

# Impact of Knowledge Sharing and Transformational Changes in Organizational Learning in Educational Institutes of Under Graduate Program in Mumbai Suburb

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*Abstract*— The purpose of this study is to understand the relationship of knowledge sharing and transformational changes in organizational learning in educational institutes of under graduate program. The impact of knowledge sharing in educational institutes and changes taking place in learning of the facilitators is studied. Chi square test is applied to determine the relationship between knowledge sharing and transformational changes in organizational learning. The study showed significant relationship between the three factors and provides directions for principals' to promote organizational learning.

**Keywords:** organizational learning, organizational performance, transformational changes.

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## I. INTRODUCTION

In education, whether it is public, private, or corporate education, we are primarily concerned with developing of knowledge, skills, attitudes and values of individual. The development of knowledge and skills usually takes place through planned, programmed instruction and is assessed on individual basis. Scheffler (1973) states, "the goal of education should be nothing short of the fullest possible development of the human organism .... Educational theory starts from this.... (Including) goals such as (developing) individuality, imagination, integrity, autonomy and sensitivity." (p.167) Learning is most commonly understood to be a deliberate effort to increase one's knowledge and cognitive ability or to consciously change behaviour. Individuals come into a learning environment, institutional activity takes place, and the knowledge gained is measured through some type of assessment on individual basis. Often learning is conceptualized as a transfer of knowledge from an expert (teacher) to the learner (student). Educators can benefit from developing a pragmatic knowledge of organizational learning and that a measurement instrument can be a catalyst to help us understand how to improve organizational effectiveness through better learning processes and abilities.

## OBJECTIVES OF STUDIES

- To identify the factors affecting learning
- To understand the cognitive changes and how behavioral changes are associated

- To enumerate the relationship between knowledge sharing and transformational changes in organizational learning

## RESEARCH METHODS

- **Data collection:** Data has been collected from a primary source through survey and observation from the educators in under graduate colleges of Mumbai suburb.
- **Tools of data collection:** Questionnaire is used as a tool for collecting the data
- **Sample size:** Research has been conducted by studying 100 samples who are fellow educators in colleges of Mumbai suburb.

## FACTORS THAT ACCELERATE LEARNING

1. Information gathering practices in the internal and external environment of learners
2. Awareness of predominance gaps to motivate learning of individuals
3. Effort spent on measuring key factors that determine outcome based Learning
4. Support for experimentation and research
5. Climate of openness in the organization
6. Continuous Education through skill training and workshops
7. Variety of methods, procedures and systems that allows adaptation in an individual
8. Multiple advocates at all levels to advance new ideas and provide guidance

9. Involved leadership which encourages innovative ideas
10. Interdependence of organizational units which leads to widespread environment
11. Accountability of every stakeholder

**ASSOCIATION OF TRANSFORMATIONAL CHANGES, KNOWLEDGE SHARING AND COGNITION**

The measurement instrument used in this study is called the "Learning Assessment Map". It is one of eighteen assessment instruments described by Van Buren and Lucadamo (1996) in a recent American Society for Training and Development (ASTD) survey of learning organization assessment instruments. The Learning Assessment Map has been developed on the foundation of a decade of research by a group of researchers at the Richard Ivey School of Business at the University of Western Ontario. The instrument has demonstrated strong reliability and validity in terms of measuring perceptions of learning patterns on three levels: individual, group, and organization. It reveals differences in learning at the three levels, flows of information between the levels and differences in learning cognition and behaviour. The researcher has developed a model on finding the relationship between the behavioral changes through Knowledge Sharing and how Cognitive ability is enhanced of an individual.

Some of the questions the instrument helps to answer are:

- How changes take place at different levels of learning in the organization?
- Is the current locus of learning bringing the results we need?
- Individuals' believe about learning facilitated by organizational culture?
- Is new knowledge institutionalized ?
- Are systemic organizational elements seen to be blocking the learning of individuals and groups?
- How can we leverage the resources available to enhance our organizational learning?

The model (Figure:01) show the changing behaviour of an individual in different circumstances of learning, Forced Learning, as shown in the top section of the upper right-hand quadrant, this shows the behavioural change in individual without cognitive change, such as mandatory norms led by the UGC, University or colleges may influence this type of learning where there is a monetary benefit attached to the learning of an individual, but the person engaged in the learning may not really understand or believe in the change. The person or organizational unit that has been

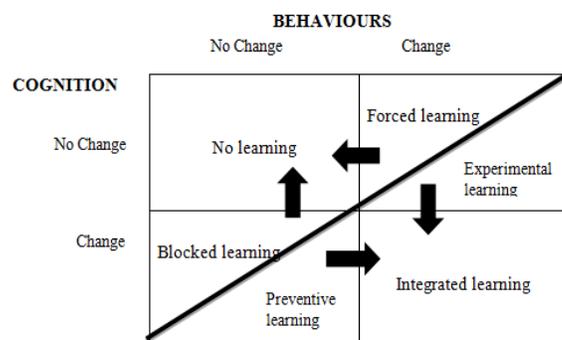
forced to change does not change its own frame of reference to bring into line with the new behaviour.

Behaviour may revert to a previous state when incentives are removed so that the person's behavior is in agreement with beliefs. At a point of time, Forced Learning may be interpreted as relatively permanent learning because it involves a noticeable behaviour change. Experimental Learning is illustrated in the bottom section of the upper right-hand quadrant of the model (Figure:01). A person in this section of the quadrant suspends his or her belief to try a new behaviour. If the person has a positive experience with the new behaviour, there will be a change in the behaviour of an individual and there are chances of increase in the cognition of an individual, Experimental Learning may resolve into Integrated Learning where both cognition and behavior change may take place. However, similar to Forced Learning, a behavior change may or may not lead to change in cognitive associations. The new behaviour may be dropped without any underlying cognitive change - in such instances? Arm and Foil and Lyles would argue that learning has not occurred.

Blocked Learning involves cognitive changes that do not lead to behavior changes, in this case the learner tends to learn new concepts but there is no environment of learning created for him or her. Some conditions exist in the organization that do not allow behavior change.

Blocked Learning is not observable and may not be appreciated in the learner. A person or organizational unit involved in Anticipatory Learning, illustrated in the lower left-hand quadrant, there has been change in cognitive ability and that may result in a change in behaviour or actions and therefore resolve itself into Integrated Learning.

**Figure: 1. Transformational Changes, Knowledge Sharing and Cognition**



**KNOWLEDGE SHARING ACCELERATE TRANSFORMATIONAL CHANGES**

By examining the organizational level construct with results in increase in the knowledge transformation which influence

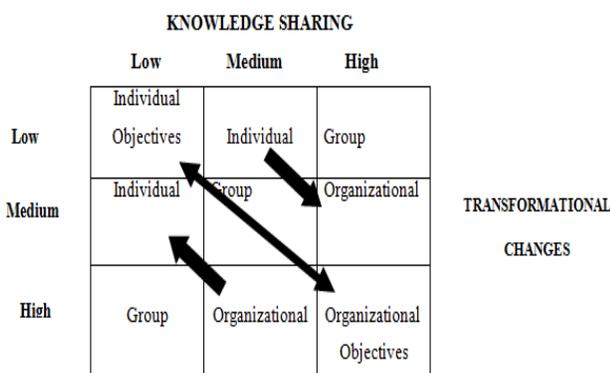
the individual to learn new things there can be motives which can be provided by the organization at different levels for which will 'Empower' individuals and will enable them for attainment of organizational objectives. The following are the motives at different levels.

The organizations may empower individuals and enable them to become innovative and instructive. The below given figure: 02 speak about how various constructs will directly or indirectly move to transformational change in the individual and organization .The cells are divided into two constructs KS and TC which are divided into three scale parameters low, medium and high cells are further distributed into three categorized individuals, groups and organizations

Individual cell: When there is low KS the changes in the TC will be low as the individual feels a sense of pride in what they which create a close of environment for them and generate sense of ego, envy and no learning environment. Further KS at medium level stage gives an individual a feel of accomplishment of duty and work in which they are involved , they also possesses the capacity to change and grow the business, Individual feels a sense of ownership in what they do. Group behavior is high as the individual, an individual is always in to the pressure of the group thus the cognitive ability to learn occurs and they share success of life with team mate, and come along with other team members.

Organizational changes are the trash hold of all final achieved data such as the structure, culture, style, leadership style all these things support the organization in development and achievement of individual as well as organizational objectives. The model is based on the result oriented and objectives achievement strategy.

**Figure 2. Knowledge Sharing Accelerate Transformational Changes**



Feedback mechanism is an essential element in any organization, it allows us to build and maintain effective communication among the employees. The organization provides an insight of where an individual stands, it will not only solve the problems of the organization but will also give a chance to an individual to grow but also allow to excess and identify improvement area.

Feed forward mechanism it is reverse of feedback, it is self-fulfilling prophesy, it turns the causes and effect relationship upside down over here an individual create an environment in the organization and the top management is instructed about the plan or action taken about the tasks given to them this will keep the top authority in touch with what is happening in the organization and can frame future polices.

**KNOWLEDGE SHARING AND TRANSFORMATIONAL CHANGES CAN RAN ORGANIZATIONAL LEARNING**

*Table No 1.mean table of Knowledge Sharing leads to Transformational Changes*

Individual level	Mean score	Group level	Mean score	Organizational level	Mean score
Individual generates new ideas	4.8	Group work in the organization is valuable	3.7	Our physical assets are adequate	5.4
The sources of origin of new ideas are from the organization	3.9	Every one co-operate with us inorder to share information	3.2	We have performance indicators in our work	4.3
Demonstration of	5.3	Point of view of	4.2	Organizational culture	5.3

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high level of competency in work		everyone is encouraged		is characterized as innovation	
Individuals feel confident in their work	5.8	We don't know how to work in the group	5.1	Organizational structure support our directions	4.2
Individuals possess high level of energy at work	4.7	We have too many unproductive meetings	5.8	We have realistic vision	4.8
Individuals look for new and better ways and means to work	3.9	We share our failure with others	3.7	Parenteral leadership style is practiced	4.6
Individuals feel a sense of ownership in what they do	3.8	We work with positive competition	5.7	We are a learning organization	5.1
Individuals have the capacity to change with the organization	4.2	Group conflicts are publicly announced	2.1	Top management impart knowledge to middle and lower level	5.7

**Inferential Statistics:**

To test the hypothesis chi-square test of association was applied. It repossesses at three levels of organizational structure namely Individual, Group and Organisational. The results of chi-square test are tabulated as follows

**Table No.2: Consolidated results of chi-square test**

Constructs	chi - square value	Degree of Freedom	p Value	Significant / not significant	Associated/ not Associated
Individual	28.39	8	0.00008	Significant**	Associated
Group	67.43	8	1.38E-12	Significant**	Associated
Organizational	345.68	8	1.49E-72	Significant**	Associated

Note: \*\* indicate results are significant at 1% level of significance.

**Interpretations:**

From the above table it can be inferred that:

1. Individuals knowledge sharing is significantly associated with and transformational changes which leads to Organizational learning.
2. Group knowledge sharing is significantly associated with and transformational changes which leads to Organizational learning.
3. Organizational culture significantly associated with an individual learning and transformational changes which leads to Organizational learning.

Overall conclusion: From the above data it can be concluded that knowledge sharing is significantly associated with and transformational changes which leads to Organizational learning.

**CONCLUSION**

The purpose of this study was to assess whether educators can benefit from developing apragmatic knowledge of organizational learning and whether a measurement instrument can help us understand how to improve organizational effectiveness through better learning processes

and abilities. The discussion of the impact on learning of leader's beliefs and actions has also provided insight the behaviour /cognition matrix has provided a thought-provoking concept to draw attention to the instructional strategies we use. Educators need to appreciate what the outcomes of varying degrees of cognitive and behaviour change may be and how to achieve "integrated learning ".The findings of the study challenge the mental models of corporate educators who typically believe that individual learning is a planned, observable, programmed activity. Everyday learning behaviours and conditions for learning are often not understood in terms of their significance to overall learning. We use instructional techniques that have people working in groups but it has been difficult to perceive groups and the organization as entities that learn in different ways than by purely the aggregation of individual learning.

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