

E-LEARNING AS AN EFFECTIVE KNOWLEDGE MANAGEMENT PRACTICE IN INSTITUTIONS OF HIGHER LEARNING

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ABSTRACT

The study focuses on the effective usage of intellectual or knowledge based assets, that is explicit and tacit knowledge in higher education. Knowledge management in higher education mainly focuses on E-learning practices. E-learning has geared up the students to have access to the net at anytime and anywhere. Knowledge gaining E-learning process makes the students to get various collective information at a single platform. Thus, E-learning increases the knowledge sharing domain. Knowledge management is a new emerging field in the academic environment. E-learning process is considered as the “knowledge house” where knowledge flows from teachers to students and new knowledge is created. Knowledge creation takes place in two different forms. The one is where conversion takes place between tacit and explicit knowledge. Another one is stored in database. Tacit knowledge is the knowledge which is carried in the head. It is embedded within the head or mind of a person. Explicit knowledge is the knowledge where it is stored and recorded in well documented databases.

E-learning in higher learning institutions helps quicker knowledge creation and knowledge sharing. Academic bodies like University Grand Commission also encourage e- learning by offering Massive Open Online Courses (MOOC) that are easily accessible just by a click of a button. Thus, saving time at once own convenience.

KEYWORDS: knowledge management, Higher education, E-learning, Tacit knowledge, Explicit knowledge .

ABBREVIATION

Knowledge management (KM), Knowledge Management Assessment Instrument (KMAI), Knowledge Management Enablers Scale (KMES), Higher Education Institutions (HEI). University grand commission (UGC), Massive Open Online Courses (MOOC).

INTRODUCTION

The internet era has made infinite source of knowledge accessible in today’s world. Higher education institutions have significant opportunities to apply knowledge management practices to support every part of their mission. E-learning is one of the most important knowledge management and educational activities which

is gaining more and more importance in all educational institutions. E-learning as an integral part of knowledge management needs to be effectively practiced in higher education institutions.

In E-learning practice, teachers play the role of a facilitator than a teacher. The E-learning activities offer scope for unlimited access to information of all kinds to all students at all levels of education. E-learning is practiced with regard to assignments, course notes, digital text books, test/quiz and attendance record in institutions of higher learning. The teacher's role in E-learning practice is the most challenging one. The assessment of the students is done in a fair and just manner when e-learning is adopted. The student's doubts get clarified within a short time. It is a challenge for the higher learning institutions to provide the best way of learning. In the process of E-learning self-assessment modules are prepared by the teacher/instructors. These modules include a question data base with a friendly and easy to use interface for providing teachers to add, update, delete, print and activate/deactivate questions. Once the questions are being created the students can configure an exercise depending on the number and difficult level of questions. During, the fulfillment of the exercise, the students can interrupt, save the exercise and postpone its end at any moment, in order to revise the acquired knowledge. Thus, E-learning is a key concept of human-computer interaction in knowledge management.

REVIEW OF LITERATURE

The study on Knowledge management in higher education done by Marjan Laal outlines the basic concepts of knowledge management in higher education institutes, and gives a summing up of previous scientific works to ensure providing an effective and efficient understanding of it for an ever-changing environment. Knowledge Management is a systematic process by which knowledge needed for an organization to succeed is created, captured, shared and leveraged. Now a days, the pace of evolution has entered a rapid speed, and those who can't learn, adapt, and change from moment to moment simply won't survive.

Higher Education institutes recognize their valuable intelligence and have adopted a changing role required for the society.

Another study Knowledge Management in Higher Education Institutions by Mário Pinto ESEIG, Polytechnic Institute of Porto Porto, relates to systematization of knowledge practices and tools to linking people (students, teachers, researchers, secretariat staff, external entities) and promoting the knowledge sharing across several key processes and services in a higher education institution, such as: the research processes, learning processes, student and alumni services, administrative services and processes, and strategic planning and management. The study identified the need to improve knowledge practices and processes which facilitate an environment and a culture of knowledge collaboration, sharing and discovery that should characterize an institution of higher education.

Another study Assessment of Knowledge Management Practices in Higher Educational Institutions in India by V. Kumaravel and P. Vikkraman states that a survey through questionnaire from 540 faculty members

working in higher educational institutions in India through Knowledge Management Assessment Instrument (KMAI) and Knowledge Management Enablers Scale (KMES). It reveals that there is a strong positive impact of KMES factors on KMAI factors. KM enablers are the critical success factors of KM implementation in Higher Educational Institutions (HEI). The study recommended to improve the KM enabling factors in order to enhance the knowledge management practices.

OBJECTIVE OF THE STUDY

- To study the overall impact of e-learning practices in higher education.
- To assess the need of the students and their preference of e-learning as a tool of knowledge management.

METHODOLOGY

The methodology used to identify the overall impact of e-learning practices in higher education and the need of the students and their preference of e-learning as a tool of knowledge management are Chi-square test and percentage analysis. The sample consists of 50 students representing various higher education institutions practicing e-learning.

TABLE-1 SHOWING DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

The percentage analysis of demographic indicators are given below in table 1

S.NO	PARTICULARS	CATEGORY	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
1.	GENDER OF THE RESPONDENTS	MALE	6	12.0	12.0	12.0
		FEMALE	44	88.0	88.0	100.0
		TOTAL	50	100.0	100.0	
2.	QUALIFICATION	UG	35	70.0	70.0	70.0
		PG	14	28.0	28.0	28.0
		PROFESSIONAL	1	2.0	2.0	2.0
		DIPLOMA	0	0.0	0.0	0
		TOTAL	50	100.0	100.0	100.0

INFERENCE

The above table reveals the demographic information of the respondents. Out of the 50 respondents 88% were female and 12% were male. The table also shows that 70% of the respondents are undergraduates, 28% are post graduates and 2% of the respondents are professional degree holders.

TABLE -2 SHOWING AWARENESS OF STUDENTS ABOUT E-LEARNING PRACTICES

The percentage analysis of awareness of students about e-learning practices are given below in table 2

SNO	PARTICULARS	FREQUENCY	YES	NO
1	MALE	6	4	2
2	FEMALE	44	40	4
TOTAL		50	44	6

INFERENCE

The above table indicates that 88% of the respondents are aware about the e-learning practices. Majority of the respondents are aware about e-learning practices in higher education institutions.

OVERALL IMPACT OF E-LEARNING PRACTICES IN HIGHER EDUCATION

E-LEARNING ASSESSMENTS AND THE OVERALL PERFORMANCE OF STUDENTS.

Table 3 chi-square test showing overall performance of students

H0- There is no association between e-learning assessment and the overall performance of students.

H1- There is an association between e-learning assessment and the overall performance of students.

TABLE-3 E-LEARNING ASSESSMENTS AND THE OVERALL PERFORMANCE OF STUDENTS

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.769 ^a	12	.158

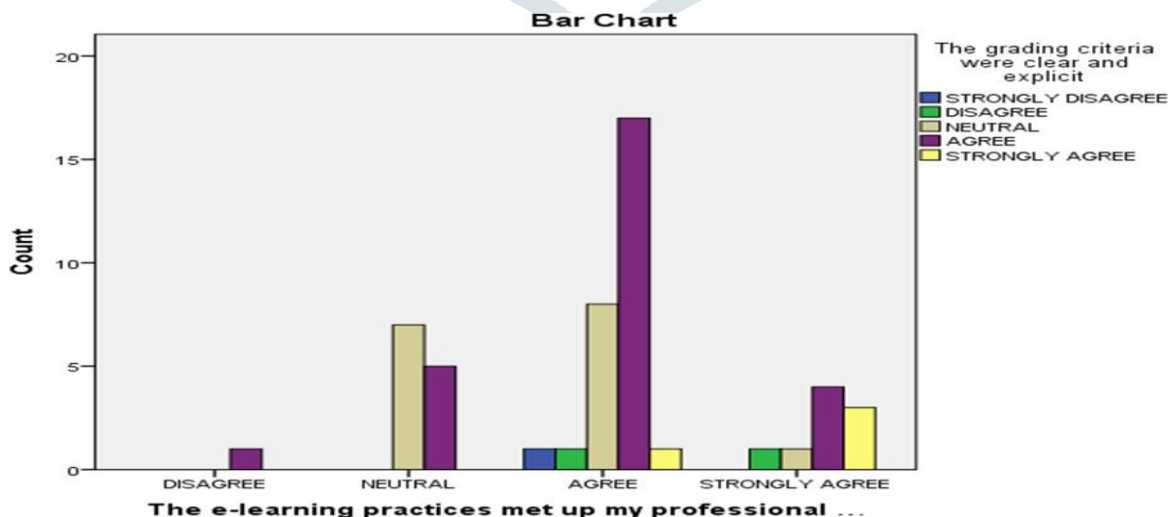


CHART-1 E-LEARNING ASSESSMENTS AND THE OVERALL PERFORMANCE OF STUDENTS

INFERENCE

The calculated value 0.158 is lesser than the table value at 5% significance level. Hence H0 is accepted and H1 is rejected. This indicates that there is no association between e-learning assessment and the overall performance of students.

OVERALL EXPERIENCE OF E-LEARNING AND QUALITY OF E-LEARNING ACTIVITIES

Table 4 chi-square test showing overall experience of e-learning

H0-There is no association between overall experience of e-learning and quality of e-learning activities.

H1- There is an association between overall experience of e-learning and quality of e-learning activities.

TABLE 4 OVERALL EXPERIENCE OF E-LEARNING AND QUALITY OF E-LEARNING ACTIVITIES

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.202 ^a	9	.000

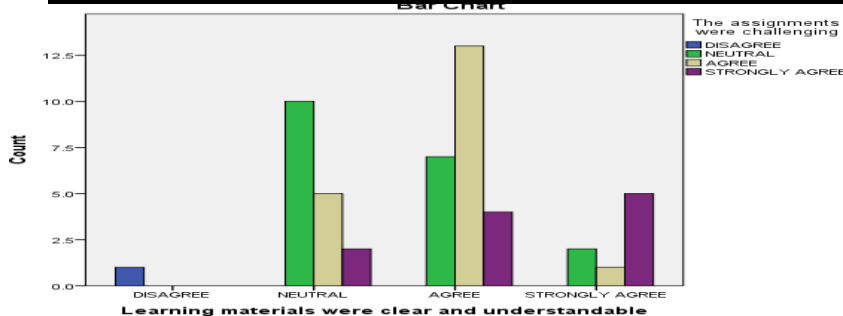


CHART-2 OVERALL EXPERIENCE OF E-LEARNING AND QUALITY OF E-LEARNING ACTIVITIES

INFERENCE

The calculated value 0.000 is lesser than the table value at 5% significance level. Hence H0 is accepted and H1 is rejected. This indicates that there is no association between overall experience of e-learning and quality of e-learning activities.

NEED OF THE STUDENTS AND THEIR PREFERENCE OF E-LEARNING AS A TOOL OF KNOWLEDGE MANAGEMENT

E-LEARNING SUPPORT SERVICE AVAILABLE ONLINE AND IMPROVEMENT OF QUALITY OF ASSIGNMENT

Table 5 chi-square test showing e-learning support service available online

H0- There is no association between e-learning support service available online and improvement of quality of assignments

H1- There is an association between e-learning support service available online and improvement of quality of assignments

TABLE-5 E-LEARNING SUPPORT SERVICE AVAILABLE ONLINE AND IMPROVEMENT OF QUALITY OF ASSIGNMENT

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.444 ^a	12	.411

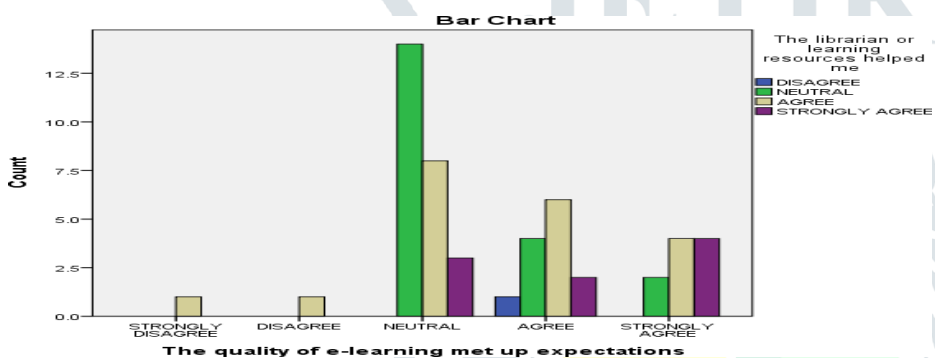


CHART-3 E-LEARNING SUPPORT SERVICE AVAILABLE ONLINE AND IMPROVEMENT OF QUALITY OF ASSIGNMENTS

INFERENCE

The calculated value 0.411 is lesser than the table value at 5% significance level. Hence H0 is accepted and H1 is rejected. This indicates that there is no association between e-learning support service available online and improvement of quality of assignments.

E-LEARNING OFF-CAMPUS SUPPORT SERVICE AND THE VALUE/SATISFACTION GAINED FROM E-LEARNING ACTIVITIES.

Table 6 chi-square test showing e-learning off-campus support service

H0-There is no association between the e-learning off-campus support service and the value/satisfaction gained from e-learning activities.

H1-There is an association between the e-learning off-campus support service and the value/satisfaction gained from e-learning activities.

TABLE-6 E-LEARNING OFF-CAMPUS SUPPORT SERVICE AND THE VALUE/SATISFACTION GAINED FROM E-LEARNING ACTIVITIES.

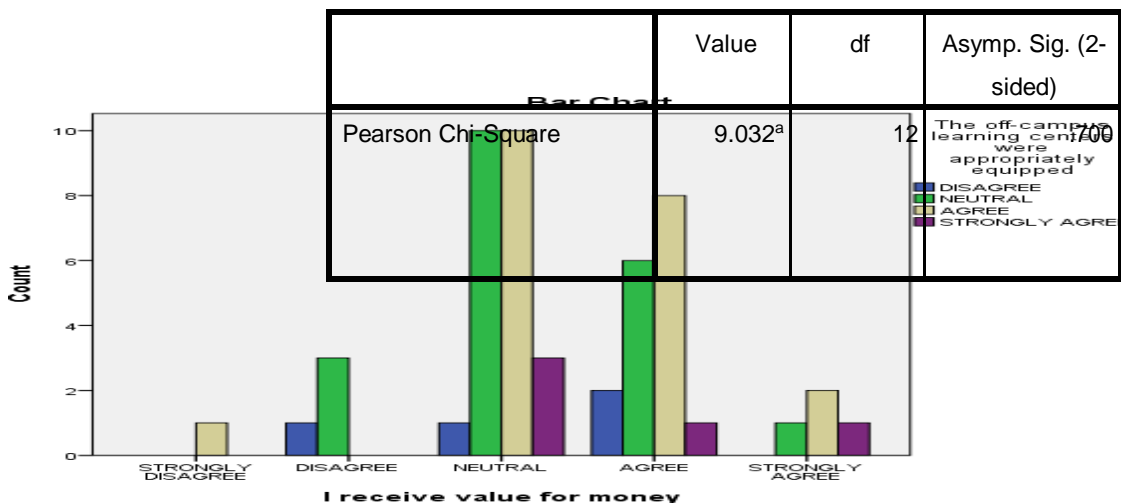


CHART-4 E-LEARNING OFF-CAMPUS SUPPORT SERVICE AND THE VALUE/SATISFACTION GAINED FROM E-LEARNING ACTIVITIES.

INFERENCE

The calculated value 0.700 is lesser than the table value at 5% significance level. Hence H0 is accepted and H1 is rejected. This indicates there is no association between the e-learning off-campus support service and the value/satisfaction gained from e-learning activities.

FINDINGS OF THE STUDY

From the above analysis it is inferred that there is no difference between the traditional teaching practices and e-learning practices followed in institutions of higher learning. It is clear that there is no association between e-learning assessments and the overall performance of students, e-learning support service available online and improvement of quality of assignment, e-learning off-campus support service and the value/satisfaction gained from e-learning activities and also there is no association between overall experience of e-learning and quality of e-learning activities Overall it can be concluded that there is no difference between the traditional teaching practices and e-learning practices followed in institutions of higher learning is not significant. This is attributed to the fact that e-learning has not been made mandatory in all the higher education institutions.

CONCLUSION

The use of the E-learning system, as an important approach in managing knowledge and educational needs of higher educational institutions create some challenges. These challenges require rules in relation to both teachers and students. Teachers and students must accept the shift from traditional classrooms activities to E-learning approaches. The online courses can enhance students learning experience and support continuous and self-centered learning. The implementation of E-learning educational system as one of the main approaches

in managing knowledge and educational needs of higher education institutions will not be achieved without identifying the different skill, technical and cultural challenges. To overcome this challenge establishing the use of e-learning materials among students and teachers would be imperative.

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