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Exploring Intellectual Capital

The Impact of Knowledge Management on Organizational Learning (An Empirical Study on the Education Sector in Damascus City)

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Abstract
The increasing intensity of competition among organizations in this century, has led organizations are always looking for ways to gain competitive advantage and win the competition requirements. knowledge management and Organizational learning tools to gain competitive advantage for different organizations are considered. The present study aimed to investigate the Impact of Knowledge Management on Organizational Learning in the public and private universities in Damascus. The sample consisted of 383 workers at the universities' Administrative and Academic system and two scales were used in this study; (Gold et al., 2001) scale to measure the Knowledge Management and (Jerez-Gomez et al, 2005) scale to measure the Organizational Learning. The study found significant impact of all Knowledge Management dimensions on Organizational Learning. The study also found no significant differences in the extent of Knowledge Management and Organizational Learning between both universities.
Keywords: Knowledge Management, Higher Education, Damascus, Organizational learning

1. Introduction

Today, more than ever, organizations are faced with different problems. Among the organizations that have benefited from the opportunities and threats to win profit organizations are successful. Developments in recent decades and increased competition, the lack of certainty surrounding the dynamics of an organization to the flexibility, speed and innovation to meet the needs of the market is still in the competition to remain behind. On the role of knowledge management in organizations is more than ever before (Hitt & Ireland, 2005).

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One example of the problems faced by organizations, especially universities lack access to technology and information systems, information system is a major factor for the acquisition and transfer of knowledge. An organization to transcend from other organizations must develop their human resources and to increase the amount of information and knowledge available. Staff and knowledge that is available, a valuable resource for the organization. Knowledge and know how, strategic resource that must be managed and developed. Hence, organizational learning and knowledge creation over the last few years have been. (Hornstein, 2006; Otala, 2000; Paajanen & Kantola, 2008). Feature is new organizations accumulation of too much knowledge, so that the increased volume of information in organizations and the need for its use in corporate decisions over the past two decades has led to the emergence of a phenomenon known as knowledge management. It is necessary to plan, organize, lead and monitor enterprise knowledge and process management with emphasis on efficiency and effectiveness of the right of access to it (Marr & SchiumaNeely, 2002). Utilizing the benefits of organizational learning and knowledge management in solving organizational problems is the following: greater productivity of human capital, provide value-added goods and services, increase customer satisfaction, prevent errors, reduce duplication, saving time, and stimulate creativity and innovation, creating a close relationship with customers. Although the origin of knowledge management, economics and trade, is aimed at increasing income, looking role in the success of the business and nonprofit organizations, other organizations have libraries of knowledge management to achieve different goals. Because the overall goal of increasing the efficiency and sustainability of the organization's knowledge management. Whether the business organization, whether state, a country or even an individual (Sarrafzadeh, 2005). To conduct research at universities is that learning and knowledge management is not just limited to students, faculty and staff in the event of all are to enhance their knowledge and skills. in this regard, the importance of this research is to develop a model to analyze the relationship between knowledge management and organizational learning between the workers at the universities' Administrative and Academic system in the public and private universities in Damascus.

1.1 The Concepts of the study
1.1.1 Knowledge Management

In this intellectual age, knowledge has become a central force behind the success of firms. However, ineffectiveness managing the knowledge makes it invaluable to organizations. There has never been a unified single definition of knowledge for organizations (Yu, 2010). Nonaka (1994) and Polanyi (1962) believe that two types of knowledge exist, namely; explicit knowledge and tacit knowledge. Knowledge management was introduced more than two decades ago to help companies create, share, and use knowledge more systematically.

Knowledge management can be defined as the identification, optimization and active management of intellectual assets to create value, increase productivity, and gain and sustain competitive advantage (Webb, 1998). It also can be defined as the process of identifying/creating, assimilating, and applying organizational knowledge to exploit new

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opportunities and enhance organizational performance (Yang, 2011). KM comprises of a range of practices used in an organization to identify, create, represent, distribute and enable adoption of insights and experiences. Gold et al. (2001) define knowledge management process as a structured coordination for managing knowledge effectively. There is no universal accepted on the process of knowledge management. Prior researchers have identified many key aspects of knowledge management process in their study (See Table 1). Within the context of universities, the knowledge management process starts with recognizing and identifying the knowledge to be captured, followed by examining the tools (techniques and technologies) for acquiring the knowledge, captured knowledge is subsequently filtered, refined, analyzed, stored and shared the knowledge (Hari et al., 2005). Based on previous studies, this study refers to knowledge management as a process of knowledge acquisition, knowledge conversion and knowledge application. These three processes were adopted from studies done by Gold et al. (2001). These dimensions are chosen because the processes comprise the minimum set of knowledge management activities (Gold et al., 2001) and have been adopted in subsequent studies.

Authors	Knowledge Management Processes	Number of Processes
Alavi and Leidner. (2001)	Creation, storage, transfer, and application	4
Gold et al. (2001)	Knowledge acquisition, knowledge conversion and knowledge application	3
Bhatt (2001)	Knowledge management is a process of knowledge creation, validation, presentation, distribution, and application	5
Chua et al. (2006)	Data collection, knowledge distillation and knowledge dissemination.	3
Chin Loy et al. (2007)	Knowledge creation, knowledge capture, knowledge organization, knowledge storage, knowledge dissemination and knowledge	6
Chen & Mohamed (2008)	Responsiveness to knowledge within the business environment, knowledge acquisition, knowledge dissemination and knowledge utilization	4
Fong & Choi (2009)	Knowledge acquisition, knowledge creation, knowledge storage, knowledge distribution, knowledge use and knowledge maintaining	6

Zack et al. (2009)	The ability to locate and share existing knowledge; ability to experiment and create new knowledge; culture that encourage knowledge creation and sharing; and regard for the strategic value	4
Liao & Wu (2009)	Knowledge acquisition, knowledge conversion and knowledge application	3
Omerzel (2010)	Acquisition, storage, transfer, use of knowledge and the measurement of the effects of KM	5
Valaei and Abdul Aziz (2011)	Knowledge acquisition, knowledge conversion, knowledge application and knowledge protection	4

Table 1.
Knowledge management process activities

The KM scale developed by Gold et al. (2001) is used to undertake the study. The scale is multidimensional, suggesting three subscales, that is, Knowledge Acquisition, Knowledge Conversion and Knowledge Application as follows:

• **Knowledge Acquisition**:
Knowledge Acquisition is defined as the process to seek and acquire new knowledge, create new knowledge out of existing knowledge through collaboration between individuals and business partners.

• **Knowledge Conversion**:
Knowledge Conversion is defined as the ability to make knowledge useful.

• **Knowledge Application**:
Knowledge Application is defined as the process oriented towards the use of knowledge.

1.1.2 Organizational Learning Factors:

Miller (1996) defined OL as acquisition of new knowledge by employees who are able and willing to apply that knowledge in making decisions or influencing others in the organization. Sanchez (2005) defined that organization learning can be said to occur when there is a change in the content, conditionality, or degree of the belief shared by individuals who jointly act on those beliefs within an organization. Jerez-Gómez et al. (2005) defined OL as the activities which organizations do in transformation of learning capability including individuals and competitors. It is considered to be of four dimensions management commitment, system perspective, openness and experimentation and knowledge transfer and integration. Facing the current uncertain environment, business must keep learning to maintain its competitiveness. According to Garratt (1990), the organizational learning is the application of organizational

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development and learning, therefore, it is necessary for the organization to develop it's personal and group learning abilities. Moreover, OL is considered as a dynamic process based on knowledge, implying moving along the different levels of action, from the individual to the group levels, and then to the organizational level and back again (Huber, 1991).

Khanderkar and Sharma (2005) found that work-based learning strategies involving people can help in developing strategic capabilities for sustainable competitive advantage. Sanchez (2005) introduced a general model of OL—the five learning cycles model- to represent how individuals, groups and the overall organization are linked in an OL process.

Prior studies (Goh and Richards, 1997; Hult and Ferrell, 1997, Jerez-Go´mez et al., 2005) proposed differences dimensions to measure organization learning capability in the firm. Organization learning can be measured in terms of top management towards learning, a shared vision, open-mindedness towards change and intra-organizational sharing of knowledge (Sinkula et al., 1997). Hult and Ferrell (1997) suggested four variables to measure organizational learning including: team orientation, systems orientation, learning orientation, and memory orientation. More recently, Jerez-Gomez et al. (2005) established a measurement scale of organizational learning namely managerial commitment, systems perspective, openness and experimentation, and knowledge transfer and integration that supported by the results of validation study covering a sample of 111 Spanish firms from chemical industry. Chiva et al. (2010) develops a five dimensional model for measuring organizational learning capability including: experiment, ability to take risk, interaction with environment, dialogue and participatory decision making. This paper uses Jerez-Gomez et al.'s measurement scale as dimensions to measure organization learning capability in Damascus Universities. The Jerez Gomez et al.'s measurement scale was tested and adopted in subsequent studies and found to be valid and reliable (Panayides, 2007, Liao and Wu, 2009). Jerez-Gomez et al.'s measurement scale aims to determine the organizational propensity to learn or determine the organizational learning capability. This model is based on four dimensions of organizational learning as follows;

• Management Commitment.

First dimension is managerial commitment that refers to the production of knowledge and organizational culture as an underlying activity, Because of the key to gain long-term outcomes in organization is organizational learning. Management should ensure that the concept is understood by staff and providing the basis for removal beliefs that are destructive to provide organizational learning (García-Morales, Lloréns-Montes, & Verdú-Jover, 2007). So Management Commitment is to recognize the relevance of learning and to develop a culture that promotes the acquisition, creation and transfer of knowledge as fundamental values (Emden et al., 2005).

• System Perspective.

Second dimension refers to have a clear system perspective for all staff toward organizational objectives which are expressed as the key to the development of organizational goals. The organization should be considered as a system composed of different sectors to work

collaboratively together. Organizational attitude as a system implicitly caused to identify the communication in organization that leads to development of a shared mental model, Because of organizational learning uses knowledge, understanding and common principles (García-Morales et al., 2007). Usually, new ideas in intra-organizational and extra- organizational are given in the open environment. This dimension is necessary aspect for creative learning. So System Perspective entails bringing the organization's members together around a common identity (Emden et al., 2005).

• **Openness and Experimentation.**

The ability of creativity, learning from the mistakes of others and support of controlled risks are enhanced by creating experimenting culture that refers to the importance of third dimension of organizational learning that is openness and experimentation (Nikbakht, Siadat, Hoveida, & Moghadam, 2010). Openness and Experimentation is a climate that welcomes the arrival of new ideas and point of view, both internal and external, allowing individual knowledge to be constantly renewed, widened and improved (Emden et al., 2005).

• **Knowledge Transfer and Integration.**

Fourth and the last and most important aspect are the knowledge transfer and integration. Knowledge management is the process of creating, recording, refining, distribution and use of knowledge. These five factors of knowledge management in an organization provide the basis for training, re-training and feedback (Nasr Esfehani, 2007). Knowledge Transfer and Integration refers to two closely linked processes, which occur simultaneously, rather than successively internal transfer and integration of knowledge (Emden et al., 2005).

2. Literature Review

Knowledge management is a cyclical model that begins with the arrival of new knowledge and use of organizational process ends. Despite the fact that knowledge management and organizational learning in an organizational context is very important. Few studies have focused on these two factors (knowledge management and organizational learning) how they are connected. Some writers, such as Gandhi, knowledge management aims to create a learning organization are: "The purpose of knowledge management is to create a learning organization by creating and sharing information flow between the reservoirs created by the various individuals and connecting them to each other" (Sobhaninejad,2005). If an organization has a strong motivation to learn the structure and process of creating a harmonious and complementary efforts to achieve and the composition of, in addition to move to the organization's (Sobhaninejad, 2005) One of the new concepts of knowledge management and knowledge management for the success of today's organizations is seen as one of the critical resources.(belinger&smit,2006) One of the foundations of knowledge management and organizational learning in organizations is introduced.(benet&benet,2003). A learning organization is an organization that creates study and become proficient knowledge and homogenized behavior of a new knowledge can be derived from either inside or outside the organization. But as long as the changes do not result in the kind of performance improvement

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and organizational learning, and consequently it is not. That is why we need organizational learning, knowledge management, knowledge management learning organization concepts are closely related to each other and support each other bilaterally, but they are not. The result will be a learning organization, knowledge management, management, and ensure that the right environment for the production and management of knowledge to properly create a permanent capital (norouzian, 2005). Knowledge management through the creation of a knowledge network consisting of top and middle managers and executives and employees and dissemination of knowledge in the organizational structure and culture, organizational learning and improved outcomes such as agility organizations also bring (Karnier, 2001).

Hossein Gholizdeh et al (2004) concluded that the integration of research in the field of knowledge management at the University of directors is the highest and most administrators at the university, students in order to promote, development and the tacit re- framework Classification, apply and internalize it. Yaghoobi et al (2008), the research concluded that the employees' organizational learning and knowledge management is poor. Hospital managers should study plans for learning and knowledge creation, dissemination and transfer it in the organization, as well. (salinz and jones2007) In a study titled "Knowledge Management in educational organizations," says this knowledge through new information and communication technologies throughout the university appears to be available to faculty and colleagues they can with the knowledge and expertise familiar and learn the skills and expertise of others. The explicit knowledge of faculty members in addition to protecting property owners that are available to everyone, and enjoy the benefits of being a person, group, or organization. Patricia (2008) research concluded that continuous quality improvement decisions are dependent on organizational knowledge and through knowledge management can create value to the organization's efficiency by reducing duplication, a high-win. Mc cartthy (2006) research concluded that teaching and learning can be made by using knowledge management, enhance and sustain learning loops in all organizational processes, to determine the effectiveness of management, are necessary. Jason and Shelfer (2007) concluded that research, community-building, experience sharing process, the outcome known, subjective knowledge creation and development of shared mental models and skills, is. The result of the research Cross (2000) is based on an improvement of organizational learning, creating extensive databases for knowledge storage and preparation instructions on what knowledge the organization needs to learn, obtain and collect will be. Believe Bauman (2005), self-knowledge, a vital component for organizational learning will be considered. Thus, the capacity for knowledge acquisition is a key capability through organizational learning process, are grown.

3. Research Hypothesis

Given the aforementioned conceptual arguments and empirical evidence, we hypothesize that knowledge management has an impact on organizational learning at public and private universities in Damascus. Thus, to sum up and integrate the arguments based on theory and research, we propose the following hypotheses as follows:

Hypothesis 1: there is an impact of knowledge management on organizational learning at public and private universities in Damascus.

Hypothesis 2: there is a difference in the extent of knowledge management between public and private universities in Damascus.

Hypothesis 3: there is a difference in the extent of organizational learning between public and private universities in Damascus.
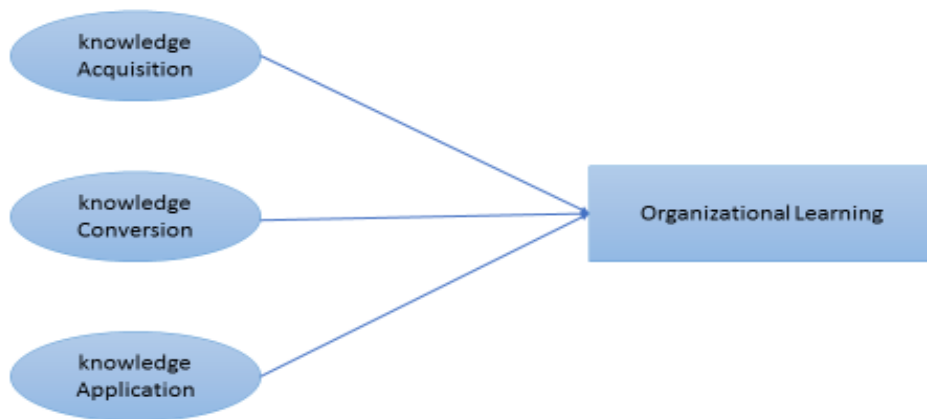
4. Conceptual Framework

Figure 1
Hypothesized model of the Effect of Independent Variables on Dependent Variable.

5. Research Method

5.1 Sample

Data for the study of the impact of knowledge management on organizational learning ratings were collected from 383 employees in public and private universities in Damascus city. The response rate was 85%. Of the respondents, 55.1% were Female and 44.9% were Male. In addition, 29.8% of the respondents were younger than 30 years, 42.6% were between 30 and 45 years, 27.7% were older than 45 years. Also, 29.2% had worked in the universities for less than 5 years, 21.1% between 5 and 10 years of Experience, 15.1% had worked in the universities between 10 and 15 years of Experience and 34.5% had worked More than 15 years. The demographic data of the sample used in analysis is shown in Table 2.

5.2 Measures

The main aim of the study is to investigate the impact of knowledge management on organizational learning at Damascus public and private universities. Therefore, the study adopts the quantitative research paradigm which has the power to predict causal relationships (Mack et al., 2005), and to statistically generalize findings to the whole population (Sarantakos, 2004).

In order to collect data, a questionnaire survey method was employed (Stangor, 2011). To identify the knowledge management at public and private universities in Damascus, which is the independent variable, The KM scale which is developed earlier by (Gold et al., 2001), was used and it is containing 21 items in three dimensions: Knowledge acquisition (8 questions), Knowledge conversion (6 questions) and Knowledge application (7 questions). The scale of the frequency of occurrence ranges from 1= not at all, to 5 = frequently. On the other hand, the dependent variable in this study is organizational learning. This variable was measured using a scale developed by Jerez-Gomez et al. (2005) containing 16 items in four dimensions: managerial commitment (5 questions), system perspective (3 questions), openness and experimentation (4 questions), knowledge transfer and integration (4 questions). The scale of the frequency of occurrence ranges from 1= not at all, to 5= frequently.

Demographics	n		%	
	Public Universities	**Private Universities**	**Public Universities**	**Private Universities**
Gender				
Male	106	66	61.6%	38.4%
Female	141	70	66.8%	33.2%
Age				
30 and less	53	61	46.5%	53.5%
31-45	114	49	69.9%	30.1%
45 and more	80	24	76.9%	23.1%
Education				
Secondary and less	53	27	66.3%	33.8%
Bachelor	53	64	45.3%	54.7%
Master degree	63	23	73.3%	26.7%
Ph.D. degree	78	22	78%	22%
Years of working				
5 and less	58	54	51.8%	48.2%
6-10	49	32	60.5%	39.5%

11-15	38	20	65.5%	34.5%
16 and more	102	30	77.3%	22.7%
Nature of work				
Academic	101	14	87.8%	12.2%
Administrative	109	92	54.2%	45.8%
Academic & Administrative	37	30	55.2%	44.8%

Table 2.
Demographic data

The questionnaire was translated into Arabic, and then peer reviewed by four Damascus academics to test whether the item statements were understandable and not ambiguous. To verify reliability, the questionnaire was pre-tested (Creswell, 2012) on 21 members of different managerial & academic staff at public and private universities on the basis of simple random sample. The data were coded and entered into SPSS 23 for the purpose of analysis. Blank answers were not included in the calculation. All of the scales' dimensions had a score of Cronbach's α that is > 0.6. Accordingly, the questionnaire was then ready for final distribution. To be able to investigate the differences between public and private sectors, stratified random sampling, which has the power to develop separate conclusions about each stratum (sector) and to study the differences between them (Sekaran, 2006; Moore and Notz, 2009), was employed in the study.

6- Study Results
Responding to the study Hypothesis number 1, which investigates the impact of knowledge management on organizational learning, multiple regression analyses were conducted. The study model results are shown in Figure 2.
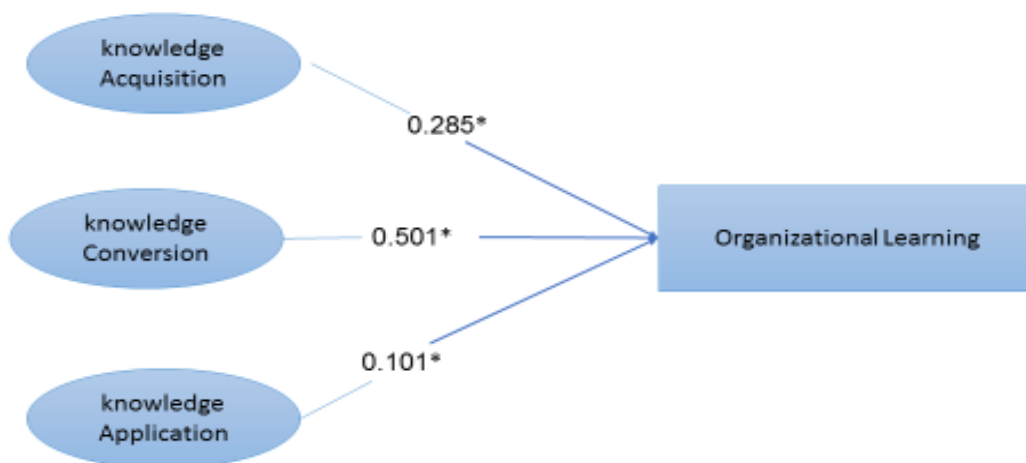
Figure 2
The study model results

The results showed a significant impact of knowledge acquisition dimension on organizational learning (p-value = 0.00 < 0.05), with a β weight of 0.285. The results showed also a significant impact of knowledge Conversation dimension on organizational learning (p-value = 0.00 < 0.05), with a higher value of β weight 0.501 than it of knowledge acquisition dimension. Finally, the results showed a significant impact of knowledge Application dimension on organizational learning (p-value = 0.00 < 0.05), with a lower value of β weight 0.101 than it of both knowledge acquisition & knowledge Conversation dimensions (see Table 3), so Hypothesis 1 is fully supported.

Knowledge Management	Dimension	Probability	β
	Knowledge Acquisition	0.00*	0.285*
	Knowledge Conversation	0.00*	0.501*
	knowledge Application	0.00*	0.101*
Note: *Significant at 0.05			

Table 3.
The impact of knowledge management on organizational learning

Responding to the study Hypothesis number 2, whether there is a difference in the extent of Knowledge Management between public and private universities in Damascus is identified, an

independent samples t-test were conducted to compare the two sectors in terms of Knowledge Management. The results showed that the mean of Knowledge Management of the private sector was greater than its counterpart in the public sector. The difference between the two means was not statistically significant as assessed by the independent samples t-test (p-value =0.61 > 0.05). Hence, there is no significant difference in Knowledge Management practice between public and private universities in Damascus, so Hypothesis 2 isn't supported. Results of comparisons are presented in Table 4.

Knowledge Management	Groups	n	Mean	SD	t-value	Probability
	Public sector	247	3.01	0.74	-4.54	0.61
	Private sector	136	3.41	0.94		
Note: Significance level is 0.05 (two-tailed)						

Table 4.
Comparison of means of Knowledge Management between public and private sector

The last study Hypothesis number 3, whether there is a difference in the extent of organizational learning between public and private universities in Damascus. An independent samples t-test was conducted to compare the two sectors in terms of organizational learning. The mean of organizational learning of private sector was greater than its counterpart in public sector. However, the difference between the two means was not statistically significant as assessed by the independent samples t-test (p-value= 0.97 > 0.05). Hence, there is no significant difference in organizational learning between public and private universities in Damascus, so Hypothesis 3 isn't supported. Results of comparison are shown in Table 5.

Organizational Learning	Groups	n	Mean	SD	t-value	Probability
	Public sector	247	2.96	0.68	0.03	0.97
	Private sector	136	3.31	0.84		
Note: Significance level is 0.05 (two-tailed)						

Table 5.
Comparison of means of organizational learning between public and private sector

7. Discussions / Conclusions

Knowledge is not only an important resource for an organization, but it also serves as a fundamental source of competitive advantages (Gold, Malhotra, & Segars, 2001; Jaworski & Kohli, 1993). Knowledge Management has been universally recognized as a good mechanism

that should be implemented in the organization both by academic and practitioner communities. Empirically, Liao and Wu (2009) found that the implementation of knowledge management can offer more impacts to the organization innovation when organization considered organizational learning in their strategic plan.

OL is considered as a dynamic process based on knowledge, implying moving along the different levels of action, from the individual to the group levels, and then to the organizational level and back again (Huber, 1991). OL has been regarded as one of the strategic means of archiving long-term organizational success (Senge, 1990). Therefore, the analysis of OL has become an increasingly important area recently. Various works have dealt with the analysis of this construct from differing viewpoints. Garratt (1990) argued that in order to satisfy consumers' capricious demands, organization should develop personal or group learning abilities. In order to develop learning abilities, organization should complete well KM process.

knowledge management and Organization learning (OL) are seen as mixed together and there are some confusing among managers on the concept of knowledge management and organizational learning (Liao and Wu, 2009). There is a similarity between knowledge management and organizational learning, where both concepts are dealt with knowledge. Literature suggests that knowledge management is a mechanism to manage knowledge, while OL is concerned with developing knowledge related to the relationships among actions, consequences and the environment (Duncan and Weiss, 1979). In other words, the goal of OL is knowledge development. Snyder (1996) suggested that there are recognizable patterns in the interrelationships between organization knowledge and organization learning activities. Progression from KM to learning culture is dependent on successful initiation of KM strategy and an organization can shift to learning model in the expansion stage of KM (Chinowsky and Carrillo, 2007). Without KM, one organization cannot develop personal or group learning abilities (Garratt, 1990; Su et al., 2004). Jerez-Gómez et al. (2005) also argue that knowledge and, more specifically, its acquisition or creation, along with its dissemination and integration within the organizations; become a key strategic resource to OL. OL is seen as a dynamic process based on knowledge, which implies moving among the different levels of action, going from the individual to the group level and then to the organizational level and back again (Huber, 1991). Dimitriades (2005) argued that effective learning requires developing a strategic learning capability by linking KM and OL in and among organizations.

The above results reveal that there is a significant impact of Knowledge Management on organizational learning. This result is in concurrence with the general pattern found in previous studies (e.g. Believe Bauman., 2005; Jerez-Gomez et al., 2005; Mc cartthy, 2006; W. Ke & K. K. Wei, 2006; Liao & Wu, 2009), which demonstrated a positive relationship between Knowledge Management and organizational learning.

The study also reveals that there are no significant differences in the extent of Knowledge Management between public and private universities in Damascus. This result Consistent with (Liao and Wu, 2009). This may be because of several possible reasons. First, Gill (2009) and Rosenau and Linder (2003) claimed that the convergence of circumstances at both sectors results in convergence in Knowledge Management practices. In addition to this reason, the majority of leaders at the Damascus private sector are those who previously worked at the

public sector; thus, the same Knowledge Management practices were probably introduced to the private sector.

Finally, the study reveals that there is no significant difference in the extent of organizational learning between public and private universities in Damascus. This result Consistent with (Khalifa and Ayoubi, 2014) and is in contrast to a study conducted by Patnaik et al. (2013), which found a higher extent of organizational learning in private higher education institutions compared to the public ones. The result may be due to a kind of social desirability (Cook and Campbell, 1979; Lee and Sargeant, 2011), which is the inclination of respondents to answer the same normative expected answers. It could also be explained by the previous result, which shows no significant differences in leadership styles between public and private universities. Hence, leaders engage learning in their universities to a convergent extent. Finally, both sectors have the same external environment, which is one of the forces that affect organizational learning (Lam and Pang, 2003; Jansen et al., 2009).

The contributions of the study could be of high importance. On one hand, although the association of Knowledge Management and organizational learning has been discussed by leading scholars, it is still largely a theoretical argument. Empirical studies that have investigated the association show contradiction in findings and barely exist in the Arab world. In this vein, this study can advance the existing body of knowledge about the association. On the other hand, research on organizational learning is directed mainly toward business and industrial organizations, but not educational ones. Nonetheless, the studies focused on higher education are still very few (Patnaik et al., 2013), which gives an additional value to this study. The author suggests directions for future research to investigate contextual factors shaping the relationship between Knowledge Management and organizational learning, e.g. university size and university age.

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