KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL LEARNING IN EDUCATIONAL ORGANIZATION

[1]MARYAM MAHDINEZHAD, [2]HAMIDAH YUSOF, [3]NORIMAH RAMBELI, [4]MAHALIZA MANSOR

[1,2,3,4]Faculty of Management and Economics, Sultan Idris Education University, Perak, 35900, Malaysia
E-mail: [1]maryam.m@fpe.upsi.edu.my, [2]hamidah.yusof@fpe.upsi.edu.my, [3]norimah@fpe.upsi.edu.my, [4]mahaliza@fpe.upsi.edu.my

Abstract - In recent decades, educational organizations are a part of what has been called the knowledge society. Based on numerous studies Knowledge Management has become a critical concern for the increasing importance of insubstantial assets as well as the major source of knowledge creation in higher learning institutions. In this regard, updating knowledge has become a firm base for a continuous organizational life in order to improve performance in the workplace for achieving and keeping social capital. In order to facilitate to get such an advantage, higher learning institutions have to bring the Knowledge Management process to their attention as an intentional prospect. The essential idea of this issue was studied in a quantitative research among lecturers' perception on Knowledge Management at Malaysian universities. This article was written according to the literature review of the research that was focused on organizational learning, sharing knowledge and Knowledge Management in the age of information. Finally, based on literature, some findings of the research are presented as an intentional prospect in higher education institutions.

Keywords - Knowledge Management, Organizational Learning, Sharing Knowledge

I. INTRODUCTION

In information age managing plenty of information is a problem which is necessary to be considered by researchers. The concept of Knowledge Management (KM) due to facing the challenge of having rapidly changed the environment, rapid growth in information technology and increase in knowledge based work and competitive pressure has been gained momentum. In addition, updating knowledge is fundamental for continuing transformation of any organizational survival. In such circumstances, the continuation and sustainability of competitive advantage through the development of individual and organizational knowledge as well as create, acquisition and, utilization of the knowledge have been essential. Argote and Miron-Spektor (2011) have stated not only the knowledge of organizational knowledge is not enough but also, such higher education institution must utilize specific methods to achieve their goals. These institutions can focus on the analysis of KM and organizational learning via knowledge sharing to aid the process of understanding the challenges and the prospects for sustainable organizational development.

II. LITERATURE REVIEW

In recent dynamic and changing world, Knowledge is the key to effective competition. Likewise, the requirements of organizations are to survival and managing knowledge effectively to stay in competition (Gunsel, Siachou & Acar, 2011). Indeed, in organizations, KM is looking for to explain and to clear members' duties and abilities. As well as, KM can address both existing knowledge and creating new knowledge, although emphasizing on efficiency. Knowledge is a dynamic process, individual and noticeably different from data (distinct, unstructured symbols) and information (a medium for precise communication). Besides, KM is leading the organization to continuous learning to improve business performance. In organizations without KM, individuals and group can do everything without paying attention to the goals and required vision. Thus, the processing of knowledge in organizations can help individuals and groups of the organizations to acquire, store, present, and apply knowledge (King, Chung, & Haney, 2009). The principle for KM concerns how the organization nurture, influence and motivate human capitals of the organization to develop, share, and perform their capability well.

Nonaka and Nonaka (1994) has contributed in distributing KM in academic circles as well as in the business world. In addition, these days universities are faced with massive amounts of information, which correct utilization of these, is an important issue to them. According to Argote (2013), universities are ideal for production environments and knowledge creation so the main objective of KM in higher education is the stability of university and how to use existing knowledge effectively and get ready to develop new knowledge and obtain the ability to deal with challenges with the aim of continuing survival. In other words, the necessity and importance of applying knowledge management in universities are felt to be able to lead to changes in views. Further, at the present time, social humans in universities are more efficient, creative, and productive and technology development as an important and positive factor effects to increase the productivity of universities. That's why KM experts are going to develop relevant skills and strategies which are brought to their hand. In this relevant, the importance of the survival of globalization depends on coping with change so human committees believe that

organizations will survive within the lively environment by attempting to develop itself into a full learning (Wu, Lee, & Shu, 2013a).

Knowledge as a key source of advantage must be produced and managed. Continuous learning is also essential for increase strengthens creativity and the ability to spot new opportunities. In 2011, Ghorbani, Noghabi and Nikoukar stated that a development vision and renewed structure of an organization can be made by reviewing the foundation results which reflect in the institute. So far, however, Knowledge reveals its power only when it is enacted. Knowledge management comprises information, communication, human resources, intellectual capital, brands and etc. On this point, Yusof, Ismail, Ahmad and Yusof (2012) demonstrated that organizational learning serves as a relationship between knowledge of individual members, work experiences, and sharing knowledge. Meanwhile, KM has been considered organizational knowledge as a process that arises from the member's knowledge. Consequently, KM and knowledge creation have been presented as complementing those of learning organizations and organizational learning.

Based on the findings of a study which was conducted by Ramírez, Morales and Rojas (2011), the authors of this article are going to conclude that organizational learning emphasis on continuous learning and according to the educational needs of social capital emphasis on group learning, informal learning opportunities, and exchange of opinion between members. Thus the result of learning and development of knowledge management is how much we know about application knowledge. Furthermore, Lyles (2014) stated that due to surviving several institutions we should apply to learn and reorganized. So, the aim of organizational learning is increasing knowledge and skills in order to reach efficiency and effectiveness.

In order to create a knowledge management system Sung and Choi (2012) in their study have emphasized on the formation of a group working and team working in organizations. In this regard, some researchers for example Rowley (2010) based on his study has shown that the lack of continuous and informal learning effect on the application of knowledge management. Recent developments in the field of KM have led to exploiting and realizing knowledge of the employees and building a culture where knowledge sharing can increase. Although, an important part of perceptions knowledge make from outside sources they can improve their knowledge through other organizations that are innovative in sharing their knowledge. In order to examine knowledge sharing among faculty members in a higher educational institution, some major factors such as perception, trust, and openness in communication, collaboration, and communication channel have been identified and analyzed by Casimir et al (2012).

University members' also analyze the reinforcement necessary innovation and learning within their organizations. Thus, an effective knowledge sharing program can help an institution to foster innovation by encouraging the free flow of ideas, development of vision and strategies, and building competencies. On this point, the quality of human resources in universities would eventually guarantee the terms of requirements human capital by emphasizing the core value and developing a characteristic style of an institution.

Wang and Wang (2012) based on their findings pointed that some results of unawareness of learning detection are as follows:

- Detraction organization's development and innovation
- Decrease of Competencies
- Reducing the number of stakeholders
- Loss of learning opportunities
- Tapping the organizational commitment
- Reducing the effective actions
- Increasing repeated proceedings

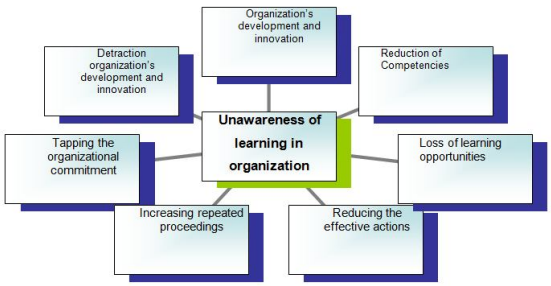


Figure 1: Results of Unawareness of Learning Detection

The foundation of knowledge sharing for collaboration and more long-term effects on improving management of knowledge are mentioned as follow:

- Faster Make decisions;
- Closer to the point of action;
- Overcome internal and external barriers;
- Provide more opportunities to innovate;
- Reduce costs by eliminating redundant or unnecessary processes; and
- Make jobs easier and more enjoyable

The employees within universities are "knowledge workers" who acquire a high level of professional knowledge. Therefore, knowledge workers are normally very autonomous and self-directed and it seems managing knowledge in the organization should be considered significant. So far, however, the only reasonable purpose of an organized KM practice

in the firm is to increase the quality and quantity of social capital's performance such as:

- To enable the firm to do more and better;
- To preserve an organization's competitive advantages,
- To create and keep more, better institution.

Consequently, knowledge is important for optimal organizational effectiveness, and human capitals are responsible for KM in the organization. Wu, Lee, and Shu (2013b) issues some cases which are affecting on the application of KM such as communication, discussions, publications, teamwork, trust through face to face meetings, creating a common basis through training, and job rotation. However, productivity might decrease for a variety of reasons. Consequently, organizations need to provide continuous learning to ensure necessary competency is maintained at a certain level of quality. In sum, knowledge workers tend to be concerned about whether or not organizations give them with suitable learning opportunities.

Further, communication of knowledge is essential and it is the processes of knowledge sharing that determine whether organizational learning or sharing of knowledge process occurs and sometimes both sides. Besides, over the past decade academics have identified effective knowledge management as a crucial factor for success in higher education so a critical area that needs more attention is knowledge sharing (Girdauskiene & Savaneviciene, 2012). In this regard, human capital plays an important role in higher education:

- Doing research, publishing, and teaching;
- Providing consultation and conducting other professional activities;
- Identifying factors influencing their knowledge sharing behavior

In order to solve the issues such as how to share existing knowledge and transferring it to the appropriate place, Sangeeta and Librarian (2015) based on his findings has reported some necessary conditions for the total transformation of organizational information. In his study, he also emphasized that by considering these conditions we will be able to distribute and to share knowledge within the organizations especially in higher education institutes.

Laal (2011) pointed to some key success of KM in educational organizations is utilize of all types of knowledge - formal and informal - that is the culture of development and implementation of knowledge sharing and distribution with the appropriate use of technology. While many organizations for facilitating knowledge transfer utilize discussion exchange of knowledge transfer processes and formation of working committees among faculty members. Salleh (2012) emphasize that the effective factors which develop individual and organizational knowledge among university faculty members are not paid enough attention, especially those factors that employ hidden knowledge.

In other words, for leading the organizations towards achieving goals we should develop effective services. The researchers are going to suggest some elements such as: creating, innovations, the relationship of mutual interaction, encourage people for knowledge sharing, using new technologies and ultimately to maintain competitive advantages.

CONCLUSION AND DISCUSSION

Findings indicate that the factors such as problem-solving, the ability to create a group or team which facilitate and impact on organizational learning in university communication are not paid a particular attention. Furthermore, as it mentioned before, failure of the implementation of KM projects causes of lack of cooperation and collaboration among individuals. On top, valuable knowledge resides within individual employees and is critical to an organization's ability to solve problems and create new knowledge.

The results also can identify that the societies with information technologies due to be surviving against globalization have gradually replaced with the known technologies. In this matter, organizations should be interest towards updating information. As a matter of fact, the institutions that can adapt to the conditions of development faster and better will be more successful.

The researchers according to the results are going to indicate that knowledge sharing and organizational learning both as a concept are very attractive and provide huge opportunities which should not be missed. Knowledge sharing is an engine that transforms knowledge into different values. For that reason, any evaluations of higher education's knowledge-sharing efforts need to: Incorporate assessments of its use of activities related to understanding the form of the knowledge; Establishing and managing appropriate employee structures; and Facilitating the transfer of the knowledge.

Based on the above discussions and some findings of this study the authors are going to demonstrate that the lack of formation of group and team working among social capitals, motivation, and unfavourable environment in higher education institutes caused to detraction development and innovation, competencies, number of stakeholders, learning opportunities, commitment, effective actions, and repeated proceedings.

Finally, as far as in Malaysia, knowledge sharing is still concerned in its institution so there is a need of national KM to create and harness the knowledge of human capital by consistent with these principles: KM is the same thing as learning and is a series of

procedures which are to be implemented. Further, KM is not concerned how to create environments for people to create, leverage and share knowledge but KM is to capture knowledge kept in the heads of people.

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