

TO DETERMINE THE IMPACT OF KNOWLEDGE MANAGEMENT ON STUDENT SKILLS DEVELOPMENT AND SATISFACTION: A CASE STUDY OF UNIVERSITY EDUCATION IN WESTERN RAJASTHAN

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ABSTRACT

The knowledge management is important in the modern era of the changing needs of the society. The universities are the reflection of the intellectual development of any society. The impact of universities on human life is immense and it touches all the dimensions of human existence. The University is the place for education growth and development of the students. Good education can only be impacted by the proper management and development so as create the recent trends of any industry. The students are grown with the ethics of building their skills and competencies of the life. The future of the students is framed in the university. The basic aim of the paper is to develop the strategic framework for the growth of quality education in universities so as to enhance the student satisfaction.

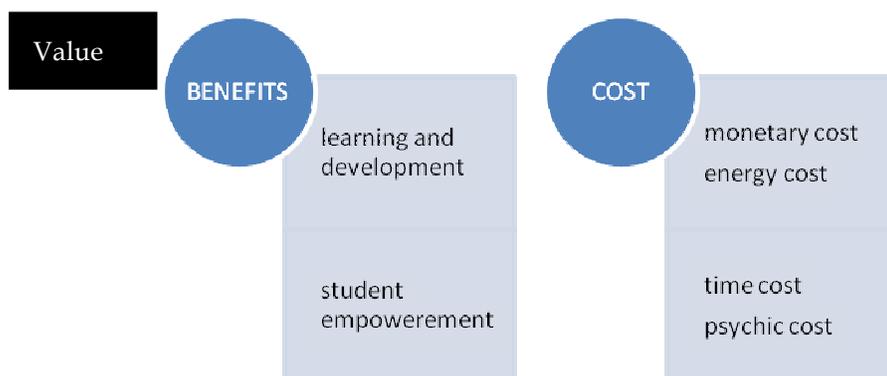
Key words- quality education, management, knowledge, skills, student development

INTRODUCTION

The Indian economy is growing at a fast pace with the impact of globalization and liberalization. The growth of the economic system of any society is reflected by the presence of universities and the colleges to impart the knowledge to the society. The universities can only grow, if they have the spirit to give excellent education and have the ability to constantly improve the quality of education system & process. The continuous improvement and innovation can build the base to promote better skills to the people. The basic resource needed by the

Universities are the wealth of knowledge and intellectual capital. It is only the quality education which can deliver value and satisfaction to the students. The value can be defined as the ratio of what the students gets and what he invests in from of money and time. The benefits of growth and development are reflected by the higher learning abilities of the students and the empowerment to gain the competitive edge in the market

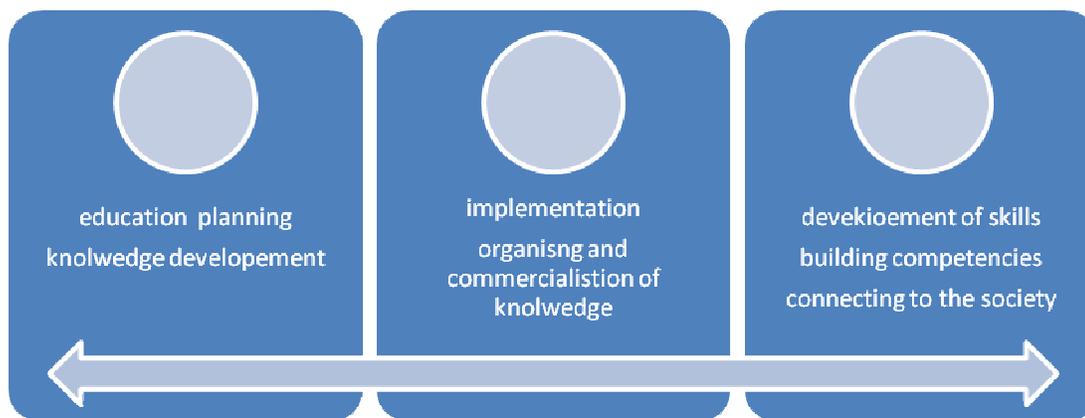
Figure - 1: The Value Creation for the Customers



KNOWLEDGE PLANNING AND ORIENTATION TO DEVELOP SKILLS

The knowledge plan can be built by focusing on the goals and objectives of the universities to build the internal strength in relation to the external environment. The knowledge development plan will give birth to the scanning of the local areas and assimilate the impact of the socio- cultural norms.

Figure – 2: The Knowledge Planning and Implementation



THE ROLE OF UNIVERSITY IN THE SOCIETY

The growth of university is important to catalyze the business activities and to build the base to promote the innovative and creative growth and prosperity of society. The

knowledge inputs of research and development to the industry are given by the universities. The higher education; institutes are the laboratories where the talented pool of people is created to give human resource to the industry. The industry and the society need to improve its efficiency through the development to get connected to the world forums for creation and development of. The universities can create the competitive edge for the people to grow and build their empowerment by the networking and collaborations.

THE FACTORS IMPACTING THE GROWTH OF UNIVERSITIES IN ANY SOCIETY

The universities have the impact of many factors in course of their growth and development. The development is impacted by the macroeconomic and microeconomic factors of the economy. The technology and innovation give the boost to product quality .The infrastructure development is also catalyzed by the flow of services related to the transportation and communication systems to get connected in a better way. The research and development gives the options better adapting to the societal needs to build the sustainable future. The students have to be motivated, trained and competent to build the base for the development and growth of the social and economic areas of any society.

Figure - 3: The Factors impacting the Development of Knowledge in any University

Sl. No.	Factors	Support
1.	Technology	Builds the access to the knowledge portals with increased speed
2.	innovation	More creative skills developed
3.	Researches development	Gives birth to the new products and services
4.	Motivation	Builds the positive attitude
5.	Quality education customers	Builds the empowerment
6.	Collaboration	Increases the learning and networking
7.	Commercialization	Use of knowledge in the industry
8.	Information technology	Builds the virtual teams
9.	Marketing strategies	Connects to the society and builds the faith
10.	Globalization	Exposure to the international environment
11.	Government support	Builds the quality and faith with better assurance
12.	Certification	Increases the credibility

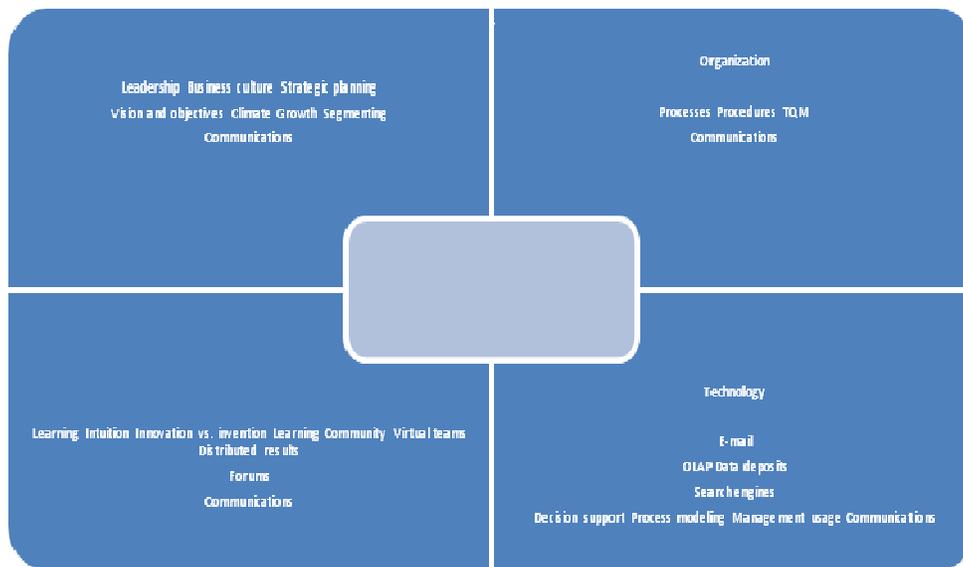
LITERATURE REVIEW

According to Webster dictionary – knowledge management in an academic discipline is a field of study. The fields of study are what universities for the relevance to the society. The basic subjects relate to

- Communication theory
- Systems theory
- Strategic planning
- Decision support systems
- Modeling and simulation
- Data mining / data deposits
- System analysis

According to Stankosky- 2005- The four basic elements of knowledge management are

- Leadership
- Organization
- Technology
- Learning



1. Leadership / management-imply decision-making processes related to the business environment, at a strategic level and at the institutional level, which involve:

- Values
- objectives
- necessary knowledge
- knowledge sources
- Allocation of knowledge resources.

2. Organization refers to operational aspects regarding knowledge, including

- Organizational functions
- processes
- formal and informal structures
- control measures
- process improvement
- Business processes redesign.

3. Technology means approaching the information technologies specific to

- supporting and/or using strategies
- And operations of knowledge management.
- technologies refers to coding and combining the strategies
- Functions of knowledge management.

4. Learning refers to organizational behavior and social engineering aspects

According to Ordonez de Pablo's, Patricia – The intellectual capital area provides the frame work contents and includes the employees profiles, the staff, the education, commitment and motivation, training and results:

- Employee profiles
- Staff
- Education
- Commitment and motivation
- Training and results

According to Albrecht, W., Sack, R.; Ives, Jarvenpaa, 1996,-Technology- supported innovation is important because it trains students to use computers for their future job

According to Hiltz 1994- The Computer-mediated learning gives trainers and educators the opportunity to transform the educational practice, transferring education from physical to virtual rooms

- A centre of resources with hypertext links to: managerial concept, case studies and applications, and managerial skills.
- An electronic course room for discussions and debating, question and answer sessions
- Profiles of students and tutors. In a virtual environment
- An assessment manager.
- Video-conferencing is also an important technology

According to Archibugi, D., Lundvall, 2002- Universities are institutions set a part by mainly two functions:

- learning
- Research.

The universities build the connections to society and give birth to learning organizations such as Microsoft.

The impact of internationalization on education and professional training can be seen by:

- An extension of trans-national education
- The need for a deeper knowledge of at least two internationally used languages;
- Focusing on education and multiculturalism;
- Spreading open and distance learning as well as life-long learning;
- High mobility of students
- Education is a lifelong process
- Sense of responsibility

According to Sireteanu 2006- the competencies build by knowledge management is

- Entrepreneurship
- Communication skills
- A spirit of cooperation;
- Communication skills,
- Problem solving skills
- Linguistic abilities
- Professional efficiency
- Computers skills
- Ability to collaborate

According to Lomborg, 2004, - to improve education, the following opportunities should be considered

- Extensions of the system
- Budget expansion
- Extension of inputs
- Economic reforms
- System reform
- Cost reduction

Areas of growth to foster development and growth of the students

The universities are important and impact of modernization has given the innovative areas of research and development of technologically advanced society. The factors impacting the continuous development of the knowledge in the universities are as follows:

Modernization -The impact of technology has changed the landscape of education, where the connectivity and communication has become important to support the development and growth of the universities. The computers and internet technology have become important to foster the leap to the national and international forums of knowledge and research development.

Skill Development & up-gradation- The universities cater to the needs of the students to develop the skills and competencies to take up the successful careers. The students need the creative and innovative skills to understand the market and respond to the changes. They need to be trained in order to increase the talents and competencies to build challenging careers.

Adequate & affordable assistance in finance- The banking facility is essential to get the cash support in order to sustain the university education in the market. The loans and the other types of financial aid can help in the promotion of education for the students who have the lack of financial ability.

Potential for employment generation- Since these universities are connected to the local fabric so the local talented can be trained according to the needs of the industry in that particular area.

Advantages of the universities in the society

The universities are the backbone of any economy and they help in the prosperity and growth of the society. The basic advantages of universities are:

- Having power of knowledge
- Induce growth of backward regions to give the options of earning
- More flexibility in the syllabus
- Innovation in knowledge development techniques
- Closeness to students

Impact of Information & Communication Technologies

The basic impacts of ICT's are

- Connecting to the global forums of knowledge
- Enables an unprecedented exchange of information
- Leads to a new era of communication
- Open new communication channels
- Alter the way education is gained
- Emergence of virtual university
- Quality & Quantity of Information increases through the www. phenomenon
- Enables the students participate in global classes through the international joint development programs which could be online

Global opportunities brings

- Wider Market Access
- Technological innovations
- Skill up gradation
- Wider exposure to the learning opportunities

The university knowledge management

The university knowledge management influences the market and puts the impact on the:

- Students and the quality of education
- Learning and growing
- Research and development
- Networking and collaborating

The knowledge management can be successful if the universities share their academic wealth with the other countries. This could be through

- mail, internet and connectivity
- Learned professor and counselors
- Advisors
- Coaches
- Virtual universities
- Distance learning centre
- Video conferring
- Web Sites and Blogs

OBJECTIVE OF THE STUDY

The basic objective of the paper is to study

- The quality of university education provided by the various universities of Western Rajasthan
- To determine the impact of knowledge management on student skills development and satisfaction
- To frame the suggested strategy for providing the better education to the students

HYPOTHESIS

Null Hypothesis -H₀₁: There is no significant difference about student perception and skills development amongst students classified by gender

Alternative Hypothesis -H₀₁: There is a significant difference about student perception and skills development amongst students classified by gender

Null Hypothesis- H₀₂: There is no significant difference about student perception and skills development amongst students classified by age

Alternative Hypothesis -H₀₂: There is a significant difference about student perception and skills development amongst students classified by age

Null Hypothesis - H₁₀₃: There is no significant difference about student perception and skills development amongst students classified by parent's occupation

Alternative Hypothesis- H₀₃: There is a significant difference about student perception and skills development amongst students classified by parent's occupation

Null Hypothesis - H₁₀₄: There is no significant difference about student perception and skills development amongst students classified by parent's education level

Alternative Hypothesis- H₀₄: There is a significant difference about student perception and skills development amongst students classified by parent's education level

Null Hypothesis - H₁₀₅: There is no significant difference about student perception and skills development amongst students classified by their hobbies

Alternative Hypothesis- H₀₅: There is a significant difference about student perception and skills development amongst students classified by their hobbies

Research Methodology - The researcher contacted the respondents personally with well-prepared sequentially arranged questionnaire. The questionnaire prepared, was

divided into two parts, of which part one was used to gather demographic details of the respondents studying in the universities of Western Rajasthan

Sampling Area - The study was conducted on the respondents i.e. the students studying in the universities of Western Rajasthan

Population- All the students studying in the universities of Western Rajasthan.

Sample size – The research focused on the participants who were willing to participate. Total 357 respondents filled the questionnaire.

Sampling Design – The sample was designed by the convenience based random sampling method.

Primary Data - Most of the data collected by the researcher was primary data through a structured questionnaire, which was operated on the samples of the students of universities of Western Rajasthan.

Secondary data- The secondary information was collected from the published Sources such as Journals, Newspapers and Magazines and websites...

Research instruments - A summated rating scale format was used, with six choices per item ranging from "highly dissatisfied" to "highly satisfy ". In this all the questions were positively framed to study the impact of independent variable like age, gender and education on the dependent variable which is student development. The six dimensions of education quality where the average of the questions was taken into the consideration.

Analysis of Data - All the data collected from the respondents was feeded and tabulated and the analysis was done through the software of SPSS version 16...

DATA ANALYSIS

ANNOVA analysis guidelines for one way ANOVAs:

Linearity and Non-Linearity Test by One Way ANOVAs:-

First of all it is necessary to use this test here and this test is given preference over vicariate correlation test because, we fear that our dimensions and demographic factor may bear a nonlinear relationship with Total consumer preferences and as we know to use the correlation coefficient correctly, a relationship between two variables must be approximately linear, when this assumption of linearity is violated, Pearson's product-moment coefficient of correlation or Spearman's correlation coefficient will underestimate the strength of the relationship, that will ultimately result in completely wrong analysis. Therefore in our analysis we prefer to use One Way ANOVAs so as test both Linear as well as Non Linear Relationship. The dependent variable must be scale for accurate analysis. The independent variable cannot be Nominal. Therefore, the test cannot not be applied on Gender and education which are the part of Demographic variable

Now, if in the test for homogeneity of variance, if the significance value is more than 0.05 than simply One way anova table will be checked, if there the significant value is

less than 0.05 then Tukey HSD Post-hoc comparison for individual group difference will be checked if it show significant value less than 0.05 than the individual group differs.

It is mandatory to look for test for homogeneity of variance only when the group is of nearly equal size. Welch test is more accurate than Brown-Forsythe test hence it would be given priority during analysis. For all those independent variables where homogeneity constraints was satisfied Tukey table for Post hoc comparison is shown and where robust estimates of Welch and Brown-Forsythe are looked, there Tamhane table for Post hoc comparison is shown (Monday, Klein, Lee, 2005).

DATA ANALYSIS

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Total_avg_perceptions_of_students	.034	357	.200*	.994	357	.182

Analysis- the value of sigma in Shapiro-Wilk is more than .05 so the data is normal

ONEWAY ANALYSIS OF TOTAL AVERAGE PERCEPTIONS OF STUDENTS BY GENDER

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Between-Component Variance
					Lower Bound	Upper Bound	
Male	166	1.975100E1	3.5028967	.2718775	19.214197	20.287811	
Female	191	2.399825E1	3.2680444	.2364674	23.531816	24.464693	
Total	357	2.202334E1	3.9859009	.2109562	21.608466	22.438220	
Model Fixed Effects			3.3792318	.1788479	21.671608	22.375077	
Random Effects				2.1287520E0	-5.025016	49.071702	8.9552812

Analysis – there are 166 males and 191 females as the respondent students

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.435	1	355	.510

Analysis – the value Levene Statistic is more .05 so the groups are homogenous

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1602.098	1	1602.098	140.299	.000
Within Groups	4053.819	355	11.419		
Total	5655.917	356			

Analysis – the value of sigma is less than .05 which shows that the groups are differing

Robust Tests of Equality of Means

	Statistic ^a	df1	df2	Sig.
Welch	138.940	1	340.062	.000
Brown-Forsythe	138.940	1	340.062	.000

a. Asymptotically F distributed.

Contrast Coefficients

Contrast	gender	
	male	female
1	.5	.5

Contrast Tests

Contrast	Value of Contrast	Std. Error	t	df	Sig. (2-tailed)
Total_avg_perceptions_of_students Assume 1 equal variances	21.874629 ^a	.1792881	122.008	355	.000
Does not 1 assume equal variances	21.874629 ^a	.1801626	121.416	340.062	.000

a. The sum of the contrast coefficients is not zero.

ONEWAY ANALYSIS OF TOTAL AVERAGE PERCEPTIONS OF STUDENTS BY AGE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Between-Component Variance
					Lower Bound	Upper Bound	
below 20	136	1.835294E1	2.5779261	.2210553	17.915762	18.790121	
20-23	110	2.406212E1	2.6661753	.2542098	23.558286	24.565957	
above 23	111	2.450000E1	3.0356468	.2881308	23.928992	25.071008	
Total	357	2.202334E1	3.9859009	.2109562	21.608466	22.438220	
Model Fixed Effects			2.7543813	.1457773	21.736644	22.310041	
Random Effects				2.0551806E0	13.180614	30.866071	12.4800550

Analysis- the maximum students are the of the age group of below 20

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.711	2	354	.068

Analysis – the value Levene Statistic is more .05 so the groups are homogenous

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2970.254	2	1485.127	195.756	.000
Within Groups	2685.662	354	7.587		
Total	5655.917	356			

Analysis – the value of sigma is less than .05 which shows that the groups are differing

Robust Tests of Equality of Means

	Statistic ^a	df1	df2	Sig.
Welch	204.384	2	227.003	.000
Brown-Forsythe	193.098	2	331.458	.000

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	below 20	20-23	-5.7091800*	.3532042	.000	-6.540486	-4.877874
		above 23	-6.1470588*	.3523235	.000	-6.976292	-5.317825

20-23	below 20	5.7091800*	.3532042	.000	4.877874	6.540486
	above 23	-.4378788	.3705633	.465	-1.310042	.434284
above 23	below 20	6.1470588*	.3523235	.000	5.317825	6.976292
	20-23	.4378788	.3705633	.465	-.434284	1.310042

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

		N	Subset for alpha = 0.05	
age			1	2
Tukey HSD ^a	below 20	136	1.835294E1	
	20-23	110		2.406212E1
	above 23	111		2.450000E1
	Sig.		1.000	.442
Tukey B ^a	below 20	136	1.835294E1	
	20-23	110		2.406212E1
	above 23	111		2.450000E1

Analysis –the students of the age group below are 20 are the less satisfied than the other age groups of the students.

ONEWAY ANALYSIS OF TOTAL AVERAGE PERCEPTIONS OF STUDENTS BY OCCUPATION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Between-Component Variance
					Lower Bound	Upper Bound	
business	72	1.685185E1	2.0875882	.2460246	16.361293	17.342411	
government jobs	92	2.121739E1	2.1008951	.2190335	20.782308	21.652474	
private jobs	100	2.208667E1	2.1825345	.2182534	21.653604	22.519729	

professionals	93	2.675627E1	2.0962007	.2173659	26.324565	27.187980	
Total	357	2.202334E1	3.9859009	.2109562	21.608466	22.438220	
Model Fixed Effects			2.1202567	.1122159	21.802647	22.244038	
Random Effects				1.9668418E0	15.763974	28.282711	15.2158820

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.202	3	353	.895

Analysis - the value Levene Statistic is more .05 so the groups are homogenous

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4069.009	3	1356.336	301.711	.000
Within Groups	1586.907	353	4.495		
Total	5655.917	356			

Analysis - the value of sigma is less than .05 which shows that the groups are differing

Robust Tests of Equality of Means

	Statistic ^a	df1	df2	Sig.
Welch	307.712	3	191.212	.000
Brown-Forsythe	302.890	3	345.740	.000

a. Asymptotically F distributed.

POST HOC TESTS

Multiple Comparisons

	(I) parents occupation	(J) parents occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	business	government jobs	-4.3655395*	.3336186	.000	-5.226712	-3.504366
		private jobs	-5.2348148*	.3277075	.000	-6.080730	-4.388900
		Professionals	-9.9044206*	.3328302	.000	-10.763558	-9.045283
	government jobs	Business	4.3655395*	.3336186	.000	3.504366	5.226712
		private jobs	-.8692754*	.3062987	.025	-1.659927	-.078623
		Professionals	-5.5388811*	.3117733	.000	-6.343665	-4.734098
	private jobs	Business	5.2348148*	.3277075	.000	4.388900	6.080730
		government jobs	.8692754*	.3062987	.025	.078623	1.659927
		professionals	-4.6696057*	.3054398	.000	-5.458041	-3.881171
	professionals	business	9.9044206*	.3328302	.000	9.045283	10.763558
		government jobs	5.5388811*	.3117733	.000	4.734098	6.343665
		private jobs	4.6696057*	.3054398	.000	3.881171	5.458041

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

parents occupation	N	Subset for alpha = 0.05			
		1	2	3	4
Tukey HSD ^a business	72	1.685185E1			
government jobs	92		2.121739E1		
private jobs	100			2.208667E1	
professionals	93				2.675627E1
Sig.		1.000	1.000	1.000	1.000
Tukey B ^a business	72	1.685185E1			
government jobs	92		2.121739E1		
private jobs	100			2.208667E1	
professionals	93				2.675627E1

Analysis – the students with parents with the occupation of business are less satisfied than the other groups

ONEWAY ANALYSIS OF TOTAL AVERAGE PERCEPTIONS OF STUDENTS BY PARENT’S EDUCATION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Between-Component Variance
					Lower Bound	Upper Bound	
parents below secondary	54	1.607407E1	1.8979926	.2582841	15.556022	16.592126	
parents with high secondary	80	2.035833E1	1.5847151	.1771765	20.005672	20.710994	
parents with graduation	70	2.074286E1	1.8908811	.2260035	20.291992	21.193722	

parents with post gradation	84	2.461706E1	2.1931162	.2392886	24.141128	25.092999	
parents with professional degrees	69	2.675121E1	1.9756738	.2378432	26.276599	27.225816	
Total	357	2.202334E1	3.9859009	.2109562	21.608466	22.438220	
Model Fixed Effects			1.9222520	.1017364	21.823255	22.223430	
Random Effects				1.7695486E0	17.110288	26.936397	15.2791528

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.134	4	352	.340

Analysis – the value Levene Statistic is more .05 so the groups are homogenous

ANOVA

Total_avg_perceptions_of_students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4355.258	4	1088.814	294.668	.000
Within Groups	1300.659	352	3.695		
Total	5655.917	356			

Analysis – the value of sigma is less than .05 which shows that the groups are differing

Robust Tests of Equality of Means

Total_avg_perceptions_of_students

	Statistic ^a	df1	df2	Sig.
Welch	283.902	4	168.742	.000
Brown-Forsythe	296.128	4	331.257	.000

Robust Tests of Equality of Means

Total_avg_perceptions_of_students

	Statistic ^a	df1	df2	Sig.
Welch	283.902	4	168.742	.000
Brown-Forsythe	296.128	4	331.257	.000

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

	(I) parents education	(J) parents education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	parents secondary	parents below high secondary	-4.2842593*	.3385485	.000	-5.212549	-3.355969
		parents with graduation	-4.6687831*	.3481571	.000	-5.623420	-3.714146
		parents with post-graduation	-8.5429894*	.3352844	.000	-9.462329	-7.623649
		parents with professional degrees	-10.6771337*	.3492541	.000	-11.634778	-9.719489
	parents high secondary	parents with secondary	4.2842593*	.3385485	.000	3.355969	5.212549
		parents with graduation	-.3845238	.3146023	.738	-1.247154	.478107
		parents with post-graduation	-4.2587302*	.3002947	.000	-5.082129	-3.435331

	parents with professional degrees	-6.3928744*	.3158159	.000	-7.258832	-5.526917
parents with graduation	parents below secondary	4.6687831*	.3481571	.000	3.714146	5.623420
	parents with high secondary	.3845238	.3146023	.738	-.478107	1.247154
	parents with post-graduation	-3.8742064*	.3110871	.000	-4.727198	-3.021215
	parents with professional degrees	-6.0083506*	.3260950	.000	-6.902494	-5.114208
parents with post gradation	parents below secondary	8.5429894*	.3352844	.000	7.623649	9.462329
	parents with high secondary	4.2587302*	.3002947	.000	3.435331	5.082129
	parents with graduation	3.8742064*	.3110871	.000	3.021215	4.727198
	parents with professional degrees	-2.1341442*	.3123143	.000	-2.990501	-1.277788
parents with professional degrees	parents below secondary	10.6771337*	.3492541	.000	9.719489	11.634778
	parents with high secondary	6.3928744*	.3158159	.000	5.526917	7.258832
	parents with graduation	6.0083506*	.3260950	.000	5.114208	6.902494
	parents with post-graduation	2.1341442*	.3123143	.000	1.277788	2.990501

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Total_avg_perceptions_of_students

parents education		N	Subset for alpha = 0.05			
			1	2	3	4
Tukey HSD ^a	parents below secondary	54	1.607407E1			
	parents with high secondary	80		2.035833E1		
	parents with graduation	70		2.074286E1		
	parents with post graduation	84			2.461706E1	
	parents with professional degrees	69				2.675121E1
	Sig.		1.000	.762	1.000	1.000
Tukey B ^a	parents below secondary	54	1.607407E1			
	parents with high secondary	80		2.035833E1		
	parents with graduation	70		2.074286E1		
	parents with post-graduation	84			2.461706E1	
	parents with professional degrees	69				2.675121E1

Analysis the students whose parents below secondary level of education are less satisfied with the quality of education of the universities.

ONEWAY ANALYSIS OF TOTAL AVERAGE PERCEPTIONS OF STUDENTS BY THEIR HOBBIES

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Between-Component Variance
					Lower Bound	Upper Bound	
reading	48	1.677778E1	1.9682267	.2840891	16.206264	17.349291	
dancing	54	1.770988E1	1.8731204	.2548994	17.198613	18.221140	
Singing	82	2.182927E1	1.5227979	.1681649	21.494673	22.163864	
Travelling	76	2.253947E1	1.5584580	.1787674	22.183351	22.895597	
Gardening	49	2.567007E1	1.4756864	.2108123	25.246201	26.093935	
cooking and eating	48	2.791319E1	1.7731880	.2559376	27.398314	28.428075	
Total	357	2.202334E1	3.9859009	.2109562	21.608466	22.438220	
Model Fixed Effects			1.6797135	.0888999	21.848499	22.198186	
Random Effects				1.6703198E0	17.729649	26.317036	15.8114345

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.642	5	351	.148

Analysis – the value Levene Statistic is more .05 so the groups are homogenous

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4665.592	5	933.118	330.724	.000
Within Groups	990.325	351	2.821		
Total	5655.917	356			

Analysis – the value of sigma is less than .05 which shows that the groups are differing

Robust Tests of Equality of Means

	Statistic ^a	df1	df2	Sig.
Welch	284.353	5	150.363	.000
Brown-Forsythe	318.924	5	294.877	.000

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

	(I) hobbies	(J) hobbies	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Reading	dancing	-.9320988	.3332098	.060	-1.886923	.022725
		singing	-5.0514905*	.3052666	.000	-5.926243	-4.176738

	travelling	-5.7616959*	.3096839	.000	-6.649106	-4.874286
	gardening	-8.8922903*	.3411163	.000	-9.869771	-7.914810
	cooking and eating	-11.1354167*	.3428701	.000	-12.117923	-10.152911
Dancing	reading	.9320988	.3332098	.060	-.022725	1.886923
	singing	-4.1193918*	.2943750	.000	-4.962933	-3.275850
	travelling	-4.8295971*	.2989532	.000	-5.686258	-3.972936
	gardening	-7.9601915*	.3314049	.000	-8.909844	-7.010539
	cooking and eating	-10.2033179*	.3332098	.000	-11.158142	-9.248494
Singing	reading	5.0514905*	.3052666	.000	4.176738	5.926243
	dancing	4.1193918*	.2943750	.000	3.275850	4.962933
	travelling	-.7102054	.2674546	.087	-1.476606	.056195
	gardening	-3.8407997*	.3032955	.000	-4.709903	-2.971696
	cooking and eating	-6.0839262*	.3052666	.000	-6.958678	-5.209174
Travelling	reading	5.7616959*	.3096839	.000	4.874286	6.649106
	dancing	4.8295971*	.2989532	.000	3.972936	5.686258
	singing	.7102054	.2674546	.087	-.056195	1.476606
	gardening	-3.1305943*	.3077410	.000	-4.012437	-2.248752
	cooking and eating	-5.3737208*	.3096839	.000	-6.261131	-4.486311
Gardening	reading	8.8922903*	.3411163	.000	7.914810	9.869771
	dancing	7.9601915*	.3314049	.000	7.010539	8.909844
	singing	3.8407997*	.3032955	.000	2.971696	4.709903

	travelling	3.1305943*	.3077410	.000	2.248752	4.012437
	cooking and eating	-2.2431264*	.3411163	.000	-3.220607	-1.265646
	cooking and reading eating	11.1354167*	.3428701	.000	10.152911	12.117923
	dancing	10.2033179*	.3332098	.000	9.248494	11.158142
	singing	6.0839262*	.3052666	.000	5.209174	6.958678
	travelling	5.3737208*	.3096839	.000	4.486311	6.261131
	gardening	2.2431264*	.3411163	.000	1.265646	3.220607

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

hobbies		N	Subset for alpha = 0.05				
			1	2	3	4	5
Tukey HSD ^a	Reading	48	1.677778E1				
	Dancing	54		1.770988E1			
	Singing	82			2.182927E1		
	Travelling	76			2.253947E1		
	Gardening	49				2.567007E1	
	cooking and eating	48					2.791319E1
	Sig.			1.000	1.000	.218	1.000
Tukey B ^a	Reading	48	1.677778E1				
	Dancing	54		1.770988E1			

Singing	82			2.182927E1		
Travelling	76			2.253947E1		
Gardening	49				2.567007E1	
cooking and eating	48					2.791319E1

Analysis – the students with the hobbies of reading are satisfied with the quality of education as compared to the other groups

ANOVA OF AVERAGE COMMUNICATION SKILL BY THE TOTAL PERCEPTIONS OF THE STUDENTS

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Total avg perceptions of students * avg communication skills	Between (Combined) Groups	5631.027	18	312.835	4.248E3	.000
	Linearity	5627.766	1	5627.766	7.642E4	.000
	Deviation from Linearity	3.261	17	.192	2.605	.001
	Within Groups	24.890	338	.074		
	Total	5655.917	356			

Measures of Association

	R	R Squared	Eta	Eta Squared
Total_avg_perceptions_of_students * avg_communication_skills	.998	.995	.998	.996

Analysis: The total perception of students varies non-linearly positive with communication skills and is also strongly correlated to it; hence its impact is very high in changing the perception level in the present study.

ANOVA OF AVERAGE PROBLEMSOLVING SKILLS BY THE TOTAL PERCEPTIONS OF THE STUDENTS

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Total_avg perceptions_of_students * avg_problem_solving_skills	Between (Combined) * Groups	5628.508	18	312.695	3.856E3	.000
	Linearity	5619.054	1	5619.054	6.929E4	.000
	Deviation from Linearity	9.454	17	.556	6.858	.000
	Within Groups	27.409	338	.081		
Total		5655.917	356			

Measures of Association

	R	R Squared	Eta	Eta Squared
Totalavg_perceptions_of_students * avg_problem_solving_skills	.997	.993	.998	.995

Analysis: The total perception of students varies non-linearly positive with problem solving skills and is also strongly correlated to it; hence its impact is very high in changing the perception level in the present study.

ANOVA OF AVERAGE PERSONALITY DEVELOPMENT BY THE TOTAL PERCEPTIONS OF THE STUDENTS

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Total_avg perceptions_of_students * Groups	Between (Combined) * Groups	5636.311	21	268.396	4.586E3	.000
	Linearity	5627.019	1	5627.019	9.615E4	.000

avg_personality_development	Deviation from Linearity	9.293	20	.465	7.939	.000
	Within Groups	19.605	335	.059		
	Total	5655.917	356			

Measures of Association

	R	R Squared	Eta	Eta Squared
Total_avg_perceptions_of_students * avg_personality_development	.997	.995	.998	.997

Analysis: The total perception of students varies non-linearly positive with personality development and is also strongly correlated to it; hence its impact is very high in changing the perception level in the present study.

ANOVA OF AVERAGE SOCIALSKILLS BY THE TOTAL PERCEPTIONS OF THE STUDENTS

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Total_avg_perceptions_of_students * avg_social_skills	Between Groups	5639.363	23	245.190	4.932E3	.000
	Linearity	5635.034	1	5635.034	1.134E5	.000
	Deviation from Linearity	4.329	22	.197	3.958	.000
	Within Groups	16.554	333	.050		
	Total	5655.917	356			

Measures of Association

	R	R Squared	Eta	Eta Squared
Total_avg_perceptions_of_students * avg_social_skills	.998	.996	.999	.997

Analysis: The total perception of students varies non-linearly positive with social skills and is also strongly correlated to it; hence its impact is very high in changing the perception level in the present study.

ANOVA OF AVERAGE TECHNICAL SKILLS BY THE TOTAL PERCEPTIONS OF THE STUDENTS

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Total_avg_perceptions_of_students * avg_technical_skills	Between Groups (Combined)	5617.998	18	312.111	2.782E3	.000
	Linearity	5606.854	1	5606.854	4.998E4	.000
	Deviation from Linearity	11.144	17	.656	5.843	.000
	Within Groups	37.919	338	.112		
	Total	5655.917	356			

Measures of Association

	R	R Squared	Eta	Eta Squared
Total_avg_perceptions_of_students * avg_technical_skills	.996	.991	.997	.993

Analysis: The total perception of students varies non-linearly positive with technical skills and is also strongly correlated to it; hence its impact is very high in changing the perception level in the present study.

ANOVA OF AVERAGE COMPUTER SKILLS BY THE TOTAL PERCEPTIONS OF THE STUDENTS

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Total_avg_perceptions_of_students * avg_computer_skills	Between (Combined)		5628.634	16	351.790	4.384E3	.000
	* Groups	Linearity	5626.478	1	5626.478	7.012E4	.000
		Deviation from Linearity	2.156	15	.144	1.791	.035
		Within Groups	27.283	340	.080		
Total			5655.917	356			

Measures of Association

	R	R Squared	Eta	Eta Squared
Total_avg_perceptions_of_students * avg_computer_skills	.997	.995	.998	.995

Analysis: The total perception of students varies non-linearly positive with computer skills and is also strongly correlated to it; hence its impact is very high in changing the perception level in the present study.

T-TEST

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
avg_communication_skills	357	3.5299	.63994	.03387
avg_problem_solving_skills	357	4.2400	.58447	.03093
avg_personality_development	357	3.0378	.78127	.04135

avg_social_skills	357	3.7908	.83229	.04405
avg_technical_skills	357	4.3660	.56989	.03016
avg_computer_skills	357	3.0588	.58909	.03118

One-Sample Test

	Test Value = 3.67					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
avg_communication_skills	-4.137	356	.000	-.14012	-.2067	-.0735
avg_problem_solving_skills	18.426	356	.000	.56996	.5091	.6308
avg_personality_development	-15.289	356	.000	-.63218	-.7135	-.5509
avg_social_skills	2.743	356	.006	.12085	.0342	.2075
avg_technical_skills	23.076	356	.000	.69601	.6367	.7553
avg_computer_skills	-19.603	356	.000	-.61118	-.6725	-.5499

Analysis –the negative values of computer skills, communication skill and personality show that the students are less satisfied by these aspects of the quality of education. The university needs to focus on these areas to enhance the brand and image

RESULTS OF THE HYPOTHESIS TESTING

Hypothesis	ANOVA	Status
Null Hypothesis -H₀₁: There is no significant difference about student perception and skills development amongst students classified by gender	Sigma of F-Test is < 0.05	Reject

Alternative Hypothesis -H₀₁: There is a significant difference about student perception and skills development amongst students classified by gender	Sigma of F-h Test <0.05	Accept
Null Hypothesis -H₀₂: There is no significant difference about student perception and skills development amongst students classified by age	Sigma of F-Test <0.05	Reject
Alternative Hypothesis -H₀₂: There is a significant difference about student perception and skills development amongst students classified by age	Sigma of F-Test <0.05	Accept
Null Hypothesis -H₀₃: There is no significant difference about student perception and skills development amongst students classified by parent's occupation I	Sigma of F-Test <0.05	Reject
Alternative Hypothesis -H₀₃: There is a significant difference about student perception and skills development amongst students classified by parent's occupation	Sigma of F-Test <0.05	Accept
Null Hypothesis -H₀₄: There is no significant difference about student perception and skills development amongst students classified by parent's education level	Sigma of F-Test <0.05	Reject
Alternative Hypothesis -H₀₄: There is a significant difference about student perception and skills development amongst students classified by parent's education level	Sigma of F-Test <0.05	Accept
Null Hypothesis -H₀₅: There is no significant difference about student perception and skills development amongst students classified by their hobbies	Sigma of F-Test <0.05	Reject
Alternative Hypothesis -H₀₅: There is a significant difference about student perception and skills development amongst students classified by their hobbies	Sigma of F-Test <0.05	Accept

Inferences and implications

The research indicates that all the groups classified by age; gender, hobbies and parent's income level and parent's education differ in their satisfaction level towards the quality of education provided by the Universities of Western Rajasthan. The groups classified by age, gender and parents' income level differ in their perceptions and satisfaction level. The T-Test shows that the dimensions like communication, computer skills and personality development is not paid attention by the universities. The university education must invest in giving assurance to the students so as to build the trust and faith for better development.

The strategy to develop the successful knowledge development model

The strategy to build the successful knowledge management model must be able to imbibe the identity and personality of the student to give contribution to the society. The structure of the strategy needs to activate the knowledge experience and build successful knowledge management for the development of successful careers of the students by focusing on the computer skills and the personality development of the students... The ultimate success is the creation of the knowledge architecture which can foster emotional benefits, functional benefits, physical benefits and variety of other intangible experiences given to the students. University is the backbone of any society. It is the pulse of the education system. The health of any society is reflected by the quality of education provided by the universities in a particular economy. The impact of technology has given the birth to the innovative knowledge developing practices for the growth of knowledge process services. The business needs and the technical up gradation has to imbibe to give the satisfaction to the students.

The education should be involved with the building the intellectual wealth for the students so as to design the successful careers. The university can build the students if they are able to cultivate the trust, faith and ethics in student faculty relationship. The ethical and innovative courses must focus on:

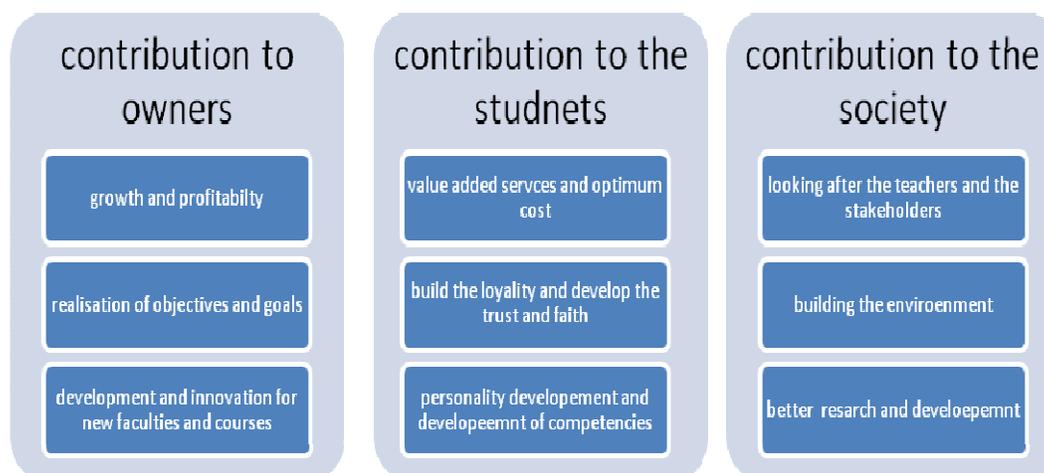
- Value-oriented framework, analyzing ethical problems on the basis of the values of honesty, autonomy, privacy, transparency
- The Process-oriented framework, analyzing ethical problems in terms of the categories related to the research, idea generation and processing of knowledge.

The use of websites is essential in today's modern era as the students are connected to the world through the computers and the internet. The information through the websites can be helpful to give the updates of the latest knowledge. This will build the image, value proposition and differentiation of knowledge gained.

Institutionalize the training programs in the firms

The universities should institute formal training programs for creating innovative services and knowledge. The management and the owners have to communicate more effectively with students. The management should consider new ways to conduct team building exercises and motivational programs to build team of committed teachers who have the spirit to create in a positive way.

Figure – Social ethics of education and universities



The strategy to enhance the development of the students.

- The university education needs continuous improvements because of the changing needs of the business to upgrade the skills and competencies of the people.
- The university education has to design innovative courses to enhance the student choices and interest
- Diversity of specialization should be added to create variety in courses for the student development.
- Skills differentiation of the students can enhance the image and reputation of the university's in the society
- The promotion should be done by building the awareness in the minds of the students.
- Education should be given to the students with interest and innovations to build the confidence

- Education should foster the development of life skills to take the successful careers.
- The management should foster the continuous improvement and development of the faculty by giving them training. Training the trainers is also important to give the right direction to the students.
- Building the technological aids is essential to create the technologically aided communication and interaction.

CONCLUSION

The university education is essential for the better management of the social and economic system of any society. The economic and social security given by university education gives the desired quality to the students. The university education has to provide quality and innovative courses to attract the students and manage their development. The impact of globalization has given new challenges to the education system of the country. The university education providers should give the value to students by building the relationship based on trust and faith. The long term relationship can manage by the personalized communication process by better providing the honest information through the websites and the brochures. The education is the wealth of student's academic life and it launches the forum for the students to connect and grow in the international markets.

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