

# Fostering a Culture of Knowledge and its Dissemination in Academia

<sup>1</sup>Lily Regina Arthi S, <sup>2</sup>M. Hema Mary

<sup>1</sup>Research Scholar, A.V.S. College of Arts & Science, Salem & Asst. Prof., St. Anne's Degree College for Women, Bengaluru.

<sup>2</sup>Research Supervisor, A.V.S. College of Arts & Science, Salem.

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## Abstract:

Knowledge propagation is essential for the survival of organisations especially in an academic environment. Faculty need to possess the right attitude as far as knowledge creation and dissemination is concerned. Knowledge, when trapped in an individual, is of use to only one person and therefore cannot be channelised for use by others. Citizenship behaviour is hence critical for faculty to help one another. The culture of the organisation must also abet such endeavours. 571 faculty serving in arts and science colleges in Karnataka were studied apropos variables like attitude, citizenship behaviour, organisational culture and knowledge propagation. t-test and linear multiple regression were applied.

**Keywords:** Academia, Faculty, Knowledge, Behaviour, Culture.

## I. HIGHER EDUCATION

The higher education servicescape in India is fraught with myriad demands, be it administrative here are a multitude of colleges and universities in existence, the design and delivery of courses is still subject to criticism. Quality is now being emphasised with more rigour and securing accreditation has become the norm. The eligibility for lectureship, ability to do productive research, ability to assist corporate as well as society as well as ability to foster holistic development of individuals are all being scrutinised by managements of academic institutions.

## II. Need for The Research

The ability to learn and re-learn stems from the way knowledge is handled. The cycle of knowledge, right from creation to dissemination, needs to be a continuous process. The environment in the organisation determines how, when and where knowledge moves or otherwise. It doesn't stop with

or academic. There are millions of students who wish to pursue higher education and though t

that. Assuming that the environment is conducive, what counts next is the faculty's outlook and their willingness to share knowledge on a reciprocal basis. Thus, it is very imperative that knowledge is available for use (to learn and re-learn) else the organisation and its members will stagnate.

## III. OBJECTIVES OF THE RESEARCH

The objective of the research is to ascertain the influence of attitude, culture of the organisation and citizenship behaviour of faculty on the establishment and circulation of knowledge in the organisation. Another objective is to assess the impact of education on these variables.

## IV. REVIEW OF LITERATURE

### IV.1 Attitude of Faculty

Ekperi<sup>1</sup> et al. (2019) carried out a study to assess teachers' attitude as a correlate of students' academic performance in geography. Results showed that low job satisfaction, low salary, lack of learning interest among students and lack of teaching materials were found to affect teacher attitude. Moreover, teachers were often absent from class, did not complete syllabus, were not friendly and approachable and were less interested in students' performance. Findings also stated that gender and age of teacher was found not to impact their attitude concerning students' academic performance. The study suggested that the government should make more investments in education, particularly in provision of materials, instructional tools and teacher welfare. It was confirmed that teachers' positive attitude on work had positive correlation with academic performance of students. It was concluded that teachers should develop and foster positive attitude among the students so as to improve their academic performance.

Yadav<sup>2</sup> and Galriya (2019) investigated the attitude of male and female teachers towards teaching profession at secondary school level. The study stressed that teachers' attitude on their profession had direct impact on student achievement in education. The study considered teaching profession, child-centric practices, pupils, educational process, teachers and classroom teaching. Results revealed that attitude of female teachers was highly favourable than male teachers on different parameters of teaching profession. However, there was no significant difference between male and female teacher attitude on teaching profession, child-centric practices, pupils, educational process, teachers and classroom teaching. Findings stated that female teachers paid more concentration on student affairs than their male counterparts. To sum up, it was concluded that attitude of female teachers was far better than male teachers in secondary schools.

Odike<sup>3</sup> and Nnaekwe (2018) examined the influence of teachers' attitude towards teaching profession and stressed that teacher attitude and behaviour had direct impact on changing perception of students. Results indicated that incompetency of teachers, mode of dressing, inferiority complex, over familiarity and getting gifts impacted students' perception. Furthermore, demanding gifts, befriending students, soliciting money for passing examinations as well as examination malpractice influenced students' perception. Findings divulged that attitude of teachers toward teaching profession as well as unethical behaviour were the major reasons for poor perception level of students. It was suggested that teachers should be proud of their job, must prepare their lessons very well and must show positive attitude towards their job in order to mould students.

### IV.2 Citizenship Behaviour in Academia

Chandalia<sup>4</sup> and Desai (2019) attempted to measure organisational citizenship behaviour among college teachers. Specifically, it intended to analyse the impact of faculty type, college type, and gender on organisational citizenship behaviour among teachers. Results showed that there was no considerable influence of gender of college teachers with respect to their citizenship behaviour. According to college type, teachers could be classified into government college teachers and self-finance college teachers. Findings revealed that college type had significant influence on citizenship behaviour. Similarly, faculty type could be classified into three: science faculty, commerce faculty, and arts faculty. Findings disclosed that faculty type had significant influence on citizenship behaviour. It was concluded government teachers had high organisational citizenship behaviour than self-finance college teachers.

Ramalakshmi<sup>5</sup> and Selvarani (2019) aimed to assess organisational citizenship behaviour and quality of work life balance among educationalists and hospital workers. Results showed that teachers had different

demographics; hence it had significant impact on determining citizenship behaviour. Quality of work life varied from person to person and was based on work atmosphere. The study showed that the nature of the organisation had direct effect on job satisfaction of both educationalists and hospital workers. It was found that they were satisfied with their jobs and it facilitated more organisational citizenship behaviour. Family size did not influence work family conflict among educationalists and hospital workers. Findings showed that quality of work life balance was high and it directly increased organisational citizenship behaviour. It was concluded that both institutions and hospitals should maximise quality of work life of its workforce.

Dinka<sup>6</sup> (2018) aimed to observe organisational citizenship behaviour and performance assessment. The study revealed that the main aspects of citizenship behaviour such as altruism, conscientiousness, and civic virtue were invisible in the institution. The study showed that the reason for imperceptibility of citizenship behaviour was justice problems, intention to leave, poor empowerment, job dissatisfaction and lack of concern. It was found that fairness perceptions, individual dispositions, leadership styles, proper motivation and employee age were the main predictors of citizenship behaviour. Findings indicated that altruism, conscientiousness, and civic virtue aspects of citizenship behaviour had significant and positive correlation with employee performance. Findings also stated that employee performance can be increased by promoting better work culture within the organisation. It was concluded that university authorities should promote organisational citizenship behaviour among its workforce.

#### **IV.3 Organisational Culture in Academia**

Cakir<sup>7</sup> and Alpaydin (2019) investigated the impact of organisational culture on job motivations of lifelong learning centre teachers. The study intended to measure the relationship between subcultures of organisational culture, which consisted of

bureaucratic culture, support culture, success culture and task culture. Results revealed that task culture varied in terms of gender of the teachers. Moreover, teachers expressed higher job motivation, but it differed with education, working experience and gender. Therefore, significant association existed between subcultures of organisational culture and job motivation. Further, subcultures such as support culture, success culture and task culture were the significant predictors of job motivation. It was concluded that to enhance teacher motivation, success-based structure should be created in educational institution. Moreover, teachers and managers should support each other to realise better support culture.

Taye<sup>8</sup> et al. (2019) examined organisational culture and its influence on the performance of higher education institutions. The study focussed on six components such as socialisation, strategy, information, leadership, mission, and environment. Based on such components, organisational culture was encouraged towards the success of educational institutional visions and missions. More specifically, it was found that friendly environment had high value for both academics and students. Results showed that informal way of distributing information among faculty and students was found to be an active technique for facilitating flow of information. Likewise, well-planned socialisation increased awareness on subcultures among faculty in the institution. It can be concluded that these components had some degree of impact on faculty performance which in turn could contribute to general performance of educational institutions.

Ilham<sup>9</sup> (2018) investigated the impact of organisational culture and leadership style on job satisfaction and employee performance. It was found that task-oriented, bureaucratic style, authoritarian style, nurture style and participative style were the main dimensions of leadership style. The study highlighted that fragmentation approach, differentiation approach and integration approach

were the dimensions of organisational culture. Similarly, supervisor, colleague, promotion and salary were the dimensions of job satisfaction. Moreover, subject relevance, utility, communication skills, relationship, subject knowledge and assessment skills were the dimensions of employee performance. Results indicated that organisational culture, leadership style and job satisfaction dimensions had positive influence on employee performance. Organisational culture and leadership style had positive influence on job satisfaction. Further, leadership style had positive association with organisational culture. It was concluded that both leadership style and organisational culture had impact on job satisfaction and employee performance.

#### IV.4 Knowledge Propagation

Darvishi<sup>10</sup> and Darvishi (2019) intended to assess the effectiveness of knowledge management using analytic network process. The study emphasised that knowledge management in higher education is concerned with creation and transferring of knowledge. Knowledge management performance is related with customer, internal business, innovation and learning, and financial perspective. Results showed that knowledge creation, accumulation, sharing, utilisation and internalisation were the important aspect of knowledge management effectiveness. Findings indicated that success of knowledge management necessitates motivation, as well as readiness and ability of individuals to share their knowledge. Therefore, educational institutions should consider these in the creation of suitable knowledge management culture. It was concluded that internal processes and financial dimension were of utmost importance for the effectiveness of knowledge management in educational institutions.

Adamseged<sup>11</sup> and Hong (2018) endeavoured to analyse knowledge sharing among university faculty members. The study stressed that knowledge creation is the main function of higher education institutions and knowledge sharing is highly

essential in this regard. Educational institutions considered necessity for sharing of knowledge among teaching faculty as an initiative to succeed in offering knowledge to students. Results found that knowledge creation and sharing with one person could influence others or society. It was found that knowledge sharing practices assisted the promotion of quality teaching and research among teachers to attain their goals in education. Findings disclosed that knowledge sharing preserves knowledge, makes learning less cumbersome, promotes collaboration and ensures a better world. In conclusion, it was found that knowledge sharing helped develop speaking, writing and technological skills.

Kaba<sup>12</sup> and Ramaiah (2018) attempted to measure knowledge acquisition among faculty members. The study showed that knowledge acquisition is required for intellectual growth, creativity, innovation, and knowledge productivity of faculty members. Moreover, knowledge acquisition facilitates the creation and spread of knowledge among students and society. Findings indicated that information and communication technology (ICT) based tools such as metadata, visualisation, and web-based training were used for acquiring knowledge. Moreover, non-ICT tools such as teammates, colleagues, and mentors were also actively used for knowledge acquisition. Moreover, faculty members in medical profession involved themselves in knowledge acquisition to a greater extent than other disciplines' faculty. IT faculty members actively used knowledge acquisition tools to equip themselves with relevant knowledge. It was concluded that significant differences existed among faculty members of various specialisations, ranks, ages and affiliation apropos acquisition of knowledge sources.

#### V. METHODS

Judgemental sampling was applied to administer a survey wherein 571 faculty employed in higher education (arts and science institutions) in Karnataka were asked to furnish their demographic data besides perceptions about attitude, citizenship

behaviour, organisational culture and knowledge propagation.

## VI. ANALYSIS AND DISCUSSION

### VI.1 Education and its Impact

H<sub>1</sub>: Perception about attitude, citizenship behaviour, organisational culture and knowledge propagation varies across groups.

H<sub>01</sub>: Perception about attitude, citizenship behaviour, organisational culture and knowledge propagation does not vary across groups.

**Table 1: Education and its Impact**

	Edu.	N	Mean	t	p
Attitude	Ph.D.	222	12.51	1.228	0.220
	Masters	349	12.16		
Citizenship Behaviour	Ph.D.	222	13.20	0.506	0.613
	Masters	349	13.05		
Organisational Culture	Ph.D.	222	19.57	-0.302	0.763
	Masters	349	19.67		
Knowledge Propagation	Ph.D.	222	25.40	1.104	0.270
	Masters	349	24.94		

p value (Table 1) was not significant for any variable and therefore alternate hypothesis is rejected. Perception about attitude, citizenship behaviour, organisational culture and knowledge propagation does not vary across groups. In other words, education has no influence on these variables.

### VI.2 Linear Multiple Regression

Dependent Variable: Knowledge Propagation.

Predictors: Attitude, Behaviour, Culture.

Knowledge propagation (Y) was the dependent entity while attitude (X<sub>1</sub>), Citizenship Behaviour (X<sub>2</sub>), and Organisational Culture (X<sub>3</sub>) were predictors. Tables 2 and 3 summarise the model inclusive of R value, its square and adjusted value besides F and p values.

**Table 2: R Values**

R	R Square	Adjusted R Square	S.E. of Estimate
0.560	0.313	0.310	4.019

**Table 3: ANOVA**

	Sum of Squares	df	Mean Square	F	p
Regression	4181.4	3	1393.8	86.3	0.000**
Residual	9157.2	567	16.1		
Total	13338.6	570			

Dependent Variable: Knowledge Propagation.

Predictors: Attitude, Citizenship Behaviour, Organisational Culture.

\*\* p value is significant below 1 percent.

Coefficients, t and p values are presented in Table 4.

**Table 4: Regression Coefficients**

Variables	B	Std. Beta	t	p
Constant	14.241		13.788	0.000**
X <sub>1</sub>	0.802	0.551	14.023	0.000**
X <sub>2</sub>	0.191	0.131	3.703	0.000**
X <sub>3</sub>	0.076	0.064	1.637	0.010**

\*\* Denotes significance at / below 1 percent level.

$$Y = 14.241 + 0.802X_1 + 0.191X_2 + 0.076X_3$$

An increment of attitude would stimulate knowledge propagation to ascend by 0.802 units. An increment of citizenship behaviour would stimulate knowledge propagation to ascend by 0.191 units. An increment of organisational culture would stimulate knowledge propagation to ascend by 0.076 units.

## VII. CONCLUSION

Attitude, citizenship behaviour, and organisational culture have an affirmative impact on



knowledge propagation. Among these variables, attitude has the biggest influence while organisational culture has the least influence. This indicates that irrespective of the prevailing culture in the organisation, the attitude of individual faculty is more paramount. They must have the urge to facilitate the propagation of knowledge, both for individual and organisational welfare. Education was observed to have nil impact. Knowledge can be created, transmitted and shared by anybody and has no compulsion as far as educational qualification is concerned. Informal learning also adds great value to the knowledge system.

### VIII. FUTURE SCOPE

Research can be embarked on the applicability of knowledge and the challenges of digitising knowledge.

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