



A Study of the relationship between Learning culture and knowledge Application: Examining the role of Servant Leadership

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ABSTRACT

Purpose: The study aim to focus the impact of learning culture (LC) and knowledge application (KA) with mediating role of Servant leadership (SL), by this relation we can analysis that how much this relation impact on university culture and teachers in knowledge application, this study focus on servant leadership as it is appropriate for the learning institute (Hameiri, 2016) this type of model will be helpful at university level as knowledge applied by the researchers to improve the organization climate, (Mei Kin, 2018) learning environment, learning process and administrative process. Servant leadership style is quite different from other styles of leadership with its strong dimensions such as empowering, motivating, delegation of power, carrier growth, humanities, providing clear direction to the followers for the growth of the organization.

Design/methodology/approach: The quantitative technique have been used and total 270 responds have been taken form 18 public sector universities situated in Islamabad and Rawalpindi the list of the universities mentioned in Annexure 1. The questionnaire was designed to study the response from university administrative supervisors and teachers.

Findings: The analysis proof that there is a positive relationship between learning culture and knowledge application with the mediating effect of servant leadership. It is also worth mentioned that in servant leadership style as a mediator is helpful for enchasing the learning culture and effective use of knowledge application specially in learning institute/universities to increase the knowledge sharing, crating strong learning culture and for the effective use of knowledge application.

Originality: This study has focuses and highlighted the importance of enhancing learning culture and knowledge application especially in education management sector.

Keywords: Learning Culture(LC), Servant Leadership(SL), Knowledge Application(KA).

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1.1 RESEARCH BACKGROUND

The empirical research has evident and serve the purpose to determine the role of learning culture and knowledge applications in conducting the learning institute management.

In university learning culture and knowledge management consist of process including acquisition, exchange, servant leadership and knowledge application more over it increase the value of university culture and leadership. In universities the knowledge application and learning culture process play pivotal role for teachers to enhance their competency, without these variables there cannot be strong leadership. (Zhao X. , 2010) (Connelly, 2012) (Serenko, 2016), (Crawford, 2005) (Jiménez, 2017). Knowledge is also important factor for determining the application of knowledge effectively. Knowledge application refers to knowledge transformation, knowledge sharing, Knowledge structuring in acquisitioning and change phase within the organization, so it can help to improve organizational process and practice as we always learn from them. When the knowledge generated and transmitted from one source to another it started improving the entire community and also directly relates to the improvement of learning environment for development of information and communication with knowledge application so it can be analyze as good practice in teaching (Cegarra-Navarro, 2007), (Huang, 2011), (Tvaronavičienė, 2020).

1.2 Research Gap

(Pedler M. B., 1991) The learning culture has an old history but has no specific proven awareness related to its measures, with sense of generic values “giving learning opportunity” other information which generate learning, transfer, communication, learning by mistake, mental openness and learning through practice through best practice.

Servant leadership has also proven its work toward performance; there are many studies that focused on leadership mediation (Chen, 2020) in general research on learning institute that effect directly on outcome (Hsiao, 2011) leadership mediate specially on secondary education.

1.3 Research Questions

- What is the role between Learning Culture and Knowledge Application?
- What is the role of Servant leadership as a mediator between learning culture and Knowledge Application?

1.4 Research Objective

- To analysis the role between Learning Culture and Knowledge Application
- To analysis the role of Servant leadership as a mediator between learning culture and Knowledge application.

2. LITERATURE REVIEW

Learning culture can be explain as learning of employee as encouraging and facilitating of learning moreover it encourage the spreading of knowledge, experiences, learning for the success of the organization. There are many definitions which distinguished the characteristics of learning culture with other cultures (Ahmed, 1999) (Marquardt, 1996) (Pedler M. J., 1997) and define learning as core value of the organization, concerning stakeholder, tolerance, leader’s commitment and strengthen the employees through knowledge.

There is no such specific definition for the know management that are applicable and accepted by all researchers (Beckman, 1999) different discipline influenced such as Philosophy, Social science, Management science and Economics describe the definition according to the applied enviournment (Prusak, 2001), further (Polanyi, 1966) describe two types of knowledge, one is explicit and other is tacit moreover tacit knowledge

dimension describe for single individual on other hand explicit knowledge represents in overall or group of people in a company with a medium intangible or tangible form (Itami, 1987) Knowledge is a collection of facts, skills, rules, decision making process, behavior and actions developed from knowledge of individual within the organization hence the knowledge is considered the most essential source of core competence (Prahalad, 1990)

Knowledge always become the key factor of the institutes to getting the comparative edge over others, in university teachers and administrative employee are encourage to share their knowledge so that their colleges can get benefits form their experience and exposures, these factors makes new paradigm known as as knowledge application is a process of sharing, structuring and retaining knowledge among the employees within the institute. it is a valuable tool to spread knowledge within the organization. In other words the knowledge management is defined as process of creating, processing and spreading of knowledge (Karami, 2014). More over the knowledge management refers to processing, sharing, gathering and spreading of information. Knowledge management has equally benefits to individual and organizational level it encourage employee to enhance their skills, experiences, learning and knowledge for gaining the carrier development further in institutional level it helps competitive advantages in, profitability, quality and innovation. There for is also be considered as comparative approach (Amin Bidokhti, 2011)

The culture refers to the group of people in the organization, Organization culture has an impact on knowledge management (Mojibi, 2015), (Demirkasimoglu, 2018) the culture of the organization become factor to facilitate knowledge share or become obstacle due to weak culture (Kopelman, 1990)

Learning culture also explained as essential to the existing value and behavior that allow the continuous learning in the organization, however the knowledge management can be explain as an approach for creating value through activation knowledge and experience in overall organization. (Ruggles, 1998) So that with the use of specific tools and techniques organization can solve the problem though available knowledge or may find the solution according to the challenges.

Knowledge management also helps in enhancing organizational learning through facilitation of knowledge both explicit and tacit (Yahya, 2002). Explicit knowledge can easily communicated like computer program and can be store in form of record such as database, hard form like library. Besides explicit knowledge it is difficult to communicate and highly personalized, have deep rooted meanings and actions such as professional crafting and specific technology or activities in a group or in a team.

2.2 Servant Leadership and knowledge Application

Servant leadership can be categorized into three phases or categories. First phase focused on conceptual development (Greenleaf, 1991) and (Spears, 1996). The second phase consist of measurement of servant leadership and testing its relationship in the cross sectional research. Today we are in third phase of servant leadership known as model development phase so sophisticated research design are involved to find beyond the simple relationship.

For ethical, caring behavior, shared power, putting the employee need on priority, leader to serve the people instead of people working to serve the leader are most famous characteristics of servant leadership (van Dierendonck, 2011) the motivation is the most powerful tool in servant leadership more-over servant leadership exercise moral responsibility to analysis the organization for the betterment of employees. (Ehrhart M. G., 2004) imperial studies show the most important element of servant leadership which include in organization are valuing and developing the people, building the communities, providing and sharing servant leadership, enhance organization trust with the combine efforts of the followers (Parris, 2013) servant leadership facilitate the employee to achieve the organizational goal. Servant leader are different than other leadership style (Autry, 2007) Servant leaders are authentic and aspire their follower with motivation and

special leadership style. According to (Carter, 2014) the servant leadership creates a special organization culture to explain customers and employee concerns, values, ethics and employee engagement and bring leader and follower on the same page for the successfully achieving the organizational objectives, it encourage the employee toward the sense of accountability, personal development and growth (Ehrhart M. G., 2004)

The relationship between servant leadership and knowledge management can also be explained through social exchange theory (Blau, 1964). It holds that employee behavior shows a exchange with leadership behavior, with presence of servant leadership in the organization employee reciprocate with servant leadership traits and leadership commitment for organization vision and mission via knowledge management. According to the social learning theory (Bandura, 1977) under the servant leadership employee share knowledge more effectively more over according to social influence theory employee as individual pay more attention and influence other with presence of servant leadership (Brown, 2006), employee feel servant leadership more attractive and interested as it delegate power and help employee for their grown in carrier and help employee for their grown in carrier (Robbins, 2013) employee try to possess the quality of servant leadership and motivate to learn from them so through learning culture, employee started sharing knowledge with their colleges and served in the organization more effectively.

Conceptual Framework

Knowledge Application refers to application, absorption, acquisition, transaction phase of knowledge for the improvement of the organization process (Simeone, 2017) whenever we learn during the exchange phase it also include in the decision that have been made in the organization process. **Learning Culture** can be defined as values, attitudes towards learning and it can also explain that set behaviors can be indentified from set of culture of the organization (Heo, 2018) and have a deep influence on knowledge application. Learning culture help to increase the innovation and performance for the both employees and organization. Empirical research has also evident that learning culture also help to facilitate and generate knowledge application. (Gil, 2016) **Servant Leadership** has help for the growth of the followers with having the characteristics of humanities, authenticity, acceptance, empowering and directions to the leaders (Autry, 2007). The servant leadership help to build more strong organizational culture to facilitate knowledge sharing (Dierendonck, 2011) where leaders and follower make combine effort for achieving the objectives both for organizational and carrier for an individual.

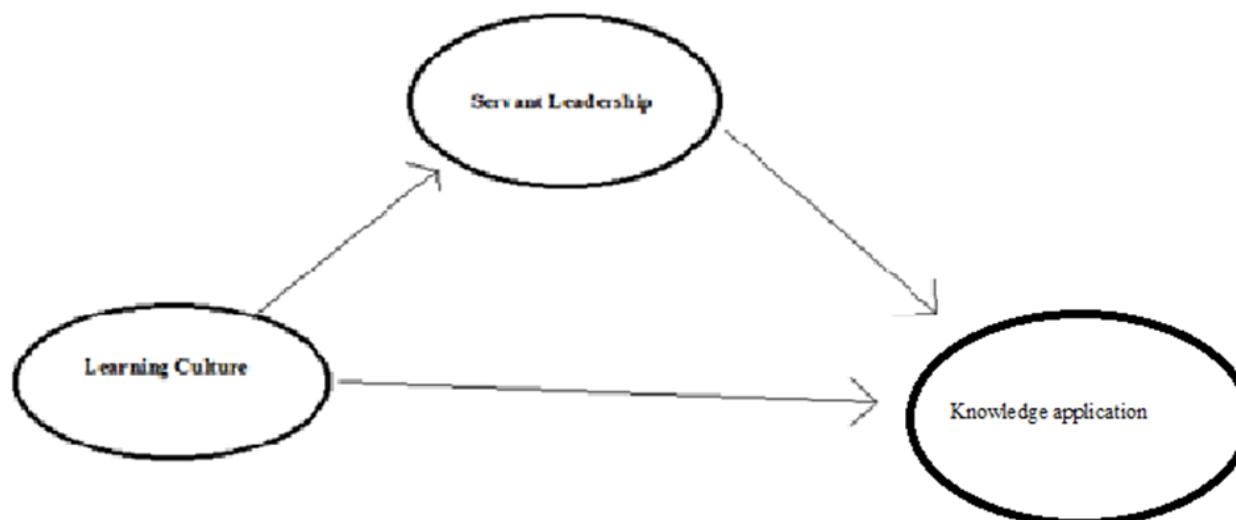
Hypothesis

H1. There is relationship between Learning Culture and Knowledge application

In relationship within Learning Culture and Knowledge application the servant leadership play mediating role (Alfonso J. Gil, 2020)in this study further it defied teachers in group as leader or having the ability as a leader facilitate knowledge (Gonzalez, 2018) specially in learning organization such as universities, servant leadership has positive effect on knowledge Application (Al-Husseini S. &., 2018), servant leadership communicate real mission and vision to their followers (Yammarino, 1990)

For university teachers and administrative supervisors, the sense of learning culture can be in increased by servant leadership and with use of knowledge application. (Xue, 2013)

H2: Servant leadership mediates between Learning culture and Knowledge application



3. RESEARCH METHODOLOGY

3.1 Sample Size and Sampling Technique

In this study we will analyze the role of Learning Culture and knowledge application and then investigate the effectiveness of servant leadership in the organization further will investigate perception from the leader on the followers and examine alike and difference in results. The data collected from university teachers and administrative supervisors from 18 universities within the region of Islamabad and Rawalpindi, for this research the questionnaire has developed, and get the response from administration staff that are working at the capacity of supervisor of the department and faculty members/teachers to evaluate their responses details are attached at annexure-1.

3.2 Measure and Scale Used

All variable were measured in a uniform way with using a 5 point likert scale, where 1 represented strongly disagree, 2 represented disagree, 3 represented neither agreed/ neither disagree, 4 represented agreed, 5 represented strongly agreed.

3.3 Learning Culture

Learning culture was measured through four-item scale developed by (Dominguez Gonzalez, 2018) and three items sale from sample items included were “Collect information and learn” and (Cattaneo, 2017) learn from errors, the Cronbach alpha reliability of 7 items scale items was .729

3.4. Knowledge Application

Knowledge Application was measured through five-item scale developed by (Li, 2018) it included five characteristics that identify the application of knowledge in a school (Li, 2018) “collection of information, communication of change, communication of critical knowledge” the Cronbach alpha reliability of 5 items scale items was .749.

3.5 Servant leadership

Servant Leadership was measured through 5 items of scale developed by Ehrhart’s (2004) 5-item Servant Leadership Scale was used to rate this construct. Sample items include “My work group supervisor creates a

sense of community among employees” and “My supervisor makes the personal development of department employees a priority.” the Cronbach alpha reliability of 5items scale items was .879.

Table 01. Correlation Analysis

	1	2	3	4	5	6
Gender						
Education	.118					
Job Nature	.190**	.090				
Learning Culture	.132*	.025	.161	.629		
Knowledge Application	.86	.116	.151	.279	.749	
Servant Leadership	.79	.131	.185	.148	.133	.875

** Correlation is significant at the level of 0.01 (2 tailed).

* Correlation is significant at the level of 0.05 (2 tailed).

Table 4.5 describes the Pearson correlation of study variables. When the correlation is significant at the level ($P < 0.01$) then the relationship shows (**), and when the correlation is significant at the level ($P < 0.05$) then the relationship shows (*).

The correlation analysis results indicated positive association between all variables (Learning Culture, Servant leadership and Knowledge Application) which indicate that direct or indirect relationship between all variable may be predicted.

Table 02. Regression Analysis

Variable	B	SD	T value	P value	UL-CI LL-CI
Direct Effect LC-KA	.535	.0719	2.36	.000	0.446
LC-SL	.439	.0801	3.39	.000	0.551
SL-KA	.396	.0319	6.69	.000	.0631
Indirect Effect LC-SL-KA	.440	0.421	2.31	.001	.0551

To check for direct and indirect effects the (Hayes 2013) process macro model 4 was examined. Our results showed positive and significant direct effects as LC was found positive and significant with KA (B .535, P VALE IS 0.000) and there was no zero value between ULCI and LLCI. Furthermore, relationship between Learning Culture and Servant Leadership was also found positive and significant as P Value is 0.000. Likewise, relationship between Servant Leadership and Knowledge Application is positive and significant. Hence our entire three Hypothesis are accepted. To assess the indirect effects, Servant leadership partially mediate between Learning culture and Knowledge application as (B value is 0.440 and P Value is 0.000). Also the values of ULCI and LLCI were found similar and no different signs, hence our hypothesis 4 is also accepted. Our results indicate that the entire hypothesis (H1 to H4) is accepted with respect to the goodness of fit.

4. DISCUSSION AND FINDINGS

Our studies explore that the link between Learning culture and Knowledge application with mediating role of Servant Leadership (Windlinger, 2020) so it proves that with applying this model in university environment will increase the productivity level of the administrative staff/supervisor/ manager and also teachers as they can teach with more effective manner (Windlinger, 2020)

As samples have collected from eighteen universities for Islamabad and Rawalpindi and 270 samples have been collected and the results show that all variable are correlated with each other more over as the results of analysis are quite significant so it can assume that all the university have similar nature of learning culture, challenges, perception of the work delegation and empowerment to the followers.

5. LIMITATION AND FUTURE RESEARCH

The limitation of this research belongs to construct of learning culture and knowledge management, there are no consensus about this in literature. In this study the measurement has been adapted from empirical framework which were conducted on school and colleges in eastern Europe where we may find similar results and highlighted the importance of servant leadership so the subsequent investigation/research and be performed with other styles of leadership such as Empowering, Authenticating and leader member exchange (Windlinger, 2020) and knowledge application may further (Randel, 2018) this research prove the relationship between learning culture, leadership and knowledge (Windlinger, 2020) moreover research could examine/analyze the relationship between knowledge and innovation (Flor, 2018) and specific examine how knowledge effect the effectiveness in education (Turulja, 2018).

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Annexure-1

S.No	Name of University (Campuses situated in Islamabad and Rawalpindi)	Address	No of Response admitted
1	International Islamic University Islamabad	Sector H10 Islamabad	15
2	Allama Iqbal Open University	Sector H8 Islamabad	15
3	Behria University	Shangrila Road, Sector E-8 Islamabad	15
4	COMSATS University Islamabad	Park Road Chak Shahzad Islamabad	15
5	Quaid-e-Azam University	University Road Islamabad	15
6	National University of Computer and Emerging Science	Buhari Road, H-11/4 Islamabad	15
7	Riphah International University Islamabad	Sector I-14 Hajj Complex Islamabad	15
8	Air University	PAF Complex Sector E-9 Islamabad	15
9	National Defence University	Sector E-9 Islamabad	15
10	HITEC University	Museum Road Taxila	15
11	PMAS-Arid Agriculture University	Samsabad Muree Road Rawalpindi	15
12	University of Engineering and Technology Taxila	Taxila Rawalpindi	15
13	Fatima Jinnah Women University	The Mall Rawalpindi	15
14	University of Wah	Quaid Avenue Wah, Rawalpindi	15
15	Foundation University	Rawalpindi	15
16	Pir Mehar Ali Shah Arid Agriculture University	Rawalpindi	15
17	Rawalpindi Medical University	Rawalpindi	15
18	Barani Institute of Information Technology	Rawalpindi	15