

# Knowledge sharing practices, change management and learning culture: Basis to continuous learning opportunities

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## Abstract

With the acceleration of globalization and the rapid development of information technology, knowledge has become one of the most strategic resources for enterprises and educational institutions. Knowledge sharing is not only a key factor in promoting organizational innovation, but also a powerful tool for enterprises to cope with the rapidly changing external environment. With the change of working mode and the advancement of technology, how to effectively promote knowledge sharing practice and combine it with learning culture and change management has become an important research topic in constructing the framework of continuous learning opportunities. Based on the field investigation of some enterprises and educational institutions in China, this paper adopts descriptive research method and use survey questionnaires with a total of 497 respondents, deeply discusses the interaction between knowledge sharing, change management and learning culture. The results showed that the diversity of knowledge sources, the mode of knowledge transfer and the efficiency of knowledge integration are the core factors for the effective development of knowledge sharing. Through knowledge sharing, companies are able to break down information barriers and facilitate collaboration between different fields and sectors, thereby enhancing overall innovation capabilities. In terms of change management, change strategies at the individual, team, and organizational levels have a significant impact on information flow, innovation drive, and employee adaptability. In addition, a strong learning culture can effectively stimulate employees' awareness of independent learning and enhance the adaptability and innovation ability of the organization. In particular, three factors, namely flexibility, organizational structure and learning support, significantly affect the construction of continuous learning culture within enterprises. Companies and educational institutions that integrate knowledge sharing practices, change management and learning culture can help create a framework that supports continuous learning and innovation, thereby enhancing their competitiveness in the knowledge economy. Diversity of knowledge, teamwork, leadership support and effective change management are important guarantees for the successful implementation of this framework. This paper proposes a theoretical framework that

integrates the three dimensions of knowledge sharing, change management and learning culture, provides a reference path for Chinese enterprises and educational institutions to continue learning and innovation in the context of globalization and digitalization, and gives corresponding practical suggestions.

**Keywords:** knowledge sharing practice, change management, learning culture, continuous learning opportunities framework, knowledge management

## Knowledge sharing practices, change management and learning culture: Basis to continuous learning opportunities

### 1. Introduction

In today's increasingly globalized and information-rich environment, knowledge has become one of the most vital organizational resources. Effective knowledge sharing not only fosters innovation but also supports organizations in adapting to a rapidly changing external environment. As work habits evolve and technology advances, it is now essential for businesses to prioritize knowledge management to maintain a competitive edge. This has shifted research focus toward understanding how to encourage information sharing practices and integrate them with learning cultures and change management to create a framework for continuous learning.

The rise of digital transformation and global competition has created an unprecedented need for effective information sharing. To ensure that knowledge flows efficiently, organizations must optimize their internal knowledge management systems. Success in knowledge sharing is also influenced by the strategic use of change management, which enables employees to overcome challenges associated with organizational transformation and embrace new work practices. Furthermore, a robust learning culture promotes self-directed learning, ensuring that creative thinking and knowledge exchange remain integral to organizational processes. Investigating the relationships between knowledge sharing, change management, and learning culture is essential to enhancing an organization's capacity for adaptability, innovation, and continuous learning.

Based on the recent findings, to address these interconnected issues, for instance, Wang (2024) research on knowledge sharing mechanisms in online collaborative teaching highlights new approaches to teacher professional development and strategies for improving educational quality. The study evaluates knowledge sharing practices by focusing on the variety of knowledge sources, the modes of knowledge transfer, and the efficiency of knowledge integration in daily operations. Similarly, insights from Guo et. al.,(2023) who explored the link between employees' tacit knowledge sharing and inclusive leadership using the Cognitive-Affective Personality System Theory, provide a fresh perspective on knowledge flow dynamics. The study also considers the effectiveness of change management techniques in enhancing information flow, driving innovation, and improving adaptability among employees and students. Research by Yu et. al.,(2024) demonstrates how businesses can leverage knowledge management innovation to build resilience and remain competitive in dynamic environments. Additionally, the findings of Lu (2024), which emphasize the connection between psychological ownership, information sharing, and workplace appreciation, offer empirical evidence for understanding the mechanisms that drive learning cultures.

In light of the challenges faced by businesses and educational institutions in today's knowledge-driven economy, the researcher seeks to develop a comprehensive framework that integrates knowledge sharing, change management, and learning culture. By combining these key elements, this study will provide both theoretical insights and practical recommendations to support organizations in improving knowledge exchange, managing change effectively, and fostering a culture of continuous learning. Ultimately, this will offer a thorough examination of the interactions between these variables, contributing to academic literature while equipping practitioners with strategies to drive innovation, competitiveness, and sustainable growth in the knowledge economy.

**Objectives of the Study** - This study aimed to examine knowledge sharing practices, change management, and learning and culture in Chinese vocational to develop a framework for continuous learning opportunities for China's vocational colleges. Specifically, it aimed to determine knowledge sharing practices in terms of diversity of knowledge sources, transfer of knowledge and integration of knowledge; evaluate the change management practices in terms of individual, team and organizational; describe the learning culture in terms of adaptability, organizational structure and support for learning; test the significant relationship among Knowledge Sharing Practices, Change Management and Learning Culture; and develop continuous learning opportunities framework

for vocational schools in China.

## 2. Methods

**Research Design** - In this study, the descriptive design was chosen to examine the interaction among knowledge sharing practices, change management techniques, and learning culture in selected Chinese businesses and educational institutions. Specifically, this design allows the researcher to identify patterns, trends, and relationships that exist within the organizational context. By systematically collecting and analyzing data, the study provides insights into how these three critical factors contribute to the development of a framework for continuous learning, innovation, and adaptability. Descriptive research is particularly appropriate when the primary goal is to observe, describe, and interpret the existing phenomena. It is non-experimental in nature, which means that the study does not manipulate variables but rather observes them in their natural setting. This approach is beneficial in generating a detailed understanding of real-world practices, behaviors, and processes within organizations.

**Participants of the Study** - The research targeted university staff and administrators to analyze knowledge management and organizational development in 10 vocational colleges in Zhengzhou, Henan Province. These colleges were selected for their representativeness in size, type, and industry field. Participants included professors, lecturers, administrators, and researchers, in roles such as team leaders, human resources specialists, and middle managers. Participants were chosen based on their involvement in knowledge management, instructional innovation, change implementation, or learning support, with a minimum of 2–3 years of work experience. Interdisciplinary or cross-sectoral collaboration experience was also required to explore synergies between universities and businesses. The study aimed to recruit about 500 staff members, ensuring the representativeness and reliability of the data. The research sought to provide an empirical foundation for strategies to improve knowledge sharing and organizational learning in vocational colleges, fostering innovation and collaboration in the knowledge economy. A total of 497 responses were retrieved.

**Instruments of the Study** - A modified questionnaire was utilized for prediction research, per the study's objectives. The questionnaire's dependability is examined and confirmed. A brief introduction of the participants, including their age, gender, educational background, occupation, income, and so forth, is included in the first section of the questionnaire. Three primary elements form the basis of the questionnaire design: learning culture, change management, and knowledge sharing methods. The questionnaire examined knowledge sharing by evaluating the variety of knowledge sources, modes of transfer, and efficiency of integration, drawing on studies by Cai (2024). The change management section assessed experiences at the individual, team, and organizational levels, referencing Sha et. al., (2024) on team communication and Gu Yunfeng et al. on supporting continuous learning. The learning culture section evaluated adaptability, organizational structure, and learning support, with reference to Qu (2024) and Gu et al. (2023). The questionnaire design was informed by both domestic and international research, and underwent expert consultations and a pre-test for validity and reliability.

**Table 1**

*Knowledge Sharing Practices, Change Management and Learning Culture: Basis to Continuous Learning Opportunities Framework*

Variable	Cronbach's Alpha	Remarks
1A. Diversity of Knowledge Sources	0.953	Excellent
1B. Transfer of Knowledge	0.949	Excellent
1C. Integration of Knowledge	0.947	Excellent
2A. Individual Level	0.951	Excellent
2B. Team Level	0.951	Excellent
2C. Organizational Level	0.954	Excellent
3A. Adaptability	0.949	Excellent
3B. Organizational Structure	0.949	Excellent
3C.Support for Learning	0.943	Excellent

The dependability of the scale utilized in this study is confirmed by the results, which demonstrate that each construct's items have great internal consistency. The great degree of internal consistency guarantees the high dependability of measuring concepts like learning culture, change management, and knowledge exchange in many organizational settings.

**Data Gathering Procedure** - Paper and internet questionnaires were created based on important factors like learning culture, change management, and information sharing practices. Five experts in organizational change and knowledge management, three graduate students in business and education management, and four employees of the corporation assessed the preliminary version of the questionnaire. The review's main goals are to make sure the questionnaire's wording is plain and clear and that the scale's contents can be used in real-world applications in businesses and educational institutions. Finally, after extensive tweaking and refinement, a comprehensive questionnaire appropriate for this investigation was created. The questionnaire is divided into three sections, as shown in the appendix: filling instructions, primary study variables (knowledge sharing, change management, and learning culture), and basic respondent information. This study used the "Questionnaire Bank" paid survey service to gather samples in order to guarantee the representativeness and diversity of data. The platform is a reputable research-based website with a sizable sample size that verifies the validity of samples through design. The IP address limit was utilized to make sure that each address could only submit the questionnaire once, and the answer time limit was set (the filling time should be longer than 60 seconds). 576 surveys in all were gathered. The researchers manually removed 76 invalid questionnaires with several consecutive similar or contradictory answers in order to confirm the authenticity and validity of the data. This left 500 valid questionnaires, or an 86.8% valid questionnaire rate.

**Ethical Considerations** - This investigation has been conducted with ethical considerations in mind. Only the quality and integrity of the research are assured in order to make sure that the data gathered is used for research. This article ensures that every piece of information obtained is utilized solely for research purposes, respects the confidentiality of respondents, and protects the integrity and quality of the research when conducting surveys and research. In order to make sure that the target can provide the appropriate answers to the research's questions beforehand, respondents should contact or communicate online. Additionally, by guaranteeing anonymity, obtaining as little personal information as possible, and refraining from requesting respondents' names when they answered questions, the researchers protected the respondents' confidentiality. Additionally, respondents were reassured that their safety was the top priority and that they had filled out the questionnaire voluntarily. One crucial research premise is informed consent. Before the study officially started, all subjects gave their explicit informed consent. To make sure that participants understood the complete anonymity of the data being collected, the research team provided a thorough explanation of the study's goals, methodology, and significance at the outset of the questionnaire. Consciously choosing to engage in the study, the participants were informed about its purpose, possible consequences, and their rights. The online questionnaire goes into additional detail about informed consent, making sure that participants understand their right to withdraw from the study at any time. Data security and privacy protection are highly regarded. The research team has implemented stringent technical measures and protocols to guarantee the confidentiality of the participants' information during the whole data gathering and processing process. To prevent data duplication or misuse, a single login mechanism was employed for each participant to complete the questionnaire. Only approved members of the study team have access to the encrypted survey and personal data. The study's research team guarantees that the information gathered will only be utilized for the study's academic objectives and won't be utilized for non-research or commercial reasons. Following the inquiry, strict security measures were put in place to protect participant privacy, and data processing and storage methods were discontinued.

**Data Analysis** - The purpose of this study is to investigate how learning cultures, change management strategies, and corporate knowledge sharing practices function in business and educational settings. This study employs a range of statistical methods and integrates variables of many dimensions to conduct in-depth quantitative analysis in order to successfully assess the data that was obtained. The relationship between information sharing, change management, and learning culture, as well as their effects on organizational

performance, were investigated in this study using Pearson correlation analysis. In order to investigate the internal relationship between knowledge sharing, change management, and learning culture and their promoting effects on organizational learning and innovation behavior, the researcher will use SPSS 28.0 software to process the data, test the correlation between various variables, and validate the research hypothesis through descriptive statistics, correlation analysis, and regression analysis.

### 3. Results and discussion

**Table 2**

*Summary Table on Knowledge Sharing Practices*

Key Result Areas	Composite Mean	VI	Rank
Diversity of Knowledge Sources	2.95	Agree	3
Transfer of Knowledge	3.02	Agree	2
Integration of Knowledge	3.11	Agree	1
Grand Composite Mean	3.03	Agree	

*Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree*

After condensing the essential elements of knowledge-sharing procedures, Summary Table 2 assigns an overall Grand Composite Mean of 3.03, signifying a widespread consensus - "agreement." This score reflects the collective opinion of the university regarding its efficacy in fostering information sharing. The research's conclusion is that, even while knowledge-sharing practices are acknowledged at a fundamental level, there are significant chances for additional research and support of each component to have a more profound effect in educational settings.

With a VM score of 3.11, knowledge integration was the most recognized category, showing that students are especially valued for their ability to integrate knowledge from other disciplines to tackle challenging situations. Knowledge integration is becoming more and more prominent in academic discourse, which emphasizes how important it is for promoting interdisciplinary learning and innovation. The topic of why knowledge integration is so crucial is brought up by its significance. Some think that knowledge integration is essential for encouraging students' overall growth and helping them adjust to the ever-changing workplace.

The composite average score for knowledge transfer between the highest and lowest rated fields was 3.02, with knowledge source variety coming in second with a score of 2.95. Both are understood as "consent," signifying an acknowledged but unfulfilled commitment to diversity and information exchange. These indicators are a crucial component of the framework of knowledge sharing activities and significantly contribute to an overall good appraisal, even though they are not as significant as knowledge integration.

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The diverse character of educational practice within the information sharing paradigm is shown in this summary table on knowledge sharing practices. Data indicates that when a university exhibits a core commitment to information-sharing practices, more coordinated efforts are needed to increase the variety of knowledge sources and employ knowledge integration as an innovation-inspiring catalyst. The purpose of the following research should be to determine how these knowledge-sharing characteristics might be improved and incorporated into educational environments.

Table 3 offers a broad summary of change management procedures by combining data from several important outcome categories to evaluate the organization's overall performance at various levels. Overall, the respondents' Composite Mean was 3.02, or "agree." This suggests that the organization's change management

techniques are generally rated well.

**Table 3**

*Summary Table on Change Management Practices*

Key Result Areas	Composite Mean	VI	Rank
Individual Level	3.05	Agree	2
Team Level	2.95	Agree	3
Organizational Level	3.08	Agree	1
Grand Composite Mean	3.02	Agree	

*Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree*

With a compound average score of 3.08, Organizational Level was placed highest among the major outcome areas, suggesting that students think organizations perform the greatest job of managing change overall. This could be an indication of the organization's effectiveness in creating a well-defined change plan, engaged leadership, and committed teams or resources. The Individual Level, with an average score of 3.05, is the next closest indicator, suggesting that organizations are generally doing a good job of informing staff members about impending changes, offering resources and training, and giving staff members a sense of agency during change.

With a compound average of 2.95, Team Level Change Management ranked third—still a positive score, but just lower than the other two areas. Overall, organizations were recognized for their performance in change management practices, especially at the organizational level. This suggests that while the team received clear communication about change and team leadership involved team members in the decision-making process, there may be room for improvement in promoting effective team collaboration and planning. Nonetheless, certain domains, including team-level change management, might require more enhancement and fortification.

In order to enhance change management procedures even more, companies can think about reinforcing leadership involvement and communication in order to guarantee that change plans are successfully conveyed and implemented. To assist staff members and groups in adjusting to new procedures or technological advancements, increase training and resources available. To encourage information sharing and teamwork, increase and diversify the opportunities for planning and team collaboration. By means of these endeavors, entities might augment their capacities for managing change and maintain their competitiveness amongst a constantly evolving commercial landscape.

**Table 4**

*Summary Table on Learning Culture*

Key Result Areas	Composite Mean	VI	Rank
Adaptability	3.01	Agree	2
Organizational Structure	2.98	Agree	3
Support for Learning	3.13	Agree	1
Grand Composite Mean	3.04	Agree	

*Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree*

An overview of the major learning culture outcome areas is shown in Table 4. The Composite Mean of the responses as a whole was 3.04, indicating "agree." This suggests that the organization understands the benefits of creating a learning culture and can adjust its structure, support for learning, and adaptability accordingly. Given that it incorporates structure, flexibility, and resource distribution throughout the entire company, this learning culture is essential in the present business environment.

With an average score of 3.13, Support for Learning is the highest ranked indication because the weighted average is the highest. This indicates that learning is best supported by businesses, which emphasize employee learning and development through the provision of learning tools, the encouragement of learning opportunities, or active assistance from managers.

With an average score of 3.01, Adaptability is the next closest indicator. This demonstrates how businesses

are trying to increase the resilience of both their workforce and the company overall because they understand how important it is to be flexible in a business climate that is changing quickly.

Organizational Structure, with an average score of 2.98, was the third-best indication. This shows that even while firms understand how important structure is to learning cultures, further structure optimization might be required to improve knowledge sharing and cross-team collaboration.

To sum up, Table 4's enhanced analysis emphasizes the organization's endeavors to foster a culture of learning while also highlighting opportunities for further development. It calls for a revolutionary strategy that instills the values of a learning culture in every facet of the company. In order to ensure that businesses can effectively respond to learning problems, future efforts to develop a learning culture should concentrate on maximizing measures to support learning, strengthening organizational adaptability, and modifying organizational structures.

**Table 5**

*Relationship Between Knowledge Sharing Practices and Change Management Practices*

Variables	rho	p-value	Interpretation
Diversity of Knowledge Sources			
Individual Level	0.400**	<.001	Highly Significant
Team Level	0.465**	<.001	Highly Significant
Organizational Level	0.422**	<.001	Highly Significant
Transfer of Knowledge			
Individual Level	0.455**	<.001	Highly Significant
Team Level	0.502**	<.001	Highly Significant
Organizational Level	0.444**	<.001	Highly Significant
Integration of Knowledge			
Individual Level	0.446**	<.001	Highly Significant
Team Level	0.469**	<.001	Highly Significant
Organizational Level	0.405**	<.001	Highly Significant

\*\* . Correlation is significant at the 0.01 level

Table 5 sheds light on the connection between change management and information sharing strategies. Based on statistical analysis, we discover that there is a substantial positive association between change management methods at the individual, team, and organizational levels and all elements of knowledge sharing. The effect of change management is tightly correlated with the diversity of information sources, knowledge integration, and knowledge transfer. This correlation is highly statistically significant ( $p < .001$ ), suggesting a strong relationship between the variables.

The diversity of knowledge sources and change management have a strong positive correlation ( $p = 0.400$ ) at the individual level. This suggests that when faced with change, people can learn through a variety of sources, which improves their ability to adapt to and promote change. The correlation coefficients for information integration and transfer are 0.446 and 0.455, respectively, indicating the significance of knowledge flow in helping individuals adjust to change. These findings underscore the significance of organizational culture in the learning process and corroborate the impact of organizational culture on learning behavior as discussed in "Empirical Research on the Influence of Organizational Culture on Organizational Learning Ability".

The information source diversity correlation coefficient climbed to 0.465 at the team level, suggesting that knowledge diversity in a team setting has a more pronouncedly favorable effect on change management. The results indicate that team collaboration has a significant role in facilitating information sharing and change management. The correlation coefficients for knowledge transfer and integration in teams were 0.502 and 0.469, respectively. This result indicates that the diversity of knowledge sharing within a team plays a positive role in change management. The knowledge sharing modes mentioned in the "Review of Knowledge Sharing Theory and Practice at Home and Abroad" include SECI mode, action-result mode, information-based mode, formal mode, and informal mode.



Although they are slightly lower than those of the team, the correlation coefficients of knowledge source diversity, knowledge transfer, and knowledge integration at the organizational level—0.422, 0.444, and 0.405, respectively—still demonstrate the critical role that organizational culture and structure play in promoting knowledge sharing and change management. These findings support the need for project managers and change management practitioners to support change, as discussed in "Central Roles in Change Management," emphasizing the crucial part that organizational structure plays in change management.

These findings highlight the critical role that information sharing plays in change management and show that improving knowledge sharing procedures can greatly increase managerial efficacy and organizational flexibility in the face of change. Therefore, in order to support and improve change management techniques, businesses should work to create an atmosphere that encourages knowledge variety, transfer, and integration. By making such efforts, companies may stay competitive and inventive in a changing business environment, in addition to advancing the knowledge and skills of their workforce.

We can clearly see from the study in Table 5 that knowledge sharing activities are important forces behind organizational change. Organizations must value and invest in knowledge-sharing cultures and systems in order to accomplish effective change management. This will guarantee that all stages of the change process receive sufficient resources and support. The ways in which these strategies interact and can be strategically adjusted to raise the efficacy of organizational change management should be the subject of future research. This involves more investigation into the connection between organizational learning capacity and organizational culture, as well as the ways in which organizational learning can promote innovation and information exchange. By taking these steps, companies may help teams and individuals more successfully, enable change to be implemented successfully, and make significant strides toward learning culture and flexibility.

**Table 6**

*Relationship Between Knowledge Sharing Practices and Learning Culture*

Variables	rho	p-value	Interpretation
Diversity of Knowledge Sources			
Adaptability	0.487**	<.001	Highly Significant
Organizational Structure	0.498**	<.001	Highly Significant
Support for Learning	0.424**	<.001	Highly Significant
Transfer of Knowledge			
Adaptability	0.562**	<.001	Highly Significant
Organizational Structure	0.525**	<.001	Highly Significant
Support for Learning	0.405**	<.001	Highly Significant
Integration of Knowledge			
Adaptability	0.548**	<.001	Highly Significant
Organizational Structure	0.530**	<.001	Highly Significant
Support for Learning	0.394**	<.001	Highly Significant

**\*\*.** Correlation is significant at the 0.01 level

Table 6 sheds light on the connection between learning cultures and knowledge sharing methods. According to statistical analysis, information sharing is essential for fostering learning cultures' adaptability, organizational design, and learning support. In particular, all dimensions of learning culture show a significant positive correlation with diversity of knowledge sources, knowledge transfer, and knowledge integration. This correlation is highly statistically significant ( $p < .001$ ), suggesting a strong relationship between these variables.

In terms of adaptability, the correlation coefficients of information source diversity, knowledge transfer and knowledge integration are 0.487, 0.562 and 0.548, respectively, suggesting a high positive link. This implies that employees are more likely to adjust to changing learning requirements and changes when an organization facilitates knowledge flow inside the firm and encourages knowledge acquisition from different sources, hence enhancing the adaptability of learning culture.

These correlation coefficients, which were 0.498, 0.525, and 0.530 in terms of organizational structure,

respectively, further demonstrate the significance of information sharing in maximizing organizational structure to promote learning. Information can flow more easily under an organizational structure that encourages knowledge exchange, giving staff members greater chances to learn.

The correlation coefficients for learning support were 0.424, 0.405, and 0.394; these values were marginally lower than those for the other two dimensions, but they nevertheless demonstrated a strong positive link. This emphasizes how important it is to share knowledge in order to offer the support and resources needed for learning, which is crucial in order to promote a healthy learning environment.

These findings show that improving information sharing methods can greatly enhance an organization's learning culture and emphasize the critical role that knowledge sharing plays in creating and maintaining a learning culture. To support and enhance a culture of learning, organizations should consequently work to create an atmosphere that encourages knowledge diversity, transfer, and integration. By making such efforts, companies may stay competitive and inventive in a changing business environment, in addition to advancing the knowledge and skills of their workforce. We can clearly see from the study in Table 6 that knowledge sharing activities are a major component of corporate learning cultures. Organizations must value and invest in knowledge-sharing cultures and systems in order to create an effective learning culture. This will guarantee that all phases of the change process receive sufficient resources and support. Subsequent studies ought to persist in investigating the interplay between these methodologies and their strategic optimization for augmenting the efficaciousness of corporate learning cultures.

**Table 7**

*Relationship Between Change Management Practices and Learning Culture*

Variables	rho	p-value	Interpretation
<b>Individual Level</b>			
Adaptability	0.500**	<.001	Highly Significant
Organizational Structure	0.399**	<.001	Highly Significant
Support for Learning	0.364**	<.001	Highly Significant
<b>Team Level</b>			
Adaptability	0.455**	<.001	Highly Significant
Organizational Structure	0.458**	<.001	Highly Significant
Support for Learning	0.363**	<.001	Highly Significant
<b>Organizational Level</b>			
Adaptability	0.399**	<.001	Highly Significant
Organizational Structure	0.401**	<.001	Highly Significant
Support for Learning	0.375**	<.001	Highly Significant

\*\*. Correlation is significant at the 0.01 level

The information shown in Table 7 indicates a strong positive link between learning culture and change management approaches, which can be further analyzed. The findings of these statistical analyses point to three crucial aspects of an organization's practice and learning culture at the individual, team, and organizational levels of change management: learning support, organizational structure, and adaptability all demonstrated a strong correlation that was highly statistically significant ( $p < .001$ ), indicating the critical role that change management practices play in the formation of learning culture.

The correlation coefficients at the individual level are as follows: 0.500 for change management practice and learning culture adaptation, 0.399 for organizational structure and learning support, and 0.364 for change management practice and learning support. The findings demonstrate that change management practices have a major influence on helping people adjust to new demands and changes in their learning environments, as well as on providing the tools they need to learn.

At the team level, the correlation coefficient between change management practices and the adaptability of learning culture is 0.455, the correlation coefficient with organizational structure is 0.458, and the correlation coefficient with learning support is 0.363, which further confirms the importance of effective change

management in promoting the adaptability, structure and support of team learning culture in a team environment.

At the organizational level, the correlation coefficient between change management techniques and the adaptability of learning culture is 0.399, the correlation coefficient between organizational structure is 0.401, and the correlation coefficient between learning support is 0.375. The aforementioned data highlights the beneficial impact of change management strategies implemented at the organizational level on the flexibility, framework, and encouragement of the organization's overall learning culture. These highly significant positive correlation coefficients highlight the critical role that change management practices play in the creation of learning cultures. They also suggest that when implementing change, an organization can foster a positive, flexible, and encouraging learning culture by fully considering and optimizing change management practices at the individual, team, and organizational levels. In order to ensure that change management strategies are mutually supportive of creating a learning culture and help firms stay competitive and inventive in a changing business environment, organizations should concentrate on developing and implementing change management strategies.

When considered collectively, Table 7's research gives us a clear picture of how change management procedures play a major role in the emergence of an organizational learning culture. Organizations must value and invest in systems and methods that support change management in order to create an effective learning culture. This will guarantee that all stages of the change process receive sufficient resources and support. Future studies should focus on the interactions between different learning culture characteristics and change management strategies, as well as how strategically enhancing these practices might improve corporate learning cultures even more.

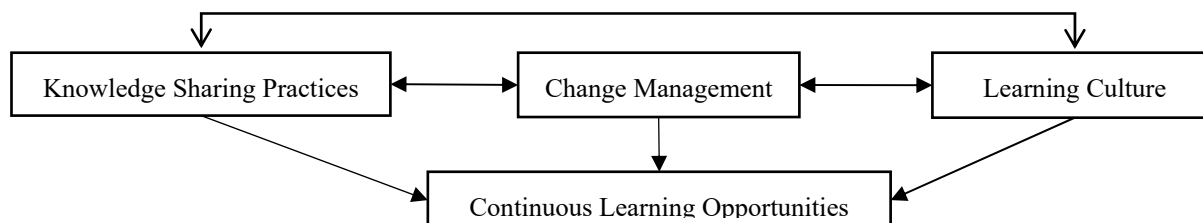


Figure 1: Continuous Learning Opportunities Framework

In this study, we provide a comprehensive framework to evaluate the interplay between information sharing practices, change management, and learning cultures, and examine how these aspects work together to establish a framework for sustainable learning opportunities. The foundation of the framework is the premise that it is possible to greatly improve employees' capacity for ongoing learning within an organization by managing a culture of knowledge sharing, change, and learning. This, in turn, can improve the organization's overall performance and innovation. Knowledge sharing methods are viewed as the cornerstone of corporate learning and innovation. It addresses the procedures for gathering data from various knowledge sources, disseminating that data within an organization, and combining knowledge to support innovation. In addition to facilitating communication between departments and levels, efficient knowledge sharing can strengthen teamwork and raise the standard of decision-making. The focus of change management is on how a company LEADS and ADAPTS to change. This entails maintaining open lines of communication, motivated staff members, and adaptability to change. Effective change management techniques can ease an organization's transition to new methods of operation, lower opposition, hasten change's implementation, and provide it a long-term competitive edge. The principles and behavior standards that support education and individual growth are referred to as the "learning culture" of a company. A culture that values learning enables staff members to share their experiences, seek out new information, and grow from mistakes. This culture fosters employees' continuous development by offering the tools they need to learn, promoting experimentation and discovery, and rewarding success in the classroom.

The study's recommended paradigm highlights how these three categories are complementary and interdependent. While change management offers a dynamic environment for knowledge sharing, knowledge sharing practices supply the information and knowledge base for it. In addition, learning cultures give businesses

the drive and support they need to manage change and share knowledge, enabling them to adapt and lead change over time. According to this paradigm, chances for ongoing learning are essential to enhancing organizational performance. Organizations can provide their employees rich learning experiences that encourage knowledge sharing, effectively manage change, and cultivate a culture of learning. This can lead to creativity, skill development, and growth in both personal and organizational knowledge. In order to verify the validity of this framework, pertinent data was gathered and analyzed using a quantitative method to evaluate the relationship between information sharing methods, change management, and learning culture. Empirical evidence for the validity of this paradigm is provided by the results, which indicate a significant positive correlation between these factors. All things considered, the framework this study suggests offers a thorough theoretical foundation for comprehending and assisting with the creation of opportunities for continuous learning inside businesses. Organizations can support employee growth and organizational success while better preparing for a business climate that is changing quickly by putting this approach into practice.

#### **4. Conclusions and recommendations**

The respondents moderately agreed that there is collaborative knowledge management practices within the organization. The respondents moderately agreed that there is effective and supportive change management culture in the organization. The respondents moderately agreed that there is conducive environment for learning and development in the colleges and universities. Highly significant relationship is found among Knowledge Sharing Practices, Change Management, and Learning Culture. A framework for Continuous Learning Opportunities was developed. The universities may consider implementing formal knowledge-sharing platforms or initiatives to encourage knowledge exchange and collaboration among employees. The HR department of the Universities may provide additional training and resources to employees on change management best practices and strategies. The top management of the universities may invest in professional development opportunities, mentorship programs, and flexible learning arrangements that cater to diverse learning styles and preferences. The developed framework may be adapted by the universities for their continuous learning opportunities. Future researchers may conduct a more in-depth analysis to quantify the specific impact of knowledge sharing practices, change management initiatives, and learning culture on key performance indicators (KPIs) such as employee satisfaction, productivity, and innovation.

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