

KNOWLEDGE MANAGEMENT IN EDUCATIONAL INSTITUTIONS WITH SPECIAL REFERENCE TO COIMBATORE DISTRICT

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Abstract:

Educational organizations are the main instruments of society for the constant pursuit of knowledge. The role of knowledge management in the educational institutions is important. So we can say the main function of educational organization is the knowledge management. Through the application systematic thinking, knowledge management in educational organization can be separately identified and studied at administrative, research, education (teaching and learning processes), student service and human resource subsystems. The use of the knowledge management systems and principles can lead to more flexibility in decision, promotion in teaching and learning processes, access to scientific resource, establishment of the effective internal and external communication network, synergy at the students and faculty knowledge and improvement in quality and quantity of research activities in Educational institutions. However, effective and efficient accomplishment of knowledge management in education faces some challenges. The main aim of the paper is to study the knowledge management in educational institutions.

Key words:

Knowledge management, internal and external communication.

Introduction:

Knowledge management and educational institutions make a good combination of indefinite output of the organisation Knowledge management is not a new parlance anymore, which has come in to an existence in the nineteen century itself. The knowledge management has been become very indefinite in the fields of higher education. Now a days educational institution face more competition, where they tend to give good quality of education. Knowledge management is a well-defined system to provide learning process, with a new innovation

process and sharing of knowledge to achieve strategic goal of an organisation. Educational institutions are the mother hood of knowledge management which generate the new knowledge to the institutes. The core aim is to transform individual knowledge in to organisational knowledge through acquiring, sharing, storage, disseminating, exploitation, and innovation of knowledge.

Importance of Knowledge Management:

The higher educational institutions and universities provide an intellectual knowledge to the society. Now a days students find out lot of complication in their studies due to the advancement and innovations in the field of technology and several other factors and problems prevails in the society. To overcome those problems the institutions should adopt the new technology in the teaching area and further the students can be easily over come with their problem in the work place.

Benefits of knowledge management:

It provides a lot of perquisite to the education institutions. Knowledge management polish the quality of the organisation, where various reasons have to emerged to adopt knowledge management in educational institutions.

- Make the organizations best problem solving experience reusable
- Helps to ensure the right information
- Time to make the right decision
- Reduced problem solving timing

Role of Knowledge Management in Educational Institutions:

In educational institutions the knowledge management implicated in all levels by using the implications the institutes can move towards and achieve the required goals and targets. The knowledge management is created as an explicit knowledge in various forms such as document procedure results and as a tacit knowledge in the form of experience, judgement, views, and perceptions that resides in the institutions. By implicating the knowledge management the institutions can improve the operational quality, capacity development and effectiveness of the organisation to enhance the good performance

Review of literature:

Sangeeta Namdev Dhamdhare(2015) studied the “**Importance Of Knowledge Management In The Higher Educational Institutes**”. The research undertaken under Board of University and Colleges, University of Pune for finding importance of Knowledge Management of past knowledge of an institute. Also study on

data capture, data analysis, data categorization, data mining, data mapping, knowledge mapping, concept mapping, indexing, linking and repackaging of knowledge, tools, techniques, strategies and copyright issues in sharing this knowledge through knowledge base. It conclude that the Knowledge Management in educational institute will surely help in various report generation, strengthening alumni association, improving employability of students, to improve quality of staff and students performance, decision making and problem solving, generating funding and industry academia collaboration.

Dr. Sujata J. Dhopte, Rajan Nandola (2012) studied the “**Innovation & Knowledge Management: Leveraging Strengths of Indian Higher Education Sector**”. The paper analyses the innovation in higher education sector from the point of view of product content i.e.-programmes and markets i.e. -institutions. Emergence of the knowledge driven economy exposed to the free trade face a number of challenges. These macroeconomic problems are closely linked to and dependent upon the effectiveness of higher professional education. Innovation is bringing forward movement in the higher education sector. The impact of using innovation method in higher education sector is positive. Innovative education programmes brings greater access and increase in the educational level of the developing countries. Innovation methods lead to diffusion of technology in higher education sector which in turn has enhanced the efficiency and quality.

Momta bhury,jayanthi ranjani(2011) studied the “**Implementing Knowledge Management In Higher Educational Institutions In India : A Conceptual Frame Work.**” The purpose of the paper is to emphasize the need for knowledge management in higher educational institutions and to examine the impact of information technology (IT) based knowledge management intervention. The authors have proposed a conceptual framework for the efficient capture, encapsulation, structuring, dissemination and employment of the organizational knowledge towards the organizational goals and objectives. If the framework is implemented, the authors feel it will result in enhanced transformation of organizational knowledge into decision making and actions.

Desireé Joy Cranfield and John Taylor University of Southampton, UK(2008) studied the “**Knowledge Management and Higher Education: A UK Case Study**” This paper presents the initial findings of a case study conducted at seven Higher Education Institutions within the United Kingdom. The Case Study utilizes Stankosky’s Knowledge Management are the pillars of enterprise learning – leadership, organization, technology and learning - as a lens to investigate and understand Knowledge Management practices and perceptions within Higher Education Institutions, looking at challenges of implementation within this sector. The study concluded that the Grounded Theory methodology to begin to unpack the issues related to the implementation of Knowledge Management within this context. It focuses on two aspects of the case study

– the characteristics of universities and academics that hinder or promote the implementation of KNOWLEDGE MANAGEMENT, and the perceptions of Knowledge Management and its challenges for implementation within the HEI sector. This research is fascinating in that academic research in the area of KNOWLEDGE MANAGEMENT is increasing in popularity and institutions offer it as an academic programme or course, yet few, have embarked on research of the application or implementation of KNOWLEDGE MANAGEMENT within this context

Hypothesis:

- There is no significant difference between the demographic variables and knowledge performance of the institutions.
- There is a mean difference between the demographic variables and knowledge performance of the institutions.

Objectives:

- To study the demographic variables of the respondents in the educational institutions.
- To analyze the performance of knowledge management in educational institutions.

RESEARCH METHODOLOGY:

Source of data:

Both primary and secondary data has been used for the analysis. The primary data collected by questionnaire method. The secondary data is collected through various magazines, journal, articles, and website.

Sampling:

The study has adopted Simple random technique. The researcher collected samples from 70 respondents from the various educational institutions in the Coimbatore districts.

Reliability test:

. A specific measure is considered to be reliable if its application on the same object of measurement number of times produces the same results. The study has used Cronbach's alpha which most commonly used technique to assess the internal consistency of the questionnaire which is made up of multiple Likert-type scales and items. To measure this construct, several Likert-Type items are added to the questionnaire.

Table 1**Reliability Test**

Cronbach's Alpha	Cronbach's alpha based on standardized items	N of items
.871	.870	6

NORMALITY TEST:**Kolmogorov-Smirnov Test:**

The Kolmogorov–Smirnov test can be modified to serve as a goodness of fit test. In the special case of testing for normality of the distribution, samples are standardized and compared with a standard normal distribution.

Table 2**Table showing the normality test of the variables**

Scale	Kolmogorov-Smirnov Test
Knowledge gets through seminars and lecturers	.090
Lot of opportunities for informal meeting to share their opinions	.107
Lot of opportunities for social activities for inside and outside institutions	.098
Lot of opportunities for various training program	.092
People emotionally and mentally involved in their work	.080
Student/staff satisfaction in their is higher than the last year	.099

The above table mentioned that all the 6 variables are normally distributed with the significance value of >0.8 so the data's were normally distributed.

Table 3:**Descriptive statistics of gender of the respondent:**

Gender	Frequency	Percentage (%)
Male	34	49
Female	36	51
Total	70	100

(Source: primary data)

Table 3 shows that, out of 70 respondents 34 are male and 36 are female. Males are 49% and female are 51%. **It is concluded that the majority of the respondents are female with 51%**

Table 4:**Descriptive statistics of age of the respondents:**

Age	frequency	Percentage (%)
Less than 30	25	36
31-40	20	29
41-50	17	24
Above 50	8	11
Total	70	100

(Source: primary data)

Table 4 shows that, out of 70 respondents 25 respondents are below 30 years, 20 respondents are 31-40 years, 17 respondents are 41-50 years and balance 8 respondents are above 50 years. 36% are in the age group of less than 30, 29% are under the age of 31-40, 24% are under the age group of 41-50. And finally 11% are above 50 years. **It is concluded that the majority of the respondent's age group are less than 30 with 36%.**

Table 5**Descriptive statistics of student /staff of the respondents:**

Institutions	frequency	Percentage(%)
Deemed university	32	45
State university	38	54
Total	70	100

(Source: primary data)

Table 5 shows out of 70 respondents, 32 respondents are working/studying in deemed universities with 45% and balance 38 respondents are studying/working in state universities with 54%. **It is concluded that majority of the respondents working/studying in state university with 54%**

Table 6

Descriptives Statistics and Anova for knowledge performance in the educational institutions

		n	mean	Std dev	f	sig
Knowledge gets through seminars and lectors	Deemed university	32	3.31	1.33	2.541	.116
	State university	38	2.78	1.39		
	Total	70	3.02	1.38		
Lot of oppurnuties for informal meeting to share their opinions	Deemed university	32	3.34	1.28	2.938	0.09
	State university	38	2.79	1.39		
	Total	70	1.63	1.38		
Lot of oppurnuties for social activities for inside and outside insitutios	Deemed university	31	3.4	1.29	3.994	0.04
	State university	39	2.8	1.40		
	Total	70	2.0	1.38		
People emotionally and mentally involved in their work	Deemed university	30	2.78	1.31	3.940	0.02
	State university	40	3.42	1.36		
	Total	70	3.01	3.06		

(Source: primary data)

Interpretation:

The above table explains that “Knowledge gets through seminars and lecturers” is significant at 0.116 and “Lot of opportunities for informal meeting to share their opinions” is significant at (0.09) which significance greater than 0.05. Hence there is no mean difference in the institutions and the knowledge performance of educational institutions. Whereas “Lot of opportunities for social activities for inside and outside institutions” is significant at (0.04) and “People emotionally and mentally involved in their work” is significant at (0.02) their significance which lesser than 0.05. Hence there is mean difference between institutions and the knowledge performance of educational institutions.

Suggestions:

Based upon the analyses of the study the following suggestion were made,

- Sharing of knowledge should be developing by various seminars and lecturers.
- The institutions should give importance to the individual to share their opinion in the meeting.
- The students/staffs must feel free to work/study in their institutions.
- Each and every department should be coordinate and develop their institutions.

Finding:

- Majority of the respondents are female with 51%
- Majority of the respondent's age group are less than 30 with 36%.
- Majority of the respondents working/studying in state university with 54%.
- Hence there is a mean significance different the descriptive variables and anova for the knowledge performance in the educational institutions,
- There is no mean significance different the descriptive variables and anova for the knowledge performance in the educational institutions,

Conclusions:

The study result the performance of knowledge management exercise to improve the educational institutions. So the institutions have to improve the information administrative and the information properly distributed to each department, they can perform effectively. Knowledge sharing culture has to be improved in each institution for the betterment of their work culture. The study concluded that the implication of knowledge management in the educational institutions will be more beneficial to the students, teachers and non teaching staff in the institutions.

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