A Study on Knowledge Management among the Knowledge Acquisition in College Teachers

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Abstract: However, until today, only little attention has been paid to "education institutions, and non-profit, government, and community organizations" (Coukos-Semmel, 2003, in Yeh, 2005) in relation to KM. Being a research scholar, the researcher interested to study how KM (i.e. knowledge acquisition) can be used in educational organizations. It seems that there are not many studies and articles that focus on KM usage in educational contexts. This is probably because usually profit is not the main aim of educational institutions. Nevertheless, the workers, especially the teaching faculties in educational institutions, are actually knowledge workers-"workers with knowledge acquired in education" (Ichijo & Nonaka, 2007) and they share many practices in common.

Keywords: Knowledge acquisition, knowledge, knowledge Performa's, knowledge in systems, knowledge creation.

I. INTRODUCTION

The Knowledge Management concept (KM) has appeared and been used most frequently in businesses, corporations, or organizations that concentrate on "commercial applications" (Yeh, 2005) because people believe that KM can improve organizations' performance (KPMG, 1998, knowledge in Ruikar, Anumba, & Egbu, 2007), to help them to be sustainable (Snowden, 1999), and also to be "dynamic, flexible, competitive, and successful" (Lehaney, Clarke, Coakes, & Jack, 2003). KM in the organizational field can simply mean "the management of all, or some part, of the knowledge process" (Lehaney, et al., 2003). However, KM itself actually covers more than just the way companies manage their knowledge.

KM is also related to areas like organizational leadership and management, workplace and adult learning, and also the concept of knowledge acquisition among the teaching, which will be the focus of this research .In this study, the researcher would like to study some teaching faculty's knowledge acquisition in a workplace from 'Knowledge Management' (KM) point of view. The main reason is because some people believe that knowledge acquisition in educational institutions can support "educational administration, which in turn supports teaching and learning" (Petrides & Guiney, 2002, in Yeh, 2005).

II. OBJECTIVES OF THE STUDY

1. To find out the Socio culture and Demographic position of the respondents.

2. To find out the knowledge acquisition sources among the teaching faculties.

3. To study the self learning ability of the teaching faculties.

4. To study the level of knowledge acquired from different sources

5. To study the skills of faculties tapped through knowledge acquisition activities.

6. To suggest measures to enhance the knowledge acquisition abilities of faculties.

III. HYPOTHESIS OF THE STUDY

1. There is a significant association between age of the respondents and their opinion about use the internal knowledge acquiring sources.

2. There is a significant association between designation of the respondents and their opinion about extent usage of different external sources to acquire knowledge.

3. There is a significant association between educational qualification of the respondents and their opinion about extent usage of different external sources to acquire knowledge.

4. There is a significant association between experience of the respondents and their opinion about level of usage of different sources to acquire knowledge.

5. There is a significant difference between preferable language of the respondents and their opinion about level of usage of different sources to acquire knowledge.

IV. METHODOLOGY

RESEARCH PROBLEM

Today's education field is very demanding and very competitive. One has to sustain in the continuous knowledge flow. Issues and challenges in academics not only affect people within the institutions, but also other segments like environment, industry standards and demands, educational norms and growing educational institutions . Knowledge Management increases the ability of the educational institutes to learn from its environment and incorporate knowledge into the academic processes by adapting to new tools and technologies. One has to tighten their strategies to sustain high-level competition in education market. KM is use to examine the overlapping and ongoing relationships among faculty, students, course, and programs in any academic environment.

Many authors have expressed their enthusiasm for introducing KM practice into the field of education. Kidwell (2000), explains higher education institution have "significant opportunities to apply knowledge management practices to support every part of their mission". According to Hodkinson and Hodkinson (2004), learning cannot happen outside, as they argue that "we need to belong to learn, and what it is that we belong to". Nowadays the knowledge acquisition is very much essential to combine the staff into a qualified personal. Therefore knowledge acquisition helps the faculty to retain their existing knowledge, as well as their present reforms. Thus, this study based on KM indicates that knowledge acquisition will help the education system and specially is in colleges and among the teaching faculties in order to improve effective Knowledge Management and enhance quality training make use of the resources knowledge available and the support the educational institutions.

SAMPLING TECHNIQUES

A sample is a part of the whole universe being taken for the study. By studying sample valid inference may be made about the population. The sample represents the whole universe. The researcher has adopted Proportionate stratified random sampling to carry out the study.

V. LIMITATION

1. The respondents are not answer to the certain questions properly due to their busy schedule. So it's quite difficult for the researcher to find the reliable data.

2. Since the researcher uses the questioner schedule for data collection, the information given by the respondents is depends upon their honesty.

3. The research findings are based on the response of the teaching faculties; it may be subjected to bias interpretation.

VI. REVIEW OF RELATED LITERATURE

A literature review is a body of text noticed aims at the critical points of current knowledge including substantive as theoretical and methodological to a particular topic.Most often associated with academic orientation literature, such as a thesis, a literature review usually precedes a research proposal and result section. Its ultimate goal is bring the reader up to date with a current literature on a topic and forms the basis for another goal, such as further that may be needed in the area.

A well- structured literature review is characterized by a logical flow of ideas, current and relevant references with consistent, appropriate referencing style; proper use of terminology; an unbiased and comprehensive view of the previous research on the topic. There have been various empirical studies conducted on knowledge management practices but these have been from the business or information technology perspective.

DATA

Data is typically thought of as being "a set of discrete, objective facts existing in symbolic form that have not been interpreted" (Davenport & Prusak, 1998), but which can be "shaped and formed to create information" (Laudon & Laudon, 1998). The symbolic form may be text, images, or pre-processed code. According to Zack, data is described as observations or facts that lack meaning, (Zack, 1999).

There is no apparent relevance to data, just raw letters and/or numbers on the paper or computer screen. This is pure data, before any filtering or analysis were performed (Spiegler, 2000). This data can take many shapes or forms, from printed documents and recorded media (audio and/or visual); there is usually never a shortage of available data for use. In fact, our ability to electronically process data (via computers) has created such as glut, that often organizations simply have too much data to wade through, and end up drowning in raw facts and figures (Davenport, Harris, De Long & Jacobson,2001)[1.]

INFORMATION

Information comes from the form that data takes as it were arranged and presented in different ways. Information is "data that have been shaped by humans into a meaningful and useful form" (Laudon & Laudon, 1998). It is data with a message, and therefore has a receiver and sender. Data with relevance and purpose is useful for a particular task, and are meant to enlighten the receiver and shape their outlooks or insights (Davenport & Prusak, 1998).

Information is achieved when putting data into a context thereby creating meaning (Zack, 1999). Information consists of data that could be interpreted and thus creating meaningful content for perceiver (Davenport & Prusak, 1998; Bollinger & Smith, 2001), and the transformation of data to information can be categorizes in five ways:

KNOWLEDGE

Nonaka and Takeuchi (1995) said that knowledge is about "beliefs," "commitment," and "action," which distinguishes it from information. Like information, knowledge is about meaning that is context-specific and relational. According to Davenport and Prusak (1998): "Knowledge is a fluid mix of framed experience, values, contextual information and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knower's. In organizations, it often becomes embedded not only in documents and repositories but also in organizational routines, processes, practices and norms", (Davenport & Prusak, 1998).

VII. DATA **A**NALYSIS AND **I**NTERPRETATION

The analysis of the data is the most a skilled task in the research process at some time, it can become socially useful when that is properly classified and interpreted. The data are presented in the forms of tables and charts. This enables the interpretation of the collected data which leads to appropriation suggestion and conclusion.

Education Wise Distribution

S.No	Educational qualification	Frequency	Percent
1	M.Phil	102	68.0
2	Ph.D	48	32.0
Total		150	100.0

Source: Primary Data

The educational qualification of the respondents is indicates in Table-4. It could be understood that 68.0% respondents have completed their M.Phil, and 32.0% of the respondents have completed their Ph.D.

It is clear that 68.0% of the respondents have completed their M.Phil because the basic qualification required for the teaching faculties in College's is M.Phil. So, that the people who have completed their M.Phil immediately join as asst. professor in colleges .They don't stop their career as what they are. They keep on improving their career by doing further studies like Ph.D, and other competitive exams.

Chart No: 4
Education Wise Distribution
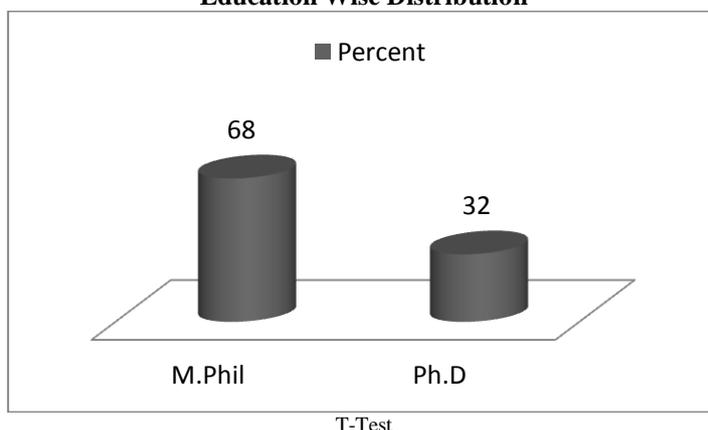
T-Test

Difference between designation of the respondents and their opinion about extent usage of different external sources to acquire knowledge

Designation	Mean	S.D	Statistical inference
a.Seminars			
Assistant professor (n=74)	3.41	.905	T=-1.124 Df=148
Associate professor (n=76)	3.58	.983	.263>0.05 Not Significant

b.Conferences			
Assistant professor (n=74)	3.57	.499	T=-.466 Df=148
Associate professor (n=76)	3.61	.492	.642>0.05 Not Significant
c.Workshops			
Assistant professor (n=74)	2.78	.414	T=-.084 Df=148
Associate professor (n=76)	2.79	.410	.933>0.05 Not Significant
d.Orientation			
Assistant professor (n=74)	3.55	.743	T=-.195 Df=148
Associate professor (n=76)	3.58	.821	.846>0.05 Not Significant
e.Membership in research society			
Assistant professor (n=74)	3.34	.625	T=.089 Df=148
Associate professor (n=76)	3.33	.598	.929>0.05 Not Significant

Source: Computed from primary data

Inference

The calculated value is T=.089 and (P> 0.05). Hence the calculated value is greater than table value. So the research hypothesis is rejected and the null hypothesis is accepted.

Finding

The above table reveals that there is no significant difference between designation of the respondents and their opinion about extent usage of different external sources to acquire knowledge. Therefore the designation of the respondents will not influence the extent usage of external sources. It depends upon the personal interest of the respondents.

HYPOTHESIS

Research hypothesis

H_1: There is a significant difference between educational qualification of the respondents and their opinion about extent usage of different external sources to acquire knowledge.

Null hypothesis

H_O: There is no significant difference between educational qualification of the respondents and their opinion about extent usage of different external sources to acquire knowledge.

VIII. FINDINGS

- **Residential Status Wise Distribution:** In this segmentation the urban respondents constitute 70.0% of overall population. So it is understood that most of the reputed women colleges are located in urban area for the convenience and exposure. Because of this these colleges are mainly attracted by the urban respondents.

- **Age Wise Distribution:** In this distribution 42.7% of the respondents belong to the age group of 20-30. Normally this is the age of job seeking. So, immediately after completing their studies they join in the institutions for their future career.

- **Marital Status Wise Distribution:** It reveals that 86.7% of the respondents are married. In our culture the woman got married at the age of 22-26. So the ratio indicates that most of the teaching faculties working in women colleges are married.

IX. SUGGESTION

Suggestions to the teaching faculties

- The teaching faculties can update their knowledge by making use of the various multi-sources available to them. Because in this competitive education world only the multi talented qualified personnel will survive than the qualified personnel.

- While the teaching faculties are updating their knowledge it should be versatile, not only related to the particular subject matters. Because this emerging education field is expecting more stuff from the teaching members especially in college level.

Suggestions to the management

- When the management is appointing the teaching faculties, it should provide the development programmes to update their knowledge, not only for few days. It should be as a continuous cycle.

- The management can encourage their teaching members to adopt different approaches in knowledge creation activities.

X. Conclusion

Acquisition of knowledge among the teaching faculties is considered as a very important exercise in a globalized scenario especially in college level education. In future the documentation of knowledge and specialized unique skills of each and every teaching members in much essential for the betterment of bring up the education field into enlighten way. In this emerging world women education plays a pivotal role for building the harmonious society and to bring out the potential women to attain this competitive world. So the knowledge acquisition among the teaching faculties in women colleges is taken into consideration by the researcher in this study. Even then still this study has been considered as a challenge for the further study by the future researcher.

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