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Status of Knowledge Management in Universities in Bangladesh: An Assessment of Four Selected Universities

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Abstract

The study explores the current state of knowledge management, its challenges, and potential solutions to improve the country's educational landscape. A mixed-method approach was used, including interviews and questionnaires in four universities. Despite the emergence of a knowledge society, Bangladesh's education system faces various structural and operational issues that hinder its transition to a knowledge-based society. The curriculum primarily focuses on academic knowledge, neglecting practical skills and real-world applications. As a result, students need help to apply their learning in practical settings. The study's main findings point out several areas for improvement in the educational system, including traditional and inflexible curriculum design and assessment practices, lack of support services for students, inadequate resources for research, and insufficient training and development opportunities for faculty and staff. To address these challenges, the study offers key recommendations. Implementing technology, such as online platforms and learning management systems, can provide flexible learning options and promote innovation in teaching and assessment methods. Collaboration with businesses, non-profit organisations, and community groups can provide students with extracurricular activities and real-world exposure. The study concludes that these proposed solutions are valuable for university administrators, faculty, and staff who aim to drive positive change in the educational system. The study highlights the significance of knowledge management in academic development and emphasises the need for reform initiatives to overcome Bangladesh's educational system's challenges. The country can harness its abundant human capital and knowledge base by implementing the suggested solutions, ultimately progressing towards a knowledge-based society.

Key Words: knowledge management, education, public university, private university.

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Introduction

Education is crucial to development because it has the power to improve human capacities. It causes a shift in people's consciousness and understanding, developing the knowledge of how to make life more purposeful by sharing crucial intellectual and creative resources. Academia has a vital role in transforming Bangladesh society into a knowledge-based society. To achieve this goal, academia must become more involved in knowledge creation (Andaleeb, 2011). When people receive an education, they are equipped with particular qualities that enable them to contribute to their country's social and economic development. Development economists believe that when human capital is strengthened, productivity increases (Khan et al., 2014). The effectiveness of a country's educational system can enhance its competitive strength (Superman & Tahir, 2018). Like some other nations, Bangladeshi endeavours to adapt to global change by transforming its educational system. As a result, a practical commitment to knowledge management methods at the universities and among university professors is essential as a framework for transforming the education systems in tandem with globalisation. However, this study aims to determine the efficacy of Bangladesh's current higher education system in providing high-quality education and to consider the possibility of developing a knowledge-based society in the country.

Higher education institutions must engage more thoroughly in knowledge generation to play a critical role in changing Bangladesh into a knowledge-based society (research). Indeed, one of academia's main goals is to conceptualise, develop, communicate, use, and develop a body of knowledge by creating knowledge zones, knowledge businesses, and learning communities, creating a better and more contextual society (Andaleeb, 2011). Knowledge management supports today's complex businesses in making better choices and solving challenges more efficiently. Universities must establish information infrastructure and cultivate an atmosphere that permits teaching and non-teaching staff, researchers, patrons, students, and other stakeholders to engage in various knowledge management activities (Hoq & Akter, 2012). As a result, it is critical to ensure high-quality education throughout society, which enriches society's human capital and, as a result, fosters innovation and the development of a knowledge economy (Olssen & Peters, 2005). To move toward a knowledge-based society, these shortcomings must be addressed quickly through reform measures that rejuvenate the educational system and contribute to Bangladesh's vast knowledge base and abundant human capital. The objective of the study includes:

- To assess the present status of knowledge management at higher educational institutions in Bangladesh.
- To identify the key challenges to constructing a knowledge-based society.
- To recommend measures to create practical knowledge management at the institutional level.

This study focuses on the impact of certain factors on university standards and is limited to four universities in Bangladesh. It explores the nature of problems rather than providing

solutions, examining operating procedures and knowledge management in inclusive quality institutions. However, there are drawbacks: only three public institutions are considered, potentially limiting generalisations, and the analysis mainly pertains to recent years, possibly introducing bias. The researcher's extensive fieldwork prevented a comprehensive focus on past issues. Additionally, time constraints and the COVID-19 outbreak affected the pre-testing of questionnaires, potentially rendering some questions obsolete. The Daffodil University, Bangladesh Army International University of Science and Technology (BAIUST), the Jahangir Nagar University, and Comilla University were chosen based on the study area's coverage and the researcher's convenience. According to the study, generalisations regarding universities and the higher education landscape in Bangladesh are impossible.

Literature review

Knowledge management (KM) is essential for organisations to leverage their knowledge assets effectively. It involves gathering, storing, retrieving, and applying information to support organisational activities. KM creates a learning environment and can facilitate organisational change and development. Knowledge, encompassing various elements like principles, concepts, and skills, is the basis of KM (Tracey, 2004). KM starts with analysing an organisation's culture, values, and systems, followed by information mapping to identify the knowledge required to support its objectives. Knowledge assessment evaluates employees' existing knowledge in light of the business's needs. Using these assessments' outcomes, strategies are designed and implemented to enhance individual and organisational performance (Tracey, 2004). There are three distinct perspectives on knowledge management within businesses. The business viewpoint assesses the reasons, locations, and extent of knowledge investments and usage in strategies, products, acquisitions, partnerships, and divestments. The management viewpoint focuses on facilitating, organising, guiding, and analysing knowledge-related actions to achieve company strategies and goals (Ahammad, 2018). Newell et al. (2002) identified two perspectives on knowledge comprehension in organisations: the structuralism viewpoint, considering knowledge as a property, and the process perspective, viewing knowledge as socially interactive 'knowing' and 'acting'. While some knowledge is explicit, most is tacit and may not be articulated. Ahammad (2018) highlighted diverse methods for information exchange, emphasising the importance of establishing a positive attitude towards sharing knowledge and fostering knowledge management skills to achieve individual and organisational goals, such as enhanced performance and strategic advantage. Knowledge management involves acquiring, sharing, storing, and effectively managing individuals' knowledge to enhance workforce knowledge (Starmind, 2020). It applies prior decision-making experiences to improve organisational effectiveness (Jennex, 2005) and adapts existing knowledge to address current challenges and develop new solutions (McAdam, 2000).

Knowledge is crucial for an organisation's success, just as captured information is. While technology plays a role, knowledge management primarily relies on managing people and relationships. Emphasising wisdom over data is vital. Knowledge management is linked to self-assessment in higher education, supporting quality assurance in Bangladesh (Ali et

al., 2018b). According to Hoq and Akter (2012), while participants showed high knowledge management awareness, performance management is not widely practised in institutions. The lack of strategies, policies, and dedicated departments hinders knowledge management. The research proposed success criteria to promote knowledge management implementation in Zambian higher education institutions. According to Andaleeb (2021), urgent regional issues include youth unemployment, poverty, underdeveloped infrastructure, and undiversified industrialisation. To address these challenges, the education industry requires significant transformation. By incorporating modern teaching techniques, digital innovation, and efficient data systems, education can empower the country's youth to contribute to a knowledge-based economy. A study by Hoque et al. (2013) highlighted dimensions influencing the quality of business education: faculty qualifications, intake selection, evaluation system, campus infrastructure, research environment, university administration, market orientation, and commercial connection. It recommends academics and university founders consider these elements to ensure long-term survival and meet employers' and country's needs.

A country must possess fundamental pillars like structural and human capital to become a knowledge-based society (Bontis, 2001). Structural capital encompasses infrastructure and governance, while human capital emphasises the development of a skilled, educated, and productive populace (Khan et al., 2014). These forms of capital provide a competitive edge over other cultures in establishing a knowledge-based society (Olssen & Peters, 2005).

Table 1: Analytical Framework

Independent Variable	Measuring Indicators	Measuring Techniques	Dependent Variable
Structural & Governance Capital	• Curriculum: Content, Design and Review • Physical Facilities • Teaching- Learning • Assessment of Student Performance • Student Support Services	KII, Questionnaire Survey, FGD	Knowledge Management at Higher Educational Institutions
Human Capital	• Recruitment • Training and Development • Career Development • Research Facilities	KII, Questionnaire Survey, FGD	

Source: Developed by authors based on Ali et al., 2018a, Ali et al., 2018b; Ali et al., 2017; Khan et al., 2015; Hoque et al., 2013. Knowledge gained through business activities and customer interactions is vital to competitive advantage (Barbery & Torres, 2019).

Methodology

A mixed-method approach was employed to achieve the study's objectives. In addition, if surprising outcomes are discovered in quantitative research, a qualitative technique can be used to settle the quantitative study's findings and explain those (Maxwell & Loomis, 2003).

Four universities (two public and two private) were selected for this study to ensure comprehensive coverage. A reasonable sample size of respondents, including faculty and students, completed structured questionnaires using a 5-point Likert scale to assess knowledge management practices. Triangulation methods were employed to enhance research credibility, including key informant interviews and focused group discussions in each institution.

The investigation will be conducted using primary and secondary data. In addition to the output of the field visits, secondary data from various papers, journals, books, dialogues at conference classes, curricula, and websites of the selected universities were used for this study.

The study collected data from four universities using various tools. It aimed for a reasonable sample size by conducting interviews and questionnaire surveys with 240 respondents in total. The questionnaire survey included 160 students and 40 teachers from each institution, covering aspects like gender, faculty, duration spent in the institution, and institutional affiliation. Additionally, 40 key informant interviews were conducted with faculty members, department heads, and deans. These multiple data sources were utilised to validate the survey findings.

With a significant emphasis on the qualitative, the data and information acquired were quantitative and descriptive. The qualitative data in the study were presented using computer tools such as the Microsoft Office package. A considerable deal of effort has been made to eliminate data entry errors. While the study is qualitative, some graphical presentation would aid comprehension and reduce the number of descriptive statements.

Findings and Discussion

Structural & Governance Capital

Criteria	Name	Excellent	Very Good	Good	Average	Little	Not satisfactory
Curriculum: Content, Design and Review	**Private University**	(33%)	(33%)	(28%)	(6%)	(0%)	(0%)
	Public University	(6%)	(20%)	(37%)	(21%)	(7%)	(9%)
Physical Facilities	**Private University**	(23%)	(30%)	(27%)	(13%)	(4%)	(3%)
	Public University	(4%)	(6%)	(28%)	(22%)	(23%)	(17%)
Teaching-Learning	**Private University**	(31%)	(32%)	(24%)	(11%)	(1%)	(1%)
	Public University	(8%)	(17%)	(33%)	(30%)	(4%)	(8%)
Assessment of Student Performance	**Private University**	(23%)	(34%)	(28%)	(13%)	(2%)	(0%)
	Public University	(8%)	(18%)	(28%)	(28%)	(7%)	(11%)
Student Support Services	**Private University**	(23%)	(27%)	(31%)	(15%)	(2%)	(2%)
	Public University	(3%)	(15%)	(27%)	(30%)	(11%)	(14%)

Source: Field Survey-2022

Curriculum: Content, Design and Review

For Private Universities, 33% of the Curriculum was rated "Excellent," while another 33% was rated "Very Good." 28% of the Curriculum was rated "Good," and only 6% was rated "Average." No part of the Curriculum was rated "Little" or "Not satisfactory." The university creates the curriculum for courses and reviews it regularly. The university administration tries to tailor all departments' curricula to the changing world and job market demand. They provide valuable handouts and an appraisal of the course to students. It's a haven for them because of their teachers, who teach them to read, write, and serve others, and because this university prepares them for a bright future in every field. They are so satisfied with the extent to which their university conducts a curriculum design for every course and reviews it every year. The university follows the OBE format for every course, and one class is held for review after the procedure is complete. The university curriculum is getting better day by day. Curriculum development in higher education should follow a formal process. One of the teachers said, "By the OBE curriculum, in every semester, we try to develop our curriculum so that it is consistent with the contemporary demand."

For Public Universities, only 6% of the Curriculum was rated "Excellent," and 20% was rated "Very Good." The most significant portion of the Curriculum was rated "Good," at 37%. Another 21% was rated "Average," and 7% was rated "Little." The lowest rating of "Not Satisfactory" was given to 9% of the Curriculum. They said that their department completed its semester within due time. They also said their curriculum is reviewed every semester according to industry requirements, mainly by the course teacher, who may include or exclude topics or content according to their desire. Their curriculum design is perfect. Every two years, it was designed. A student said, " Comilla University is doing very well in every sector on account of the teachers' encouragement."

Physical Facilities

For Private Universities, 23% of the Physical Facilities were rated "Excellent," and another 30% were rated "Very Good." 27% of the Facilities were rated "Good," while 13% were rated "Average." 4% of the Facilities were rated "Little," and only 3% were rated "Not Satisfactory." Adequate classrooms, seating arrangements, labs, digital classrooms, etc. They have a permanent campus, hostel facilities, a transport service (they plan to have more transport), dining, laundry, and so on. Students will benefit from improved physical facilities as they transition to a permanent campus. They think they have that kind of physical support, such as academic buildings, administration buildings, libraries, transportation, etc. Physical facilities mainly evolve a spacious infrastructure, which BAIUST has in its conventional capacity. Different extracurricular activities, sports, medical facilities, fresh water with food, and an excellent hygienic environment grow them properly, which is the best part of their university. There are enough medical centres on campus, but emergency transport could be better. DIU's physical facilities are excellent.

For Public Universities, only 4% of the Physical Facilities were rated "Excellent," and 6% were rated "Very Good." The most significant portion of the Facilities was rated "Good," at 28%. Another 22% were rated "Average," while 23% were rated "Little." The lowest rating of "Not Satisfactory" was given to 17% of the Facilities. Their university provides quite good physical facilities for students. The facilities include furnishings, materials and supplies, equipment, information technology, and various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, vehicular access, and parking. But it needs to improve more.

More laboratory facilities, including a computer lab, a student's standard room, separate washroom facilities, etc. Despite several shortages and limitations, their teacher meets their classroom expectations. They also arrange seminars, symposiums, and workshops that help them improve their skills, knowledge, and learning. They also think their university needs to meet students' expectations regarding physical facilities. Aside from numerous barriers, students encounter physical facilities that assist them. There were transportation options and a verbal conference from their university. They think that there are many facilities at their university. Most of the facilities are related to their health. There are transportation facilities, a canteen, accommodations, and courses at a meagre tuition fee. They also said that transportation systems need to improve.

Teaching- Learning

For Private Universities, 31% of the Teaching-Learning was rated "Excellent," and another 32% were rated "Very Good." 24% of the Teaching-Learning was rated "Good," while 11% were rated "Average." Only 1% of the Teaching-Learning was rated as "Little" or "Not Satisfactory." They said their university greatly emphasises assessing and evaluating student learning outcomes. Their university has adopted the latest technology in its assessment processes, such as online exams, digital grading, and automated feedback systems. Their university employs various assessment methods, including exams, projects, assignments, case studies, presentations, and practical exams, to assess multiple skills and abilities. Their university follows a standardised evaluation process that is fair, transparent, and reliable.

For Public Universities, 8% of the Teaching-Learning was rated "Excellent," and 17% were rated "Very Good." The most significant portion of the Teaching-Learning was rated "Good," at 33%. Another 30% were rated "Average," while 4% were rated "Little." The lowest rating of "Not Satisfactory" was given to 8% of the Teaching-Learning. In 40% of assessments, students can ask faculty to check their manuscripts. Teachers influence some assessments, and there is no challenging option for them. Teaching is good, but more innovation is needed. In their university, their teachers effectively teach and provide sound advice. They think teaching, learning, and assessment in their university should be higher quality. Teachers always try to learn new things to help students understand their learning. The teaching and learning process is good because the teacher maintains it properly. Their university's teaching, learning, and assessment levels are naturally good. Their university's IQAC plays an influential role. Traditional assessment methods can be more accurate and different.

Assessment of Student Performance

For Private Universities, 23% of the Assessment of Student Performance was rated "Excellent," and another 34% were rated "Very Good." 28% of the Assessment was rated "Good," while 13% were rated "Average." Only 2% of the Assessment was rated as "Little," and none were rated as "Not Satisfactory." They believed their university was known for its excellent student performance assessment process. There are some reasons why their university's assessment is considered excellent. Their university conducts regular and comprehensive evaluations of students' performance, both formative and summative, to ensure that students are making progress toward their learning outcomes. The university strongly emphasises the development of practical skills and hands-on learning experiences. This helps ensure that students receive assessments relevant to their future careers. Their university continually evaluates its assessment process and makes improvements based on feedback from students, faculty, and industry experts. Assessments of student performance are of high quality and contribute significantly to the overall assessment mark. The evaluations of student performance at their university are of good quality because their teachers maintain them strictly.

For Public Universities, 8% of the Assessment of Student Performance was rated "Excellent," and 18% were rated "Very Good." The most significant portion of the Assessment was rated "Good," at 28%. Another 28% were rated "Average," while 7% were rated "Little."

The lowest rating of "Not Satisfactory" was given to 11% of the Assessment. The percentage of student participation demonstrates how committed the assignment is to the student's performance. The performance of the students is excellent because they give their best. They outperformed the competition. The assessment procedure is rigorous but fair. Students get what they deserve. Their tutors check their assignments and research papers for plagiarism as part of their performance evaluation.

Student Support Services

For Private Universities, 23% of the Student Support Services were rated "Excellent," and another 27% were rated "Very Good." 31% of the Student Support Services were rated "Good," while 15% were rated "Average." 2% of the Student Support Services were rated as "Little," and another 2% were rated "Not Satisfactory." They said there is some lack of authority, and they think there needs to be more service regarding knowledge management and higher education. Their university can exceptionally provide student support services regarding knowledge management in higher education, as their university is new. Therefore, there are some things that could be improved in this regard. They said that "Inshallah," it will improve very soon. They need their effort along with the varsity effort. If they perform well, it will represent their university to the world.

For Public Universities, only 3% of the Student Support Services were rated "Excellent," while 15% were rated "Very Good." The most significant portion of the Student Support Services were rated "Good," at 27%. Another 30% were rated "Average," while 11% were rated "Little." The lowest rating of "Not Satisfactory" was given to 14% of the Student Support Services. There is an updated curriculum for guiding the students. They felt that their university environment was suitable for teaching and research. They are trying to provide good things for the students. They think their university provides study materials with precious lectures that can guide them to achieve their higher education. For quality education, students take advantage of different types of facilities. Their university authority and department try to provide all types of support for the student. Their university level plays a role in ensuring the quality of higher education is good by nature. Their courses are well-designed in the context of the current world. Numerous facilities at the university assist students in obtaining a higher education. Through assignments, presentations, and other curriculum activities, the teachers help them prepare themselves. The syllabus and the curriculum are subject-oriented, and the teaching and learning methods are also according to the specific subject's needs.

Criteria	Name	Excellent	Very Good	Good	Average	Little	Not satisfactory
Recruitment	**Private University**	(34%)	(29%)	(28%)	(5%)	(2%)	(2%)
	Public University	(6%)	(13%)	(21%)	(24%)	(22%)	(14%)
Training and Development	**Private University**	(33%)	(21%)	(30%)	(9%)	(2%)	(5%)
	Public University	(7%)	(11%)	(33%)	(27%)	(12%)	(10%)
Career Development	**Private University**	(30%)	(24%)	(29%)	(10%)	(3%)	(4%)
	Public University	(4%)	(14%)	(20%)	(10%)	(27%)	(25%)
Research Facilities	**Private University**	(4%)	(12%)	(22%)	(12%)	(26%)	(24%)
	Public University	(8%)	(14%)	(25%)	(22%)	(19%)	(12%)

Source: Field Survey-2022

Recruitment

In the case of Private Universities, 34% of the respondents rated the recruitment process as Excellent, 29% rated it as Very Good, 28% rated it as Good, 5% rated it as Average, 2% rated it as Little, and 2% rated it as Not Satisfactory. The recruitment system in these universities may have some similarities and differences. Still, a recruitment system in any organisation typically follows these steps: These universities post job openings on their official websites, social media platforms, or job portals. Interested candidates apply for the job by submitting their resumes and cover letters. The HR departments of both organisations review the applications and shortlist the most suitable candidates for further evaluation. Shortlisted candidates are invited to interview with the HR department and the hiring manager. These may also conduct assessments such as written tests, skills tests, and background checks to determine the candidate's suitability for the job. If the candidate is deemed suitable, the organisation will make a job offer, and the candidate must accept the offer to join the organisation. This recruitment process is very transparent. The university tries hard to recruit the most qualified teachers.

In the case of Public Universities, 6% of the respondents rated the recruitment process as Excellent, 13% rated it as Very Good, 21% rated it as Good, 24% rated it as Average, 22% rated it as Little, and 14% rated it as Not Satisfactory. The university should have conducted the recruitment procedure fairly. Nepotism and favouritism are also seen in teacher recruitment. Some respondents stated that the hiring process was fair. Through the admissions test, students are admitted. Employees are recruited using quality assurance to ensure that related abilities

are met. Some respondents also said that they had no idea about this. They constantly believe that they are being mistreated. The recruitment is going well, but the recruiters should work harder to find more dedicated candidates. Sometimes, there are allegations of corruption. Recruitment procedures are free from bias. Except for a few instances, recruitment appears to be fair. Some biased scenarios have been shown at times. Although recruitment is usually done relatively, this is only sometimes the case.

Training and Development

In the case of Private Universities, 33% of the respondents rated the Training and Development programs as Excellent, 21% rated it as Very Good, 30% rated it as Good, 9% rated it as Average, 2% rated it as Little, and 5% rated it as Not Satisfactory. The students at their university conduct training and development activities regularly. They have a lot of lab facilities where they can easily do training and development activities. Their university students participate in training and development activities. Their university arranges moot court competitions and other seminars for other departments and also arranges internal competitions. Their university arranges international training and development programs. A member of their faculty recently organised a training program in international maritime law. They learn many things from such training programs. Students from their university participate in training and development activities with students from many other countries. Students can also join in the training program via the Zoom app, Google Meet, and other platforms.

In the case of Public Universities, 7% of the respondents rated the Training and Development programs as Excellent, 11% rated it as Very Good, 33% rated it as Good, 27% rated it as Average, 12% rated it as Little, and 10% rated it as Not Satisfactory. They said that every year, students go to BARD to gain practical knowledge to ensure their training and development. It is true that the university conducts the management of training and development and that various organisations arrange training and workshops to develop skills. The IQAC of their university held multiple training sessions and hired external resources.

Career Development

In the case of Private Universities, 30% of the respondents rated the Career Development opportunities as Excellent, 24% rated it as Very Good, 29% rated it as Good, 10% rated it as Average, 3% rated it as Little, and 4% rated it as Not Satisfactory. Their university has made some efforts to ensure the continuous education of the students for their future career management after graduation. For example, Every year, a beautiful job fair is held at their university where students can get many jobs. Their university has already continued some international courses, so they can get a certificate, which is helpful for their higher education. Their faculty members always guide and instruct future career management after graduation. Their teachers are always there to guide and give instruction for future career management after graduation. They have seen their seniors get jobs after graduation, and their university helps them as needed.

In the case of Public Universities, 4% of the respondents rated the Career Development opportunities as Excellent, 14% rated it as Very Good, 20% rated it as Good, 10% rated it as Average, 27% rated it as Little, and 25% rated it as Not Satisfactory. There has yet to be an initiative they've ever seen about career development. University needs to make more effort to maintain one's education. Their university only provides facilities after graduation. It needs to make more efforts to ensure students' continued education for future career management after graduation. However, this is available at world-class universities. Their university places little emphasis on students' ongoing education for future career management after graduation. Some respondents stated that their university makes limited efforts to ensure students' ongoing education for future career management after graduation. There is little emphasis on future career-related subconscious here.

Research Facilities

In the case of Private Universities, only 4% of the respondents rated the Research Facilities as Excellent, 12% rated it as Very Good, 22% rated it as Good, 12% rated it as Average, 26% rated it as Little, and 24% rated it as Not Satisfactory. They think that they value little interest in research. They are more interested in getting a good job after completing graduation. They also said there are university stabiles a few years ago they carried their academic activity on a temporary campus. They hoped that when their university shifted its permanent campus, they would get more facilities regarding research. They also feel that their teacher is not interested in research. One of the teachers expressed that the university doesn't provide any funds to the students for academic research. Secondly, the university gives a small number of funds to the teachers for conducting their research only once a year. There is an inadequate research facility for students and teachers. University authorities promote that culture to engage students and teachers in research activities, but the teachers are not interested in working with the students. Another shocking news is that few teachers see the student as a competitor.

In the case of Public Universities, 8% of the respondents rated the Research Facilities as Excellent, 14% rated it as Very Good, 25% rated it as Good, 22% rated it as Average, 19% rated it as Little, and 12% rated it as Not Satisfactory. Comilla University students said there is only one research institute after creating this university around 17 years ago. There are no research facilities on the premises. Recently, they formed a volunteer research society here. But after becoming the new vice chancellor, he has taken some initiative to increase research facilities, and he started an award for researchers that is the vice chancellor award. He already said that, without research, no institution can take its place in the world rankings. They provide guidance and technical support. Their teachers encourage the students to research. Their university and teachers encourage students to use research facilities and explain why research is essential for their future careers. Research facilities are increasing for students and teachers, but the budget for this sector needs to be improved. Their university provides research facilities for students and teachers.

Recommendations

For universities, knowledge management initiation involves stages, structure, and implementation insights. Emphasising its significance over the term, institutions may adopt alternative phrases like change, reform, or transformation (Agarwal & Marouf, 2014). Integrated education encourages students to study locally while expanding their horizons. Quality education shapes the future of individuals and society, and product quality impacts industry viability.

Curriculum Design and Review

Universities should embrace flexibility and innovation in Teaching, Learning, and Assessment. Strategies like real-world experiences, technology integration, interdisciplinary learning, stakeholder involvement, and curriculum updates can address evolving student needs and job market demands.

Teaching Learning and Assessment

Promote flexible learning with technology, online platforms, and self-paced options. Foster collaboration through group projects and peer assessments. Personalise learning to suit individual needs. Incorporate alternative assessments like portfolios and offer continuous feedback. Embrace innovation for a dynamic learning experience.

Enhance Student Performance

Utilise diverse assessments (projects, group work, self-reflection, oral presentations) for a holistic perspective. Encourage self-assessment and focus on the learning process over grades. Cater to varied learning styles and consider non-academic factors. Collaborate with students and families for personalised learning plans. Communicate clear assessment criteria consistently.

Student Support Services

We empower students to organise extracurricular activities by collaborating with local businesses, nonprofits, and community groups. We use digital platforms to offer virtual clubs and online competitions, fostering student involvement. We value and support student participation and consider resource reallocation to bolster extracurricular programs.

Recruitment Procedure

Ensure clear, transparent recruitment policies, followed consistently by stakeholders. Use impartial selection committees, objective criteria, and ethical standards for hiring. Train all involved to uphold best practices. Implement a system to report and investigate corruption and nepotism allegations. Enhance transparency by posting job ads, criteria, and outcomes publicly.

Training and Development Facilities

Empower faculty, students, and staff through engaging training programs. Foster a culture of continuous learning with accessible online courses and workshops. Collaborate with local businesses for relevant industry-based development. Allocate resources and evaluate programs regularly for improvement, catering to the diverse needs of students, faculty, and staff.

Career Development

Conduct needs assessments to identify the career goals of students, alumni, and university members. Engage local and national employers to inform career development program designs. Offer counselling, workshops, and job search support. Provide internships, co-op programs, and networking opportunities. Regularly evaluate and improve programs based on feedback from students, alumni, and employers.

Research Facilities

Enhance the university's research capabilities: Identify research strengths, hire experienced faculty, allocate ample funding for equipment and staff, foster interdisciplinary collaboration, engage with external partners for financing, promote technology transfer, and invest in research infrastructure. Continuously evaluate and improve programs based on feedback from stakeholders.

Conclusion

The study aimed to assist colleges in assessing their knowledge management processes and recommended measures to reduce inefficiencies. It investigated Knowledge Management techniques in Bangladesh's higher education institutions, emphasising the importance of knowledge management for sustained market development and societal growth. The research proposed a framework for implementing knowledge management practices at the university level. It is valuable for university leadership, faculty, and staff seeking to drive positive changes. The study's framework can be adapted for other educational contexts and organisations beyond academia. Future research will explore larger samples from various higher education institutions to guide the implementation of knowledge management. To excel in higher education, institutions should prioritise global inclusivity, competent leadership, and responsiveness to stakeholders' expectations. Enhancing support systems for students and promoting innovative thinking is vital for achieving excellence in higher education.

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