Knowledge Management: A Process for Knowledge-Sharing in Educational Environment

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Abstract

Higher learning institutions, in recent years, have been called as a part of the knowledge society. In view of the fact that, in the global market as a highly competitive arena, only those organizations can survive to not only quickly create knowledge, but also to acquire and apply knowledge quickly. This is because such natural activity is the key source for development and sustainable growth. Hence, to increase the main source of knowledge and create knowledge in higher education, the role of knowledge management is considered critical. To this end, in the workplace, knowledge must be updated in organizations continuously to improve performance and achieve and maintaining social assets. To achieve this advantage, higher learning institutions must take into consideration to plan according to the process of knowledge management as an essential component at universities. The study investigated the lecturers' perception of importance of knowledge management in a quantitative research in a public university in Malaysia. This paper aims to review the literature on this research which put emphasis on knowledge-sharing, organizational learning, and knowledge management in the globalization age. To end with, some findings of the research based on literature are demonstrated as a planned vision in higher education.

Keywords: Knowledge Management, Knowledge- sharing, Higher Learning Institutions

Introduction
The issue of managing loads of information, in the information age, must necessarily be considered by researchers. The idea of knowledge management has been provided the main impetus as a consequence of a rapidly changing environment, increase in the knowledge based professions, rapid growth of information technology and pressure from the competition. Furthermore, it is essential to update knowledge for regenerating the transformation of any organizational survival. In these conditions, the sustainability of knowledge through developing individual and organizational knowledge along with creating, acquiring and, using of the knowledge is vital. Brewer and Brewer (2010) have demonstrated that not only organizational knowledge is not sufficient but also, higher education institutions are supposed to apply

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particular approaches to reach their goals, which can be used as means for the organization to access her own and other organizations' knowledge. According to the research and experience, it is suggested that sharing knowledge successfully involves a learning process instead of the simple communication processes. Definitely, to achieve sustainable organizational growth, and assist the process of observing the challenges, higher institutions must put emphasis on analysis of knowledge management and organizational learning through knowledge-sharing.

Literature review

In recent digital and dynamic information age, Knowledge plays vary effective and competitive role. In the same way, organizations require to manage knowledge efficiently to involve in competition (Bakker, Leenders, Gabbay, Kratzer, & Engelen, 2006). Certainly, in organizations, knowledge management search for explaining and elucidating members' responsibilities and abilities. Further, knowledge management has the potential to address existing knowledge, generate new knowledge, and emphasize on effectiveness of knowledge. Indeed, knowledge considered as a dynamic process, and it is noticeably different from the information as a medium for communication or data which is comprised of unstructured, distinct symbols (Thorpe et al., 2003). Additionally, knowledge management directs the organization to promote continuous learning for improvement of performance. Without applying knowledge management in organizations, individual and group are able to do what they desire without concentrating on requiring vision and mission. Therefore, the process of knowledge management in organizations assists groups and individuals to obtain, present, and apply knowledge (Alavi & Leidner, 2014). The typical knowledge management deals with developing the organization, motivating and influencing human capitals to develop, share, and enhance their capability (Mosconi & Roy, 2013).

Besides, in recent decades universities are being encountered with enormous amounts of information and accurate usage of this information is a critical issue. According to Forum (2009), the ideal place for production environment and creating knowledge is higher education institutions; therefore, in higher education the main goal of knowledge management is to achieve the sustainability of the university and in what way to use existing knowledge efficiently. In addition, another essential aim is to generate new knowledge and ability to cope with challenges to support organization survival. To date, the application of knowledge management in higher education institutes is essential necessity to enable universities how to face a challenge and direct them to positive changes (Milam, John H., 2001). Moreover, currently, in universities, social humans and capitals are more proficient, creative, and dynamic, in addition the advances in technology development have a positive influence on the productivity of higher education institutes. Since the experts of knowledge management are planning to develop related skills and strategies to enhance productivity of universities. Hence, the survival of globalization is determined by dealing with change so if human capitals attempt to develop a full learning environment, organizations will survive in a dynamic environment (Sangeeta & Librarian, 2015).

As previously mentioned, knowledge as a main source must be created and managed. In this relevant, continues learning has been considered important to increase and reinforce creativity and the capability to identify new opportunities. Cheng, Ho and Lau (2011) expressed that developing the vision and changing the structure of the organization can be generated by reconsidering the foundation results reflecting in the institutes. To date, Knowledge displays its power merely when it is performed and represented. Information and communication along with human resources and the intellectual capital, and other concepts comprise the knowledge-sharing (Wang & Noe, 2010). In this regards, Skinnarland & Sharp (2011) verified that there is a relationship between organizational learning and knowledge of individual members, sharing knowledge, work experiences. Therefore, knowledge management is regard as process of organizational knowledge that based on the individual's knowledge (King, 2009). As a result, the knowledge management, and generating knowledge complement organizational learning.

Based on Alavi and Leidner's study (2014) organizational learning puts emphasis on continuous learning and educational needs of social capital and also it focuses on informal learning opportunities, group learning, and exchange of opinion among members. Therefore, the outcome of learning and development of knowledge management deals with applying the knowledge. Moreover, based on Sanchez (2009) view to survive several institutions, individual must learn how to apply, learn, and organised the knowledge. Subsequently, the main goal of organizational learning is to increase knowledge and skills efficiently and effectively (Argote, 2013).

Wickramasinghe and Widyaratne (2012) created knowledge management system in their study and highlighted the role of working with team or team working in several organizations, in this regard, previous studies for instance, Gunsel, Siachou, and Acar (2011) have revealed that the absence of continuous and informal learning have significant effect on applying knowledge management. Recent advances in area of knowledge management has resulted in exploiting and realizing the fact that employee's knowledge and constructing a culture where knowledge sharing can be increased (Chang & Lin, 2015). While, majority of intuitions gain the most important of their knowledge from outside sources, however, they are able to enhance and update their knowledge via connecting to other innovative and sharing organizations. In order to examine the sharing of knowledge in a group of faculty members of a higher education institute, some factors like perception, openness, trust, communication channel and collaboration have been recognized and examined by (Yu, Yu-Fang & Yu-Cheh, 2013).

Furthermore, members of university examine and reinforce the application of required innovation and learning in their organizations. Thus, developing an effective program for sharing knowledge can assist institutes to foster innovation internally by encouraging their staff for free flow of ideas, building competencies and development of strategies and vision. At this point, requirements of human capital in the universities can be guaranteed eventually with the

quality of human resources by focusing on the core values and the development of a characteristic style for the institute.

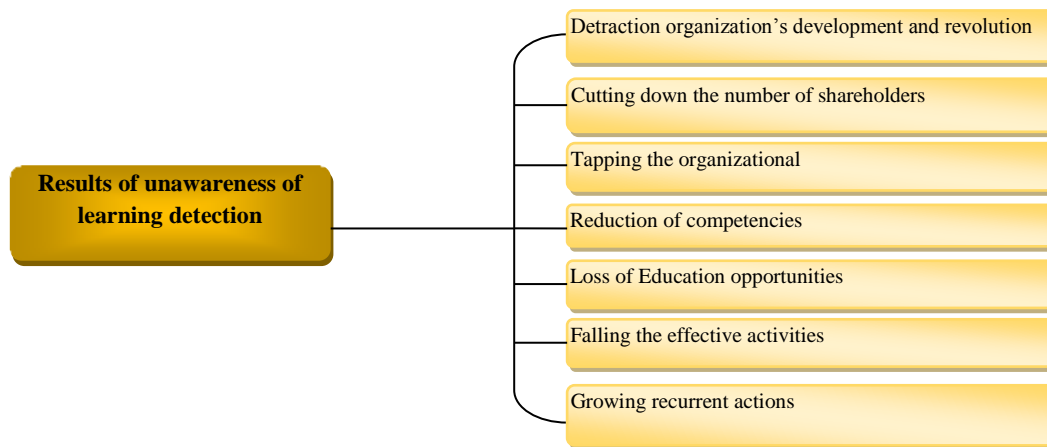Agarwal, Kiran and Verma (2012) pointed some results of unawareness of learning detection are as follows:

Figure 1. Results of unawareness of learning detection

Moreover, based on Jolaee, Nor, Khani and Yusoff's (2014) study, the basis of knowledge-sharing for cooperation and its long-term impacts on enhancing the management of knowledge are as follows:

· Faster make decisions;
· Nearer to the stage of activity;
· Provide more opportunities to innovate;
· Overcome internal and external obstacles;
· Reduce development time and expense;
· Cut costs by removing redundant or unnecessary processes;
· Update jobs process;
· Boost stakeholder associations; and
· Make tasks easier and more pleasurable.

To this point, the staffs of the universities are "knowledge workers" who obtain professional knowledge in a high level. Therefore, these workers are usually autonomous and self-directed and it gives the impression that management of knowledge within the organization is important. Accordingly, the only acknowledged purpose for practicing the knowledge management in an institution is to increase its social capital performance both in terms of quality and quantity for instance:

· To maintain an organization's competitive benefits,

- · To enable the firm to execute more and more proficient;
- · To support more and support better,
- · To produce and keep more, better institution

Therefore, to achieve optimum organizational effectiveness, knowledge is vital and human capitals must take the responsibility to manage the knowledge within the organization. Tan and Md. Noor (2013) mentioned some components which are influenced by applying knowledge management, for instance, communication, discussions, teamwork, publications, trust via face to face meetings, producing a common foundation by means of training, and job rotation. Conversely, productivity might be reduced due to different causes. However, continuous learning is needed to be provided by the organizations to ensure that the required competency is maintained at a certain high level of quality. As a result, knowledge workers are concerned with there are suitable learning opportunities in the organizations or not.

So far, however, it is essential to communicate knowledge and the process of sharing knowledge determines that whether organizational learning or the process of sharing knowledge has occurred or not (Kumaraswamy & Chitale, 2012). Sometimes it happens on both sides. In this regard, academics in the last decade have proved that effective knowledge management is a crucial factor in higher education success (Hameed & Badii, 2012), therefore knowledge sharing is an important area to look into. Therefore, human capital has an important role in higher education such as:
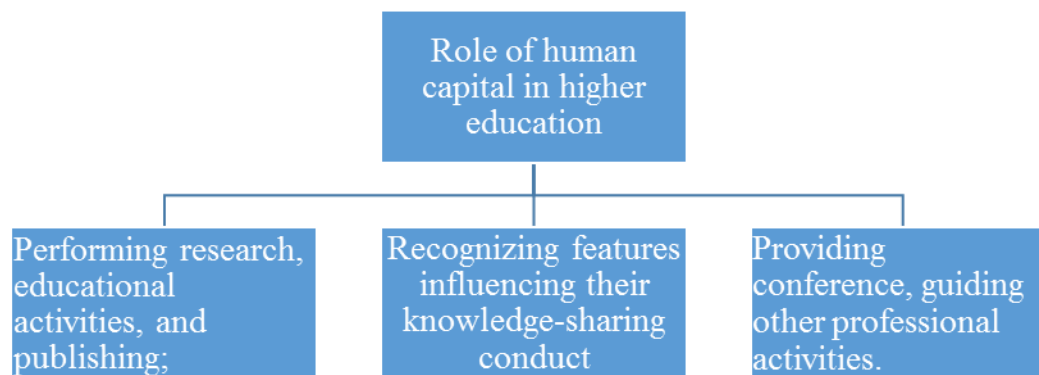

Figure 2. Role of human capital in higher education

Up to now, the issue of sharing existing knowledge and transferring knowledge can be resolved appropriately. Based on Ramayah, Yeap and Ignatius's findings (2013), some essential circumstances must be provided for transforming organizational information. Moreover, previous research highlighted that in higher education institutes, if these circumstances are provided; organisation can distribute and share knowledge within the organizations.

The study by Fong, Chan and Lam (2013) have indicated to some main factors in success of knowledge management in context of educational organizations is the application of all types of formal and informal knowledge and use of technology appropriately in developing and implementing the culture of knowledge sharing. Although, several organizations intend to facilitate knowledge transfer by means of process of discussing knowledge transfer and forming working committees among faculty members. Yang and Maxwell (2011) realized that the existing literature has not paid enough attention to successful key factors, especially factors related to hidden knowledge which contribute to organizational knowledge among faculty members of the university.

Considering all of this evidence, it seems that we should provide effective and efficient services to direct the organizations towards reaching their goals. The researchers aim to suggest several factors namely creativity, innovations, cooperation and mutual interaction to encourage people for sharing knowledge, employing new technologies in order to continue competitive advantages.

Conclusion

Findings revealed that contributing factors such as working in a team, creating a team and problem solving which have substantial influence on organizational learning in higher education institutes, has not got a specific attention. Likewise, if the organization fails to implement the guidelines, it will result in lack of knowledge management and cooperation among members of the organization. In the best position, these are the employees who keep the valuable knowledge inside themselves and it is crucial for any organization to create new knowledge and so its problems.

The results shown that the societies using information technologies, because of surviving in globalization, have increasingly changed with emerging technologies. In this regard, societies must take into consideration to update information. In consequence, those institutions with higher level adaptability to new technology development will achieve more success in competitive environment.

Overall, this study strengthens the idea that knowledge sharing and organizational learning both are very attractive concepts and they provide opportunities that should not be missed. Therefore, it seems that, knowledge sharing works like an engine which transforms knowledge into different values. Accordingly, the current study found that any evaluations of higher education's knowledge-sharing efforts need to:

·   Simplifying the transfer of the knowledge;
·   Forming and managing appropriate employee structures; and
·   Incorporate assessments of its purpose of natural processes linked to understanding the form of the knowledge.

Based on the previous discussions and findings, if organization fails to create group and team working among social capitals, higher education institutes will lead to have unfavorable environment and learning opportunities, development and innovation, competencies, number of stakeholders, commitment, will be gradually decreased.

Finally, this study has found that as far as knowledge-sharing is still concerned in Malaysia so there is a need for national knowledge management in order to create and use the knowledge of human capital by considering following principles:

·   Knowledge management is concerned with how to collect the knowledge which is stored in the minds rather than creating environments for knowledge creation, its leverage or even sharing;
·   Knowledge management makes sure that information is sent to everybody;
·   Knowledge management and learning are similar things; and
·   Knowledge management comprises of a series of procedures to be implemented.

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