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**Research Article**

# Identification of Knowledge Management Barriers

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**ABSTRACT**

Knowledge Management is gaining huge attention in education as well as business sector. We observed that number of publication increases nowadays. Knowledge Management implemented in the business sector successfully but I observed through the literature review there is lack of acceptance and implementation of Knowledge Management in educational sector. It is very crucial to implement Knowledge Management System in educational organization to improve efficiency and effectiveness, improve decision making process, teaching learning process, enhance educational, research, and other administrative activities. The current research focus on how knowledge management influences performance of organization with use of information and communication technology. The research aims to assess the current status of knowledge management and its value in educational organization and also describe the knowledge management enablers- success factors and barriers. Managing knowledge is the toughest task for any organization.

**Keywords:** Knowledge Management, Educational Organization, Knowledge Management Barriers, Higher Education, Knowledge Management System.

## 1. INTRODUCTION

Absolutely, the role of higher education institutions has evolved significantly beyond being mere producers of knowledge and graduates. They now serve as hubs for collaborative innovation and societal improvement. This shift presents both opportunities and challenges for these institutions. In this landscape, knowledge management becomes paramount. It's not just about generating knowledge but

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also about effectively managing and leveraging it to drive innovation and enhance outcomes. This involves creating a culture that encourages knowledge sharing among all stakeholders - management, faculty, researchers, and students. By implementing effective knowledge management practices, educational institutions can foster a dynamic environment where ideas are exchanged freely, leading to improved services and outcomes. Ultimately, the goal is to enhance the learning experience and positively impact student success. However, achieving this requires more than just technology; it necessitates a holistic approach that encompasses people, processes, and technology. It involves fostering collaboration, creating systems for capturing and sharing knowledge, and providing support for continuous learning and improvement. Overall, embracing knowledge management in education holds the potential to revolutionize the way educational institutions operate and deliver value to students, educators, and the broader community. (Chu, K.W. et al., 2011).

The current research focus on how knowledge management influences performance of organization with use of information and communication technology. The research aims to assess the current status of knowledge management and its value in educational organization and also describe the knowledge management enablers-success factors and barriers. Managing knowledge is the toughest task for any organization. As KM has become a central part of any organizational activities and technologies dependent. Securing organizational knowledge has become one of the most important issues in the KM area. Strengthening security within the domain of shared knowledge is a critical issue and great challenge to both education and business today(Jin Kyu Lee, 2005).

Knowledge is untouchable or physical, expensive to obtain, easy to lose and crucial to organizational success. Knowledge management is currently receiving considerable attention, from academics and practitioners, both and is being addressed by a broad range of academic literature. Knowledge management is not the only discipline. Rather, it is a combination of various endeavours and areas of study. This research facilitates a framework to characterize the various tools (methods, practices and technologies) available to knowledge management practitioners. Many researchers stated that knowledge management is the machine (engine)that runs (which accelerates) the performance of the organization and organizational economic growth and they also acknowledge that Knowledge Management (KM) plays a vital role in achieving opportunities for better decision making and competitive advantage for organizations and increase the efficiency and effectiveness of both educational and business organizations (Ramakrishnan K. et al. 2012).

### 1.1. Objective of the study

1. To Study the existing knowledge management system in the educational organization.
2. To find the barriers to implement knowledge management system in the educational organizations.

## 2. METHOD

In order to achieve the stated objectives, the following research plan was adopted.

3. Concepts of knowledge management model were understood by the literature study and attributes of a KMS were gathered from literature survey (objective 1)
4. Focus group discussions were held among academics from Management and Computer Science of selected Institutions, to find out their requirements from KMS. The gathered data have been used for designing the questionnaire which was used for collecting user requirements.
5. Barriers of knowledge management system were identified from the literature survey and gathered data (objective 2).

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- **Sources of Data**

For the study both secondary and primary data was used which is described below:

**2..1. Secondary Data**

Secondary data used in the research were obtained from books, journals and websites. The data obtained from these sources were used to identify the attributes of a KMS, and to design the architecture of the KMS for academics. This helped in creation of the prototype.

**2..2. Primary Data**

Primary data used in research were obtained from observations of KMS in practice and also from a survey done among academicians teaching graduate and postgraduates courses Management and Computer Science in selected institutions. KMS of various organizations were observed by observing and querying about the portal through internet Interface and processing information were the parameters that were observed in these KMS in practice.

Details regarding the process of questionnaire design, the survey and the questionnaire details are discussed in the next sections

In order to design the questionnaire for the user requirement survey focus groupdiscussion technique was adopted. The focus group discussion was held among academics from Management Science and Computer Science & Engineering of the selected institutions. The reason for confining this group discussion to Management Science and Computer Science & Engineering is that these groups of academics have strong knowledge of computer operations and browsing, and are high users of the Intranet and Internet. The discussion took place in the month of October 2021.

The focus group comprised of ten participants' viz. five academicians from Computer Science & Engineering and five from Management Science and two moderators.

- **Questionnaire for User Requirement Survey**

The data collection instrument employed for the user requirement survey was a questionnaire distributed through email. The questionnaire was designed based on inputs of the Focus group discussions. The questions formulated, tried to find out the requirements of academicians teaching in graduate and postgraduate programs in Management and Computer Science institutions in selected institutions of India. The questionnaire contained twelve questions. All the questions were in nominal scale.

**Sample Survey**

Primary data was obtained from prospective users through online survey. Details regarding primary data collection including study population, sampling procedure, sampling frame, sample size and area covered have been provided in the following sections.

**1. StudyPopulation-1:**

The population for the survey, from which the sample was drawn, was academicians from Computer Science or Management disciplines, and who worked in academic institutes: MGCGV, MCU, PSIT, and REC-Banda respectively.

- **Element:** For the purpose of this research, elements are individuals who fulfill the following criteria:

An academician working on a Computer Science or Management department in the selected Institutions.

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a. Academicians should have strong knowledge of computer operations and browsing, and are high users of the Intranet and Internet.

- **Sampling Unit:** The sampling unit for this study is defined as the individual academician.
- **Extent:** The survey was conducted in the selected educational institutions.
- **Survey period:** The data was collected during the period October 2021 through May 2022.

Judgment sampling procedure was used for the study. The basis of judgment in selecting the academic institutes and have Intranet and Internet connections. The basis of judgment in selecting the respondent was that the respondent should be an academician, teaching higher-level Management and Computer courses in India, and should have computer operating and browsing knowledge. The websites of the selected academic institutes of India offering Computer Science and Management education were searched and the email address of the permanent faculty member of those institutes were collected from those websites. The questionnaire was sent to only those academicians who had email accounts. The reason behind selecting these two disciplines for this particular study is that both are very popular, industry oriented and the people in these two disciplines are Internet savvy.

## 2. Barriers to successful knowledge management practice

The knowledge management implementation in the academic institutions is very important and useful to improve the working outcomes. Knowledge management control has played a sizable function in improving organization's effectiveness and efficiency. With the growing competition, educational organization and business sectors both must remain competitive through the development and the use of knowledge management permitting technologies equally important is the need to be aware of the factors that are related to the effectiveness of knowledge management enabling initiatives. As such, there is need to know what are the barriers to implementing knowledge management in educational organizations (Okere G O, 2017).

In the literature, there are many researchers have been defining and categorized the knowledge management barriers in their own perspective. We consider some barriers from the literature and conducted survey and categorized into three categories:

2.1. Human Barriers

2.2. Organizational Barriers

2.3. Technological Barriers

**Human Barriers:** Human actors are central to knowledge management processes, as they are involved in all stages from identification to evaluation. However, the implicit knowledge possessed by employees can be challenging to measure, store, and distribute (Pawar, 2001). Neglecting the human factor in knowledge management strategies can lead to barriers in successful implementation.

- **Personal Barriers:** Personal barriers encompass attitudes and behaviors of users that hinder knowledge management initiatives. Concerns such as perceived lack of usefulness, investment of time and effort versus benefits, and incentives for knowledge sharing can impede progress.
- **Fear and Uncertainty** Ardichvili et al. (2003Fear and uncertainty about the relevance, importance, andaccuracyofsharedknowledgecanhinderknowledgesharingwithinorganizations. Members may be hesitant to share knowledge they perceive as potentially irrelevant or inaccurate, contributing to barriers in knowledge exchange. Du Plessis (2008) raises a crucial point. Determining what knowledge is essential to keep and prioritize is a fundamental aspect of effective knowledge

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management. Without this understanding, organizations may struggle to identify and capture the Knowledge that truly drives innovation and improves outcomes.

- **Lack of Acceptance or usefulness**: User acceptance is crucial for the success of knowledge management initiatives. If users and management do not perceive the usefulness of knowledge

  management systems or programs, it can act as a significant barrier. It's essential for users to understand the benefits offered by such systems to overcome resistance.

- **Time and effort:** Staff membersmayperceiveknowledgemanagementasanadditionalresponsibility rather than an integrated part of their daily work. This perception can lead to resistance due to perceived time constraints. Changing perceptions to recognize the value added by knowledge management activities is essential for overcoming this barrier. Time is a problematic area or barrier, where staff members are measured on the number of hours they deliver in respect of outputs, such as in the world of accountants, lawyers, solicitors and engineers. For them, time is money and it is difficult to change the perception that knowledge management can make them work smarter and faster, even if they do spend some time on it upfront.

  (Riege, 2005; Ling et al., 2009) argue that People may feel that there is a general lack of time to share knowledge.Furthermore,HewandHara(2007)foundthatalthoughpeoplearegenerallymotivatedto share knowledge, the lack of time can cause people to prioritize their daily responsibilities.

  Addressing these barriers requires a multifaceted approach that involves addressing cultural, organizational, and technological factors. Strategies such as providing incentives for knowledge sharing, promoting a cultureof openness and collaboration, and integrating knowledge management into daily workflows can help mitigate these barriers and foster a conducive environment for effective knowledge management.

- **Users perceived lack of incentives to share knowledge:** This obstacle stems from the inherent disparity between those seeking knowledge and those offering it. The knowledge provider, despite their ability to share information, usually has minimal or no motivation to do so. They might wonder why anyone in the organization should gain from their experiences and insights or why they should share the results of their hard work for free with others. Even if they want to impart their knowledge, finding the time to do so can be challenging. On the other hand, the knowledge seeker is highly motivated to gain knowledge but cannot achieve this without the knowledge provider's collaboration.

**Organizational Barriers**

Current KM research highlights several planning-related obstacles to the successful execution of KM projects. A significant barrier is the absence of or poorly defined goals for KM initiatives. In planning the KM implementation, the initial step is to set the goals and understand the derivers or the knowledge management initiative. Given the costs and turbulence generated by KM projects, it was amazing that number of firms fail to develop useful KM goals or clearly communicate what drives the implementation of knowledge management in the organization.

Many studies suggest that the biggest hurdle to knowledge management is not implementing cutting-edge IS solutions, but motivating people to contribute to the KM effort and share their know-how. Desousza, K.C. (2003) argue that knowledge originates in the minds of individuals, so we must realize that unless organization members are motivated to share, no IT solution can deliver the desired goal.

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**Technological Barriers**

Premium and sophisticated software solutions can simplify life in many aspects. Software for data exchange, archiving, information sharing, communication, and workflow management can provide quick and easy answers for restructuring knowledge management. However, technological solutions generally require funding, which can become a significant constraint. Even when free software is available, there is often a shortage of hardware, insufficient bandwidth, and a lack of IT literacy to manage the software, driving costs higher than similar 'paid' software. Additionally, an organization may find itself trapped by a previous decision to use specific software. Reversing this old choice once the software is in place can become impossible due to financial or reputational reasons or a lack of necessary skills.

McCann, J.E & Syke, J.H. (2004) contend that effective knowledge management is undoubtedly impossible without efficient information systems and technologies (IS/IT) that facilitate information acquisition, retention, and sharing. However, several studies have indicated that technology can pose a substantial obstacle in knowledge management programs. Technology creates a barrier when information is fundamentally mistaken for knowledge.

The KPMG, M.C. (2001) study disclosed that unrealistic expectations about technology are another obstacle to knowledge management. The research revealed that several companies still view KM as a technology issue. However, the literature cautions that “technology alone won’t compel a person with expertise to share it with others. Technology alone won’t motivate an employee who is disinterested in seeking knowledge to jump onto a keyboard and start searching or browsing." Now we present the Knowledge Management Barriers concluded from the literature survey and questionnaire survey in tabular form in table: 1.

**Table.1:The barriers to knowledge management from literature study**

| Barriers | Sources |
|---|---|
| Top Management Support | Brand,1998; Cheikhrouhou et al. 2013; ChongandChoi, 2007 |
| Lack of Technological Infrastructure | Singh and Kant, 2008; Jaya ram and Pathak, 2013; Singh et al., 2007; Dulipovici and Robey, 2013 |
| Lack of methodology | Wiig, 1995 |
| Lack of organizational structure | Griffin(2005), |
| Adversarial organizational culture | Chase, 1997; Pugnaa and Boldeanu, 2014 |
| Lack of Trust | Alawi 2007; Robertson et al., 2015 |
| Lack of motivation and reward system | Hariharan 2002; Bhirud 2005; Urbancová and Vnoučková, 2015; Witt, 1999; Caietal., 2013 |
| Lack of ownership of problem | Witt, 1999; Caietal., 2013 |
| Lack of time | Carrillo et al., 2000; Caietal., 2013 |

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**Table.2: Knowledge Management Barriers from the Questionnaire Survey**

| Categories | Barriers |
|---|---|
| **Human** | Lack of time<br>Lack of participation in knowledge sharing<br>Lack of trust<br>Lacking acceptance<br>Personnel fears and uncertainty |
| **Organizational** | Poor organizational<br>Structure Poor<br>organizational Culture<br>Improper planning, design, coordination and evaluation<br>Lack of leadership<br>Poor managerial support |
| | Information overload and redundancy<br>unclear goal<br>Inadequate motivation |
| **Technological** | For missing instruments for integrated planning and evaluation<br>Lack of training<br>Lacking acceptance |

## RESULTS AND DISCUSSION

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-sections.

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### 4.1. Barriers to Knowledge Management

**(a) Poor organizational Structure**

**H0=There is no relationship between preferences for Poor Organizational Structure and Designations.H1=There is relationship between preferences for Poor Organizational Structure and Designations.**

**Designation & Poor organizational Structure Cross tabulation**

| Designation | Poor organizational Structure | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 3 | 56 | 59 |
| Professor/Associate Professor | 0 | 24 | 24 |
| Total | 3 | 80 | 83 |

**Chi-Square Tests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | 1.266[a] | 1 | .260 | | |
| ContinuityCorrection[b] | .227 | 1 | .634 | | |
| LikelihoodRatio | 2.093 | 1 | .148 | | |
| Fisher'sExactTest | | | | .553 | .354 |
| NofValidCases[b] | 83 | | | | |

a. 2 cells (50.0%) have expected count less than 5.The minimum expected count is. 87.

b. Computedonlyfora2x2table

**Interpretation:**

**Here,pvalue=0.260.**

**Sincepvalue<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected. Therefore, there is no relationship between preferences for Poor organizational structure and Designations.**

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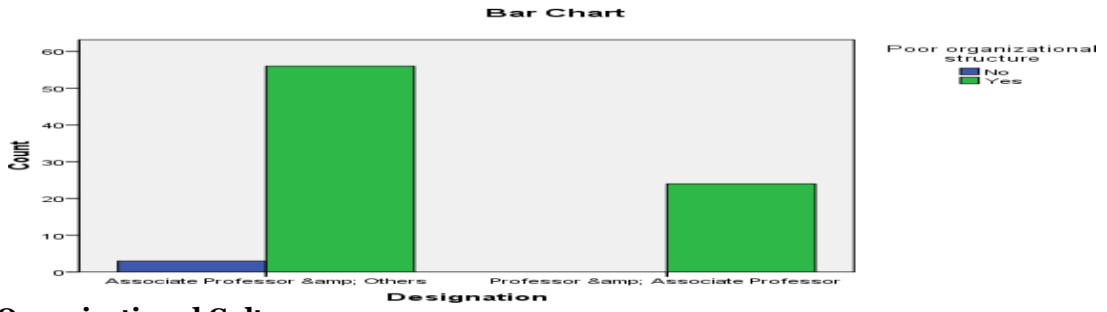


**Poor Organizational Culture**

**H0=There is no relationship between preferences for Poor Organizational Culture and Designations.H1=There is relationship between preferences for Poor Organizational Culture and Designations.**

**Designation & Poor organizational Culture Cross tabulation**

| Designation | Poor organizational Culture | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 2 | 57 | 59 |
| Professor/Associate Professor | 0 | 24 | 24 |
| Total | 2 | 81 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | .834[a] | 1 | .361 | | |
| ContinuityCorrection[b] | .015 | 1 | .902 | | |
| LikelihoodRatio | 1.385 | 1 | .239 | | |
| Fisher'sExactTest | | | | 1.000 | .503 |
| NofValidCases[b] | 83 | | | | |

c. **2 cells (50.0%) have expected count less than 5.The minimum expected count is. 58.**

d. **Computed only for a 2x2 table**

**Interpretation:**

**Here, pvalue=0.361.**

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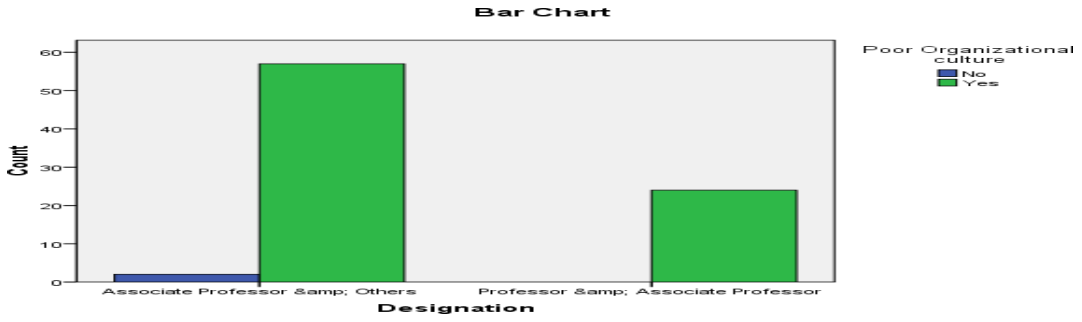
**Since p value<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for Poor organizational culture and Designations.**




**(b) Improper planning, design, coordination and evaluation**

**H0=There is no relationship between preferences for Poor Organizational Structure and Designations.H1=There is relationship between preferences for Improper planning, design, coordination and evaluation and Designations.**

**Designation & Improper planning, design, coordination and evaluation Cross tabulation**

| Designation | Improper planning, design, coordination and evaluation | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 6 | 53 | 59 |
| Professor/Associate Professor | 0 | 24 | 24 |
| Total | 6 | 77 | 83 |

**Chi-Square Tests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | 2.631[a] | 1 | .105 | | |
| Continuity Correction[b] | 1.333 | 1 | .248 | | |
| Likelihood Ratio | 4.283 | 1 | .038 | | |
| Fisher's Exact Test | | | | .175 | .119 |
| N of Valid Cases[b] | 83 | | | | |

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**a.2cells(50.0%)haveexpectedcountlessthan5.Theminimumexpectedcountis1.73.**

**b. Computed only for a 2x2 table**

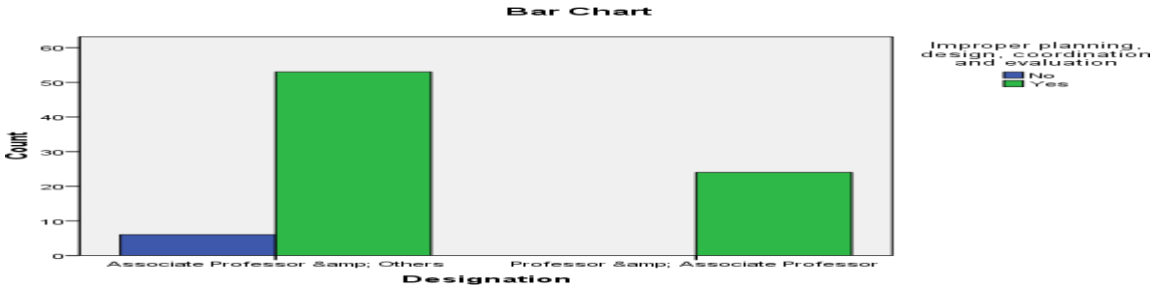
**Interpretation:**

**Here, p value=0.105.**

**Since p value<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences Improper planning, design, coordination and evaluation and Designations.**




(c) **Lack of time**

**H0=There is no relationship between preferences for Lack of time and Designations.**
**H1=There is relationship between preferences for Lack of time and Designations.**

**Designation & Lack of time Cross tabulation**

| Designation | Lack of time | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor & Lecturer & others | 8 | 51 | 59 |
| Professor/Associate Professor | 1 | 23 | 24 |
| Total | 9 | 74 | 83 |

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) | ExactSig. (2-sided) | ExactSig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | 1.557[a] | 1 | .212 | | |
| Continuity Correction[b] | .737 | 1 | .391 | | |
| Likelihood Ratio | 1.830 | 1 | .176 | | |
| Fisher's Exact Test | | | | .436 | .200 |
| N of Valid Cases[b] | 83 | | | | |

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a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.60.

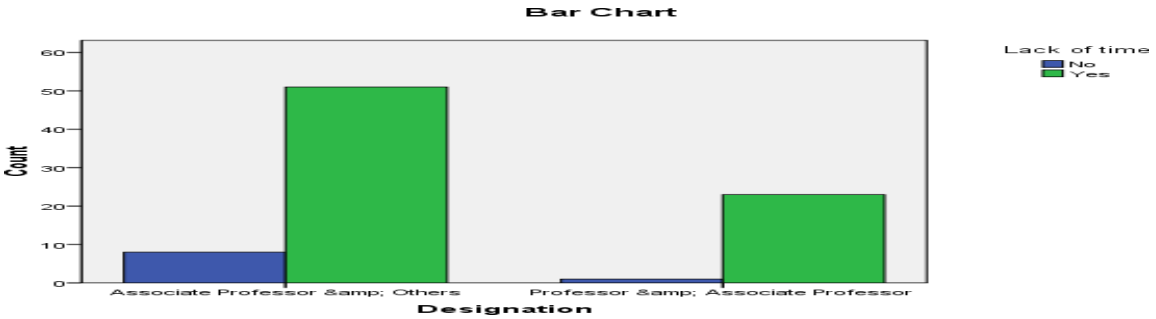
b. Computed only for a 2x2 table

**Interpretation: Here, p value =0.212.**

**Since p value<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for Lack of time and Designations.**




**(d) Lack of training**

**H0=There is no relationship between preferences for Lack of training and Designations.**
**H1=There is relationship between preferences for Lack of training and Designations.**

**Designation & Lack of training Cross tabulation**

| Designation | Lack of training | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 11 | 48 | 59 |
| Professor/Associate Professor | 3 | 21 | 24 |
| Total | 14 | 69 | 83 |

**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | .459[a] | 1 | .498 | | |
| Continuity Correction[b] | .126 | 1 | .723 | | |
| Likelihood Ratio | .482 | 1 | .488 | | |
| Fisher's Exact Test | | | | .748 | .373 |
| N of Valid Cases[b] | 83 | | | | |

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a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.05.

b. Computed only for a 2x2 table

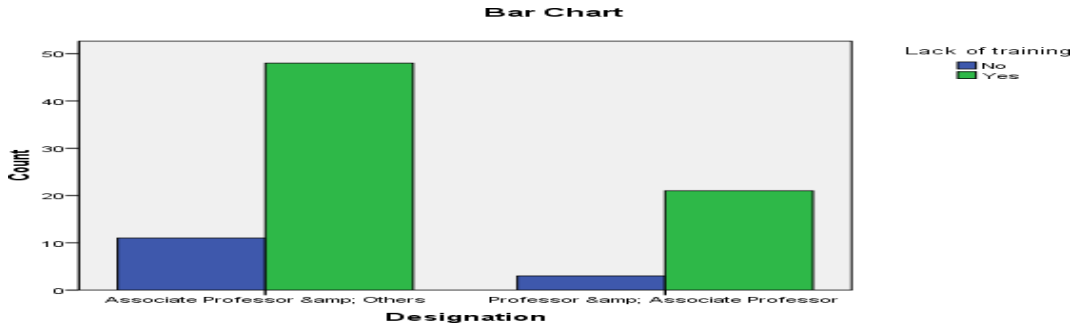
**Interpretation:**

**Here,pvalue=0.498.**

**Sincepvalue<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for Lack of training and Designations.**




(e) **Lack of participation in knowledge sharing**

**H0=There is no relationship between preferences for Lack of participation in knowledge sharing and Designations.**

**H1=There is relationship between preferences for Lack of participation in knowledge sharing and Designations.**

**Designation & Lack of participation in knowledge sharing Cross tabulation**

| Designation | Lack of participation in knowledge sharing | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 13 | 46 | 59 |
| Professor/Associate Professor | 5 | 19 | 24 |
| Total | 18 | 65 | 83 |

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**Chi-Square Tests**

| | Value | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig.(1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | .014[a] | 1 | .904 | | |
| Continuity Correction[b] | .000 | 1 | 1.000 | | |
| Likelihood Ratio | .015 | 1 | .904 | | |
| Fisher's Exact Test | | | | 1.000 | .578 |
| N of Valid Cases[b] | 83 | | | | |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.20.

b. Computed only for a 2x2 table

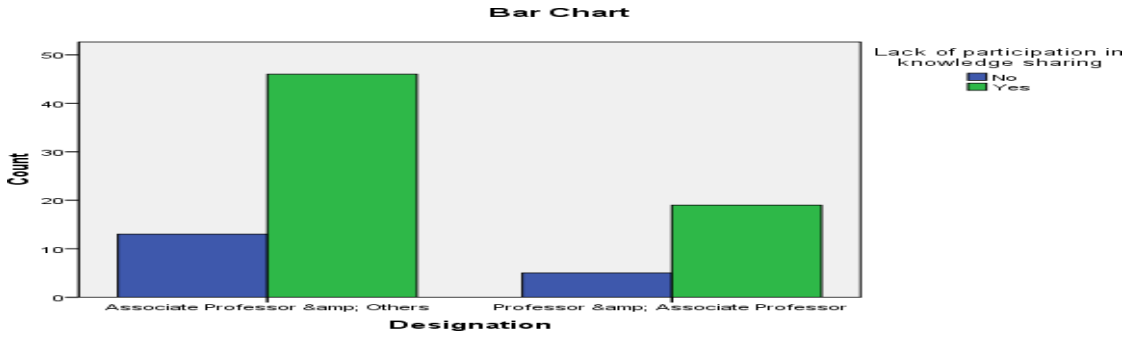
**Interpretation:**

**Here, p value=0.904.**

**Since p value<alpha (=0.01)**

**Therefore, null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for Lack of participation in knowledge sharing and Designations.**




**(f) Lack of Trust**

**H0=There is no relationship between preferences for Lack of trust and Designations.**
**H1=There is relationship between preferences for Lack of trust and Designations.**

**Designation & Lack of Trust Cross tabulation**

| Designation | Lack of Trust | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 8 | 51 | 59 |

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| | | | |
|---|---|---|---|
| Professor/Associate Professor | 1 | 23 | 24 |
| Total | 9 | 74 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | 1.557[a] | 1 | .212 | | |
| Continuity Correction[b] | .737 | 1 | .391 | | |
| LikelihoodRatio | 1.830 | 1 | .176 | | |
| Fisher'sExactTest | | | | .436 | .200 |
| NofValidCases[b] | 83 | | | | |

a. 1 cells(25.0%) have expected count less than 5. The minimum expected count is 2.60.

b. Computed only for a 2x2 table

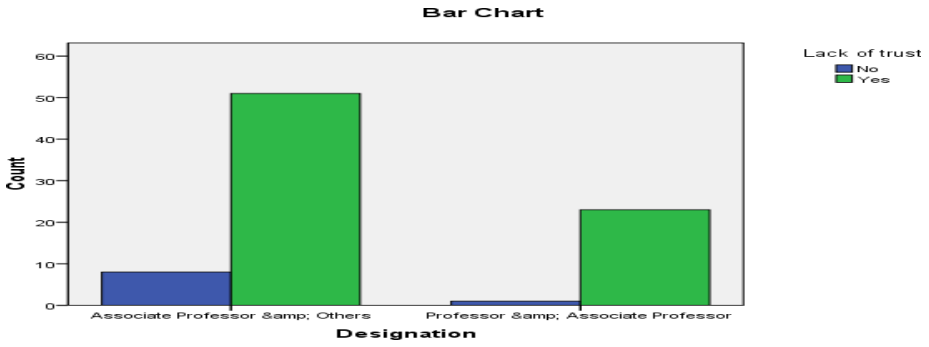
**Interpretation:**

**Here, p value=0.212.**

**Sincepvalue<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for Lack of trust and Designations.**



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(g) **Lackofleadership**

**H0=There is no relationship between preferences for Lack of leadership and Designations.H1=There is relationship between preferences for Lack of leadership and Designations.**

**Designation & Lack of leadership Cross tabulation**

| Designation | Lack of leadership | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 11 | 48 | 59 |
| Professor/Associate Professor | 0 | 24 | 24 |
| Total | 11 | 72 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | 5.158[a] | 1 | .023 | | |
| Continuity Correction[b] | 3.664 | 1 | .056 | | |
| Likelihood Ratio | 8.173 | 1 | .004 | | |
| Fisher'sExactTest | | | | .029 | .017 |
| N of Valid Cases[b] | 83 | | | | |

a. 1 cells (25.0%) have expected countless than 5. The minimum expected count is 3.18.

b. Computed only for a 2x2 table

**Interpretation:**

**Here,pvalue=0.023.**

**Sincepvalue<alpha(=0.01)**

**Therefore, null hypothesis can be rejected.**

**Therefore, there is relationship between preferences for Lack of leadership and Designations.**

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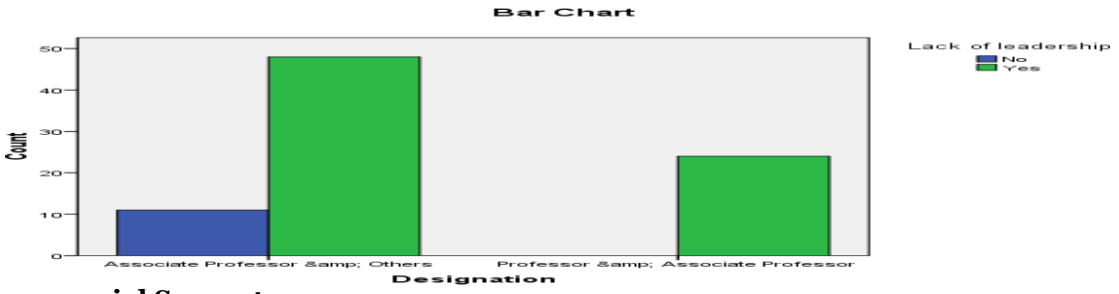


**Poor managerial Support**

**H0=There is no relationship between preferences for Poor managerial support and Designations. H1=There is relationship between preferences for Poor managerial support and Designations.**

**Designation & Poor managerial support Cross tabulation**

| Designation | Poor managerial support | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 9 | 50 | 59 |
| Professor/Associate Professor | 1 | 23 | 24 |
| Total | 10 | 73 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig. (1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | 1.979[a] | 1 | .159 | | |
| ContinuityCorrection[b] | 1.071 | 1 | .301 | | |
| LikelihoodRatio | 2.358 | 1 | .125 | | |
| Fisher'sExactTest | | | | .268 | .150 |
| NofValidCases[b] | 83 | | | | |

**c. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.89.**

**d. Computed only for a 2x2 table**

**Interpretation:**

**Here, p value=0.159.**

**Since p value<alpha(=0.01)**

**Therefore, null hypothesis cannot be rejected.**

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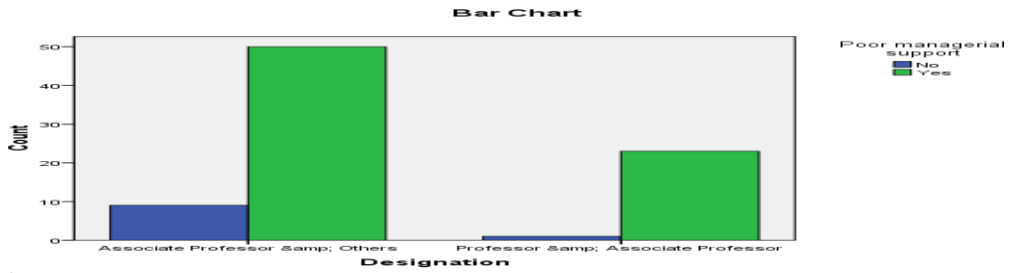
**Therefore, there is no relationship between preferences for Poor managerial support and Designations.**




**(h) Lacking Acceptance**

**H0=There is no relationship between preferences for Lacking acceptance and Designations.H1=There is relationship between preferences for Lacking acceptance and Designations.**

**Designation & Lacking acceptance Cross tabulation**

| Designation | Lacking acceptance | | Total |
|---|---|---|---|
| | No | Yes | |
| AssistantProfessor& Lecturer & others | 3 | 56 | 59 |
| Professor/Associate Professor | 2 | 22 | 24 |
| Total | 5 | 78 | 83 |

**Chi-SquareTests**

| | Value | Df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | .318[a] | 1 | .573 | | |
| ContinuityCorrection[b] | .003 | 1 | .956 | | |
| LikelihoodRatio | .300 | 1 | .584 | | |
| Fisher'sExactTest | | | | .624 | .451 |
| NofValidCases[b] | 83 | | | | |

a. **2 cells (50.0%) have expected countless than5. The minimum expected count is 1.45.**

b. **Computed only for a 2x2 table**

**Interpretation: Here, p value =0.573.**

**Since p value<alpha(=0.01)**

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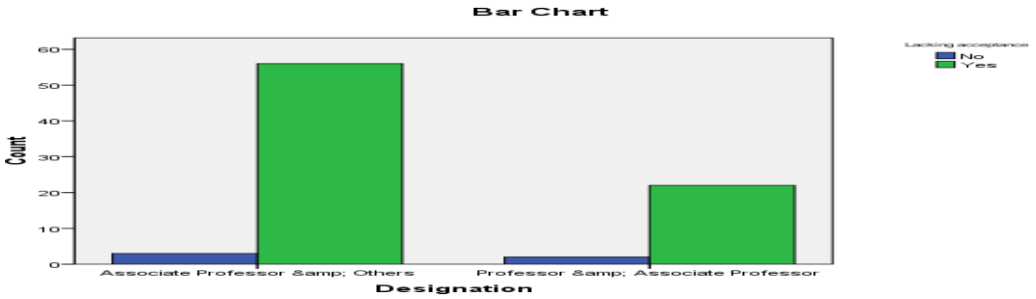
**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for Lacking acceptance and Designations.**




**(i) Information overload and redundancy**

**H0=There is no relationship between preferences for Information overload and redundancy and Designations.**

**H1=There is relationship between preferences for Information overload and redundancy and Designations.**

**Designation & Information overload and redundancy Cross tabulation**

| Designation | Information overload and redundancy | | Total |
|---|---|---|---|
| | No | Yes | |
| AssistantProfessor& Lecturer & others | 21 | 38 | 59 |
| Professor/Associate Professor | 6 | 18 | 24 |
| Total | 27 | 56 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | .872[a] | 1 | .350 | | |
| ContinuityCorrection[b] | .456 | 1 | .499 | | |
| LikelihoodRatio | .898 | 1 | .343 | | |
| Fisher'sExactTest | | | | .442 | .252 |
| NofValidCases[b] | 83 | | | | |

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**a. 0cells (.0%) have expected count less than 5. The minimum expected count is 7.81.**

**b. Computed only fora2x2 table**

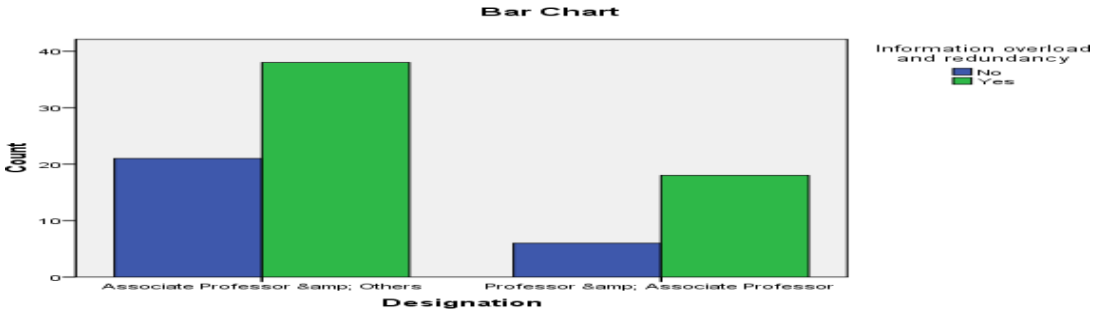
**Interpretation:**

**Here, p value=0.350.**

**Since p value<alpha (=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for information overload and redundancy and Designations**




**(j) Missing instruments for integrated planning and evaluation**

**H0=There is no relationship between preferences for missing instruments for integrated planning and evaluation and Designations.**

**H1=There is relationship between preferences for missing instruments for integrated planning and evaluation and Designations.**

**Designation & missing instruments for integrated planning and evaluation Cross tabulation**

| Designation | Missing instruments for integrated planning and evaluation | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 12 | 47 | 59 |
| Professor/Associate Professor | 8 | 16 | 24 |
| Total | 20 | 63 | 83 |

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**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | 1.575[a] | 1 | .209 | | |
| Continuity Correction[b] | .945 | 1 | .331 | | |
| Likelihood Ratio | 1.513 | 1 | .219 | | |
| Fisher's Exact Test | | | | .260 | .165 |
| N of Valid Cases[b] | 83 | | | | |

**a. ocells (.0%) have expected count less than 5. The minimum expected count is 5.78.**

**b. Computed only for a 2x2 table**

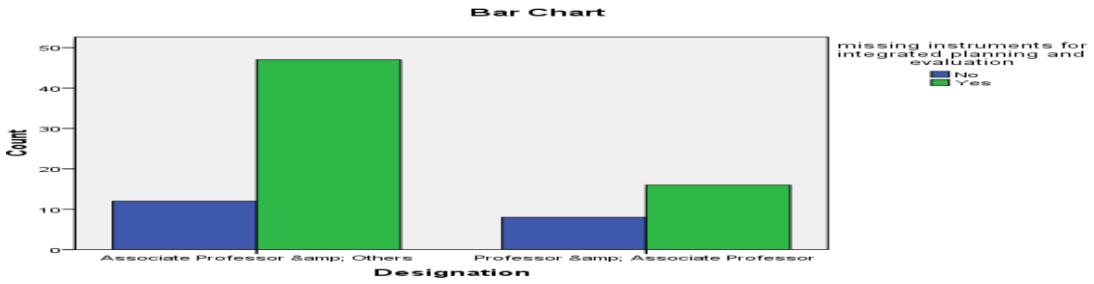
**Interpretation:**

**Here, p value=0.209.**

**Since p value<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for missing instruments for integrated planning and evaluation and Designations**




**(k) Unclear Goal**

**H0=There is no relationship between preferences for unclear goal and Designations.**
**H1=There is relationship between preferences for unclear goal and Designations.**

**Designation & unclear goal Cross tabulation**

| Designation | Unclear Goal | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 2 | 57 | 59 |
| Professor/Associate | 0 | 24 | 24 |

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| | | | |
|---|---|---|---|
| Professor | | | |
| Total | 2 | 81 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | .834[a] | 1 | .361 | | |
| Continuity Correction[b] | .015 | 1 | .902 | | |
| Likelihood Ratio | 1.385 | 1 | .239 | | |
| Fisher's Exact Test | | | | 1.000 | .503 |
| N of Valid Cases[b] | 83 | | | | |

**a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is. 58.**

**b. Computed only for a 2x2 table**

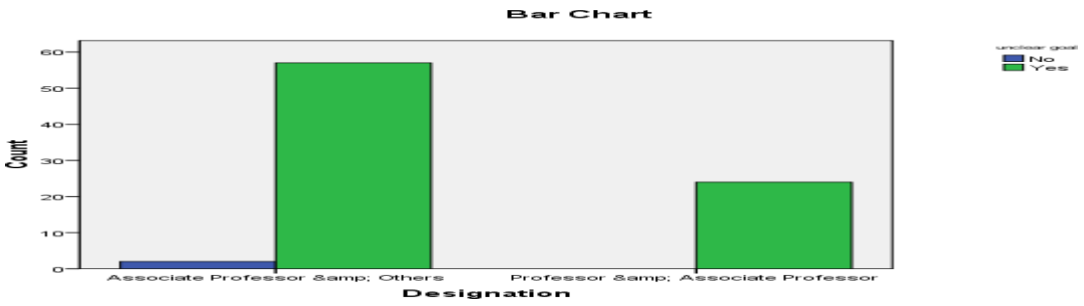
**Interpretation:**

**Here, p value=0.361.**

**Since p value<alpha(=0.01)**

**Therefore null hypothesis cannot be rejected.**

**Therefore, there is no relationship between preferences for unclear goal and Designation.**




**(l) Personnelfearsanduncertainty**

**H0=There is no relationship between preferences for personnel fears and uncertainty and Designations.**

**H1=There is relationship between preferences for personnel fears and uncertainty and Designations.**

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**Designation&personnelfearsanduncertaintyCrosstabulation**

| Designation | Personnelfearsand uncertainty | | Total |
|---|---|---|---|
| | No | Yes | |
| Assistant Professor& Lecturer & others | 20 | 39 | 59 |
| Professor/Associate Professor | 4 | 20 | 24 |
| Total | 24 | 59 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig.(2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | 2.465[a] | 1 | .116 | | |
| Continuity Correction[b] | 1.697 | 1 | .193 | | |
| LikelihoodRatio | 2.642 | 1 | .104 | | |
| Fisher'sExactTest | | | | .181 | .094 |
| NofValidCases[b] | 83 | | | | |

a. ocells (.0%) have expected count less than 5. The minimum expected count is 6.94.

b. Computed only for a 2x2 table

Interpretation:

Here, p value=0.116.

Since p value<alpha (=0.01).

Therefore null hypothesis cannot be rejected.

Therefore, there is no relationship between preferences for personnel fears and uncertainty and Designations.

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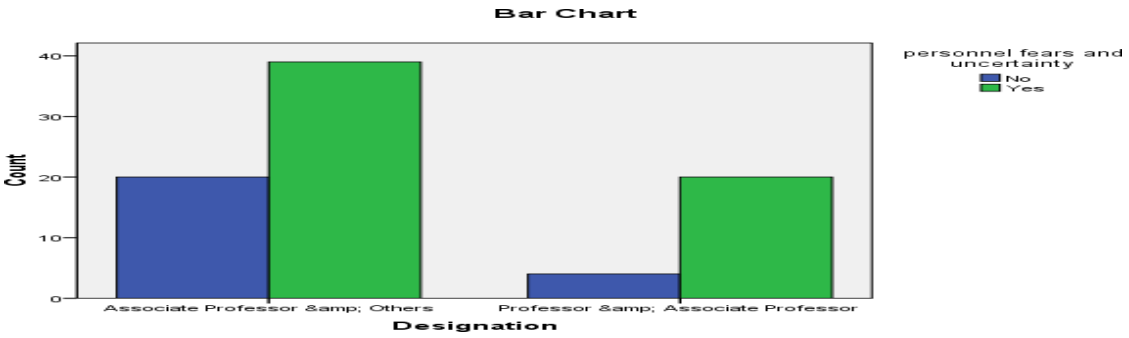


**(m) Inadequate Motivation**

**H0=There is no relationship between preferences for Inadequate motivation and Designations.H1=There is relationship between preferences for Inadequate motivation and Designations.**

**Designation & Inadequate motivation Cross tabulation**

| Designation | Inadequate motivation | | Total |
|---|---|---|---|
| | No | Yes | |
| AssistantProfessor& Lecturer & others | 16 | 43 | 59 |
| Professor/Associate Professor | 2 | 22 | 24 |
| Total | 18 | 65 | 83 |

**Chi-SquareTests**

| | Value | df | Asymp.Sig. (2-sided) | ExactSig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| PearsonChi-Square | 3.545[a] | 1 | .060 | | |
| ContinuityCorrection[b] | 2.525 | 1 | .112 | | |
| LikelihoodRatio | 4.072 | 1 | .044 | | |
| Fisher'sExactTest | | | | .079 | .050 |
| NofValidCases[b] | 83 | | | | |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.20.

b. Computed only for a 2x2 table

**Interpretation:**

**Here, pvalue=0.060.**

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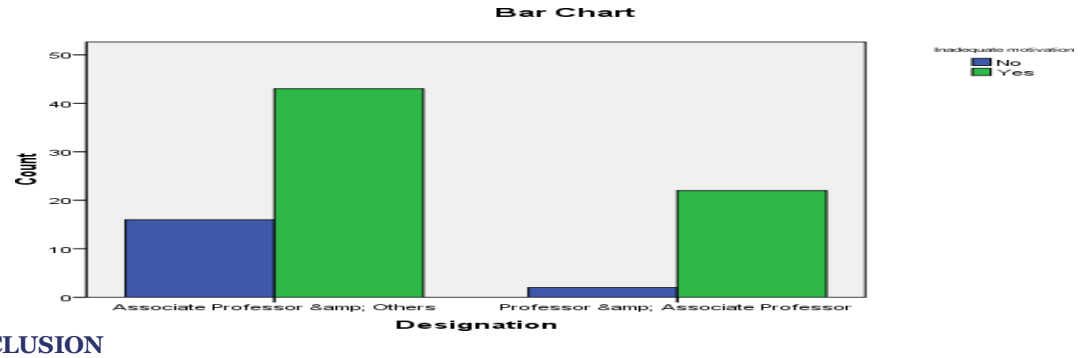
**Since p value<alpha(=0.01)**

**Therefore null hypothesis can be rejected.**

**Therefore, there is relationship between preferences for Inadequate motivation and Designations.**




## CONCLUSION

Barriers can be defined as circumstances, situations or people that impede the progress of knowledge management initiatives or activities. In this study, knowledge management barriers are identifiedfrom the literature study and also from the questionnaire survey. Barriers are identified in three categories such as; human barriers, organizational barriersand technological barriers, and all ofthese types of barriers are equally responsible for the failures of knowledge management system implementation in any type of organization. **KMS that focus on one of the main KM perspectives,** the codification or the personification approach, cannot overcome the barriers to successful KM. It is necessary to follow a holistic approach that adequately considerssocialas well as technical aspects. The barriers presented here, have their origins in the technological,organizational and human domain, thus demonstrating the different fields of action within KM. Some of them can be overcome by minor adjustments; others require major organizational or cultural changes. By identifying and categorizing the individual barriers, the basis has been created for the development of KMS-requirements.

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