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A Study on Knowledge Acquisition and Its Impact on Job Performance among Womenfaculty in Engineering Colleges

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***Abstract**: The purpose of this study is to understand how various sources of knowledge acquisitions can help improve quality of job performance among women employees in academic institutions. The study also focuses on the co-relation between knowledge acquisition and job performance. Through a survey questionnaire a total of 167 sample were taken from 10 different institutions.*

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I. Introduction

In today's knowledge economy with the advent of information technology individuals, firms and society can generate, store and share knowledge to develop competitive advantages; The first investigations on knowledge management (KM) proposes on the process of acquisition, representation, and exchange of knowledge in organizations. "Knowledge" has become the substitute for humans in industrial productivity. Hence, knowledge in organizations is not merely a core skill to cultivate, but also a key element for the organization's survival in the market.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" Schubert (1998). Many avenues have opened for acquiring knowledge. Educational institutes on the other hand tend to provide the platform to create, store, share and acquire new knowledge.

The term knowledge is defined by different authors differently. Goldstein (1993) defines knowledge as an adequate understanding of facts and concepts and their interrelationships, as well as the information foundation required for performing specific tasks.

Acquiring knowledge is anart which increases the intellectual level of the individual. Faculty cannot survive with the same kind of knowledge year after year. To survive in the competitive world and to be recognized in the educational system, acquisition of knowledge from diversified sources is a must. Active knowledge is a stroke to regulate competitive advantage.The recent trend in the field of strategic management has also emphasized the role of organizational knowledgeas a basis of the competitive advantage of particular organizations (Argote and Ingram, 2000; Robertson, 2008; Seleim and Khalil, 2007).

Today information is readily available just with a switch of a button. As we know anything which we get free is not worthy, except air. Same way information which is readily available is known by others too. Then where lays the uniqueness?

In this paper, we analyse whether knowledge acquisition has an impact on job performance among engineering faculty.The study was carried out using the survey approach targeting 10 different engineering colleges with self-administered questionnaire.

Conceptual framework of the study

II. Understanding Knowledge Acquisition

Soonhee Kim and Hyangsoo Lee (2010) focused that public and private employees show clear organizational vision and goals, social networks, and employee usage of IT applications are all positively associated with high levels of employee knowledge acquisition and application capabilities. Centralization, however, was negatively associated with employee knowledge acquisition and application capabilities. Social network and IT application utilization were both positively associated with public employees' knowledge acquisition and application capabilities. Performance-based reward systems were positively associated with private employees' knowledge application capabilities only.

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. 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.

RituAgarwal 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.

III. 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 engineering 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.

IV. Research Question And Hypotheses

This paper analyses whether years of experiences of faculties, career development programs which help respondents to enhance self- image, non- availability of proper resources, consistent performance, recognition from immediate supervisor, importance of suggestion and feedback can improve job performance in engineering colleges or not.

4.1 Research question:
Is there a relation between number of age and years of experience?
H01: There is no significant difference between age andnumber of years of experience.

4.2 Research question:
Is there a relation between marital status and career development program?
H02: There is no significant difference between marital status and career development program.

4.3 Research question:
Is there a relation between designation and grievances towards non-availability of resources?
H03: There is no significant difference between designation and grievances towards non-availability of resources.

4.4 Research question:
Is there any relation between qualification and consistent performance?
HO4: There is no significant difference between qualification and consistent performance.

4.5 Research question:
Is there any relation between age and recognition from immediate supervisor?
HO5: There is no significant difference between age and recognition from immediate supervisor.

4.6 Research question:
Is there any relation betweendesignation and suggestion and feedback from colleagues?
HO6: There is no significant difference between designation and suggestion and feedback from colleagues.

V. Understanding Job Performance

Wiener and Vardi (1980) have suggested that commitment influences performance through two intervening variables: effort and attachment. Their model is useful because it provides a basis for distinguishing between commitment, motivation and attachment, and, in so doing, provides a framework for gaining a better understanding of empirical relationships between work-related commitment and job performance

According to Bill Gates nurturing human capital is the prime objective of any country. Hence two different things should be taken into consideration that is health and nutrition. Productivity is the prime focus for any sector. Studies show that more than half of Indian women and almost a quarter of Indian men of working age suffer from Anemia. Individuals also suffer from hypertension, obesity diabetes headaches as well as spine problems. According to TOI dated October 24, 2017, page no. 6, 73% of the individuals with spine problems has lower back issues. These issues do have a strong impact on job performance. Performance benchmark is a relative term. But job performance plays a very important role in an organizational environment. It is also a measure for competitive advantage.

Most research tends to suggest a consistent, although modest, correlation between job satisfaction and work performance (Cote, 1999; Iaffaldano and Muchinsky, 1985; Judge et al., 2001; Schleicher et al., 2004).

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).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.

VI. Correlation Between Knowledge Acquisition And Job Performance

Leonard (1995) in his study focussed that core capabilities of knowledge acquisition are increasingly based on an organization's ability to find and create knowledge.Training and development is an essential function of human resource management for supporting employees in acquiring the skills and new knowledge needed for the desired performance in a competitive environment.

Co-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

According toRajatChaudhary, ArchikaKansal (2015)it is estimated that over 80% of all new information produced in the world is being stored on storage devices such as pen-drive, storage chips or magnetic media, but most of it on hard disk drives. The paper presents a detailed introduction of the working, components and logical operations of storage device especially focused on the magnetic disk drive i.e. Hard Disk. In addition to presenting failure statistics, they analyzed the correlation between failures and several parameters generally believed to impact longevity. Their analysis identifies several parameters from the drive's self- monitoring facility (SMART) that correlate highly with failures. Despite this high correlation, they concluded that models based on SMART parameters alone are unlikely to be useful for predicting individual drive failures. Finally, future of information storage is examined, and storage technologies toward 1TB recording are investigated.

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.

VII. Basic Statistics

Demographic variable	**Classification of respondents**	**Percentage**
Age	Within 30 31- 40 41- 50 51-60 Above 60	77.50 17 5.50
Designation	Assistant Professor Associate Professor Professor	96.1 2.4 1.2
Marital Status	Married Spinsters	50.90 49.10
Qualification	BE M. Tech M. Phil Ph. D	23.96 65.27 7.18 3.59
Total experience	Nil 5 years and below 6- 10 years Above 10 years	12.1 57.6 20.0 10.3

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 college in Mangalore absorb fresher's within the age group of 30 years.

7.1 Descriptive Statistics (Age and Total experience)					
	N	Minimum	Maximum	Mean	Std. Deviation
Age of the respondent	167	1	3	1.28	.558
Total corporate and academic experience	167	.00	25.00	4.8216	5.00024
Valid N (listwise)	167				

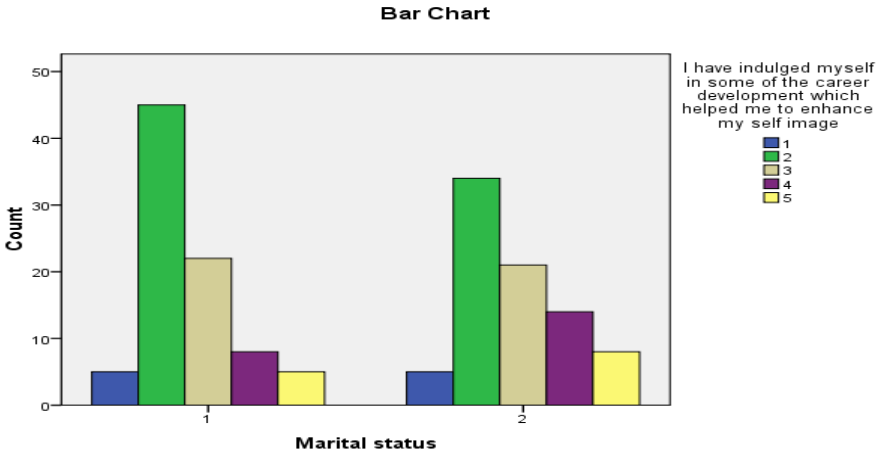
Interpretation: Age of the respondents were categorised as within 30, 31- 40, 41-50, 51- 60 and 60 and above. It is focussed in the chart that total no. of respondents are 167. Minimum category of age lies within 30 and age among the faculty lies between 41-50. The maximum level of experience also lies in 41-50 years of age. Here alternative hypothesis is accepted because with the no. of years of experience and age there will be a level of job performance among the faculty.

6.2Marital status and career development programs

Marital status * I have indulged myself in some of the career development which helped me to enhance my self- image Cross-tabulation								
			I have indulged myself in some of the career development which helped me to enhance my self- image					Total
			1	2	3	4	5	
Marital status	1	Count	5	45	22	8	5	85
		Expected Count	5.1	40.2	21.9	11.2	6.6	85.0
		% within Marital status	5.9%	52.9%	25.9%	9.4%	5.9%	100.0%
		% within I have	50.0%	57.0%	51.2%	36.4%	38.5%	50.9%

		indulged myself in some of the career development which helped me to enhance my self- image						
		% of Total	3.0%	26.9%	13.2%	4.8%	3.0%	50.9%
	2	Count	5	34	21	14	8	82
		Expected Count	4.9	38.8	21.1	10.8	6.4	82.0
		% within Marital status	6.1%	41.5%	25.6%	17.1%	9.8%	100.0%
		% within I have indulged myself in some of the career development which helped me to enhance my self- image	50.0%	43.0%	48.8%	63.6%	61.5%	49.1%
		% of Total	3.0%	20.4%	12.6%	8.4%	4.8%	49.1%
Total		Count	10	79	43	22	13	167
		Expected Count	10.0	79.0	43.0	22.0	13.0	167.0
		% within Marital status	6.0%	47.3%	25.7%	13.2%	7.8%	100.0%
		% within I have indulged myself in some of the career development which helped me to enhance my self- image	100.0%	100.0%	100.0%	100.0%	100.0 %	100.0%
		% of Total	6.0%	47.3%	25.7%	13.2%	7.8%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.831[a]	4	.429
Likelihood Ratio	3.862	4	.425
Linear-by-Linear Association	2.733	1	.098
N of Valid Cases	167		
a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.91.			



Directional Measures						
			Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Somers' d	Symmetric	.113	.070	1.617	.106
		Marital status Dependent	.098	.061	1.617	.106
		I have indulged myself in some of the career development which helped me to enhance my self-image Dependent	.134	.083	1.617	.106
a. Not assuming the null hypothesis.						

b. Using the asymptotic standard error assuming the null hypothesis.		

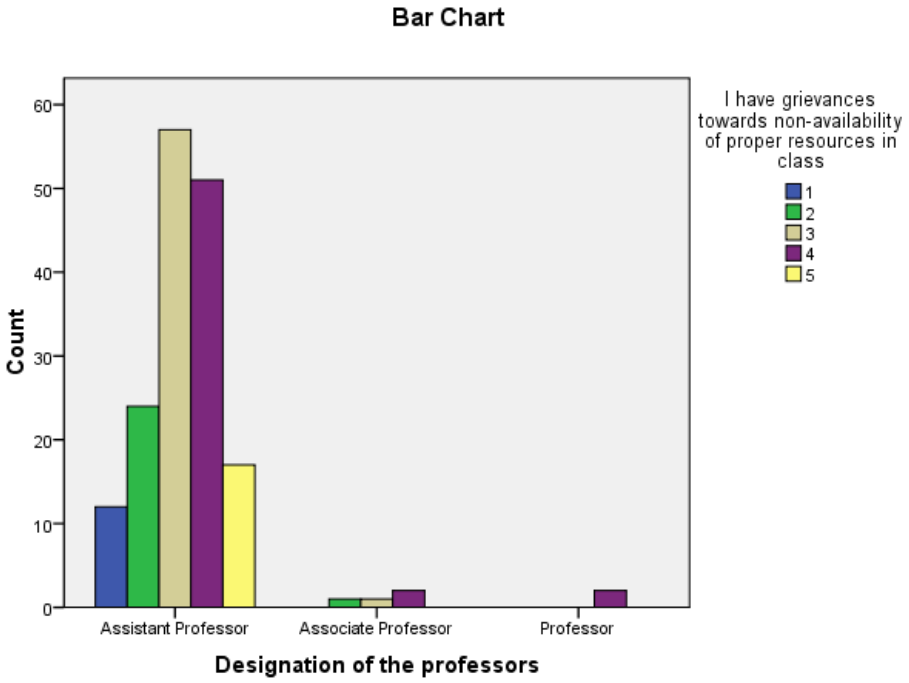
Symmetric Measures					
		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.115	.071	1.617	.106
	Kendall's tau-c	.134	.083	1.617	.106
	Gamma	.195	.119	1.617	.106
Measure of Agreement	Kappa	.[c]			
N of Valid Cases		167			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Kappa statistics cannot be computed. They require a symmetric 2-way table in which the values of the first variable match the values of the second variable.					

6.3 Designation and grievances towards non-availability of resources

Designation of the professors * I have grievances towards non-availability of proper resources in class Cross-tabulation								
			I have grievances towards non-availability of proper resources in class					Total
			1	2	3	4	5	
Designation of the professors	Assistant Professor	Count	12	24	57	51	17	161
		Expected Count	11.6	24.1	•	53.0	16.4	161.0
		% within Designation of the professors	7.5%	14.9%	35.4 %	31.7%	10.6 %	100.0%
		% within I have grievances towards non-availability of proper resources in class	100. 0%	96.0%	98.3 %	92.7%	100. 0%	96.4%
		% of Total	7.2%	14.4%	34.1 %	30.5%	10.2 %	96.4%
	Associate Professor	Count	0	1	1	2	0	4
		Expected Count	.3	.6	1.4	1.3	.4	4.0
		% within Designation of the professors	.0%	25.0%	25.0 %	50.0%	.0%	100.0%
		% within I have grievances towards non-availability of proper resources in class	.0%	4.0%	1.7%	3.6%	.0%	2.4%
		% of Total	.0%	.6%	.6%	1.2%	.0%	2.4%
	Professor	Count	0	0	0	2	0	2
		Expected Count	.1	.3	.7	.7	.2	2.0
		% within Designation of the professors	.0%	.0%	.0%	100.0%	.0%	100.0%
		% within I have grievances towards non-availability of proper resources in class	.0%	.0%	.0%	3.6%	.0%	1.2%
		% of Total	.0%	.0%	.0%	1.2%	.0%	1.2%
Total		Count	12	25	58	55	17	167
		Expected Count	12.0	25.0	58.0	55.0	17.0	167.0
		% within Designation of the professors	7.2%	15.0%	34.7 %	32.9%	10.2 %	100.0%
		% within I have grievances towards non-availability of proper resources in class	100. 0%	100.0%	100. 0%	100.0%	100. 0%	100.0%
		% of Total	7.2%	15.0%	34.7 %	32.9%	10.2 %	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.636[a]	8	.688
Likelihood Ratio	6.619	8	.578
Linear-by-Linear Association	.729	1	.393
N of Valid Cases	167		
a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .14.			

Symmetric Measures					
		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.052	.060	.829	.407
	Kendall's tau-c	.018	.021	.829	.407
	Gamma	.238	.277	.829	.407
Measure of Agreement	Kappa	.[c]			
N of Valid Cases		167			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Kappa statistics cannot be computed. They require a symmetric 2-way table in which the values of the first variable match the values of the second variable.					



6.4 Qualification and consistent performance

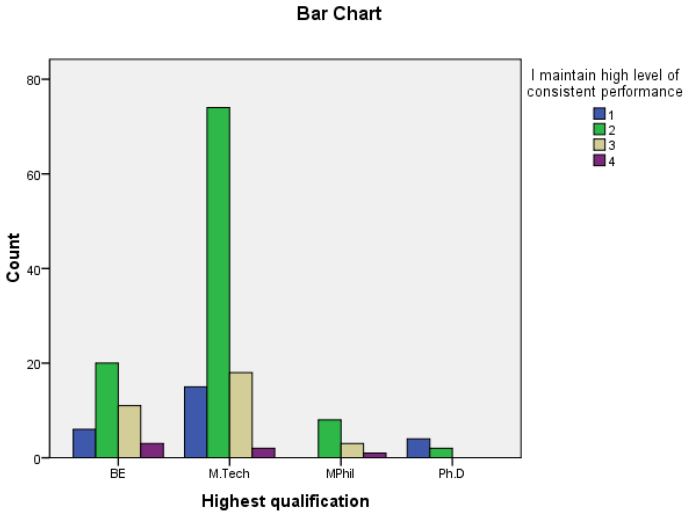
Highest qualification * I maintain high level of consistent performance Cross-tabulation							
			I maintain high level of consistent performance				Total
			1	2	3	4	
Highest qualification	BE	Count	6	20	11	3	40
		Expected Count	6.0	24.9	7.7	1.4	40.0
		% within Highest qualification	15.0%	50.0%	27.5%	7.5%	100.0%
		% within I maintain high level of consistent performance	24.0%	19.2%	34.4%	50.0%	24.0%
		% of Total	3.6%	12.0%	6.6%	1.8%	24.0%
	M.Tech	Count	15	74	18	2	109
		Expected Count	16.3	67.9	20.9	3.9	109.0
		% within Highest qualification	13.8%	67.9%	16.5%	1.8%	100.0%
		% within I maintain high level of consistent	60.0%	71.2%	56.2%	33.3%	65.3%

		performance					
		% of Total	9.0%	44.3%	10.8%	1.2%	65.3%
	MPhil	Count	0	8	3	1	12
		Expected Count	1.8	7.5	2.3	.4	12.0
		% within Highest qualification	.0%	66.7%	25.0%	8.3%	100.0%
		% within I maintain high level of consistent performance	.0%	7.7%	9.4%	16.7%	7.2%
		% of Total	.0%	4.8%	1.8%	.6%	7.2%
	Ph.D	Count	4	2	0	0	6
		Expected Count	.9	3.7	1.1	.2	6.0
		% within Highest qualification	66.7%	33.3%	.0%	.0%	100.0%
		% within I maintain high level of consistent performance	16.0%	1.9%	.0%	.0%	3.6%
		% of Total	2.4%	1.2%	.0%	.0%	3.6%
Total		Count	25	104	32	6	167
		Expected Count	25.0	104.0	32.0	6.0	167.0
		% within Highest qualification	15.0%	62.3%	19.2%	3.6%	100.0%
		% within I maintain high level of consistent performance	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	15.0%	62.3%	19.2%	3.6%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.795[a]	9	.010
Likelihood Ratio	19.632	9	.020
Linear-by-Linear Association	4.194	1	.041
N of Valid Cases	167		
a. 9 cells (56.3%) have expected count less than 5. The minimum expected count is .22.			

Directional Measures						
			Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Somers' d	Symmetric	-.113	.080	-1.405E0	.160
		Highest qualification Dependent	-.109	.077	-1.405E0	.160
		I maintain high level of consistent performance Dependent	-.118	.083	-1.405E0	.160
a. Not assuming the null hypothesis.						
b. Using the asymptotic standard error assuming the null hypothesis.						

Symmetric Measures					
		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.113	.080	-1.405	.160
	Kendall's tau-c	-.080	.057	-1.405	.160
	Gamma	-.199	.139	-1.405	.160
Measure of Agreement	Kappa	.073	.051	1.417	.156
N of Valid Cases		167			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					



6.5 Age and Recognition from immediate supervisor

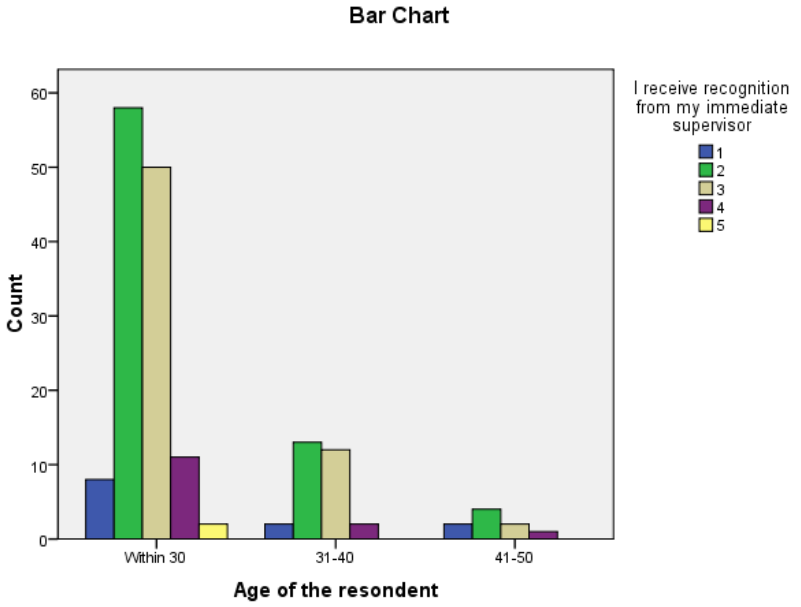
Age of the respondent * I receive recognition from my immediate supervisor Crosstabulation								
			I receive recognition from my immediate supervisor					Total
			1	2	3	4	5	
Age of the resondent	Within 30	Count	8	58	50	11	2	129
		Expected Count	9.3	57.9	49.4	10.8	1.5	129.0
		% within Age of the resondent	6.2%	45.0%	38.8%	8.5%	1.6%	100.0%
		% within I receive recognition from my immediate supervisor	66.7%	77.3%	78.1%	78.6%	100.0%	77.2%
		% of Total	4.8%	34.7%	29.9%	6.6%	1.2%	77.2%
	31-40	Count	2	13	12	2	0	29
		Expected Count	2.1	13.0	11.1	2.4	.3	29.0
		% within Age of the respondent	6.9%	44.8%	41.4%	6.9%	.0%	100.0%
		% within I receive recognition from my immediate supervisor	16.7%	17.3%	18.8%	14.3%	.0%	17.4%
		% of Total	1.2%	7.8%	7.2%	1.2%	.0%	17.4%
	41-50	Count	2	4	2	1	0	9
		Expected Count	.6	4.0	3.4	.8	.1	9.0
		% within Age of the respondent	22.2%	44.4%	22.2%	11.1%	.0%	100.0%
		% within I receive recognition from my immediate supervisor	16.7%	5.3%	3.1%	7.1%	.0%	5.4%
		% of Total	1.2%	2.4%	1.2%	.6%	.0%	5.4%
Total		Count	12	75	64	14	2	167
		Expected Count	12.0	75.0	64.0	14.0	2.0	167.0
		% within Age of the resondent	7.2%	44.9%	38.3%	8.4%	1.2%	100.0%
		% within I receive recognition from my immediate supervisor	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	7.2%	44.9%	38.3%	8.4%	1.2%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.444[a]	8	.815
Likelihood Ratio	3.979	8	.859

Linear-by-Linear Association	1.167	1	.280
N of Valid Cases	167		
a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is .11.			

Directional Measures						
			Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Somers' d	Symmetric	-.055	.071	-.764	.445
		Age of the respondent Dependent	-.043	.056	-.764	.445
		I receive recognition from my immediate supervisor Dependent	-.074	.097	-.764	.445
a. Not assuming the null hypothesis.						
b. Using the asymptotic standard error assuming the null hypothesis.						

Symmetric Measures					
		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.057	.074	-.764	.445
	Kendall's tau-c	-.041	.054	-.764	.445
	Gamma	-.115	.150	-.764	.445
Measure of Agreement	Kappa	.[c]			
N of Valid Cases		167			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Kappa statistics cannot be computed. They require a symmetric 2-way table in which the values of the first variable match the values of the second variable.					



6.6 Designation and Suggestion and feedback about teaching

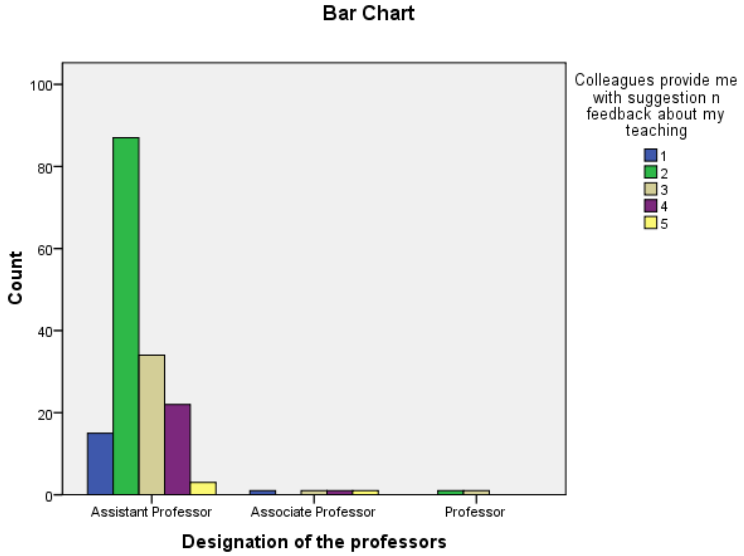
Designation of the professors * Colleagues provide me with suggestion n feedback about my teaching Cross-tabulation								
			Colleagues provide me with suggestion n feedback about my teaching					Total
			1	2	3	4	5	
Designation of the professors	Assistant Professor	Count	15	87	34	22	3	161
		Expected Count	15.4	84.8	34.7	22.2	3.9	1.6E2
		% within Designation of the professors	9.3%	54.0%	21.1 %	13.7 %	1.9%	100.0 %
		% within Colleagues	93.8 %	98.9%	94.4 %	95.7 %	75.0 %	96.4%

		provide me with suggestion n feedback about my teaching						
		% of Total	9.0%	52.1%	20.4 %	13.2 %	1.8%	96.4%
	Associate Professor	Count	1	0	1	1	1	4
		Expected Count	.4	2.1	.9	.6	.1	4.0
		% within Designation of the professors	25.0 %	.0%	25.0 %	25.0 %	25.0 %	100.0 %
		% within Colleagues provide me with suggestion n feedback about my teaching	6.2%	.0%	2.8 %	4.3%	25.0 %	2.4%
		% of Total	.6%	.0%	.6%	.6%	.6%	2.4%
	Professor	Count	0	1	1	0	0	2
		Expected Count	.2	1.1	.4	.3	.0	2.0
		% within Designation of the professors	.0%	50.0%	50.0 %	.0%	.0%	100.0 %
		% within Colleagues provide me with suggestion n feedback about my teaching	.0%	1.1%	2.8 %	.0%	.0%	1.2%
		% of Total	.0%	.6%	.6%	.0%	.0%	1.2%
Total		Count	16	88	36	23	4	167
		Expected Count	16.0	88.0	36.0	23.0	4.0	1.7E2
		% within Designation of the professors	9.6%	52.7%	21.6 %	13.8 %	2.4%	100.0 %
		% within Colleagues provide me with suggestion n feedback about my teaching	100. 0%	100.0%	100. 0%	100. 0%	100. 0%	100.0 %
		% of Total	9.6%	52.7%	21.6 %	13.8 %	2.4%	100.0 %

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.563[a]	8	.094
Likelihood Ratio	9.964	8	.268
Linear-by-Linear Association	1.060	1	.303
N of Valid Cases	167		
a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .05.			

Directional Measures						
			Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Somers' d	Symmetric	.050	.052	.915	.360
		Designation of the professors Dependent	.028	.030	.915	.360
		Colleagues provide me with suggestion n feedback about my teaching Dependent	.259	.265	.915	.360
a. Not assuming the null hypothesis.						
b. Using the asymptotic standard error assuming the null hypothesis.						

Symmetric Measures					
		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.085	.088	.915	.360
	Kendall's tau-c	.027	.030	.915	.360
	Gamma	.324	.324	.915	.360
Measure of Agreement	Kappa	.[c]			
N of Valid Cases		167			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Kappa statistics cannot be computed.They require a symmetric 2-way table in which the values of the first variable match the values of the second variable.					



VIII. Finding

i) Demographic profile statistics was based on age, highest qualification, designation, marital status and number of years of total experience.
ii) 77.50% of the faculties in engineering colleges belong to the age group within 30.
iii) 65.27% faculties have M. Tech degree including both married and unmarried.
iv) 96.1% of the faculties are designated as Assistant professors.
v) 50.90% of the women faculties are married and 49.10% are spinsters.
vi) Total academic experience of the faculties below 5 years is 57.6%
vii) The age of the respondents varies from below 30 years to 50 years. Faculties above 50 years are not observed in engineering colleges.
viii) 25 years is the maximum experience respondents possess in this survey.
ix) 29.9% and 23.4% of the married and spinsters faculties respectively agree that career development program helped them to enhance their self-image as an employee.
x) Among the respondents most of them disagree that they have grievances towards their institution regarding non availability of proper resources inside the classes.
xi) All the faculties believe that they maintain high level of consistent performance in their institution.
xii) All the respondents irrespective of their age believe that they get recognition from their immediate supervisor.
xiii) Assistant Professors, Associate professor and Professors do agree that colleagues provide them with suggestion and feedback about their teaching.

IX. 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. This was a limited study. More intensive research can be done because the concept has a varied scope and exploration. New variables can be identified so that to understand

the intensity of knowledge management and job performance. 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 (RituAgarwal and Mohan R. Tanniru 1990).

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