

## **THEME**

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Job performance quality**

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## **1. INTRODUCTION**

According to Schubert (1998) Knowledge has been described as "a state or fact of knowing" with knowing being a condition of "understanding gained through experience or study; the sum or range of what has been perceived, discovered, or learned".

Today there are lots of boulevards of acquiring knowledge. But getting the right knowledge at the right time at the right price with right connection is really a difficult assignment. Connecting all these aspects is challenging but it is not impossible. Systematically managing knowledge is an art. If it is not properly managed and stored then it cannot be used for further references.

Educational institutes in Mangalore are developing and also are targeting international students. At this juncture acquiring knowledge and putting it in front of the students are really commendable. The service provider is not only contented but also makes the scholars delightful and also a holistic approach is reached.

## **2. LITERATURE REVIEW**

Viki McCabe (1982) in his study focused on a theory which proposes that knowledge acquisition involves direct perception of schematic information in the form of structural and transformational invariances. Individual components with salient verbal descriptions are considered conscious place-holders for non-conscious invariant schemes. It is speculated that theories positing mental construction have three related causes: The first is a lack of consciousness of the schema processing capacities of the right hemisphere; the second is the paucity of adequate words to express schematic relationships; and the last involves the dominance of verbal processes in consciousness. Philosophical theories are reviewed and schematic data relevant to biological survival is offered. Applications to education are suggested.

Ritu Agarwal and Mohan R. Tanniru (1990) in their study they focused on the knowledge acquisition problem endures as a bottleneck in the construction of expert system knowledge bases. Despite the recent proliferation of techniques and the availability of more sophisticated methods for this task, the interview technique continues to be widely used, especially in business domains. This paper reports the

results of an experiment conducted to compare the unstructured knowledge acquisition interview with a specific type of structured knowledge acquisition interview. Structure for the interview was provided by a domain model of the business decision-making activity that attempted to capture the subjective and qualitative aspects of decision making. Senior managers from industry served as the subjects in the experiment. The interview technique was evaluated along efficiency and effectiveness dimensions. Results indicate improved performance with the structured interviewing.

Andrew C. Inkpen (1998) in his study focused on global competition and how it is forcing firms to rethink the question of how new organizational knowledge is acquired. New knowledge provides the foundation for new skills, which in turn can lead to competitive success. However, few firms systematically manage the process of knowledge acquisition. The paper explores international strategic alliances and their potential for learning and knowledge acquisition. In bringing together firms with different skills, knowledge bases, and organizational cultures, alliances create unique learning opportunities for the partner firms. Based on the assumption that organizational learning is both a function of access to new knowledge and the capabilities for using and building on such knowledge, the paper focuses on alliance knowledge accessibility and firm learning effectiveness.

Mary E. Zellmer-Bruhn (2003) in her study focused on interruptions and it has commonly been viewed as negative and as something for managers to control or limit. The paper explores the relationship between interruptions and acquisition of routines—a form of knowledge-by teams. Recent research suggests that interruptions may play an important role in changing organizational routines, and as such may influence knowledge transfer activities. Results suggest that interruptions influence knowledge transfer effort, and both knowledge transfer effort and interruptions are positively related to the acquisition of new work routines.

### **3. OBJECTIVES**

- To find out various sources of acquiring knowledge in an institution.
- To understand the quality of job performance among faculties.
- To understand the correlation between knowledge acquisition and job performance among employees.

### **4. RESEARCH METHODOLOGY**

The research is based on a survey on faculties conducted in 2016 in Mangalore. The overall design was a rigid one. Only women faculties were targeted for this survey. Respondents were briefed about the purpose of the study. Structured and well thought out design instrument was framed for collection of data. Questionnaire was prepared. On various parameters sub question were framed. A total of 167 sample sizes were taken from 10 different colleges. Different colleges were surveyed according to the prescribed time given by them. Hence a field research was done through personal and group interview. As the study was a diagnostic surveys so fact findings enquiries were executed through comparative and correlational methods. Some significant facts have been observed from this study. This research paper is also based on secondary data for finalization of views and opinions which has been sourced from published literature.

### **5. DISCUSSION**

#### **5.1 CONCEPT OF KNOWLEDGE MANAGEMENT**

Knowledge Management is a concept which is recognized by every sector throughout the world. It is basically a process of managing knowledge through acquiring, storing and reusing it so that two basic objectives are fulfilled. They are

- Delivering value to the business and stakeholders
- Achieving long term organizational goals.

The various attributes of knowledge are as follows:-

- Dynamic
- Dependent on the individuals
- Tacit in nature

- Analogue
- Re-created
- Meaning has to be personally assigned
- Asset for the firm

Every organization in the world today is in front of ever changing environment. To compete in this type of altering environment they have to be aggressive and acquire knowledge from different avenues and compete with one another. Knowledge acquisition is tough but the resources are ample. Getting the right data at the right time and at the right cost plays an important role in knowledge acquisition. It can be from two sources i.e. inbound source and out bound source. Out bound source is called out- sourcing. Knowledge acquisition leads to knowledge creation. Knowledge creation and innovation result from new combinations of knowledge other resources (Cohen and Levinthal, 1990; Kogut and Zander, 1992). The concept of knowledge acquisition and knowledge production plays a very important role in educational institution.

The data which is available is just a raw data which has to be modified, adjusted and acquired for the respective study. The different sources of acquiring knowledge are as follows:-

- Experience
- Communication
- Reading- Literature, periodicals, past records
- Listening- Lecture, presentation, experts
- Discussion- GD
- Media- Broadcasting, print etc.

## **5.2 UNDERSTANDING THE QUALITY OF JOB PERFORMANCE**

Some researchers suggest that "'some dose' of 'managerialism' in the right proportion and in the right context" may be useful in universities and that it positively affects the quality of job performances (Chan 2001, p. 109; see also RAE (Research Assessment Exercise 2001). The wiki meaning of managerialism means belief in or reliance on the use of professional managers in administering or planning an activity. Managerialism as a trend is a relatively recent occurrence in the European higher education. The so-

called market-model of higher education, which is considered typical for the North American tradition (Lazzeretti and Tavoletti 2006), was introduced in Europe in the late nineties.

### **5.3 CORRELATION BETWEEN KNOWLEDGE ACQUISITION AND JOB PERFORMANCE**

Relationship between knowledge acquisition and job performance is always positive. The high the knowledge acquisition and the high is the job performance. But only acquiring knowledge is not the end of the story. Proper storage of data and then reusing it for a further reference plays an important role. The various places where knowledge acquired data can be stored are as follows.

- External hard drives
- Cloud
- Files
- Drives in computers
- Knowledge repositories

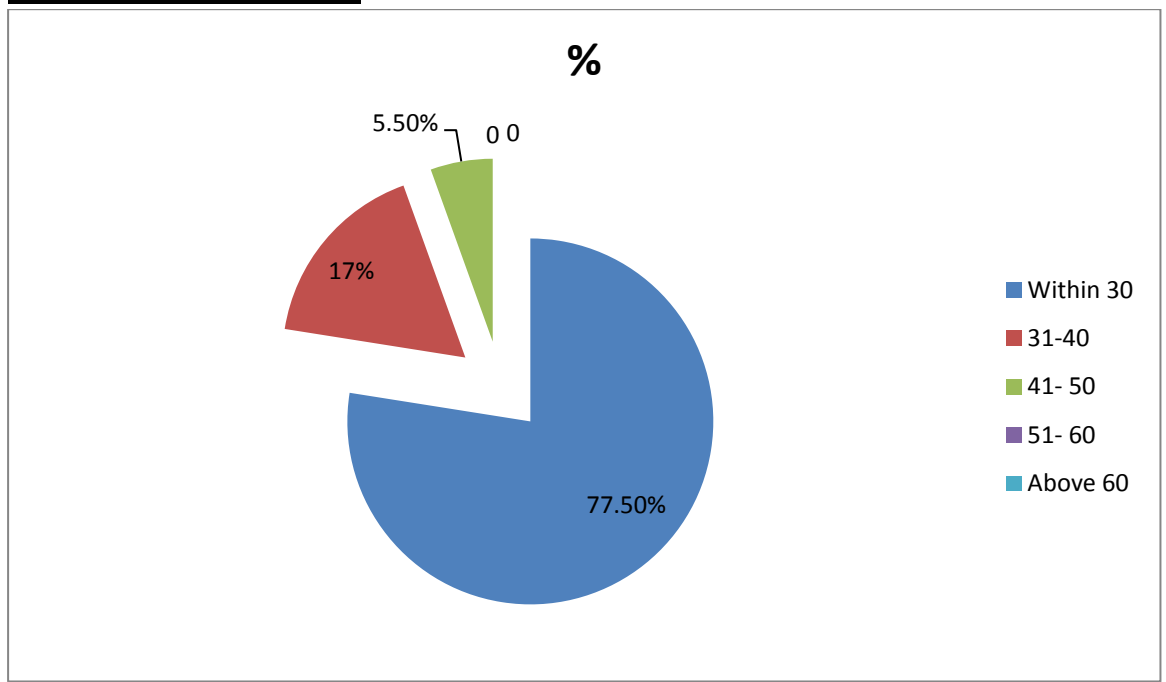
Knowledge repositories are databases of codified knowledge assets that are systematically organized to facilitate searching and retrieval (Cross & Baird, 2000; Ruggles 1998).

Voluntarily involving one-self in career development program helps to enhance self-image. When there is a positive self- image that leads to positive job performance in educational institutions.

Receiving recognition from immediate supervisor increases the boost of the faculties which in return increases the job performance of the respective faculties.

## 6. DATA ANALYSIS AND INTERPRETATION

### 6.1 Age % of the respondents

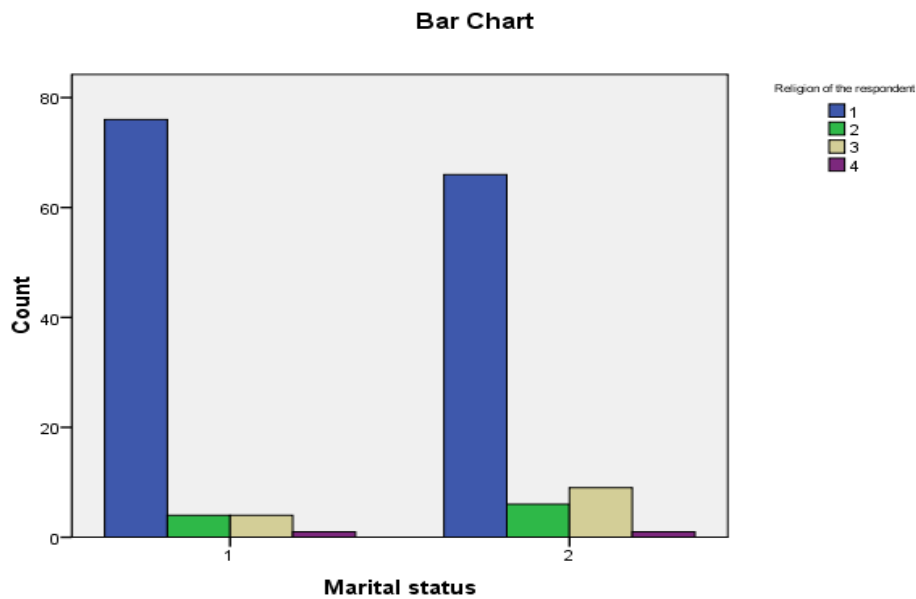


**Interpretation:** - Most of the respondents (faculties) are within the age group of 30. 17% are within the age group of 31-40 years. 5.5% of the respondents were in the age group of 41-50 years of age. Hence the trend in the Engineering colleges in Mangalore is to absorb fresher's within the age group of 30 years.

### 6.2 Marital status \* Religion of the respondent

#### Cross tabulation

Count		Religion of the respondent				Total
		1	2	3	4	
Marital status	1	76	4	4	1	85
	2	66	6	9	1	82
	Total	142	10	13	2	167

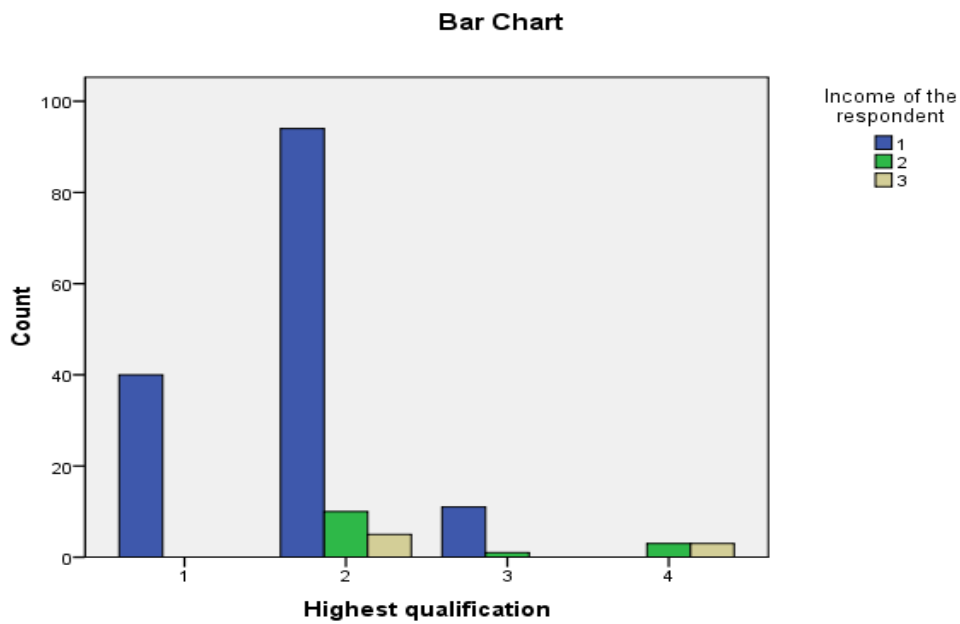


Interpretation: - It is observed that 50.89% of the respondents are married and 49.10% were single (spinsters). Under cross tabulation it is observed that out of the married respondents (50.89%) 89.41% were Hindus, 4.70% were Christians and Muslims and 1.17% was from other religion.

**6.3 Highest qualification \* Income of the respondent**  
**Cross tabulation**

Count		Income of the respondent			Total
		1	2	3	
Highest qualification	1	40	0	0	40
	2	94	10	5	109
	3	11	1	0	12
	4	0	3	3	6
Total		145	14	8	167





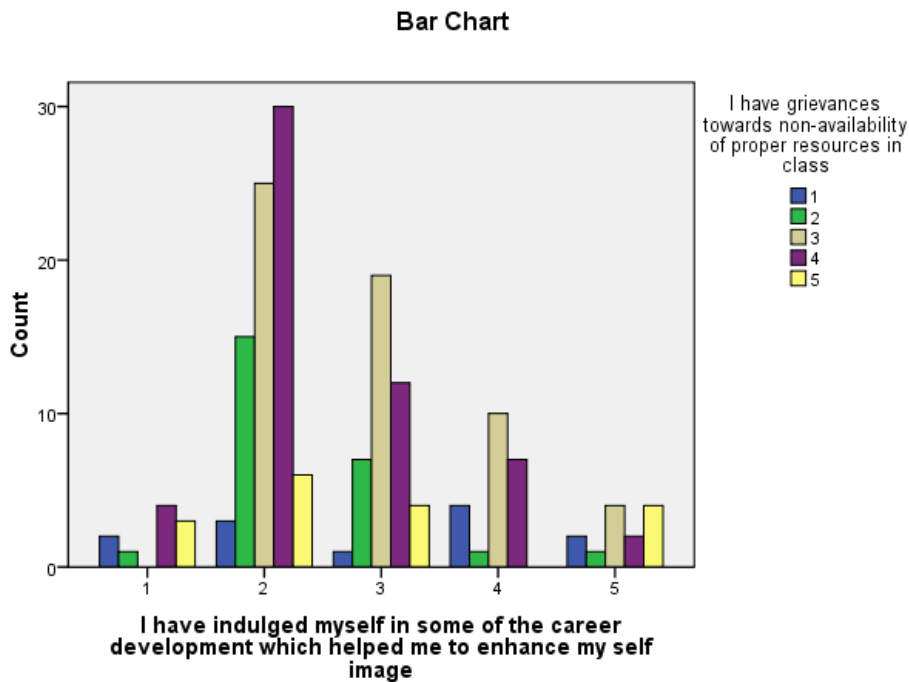
Interpretation: - Out of the total respondent 23.95% have BE degree, 65.26% have M .Tech degree, 7.18% have M.Phil degree and only 3.59% have Ph.D degree. All the B.E degree holders earn below 40,000. Out of 65.26% (M.Tech degree holders) 86.23% earn below 40,000, 9.17% earn between 40,000 to 80,000 and 4.58% earn above 80,000.

**6.4 I have indulged myself in some of the career development which helped me to enhance my self-image**

**\* I have grievances towards non-availability of proper resources in class**

**Cross-tabulation**

Count	I have grievances towards non-availability of proper resources in class					Total	
	1	2	3	4	5		
I have indulged myself in some of the career development which helped me to enhance my self-image	1	2	1	0	4	3	10
	2	3	15	25	30	6	79
	3	1	7	19	12	4	43
	4	4	1	10	7	0	22
	5	2	1	4	2	4	13
Total	12	25	58	55	17		167



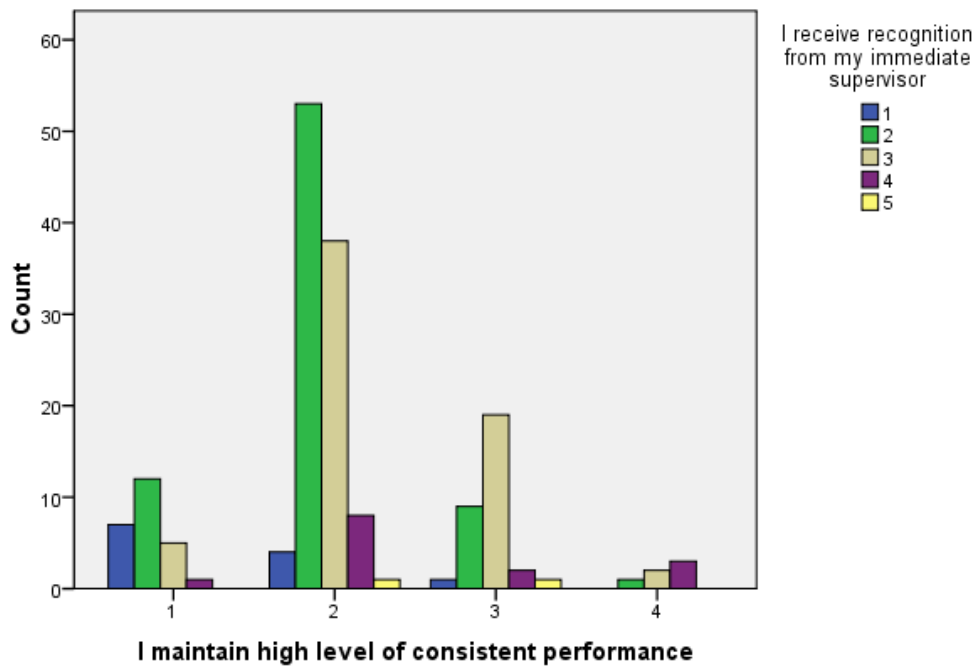
Interpretation: - More than 50% (53.28%) agree to the statement that they have indulged themselves in some career development program by the institution which has helped them to enhance their self-image as an employee. Hence it can be stated that knowledge acquisition is present among faculties (respondents) in engineering colleges. In the cross tabulation it is found that the faculties who has involved themselves in the career development program agree that they have grievances towards non availability of proper resources in class. The mean value for the factor “I have grievances towards non availability of proper resources in class” is more than 3 hence in this factor the stressor are more.

**6.5 I maintain high level of consistent performance**  
**\* I receive recognition from my immediate supervisor**  
**Cross-tabulation**

Count		I receive recognition from my immediate supervisor					Total
		1	2	3	4	5	
I maintain high level of consistent performance	1	7	12	5	1	0	25
	2	4	53	38	8	1	104
	3	1	9	19	2	1	32

	4	0	1	2	3	0	6
Total		12	75	64	14	2	167

**Bar Chart**



Interpretation: - 77.24% agrees that they maintain high level of consistent performance in their institution. This also proves that knowledge acquisition persists among faculties. Most of the respondent believes that they receive recognition from their immediate supervisor. This proves consistency in job prevails in engineering colleges.

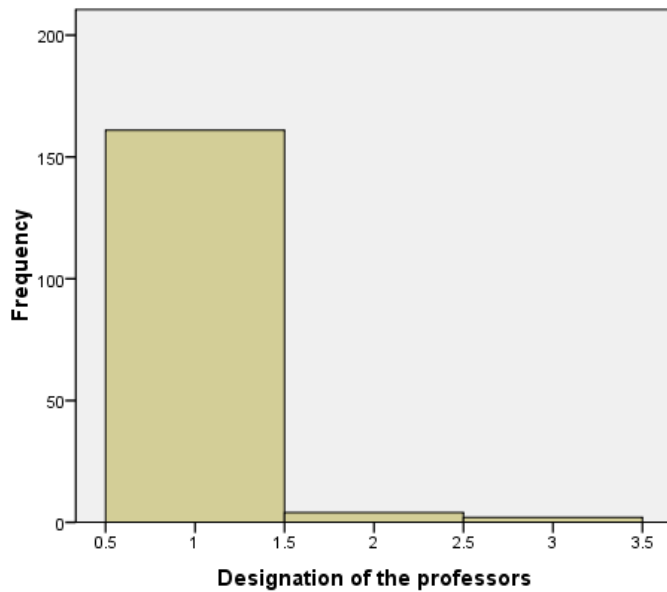
### **6.6 Designation of Faculties**

		Frequency	Per cent
Valid	1	161	96.4
	2	4	2.4
	3	2	1.2
Total		167	100.0

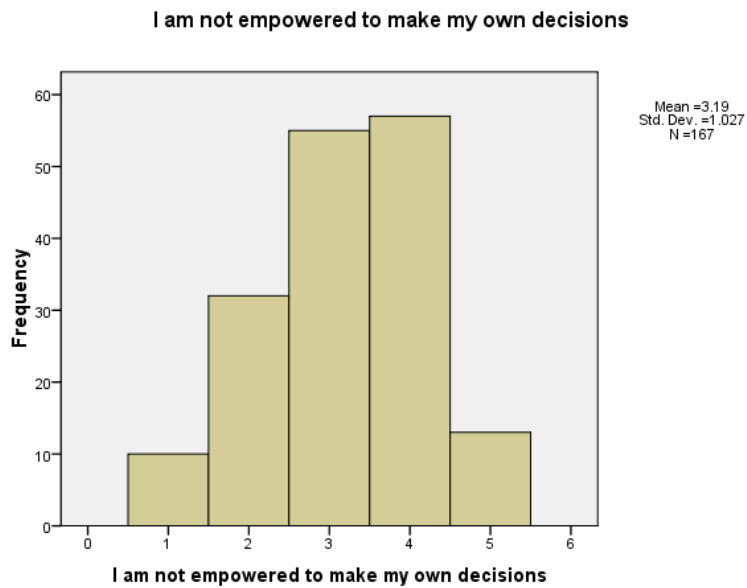
### Statistics

		Designation of the professors	I am not empowered to make my own decisions
N	Valid	167	167
	Missing	0	0
	Mean	1.05	3.19
	Median	1.00	3.00
	Std. Deviation	.265	1.027

### Designation of the professors



Mean =1.05  
Std. Dev. =0.265  
N =167

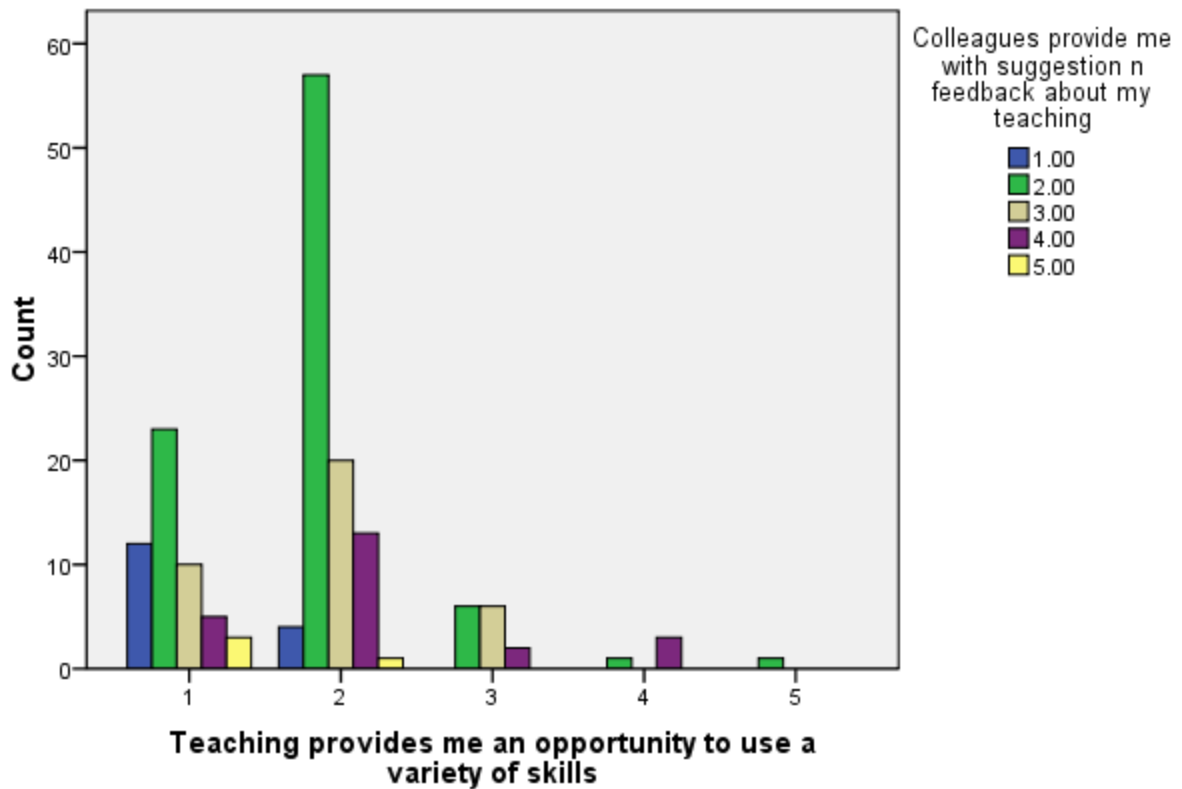


Interpretation: - 96.4% are designated as Assistant Professor, 2.4% of the faculties are designated as Associate professors and 1.2 % of the faculties are Professors. Here the components were measured in 5 point Likert scale. Strongly agree (1), agree (2), agree nor disagree (3), disagree (4), strongly disagree (5). The assessment is done on the mean value such as if the mean value is 3 then neutral, if the mean value is less than 3 then agree, if the mean value is less than 2 then strongly agree and if the mean value is above 3 then disagree, if the mean value is above 4 then strongly disagree. The component “I am not empowered to make my own decisions” the mean value is 3.19, median is 3 and standard deviation is 1.027. As the mean value is more than 3 hence respondent disagree with the statement.

**6.7 Teaching provides me an opportunity to use a variety of skills**  
**\* Colleagues provide me with suggestion n feedback about my teaching**  
**Cross-tabulation**

Count		Colleagues provide me with suggestion n feedback about my teaching					Total
		1	2	3	4	5	
Teaching provides me an opportunity to use a variety of skills	1	12	23	10	5	3	53
	2	4	57	20	13	1	95
	3	0	6	6	2	0	14
	4	0	1	0	3	0	4
	5	0	1	0	0	0	1
Total		16	88	36	23	4	167

**Bar Chart**



Interpretation: - 88.62% believe that teaching provides them an opportunity to use a variety of skills, 8.38% neither agree nor disagree and 2.99 % disagree on the fact. This component suggests that knowledge acquisition and using of variety of skills can be attained through teaching. Most of the faculties believe that colleagues provide them with suggestion and feedback which help respective faculties to understand their loopholes and work on it.

## **7. FINDINGS**

- It is been observed that today the trend in the Engineering colleges in Mangalore is to absorb fresher's within the age group of 30 years.
- Women in engineering colleges in Mangalore (both married and spinsters) are Hindus followed by Christian and Muslims.
- Most of the faculties in engineering colleges have MPhil degree and they earn below 40,000 and least possesses Ph.D. degree.
- More than 50% faculties stated that they have indulged themselves in some career development program by the institution which has helped them to enhance their self-image as an employee but they have grievances towards non availability of proper resources in class.
- Cross tabulation findings suggest that faculties maintain high level of consistent performance in their institution and they also receive recognition from their immediate supervisor. This proves that knowledge acquisition persists among faculties and also job performance prevails in engineering colleges.
- 96.4% are assistant professors in engineering colleges. The component "I am not empowered to make my own decisions" has the mean value is 3.19, hence respondent disagree with the statement.
- Under cross tabulation findings suggest that teaching provides them an opportunity to use a variety of skills and most of the faculties admit that colleagues provide them with suggestion and feedback which help them to understand their loopholes and work on it. Hence knowledge acquisition prevail which has an impact on job satisfaction.

## **8. CONCLUSION**

Knowledge acquisition plays an important role in educational sectors. It is said that it is a never ending process. Development can happen only through this process. The results suggest that using a domain model such as (Duncan's 1972) to structure a knowledge acquisition interview can prove to be a valuable. Result indicates that the specific type of structured interview helps the study to understand how with the help of knowledge acquisition job performance can be attained. Research in the area of KA must proceed simultaneously along two paths, both in the development of new techniques that are measurably "better" than existing ones, and in the inter-comparison of existing techniques (Ritu Agarwal and Mohan R. Tanniru 1990).

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