Dyal Singh Journal of Humanities and Social Science (DSJHSS)
Vol. 2, No. 2, 2024, pp. 1-8
ISSN (P): 3006-6522
ISSN (E): 3006-6530

Knowledge Management Techniques between University Students and Working Students

Khadija Waheed[1]

Abstract

Submitted: 20-09-24
Accepted: 29-09-24
Reviewed: 25-10-24
Published: 26-12-24

Knowledge management techniques refer to the strategies, tools, and methods used by individual or organisations to collect, organise, and share knowledge effectively. University students and working students adopt different approaches to manage knowledge due to their differing academic and professional demands. The research aims to identify the dual challenges faced by both group as they balance workplace responsibilities with academic application. A quantitative researcher design was applied using a 14-item questionnaire. The findings indicate that working students benefit from greater practical exposure, while university students focus on balancing academics, social life and personal development. The study recommends that educational institutions introduce internships, technical trainings, and skills-based programs to strengthen knowledge management practices among both groups.

Keywords: Knowledge management, Techniques, University Students, Working students.

[1] MS Media Studies Student, University of the Punjab, Lahore.

ISSN (P): 3006-6522
ISSN (E): 3006-6530

INTRODUCTION

Knowledge is a critical factor in shaping personal and professional development and is often defined as the combination of experience, information, and justified belief. According to Pritchard (2013), knowledge must correspond to truth and belief, such as universally accepted facts ("two plus two is four," "Beijing is the capital of China"). Knowledge management refers to the process through which information is shared and organized within institutions to enhance decision-making, innovation, and expertise development (Alavi & Leidner, 2001).

University students typically engage in academic learning and career exploration, whereas working students simultaneously manage academic commitments and workplace responsibilities. As a result, their access to knowledge resources and adoption of knowledge management techniques differ significantly. This study investigates how university and working students apply knowledge management practices, the challenges they face, and how these practices influence their learning, adaptability, and skill development.

LITERATURE REVIEW

Barth (2002) argues that knowledge management cannot succeed unless individuals acknowledge both what they know and what they lack. Creativity plays a vital role in this process, as knowledge management is characterized by the continuous creation and sharing of knowledge (Alavi & Leidner, 2001; Ungretti & Tillberg-Webb, 2011). Knowledge management techniques provide structured methods for processing knowledge, improving information handling, and shaping behavior within educational and organizational contexts.

Knowledge sharing is a fundamental component of knowledge management systems and involves the exchange of experiences, perceptions, and insights (Hamid, 2002). Various frameworks—such as Personal Knowledge Management (PKM) skill models and tool taxonomies—emphasize the importance of internalisation, reflection, and knowledge creation among university students (Avery et al., 2001; Sharif & Hosseingholizadeh, 2016).

In organizational settings, knowledge is treated as a strategic asset (Liebowitz & Suen, 2000). Empowerment enables organizations to strengthen employee performance by fostering confidence and professional growth (Gortani, 2011). For universities, developing knowledgeable, creative, and motivated individuals is essential for producing a capable workforce (Maktubi et al., 2014). The success of knowledge management tools therefore depends not only on their design but also on how effectively individuals utilise them—often through communities of practice, collaboration, and reflective learning.

METHODOLOGY

This study employed a quantitative research design to explore knowledge management techniques among university and working students. The questionnaire method was selected to obtain unbiased responses and enhance the reliability of data collection. Quantitative design allows the systematic measurement of variables, enabling the researcher to examine knowledge management practices, behaviours, perceptions, and challenges. Data were analysed using descriptive statistics.

ISSN (P): 3006-6522
ISSN (E): 3006-6530

RESEARCH METHOD

A descriptive survey method was used to measure and analyze the knowledge management practices of university and working students. The purpose of the survey was to identify the challenges both groups face, the strategies they adopt, and which group demonstrates more effective knowledge management competencies. Descriptive statistics and correlation analysis were employed because the study investigates an existing phenomenon within a defined population.

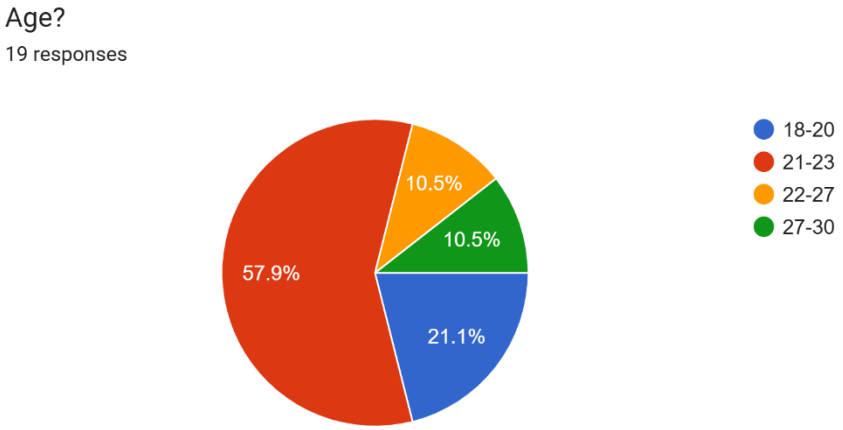
Population and Sampling

The sample consisted of 20 university students and 20 working students. A structured questionnaire was distributed through email and online platforms to gather data on knowledge management practices. Stratified random sampling was used to ensure appropriate representation of both groups.

Theoretical Framework

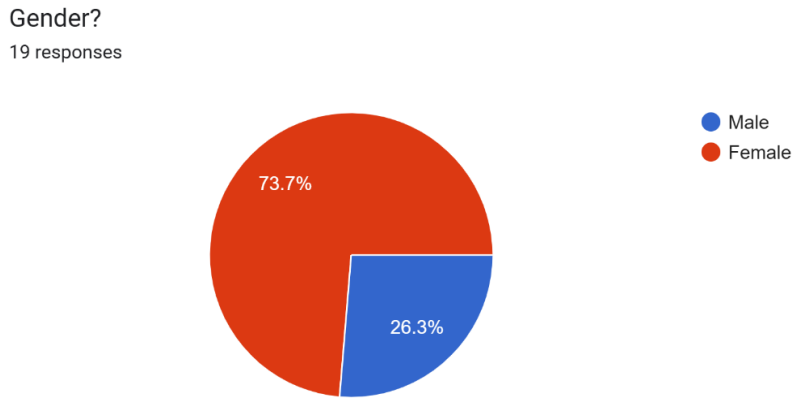
Two theoretical frameworks guide this study. *Constructivist Learning Theory* (Bada & Olusegum, 2015) posits that learners build knowledge through experience, interaction, and reflection. Working students contribute real-world insights, while university students rely more on structured academic experiences. *Communities of Practice (CoP) theory* (Hoadley, 2012) further explains how individuals share knowledge, collaborate, and develop professional identities within social groups. Both theories provide a foundation for understanding how students construct, share, and manage knowledge in academic and workplace environments.

FINDINGS:

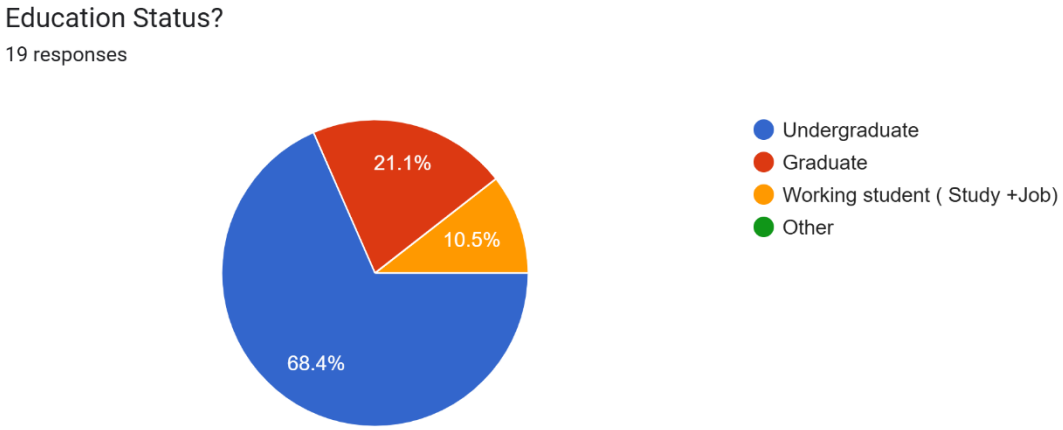


Most of the respondents were belong to age group of 21-23 having 57.9%. The average age was in between 18-20 with 21.1% and remaining group 22-27 and 27-30 having 10.5% of sample showing 21-23 is the active age of students.

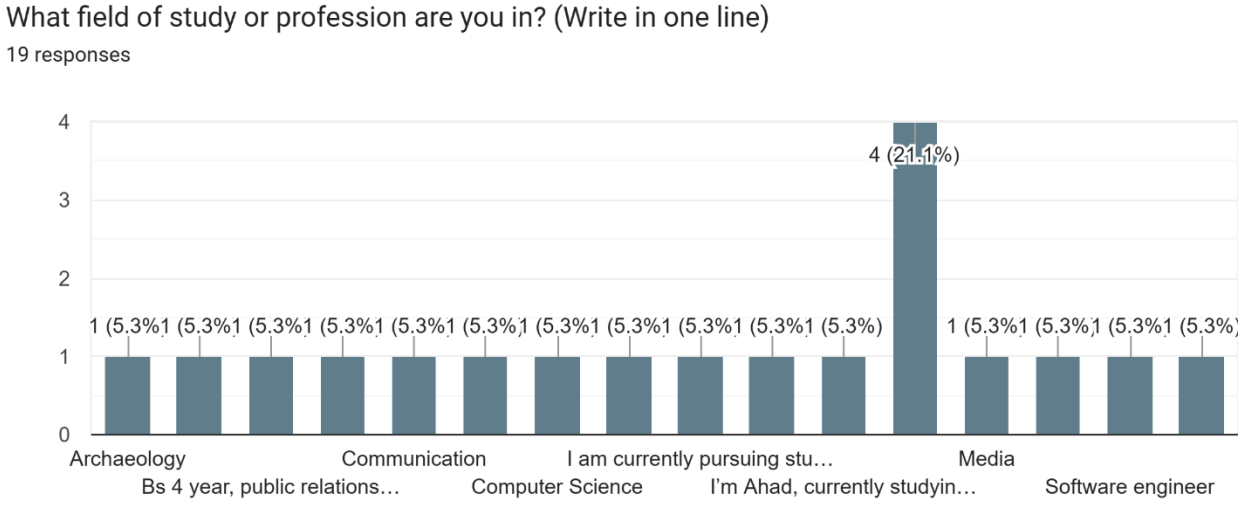
ISSN (P): 3006-6522
ISSN (E): 3006-6530



The majority of respondents 73.7% identified as female and 26.3% identified as male. The distribution provides the demographics composition.



The survey indicates a higher percentage of undergraduate students 68.4% The graduates are 21.1 % and working students (doing study and job) with 10.5%.

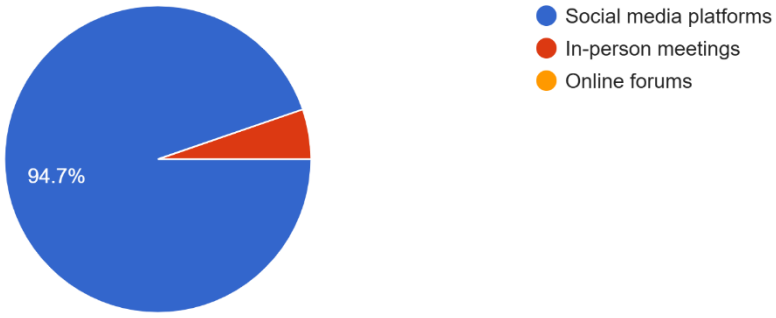


ISSN (P): 3006-6522
ISSN (E): 3006-6530

Respondents actively showing their profession in which they are enrolled. Most of people are in different qualifications having experience of IT fields.

What type of platforms or methods do you use most for sharing knowledge?

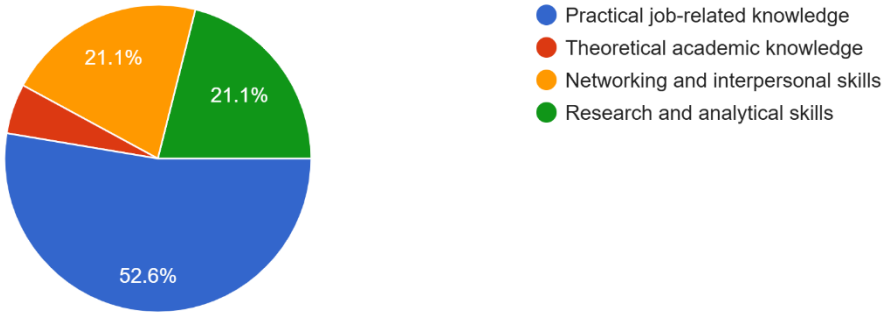
19 responses



A specific amount of respondents use social media platforms for learning, sharing knowledge with 94.7% and rest of respondents go for in person meetings.

What type of knowledge is most valuable for working students in university settings?

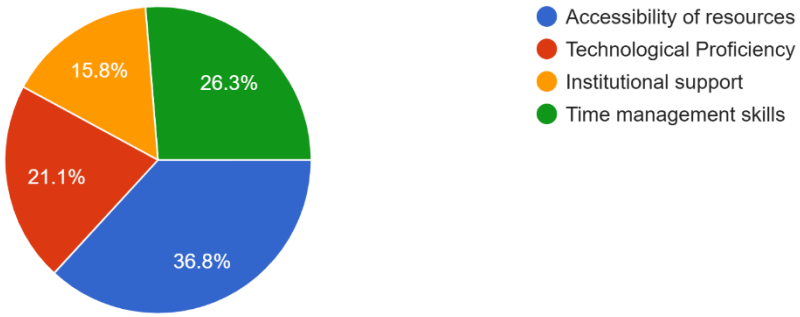
19 responses



A majority of respondents agree that for working students practical job-related knowledge is more beneficial for them rather than giving basic education of subjects 52.6% and remaining respondents agree on networking and interpersonal skills and research analytics with 21.1%

Which factor most influences the adoption of KM (knowledge management) techniques among students?

19 responses



ISSN (P): 3006-6522
ISSN (E): 3006-6530

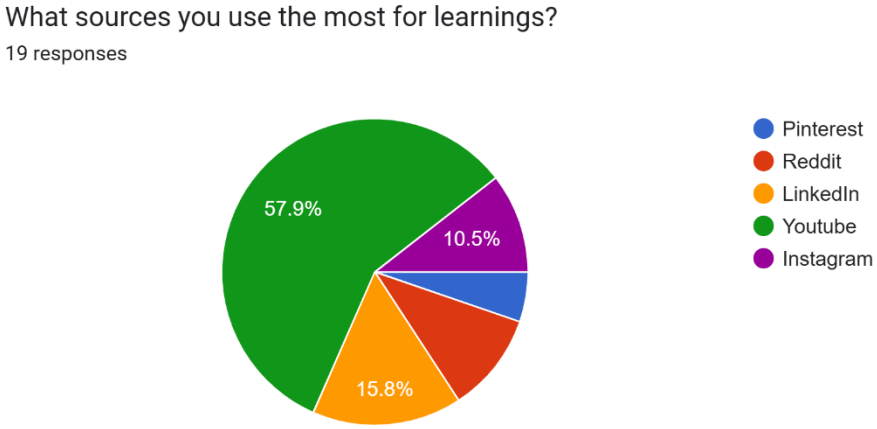
According to respondents the most influencing factor of adoption of KM techniques is based on accessibility of resources. If they have resources so they will easily manage the things having 36.8% Meanwhile 26.3% choose time management skills factor.

Majority of people face obstacles like not having resources, methods, tools with 47.4 % The average of respondents face of not having access to resources. The main problem is most of them having lack of timing with 21.1%.

How do these challenges differ between university and work environments?
The respondents 90% point out that university life focus on academic performance, while working places have different skills like problem solving, fast personal growth, practical establishment. In both cases, they have different challenges and demands that shape our growth differently.

How do you think work experience during studies impacts long term career growth compared to relying solely on academic qualifications?

A significant portion of respondents agree that work experience during studies greatly enhance long term career growth by developing practical skills, industrial exposure, professional interactions with academic qualifications alone. So, the results is to do job with studies for some industry exposure within degree time foe long term career growth.



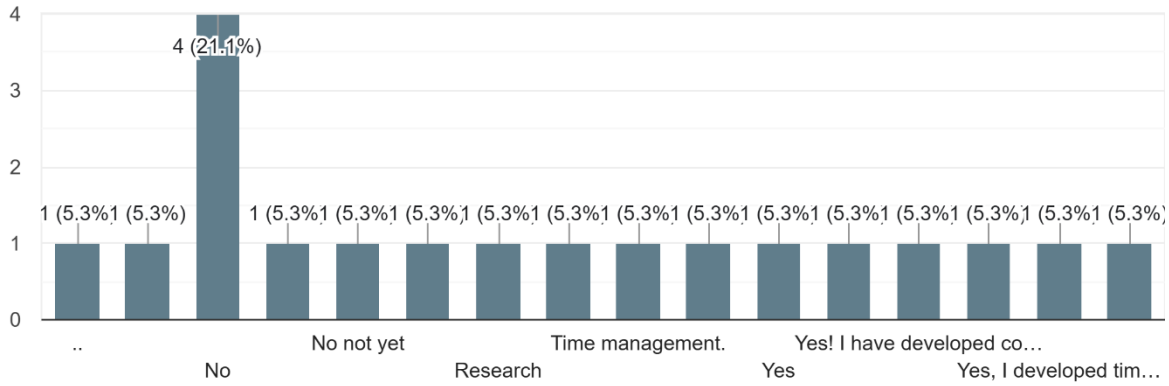
ISSN (P): 3006-6522
ISSN (E): 3006-6530

As shown in chart, respondents mostly used YouTube with visuals and understanding with 57.9% The average usage of LinkedIn with 15.8% So, Youtube is the best platform for learnings.

What differences do you observe between collaborative learning at university and in workplace?
In this question, respondents highlight that the collaborative learning at university is academic and structured focused on theoretical work and projects, whereas workplace collaboration is more goal-oriented. It means the results show that the working students are stronger, face difficulties, solve real world problems easily by managing knowledge.

Have you developed any professional skills through work during your studies? If yes! Then write any one.

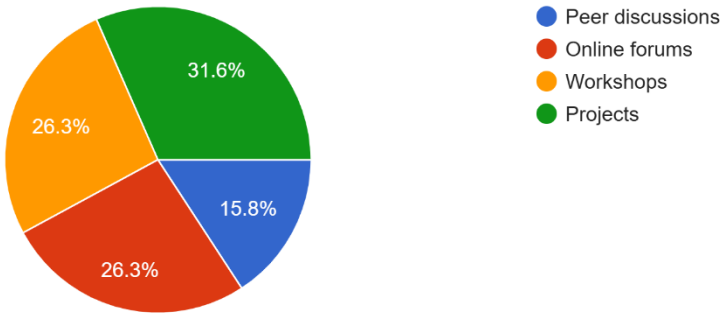
19 responses



Majority of persons develop different kind of skills during their qualifications.

Which one is most effective knowledge sharing method?

19 responses



The survey indicates that 31.6 % of people use projects method to share knowledge, because due to projects they share their exposure, knowledge management skills. With 26.3% persons use online forms and workshop methods.

CONCLUSION

This study concludes that knowledge management techniques play a critical role in shaping how university and working students acquire, organize, and apply knowledge. While university students rely largely on structured academic learning, working students demonstrate greater

ISSN (P): 3006-6522
ISSN (E): 3006-6530

practical proficiency due to workplace exposure. The findings highlight the importance of resource accessibility, skill development, and time management in effective knowledge management.

To strengthen knowledge practices among both groups, educational institutions should provide internships, technical training programs, and opportunities for applied learning. Such initiatives will enhance professional readiness, promote knowledge sharing, and support long-term personal and career development.

REFERENCES

Abdul Hamid, J. (2008). Knowledge strategies of school administrators and teachers. *International Journal of Educational Management*, *22*(3), 259-268.

Alavi, M. & Leinder, D.E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS quarterly*. 107-136.

Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS quarterly*, 107-136.

Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, *5*(6), 66-70.

Barth, F. (2002). An anthropology of knowledge. *Current anthropology*, *43*(1), 1-18.

Gortani, A. M. (2011). Study of some effective factors on empowerment of the experts in educational institutions. *Procedia-Social and Behavioral Sciences*, *29*, 1960-1964.

Hamid, S.A (2020). Knowledge management using social media tools in higher education institution. *Recent Trends in Information Technology and its application*, 3, no.1 (2020): 2020.

Hasani, K. & Sheiksmaeili, S. (2016). Knowledge management and employee empowerment: A study of higher education institutions. *Kybernetes*, 45 (A2), 337-355.

Hoadley, C. (2012). What is a community of practice and how can we support it?. In *Theoretical foundations of learning environments* (pp. 286-299). Routledge.

Hosseingholizadeh, R., Sharif, A, & Kouhsari , M. (2018). PKM Tools for developing personal knowledge management skills among university students. *International journal of Information Science & Management (IJISM)*. 16(1).

Liebowitz, J., & Suen, C. Y. (2000). Developing knowledge management metrics for measuring intellectual capital. *Journal of intellectual capital*, *1*(1), 54-67.

Pritchard, D. (2013). *What is this thing called knowledge?*. Routledge.

Rao, M. (2012). *Knowledge Management tools and Techniques*. Routledge, 2012.

Sharif, A., & Hosseingholizadeh, R. (2016). Identifying and clustering the Personal Knowledge Management (PKM) systems. *Journal of Information Processing and Management*, *31*(4), 1009-1029.

Tiwana, A. (2002). *The knowledge management toolkit: practical techniques for building a knowledge management system*. Prentice Hall PTR.

Ungaretti, A. S., & Tillberg-Webb, H. K. (2011). Assurance of learning: Demonstrating the organizational impact of knowledge management and e-learning. *Knowledge management and e-learning*, 41-60.

Yeh, Y.C, Yeh, Y.L, & Chan, Y.H (2012). From knowledge sharing to knowledge Creation: A blended knowledge – management model for improving university student's creativity. *Thinking skills and creativity,* 7, no.3 (2012) :245-257.