



## Role of knowledge creation, sharing and transfer towards institutional learning in Punjab, Pakistan

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### Abstract

The purpose of this study is to improve the quality of education, research and its contribution towards the development of institutions in Pakistan. The population in this study was public universities recognized by higher education commission Pakistan. The unit of analysis was vice chancellor, deans, heads of department and lecturers. A purposive sampling technique was used to fill the close-ended questionnaires. The collected responses analysed by implementing, Pearson correlation and multiple linear regression models. The result showed that knowledge creation, knowledge sharing and knowledge transfer has significant positive correlation and positive impact on the institutional learning in public universities of Pakistan. There is need to establish and promote knowledge creation, sharing, and transferring culture in universities by the policymakers and management of universities. Constructive arrangements to promulgate the knowledge culture can play its role in upgrading the quality of education, research, and solidarity. The previous research does not show statistical analysis of knowledge creation, sharing, and transferring collectively to estimate its effect on institutional learning in the perspective of public universities in Pakistan.

**Keywords:** knowledge creation, knowledge sharing, knowledge transfer, institutional learning

### 1. Introduction

Knowledge-based societies are growing rapidly in present era of the twenty-first century. knowledge is an important driving force for creating economics of ideas to improve the betterment of societies. Importance of knowledge management practices has been recognized in developing country like Pakistan, but unfortunately, adequate attention is not being provided (Abass, Hayat, Shahzad, & Riaz, 2011) <sup>[1]</sup>. (Adhikari, 2010; Brown & Duguid, 2000) <sup>[2, 9]</sup> revealed that dynamics of advanced educational institutions are altering significantly into profit earning identities due to the rivalry. The World Bank has lately tested the conventional Pakistani educational system, which requires a lot of investment particularly at the graduate and postgraduate level (Mundial, 2003) <sup>[18]</sup>. The World Bank stated that knowledge-based economies contribute to improving the social and economic system gradually, increases knowledge and special skills; be socially responsive; engage adequately in knowledge creation and an advanced educational system; and produce top quality graduates (Asmal & Kahn, 2000) <sup>[7]</sup>.

The nature of knowledge management implementation is multifaceted, and research indicates that 84 percent business ventures fail to implement it, (BenMoussa, 2009) <sup>[8]</sup> so, managers are reluctant to implement knowledge management practices (Saeed, Tayyab, Anis-Ul-Haque, Ahmad, & Chaudhry, 2010) <sup>[20]</sup> in their respective organizations in Pakistan.

The institutions under surveillance of higher education commission are creating, disseminating and learning knowledge but their contribution towards literature is meagre (Hussein, Mohamad, Noordin, & Ishak, 2014) <sup>[13]</sup>. Kulpa-

Puczyńska (2012) <sup>[15]</sup> emphasized that higher education commission should contribute to producing scientific knowledge despite reproducing the existing one. The universities under surveillance of higher education commission should be perceived as “cradles of innovative knowledge” to promulgate the process of knowledge management (Cheng & Chen, 2008) <sup>[10]</sup>. Hussein *et al.* (2014) <sup>[13]</sup> highlighted that academic excellence could be achieved by transforming the higher education’s public institution into learning organizations. Learning organization look for approaches to catch learned concepts to function continuously (Alipour, Idris, & Karimi, 2011) <sup>[4]</sup>. Kassim and Nor (2007) <sup>[14]</sup> proposed that an essential segment of building a learning organization is group learning.

Akbar (2003) <sup>[3]</sup> highlighted that association between the knowledge creation and individual’s learning is linked with knowledge level which arises creativity and knowledge-making practices. So, knowledge creation turns the individual’s learning as renewable asset despite expendable. Goh (2002) <sup>[12]</sup> Uncovered that organization should be aware of specific qualities and sources of disseminated knowledge so that, benefits of knowledge transfer could be achieved.

Mitton, Adair, McKenzie, Patten, and Perry (2007) <sup>[17]</sup> revealed that relationships between knowledge transfer and institutional learning are plainly critical, as is a quality connection with a couple of people, instead of a mass torrent of information to numerous. Alexandre Ardichvili (2008) <sup>[5]</sup> revealed that, institutions should promote trust based norms so that, employees consider knowledge sharing as their moral obligation and organization trust them as loyal and competent. So, knowledge sharing standards and communication norms

minimize the anxiety which can arise in case of security rules violation. Alexander Ardichvili, Page, and Wentling (2003) [6] highlighted that knowledge streams effectively in any organization when its employees consider knowledge as public property.

Purpose of this study was to promulgate the knowledge sharing, knowledge creation and knowledge transfer culture so that, institutional learning could be improved and students could play their part for the betterment of their personal and social life in Pakistan.

## 2. Methodology

The population of this study consisted of 19 public universities of Punjab. A non-probability purposive sampling technique was used to fill the close-ended questionnaires from vice-chancellor, dean, head of the department, registrar,

assistant professors, associate professors and professors of each university. The sample size of the study was 187 which was finalized after scrutinizing the filled questionnaires. The reliability of questionnaire’s variables was analyzed through Cronbach’s Alphas value which was above 0.07. A five Likert scale ranging from Strongly Disagree to Strongly Agree implemented in the questionnaire to collect the responses.

## 3. Results

A total number of participants were 310, 215 (70%) were male, and 95 (30%) were female. Approximately, 5 (2%) were diploma holders, 35 (11%) was a graduate, 60 (20%) were master’s degree holder, 110 (35%) were qualified up to M.Phil, and 100 (32%) were PhDs. A bivariate correlation and multiple linear regression models were implemented to analyse the primary data.

**Table 1:** Correlation

Correlation	Knowledge Creation	Knowledge Sharing	Knowledge Transfer	Institutional Learning
Knowledge Creation	1			
Knowledge Transfer	0.407	1		
Knowledge Sharing	0.567	0.631	1	
Institutional Learning	0.721	0.609	0.635	1

\*Significance at 0.05 level of Significance \* Author’s Own Calculation

The results of the table above describe a strong positive correlation between knowledge creation, knowledge transfer, knowledge sharing with institutional learning in Government universities.

**Table 2:** Multiple Linear Regression

Independent Variable	Beta	T-Value	Sig.
Constant	0.735	4.542	0.000
Knowledge Creation	0.510	9.627	0.000
Knowledge Transfer	0.305	5.419	0.000
Knowledge Sharing	0.154	2.461	0.015
R	0.807	R-Square	0.651
F-Value	114.574		

\*Significance at 0.05 level of Significance. \* Author’s Own Calculation

The results of the table show that knowledge creation, knowledge transfer, and knowledge sharing increase the institutional learning 65.1 percent among the university students. The knowledge creation ( $K.C: b=0.510, T(187) = 9.627$  and  $P= 0.000$ ) has significant positive effect on institutional learning. So, (H<sub>1</sub>1): Knowledge creation has a significant positive association with institutional learning in Public universities in Pakistan is accepted. Wilkinson and Yussof (2005) [21] also highlighted that academic intuitions generating knowledge through research creates knowledge and attain high rating among other institutions. The knowledge transfer ( $K.C: b=0.305, T(187) = 5.419$  and  $P= 0.000$ ) has positive significant association relationship with institutional learning. So, (H<sub>1</sub>2): There is exists significant association between knowledge transfer and institutional learning in public universities is accepted. Mitton *et al.* (2007) [17] revealed that knowledge transfer has a critical association with institutional learning as it bases on the quality of the connection between the peoples as knowledge is restricted up

to numerous peoples instead of mass torrent. The knowledge sharing ( $K.C: b=0.510, T(187) = 9.627$  and  $P= 0.000$ ) has significant positive association with institutional learning. So, (H<sub>1</sub>3): Knowledge sharing contribute its role to promulgate the institutional learning in public universities in Pakistan. Currie and Suhomlinova (2006) [11] highlighted that institutions in which knowledge is shared freely and boundless to limits prosper and their success achievements are difficult to determine.

## 4. Discussion

The results attained by analysis shows that universities which contribute their role to create knowledge through continuous interaction, practices and actions contribute towards the students learning. However, exchange of information, skills, expertise with students and staff and knowledge transferring from one part of the institution to another part for future users enables students to improve their communication, critical thinking, private and social responsibility skills so that they could be successful in their further education, personal lives and career.

## 5. Conclusion

Under the light of results, it is concluded that:

- Implementation of knowledge sharing, creation and transfer culture can improve the institutional learning of students studying in public universities.
- The role of higher education commission of Pakistan for knowledge creation by improving quality of academic research, knowledge sharing by spreading education and knowledge transfer by transferring academic knowledge to our society should be critical.
- There exist no motivation programs in institutions for knowledge creation by utilizing existing knowledge so a mechanism should be devised which share knowledge

systematically for enabling knowledge creation (Mavodza & Ngulube, 2012)<sup>[16]</sup> in Pakistan.

- Professional groups should be provided, autonomy to perform in relative work, knowledge legitimization means and social identification so that they could process knowledge creation (Robertson, Scarbrough, & Swan, 2003)<sup>[19]</sup> in universities of Pakistan as institutional learning influencing the knowledge creation practices significantly.

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