knowledge generation practices, codified practices, sharing and utilization practices. But, there is minor difference found on academic performance exhibited by knowledge management practices. This is on teaching practices exhibited by knowledge codification and research excellence exhibited by knowledge sharing. The rest has not shown significant difference.

This study investigated the relationship between knowledge management practices and academic excellence. Knowledge generation practices positively and significantly related to academic excellence ($r=.654$, $.715$, $p<.05$ teaching and research respectively). Knowledge codification practices positively and significantly related to academic excellence ($r=.615$, $.181$, $p<.05$ teaching and research respectively). Knowledge sharing practices positively and significantly related to academic performance ($r=.134$, $.175$, $p<.05$ teaching and research respectively). Knowledge generation practices positively and significantly related to academic excellence ($r=.140$, $.161$, $p<.05$ teaching and research respectively). Therefore, the positive and significant relationship can established between KMPS and AE. The existence of the correlation between knowledge management practices and academic excellence indicates the better practices made the more it will enhance the academic excellence.

## 5.2 **Recommendations**

Based on the findings and conclusion of this study, the following recommendations are made:

- The findings indicated that universities should emphasize the practices of knowledge management practices namely knowledge generation, codification, sharing and utilization.
- Knowledge management practices should not be done only among individuals but also between different institutions or organizations.
- For further practices of knowledge management there should be knowledge base systems in universities. To the further improvement of academic excellence namely teaching and research due attention should be given to practices of knowledge management.
- To further advance the academic activities of staffs like teaching and research there should be a regular forum knowledge management practices.
- Results have shown that the knowledge management practices had a significant effect on academic performance. Therefore, the universities need to find solutions on how to improve these processes to improve more academic excellence among academic staffs.
- The knowledge base system has not been utilized by both universities by the respective community members.

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**Annex I**

# Addis Ababa University
# College of Natural Science
# School of Information Science

**Academic Staffs' Questionnaire**

## Introduction

This questionnaire is prepared to conduct a study as a partial requirement for Master's Degree on Information Sciences. The main objective of the study is to identify and assess the Knowledge Management Practices and Academic Excellence achieved in Unity and St. Mary's Universities. I, hereby, certify that the findings will only be used for educational purposes and all information provided will be kept confidential. If you agree, please continue to respond to the questionnaires and filled by the enumerator.

The selected staffs should have at least two years' work experience in the selected universities.

Mob. Phone: 0911647376
E-mail: meeb17@gmail.com

**Part I: Respondent Information**

Answer the following questions by encircling on the number of your choice/write in the space provided.

1. Name of the University 1. ○ Unity 2. ○ St. Mary
2. Gender 1. ○ Male 2. ○ Female
3. Age Category
   1. ○ Less than 25 years 2. ○ 25-30 years 3. ○ 31-35 years 4. ○ 36-40 years
   5. ○ Above 40
4. a. Academic Background. 1. ○ BA/BSc 2. ○ MA/MSc 3. ○ PhD
   b. if any additional training/certification: _____

5. Academic Rank. 1. ○ Assistant Lecturer 2. ○ Lecturer 3. ○ Assistance professor 4. ○ Associate professor 5. ○ Professor

   6. ○ Other specify: _____

6. Academic years of experience in the mentioned university. _____ years
7. Total academic years of experience. _____ years
8. How many types/variety of courses are you engaged in _____
9. School/College/Department_____

**Part II. General Information about Knowledge Management (KM) & Academic Excellence (AE)**

1. Have you heard about KM?

   1. ○ Yes 2. ○ No [skip to Part III]

2. Have you heard about Academic Excellence?

   1. ○ Yes 2. ○ No

3. If your answer is yes to Q1 & Q2, your level of awareness and/or expertise about KM & Academic Excellence.

   1. ○ Excellent 2. ○ Good 3. Just ok 4. Poor 5. Very poor

4. Do you think that there is relationship between KM Practices and Academic Excellence?

   1. ○ Yes 2. ○ No

**Part III. Knowledge management practices and Academic Excellence**

Please indicate the level of agreement with the statements by putting an 'x' mark under the appropriate column of the statement, where:

**1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree**

**a. Knowledge Generation/Creation Practices and Academic Excellence**

| No | STATEMENTS | SCALE | | | | |
|---|---|---|---|---|---|---|
| **a** | **Knowledge Generation/Creation Practices and Academic Excellence** | **1** | **2** | **3** | **4** | **5** |
| a1 | New knowledge acquired by internal training and seminars to fill the gap of knowledge in university. | | | | | |
| a2 | I promote my teaching ability and methodology by acquiring new knowledge from internal training and seminars. | | | | | |
| a3 | I participate in the Communities of Practices (network of people who share a common interest in a specific area of knowledge) to gain new knowledge in my department, college or university. | | | | | |
| a4 | I participate on training given in other higher learning institution (e.g. Universities or Colleges) to create new knowledge. | | | | | |
| a5 | I score better department head/peer evaluation results by participating on training given in other higher learning institutions by acquiring knowledge. | | | | | |
| a6 | Communication and discussion with the academic staffs to obtain new knowledge on how to conduct and publish a research is enabling me to participate in internal conference. | | | | | |
| a7 | I have the habit of capturing, organizing and keeping new knowledge obtained from intranet and video conference for use. | | | | | |
| a8 | I make exit interview with departing staff to capture new knowledge. | | | | | |
| a9 | I improved my teaching styles through the knowledge generated by written documents (e.g. reference books, training manuals, articles) | | | | | |
| a10 | New knowledge acquired by internal training and seminars allow the university to be excelled | | | | | |
| a11 | My teaching ability acquired by internal trainings and seminars brings about excellence. | | | | | |
| a12 | My participation on trainings provided in other HEIs to create new knowledge, increases academic excellence. | | | | | |
| a13 | Participating in internal conferences enhances academic excellence. | | | | | |
| a14 | Acquiring, capturing and managing knowledge through Intranet and Video Conferences increases academic excellence. | | | | | |
| a15 | Making interviews with department staffs to capture new knowledge give in academic excellence. | | | | | |
| a16 | An improved teaching styles through knowledge generated by written documents increases academic excellence. | | | | | |

**b. Knowledge Codification/Storage Practices and Academic Excellence**

| No | STATEMENTS | SCALE | | | | |
|---|---|---|---|---|---|---|
| **b** | **Knowledge Codification/Storage Practices and Academic Excellence** | **1** | **2** | **3** | **4** | **5** |
| b1 | I retain the new knowledge gained from internal training and presentation in the electronic database. | | | | | |
| b2 | I document my tacit (knowledge in mind) in the form of explicit (knowledge in the written form) on computer. | | | | | |
| b3 | By storing knowledge in the paper form, I increased my teaching efficiency by reducing repetition of work. | | | | | |
| b4 | To protect my higher learning institution from loss of knowledge by uploading /backup documented knowledge through Outlook and Forums etc. | | | | | |
| b5 | I publish my research articles in Journals/Conferences etc. | | | | | |
| b6 | I store new and existing knowledge in knowledge repositories. | | | | | |
| b7 | In my school/college academic staffs improve research excellence by using additional knowledge from internal knowledge repositories (knowledge base). | | | | | |
| b8 | Documenting Tacit Knowledge (knowledge in mind) in to written format (Explicit Knowledge) increases academic excellence. | | | | | |
| b9 | Retaining new knowledge gained through internal trainings and workshops in to electronic database helps for academic excellence. | | | | | |
| b10 | Publishing research articles in news magazines by capturing and storing new knowledge in an electronic database increases academic excellence. | | | | | |
| b11 | Storing new and existing knowledge in repositories by instructors, colleges or schools helps enhance academic excellence | | | | | |
| b12 | Improving research excellence by academic staffs using additional knowledge from internal knowledge repositories increases academic excellence in my institution. | | | | | |

**c. Knowledge Sharing Practices and Academic Excellence**

| No | STATEMENTS | SCALE | | | | |
|---|---|---|---|---|---|---|
| **c** | **Knowledge Sharing Practices and Academic Excellence** | **1** | **2** | **3** | **4** | **5** |
| c1 | Knowledge resource shared by phone and LinkedIn and Research get in my department/college/university. | | | | | |
| c2 | I share teaching materials through e-mail and intranet with my colleagues. | | | | | |
| c3 | Sharing of knowledge resources through phone and Research get, LinkedIn enables me to give notes to students. | | | | | |
| c4 | Sharing knowledge through communities of practice helps me to give tests, assignments and practical works to students in every course I teach. | | | | | |
| c5 | I actively share research materials/results by Internet and groupware. | | | | | |
| c6 | I distribute information and knowledge in the department/university educational training process and knowledge base systems. | | | | | |
| c7 | The distribution of information and knowledge in the department/university educational training influences Excellence on staff research level of involvement. | | | | | |
| C8 | I participate in workshop, seminar, and panel discussion conducted in my department, college and university. | | | | | |
| C9 | Presentation conducted in workshops, seminars and panel discussions enhanced my skill of writing technical report. | | | | | |
| c10 | The more I share; I feel that I'm contributing to academic excellence. | | | | | |
| c11 | When a colleague share me new knowledge through proceedings, photo, video, and others, I trust that it helps for maintaining academic excellence. | | | | | |

**d. Knowledge Utilization/Implementation Practices and Academic Excellence**

| No | STATEMENTS | SCALE | | | | |
|---|---|---|---|---|---|---|
| **d** | **Knowledge Utilization/Implementation Practices and Academic Excellence** | **1** | **2** | **3** | **4** | **5** |
| d1 | Records, data and logs (record of activities) completed are accessible (e.g., logs, minutes) to you through computer technologies | | | | | |
| d2 | I access the knowledge stored/documented in department through group collaboration over network. | | | | | |
| d3 | The knowledge accessed from a knowledge base of the department over the computer network highly contributes to my quality of teaching. | | | | | |
| d4 | The documented and filed knowledge accessed through e-mail/intranet highly enhance my teaching efficiency and effectiveness. | | | | | |
| d5 | All academic information in the department/college/university is openly available to everyone through computer networks. | | | | | |
| d6 | My research writing skill is highly improved because of the availability of information and knowledge openly accessed by computer networks from department/college/university. | | | | | |
| d7 | Knowledge management prevents the loss of key knowledge in the institute by reusing or recycling knowledge among the staffs. | | | | | |
| d8 | The sum of my thesis/research plans in change as a result of application of recycling of knowledge. | | | | | |
| d9 | By using updated information and knowledge, my project completion capacity advances academic excellence. | | | | | |
| d10 | The knowledge accessed from a knowledge-base of the department over the computer network contributes to my quality of teaching and so to academic excellence. | | | | | |
| d11 | My teaching methodologies are enhanced through the documented and filed knowledge accessed through e-mail/intranet positively affects academic excellence. | | | | | |
| d12 | Generally, I feel that effective utilization of knowledge has a positive impact on academic excellence. | | | | | |

**Part IV. General observations of KM**

e1. Write your experiences on Knowledge Generation/Creation practices

e2. . Write your participation on Knowledge Codification/Storage

e3. Write your participation on Knowledge Sharing

e4. Write your Knowledge Utilization/Implementation experiences

e5. Write your views and observations that corresponds *KM Practices* and *Academic Excellence*

***Thank you for your anticipated response!***

**Annex II**

**KII (Key Informant Interview)**

## Introduction

This questionnaire is prepared to conduct a study as a partial requirement for Master's Degree on Information Sciences. The main objective of the study is to identify and assess the Knowledge Management Practices and Academic Excellence achieved in Unity and St. Mary's Universities. I, hereby, certify that the findings will only be used for educational purposes and all information provided will be kept confidential. If you agree, please continue to respond to the questionnaires and filled by the enumerator.

The selected staffs should have at least two years' work experience in the selected universities.

We therefore kindly ask you to provide your honest responses to the questions.

Mob. Phone: 0911647376
E-mail: meeb17@gmail.com

**Part I: Respondent Information**

Institute's Name:_____,

Respondents Position:_____ Name: _____

**Semi-Structured Interview Questions**

Interview questions for the investigation of knowledge management practices and Academic Excellence in Unity and St. Mary's universities.

1. Do you think that the placement of instructors/academic personals verses student admission level/class size is in line with the MoE's standards?
2. Do you think that academic staffs in your university use knowledge management practices (knowledge generation, codification, sharing and utilization) for the improvement of their academic activities such as teaching and research?

   If so, how would you improve/expand the practices, if not how can it be implemented in your university?
3. Do KM practices focus on identifying and implementing the creation, storage, sharing and utilization of knowledge in your university?

4. How would you generally describe knowledge management practices (knowledge generation, codification, sharing and utilization) contribute to academic Excellence like teaching and research?
5. How do the university, school/college and department improve the academic Excellence through knowledge management practices among academic staffs in your school?
6. According to your view, how strong is the link between knowledge management practices (knowledge generation, codification, sharing and utilization) and Academic Excellence such as teaching and research of the academic staff in your university?
7. What are your opinion regarding these and other practices that bring about affirmative effect on the academic excellence?
8. Did your institute/college/department facilitate any seminar/training/workshop/ or any other events focusing on KM and academic excellence?
9. Does your institute/college/department proposed future plan regarding KM practices for the benefits of academic excellence?

***Thank You!***

**Annex III**

**Facts Collection Form (Academic and Administrative Staff)**
**Institute's Name_____,**

**Respondents Position_____, Name: _____**

**2017 Academic year staff information**

| Staff | Qualification | Full-Time | | Par time | |
|---|---|---|---|---|---|
| | | Male | Female | Male | Female |
| Academic | BA/BSc | | | | |
| | MA/MSC | | | | |
| | PH.D | | | | |
| Admin | Certificate/ Diploma | | | | |
| | BA/BSc | | | | |
| | MA/MSC | | | | |
| | PHD | | | | |