Tacit Knowledge: A Literature Review

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ABSTRACT

Knowledge was considered a valuable asset to individual, group, organizations. There was no knowledge without information. Information was processed data whereas knowledge was concise and suitable collection of information in a way that makes it useful. Information was for understanding but knowledge was own experience. Michael Polanyi, in his book Personal Knowledge defined that tacit knowledge was information but that's difficult to transfer to others. Tacit knowledge include things like experience, perspective, and intuition. Ivan 2015 on his article stated that Tacit Knowledge is personal, known by an individual and is context specific, highly experiential and difficult to document and communicate, sharing involves learning, cannot easily be codified but can only be transmitted via training & experiences. The global growth demand for knowledge enhancement is considerably high since knowledge translates into creating values through the industries. With the development of Information Technology, learning styles and methods of knowledge acquisition changed vastly. Moreover, it motivates and aids to retain the acquired knowledge. Therefore, it is highlighted that with the help of the current technological advancements sharing tacit knowledge will be easier and effective. It is important to investigate methodologies used in past studies of the tacit knowledge in education discipline. The purpose of the study was to study the past research methodologies and methods of 18 empirical studies on tacit knowledge in Education. Major findings included that as tacit knowledge is more subjective and to understand it qualitative methods should be used such as personal interviews, scenario methods. There is vast opportunity for future research on understanding the role of tacit knowledge focusing on specific educational fields mainly practical based educations such as performing and visual arts.

Keywords: Education, Information, Knowledge Management, Tacit Knowledge.

1. Introduction

Knowledge was considered a valuable asset to individual, group, organizations. Michael Polanyi, in his book Personal Knowledge defined that tacit knowledge was information but that's difficult to transfer to others (Polanyi, 1958) . There was no knowledge without information. Information was processed data whereas knowledge was concise and suitable collection of information in a way that makes it useful. Information was for understanding but knowledge was own experience. Tacit knowledge include things like experience, perspective, and intuition. Ivan 2015 on his Tacit & Explicit Knowledge article stated that Tacit Knowledge is personal, known by an individual and

is context specific, highly experiential and difficult to document and communicate, sharing involves learning, cannot easily be codified but can only be transmitted via training & experiences; and about, 'know-how', 'know-what', 'know-why' and 'know-who'. The global growth demand for knowledge enhancement is considerably high, since knowledge translates into creating values through the industries. With the development of Information Technology, learning styles and methods of knowledge acquisition changed vastly. Moreover, it motivates and aids to retain the acquired knowledge. It is important to investigate methodologies used in past studies of the tacit knowledge in education discipline. There are three research methodologies: quantitative, qualitative, and mixed-methods (Cohen, Manion, 2011). Each methodology reflects a set of ontological and epistemological assumptions. The purpose of the study was to study the past research methodologies and methods of 18 empirical studies on tacit knowledge in Education. The purpose of this review was primarily descriptive. It will help researchers identify the latest trends of the development in tacit knowledge in education research and will further support the findings generated from previous literature reviews with the empirical data. This study advance new knowledge or new ways of understanding in tacit knowledge.

2. Method

18 empirical research studies on tacit knowledge in education were chosen as sample of the study and analysis was based on both methodology and method used in these 18 articles. The study period of time was chosen to be from 1997 to 2018 because it represents the most recent years and the rapid advances in research methodologies and methods take place in this period of time. In addition, this review only focused on tacit knowledge in education research.

3. Results and Discussion

No	Paper	Author	Year	Field	Methodology and method
1	Identifying tacit knowledge used by secondary school teachers	Lauren R. Hurst	2010	Education	telephone interviews
2	The Effect of Tacit Knowledge for Effective Teaching and Learning Processes among Lecturers at the Delta State University, Abraka	RexwhiteTegaEnakrire and Ndubuisi Gloria Uloma	2012	Higher Education	Descriptive Survey. Questionnairer

3	Investigation of tacit knowledge measurement methods	Abdullah Rashid, Zainuddin , Ali Taha	2015	Higher Education	Questionnaire r
4	Sharing tacit knowledge among expert teaching professors and mentees: consideration career and technical education teacher educators	Han Sik Shim, Gene L.Roth		Education	case study, qualitative approach, interview sources, Secondary data – Documents
5	Explicit Dissemination of Tacit Knowledge in Contact-Based Education	Yiyi Zhao, SylvestreMunyengabe, Haiyan He	2017	Education	quantitatively and qualitatively describe
6	Tacit Knowledge in Academia: Its Effects on Student Learning and Achievement	AnitSomech, RonitBogler	1998	Education	questionnaire
7	Tacit Knowledge Acquisition and Dissemination in Distance Learning	AnnelKetcha, JokullJohannesson, Paul Bocij	2015	Distance Learning	Literature Review ,Secondary data – Documents,
8	The capabilities of the educational organizations in making use of tacit knowledge	FatmaOzmen	2010	Education	Literature Review
9	Analysis on the Management of College Teachers' Tacit Knowledge	Linying Zhang, Zhijun Han	2008	Higher Education	Literature Review
10	On the Tacit Aspects of Science Pedagogy in Higher Education	Ramakrishnan Sitaraman	2017	Higher Education	Literature Review
11	Powerful public sector knowledge management: a school district example	Karen Edge	2005	Education	Secondary data – Documents, Semi structured interviews
12	Tacit Knowledge and School Formation	Kathryn M. Olesko	1993	Education	Literature Review ,Secondary

					data – Documents,
13	Mandating the Transfer of Tacit Knowledge in Australian Universities	RiteshChugh, SantosoWibowo, SrimannarayanaGrandhi	2015	Higher Education	Interviews
14	Explication of Tacit Knowledge in Higher Education Institutional Research through the Criteria of Professional Practice Action Research Approach: A Focus Group Case Study at an Australian University	Edward Sek Wong	2008	Higher Education	Interviews
15	To Share or Not to Share? Research-Knowledge Sharing in Higher Education Institution: Preliminary Results	NA MahamedIsmail	2013	Higher Education	Qualitative study – semi structured interviews
16	Research on the Model Construction of Teachers' Tacit Knowledge Sharing Based on Social Software	XiaoyanZhong, Kun Qu	2012	Education	Survey, Analyzing situations
17	Eliciting Tacit Knowledge from Special Education Teachers	NorsyahidaGhazali, Azizah Abdul Rahman, MahadiBahari	2012	Education	Qualitative – Story telling, scenario method
18	Workplace Dimensions: Tacit Knowledge Sharing in Universities	Ritesh CHUGH	2013	Higher Education	Questionnaire

The methodology and method applied by the most of the researchers are qualitative method, because measuring tacit knowledge is subjective. Even though some have used questionnaires to gather the information, the most effective and suitable form of methods will be personal interviews, scenario methods and observing.

4. Conclusion

All the selected research articles have analyzed commonly on education field including higher education, school education and distance learning. But, they have not focused on particularly an education field, such as relating to a subject or field of study. The role of the tacit knowledge is more important for a practical based education (ex: performing and visual arts) than theory based education (languages, management). Therefore, future research should aim on identifying the importance of tacit knowledge for different educational field especially on performing and visual arts field. The congregated information show that, there is no such research done in Sri Lankan context. Thus, there is a huge gap in this field of research and it gives opportunities to carry on research on tacit knowledge, specially focusing performing and visual arts. The special focus should be given to performing and visual arts education field because it has been a diminishing field of education in Sri Lanka. Identifying the role and importance of tacit knowledge would help to improve the performance of students on these fields. All the research highlights that not only the explicit knowledge but, tacit knowledge also should be shared to complete an education. The ways of sharing tacit knowledge may differ by individuals, field of study. Currently the technology advancement plays a vital role in sharing knowledge. Educational field also could use these technological advancements such as knowledge management systems and other tools to share, specially the tacit knowledge.

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