

**IMPACT OF GLOBALIZATION ON KNOWLEDGE
MANAGEMENT PRACTICES IN THE HIGHER
EDUCATIONAL INSTITUTIONS: AN EMPIRICAL STUDY
WITH A FEW SELECTED UNIVERSITIES AND COLLEGES.**

Dr. Srinibash Dash¹

Prof. (Dr.) J. Mohapatra²

ABSTRACT

Knowledge management practices is the key area for the evolving present higher education system across the country which produce better opportunities for the skill enhancement as per the need of industries. In the post globalisation period, it is great advantages for the academicians to enhance their skill so that they will give right knowledge for the students which make them competitive one in the competitive environment. Today many higher educational institutes introduced new pattern of education like business analyst, it means, trainers will use right tools and appropriate techniques so that they will analysis the subject, forecasting the subject with scientific way. At the same time, globalisation put pressure on the higher educational institutes for create practical oriented environment for the students. It makes the opportunities for expands the education from urban to rural India which can empowers the nation. This study is based on measuring the perception of the academicians related to the impact of the globalisation on knowledge management practices in higher educational institutes. In this study, we have gathered the feedback from the experienced teaching and non teaching employees in different universities and colleges in odisha through standard questionnaire to know the opinion about the

¹ Sr. Lecturer, Professional Department, Ganghadhar Meher University, Sambalpur Odisha

² Dean, Faculty of Management Sri Si University, Cuttack, Odisha

climate, culture in the higher educational institutes and how knowledge management practices can successfully implement for boost the efficiency, effectiveness, and quality of graduates who can satisfy the employers' need in the entry level of employability in their future.

Keywords: Globalisation. Knowledge management practices OCTAPACE Culture, Factor Analysis.

I. Introduction:

Knowledge Management practices are the key in achieving opportunities for better decision-making and competitive advantages for organizations. Academic sectors have significant opportunities to apply Knowledge Management practices for better social and economical infrastructure development for further social revolution. In the globalised society, it is very much requirement of a good experimental and research oriented Knowledge Management System in the Higher educational institutes for the empowering the educational environment across the country. In this context, we did not get many advantages in the pre liberalisation periods. In the post financial Globalization, the importance of the Knowledge Management practice has gained its importance in various institution in India basically awaking the teachers and students community to develop the right types of attitudes and teaching styles so that our students will accessing the golden opportunities outside of the country.

At the same times the Higher Educational Institutes are becoming global and most of universities at present attempt to internationalize their curricula and offer high quality programs to students as per the market requirements. Hence, presently many good universities and colleges hiring the industry experiences academician for enrich their academic part as per the need based on industry. Also in this context, in the globalisation era many firms want flexible and adaptable knowledge workers. As a result the universities also expected to produce people who can lead, who can produce new knowledge, who can see new problems and imagine new ways of approaching old problems.

2. Review of Literature:

Malik.M., (2005) suggests that Universities have traditionally had two main roles: creating knowledge, and disseminating knowledge. Research has been the main vehicle for creating knowledge and teaching has been the main vehicle for disseminating knowledge. In today's rapidly-changing economic environment, it is great challenges for the universities and colleges for maintain the knowledge as per the expectation of the industries. In this context, wikis can support collaborative knowledge creation and sharing in an academic environment in the educational institutes. Success in attempts to provide such support may depend on: familiarity with wiki technology, careful planning for implementation and use appropriate class size, and motivation of students to engage in discovery learning (Murali Raman et al 2005).

Laili., B. Hashim & Khairul Mizan Taib (2012) in their research paper named Training and Development for Knowledge Workers – Malaysian Scene mentioned that the implementation of the knowledge management practices in the universities and colleges having 6 core processes should be taken into consideration. The 6 core processes are: Knowledge Identification, Knowledge Acquisition, Knowledge Application/Utilization, Knowledge Sharing, Knowledge Creation/Development and Knowledge Retention. They also said that the successfulness of KM practices in the organization is impossible to run all the 6 core processes at one time. Hence only 2 core processes will be discussed as a starting point to implement a proper and systematic KM practice. Hence the educational institute required proper strategy for day by day activities in related to enrich the research quality. In this context, Higher education institutions must focus on creating and developing knowledge workers that can succeed and excel in a competitive global environment. Therefore Higher education institutions must identify the knowledge dimensions needed to provide quality research based programs that develop students into knowledge workers as per the market requirements (Nawaz.N. & Gomes., M. A.,2014). Ramadhani et. al (2012 & Gregory Wenig 1998) in their study identify that knowledge management process connected to knowledge creation, knowledge retention, knowledge sharing, utilization and gathering the correct knowledge sharing tools to encourage academicians to be interconnected with each other. At the same time, knowledge management practices can help knowledge making, knowledge creation and knowledge discovery which will helped a lot to increase the performance of the employees and students of the educational institutes, (Fireston, 2003). At the same time, it has

mentioned by Daniel et.al. (2002) that organisation which would enhance research capacity would increase and develop knowledge in their organisation with proper utilisation of the existing resources allocated to them. This would further lead to the result of knowledge transfer among individuals within the organization and to their networks. The knowledgement programmes in a higher educational institute should serve the academic strategy plan having clear vision goals and objectives which are articulated for a sustainable KMS program and also spreading the same for further development. (Bernbom, 2001 & Tom. D.,1998).

Becker, Greene & Siegfried, 2011 compared to their study between undergraduate economics graduates or Ph.D. graduates weather they were most closely associated with the size of the economics faculty. In this study, faculty can be viewed as a resource in which the institution invests in response to demand (student enrollment). The research methodology involved regression analysis using panel data for 42 institutions over 14 years. The study found that Ph.D. graduates were positively associated with faculty as compare to the Bachelors graduates, (Scott David Williams, 2014). In this study, we say that the university could not reach the Bachelor students as compare to the Ph.D. graduates. Hence, it is the duty of the university authority to streamline the Bachelor students for further development of the education premises with having practical oriented environments. At the same time, Li, Shankar and Tang (2011) attempted to discover why the U.S. dominates worldwide rankings of universities. The authors contend tray to find out the real reason for the good performance of the industries and found that universities have full stock of academic talent superior research and publication from the universities staff. In this context, Muscio, Quaglione & Vallanti, 2013, focused on about public research funding and its utility can help to increase the departmental activities of the universities. At the same period Sav's (2013) proved in his article that there was positive impact of financial globalization in the educational industries. He examined that the graduate students and universities efficiency were proportionally depends on payment received from the students/ public funding.

The govt. of India has been published rankling of the different educational institute by the Union HRD minister on Monday at Vigyan Bhawan. According to newspaper reports, this is the first-of-its-kind indigenous ranking framework for higher education institutions, which has come out with a list of top 100 universities and institutes of engineering, management and pharmacy in the

country and ranked it on the basis of their knowledge management practices. The National Institutional Ranking Framework (NIRF) has put IIT Madras on the top spot, as the topmost engineering college, followed by IIT Mumbai and IIT Kharagpur. The top management institution is IIM Bangalore, while Indian Institute of Science, Bangalore is the best university in India. At the same time Jawaharlal Nehru University (JNU) and the University of Hyderabad have also made the cut in the list of best universities of India. While the JNU has been ranked third, Hyderabad University has been named fourth best institute. For the above discussion, we came to know that the knowledge management practices in the different higher educational institutes have been gearing up as per the transformation of the society.

3. NEED OF THE STUDY:

As per the Rashtriya Uchchar Shikshan Abhiyan (RUSA) mission and vision is to generate positive educational environment so that educational institutes will generate employability students as per the demand of the industries. It will help to students to pick up their capabilities, talents, prior knowledge and experience and work on that to enlarge and adapt this knowledge more effectively and easier to cope up with present environment (Sangeeta, N., 2011). This knowledge base can be useful to students as self motivator, self knowledge manager, team building, innovator and problem solving agent. Hence, it is better for the educational institutes to impart the right types of internal and external environment especially in the financial globalization era to sustain the sustainable growth in the educational institutes in India.

3.1. Research Objectives:

To keep in the present education practices in the higher education across the country the followings main objectives of the study are:

- To find out the impact of globalisation on Knowledge Management Practices in present context.
- To know the perception of the teaching staffs about Knowledge management Practices in the post globalisation period.
- To find out the important dimensions/ factors to give further importance for centre of Excellency in educational institute.

4. RESEARCH METHODOLOGY:

4.1. Research Design

A Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the Research purpose with economy in procedure. In fact the Research design is the conceptual structure within which Research is conducted: it constitutes the blueprint for the collection measurement and analysis of data. Hence, research design is basically a blue print of how a research is to be conducted. It is the conceptual structure within which research is conducted. In this study is purely based on explorative one to find out the impact of financial globalisation on knowledge management practices in Indian educational institutions.

4.2. Data:

For this study, we have selected a few government and private educational institutes in east part of India and collected samples from full time employees belonging to the this institutes. For this purpose, we gather data in the year 2016, hence the period of this study should ideally be considered as 2016-17. The present study being a problem identification research, a sample size of 100 was targeted from different sections of employees in different department and finally we could achieve 60 samples. During the sample design some of the control categories/characteristics (based on the nature of population) were developed/ identified like age group, education.

4.3. Sampling Techniques:

In this study, quota and convenience sampling were used so that the proportion of the sample elements possessing the control characteristics will be the same as the proportion of population elements with these characteristics. As a result, we collected nearly 50 percentage of the sample are above 10 years work experience and 50 percentage are below 10 year work experience.

4.4. Scaling Techniques:

In this study, we have used both **Nominal** and **Interval** scales techniques. A nominal scale, as the name implies, is simply some placing of data into categories, without any order or structure and statistics which can be used with nominal scales are in the non-parametric group. The most

likely ones would be: cross-tabulation - with chi-square. At the same time, for nominal scale, statistics Interval scale data would use parametric statistical techniques i.e. Z statics and Factor analysis.

4.5. Questionnaire for Employer Branding:

For mapping knowledge management practices in the higher educational institutes , we have developed standard research questionnaire with the help of academicians, managers in different industries, and research persons respective this fields having 20 statements (items) having 5 point scale ranging from 5 (Strongly Agree) to 1 (Strongly disagree) to measure the elements of employer branding value propositions. The respondents were asked to rate each item on a five point scale ranging from 5 (strongly agree) to 1 (strongly disagree).

4.6. Demographic Profile of Sample:

The demographic profile of respondents for the employer branding survey is presented in table-1. An attempt has been made to define the profile of respondents of the different educational institutes across the odisha, who were working in various departments in the universities and colleges. Among the 60 respondents, 43% of respondents were below 10 years work experience. Whereas 57% respondents were above or 10 years work experience. Hence, in the above table it has been shown that the respondents answered the question proportionally, which can help a lot to the study to overcome biasness and get right results.

Table 1: DEMOGRAPHIC PROFILE OF RESPONDENTS			
<i>Demographic Profile of Respondents (N=60, Employer Branding)</i>			
Stratification Variables	Category	Frequency	Percentage
Work Experience	More than 10 year	26	43
	Less than 10 year	34	57
Source: Primary Data			

4.7. Research Hypothesis:

4.7.1. Chi square Test on the basis of service experience (Top box):

H^0 = Perception of the employees having above 10 year work experience on the top box basic that there is impact of Globalization on knowledge management practices on higher education institution. = Perception of the employees below 10 years work experience on the top box basic that there is impact of Globalization on knowledge management practices on higher education institution.

H^1 = Perception of the employees having above 10 years work experience on the top box2 basic that there is impact of Globalization on knowledge management practices on higher education institution. \neq Perception of the employees below 10 years work experience employees on the top box basic that there is impact of Globalization on knowledge management practices on higher education institution.

4.7.2. Chi square Test on the basis of service experience (Top box2):

H_0 = Perception of the employees above 10 years work experience on the top2 box basic that there is impact of Globalization on knowledge management practices on higher education institution. = Perception of the employees below 10 years work experience on the top box2 basic that there is impact of Globalization on knowledge management practices on higher education institution.

H_1 = Perception of the employees above 10 years work experience employees on the top box2 basic that there is impact of Globalization on knowledge management practices on higher education institution. \neq Perception of the employees below 10 years work experience on the top box2 basic that there is impact of Globalization on knowledge management practices on higher education institution.

4.7.3. Hypothesis on Z-test:

H^0 : There is no significant differences exist between the two parameter related to impact of globalisation on knowledge management practices in higher educational institutes.

H^1 : There is significant differences exist between the two parameter related to impact of globalisation on knowledge management practices in higher educational institutes.

4.8. Reliability Test- Reliability Test Statistics:

For this study, first we have used Cronbach alpha to test the reliability of the collected data for the propose study. The table 2 shows the reliability of the data, where the value of Cronbach's alpha was found to be 0.835, which shows that the data was 83.35 percent reliable. According to the principles of Cronbach alpha, if, lenient cut-off will equal or more than 0.6 is acceptable in exploratory research.

Table 2: Reliability Statistics		
Cronbach's Alpha (α)	No. of Items	No. of Cases
0.835	20	60
Source: Primary Data		

*** Values of 0.60 and above testify strong reliability of the scale.**

In the same way, it has been stated by Bernardi,1994 that the value was calculated for the questionnaire administered to the respondents in order to determine the reliability of the data, where the alpha value greater than 0.70 is the recommended level. It means the data having reliability for further study.

4.9. Statistical Instruments Used for Measures: (Descriptive Analysis/Inferential Analysis)

In this study, to analyse and interpret the collected date, we have used Non- parametric test i.e. chi square test. It has been used to detect whether there is any impact of globalisation on Knowledge Management Practices in the post globalization era especially testing the perception of employees who has been rendering there service between the two important periods. Subsequently, Z-test is another statistical tool has been used in this study to know the significant difference between the two independent parameters selected from the sample. At the same time, Factor analysis has also been used to dimension of the parameter and find out the important factors for putting importance related to the knowledge management practices especially in the globalisation era.

5. ANALYSIS AND RESULTS OF KNOWLEDEGE MANAGEMENT PRACTICES:

5.1. Chi-Square Analysis on the basic of Top box:

A Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. In the same line, this test is applied when we have two categorical variables from a single population. It is used to determine whether there is a significant association between the two variables. In this context, we have used this tool to measure the significance difference between two groups within the same population i.e. above 10 year work experience academician and below 10 year work experience academician to know the perception related to the impact of globalisation on knowledge management practices especially in the educational industries. The following are the hypothesis; we have taken to measure the significance level between the groups.

H^0 = Perception of the employees having above 10 year work experience on the top box basic that there is impact of Globalization on knowledge management practices on higher education institution. = Perception of the employees below 10 years work experience on the top box basic that there is impact of Globalization on knowledge management practices on higher education institution.

H^1 = Perception of the employees having above 10 years work experience on the top box2 basic that there is impact of Globalization on knowledge management practices on higher education institution. \neq Perception of the employees below 10 years work experience employees on the top box basic that there is impact of Globalization on knowledge management practices on higher education institution.

TABLE: 3					
Above 10 Years of Work Experience Top Box					
Questions	Observed Value (O)	Expected Value (E)	O-E	(O-E)²	(O-E)²/E
1	9	12.5	-3.55364807	12.6284146	1.0059558
2	17	11.54935622	5.450643777	29.70951758	2.572396
3	7	7.532188841	-0.53218884	0.283224963	0.0376019
4	9	10.04291845	-1.04291845	1.087678904	0.1083031
5	9	8.034334764	0.965665236	0.932509348	0.1160655

6	5	4.017167382	0.982832618	0.965959955	0.240458
7	3	2.510729614	0.489270386	0.239385511	0.095345
8	6	7.030042918	-1.03004292	1.060988414	0.150922
9	1	1.004291845	-0.00429185	1.84199E-05	1.834E-05
10	4	5.52360515	-1.52360515	2.321372654	0.420264
11	5	5.52360515	-0.52360515	0.274162353	0.0496347
12	11	8.536480687	2.463519313	6.068927407	0.7109402
13	3	2.510729614	0.489270386	0.239385511	0.095345
14	14	11.0472103	2.9527897	8.71896701	0.789246
15	5	7.030042918	-2.03004292	4.121074251	0.586209
16	3	3.515021459	-0.51502146	0.265247103	0.075461
17	2	4.519313305	-2.5193133	6.346939527	1.4044035
18	0	1.004291845	-1.00429185	1.008602111	1.0042918
19	0	0	0	0	0
20	4	3.515021459	0.484978541	0.235204185	0.066914

Below 10 Years of Work Experience Top Box

1	16	12.44635193	3.553648069	12.6284146	1.014627793
2	6	11.45064378	-5.450643777	29.70951758	2.594571813
3	8	7.467811159	0.532188841	0.283224963	0.037926101
4	11	9.957081545	1.042918455	1.087678904	0.109236717
5	7	7.965665236	-0.965665236	0.932509348	0.117066098
6	3	3.982832618	-0.982832618	0.965959955	0.242530894
7	2	2.489270386	-0.489270386	0.239385511	0.096166938
8	8	6.969957082	1.030042918	1.060988414	0.152223091
9	1	0.995708155	0.004291845	1.84199E-05	1.84993E-05
10	7	5.47639485	1.52360515	2.321372654	0.423887013
11	6	5.47639485	0.52360515	0.274162353	0.050062561
12	6	8.463519313	-2.463519313	6.068927407	0.717069009
13	2	2.489270386	-0.489270386	0.239385511	0.096166938
14	8	10.9527897	-2.9527897	8.71896701	0.796049888

15	9	6.969957082	2.030042918	4.121074251	0.5912625
16	4	3.484978541	0.515021459	0.265247103	0.076111546
17	7	4.480686695	2.519313305	6.346939527	1.41651045
18	2	0.995708155	1.004291845	1.008602111	1.012949534
19	0	0	0	0	0
20	3	3.484978541	-0.484978541	0.235204185	0.067490856
				X²	19.14170325

SOURCE: Primary Data

Inference: The result revealed (Table-3) that the degree of Freedom of this is = $(20-1)*(2-1) = 19$ and tabulated value of Chi-Square at 5% level of significance = 30.144. At the same time we found that calculated value of Chi-Square at top box basic is 19.141 which is less than tabulated value i.e. 30.144. Therefore, the entire null hypothesis is accepted. That means, it has proved that the above 10 years work experience academicians perception is same like the perception of the below 10 years work experience academicians related to the impact of globalization on Knowledge management practices in higher education institution .

TABLE: 4:- Above 10 Years of Work Experience Top2 Box					
Questions	Observed Value (O)	Expected Value (E)	O-E	(O-E)²	(O-E)²/E
1	22	25.4916286	- 3.49	12.1914704	0.478253884
2	25	23.086758	1.91	3.66049499	0.158553877
3	21	20.2009132	0.80	0.63853965	0.031609445
4	22	21.1628615	0.84	0.70080088	0.033114656
5	15	16.3531202	- 1.35	1.83093439	0.111962388
6	17	14.9101979	2.09	4.36727295	0.292905097
7	10	10.1004566	- 0.10	0.01009153	0.000999116

8	16	16.3531202	- 0.35	0.12469391	0.007625083
9	11	11.0624049	- 0.06	0.00389437	0.000352036
10	15	16.8340944	- 1.83	3.36390215	0.199826737
11	11	14.4292237	- 3.43	11.7595755	0.814983238
12	21	21.6438356	- 0.64	0.4145243	0.019152072
13	14	11.543379	2.46	6.03498676	0.522809375
14	20	18.7579909	1.24	1.54258669	0.082236242
15	21	20.2009132	0.80	0.63853965	0.031609445
16	15	13.4672755	1.53	2.34924441	0.174440956
17	15	12.0243531	2.98	8.85447435	0.736378437
18	9	10.1004566	- 1.10	1.21100477	0.119896042
19	12	9.6194825	2.38	5.66686359	0.589102749
20	4	8.65753425	- 4.66	21.6926253	2.505635512

TABLE: 4:- Below 10 Years of Work Experience Top2 Box

1	31	27.51	3.49	12.1914704	0.443191282
2	23	24.913242	- 1.91	3.66049499	0.146929692
3	21	21.7990868	- 0.80	0.63853965	0.029292037
4	22	22.8371385	- 0.84	0.70080088	0.030686895
5	19	17.6468798	1.35	1.83093439	0.103754002
6	14	16.0898021	-	4.36727295	0.271431116

			2.09		
7	11	10.8995434	0.10	0.01009153	0.000925867
8	18	17.6468798	0.35	0.12469391	0.00706606
9	12	11.9375951	0.06	0.00389437	0.000326227
10	20	18.1659056	1.83	3.36390215	0.185176683
11	19	15.5707763	3.43	11.7595755	0.755233734
12	24	23.3561644	0.64	0.4145243	0.017747961
13	10	12.456621	- 2.46	6.03498676	0.484480242
14	19	20.2420091	- 1.24	1.54258669	0.076207192
15	21	21.7990868	- 0.80	0.63853965	0.029292037
16	13	14.5327245	- 1.53	2.34924441	0.161652029
17	10	12.9756469	- 2.98	8.85447435	0.682391748
18	12	10.8995434	1.10	1.21100477	0.11110601
19	8	10.3805175	- 2.38	5.66686359	0.545913398
20	14	9.34246575	4.66	21.6926253	2.321937894
				X²	13.3161885
SOURCE: Primary Data					

Inference: Also in this context, the degree of freedom = $(20-1)*(2-1) = 19$ and tabulated value of X^2 is 30.144 at 5% level of significance. At the same time, we found the calculated value of top2 box basic is 13.31 which is less than tabulated value i.e. 30.144. Therefore, the entire null hypothesis is accepted. That means, we found equal perception (both above 10 years and Below 10 years academicians) related to the impact of globalisation on knowledge management practices. In this context, we also found that though the two extremely independent groups

giving equal opine related to the knowledge management practices in the educational institutes but still it is a question for further development in the universities environment to become produce skill oriented students as per the industries norms.

5.2. Analysis on the basic of Z statistics:

A z-test is a statistical tool used to determine whether a given hypothesis is true in a normal distribution or bell curve. A Z-test is a statistical test used to determine whether two population means are different when the variances are known and the sample size is large. The test statistic is assumed to have a normal distribution and nuisance parameters such as standard deviation should be known in order for an accurate z-test to be performed. In this context, we have tried to find out any significance difference exist between the questions which has been used for the purpose study.

H^0 : There is no significant differences exist between the two parameter related to impact of globalisation on knowledge management practices in higher educational institutes.

H^1 : There is significant differences exist between the two parameter related to impact of globalisation on knowledge management practices in higher educational institutes.

TABLE: 5.1		
z-Test: Two Sample for Means		
	<i>Q1</i>	<i>Q2</i>
Mean	4.283333	4.066667
Known Variance	0.51	0.94
Observations	60	60
Hypothesized Mean Difference	0	
Z	1.393746	
P(Z<=z) one-tail	0.081697	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.163394	
z Critical two-tail	1.959964	

SOURCE : PRIMARY DATA

Interpretation: Since the two tails p value is more than 0.05, hence the null hypothesis is accepted. In the same line, here the Z calculated value is less than Z critical two - tail value (see-table-5.1), hence null hypothesis is accepted. It means there is no significant relation exist between the two parameters like “When you face difficulties at work, your colleagues would try and help you out.[Knowledge Gathering (KG)]”, and “You have full confidence in your colleagues skills. In this study, it has proved that when academicians face difficulties at work, their colleagues would try and help them out and they have full confidence on their colleagues about their skill. That means if we analysis micro prospective point of view, there is positive impact of the globalisation on the educational institutes especially in the enhancing knowledge management practices.

TABLE: 5.2		
z-Test: Two Sample for Means		
	<i>Q3</i>	<i>Q4</i>
Mean	3.85	4.016667
Known Variance	0.87	0.76
Observations	60	60
Hypothesized Mean Difference	0	
Z	-1.01118	
P(Z<=z) one-tail	0.155964	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.311928	
z Critical two-tail	1.959964	SOURCE : PRIMARY DATA

Interpretation: In the above two independents parameters, since the two tails p value is more than 0.05, hence the null hypothesis is accepted. It means there is no significant relation between the two parameters of Q3, Q4 i.e. university top management is sincere in its efforts to communicate with the employees and they can be trusted to make sensible decisions for the future of the university. There is impact of globalization on these two parameters.

TABLE: 5.3		
z-Test: Two Sample for Means		
	<i>Q7</i>	<i>Q9</i>
Mean	3.016667	3.133333
Known Variance	1.3	0.7
Observations	60	60
Hypothesized Mean Difference	0	
Z	-0.63901	
P(Z<=z) one-tail	0.261408	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.522817	
z Critical two-tail	1.959964	
SOURCE : PRIMARY DATA		

Interpretation: Since the two tails p value is more than 0.05, hence the null hypothesis is accepted. It means there is no significant relation between the two parameters of Q7, Q9 i.e. “sufficient initiatives in terms of rewards and recognition are in place to keep the faculty members motivated” and ‘University faculty member have full power and authority to exercise as an interim leader’. So, there is no impact of globalization on these two parameters. We found from the analysis that perception of the employees in this two question are having dissimilarity and they are not agree that university faculty members have full of power and authority to use it for create positive environment for the students, also they are not get adequate compensation and rewards especially in the most of the private universities in India.

TABLE: 5.4		
z-Test: Two Sample for Means		
	<i>Q14</i>	<i>Q17</i>
Mean	3.833333	3.233333
Known Variance	1.25	1.36
Observations	60	60

Hypothesized Mean Difference	0	
Z	2.87678	
P(Z<=z) one-tail	0.002009	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.004018	
z Critical two-tail	1.959964	
SOURCE : Primary Data		

Interpretation: In the above two parameter, the two tails p value is less than 0.05, hence the null hypothesis is rejected. It means there is significant relation exists between the two parameters of Q14, Q17 i.e. they cannot freely discuss their research/publication with their co-workers and the faculties use social media to share knowledge with co-workers. This is because of lack of using social media to share knowledge with co-workers. So, there is no impact of globalization on these two parameters. So further focused should be given on modern management system so that they can easily share their knowledge and ideas.

TABLE: 5.5		
z-Test: Two Sample for Means		
	<i>Q18</i>	<i>Q19</i>
Mean	2.516667	2.766667
Known Variance	1.88	1.06
Observations	60	60
Hypothesized Mean Difference	0	
Z	-1.12938	
P(Z<=z) one-tail	0.129368	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.258736	
z Critical two-tail	1.959964	
SOURCE : Primary Data		

Interpretation: Since the two tails p value is more than 0.05, hence the null hypothesis is accepted. It means there is no significant relation between the two parameters of Q18, Q19 i.e. “Faculty members use video conferencing/ teleconferencing to share knowledge with co-workers” and “faculty Members are satisfied with their tools and technology provided by their university for the purpose of knowledge sharing”. So there is impact of globalization on these two parameters. After globalization teaching pedagogy has already been changed and uses different modern equipment and software for better understanding of the students

TABLE: 5.6		
z-Test: Two Sample for Means		
	<i>Q19</i>	<i>Q20</i>
Mean	2.766667	3.166667
Known Variance	1.06	1.36
Observations	60	60
Hypothesized Mean Difference	0	
Z	-1.99172	Rejected
P(Z<=z) one-tail	0.023201	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.046402	
z Critical two-tail	1.959964	
SOURCE : Primary Data		

Interpretation: Also, in this context, the two tails p value is less than 0.05; hence the null hypothesis is rejected. It means there is no significant relation between the two parameters of Q19, Q20 i.e. Faculty Members are satisfied with their tools and technology provided by their university for the purpose of knowledge sharing. Technologies and tools of the university provide reliable knowledge to all the interested stake holders of the universities. But still all the equipments are not sufficient as per the transformation of the educational industries across the world. So it will put importance this area for further development.

6. Factor Analysis for Knowledge Management:

Factor analysis has been used to remove redundant variables from the survey data and to reduce the number of variables into a definite number of dimensions. The analysis is done in SPSS19.0. Factor analysis is performed using principal component extraction methods with varimax rotation. The number of variables reduced, the variables were classified under 5 dimension based on loading scores. Before analysis of all of the variables, I would explain briefly reliability of data related to factor analysis.

6.1. Kaiser Meyer Olkin (KMO) and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.662
Bartlett's Test of Sphericity	Approx. Chi-Square	1112.965
	Df	190
	Sig.	.000
Source: Primary Data		

To determine the appropriateness of factor analysis for identified variables of employer branding, Kaiser Meyer Olkin (KMO) test and Bartlett's test were performed. KMO measure the magnitude of observed correlation coefficients to the magnitude of partial correlation coefficients where as Bartlett's measures the correlation of variables. The KMO measure was observed to be 0.662 and Bartlett's test showed a value of 0.00. Hence, it can be interpreted that there was no error in 66.20% of the sample. The level of significance, which is less than 0.05 is desirable and acceptable as shown in the table 6. Finally, it can conclude that data collected for this research was appropriate for factor analysis. According to the Kaiser Mayer-Olkin (KMO) test (1974) recommends accepting values greater than 0.5 as acceptable. A measure > 0.9 is measure "marvelous", > 0.8 is "meritorious" > 0.7 , is "middling" > 0.6 , is "mediocre", > 0.5 is "measurable" and < 0.5 is unacceptable.

Hence, the SPSS has identified 18 linear components with the data set and also the study found all components with Eigen value greater than 1 are extracted which leaves of 4 factors. In the

same line, the index of the present study accounts for 75.470 of the total variance for knowledge management practices.

6.2. Results of rotated factor analysis:

Based on factor loading the variables of knowledge management in the present study can be compressed to five factors on the basis of nature of variables included in different factors , these can be termed as Faculty autonomy, Tools and technology for KM practices, Modern management system, OCTAPACE Culture, Infrastructures.

Factor 1- Faculty Autonomy:

From the factor analysis, the factor 1 shows there are six significant loading variables under this factor analysis namely “Faculty have enough opportunity to peruse higher studies to improve their skills” (.790), “faculty member have full power and authority to exercise as an interim leader” (.442), “Their superior often share their work experience with them”(.926), “University continuously replace outdated knowledge”(533),” “They can freely discuss their research/publication with their co-workers”(836), “University collect feedback about their academic activities”(777). The one factor having six high loading factors are characterised as “Faculty Autonomy” generating positive feeling of faculty members related to the power and autonomy in the educational institutes for sustainable further development.

TABLE : 7: Factor Analysis					
FACTORS		COMPONENTS			
		Faculty Autonomy	Tools and Technology for KM practices	Modern Management System	OCTAPACE Culture
FACTOR-1	Faculty have enough opportunity to peruse higher studies to improve their skills.	.790			

	Faculty member have full power and authority to exercise as an interim leader.	.442			
	Their superior often shares their work experience with them.	.926			
	University continuously replace outdated knowledge.	.533			
	They can freely discuss their research/publication with their co-workers	.836			
	University collect feedback about their academic activities	.777			
FACTOR-2	The faculties use social media to share knowledge with co workers.		.719		
	Faculty members use video conferencing/ teleconferencing to share knowledge with co-workers.		.585		
	Faculty Members are satisfied with their tools and technology provided by their university for the purpose of knowledge sharing.		.917		
	Technologies and tools of the university provide reliable knowledge to all.		.880		
FACTOR-3	Sufficient initiatives in terms of rewards and recognition are in place to keep the faculty members motivated			.792	
	The university has process to generate new knowledge from the			.883	

	existing knowledge				
	Existing knowledge not restricts them in accessing databases.			.794	
FACTOR-4	university management can be trusted to make sensible decisions for the future of the university				.831
	University top management keep its view very fairly before the employees.				.569
	University provides faculty and staff with required training tools.				0.781
	when they face difficulties at work, their colleagues would try and help them out				.748
	They have full confidence on their colleagues about their skill				.558
SOURCE : Primary Data					

Factor 2- Tools and Technology for KM Practices:

The second factors consist of four higher positive loading factors having i.e. “The faculties use social media to share knowledge with co-workers” (.719), “Faculty members use video conferencing/ teleconferencing to share knowledge with co-workers” (.585), “Faculty Members are satisfied with their tools and technology provided by their university for the purpose of knowledge sharing” (.917), “Technologies and tools of the university provide reliable knowledge to all” (.880), Hence the factor 2 is termed as “Tools and Technology for KM Practices” which communicate among the faculties about the importance of tools and technology to improve KM practices.

Factor 3- Modern Management system:

Also the third factor consist of three positive significant loading factors naming “Sufficient initiatives in terms of rewards and recognition are in place to keep the faculty members

motivated” (.792), “The university has process to generate new knowledge from the existing knowledge”(.883), “Existing knowledge not restricts them in accessing databases”(794) are characterised here as “Modern Management system”.

Factor 4- OCTAPACE Culture:

Under the above factor, five important loading factors are there i.e. “university management can be trusted to make sensible decisions for the future of the university” (.831), “university top management keep its view very fairly before the employees” (.569), “University provides faculty and staff with required training tools” (0.781), and it is named as “OCTAPACE Culture” the culture of college toward the Openness, Confrontation, Trust, Autonomy, Proactively, Authenticity, Collaboration And Experimentation.

At last of the factor analysis, it has been revealed that the following important positive loading factors i.e. “when they face difficulties at work, their colleagues would try and help them out” (.748), “They have full confidence on their colleagues about their skill” (.558), are naming “Infrastructure” in colleges.

8. MANAGERIAL IMPLICATIONS

Irrespective of the differences in view between different segments of people in the population (generalized from the sample results), it can be said that people really value knowledge management practices in a great manner. It is because the first factor discovered in this study in the context of knowledge management practices is that there is a further scope for development. Hence, definitely there is positive impact of globalisation in the different educational institutes in India as per the requirement of the industries. Secondly, it is strongly recommended to the policy makers of the country that the educational policies should fully dedicated to research oriented where skill will give first priority instead of generating revenues what the most of the private colleges and universities are doing. In this context, it is being advised to the top decision makers of the universities and colleges that they should audit the existing examination patterns and syllabus so that it will help to the students to get right types of education which help them for self dependent. Therefore, constructing big building is not ultimate solution for the expansion of the education. If really would like to enrich the education systems in India then govt will take

appropriate steps for the development of the internal systems of the institutes like skill teaches, laboratory, books, research journals. So that it will help to transformation of the knowledge management practices for the largest interest of the society

9. CONCLUSION AND RECOMMENDATIONS:

It is believed that in the present context lots of the area remains unexplored due to the gap between the policy formulation and implementation. At the same time, the duty of the appropriate government of the country to take care and properly audited in the educational institutes in regular basic. Though the colleges and universities are being audited by the NAAC team and obtaining certificate on the basic of their performance. But still these systems having a lot of loophole and show moot process are there to overcome these audit systems. In this study, we have found from the perception of the academicians that there is positive impact of the globalisation in the knowledge management practices in educational institutes in India, still a few areas, they are not agree that impact of globalisation in the field of knowledge management practices especially technology field is not widely expected more than 10 year experiences teachers as compare to below the 10 years academicians. In this context it has proved that though the young generation academician accepted the new technologies for the educational filed but it is still difficult task for the old generation people. Hence, govt. would like to implement a few strong policies, there for it will possible to implement the technology in the fields of education sectors. Infrastructure is a big challenge in the colleges and universities before and after globalisation. It will solved if government would like to allow to the private party to the government university and colleges to open more self financing course with investing capital for the essential infrastructure development. At the same time a strong committee will constitute to access and evaluate the performance of the private party related to the knowledge management practices and its benefit to the generating skill employees as per the requirement of the industries.

At the same time, it is being advised to the appropriate authority that efforts must be made to create OCTAPCE culture, integrate an effective KM inside the institution and each staff of the education sectors will contribute their research in respective field. Also, in this context, all staff

of the universities and colleges must be provided with complete information on the system and its processes in order to utilize it and add their knowledge to it.

10. LIMITATIONS OF THE STUDY:

The present study is based on data gathered from a private and government universities of few selected universities and colleges in odisha. Hence, the findings of the study may not be properly generalized to the beyond the geographical boundaries of the state. Secondly, if the sample size will be increased then the results may change since a more representative sample will be constituted. However, findings of the present study can serve as a conduit for further conclusive researches.

11. SCOPE FOR FURTHER STUDY:

The result of this study is mainly focused in the educational institution across the odisha, but in general it can also be applied to the other universities in India and abroad considering and depending on the educational policies, political and cultural systems. However, this research study has substantial scope for extension – both in terms of breadth as well as depth.

The present study is attempts to measure the perception academicians especially the impact of the globalisation in the knowledge management practices in the Indian educational institute's and its problem areas about From this study, it clearly reveals that there is considerable scope for the development of the different practices in the educational industries. By doing this, we can ensure enhancement of teaching skill of the academicians where subject will teach purely practical base instead of theoretical. In this context, we take lesson for the foreign universities and few private and government institutes in India, how they take project from the industries and with the help of the teachers and students, project will complete in time. As a result students will get huge practical experience and after pass out immediately get highly paid salary or do need full action for the further employment generation for the country. We believe this is the real knowledge management practices in the educational industries.

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