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An Assessment of Knowledge Sharing and Management Practices in HEI; the Case of Dire Dawa University (DDU), Dire Dawa-Ethiopia

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Abstract: The ability to manage knowledge has become increasingly more crucial in today's world since knowledge is a vibrant force in the rapidly changing global economy and society. This has led to the emergence of a knowledge-based economy which calls for a rising emphasis on knowledge management processes and practices. In the advancement of knowledge sharing and knowledge management, universities are no exception. This is justified not only because of universities are widely regarded as teaching establishments and the main instruments of society for the constant pursuit of knowledge but also they are viewed as organizations that create new knowledge and support social communities improving teaching-learning in higher education. In Ethiopia since 1991, much focus has been given to the expansion of higher education helping the number of public universities to grow from 2 to more than 30 in a period of two decades. With such government's expansion plan, Dire Dawa University (DDU) is established in 2006 as second generation university with the view not only to realize the triple functions of higher education institutions (teaching-learning, community service and research activities), but to handle special task of reaching out different industries through research and development since it is located in the Easter Economic Corridor of the country. As well known the performance and effectiveness of any institution in general and academic higher institutions, in particular, depends on the quality of its human personnel and the way any given institution utilizes it. In this regard, knowledge management in higher educational institutions like DDU must aim at integrating the knowledge produced at all levels and using it towards the institute's goals and targets. This particular study has critically examined knowledge sharing and management practices and experiences in Dire Dawa University while analyzing the degree and level of coordination and cooperation between and among the admin and academic staffs where observation and secondary data utilized to analyze the issue. The result of the study indicates that there is deep division, hierarchical structure and rigid communication system in DDU's human resources and Institutional setup. The dichotomy amongst the two wings and the subsequent hostile relationship between the academic and admin staffs obviously limited knowledge sharing and flow. Hence, it is recommended that building a strong organizational culture must be the top priority of the university leadership by avoiding such dichotomy amongst the workforce in the institution.

Keywords: Dichotomy, Hierarchy, Cooperation, Organization Culture

1. Introduction

The ability to manage Knowledge has become increasingly more crucial in today's world since Knowledge is a vibrant force in the rapidly changing global economy and society. Recent development has witnessed the emergence of a new economy where knowledge has become a valuable resource and asset [1] The emergence of this knowledge-based economy has given rise to placing emphasis on knowledge management processes.

A knowledge management approach is the conscious integration of people, processes, and technology involved in designing, capturing and implementing the intellectual infrastructure of an organization. It enables the people within an organization to share what they know, leading to improved services and outcomes [2]. In this regard, an important

enabler of knowledge management is knowledge sharing [3-5]. Sharing knowledge is vital to utilize core competencies and to realize sustainable competitive advantage [6] Increased sharing of knowledge generates the benefits of increased organizational knowledge without having to increase the energy or cost [7].

Knowledge sharing is defined as exchanging experiences, thoughts or understandings with an expectation of gaining further knowledge [8]. This implies reciprocity among people wanting to increase their knowledge base until this sharing becomes a norm [8]. Knowledge sharing can also be seen as the communication of the "know-how' and "know-who [9]. At a fundamental level, knowledge-sharing takes place between at least two parties, or actors [10]. It occurs when an individual is willing to assist as well as to learn from others in the development of new competencies. It is in this condition that individual can exchange his or her knowledge and ideas through discussions to create new knowledge or ideas. The information shared among peers involved visions, aims, opinion, and questions besides the work aspects that would enhance his or her job performance and at the same time increased the organizational performance. Hence, the outcome of knowledge sharing is the creation of new knowledge and innovation that enhances organizational performance and business opportunities [9, 11, 12].

However, the effectiveness of knowledge sharing depends on many factors. These factors can be divided into positive and negative factors. The negative factors are also referred to as 'barriers' in past research on knowledge sharing. A study done in Singapore found that knowledge sharing is influenced by cultural factors, motivation to share knowledge, management support, trust, teamwork spirit, and the degree to which knowledge is considered as a source of power [13]. The success of knowledge sharing may also be influenced by the need to have a reward mechanism, good leadership, trust, and corporate culture that promotes knowledge sharing [14]. Kristina on her research on knowledge sharing among Multinational Corporations also found that perceived interpersonal trust and shared cognitive ground are important determinants of cross-border knowledge sharing [15]. Nesan, on the other hand, found that knowledge sharing behaviors are strongly influenced by work practices that are borne by the respective organizational behaviors [16]. Sharrat and Usoro have found that knowledge sharing is influenced by the organizational structure (centralized and decentralized), technical infrastructure, trust, motivation, and sense of community [17]. In this regard, flexible organizations usually are better prepared to implement knowledge sharing strategies as compared to more bureaucratic organizational structures. Pauline and Mason, in an empirical research on barriers of knowledge management in New Zealand, have found that barriers are mainly internal to the organization. Organizational culture, leadership, and management practices and lack of awareness and vision about knowledge management were the main barriers inhibiting knowledge management implementation [18].

In the advancement of knowledge sharing and knowledge management, universities are no exception. Since Universities are center for scientific and intellectual activities, knowledge management is a framework that increases knowledge sharing and collaboration in Higher Education Institutions. Mikulecka, and Mikulecky have pointed out that from the learning perspective and mission of knowledge processes, university environment seems suitable for knowledge management practices and opportunities to operate and benefit from knowledge management [19]. Modernization of higher education has forced the institution to store, manage and use existing information and knowledge stored in a better way in order to meet new accountability, effectiveness and efficiency requirement [20]. Though universities, in general, are the main instruments of society for the constant pursuit of knowledge to the end solve the most difficult problems facing society, the representation of universities from Sub-Saharan Africa in the knowledge generation and sharing process is limited as indicated in World Bank report [21]. This calls for change in the knowledge environment from a knowledge consuming culture to a knowledge creating and sharing one. To this end, Knowledge management in educational settings should provide a set of designs for linking people, processes, and technologies and discuss how organizations can promote policies and practices that help people share and manage knowledge.

However, knowledge management practice in any organization can be influenced by various factors. Stankosky argues that the successful and integrated knowledge management enterprise learning is a function of technology, learning, organization and Leadership pillars [22]. In this regard, the knowledge management approach is the conscious integration of people, processes, and technology involved in designing, capturing and implementing the intellectual infrastructure of an organization. This cultivates the ground enabling the people within an organization to share what they know, leading to improved services and outcomes.

In Ethiopia since 1991, which is marked by the coming into power of the EPRDF (Ethiopian People Revolutionary Democratic Front), the government has designed a huge and ambitious Educational development strategy which called for the cultivation of citizens with an all-round education capable of playing a conscious and active role in the economic, social, and political life of the country. Particularly, the focus given to the expansion of higher education helped the number of public universities to grow from 2 to more than 30, in a period of two decades. Dire Dawa University is among those 30 universities established in 2006 as a Second Generation University. The university like any other higher educational institution in the country has contributed its own share for the development of the country while producing competent personnel, providing community services as well as conducting problem-solving research activities. In the process of conducting its activities, the university has been engaged with diverse stakeholders inside and outside the

institution including the academic community, researchers, administrative staffs, students, government and non-government organizations to mention the few. If this opportunity properly utilized would pave the way to establish a strong environment of the culture of knowledge sharing and exchange of both types, explicit and tacit knowledge where one learn from the others and even suitable for the creation of new knowledge by avoiding hierarchical acquisition of knowledge. In this regard, higher learning institutions in Ethiopian, as well as African, are criticized for giving more emphasis on storing information and knowledge rather than facilitating the sharing of available knowledge which is believed to enhance the utilization of the information and knowledge generated within the academic community [23].

In effect, collaboration and mutual respect are central to developing a positive relationship between faculty and administration, the development of which is critical to institutional success. It is true that collaboration can only occur when there is mutual respect, openness, and friendliness among both faculty and administration. Both must believe they are working towards a common goal or mission. This will facilitate organizational learning via capturing and making the institutional knowledge available to all members of the organization. In contrast in universities where there is the culture of "them and us"; faculty is in one camp and administration is in the other; definitely, the culture of collaboration does not exist in these types of circumstances. Thus, building collaborative environment help individuals, teams and the entire organization to engage in interactive conversation and shared experience as well as use and share resources across the organization and thereby create and apply knowledge for the betterment of the institution.

Therefore, this particular study will critically assess knowledge sharing and management practices and experiences in Dire Dawa University while analyzing the degree and level of coordination and cooperation between and among the admin and academic staffs.

2. The Importance of Knowledge Management

Knowledge is a crucial asset to individuals as well as enterprises wanting to succeed in an increasingly changing environment [24, 28]. Wiig K. M. defines knowledge as "the insights, understandings and the practical know-how that we all possess [29]. Other sources like Oxford Dictionary and Wikipedia, explain the meaning of Knowledge which includes facts, information, descriptions, and/or skills acquired through experience or education [30].

There are two types of knowledge: tacit and explicit [31-33]. Tacit knowledge is the form of knowledge that is subconsciously understood and applied. Tacit knowledge is highly personalized, gained through experience and influenced by beliefs, perspectives, and values of the individuals. It is difficult to codify and resides in the minds

of the people possessing it. It is usually shared through highly interactive conversation and shared experiences. Explicit knowledge, on the other hand, is easy to articulate, capture and distribute in different formats and in effect easy to be documented and easily communicated [31-33]. It is obvious that this knowledge is easier to share and use across the organization. Thus, an organization of any type to meet their institutional objectives of improved performance, competitive advantage, experience transfer and the development of collaborative practices require organizing and making use of this knowledge while implementing knowledge management system within the institution.

Duffy N. defines knowledge management as the "identification, growth and effective application of an organization's critical knowledge [34]. Knowledge management is "the systematic, holistic approach to the sustainable improvement of the handling of knowledge on all levels of an organization [35]. According to Nakkiran, N. S., Sewry, D. A. knowledge management is the "process of identifying, growing and effectively applying an organization's existing knowledge in order to achieve the organization's goals, while creating an organizational culture that permits further knowledge creation [33]. From these and other views about knowledge management it is inferred that a good knowledge management system should be integrated into the daily routines of the people enabling a continuous knowledge flow in the organization.

Indeed, knowledge management practices are founded on four pillars: knowledge acquisition both internally and externally (suppliers, customers, partners, and competitors), knowledge sharing, knowledge reuse, and knowledge creation [37]. Hence, knowledge management strategy sets the direction of these practices whereas the achievement of best practices as dictated by good leadership and culture; with good processes and technology being key enablers [37].

Therefore, today knowledge management is applied across the world, in all industry sectors, public and private organizations and humanitarian institutions and international charities [37]. This is justified by the fact that knowledge management can transform organizational new levels of effectiveness, efficiency, and scope of operation, using advanced technology, data and information are made available to users for effective productivity. Knowledge management plays an important role in the improvement of organizational competitive advantage through sharing of best practices, achieving better decision making, and faster response to key institutional issues, better process handling, and improved people skills. In turn, this means less reinvention of the wheel, relevant and focused policies in compliance with institutional goals and objectives, the ability to access information more quickly, improved goods and services, reduced costs and prevention of mistakes and failures. In practice, however few organizations achieve all or even most of these benefits. The apparent failure in knowledge management initiatives is primarily caused due to lack of sharing culture, lack of awareness of the benefits of knowledge management and a failure to integrate knowledge

management into everyday working practices [37].

3. Knowledge Management System and Higher Academic Institutions (HEIs) System

There is no ideal place where one can practically find the positive correlation between the knowledge management system and organizational productivity and effectiveness than in higher educational institutions. This is justified not only because of universities are widely regarded as teaching establishments and the main instruments of society for the constant pursuit of knowledge but also they are viewed as organizations that create new knowledge and support social communities improving teaching-learning in higher education. Hence, as learning organizations, Higher Education Institutions (HEI) will be able to extend knowledge skills, produce top quality graduates, enhance innovation and creativity and contribute effectively to the knowledge production and intellectual property development [38, 39].

Indeed, higher education institutes create knowledge during their academic and administrative processes. Knowledge is created as explicit knowledge in the form of documents, procedures, results as well as tacit knowledge in the form of experiences, judgments, views, and perceptions that resides with individuals. The challenge is how to make available to the institution this explicit and tacit knowledge as an integrated central resource. Capturing and making the institutional knowledge available will ensure continuity and will accelerate institutional learning [40].

On the contrary, most HEIs face the difficult task of integrating their institutional knowledge for improved knowledge sharing and effective decision making. Knowledge is created at various levels in different forms and is required at each level in a different form. Academic and administrative processes of teaching, examination, evaluation, admissions, counseling, training and placement and research and consultancy result in many useful experiences and studies which may be defined as knowledge in the context of higher educational institutes [41]. Knowledge management in higher educational institutions aims at integrating the knowledge produced at all levels and using it towards the institute's goals and targets [41]. This will have the implications of improving the operational quality, capacity development and effectiveness of the organization leading to enhanced productivity and performance [42]. An academic institution is made up of a number of components or levels consisting of faculty, students, administration, academics, research and training, and placement. Each of these levels creates knowledge as well as consumes knowledge, though the nature of knowledge varies at each level. It is important to identify the knowledge that each level contributes to the system and the knowledge that each level requires to perform its functions and find ways to apply this knowledge effectively at the

points of use. A robust knowledge management system must adhere to the information needs of all the levels.

Knowledge sharing is central to the success of all knowledge management strategies. According to Riege, knowledge sharing is the cornerstone of many organizations. In effect, Effective knowledge sharing practices enable reuse and regeneration of knowledge at the individual and organizational level [43]. Ayman Bassam Nassuora has identified the following points as the benefits of knowledge sharing:

a) Knowledge Sharing is about breaking down barriers within the organization;
b) Raised competitiveness and responsiveness for research grants, contracts, and commercial opportunities;
c) Decreased circle time for research;
d) Reduced attachment of research resources to administrative tasks;
e) Controlling of previous research and proposal efforts;
f) Enhanced both external and internal services and usefulness;
g) Enhanced administrative services related to learning and teaching with technology;
h) Interdisciplinary syllabus design and increase facilitated by navigating across departmental boundaries;
i) Enhanced the effectiveness and efficiency of advising efforts (to integrate fragmented efforts currently undertaken by faculty, academic support staff, student services staff, and student affairs staff;
j) Enhanced ability to support the trend toward decentralized strategic planning and decision making. Better information leads to better decisions;
k) Improved sharing of external and internal information to reduce superfluous efforts and lessen the reporting load plaguing many institutions today;
l) Improved ability to develop new and market-focused strategic plans;
m) Shared knowledge from a diversity of elements to begin to create a "learning organization" which is open to market trend [44].

4. Knowledge Sharing and Management Practices in Dire Dawa University (DDU); a Learning Perspective

DDU as an academic higher institution is established in 2006 with the view to produce qualified personnel to feed up economic growth and development, to provide community service through community-based engagement and last but not least to conduct problem-solving research. Since it is located in the Easter Economic Corridor of the country, DDU has also assigned to handle the special task of reaching out different industries through research and development. These all missions require an integral system coordinating inside and outside forces to realize the very purpose for which it is

established, i.e. guaranteeing economic development. For this to happen, the university must cultivate the ground knowledge sharing behavior and knowledge management practices in the wider institution systems. Developing a sound knowledge management system requires identifying and critically analyzing antecedents' of knowledge-sharing behavior and knowledge management practices within and outside the institutions.

The performance and effectiveness of any institution in general and academic higher institutions, in particular, depends on the quality of its human personnel and the way any given institution utilizes it. It is the individual human person who possesses the knowledge, skills as well as attitude and in effect has the power to change the organization for the better. In this regard, KM in higher educational institutions aims at integrating the knowledge produced at all levels and using it towards the institute's goals and targets. This will have the implications of improving the operational quality, capacity development and effectiveness of the organization leading to enhanced productivity and performance.

DDU has staffed with young academicians with low and middle-level qualifications (first degree and second-degree qualifications). It also has technical assistance with a diploma and first-degree qualification. Surprisingly, DDU has no research staffs. Though young academicians are energetic, they lack extended experience in teaching-learning; community engagement and research and development. The admin staffs of DDU composed of professional personnel and another ordinary workforce. DDU absorbs students from all over the country. This characterization I think helpful to depict the picture knowledge-sharing behaviors and practice within the institutions. Universities are complex organizations, with a wide range of stakeholders to satisfy. They provide a range of services well beyond teaching and research, including accommodation, catering, events, hospitality, and cultural performances. In this regard, the institution in order to realize its goals, coordination and collaboration at all level is paramount important.

It is true that knowledge-sharing practices requires the existence of coordination and collaboration among members of the institution which presumes the culture of relationship and communication between the admin and academic staffs which includes faculty, management, administration, secretariat, students, libertarians; technical assistance; cleaners, ICT team, guards and other members of the institution. The degree of engagement between academic and admin staffs within DDU is characterized by deep hierarchy and loose relationship challenging shared perceptions of the potential benefits of collaboration to enhance knowledge sharing culture within the institution. The faculty has poor understanding and perception about the admin staffs as if they know and contribute nothing to the well-being of the organization. The Admin staffs in return blame teaching staffs for their superior syndrome and in effect, they play their card of bureaucratic rigidity. This has presented huge challenges for a shared communication space to prevail in

which coordination and collaboration are important tools of engagement so as to enhance organizational learning. Since knowledge sharing is considered a social phenomenon related to interpersonal relationships and social interactions, the hierarchical relationship and poor communication amongst DDU's members hinder knowledge to share behavior and practices. Consequently, benefits at an institutional level which includes enhanced professional practice, development of a mutual respect of knowledge and expertise, and productive working relationships that delivered benefits to both parties to the collaboration are overlooked.

When looking at the academic staffs, the degree of engagement and collaboration amongst faculty; for instance between senior and junior academic staffs within the same college as well as between members of different colleges/ institution are not well established and matured enough to guarantee institutional learning. Senior academic staffs, though they are small in numbers, most of the time are not willing to share their expertise with their junior counterparts. They are not in a position to create formal and informal forums that can be used as a means to enhance knowledge sharing practices. This is mainly due to the lack of knowledge sharing culture as well as poor individual goodwill instead of finding enjoyment by helping others the expectation of individuals for potential economic benefits after sharing is high since rewards and incentives are indispensable to knowledge sharing. Indeed, it is obvious that individual knowledge sharing behavior is influenced by the expectation of individuals for potential economic benefits after sharing. The other important point here is that though the university is composed of six colleges/institutes. These include College of Social Science and Humanities (CSSH), College of Law (CL), College of Business and Economics (CBE), College of Natural and Computational Science (CNCS), College of Medicine and Health Science (CMHS) and Dire Dawa Institute of Technology (DDIT). DDU has a vision of becoming well-known science and technology in Africa. However, there are critics from the academic, admin staffs as well as from students' saying that the vision of the university is not inclusive, it ignores the contributions of others sciences like CSSH, CBE and CMHS, and in effect members of these colleges are not in a position to share the institution's vision. This, in turn, has negatively affected the development of the institution. Indeed, the overall growth and development of an institution depend on the commitment of its members in realizing its mission and vision. In this regard, Ladd and Ward, have found out that having a shared vision among the members of the workforce is an essential determinant of culture that will have an influence on knowledge sharing [45]. This urges the need for an inclusive vision based on the consensus of the majority to create a conducive environment for knowledge sharing behavior and practices.

There are various international academic staffs (Expatriates) in the university, particularly in the IOT. This presents a good opportunity to share knowledge if utilized

properly. International staffs have a better experience in participating in international knowledge system which facilitates knowledge, skills and attitude transfer to their local counterparts. However, when it comes to knowledge sharing behavior and practices there is weak linkage and coordination between local and expatriate staffs. The University is composed of diverse individuals with various qualification and field of studies. Practically this offers a good opportunity if coordinated and managed well, to how knowledge is managed and constructed within a participative involvement of members from diverse fields. But actually, the university failed to use this opportunity. This is mainly due to the absence of a knowledge sharing culture which is attributable to the lack of clear knowledge management policies and practices in the university. Apart from this, there is poor willingness to help others due to the high expectation of individuals for potential economic benefits after sharing. This necessitates the university to designed rational rewards and incentives system which is indispensable to knowledge sharing behavior and practices. Hence, the university leadership and management urgently required to develop sound knowledge management policies and practices to facilitate knowledge sharing and flow among the academic staff itself.

The other important point in knowledge sharing practice in an academic institution is the degree and level of coordination and cooperation between and among the admin and academic staffs. According to Sohail and Daud, knowledge sharing behavior and practices, as a critical component of knowledge management, requires the will and intention of academics' and other members' to exchange and disseminate knowledge thereby ensuring knowledge is available and made known to all [46]. However, staffs on both wing-academic and administration- are rarely worked in collaboration and coordination and as a result often lack the understanding of how their work influences the performance of others and the overall result for the university. The administration wing is staffed with professional and ordinary workforce who has diverse knowledge background and practical experiences in the areas of organizational, personal as well as team level planning like Balance Scored Card (BSC); purchasing, property management, and finance/ budget administration; ICT development and application; Student Information Management System (SIMS) , campus security, campus greening , cross-cutting issues. Due to the lack of coordination and collaboration amongst the two wings, the knowledge, experiences and good practices in the aforementioned areas are not well communicated to the academic staffs. In effect, both simply lack competences of working cross-functionally. For instance, members the College of Business and Economics academic staffs, who are best at theory, can learn a lot from admin staffs who claimed possessed good knowledge and practically proven experiences on the areas of finance, purchasing and property administration which is helpful to enhance the quality of education. In the same token, the admin staffs working on the planning section have good and practical knowledge of on

the preparation and implementation of planning including strategic and BSC planning. In contrast, the academic staffs in general lack know-how on the practical relevance of planning, though theoretically well equipped. In this regard, the existence of good coordination and collaboration would pave the way to transfer knowledge, skills, and experiences from the admin staffs to faculty so as enhance learning at the individual and institutional level thereby increase performance. Members of the register and ICT staffs have better knowledge and practical experience on the operation of the Student Information Management System (SIMS) than the academic staffs. The ordinary admin staffs have much better knowledge and practical experience on campus cleaning and campus greening than the academic staffs. This necessitates that the academic staffs must recognize the value and utility of practice-based knowledge and evidence and at the same time shared perceptions of the potential benefits of collaboration must prevail on both sides. However, due to the prevalence of rigid hierarchical culture and in effect, the lack of coordination, collaboration and common engagement between the academic and admin staffs, knowledge sharing, and management is practically challenged which is negatively affecting performance at individual, team and organization level.

Though the admin staffs have the above-mentioned knowledge, skills experiences and good practices that ought to be shared with their counter academic staffs, they are rarely understood what they have and how their work influences the performance of others and the overall result for the university which necessitates the technical support and motivation of their academic counterparts. They have as well a very vague idea of how the university's strategic goals can be translated into routine administrative work and what immediate or planned changes might be necessary. Further, the university's workflow particularly in the areas of finance and budget administration, purchasing and property management and general service departments are not equipped well by professional personnel and not supported by ICT and in effect, they provide inefficient service, in a more time and resource consuming way, to members' of the university. In this regard, faculty from computer science, College of Business and economics, engineering can do a lot in filling the gap if there exist institutional learning. So, this communication space can be used effectively by the academic staffs not only to explain the institution's strategic goals and challenges of financial administration, purchasing and property management but also to get administrative staff involved through formal and informal discussions to enhance collaborative learning between the two wings. Here the faculty can contribute a lot while sharing their academic and theoretical knowledge to better achieve real difference on the ground.

Therefore, a shared communication space leads to a shared space of values, which is the key to building a sense of community and mutual responsibility. Consequently, building a strong organizational culture must be the top priority of the university leadership by avoiding such dichotomy amongst

the workforce in the institution. Finally, when people exchange and discuss ideas, they often come up with new solutions, some of which might prove to be good working ones for building new flexible and more efficient administrative routines. The benefits an institution gets are quite obvious, as such programmes help to build support for the changes that any university needs.

5. Conclusion and Recommendation

DDU as an academic higher institution is established in 2006 with the view to produce qualified personnel to feed up economic growth and development, to provide community service through community-based engagement and last but not least to conduct problem-solving research. Furthermore, since it is located in the Easter Economic Corridor of the country, DDU has assigned to handle the special task of reaching out to different industries through research and development. To this end, coordination and integration amongst the two wings of the university named the academic and administration staffs is paramount importance. Both staffs have proven diverse knowledge background and practical experiences in the areas of organizational, personal as well as team level planning like Balance Scored Card (BSC); purchasing, property management, and finance/ budget administration; ICT development and application; Student Information Management System (SIMS) , campus security, campus greening , cross-cutting issues. If there are collaboration and coordination amongst them, which is a necessary condition for knowledge sharing and management practices, then learning and productively at the individual, team and organizational level would be enhanced.

However, contrary to this practice what observed in the university are deep division, hierarchical structure and rigid communication system between the admin and academic staffs hampering learning through coordination and cooperation. In effect, there is no collaboration and organized coordinated amongst teachers, students, leadership, admin workforce, secretaries, cleaners, technical assistance' and other members' of the organization. This environment has disabled individuals, teams and entire organization not to collectively and systematically create, share and apply knowledge to better achieve organizational goals. Further, in a situation like this it is difficult to build a system of shared beliefs and, values and in effect organization culture. Indeed, the absence of shared assumption and value systems within the institution has a strong influence on peoples' work performance and the effectiveness of the organization. The dichotomy amongst the two wings and the subsequent hostile relationship between the academic and admin staffs obviously limited knowledge sharing and flow. Hence, there is an urgent need to create a harmonious relationship between the two wings to help the smooth functioning of the whole system by allowing knowledge sharing behaviors and practices to the end the productivity and efficiency of the university. Therefore, building collaborative environment help individuals, teams and the entire organization to engage in interactive conversation and shared the experience as well as use and share resources across the organization and thereby create and apply knowledge for the betterment of the institution.

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