Implication of Knowledge Management at Secondary Level in EFL Classrooms

Ushaque Ahmed[1], Najmonnisa Khan[2], Rabia Aslam[3], Lubna Oad[4], Victoria Joseph[5], [1,3,4,5]Department of Education, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology, Karachi Pakistan, [2]Associate Professor, Department of Education, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology, Karachi Pakistan. Email: [3]rabee_malik@hotmail.com

Knowledge management is a reaction to the emergent recognition of knowledge as the deliverer of institutional success. Knowledge activities such as knowledge creation, knowledge sharing, knowledge utilisation and knowledge storing are the important activities in education. The aim of conducting this study was to explore the EFL (English as a Foreign Language) learners' perception about knowledge management practices in the classroom at secondary level in Karachi, Pakistan. A quantitative approach with survey research design was used for the study. The population of the study was all the lower secondary (grade IX-X/ O-Level) and higher secondary (grade XI-XII/ A-Level) students of Karachi. Simple random sampling technique was used and 350 questionnaires were distributed. 298 questionnaires were returned so the response rate was 85.14%. An adapted "Students' perception on KM practices in EFL classroom" scale was used. Results from the survey data were analysed using SPSS. Descriptive statistics including crosstabulation and inferential statistics including the Mann-Whitney test were selected for comparing student responses and for significant differences. Finding suggests that knowledge management practices need to be improved in both lower and higher secondary level. The finding also revealed that in higher secondary level (grade X-XI/ A-Level), there are better practices of knowledge management activities i.e. creating, sharing, utilising and storing in EFL classrooms as compared with lower secondary level (grade IX-X/ O-Level). From the results it is recommended that teachers should be trained to implement KM in classrooms, furthermore the same study is suggested in subjects other than EFL.

1. INRODUCTION

Creativity has become one of the key competencies in this new era of intelligence, besides teamwork, critical thinking and communication (Ismail, 2017). Individuals use this valuable tool to solve their day-to-day problems and also in their professional careers. This is equally essential in teaching language subjects which depends comprehensively on both knowledge and creativity (Ismail, 2017). A teaching career is highly dependent on the capacity of the teachers to provide innovative solutions to educational challenges and issues. Adaptation, development of teaching ideas and their implementation, and imaginative adaptation of basic pedagogical knowledge require innovative minds of all. According to Chen, Wen, and Looi (2009), knowledge guided by social constructivism is the result of human action, recognises the value of managing and advancing pedagogical knowledge and fostering imagination in the context of language learning. New learning environments are aimed not only to improve the capacity of students to use different sources of information but also at blending intelligible knowledge from incomplete information (Ismail, 2017). As Bereiter and Scardmialia (2010) indicated, "the emerging knowledge age poses an educational challenge that can be best met by adopting knowledge management and knowledge building pedagogies" (p.12).

Empirical work in various educational contexts worldwide brings evidence that existing learning conditions in educational institutions are insufficient to promote knowledge building and creativeness (Ismail, 2017). In the Pakistani context, one change that should be highlighted in the academic performance at secondary levels in Sindh, Pakistan today is the quality of the language teaching (Ahmed, Akhtar, & Aslam, 2020). Pakistan is a multilingual country where no less than 25 languages are spoken, in which Urdu is the national language and English is the official language (Yasmin & Sohail, 2017). Pakistani culture, with a colonised history, suffers from acute class separation and class consciousness; hence English enjoys a position at the expense of local languages. Following many recent attempts to advance Urdu, English is commonly used in government, higher education, judiciary, and official business. English is known as a passport to success in social mobility and job creation (Yasmin & Sohail, 2017). The quality of students tends to show low competences in their English subject (Ahmed et al., 2020). A broad range of factors decide the quality of the students and the standard of the teaching-learning process in the classroom environment.

The most interesting aspect is the role of secondary English teachers to employ a good method of transmitting knowledge to students, as teachers are builders of every nation and play a very vital role in enhancing the knowledge of students. Therefore, in particular at the secondary level, the

education sector in Sindh is placing its efforts to follow the learning management as applied by the industrial business. The broad corporations (industries) have become an institution of learning in today's international context.

Learning organisation is commonly characterised as a mechanism by which individuals and organisations gain new information and insights to improve their behaviuor and actions, historically divided into the cognitive (intellectual), affective (emotional) and psychomotor (physical) realms (Marquardt, 1994). Some of the learning organisation's challenges are knowledge management that focuses on knowledge development, knowledge processing, knowledge exchange, information storage and utilisation of knowledge.

According to Cong and Pandya, knowledge management (KM) is "An ability of an organisation to use its collective knowledge through a process of knowledge generation, sharing and exploitation enabled by technology to achieve its objectives" (2003, p. 26). As well as from the perspective of strategies knowledge management is "The achievement of the organisation's goals by making the factor knowledge productive" (Kurniawan, 2014, p. 171).

1.1 Statement of the problem

Knowledge management is very significant for EFL (English as a foreign language) learning but unfortunately in Pakistan, most of the teachers are unable to use it properly in the classroom for language teaching (Younas, Akram, Shahzad, & Zainab, 2012) even though it is one of the components of the National Professional Standards for Teachers in Pakistan (Ministry of Education, 2009). The present study investigated the EFL learners' perception about implementation of knowledge management practices in the classroom at the secondary level in Karachi, Pakistan.

Many research comprehensively addresses, highlights and explores the certain specific issues related to KM in the EFL classroom. Likewise, Kurniawan (2014) discussed the role of KM in schools. Lee, Lu, Yang and Hou (2010) explored the process based KM system for secondary schools. Ugurlu (2013) determined the school management related knowledge of the primary teachers. Weda (2018) determined the KM practices in EFL at the higher secondary level. Awang, Ismail, Flett, and Curry (2011) determined the KM progress in smart school. Mahdi, Nassar and Almsafir (2019) investigated KM practices and its advantages in private universities. Ojo (2016) proposed the conceptual model for KM practices in universities. In the Pakistani context, Younas et al. (2012) exposed the factors that hinder the process of KM and they also found the teachers' perception about the hindrance in practicing KM in EFL classroom. Yasmin & Sohail (2017) explored the strategies which university teachers use in their EFL classroom for learner autonomy.

A lot of research about KM in the EFL classroom, around the globe and in Pakistan has been conducted on different dimensions of KM. The present research is unique in nature as secondary level learners' insight about knowledge management practices will be investigated because in interactive environment student's perception is equally important (Martin & Bolliger, 2018).

1.2 Research Questions

1. How do the EFL learners perceive the knowledge management implementation practices in secondary classrooms? Whereas sub-questions are as follows:
    i. How do the EFL learners perceive the knowledge creation implementation practices in secondary classrooms?

    ii. How do the EFL learners perceive the knowledge sharing implementation practices in secondary classrooms?

    iii. How do the EFL learners perceive the knowledge utilisation implementation practices in secondary classrooms?

    iv. How do the EFL learners perceive the knowledge storing implementation practices in secondary classrooms?

1.3 Research Hypotheses

   i. There is no significant difference between the perception of EFL learners of lower secondary level and higher secondary level about implementation of knowledge creation practices in classrooms.

   ii. There is no significant difference between the perception of EFL learners of lower secondary level and higher secondary level about implementation of knowledge sharing practices in classrooms.

   iii. There is no significant difference between the perception of EFL learners of lower secondary level and higher secondary level about implementation of knowledge utilisation practices in classrooms.

   iv. There is no significant difference between the perception of EFL learners of lower secondary level and higher secondary level about implementation of knowledge storing practices in classrooms.

2. LITERATURE REVIEW

2.1 Education and Knowledge Management

In 2001, Holsapple and Joshi studied the various aspects affecting implementation of knowledge management and, by using a "Delphi methodology", synthesised them into a common system with administrative, resource and environmental factors. Managerial considerations include aspects of organisation, power, evaluation and leadership. Resource considerations apply to organisational "reserves", such as human and financial, which may impact the efficiency of KM programs either negatively or positively. External effects create possible opportunities and challenges for the organisation.

Knowledge management is more effective when processes are sufficiently accessible and versatile to allow innovation to thrive, while still having the requisite formality and discipline to ensure measurable results are achieved (Awang et al., 2011). Bureaucracy with structured communication appear to hinder the creativity, spontaneity, and for the environmental change, freedom of speech is required to provide creative responses, though information is collected, regulated, and linked. On the other side, it is a necessity of the individuals to be imaginative and inventive, to encourage and interpret information and to explore knowledge, but in a structured organisational sense, they can only do so to the best benefit (Awang et al., 2011).

Fullan (2002) explained, "Despite being in the learning business, schools and local education authorities are notoriously poor knowledge sharers" (p.409). Structural and normative reasoning is used in this statement. From a structural point of view, teachers have almost no time in the working environment to interact with other colleagues and refine their teaching, discuss their ideas and therefore they restrict their capacity to exchange knowledge. Normatively, cultures prohibit any kind of sharing among school based teachers.

While knowledge needs to be stored, collected, and made reachable, the transparency of institutes is often lacking. In addition, teachers have a number of extracurricular activities other than teaching, and therefore have no time to regularly share information with other teachers (Santosh, & Panda, 2016). Teachers also complain about lost time and disrupted workflow, resulting in a clear expectation that others are not disturbed (Awang et al., 2011). Another fascinating factor influencing the culture of a school and the sharing of learning between the history of equality and reciprocity lies with teachers (Santosh, & Panda, 2016). Awang et al. (2011) mentioned the rule of equality as "egalitarianism", under which one responds to demands for assistance but does not deserve any special benefits for doing so. The primary explanation for this action is that by exchanging unsolicited information, expertise and experience, peers are non-judgmental.

Numerous companies and organisations have adopted KM concepts, processes, procedures, or tools. Yet academic services, particularly in school areas have recently taken a greater interest in implementing KM approaches. Schools typically use time-table information systems reading (scheduling), updating and recording school operations and student success evaluations. ICT allows for KM through allowing for the collection, sorting, storage and the distribution of large quantities of data to the right people at the right time. Main KM infrastructures are internet applications, web-based interfaces, intranets and portals (Kurniawan, 2014).

Tiwana (2002) clearly defined the four fundamental processes of knowledge management which are knowledge creation, knowledge sharing, knowledge utilisation and knowledge storing.

2.2 Knowledge Creation

According to Daud and Yusuf (2008), "the internal processes of generating, creating, building, constructing and developing knowledge is known as knowledge acquisition. Both terms are all about gaining useful and new ideas and insights" (p. 170). Nonaka and Takeuchi (2007) explained knowledge creation is the organisation's capacity to develop effective and innovative approaches and concepts for different facets of the organisation's operations, such as production, management methods and technical processes. Knowledge creation or acquisition is also called knowledge generation, which is clarified by Mertins, Heisig, & Vorbeck (2003) as tools and initiatives that facilitate the acquisition and production of outside methods and information with a view to the extraction of implicit knowledge.

2.3 Knowledge Sharing

Knowledge sharing is defined as "the level of intra-organisational cooperation along with the exchange of documents, ideas news, things learned and any other information that is relevant" (Younas et al., 2019, p. 4). Knowledge sharing is satisfied by creating new knowledge with present knowledge (Mahdi et al., 2019). Knowledge sharing is the core process of KM, as one of the key objectives of KM practice and research is to promote the information exchange between the members of an organisation (shin, 2004).

2.4 Knowledge Utilisation

After distribution of the relevant knowledge available, the purpose of the knowledge is to apply it (Mahdi et al., 2019). New individual and collective process of learning are only allowed by knowledge utilisation or application. According to Lee et al. (2010), this is the stage where, by

putting together the published information papers and knowledge, users should pull together their expertise and put it to practical action. In this process, information is given on how to alter KM's strategy.

2.5 Knowledge Storing

Knowledge storing means all the activities that include "separating knowledge into various categories, transferring knowledge, and saving knowledge" in the institutional record (Small & sage, 2006). In the past, several companies have overlooked the power of the corporate memory. As a result, the increasing rate of employee turnover and outsourcing initiatives usually contributed to a decline in an organisation's awareness. In the future, information needs to be stored and protected on the different data carriers of an enterprise and given the correct indexing mechanisms to retrieve and access it (Mahdi et al., 2019).

3. METHODOLOGY

The research is quantitative in nature and a survey research design was used. The survey approach is used to determine respondents' views within the regional or global framework (Basri & Patak, 2015). It is often commonly used by a number of groups to find out the respondent's characteristics on other subjects or issues (Basri & Patak, 2015). Thus, a survey method was used to find out the EFL learners' responses on the implementation of knowledge management practices in the classroom. The population of the study was all the lower secondary (grade IX-X/ O-Level) and higher secondary (grade XI-XII/ A-Level) students in Karachi. A simple random sampling technique was used and 350 questionnaires were distributed. 298 questionnaires were returned so the response rate was 85.14%. Out of 298 participants, 12.8% were male and 87.2% were female. 56.4% students were from lower secondary level and 43.6% were from higher secondary level, whereas 18.1% respondents were from the government sector and 81.9% respondent were from the private sector.

The researcher used "students' perception on KM practices in EFL classroom scale" (adapted from Weda, 2018) containing 23 items based on a 5 point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Validity of tool was ensured by expert opinion and reliability analysis was conducted for the Likert scale of "students' perception on KM practices in EFL classroom" with a minimum Cronbach alpha of 0.875 was acceptable (Bland, & Altman, 1997). The researcher employed a survey technique to collect the data. The study aimed to find the students' perception about KM in an EFL classroom on the basis of lower and higher secondary levels. Result from the survey data were analysed using the Statistical Package for Social Science (SPSS version 24). Descriptive statistics including crosstabulation was used. Shapiro-wilk test of normality was run

and found that the data is not normally distributed, so non-parametric Mann-Whitney test was selected for comparing student responses for the 23 Likert response format items and all significant differences were found.

4. RESULT AND DISCUSSION

4.1 Knowledge creation practices

Secondary level students of EFL classrooms were asked to respond to six statements to measure their perception on implementation of knowledge creation practices (see Table 1). A very high proportion (86.9%) of students of grade IX-X/ O-Level agreed that they create knowledge from seminars or conferences while 60.1 % agreed that benchmarks creates knowledge in EFL classrooms. In contrast of this, 93.1% students of grade X-XI/ A-Level agreed that they create knowledge from extracurricular activities while 56.9% agreed that benchmarks are used to create knowledge in EFL classrooms. It can be concluded that benchmark practices need to be improved in EFL classrooms as its mean value is less than 4.00. Findings were similar with Weda (2018). Younas et al. (2012) also found the same that teachers' knowledge creation practices are not up to the mark. Culture of knowledge creating environments for reframing learners' epistemic position which is the determinate factor of constructing advance knowledge (Ismail, 2017). Culture factors are also supported by Fullan (2002). According to Fullan, culture prohibits any kind of sharing among school based teachers and therefore, knowledge is not created in the school.

Table 1 EFL classroom students' perception about knowledge creation practices

Items	Mean	Grade IX-X/ O-Level (%) Agreed*	Grade XI-XII/ A-Level (%) Agreed*
Benchmarks	3.59	60.1	56.9
Seminars/ conferences	4.07	86.9	84.6
Printed Material	3.96	80.3	79.2
Audio equipment	3.72	66.1	67.7
Learning from other students	4.03	78	86.1
Learning through extracurricular activities	3.96	71.4	93.1

*Includes response selected as "Agree" and "Strongly agree".

Table 2 Comparison of EFL classroom students' perception about knowledge creation practices

Construct	Study group	Mean Rank Score
Knowledge creation practices in EFL Classroom	Grade IX-X/ O-Level	140.25
	Grade XI-XII/ A-Level	161.45

Table 3 Mann-Whitey U test statistics for knowledge creation practices

	knowledge acquisition/ creation practices
Mann-Whitney U	9366.000
Wilcoxon W	23562.000
Z	-2.130
Asymp. Sig. (2-tailed)	.033

a. Grouping Variable: Current study grade

When the perception of students of lower and higher secondary level about knowledge creation practices in EFL classroom was examined, it found Mann-Whitney U Test differences to be statistically significant: U = 9366, p = .033 (see Table 3), which is lower than our conventional significance level of 0.05. Thus, it is concluded that in EFL classrooms, there is a significant difference between lower secondary level (grade IX-X/ O-Level) and higher secondary level (grade X-XI/ A-Level) students' perception about implementation of knowledge creation practices. Table 2 explains how the satisfaction ratings were ranked. For grade IX-X/ O-Level, we can see that the mean ranking is 140.25, but for grade X-XI/ A-Level is much greater at 161.45. It means in EFL classrooms of higher secondary level (grade X-XI/ A-Level) knowledge creation practices are better than in EFL classrooms of lower secondary level (grade IX-X/ O-Level).

4.2 Knowledge sharing practices

Secondary level students of EFL classrooms were asked to respond to six statements to measure their perception on implementation of knowledge sharing practices (see Table 4). A high proportion (79.2%) of students of grade IX-X/ O-Level agreed that they share knowledge among students in the classroom while the lowest proportion (52.4% - 55.9%) agreed that they have a practice of knowledge sharing from EFL classrooms to other people outside or other organisations. In contrast of this, 80.8% students of grade X-XI/ A-Level agreed that knowledge sharing from class learning to students as individuals, while the lowest proportion (61.5% - 66.9%) agreed that they have a practice of knowledge sharing from EFL classrooms to other people outside or other

organisation. By observing the mean score, it is found that all the items of knowledge sharing are less than 4.00, which means overall sharing practices need to be improved in EFL classrooms, also supported by Younas et al. (2012). According to him, lack of socialisation due to absence of work is the main obstacle in sharing knowledge in EFL classrooms. According to Kurniawan (2014), school should be focused on knowledge sharing practices between teaching and non-teaching staff. Culture is the main factor which prohibits any kind of sharing among school based teachers (Fullan, 2002).

When the perception of students of lower and higher secondary level about knowledge sharing practices in EFL classroom were examined, it found the Mann-Whitney U Test differences to be statistically significant: $U = 9612$, $p = .047$ (see Table 6), which is lower than our conventional significance level of 0.05. Thus, it is concluded that in EFL classrooms, there is a significant difference between lower secondary level (grade IX-X/ O-Level) and higher secondary level (grade X-XI/ A-Level) students' perception about implementation of knowledge sharing practices. Table 5 explains how the satisfaction ratings were ranked. For grade IX-X/ O-Level, we can see that the mean ranking is 141.71, but for grade X-XI/ A-Level it is much greater at 159.56. This means in EFL classrooms of higher secondary level (grade X-XI/ A-Level) knowledge sharing practices are better than in EFL classrooms of lower secondary level (grade IX-X/ O-Level).

Table 4 EFL classroom students' perception about knowledge sharing practices

Items	Mean	Grade IX-X/ O-Level (%) Agreed*	Grade XI-XII/ A-Level (%) Agreed*
Among students in the classroom	3.85	79.2	79.2
From students to community outside school/college	3.53	63.1	63.8
From other organisations or communities to students at the school/ colleges.	3.61	65.5	63.8
From individuals to other students.	3.78	69.6	78.5
From class learning to students as individuals.	3.79	67.3	80.8
From other organisation or people outside the school/ college.	3.46	55.9	66.9
From outside the classroom	3.48	63.1	61.5

| From classroom to other organisations or people outside the school/ college. | 3.40 | 52.4 | 63.1 |
| Among students as learners. | 3.82 | 72 | 73.8 |

*Includes response selected as "Agree" and "Strongly agree".

Table 5 Comparison of EFL classroom students' perception about knowledge sharing practices

Construct	Study group	Mean Rank Score
Knowledge sharing practices in EFL Classroom	Grade IX-X/ O-Level	141.71
	Grade XI-XII/ A-Level	159.56

Table 6 Mann-Whitey U test statistics for knowledge sharing practices

	knowledge sharing practices
Mann-Whitney U	9612.000
Wilcoxon W	23808.000
Z	-1.786
Asymp. Sig. (2-tailed)	.047

Grouping Variable: Current study grade

4.3 Knowledge utilisation practices

Secondary level students of EFL classrooms were asked to respond to six statements to measure their perception on implementation of knowledge utilisation practices (see Table 7). A very high proportion (80.3%) of students of grade IX-X/ O-Level agreed that they utilise knowledge in the classroom while the lowest proportion (69.6%) agreed that in EFL classrooms, knowledge is utilised in social life outside the classroom. In contrast of this, 89.2% students of grade X-XI/ A-Level agreed that knowledge is utilised in the classroom discussion, while the lowest proportion (75.4%) agreed that in EFL classrooms, knowledge is utilised in the classroom as general. Mean value indicates that all the items' mean are close to 4.00, which means this construct has better practices as compared to knowledge sharing in EFL classrooms. It can be concluded from percentages that for lower secondary grade, there should be an emphasis on utilisation of

knowledge of EFL classrooms in a social life outside the classroom. Weda (2016) also found that social life interaction needs to be improved for utilisation of knowledge. Knowledge utilisation practices are not up to the mark in Pakistan at the university level as well and the main reason for this is that the resources are not provided accordingly, and the curriculum and the large class size do not tend to the utilisation of knowledge (Younas et al., 2012).

Table 7 EFL classroom students' perception about knowledge utilisation practices

Items	Mean	Grade IX-X/ O-Level (%) Agreed*	Grade XI-XII/ A-Level (%) Agreed*
Used in the classroom.	3.99	80.3	75.4
Used in their social life outside the classroom.	3.98	69.6	87.7
Used in the classroom discussion.	3.97	73.2	89.2
Used in daily activities.	3.97	70.8	83.1

*Includes response selected as "Agree" and "Strongly agree".

Table 8 Comparison of EFL classroom students' perception about knowledge utilisation practices

Construct	Study group	Mean Rank Score
Knowledge utilisation practices in EFL Classroom	Grade IX-X/ O-Level	139.39
	Grade XI-XII/ A-Level	162.57

When the perception of students of lower and higher secondary level about knowledge utilisation practices in EFL classrooms was examined, it found the Mann-Whitney U Test differences to be statistically significant: $U = 9221$, $p = .019$ (see Table 9) which is lower than our conventional significance level of 0.05. Thus, it is concluded that in EFL classrooms, there is a significant difference between lower secondary level (grade IX-X/ O-Level) and higher secondary level (grade X-XI/ A-Level) students' perception about implementation of knowledge utilisation practices. Table 8 explains how the satisfaction ratings were ranked. For grade IX-X/ O-Level, we can see that the mean ranking is 139.39, but for grade X-XI/ A-Level it is much greater at 162.57. It means in EFL classrooms of higher secondary level (grade X-XI/ A-Level), knowledge

utilisation practices are better than in EFL classrooms of lower secondary level (grade IX-X/ O-Level).

Table 9 Mann-Whitey U test statistics for knowledge utilisation practices

	Knowledge utilisation practices
Mann-Whitney U	9221.000
Wilcoxon W	23417.000
Z	-2.352
Asymp. Sig. (2-tailed)	.019

a. Grouping Variable: Current study grade

4.4 Knowledge storing practices

Secondary level students of EFL classrooms were asked to respond to six statements to measure their perception on implementation of knowledge storing practices (see Table 10). A high proportion (79.8%) of students of grade IX-X/ O-Level agreed that they store the knowledge in notebooks which i aregained in EFL classrooms, while 57.1 % agreed that they store the knowledge for other students either of the classroom or from other classrooms. In contrast of this, 84.6% students of grade X-XI/ A-Level agreed that they store knowledge for their own need while 57.7% agreed that they document the knowledge for other students either of the classroom or from other classrooms. Mean score indicates that knowledge storing for other students and knowledge storing in electronic devices like laptops, is very low as their mean is less than 4.00. So, it can be concluded that students need to learn to store the knowledge gained from EFL classrooms for the needs of other pupils, whether in the classroom or in other classrooms, and also electronic devices like laptops need to be utilised for knowledge storing. Different activities of knowledge storage are also low in a Malaysian context, as their mean was lower than 4.00 (Weda, 2016). Furthermore, computer technology has a good and flourishing impact of students' learning, if it is used for storing knowledge and students' English language difficulties can be minimised (Chohan, Abbas, & Saleem, 2018). According to Awang et al. (2011), knowledge storing can be improved in secondary schools by providing basic ICT facilities and equipment.

When the perception of students of lower and higher secondary level about knowledge storing practices in EFL classrooms was examined, it found the Mann-Whitney U Test differences to be statistically significant: U = 10097, p = .025 (see Table 12), which is lower than our conventional significance level of 0.05. Thus, it is concluded that in EFL classrooms, there is a significant difference between lower secondary level (grade IX-X/ O-Level) and higher secondary level (grade X-XI/ A-Level) students' perception about implementation of knowledge storing practices.

Table 11 explains how the satisfaction ratings were ranked. For grade IX-X/ O-Level, we can see that the mean ranking is 144.60, but for grade X-XI/ A-Level is much greater at 155.83, it means in higher secondary level (grade X-XI/ A-Level) knowledge storing practices in EFL classrooms is better than lower secondary level (grade IX-X/ O-Level).

Table 10 EFL classroom students' perception about knowledge storing practices

Items	Mean	Grade IX-X/ O-Level (%)	Grade XI-XII/ A-Level (%)
		Agreed*	Agreed*
For students' need.	3.92	72.6	84.6
For other students' need, either in the classroom or other students from other classrooms.	3.61	57.1	57.7
Noted in notebook	3.99	79.8	74.6
Documented in the laptop/computer or other electronic media.	3.60	64.3	69.2

*Includes response selected as "Agree" and "Strongly agree".

Table 11 Comparison of EFL classroom students' perception about knowledge storing practices

Construct	Study group	Mean Rank Score
Knowledge storing practices in EFL Classrooms	Grade IX-X/ O-Level	144.60
	Grade XI-XII/ A-Level	155.83

Table 12 Mann-Whitey U test statistics for knowledge storing practices

	knowledge storing practices
Mann-Whitney U	10097.000
Wilcoxon W	24293.000
Z	-1.130
Asymp. Sig. (2-tailed)	.025

a. Grouping Variable: Current study grade

5. CONCLUSION

The study was designed to find the existing practices of KM in EFL classrooms from the learners' insight at a secondary level in Karachi. From the findings it is concluded that overall knowledge management practices do not meet the standard. Knowledge management has four constructs which were "knowledge creation, knowledge sharing, knowledge utilisation and knowledge storage". It is also concluded that knowledge sharing is less practiced in secondary level classrooms. Therefore, it is needed to work on this construct. Additionally, it is also concluded that higher secondary level (grade Xi-XII/ A Level) has better knowledge management practices as compare to lower secondary level (grade IX-X/ O Level).

Moreover, the pedagogical consequence of this analysis is that secondary school teachers of Karachi are not up to the mark and they are not well aware about the knowledge management practices from students' perspective, and other related factors such as knowledge creation; knowledge sharing; knowledge utilisation; and knowledge storing. All the stakeholders as teachers, educational practitioners and policy makers are needed to highlight the importance of knowledge management in EFL classroom settings.

This study has a limitation of secondary students of EFL classrooms. For future research, the same study can be conducted with the perception of primary students about KM in EFL classrooms. A mixed method research is also recommended in which teachers and students perception along with lesson plan analysis and lesson observation can be done. The impact of KM practices in other subjects can also be determined.

REFERENCES

Ahmed, U., Akhtar, R, N., & Aslam, R. (2020). Formative Assessment in Elementary English Classroom: A Case Study of Semi-Government Organisation of Pakistan. *Academic Research International*, *11*(2), 1-9.

Awang, M., Ismail, R., Flett, P., & Curry, A. (2011). Knowledge management in Malaysian school education. *Quality Assurance in Education*, *19*(3), 263-282.

Basri, M., & Patak, A. A. (2015, October). Exploring Indonesian students' perception on Mendeley Reference Management Software in academic writing. In *2015 2nd International Conference on Information Technology, Computer, and Electrical Engineering (ICITACEE)* (pp. 8-13). IEEE.

Bereiter, C., & Scardamalia, M. (2010). Can children really create knowledge?. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie*, *36*(1), 1-15.

Bland, J. M., & Altman, D. G. (1997). Statistics notes: Cronbach's alpha. *Bmj*, *314*(7080), 572.

Chen, W., Wen, Y., & Looi, C. (2009). Knowledge building in second language learning. In *Proceedings of the 17th International Conference on Computers in Education* (pp. 336-340).

Chohan, M. N., Abbas, F., & Saleem, M. (2018). CALL as a tool in teaching EFL in Pakistani religious institutes (Madaris): A survey of issues and challenges. *Al-Qalam*, *23*(1), 355-368.

Cong, X., & Pandya, K. V. (2003). Issues of knowledge management in the public sector. *Electronic journal of knowledge management*, *1*(2), 25-33.

Daud, S., & Yusuf, W. (2008). An empirical study of knowledge management processes in Small and Medium Enterprises. *Communications of the IBIMA*, *4*(22), 169-177.

Fullan, M. (2002). The role of leadership in the promotion of knowledge management in schools. *Teachers and Teaching*, *8*(3), 409-419.

Holsapple, C. W., & Joshi, K. D. (2001). Organisational knowledge resources. *Decision support systems*, *31*(1), 39-54.

Ismail, A. A. M. (2017). The effects of enhancing prospective EFL teachers' knowledge management strategies in virtual learning environments on their ideational flexibility and engagement. *International Journal of Applied Linguistics and English Literature*, *6*(2), 154-172.

Kurniawan, Y. (2014). The role of knowledge management system in school: perception of applications and benefits. *Journal of Theoretical and Applied Information Technology*, *61*(1), 169-174.

Lee, C. L., Lu, H. P., Yang, C., & Hou, H. T. (2010). A Process-Based Knowledge Management System for Schools: A Case Study in Taiwan. *Turkish Online Journal Of Educational Technology-TOJET*, *9*(4), 10-21.

Mahdi, O. R., Nassar, I. A., & Almsafir, M. K. (2019). Knowledge management processes and sustainable competitive advantage: An empirical examination in private universities. *Journal of Business Research*, *94*, 320-334.

Marquardt, M. J., & Reynolds, A. (1994). *The global learning organisation*. McGraw-Hill.

Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning, 22*(1), 205-222.

Mertins, K., Heisig, P., & Vorbeck, J. (Eds.). (2003). *Knowledge management: concepts and best practices*. Springer Science & Business Media.

Ministry of Education. (2009*). National professional Standards for Teacher in Pakistan*. Policy and Planning Wing, Government of Pakistan.

Nonaka, I., & Takeuchi, H. (2007). The knowledge-creating company. *Harvard business review*, *85*(7/8), 162-171.

Ojo, A. (2016). Knowledge management in Nigerian universities: A conceptual model. *Interdisciplinary Journal of Information, Knowledge, and Management*, *11*(2), 331-345.

Rachmawati, U. A., & Sensuse, D. I. (2010, June). Perspektif Knowledge Management pada E-Government di Indonesia. In *Seminar Nasional Aplikasi Teknologi Informasi (SNATI)*, pp. 53-59.

Santosh, S., & Panda, S. (2016). Sharing of knowledge among faculty in a Mega Open University. *Open Praxis*, *8*(3), 247-264.

Shin, M. (2004). A framework for evaluating economics of knowledge management systems. *Information & management*, *42*(1), 179-196.

Small, C. T., & Sage, A. P. (2006). Knowledge management and knowledge sharing: A review. *Information Knowledge systems management*, *5*(3), 153-169.

Smith, K. M. (2006). Higher education culture and the diffusion of technology in classroom instruction. In *Knowledge management and higher education: A critical analysis* (pp. 222-241). IGI Global.

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

Ugurlu, C. T. (2013). School management related knowledge levels of primary school teachers. *Educational Sciences: Theory and Practice, 13*(2), 907-912.

Weda, S. (2016). Knowledge management practices in EFL classroom in Indonesia. *Proceedings of the International Conference on Educational Management and Administration & the 4th Congress of ISMaPI, 2016*. (pp. 130-139). Makassar, Indonesia: Universitas Negeri Makassar.

Weda, S. (2018). Knowledge Sharing Practices in EFL Classroom at Higher Education in Indonesia. *TESOL International Journal*, *13*(1), 1-8.

Yasmin, M., & Sohail, A. (2017). Realizing learner autonomy in Pakistan: EFL teachers' beliefs about their practices. *International Journal of English Linguistics*, *8*(2), 153-162.

Younas, M., Akram, K., Shahzad, A., & Zainab, F. (2012). Factors Impeding Knowledge Sharing, Knowledge Creation and Knowledge Use among English Language Teachers: An Evidence from Pakistani Educational Organisations. *Journal of Humanities and Social Science (JHSS), 6*(1), 20-24.