Policy Directions For Knowledge Creation And Application In HEIs: A Teacher-student Knowledge Exchange (TSKE) Analysis

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Abstract

- The Teacher-Student Knowledge Exchange (TSKE) perspective is a theoretical position first established in the seminal research of Ibidunni et al. (2020) to demonstrate a process-based approach to knowledge creation and application in organizations. Yet, there remains an existing gap in understanding institutions' formative roles, primarily through policy formulation, alongside other relevant contingent factors and actors towards directing TSKE in practical ways that can guide its implementation, especially in HEIs. Therefore, the focus of this study is to advance the novel TSKE theoretical perspective by conceptualizing a model that can guide HEI policymakers and practitioners about the relational linkages among antecedent factors, institutions, and human actors that should drive knowledge creation and application in HEIs. The study adopted a qualitative research design – conceptual review and archival approach – to achieve the research objective. The paper presented a policy-driven TSKE application model to guide policymakers towards cultivating highly innovative employable graduates.

- **Keywords:** Teacher-Student Knowledge Exchange, TSKE, Higher Education Institutions, Knowledge Creation, Policy Direction

TSKE Paper

Conceptualizing a teacher–student knowledge exchange perspective: exploring the tripartite relationships between SECI theory, LMX theory and HEIs' students' preparedness for the workplace

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Abstract

Purpose – This research investigated the influence of the dimensions of the SECI theory, LMX theory and a newly developed teacher–student knowledge exchanges (TSKE) on preparedness of students for the workplace.

Design/methodology/approach – Based on a sample size of 214 business education students drawn from six programmes, structural equation modelling using AMOS was adopted to show relationships between dimensions of SECI, LMX and TSKE.

Findings – The statistical analysis revealed that dimensions of the SECI theory, especially socialization and externalization; dimensions of the LMX theory, especially professional respect; and dimensions of the newly developed TSKE perspective, especially the SECI-dominated knowledge exchange were significant influencers of students' workplace preparedness.

Originality/value – Existing literature that focussed on the knowledge management theme in education

Introduction

- Academic institutions of learning are a major source of the manpower need required by the industry for their effective operations.

- It, therefore, suggests that graduates who have received top notch skills, attitudinal training and equipped with high level problem solving reasonability, will translate into quality input that form the basis for the smooth operations of industries (Ramjeawon & Rowley, 2017).

- Consequently, the role of HEIs as principal agents towards supporting knowledge creation, acquisition and laying the foundation for applying such knowledge both in society and for the workplace must not be under-emphasized.

Introduction

- From a theoretical viewpoint, knowledge management studies have emphasised mechanisms that support knowledge creation, such as knowledge management systems and technologies

- Little emphasis made on the procedural application of knowledge creation theory in a teacher-student based relationship to ensure that valuable and applicable knowledge exchange processes are occurring among the actors.

- By procedural, this study refers to the processes that are critical to high quality knowledge formation to ensue, rather than explaining a broader perspective about the applicability of knowledge management systems to the performance and diversities of outcomes of the HEIs.

Introduction

- The existing development across Africa's education industry depicts a situation of continuous declining in graduating high valued students into society and for the purpose of employment.

- This is evidenced by the increasing rate of graduate unemployability which stands at 10.6 percent, just slightly below the global index of 13.8 percent, making it the continent with the highest rising unemployment cases in the world (International Labour Organization, 2020).

- According to World Economic Forum (2017) the increasing rate of un-employability among graduates, especially in Africa, is not only traceable to unavailability of white collar jobs, but more importantly the lack of skill on the part of the graduates to fit into existing roles in the workplace and their failure to use their leaning processes to create small businesses to support their economic engagements.
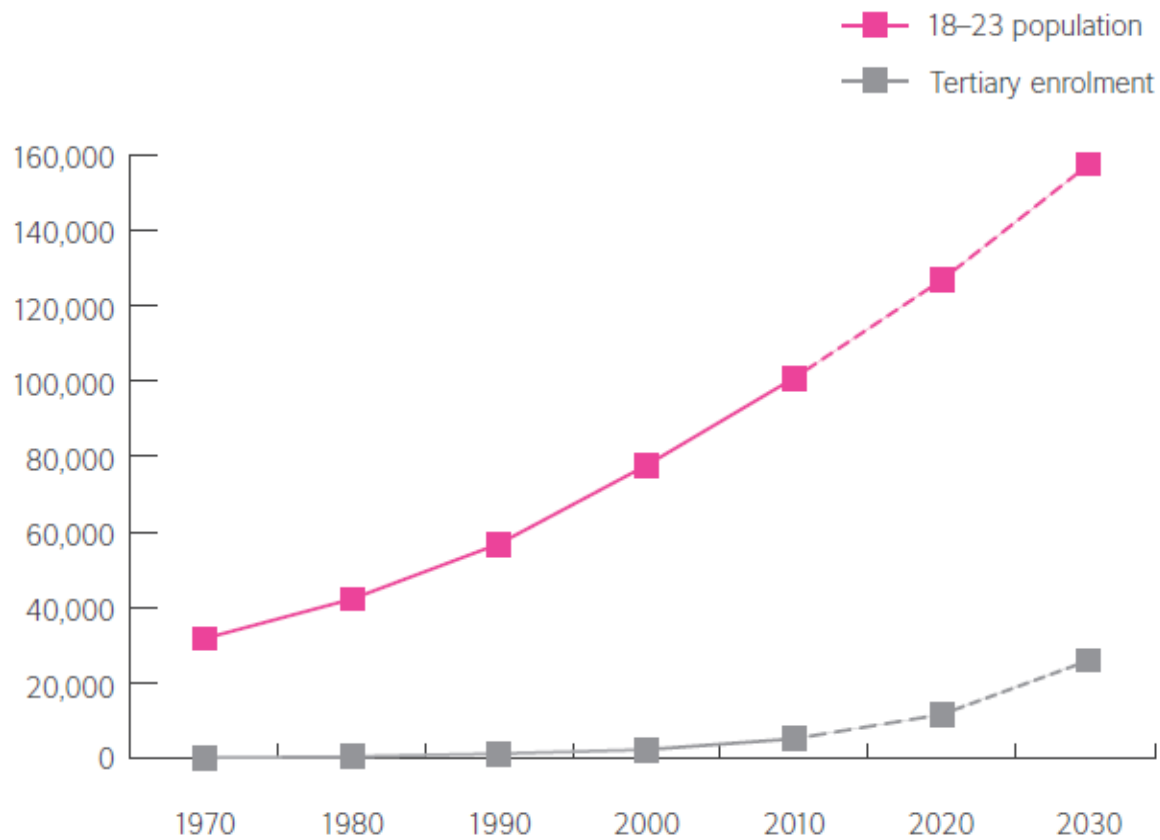
Fig. 1. Age group population and tertiary enrolment in Sub-Saharan Africa (thousands)
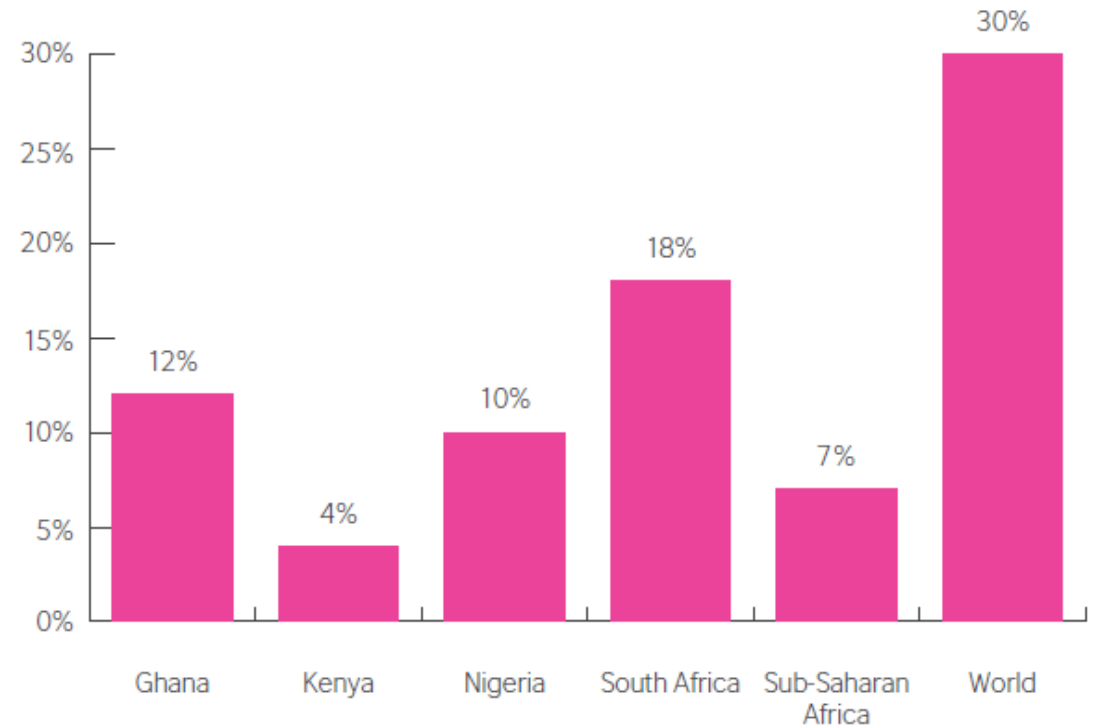**Source: United Nations (2011), UIS (2012), British Council (2014)**

Fig. 2. Tertiary education enrolment rates in Sub-Saharan Africa
Source: DHET (2012), UIS (2014), British Council (2014)

Introduction

- Upon these backdrops, the present study observes that knowledge creation and application must be viewed from a systemic perspective that is driven by interactive forces that comprises antecedent factors, institutions and human actors, all governed by a mutually defined policy framework that suits the peculiarity of Africa's culture.

- Quiet challenging to the present context of HEIs in Africa is the disjoint between national policies and institutional realities of HEIs (OECD, *n.d.*).

- Nonetheless, the policy agenda that is argued about in the current study is not intended for the education sector in general, but rather it is about a process-based view to knowledge creation and exchange in HEIs which by extension causes graduates to become skilled in solving real life problems and increases their employability potentials.

- Consequently, the focus of this study is to advance the novel TSKE theoretical perspective by conceptualizing a policy-based model that can guide policy formulation about the relational linkages among antecedent factors, institutions and human actors that should drive knowledge creation and application in HEIs.

Theoretical Underpinning

- ***Teacher-Student Knowledge Exchange (TSKE) Perspective***

- The TSKE perspective is an improvement of the knowledge creation and exchange theory and it emphasises the process-based perspective towards knowledge creation rather than mechanisms that support knowledge adoption and utilization.

Methodology

- Conceptual review and archival reports were adopted as the main research design for this study.

- ***Search Strategy and Inclusion/Exclusion Criteria***

- The specific databases that were used to search for and retrieve literature for this study include Scopus, Science Direct and Google Scholar.

- literature used covered a currency period of six years (2016 – 2021) to ensure that the main contributions of this study are building from a very contemporary perspective rather than replicating already established arguments

Findings and Discussion

- TSKE argument as a process-based perspective to knowledge creation and application in organizations require that relevant important functions or responsibilities will be performed by human agents that work under specific contingent factors and are guided by appropriate policies to achieve clearly defined objectives (see fig. 1).
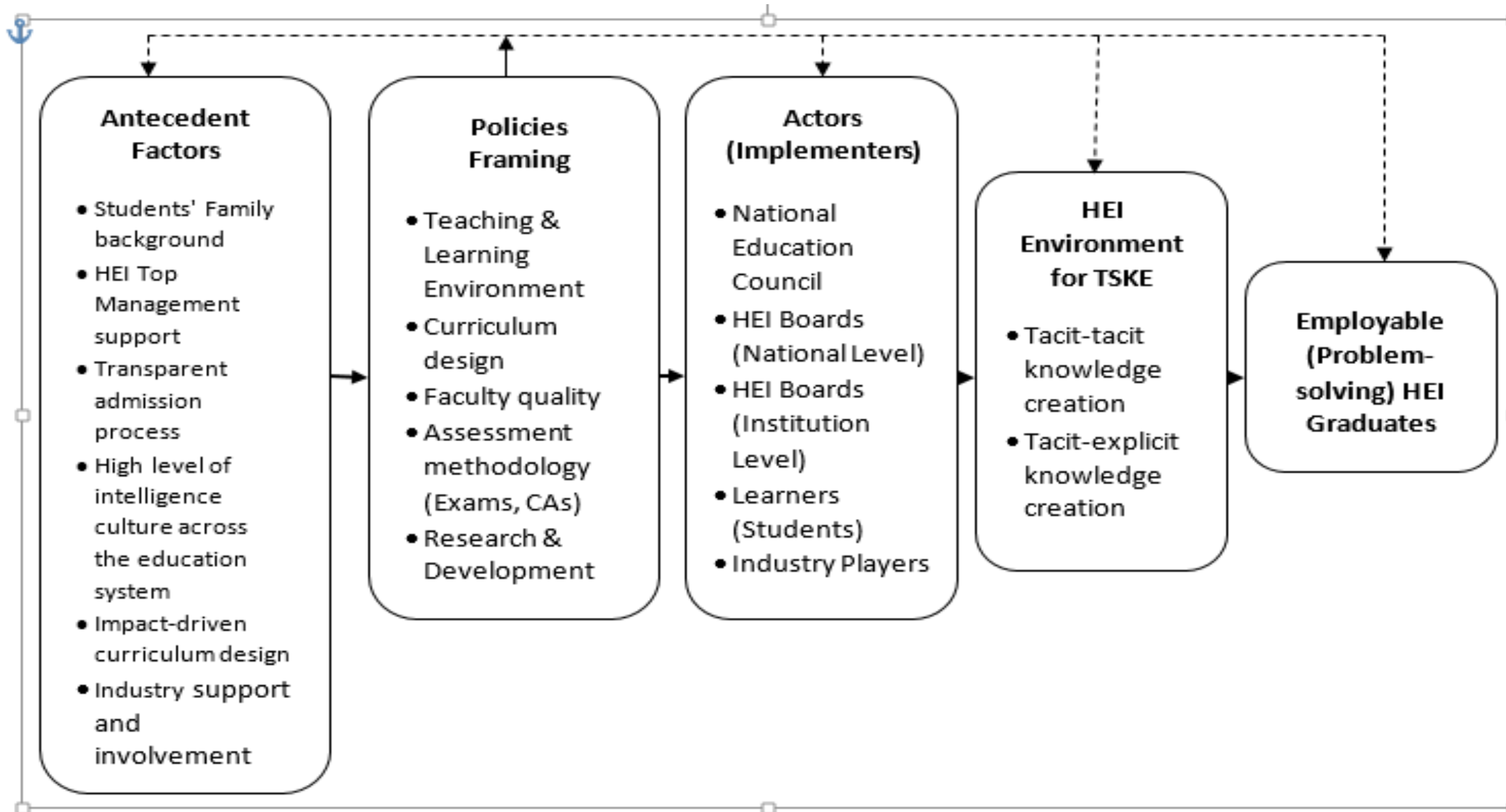
Fig. 4. Policy-driven Model for TSKE Application in HEIs
Source: Ibidunni, A. S. (2021)

- *Policy Agenda for TSKE*
- Effectual policy framing and implementation is critical to supporting a learning process in the education sector. Such policy process will structure the path and determine progress because policy drives the system (Maurya & Mintrom, 2019). Therefore, the prioritization of a policy driven agenda for TSKE implementation in Africa's HEIs should always be taken as a consideration. In defining policies at the national level, the policymakers should have a clear understanding of the goals of workability of TSKE.

- *The Role of Actors as Implementers of TSKE Policy Framework*
- The TSKE process will be carried out by 'implementers' that consist of human agents, like the National Education Council, HEI Board of Directors/Trustees at the institutional level, Students, Faculties and Industry players. National level policies for TSKE become implementation across the HEIs when all actors are suitably represented during the process of policy formulation/design. It, therefore, suggests that there must be a clear understanding and acceptance of the policies outlines at the national level.

- *Antecedent Factors for TSKE Policy Framework*
- Contingent factors largely influence the workability of TSKE. It is critical to identify that students' demographic background can affect their learning ability.
- According to Fitzpatrick and Mustillo (2020). In the same way, HEIs' top management support for the TSKE procedure, especially in terms of effective compliance and execution will largely determine the success or failure of the programme.
- A vast number of studies (Ibidunni & Ogundana, 2014; Ivory & MacKay, 2020; Varallyay, Langlois, Tran, Elias & Reveiz, 2020) in the strategic management and organizational behaviour literature have shown that top management support for any organizational endeavour is central to recording incremental progress.

- ***Environment for TSKE to Thrive***
- TSKE theory suggests that for students to learn in ways that prepare them for the work place, the learning process must be embedded with knowledge that fosters innovation.
- The assertion imply that such knowledge should be tacit in nature.
- By the TSKE principle, tacit knowledge should be shared to produce other dimensionalities of tacit knowledge and can also produce explicit knowledge (Nonaka and Takeuchi, 1995).
- Therefore, there is a need for an environment to ensure such kind of learning between the teacher and student or peers is made possible. That kind of environment will then support tacit to tacit and tacit to explicit knowledge creation.

Implications

- The findings of this study has implications that guide theorists and policymakers towards action.

- ***Theoretical Implications***

- The current study has accomplished a much needed improvement on the preceding TSKE study by establishing policy insights for the accomplishment of TSKE knowledge exchange perspective in HEIs. From a theoretical perspective, the model presented in the study has opened up new theoretical frontiers for further improvement, remodelling and empirical validations.

- It is expected that the TSKE approach to knowledge exchange will become a globally supported theoretical perspective and will be adapted across several cultures to build up its multidimensional applications and interpretations.

- ***Policy Implications***

- First, adoption of the TSKE model, especially as presented in Fig. 4 above as a practical pathway to learning.

- Second, a TSKE policy should formulated with the active involvement of all key representatives of HEIs' stakeholders groups.

- Third, actors to the TSKE implementation process should be encouraged about adapting the TSKE policy that have been designed at the national level into their respective HEIs.

- Also, TSKE policy should be designed to adapt contingencies about various aspects of family antecedents of the learners, institutional peculiarities, top management support, industry capacity and their active involvement and all other multidimensional areas of antecedents, based on the peculiarities of national economies and cultural diversities

- Last, across the national and institutional levels, the TSKE policy formulation and implementation should reflect a thriving learning environment for the workability of tacit-tacit and tacit-explicit knowledge creation and exchange.

Conclusion and Further Studies

- The assertions gathered reflects that possibilities of having a workable TSKE policy model that shows the relational linkages among antecedent factors, institutions and human actors that should drive knowledge creation and application in HEIs.

- The study, though conceptually grounded, has advanced the already established TSKE perspective by directing theory and policymakers on the workability of the theory across all levels of HEIs.

- Further research is, however, encouraged to empirically validate the assertions made in this present study, and from diverse global contexts to determine how the TSKE theory and its policy dimensions can take on different interpretations across cultures.

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Thank You.