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IMPACT OF KNOWLEDGE MANAGEMENT PRACTICES ON JOB PERFORMANCE OF FACULTIES WITH SPECIAL REFERENCE TO SELECT HIGHER EDUCATIONAL NSTITUTIONS IN COIMBATORE DISTRICT

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ABSTRACT
Knowledge Management (KM) is now considered one of the most important parts of any organization and a complement to the organization's business activities. The study aims to identify the perception of faculties and the impact of Knowledge Management Practices on the job performance of faculties in select higher educational institutions. Teaching faculties are the backbone of higher educational institutions. So, the well-being knowledge of the faculties is essential for the success of an institution. The study adopted a descriptive research method and a Simple random sampling technique. Samples consist of 250 teaching faculties in the top five colleges ranked by the National Assessment and Accreditation Council (NAAC) and the National Institutional Ranking Framework (NIRF) in Coimbatore, Tamil Nadu and the collected data is analyzed using various statistical tools such as Exploratory factor analysis, ANOVA, correlation and multiple regressions. Hence, better Knowledge Management Practices are essential for every institution which contributes towards job involvement, job attachment, and job commitment. This paper tries to prove the relationship between various Knowledge Management Practices with the Job performance of teaching faculties in select higher educational institutions in Coimbatore, Tamil Nadu.

Keywords: Knowledge Management practices, Knowledge Creation, Knowledge Acquisition, Knowledge Transfer, Knowledge Utilization, Knowledge Retention, Knowledge Accumulation, Knowledge Internalization, Knowledge Sharing, Faculties' Job Performance

1. INTRODUCTION

Higher Education is at a crossroads of cultures and has entered a moment of unparalleled globalization in the information industry. In addition to filling the demand for innovative ideas

technologies, processes, products and services that are crucial for future economic growth, higher education is now regarded as the primary provider of the labour force. Unfortunately, these tremendous pools of ability and knowledge-seeking students and instructors in our country are practically completely untapped. Knowledge Management (KM) in the educational institution makes good sense and is a good combination of the intellectual output of the academic organization if preserved well-using technology. In a distance or online education system knowledge building is having lots of importance. Without that, the teaching-learning process is not possible. The professionalization of the teaching staff and an increase in the research and development activities, among other things. Knowledge can help them plan how to allocate their resources and used them to provide high-quality education understanding such practice would also help develop a cohesive framework within which concepts might be applied collectively to increase higher education suitability in the current era, which is marked by constant change. Higher education institutions have realised that to remain competitive in the provision of high-quality education, they must effectively manage their most valuable assets, and knowledge, and ensure that it is used by all stakeholders. To implement the appropriate strategy for utilizing such knowledge in the future, higher education institutions should be able to benefit from the current study by learning how knowledge management approaches may be implemented in practice. This study proposes to identify the present Knowledge Management status in the select higher educational institutions in Coimbatore district.

2. REVIEW OF LITERATURE

Ra'ed Masa'deh, Rifat Shannak, Mahmoud Maqableh and Ali Tarhini (2017) their study focuses on the relationship between knowledge management (KM) and job performance in a Jordanian university. It fills a gap in the existing literature by examining the KM process, KM performance, and job performance. The study collected data through a questionnaire and used structural equation modeling to analyze the relationship between KM and job performance. The findings of their study confirm the hypotheses that there is a relationship between the KM process and KM performance, as well as between KM performance and job performance. Their study also highlights the need for mechanisms to protect knowledge, increase knowledge sharing, and improve knowledge analysis and evaluation.

Gangaram Biswakarma (2018) explores the implementation of knowledge management practices in the Nepalese banking sector and its impact on employee job performance. The study found that effective knowledge management can contribute to long-term sustainable competitive advantage in the banking industry. The study variables were empirically examined through a sample of 145 employees from various commercial banks in Kathmandu valley. The study identified positive relationships between knowledge management processes (knowledge creation and acquisition, knowledge filtering, knowledge exchange, and knowledge development) and employee job performance. However, there was no significant relationship found between knowledge storage and job performance. The study concludes that managing knowledge is crucial for organizational survival and gaining a competitive edge in the banking industry. The findings have implications for banks to focus on improving knowledge management practices to enhance employee job performance.

Sinaga Samuel Partogi Hasudungan, Maulina Erna, Tresna Pratami Wulan, Sukoco Iwan, Purnomo Margo and Kostini Nenden (2020) the study aims to review the literature and analyze articles related to the effect of knowledge management on employee performance. A total of 34 articles were reviewed and analyzed, and important information was extracted. The findings indicate that knowledge management plays a significant role in improving employee performance. The articles were extracted from Scopus and covered a range of industries, including IT companies, government, education, and more. The majority of the articles were quantitative in nature. The results also show that the number of publications on knowledge management and employee performance has increased in recent years, with the highest number of publications in 2015. The study suggests future research to expand the scope and investigate the impact of knowledge management on other outcomes such as competitiveness and innovation.

De-Graft Johnson Dei and Thomas Bingle van der Walt (2020) explores the role of Communities of Practice (CoPs) in knowledge management practices in universities. The study found that while universities have a high level of understanding and appreciation for knowledge management, the impact of CoPs on knowledge management was insignificant. This was due to a lack of understanding of CoPs, a lack of belonging to a CoP, and a lack of tools and systems to support CoPs. The study proposes a framework for CoPs in universities, emphasizing the need to identify and link knowledge and CoPs to the universities. The study also highlights the existence

of informal forums for knowledge creation and sharing within universities. However, there is a lack of systems and tools to support CoPs, limiting their impact on knowledge management processes. The study concludes that there is a need for management support and a better understanding of the role of CoPs in universities to enhance knowledge sharing and management. Overall, the article provides valuable insights into the current state of CoPs in universities and highlights the importance of integrating CoPs into knowledge management practices for improved outcomes.

Ayetigbo, Ibrahim, Adegbola, Salam and Ayetigbo (2023) they assessed the impact of knowledge management (KM) on the performance of employees at the National Open University of Nigeria (NOUN). The study focuses on knowledge acquisition, knowledge conversion, and knowledge protection as components of KM. The study collected primary data through a Google Form questionnaire administered to senior staff of NOUN. The majority of respondents agreed that knowledge acquired through the use of ICT has a positive impact on employee performance. They also agreed that knowledge conversion enhances employee performance and that knowledge protection helps protect the institution's core competency and increase competitive advantage. The study recommends that policymakers effectively build, acquire, convert, and protect relevant knowledge to enhance employee performance and overall performance of NOUN.

3. STATEMENT OF THE PROBLEM

Universities in India are particularly vulnerable to these as Higher Education Institution nowadays faces a lot of difficulties. There is a focus on the way academics operate, and do research with higher Education, even though several studies are carried out to enhance the quality of the educational system in India. There have been a sufficient number of studies on the principles of knowledge management, its perception, its influence, its implementation etc. But they are rare particularly when it becomes to knowledge management about higher education sectors in developing nations like India. Institutions including central universities, state universities and private Universities which include deemed universities and private colleges, provided higher education in India. Growing competition in higher education institutions, increased awareness of alternative educational opportunities from reputable institutions, accreditation and affiliation bodies citifying an institution's quality and high expectations from industry, these issues force the

development of partnership between academia and industry. These institutions must search for long-term solutions to maintain competitive edges and continuous growth given the situation in higher education today. Universities are recognised as significant organisations that produce knowledge through their administrative and academic operations. The knowledge so produced should be dissented and archived for use and reuse in the future. Implementing knowledge management principles across all of an institution's departments and operations is an issue that has to be addressed in higher education. Knowledge management strategies and ideas have been adopted by several firms and they have been very successful, as part of the knowledge economy, higher education institutions should intentionally use knowledge management techniques to position themselves as knowledge producers and disseminators.

4. OBJECTIVES OF THE STUDY

1. To identify the various factors of Knowledge Management practices adopted in select higher educational institutions.
2. To study the faculties' perception of the Knowledge Management practices adopted in higher educational institutions.
3. To analyze the relationship between Knowledge Management practices and faculties job performance.
4. To measure the impact of Knowledge Management practices on the job performance of faculties in select higher educational institutions.

4.1. Hypotheses of the Study

H_0 - There is no significant difference between the age of the respondents and their perception of various Knowledge Management practices.

H_0 - There is no relationship between Knowledge Management practices and job performance.

H_0 - There is no significant impact of Knowledge Management practices on job performance.

4.2. Methodology of the Study

The present study follows the descriptive research method. Both primary and secondary data are used in the study. The primary data was collected through a well-structured questionnaire.

Secondary data was collected from academic journals, newspapers and institutional websites. The sample size taken for the study consists of 50 teaching faculties in every five top colleges ranked by the National Assessment and Accreditation Council (NAAC) and the National Institutional Ranking Framework (NIRF) in Coimbatore, Tamil Nadu. Simple random sampling is used as a sampling technique; thus, the collected data were analyzed using various statistical tools such as exploratory factor analysis, ANOVA, correlation and multiple regressions.

4. DATA ANALYSIS AND INTERPRETATION

A. Exploratory Factor Analysis

Table I Factors of Knowledge Management Practices

Factor and Variance Explained	Components	Rotated Factor Loadings
Knowledge Creation	Students lack the questioning attitude, which is essential for productive classes	.979
	Faculties regularly create innovative solutions by combining or adapting existing and/or acquired knowledge	.946
	The institution is good at generating, transforming and presenting data as meaningful information (laboratory and library)	.863
Knowledge Acquisition	The institution is good at identifying and acquiring external information required to maintain the standard	.847
	External information is acquired and stored in a maintainable and accessible way to facilitate use and reuse	.666
	The institution is highly effective at adopting external best practices in acquiring information	.963
Knowledge Transfer	Faculties often know where in higher education to find specialized knowledge and information	.959
	Faculties willingly share their knowledge with colleagues	.954
	Expertise and skills are effectively transferred to junior staff from more experienced staff faculties	.827
Knowledge Utilization	Lessons learned from experience are incorporated into work, administration procedures and decision making	.792
	The institution is often able to apply its knowledge effectively to solve difficult problems	.740

	Faculties are always aware of making effective use of each other's skills and expertise	.737
Knowledge Retention	Faculties have adequate knowledge/ understanding of work processes	.825
	There is often a shortage of experienced faculties due to unexpected departures and retirements	.850
	Teaching plan documents are easy and up to date and accurate	.751
Knowledge Accumulation	Faculties try to store guidelines and policies related to tasks	.937
	Faculties extensively search the task-related database to obtain the knowledge necessary for tasks	.833
	Faculties can administer knowledge necessary for tasks systematically and store it for further usage	.889
Knowledge Internalization	Opportunity to improve adaptability to new tasks related to class and administration	.931
	Learning knowledge necessary for new tasks related to class and administration	.689
	Use the internet to obtain knowledge for tasks related to class and administration	.964
Knowledge Sharing	Faculties share information and knowledge necessary for tasks related to class and administration	.836
	Faculties developed information systems like the internet and electronic bullet inboard to share information and knowledge	.656
	Faculties promote sharing necessary information and knowledge with other colleagues	.821

Source: primary data

The above table shows the factor extraction from the loaded items. Using principal component analysis, 24 statements were loaded to extract 8 factors. The identified factors are named based on the relationship with statements. The first factor is identified as 'Knowledge Creation', Second factor 'Knowledge Acquisition', Third factor 'Knowledge Transfer', Fourth factor 'Knowledge Utilization', Fifth factor is 'Knowledge Retention', Sixth factor is 'Knowledge Accumulation', Seventh factor 'Knowledge Internalization' and Eighth factor named as 'Knowledge Sharing'.

B. ANOVA

H_0 - There is no significant difference between the age of the respondents and their perception of various Knowledge Management Practices.

Table II Significant Difference between Age and Perception on Various Knowledge Management Practices

S.No	Particulars	Significance
1	Knowledge Creation	0.001
2	Knowledge Acquisition	0.005
3	Knowledge Transfer	0.011
4	Knowledge Utilization	0.007
5	Knowledge Retention	0.005
6	Knowledge Accumulation	0.001
7	Knowledge Internalization	0.032
8	Knowledge Sharing	0.005

Source: primary data

The above table depicts the significant difference in the perception of faculties towards various Knowledge Management Practices based on the age of the respondents. The P value for each factor is less than 0.05, which indicates the null hypothesis is rejected. Thus there is a significant difference in the perception of faculties of Knowledge Management Practices based on their age.

C. Correlation analysis

H_0 - There is no relationship between Knowledge Management Practices and Job Performance.

Table III Relationship between Knowledge Management Practices and Job Performance

Independent Variable	Dependent Variable	Pearson Correlation	P Value
Knowledge Management Practices	Job Commitment	.723	.000
	Job Involvement	.631	.000
	Job Attachment	.699	.000

Source: primary data

The above table exhibits the correlation between the dependent variable 'faculties' job performance' and the independent variable 'Knowledge Management Practices'. The highest

correlation is observed between Job Commitment (.723) and the lowest correlation (.631) is between Job involvement.

A. Regression Analysis

H_0 - There is no significant impact of Knowledge Management Practices and Job Performance.

Table IV Impact of Knowledge Management Practices on Job Performance

Model Summary

Model	R Square	Adjusted R Square
Impact of Knowledge Management Practices on Job Performance	0.709	0.703

Predictors: Knowledge Creation, Knowledge Acquisition, Knowledge Transfer, Knowledge Utilization, Knowledge Retention, Knowledge Accumulation, Knowledge Internalization, Knowledge Sharing
Dependent variable: Faculties job performance
Source: primary data

The above model summary table reveals the results of regression analysis. Faculties' job performance is considered as a dependent variable and Knowledge Management Practices in selected higher educational institutions are considered as predictors. The results revealed that any change in the chosen predictors will yield 70.9 % changes in the dependent variable which is the job performance of the faculties in selected higher educational institutions.

Table V Multiple Regression – ANOVA

Model		Sum of Squares	Df	MS	F	Sig.
Impact of Knowledge Management Practices on Job Performance	Regression	32.714	8	5.452	71.408	.000
	Residual	20.158	241	.076		
	Total	52.872	249			

a. Dependent Variable: Faculties job performance
b. Predictors: (Constant), Knowledge Creation, Knowledge Acquisition, Knowledge Transfer, Knowledge Utilization, Knowledge Retention, Knowledge Accumulation, Knowledge Internalization, Knowledge Sharing
Source: primary data

The ANOVA table shows the F ratio for the regression model that indicates the statistical significance of the overall regression model. The F ratio is calculated the same way for regression analysis as it was done for the ANOVA technique. The variance of independent variable that is associated with the dependent variable (Faculties job performance) is referred to as explained variance. The remainder of the total variance in independent variable that is not associated with dependent variable is referred as unexplained variance.

The larger the F ratio, the more will be the variance in the dependent variable that is associated with the independent variable. The F value is 71.408 and the significance value is .000 which is less than 0.05, so the null hypothesis is rejected. Hence there is a significant effect of knowledge management practices on job performance of the faculties.

Table VI Coefficients

Model	Variables	Unstandardized		Beta	t-test	Sig.
		Beta	Std error			
Impact of Knowledge Management Practices on Job Performance	Constant	1.465	.157		9.347	.000
	Job Commitment	.460	.025	.825	9.920	.021
	Job Involvement	.328	.013	.511	.202	.000
	Job Attachment	.034	.024	.634	2.611	.000

Dependent Variable: Faculties job performance
Source: primary data

The above table explains the result of regression coefficient between the dependent variable 'faculties' job performance' and the independent variable 'Knowledge Management Practices'. The highest impact is observed between Job Commitment (.825) and the lowest correlation (.511) is between Job involvements. The regression result is significant at 5% level of significance. Hence, the null hypothesis is rejected and there is a significance effect of knowledge management practices on job performance of the faculties.

5. FINDINGS OF THE STUDY

1. The majority of the respondents are aware of the Knowledge Management practices adopted in select higher educational institutions.
2. Factor analysis reveals that Knowledge Creation, Knowledge Acquisition, Knowledge Transfer, Knowledge Utilization, Knowledge Retention, Knowledge Accumulation, Knowledge Internalization and Knowledge Sharing are considered the major Knowledge Management practices in selected higher educational institutions.
3. There is a significant difference in faculties' perception of Knowledge Management practices based on their age.
4. Knowledge Management practices made a significant impact on faculties' job performance.
5. There is a significant impact of Knowledge Management practices on the job performance of faculties in selected higher educational institutions.

6. CONCLUSION

Knowledge Management practices made a significant impact on faculties job commitment, job attachment and job involvement. Hence the higher educational institutions should give more importance on Knowledge Management practices. Higher education is a centre of knowledge-creating, delivering, and learning for society. This is the base for the generation of innovative concepts. Through the open access movement, everyone can access the information through internet. But at local and institutional levels attempts are required for capturing the tacit knowledge of individuals and sharing for a new vision. The process of knowledge sharing plays a significant role in determining the outcomes of knowledge management in institutions.

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