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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Organizational Culture, Knowledge Management, and Performance among Employees of a Private Academic Institution: Basis for Continual Improvement

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Received: 24 July 2024

Revised: 25 August 2024

Accepted: 28 August 2024

Available Online: 28 August 2024

Volume III (2024), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study determined the predictors of organizational performance from organizational culture and knowledge management of a private academic institution.

Methodology: This study performed quantitative-descriptive research using a survey questionnaire as a research instrument and regression analysis was used for data analysis and results. The study was conducted in a private academic institution with 259 respondents and used non-probability convenience sampling from the categories of administrator, teaching, and non-teaching employees.

Results: There was a significant relationship between organizational culture and knowledge management in terms of organizational leadership, employee management, strategic emphases, and criteria for success. Likewise, in knowledge management, there was a significant relationship in terms of knowledge acquisition, knowledge creation, knowledge sharing, and knowledge application in which computed p values are less than 0.05. Furthermore, in the relationship between the factors of organizational culture and organizational performance, there was a significant relationship between organizational culture in terms of organizational leadership, management of employees, strategic emphases and criteria for success, and organizational performance in terms of financial perspective, customer, internal process, and learning and growth perspective which computed p-values are less than 0.05. With computed p values of less than 0.05 level of significance, it was presented that organizational performance was governed by significant predictors in terms of management of employees (0.059) and strategic emphases (<0.001) from the assessment of organizational culture, as well as in terms of knowledge acquisition (0.024) and knowledge sharing (0.004) from the assessment of knowledge management.

Conclusion: The results showed that assessment of organizational culture in terms of management of employees, strategic emphases, and knowledge management in terms of knowledge acquisition, and knowledge sharing are the key factors to organizational performance for the institution.

Keywords: organizational culture, knowledge management, organizational performance, academic institution, balanced scorecard

INTRODUCTION

Educational institutions were among the organizational entities that were affected by the COVID-19 Pandemic, which caused a severe health crisis globally. Such institutions tried to find the ways and the means to adjust rapidly to their operations and instructional delivery. From their manual transaction processing and converting it to online processing as part of their solutions to their operations. While on their delivery of academic instructions through blended learning, resulted in the implementation of a flexible learning delivery modality. It shows a hasty shift of paradigm where some institutions are unable to cope, while others rely on their human and technology resources to be able to keep up and attain business continuity.

According to the study of Fampo (2020), the pandemic that brought a new normal to the academic landscape resulted from the need to develop knowledge management to align its operations. Additionally, an efficient knowledge management method can also help organizations increase their capacity for innovation, adjust their company

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operations to the new normal., and achieve organizational performance. Hence, educational institutions have come to understand the crucial role and significance of knowledge management as it fosters organizational competence, which is essential to their operations.

Furthermore, the study by Lubis and Hanum (2020) presented that organizational culture in an academic institution was a significant element in improving the institution's success. It also serves as a discipline to every person in providing effective, productive, ethical work attitudes and responsible quality services to stakeholders. In the study of Akpa et al. (2021), organizational culture was an important component of an organization that has induced various studies to determine and establish its relationship with organizational performance and sustainability. It has also been considered to have a profound impact and importance on the variety of organizational processes, employees, and performance, and a vital element in combining various company cultures in the corporate group structure.

The subject institution is a private, non-sectarian academic institution with eight (8) campuses, located in Las Piñas, Bacoor, Taguig, Dasmariñas, Southwoods-Biñan, Sta.Rosa-Laguna, and Los Baños-Laguna. The Las Piñas campus offers basic education, college, and graduate programs. Bacoor campus offers basic education and college programs while other campuses only offer basic education programs. In its four decades of existence, it remains a regulated institution by the Department of Education (DepEd) and the Commission of Higher Education (CHED). As a regulated institution, it is bound to follow memorandum orders with a little less deviation permitted for a private institution.

Moreover, it does not escape the effect of the new normal that brings new teaching modalities, re-aligning processes, and experiencing annual turnover primarily in teaching and non-teaching employees. The invested knowledge and skills provided by the institutions to those employees were not effectively put to use. As a result, it makes it difficult to attain the desired organizational performance. Consequently, it also affects its institutional sustainability.

The above-mentioned constructs are considered important for the institution to be able to cope with the changing academic landscape with the existence of private accreditation, and international accreditation agencies. The researcher recognizes that even though the institution is a government-regulated academic institution there are significant factors from the construct to be considered. The research results determined the factors that will further harness organizational culture and the management of knowledge for the continual improvement of the organizational performance of the institution. Consequently, it will propel the institution to attain its desired objectives.

Objectives

This study aimed to examine the predictors of organizational performance from the factors of organizational culture and knowledge management with the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Nature of Work;
 - 1.2. Length of Service;
 - 1.3. Job Status;
 - 1.4. Highest Educational Attainment;
 - 1.5. Gender?
2. What is the level of organizational culture in terms of:
 - 2.1. Organizational Leadership;
 - 2.2. Management of Employees;
 - 2.3. Strategic Emphasis;
 - 2.4. Criteria for Success?
3. What is the level of knowledge management in terms of:
 - 3.1. Knowledge Acquisition;
 - 3.2. Knowledge Creation;
 - 3.3. Knowledge Sharing;
 - 3.4. Knowledge Application?
4. What is the level of organizational performance in terms of:
 - 4.1. Financial Perspective;
 - 4.2. Customer Perspective;



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4.3. Internal Process Perspective;

4.4. Learning and Growth Perspective?

5. What is the relationship between organizational culture, knowledge management, and organizational performance when grouped according to the demographic profile of the respondents?
6. What is the relationship between the factors of organizational culture and knowledge management?
7. What is the relationship between the factors of organizational culture and organizational performance?
8. What is the relationship between the factors of knowledge management and organizational performance?

METHODS

Research Design

This study performed a descriptive-correlational research design using surveys to determine the predictors of organizational performance from the factors of organizational culture and knowledge management of a private academic institution.

Population and Sampling

This study was conducted at a private academic institution with 259 respondents and used a non-probability convenience sampling with a category of administrators, teaching, and non-teaching employees.

Instrument

The survey questionnaire was used for its data collection. The instrument has four (4) major parts: the respondent's demographic profile, factors of organizational culture, factors of knowledge management, and the factors of organizational performance using the balanced scorecard. The instrument underwent reliability and validity testing to determine its validity by a trained statistician before the formal data gathering was conducted.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

This study used statistical tools, descriptive statistics, and regression analysis after all data were collected, encoded, tallied, and tabulated. The relationship between variables in the sample or population was described using descriptive statistics, which was used to organize and summarize data. Regression analysis was used to describe the influence of organizational culture and knowledge management on organizational performance. The survey questionnaire used a four-point Likert Scale with the following scale and interpretation: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1-Strongly Disagree.

Ethical Consideration

The researchers were guided and complied with the standards set forth by the Data Privacy Act of 2012, particularly in ensuring the privacy of the participants with the utmost confidentiality. These include participants that belong to the vulnerable population, such as the elderly, ethnic and racial minorities, and persons with health conditions or impairments. The researchers focused only on the information necessary for the attainment of the desired output of the research. Such a condition was supported by the assent and consent letter approved by authorized personnel of the institution. Also observed were the necessary health protocols mandated by the Inter-Agency Task Force (IATF) and, the Department of Health (DOH) for the Management of Emerging Infectious Diseases Guidelines. Likewise, the prevailing Health Protocols implemented by the Local Government where the campuses are located in the conduct of data gathering.



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RESULTS AND DISCUSSION

The respondents' profile in terms of the "nature of work" shows that most designations and compositions of employees are teaching personnel with a frequency of 51.72%. Mainly because it is an academic institution that offers basic to higher education programs.

It also shows that most respondents are continuously connected and have served in the institution for more than 6 years, with a frequency of 62.07%. While there are respondents with the lowest frequency of 8.62% who have only 4 to 6 years of continuous service in which it depicts a wide gap of approximately 52%. Additionally, respondents with 1–3 years of continuous service with a frequency of 12.64% have a gap of approximately 32% to the succeeding respondents. Likewise, respondents who are below 1 year of continuous service with a frequency of 16.67% have a gap of approximately 24%.

Moreover, most of the respondent's statuses are permanent with a frequency of 68.97%, while respondents who are probationary have a frequency of 9.20% with a gap of approximately 87%. As well as employees with contractual status had a frequency of 21.84 with a gap of approximately 58% to the respondents in probationary status.

Most of the respondents' highest educational attainment was a college or baccalaureate degree, with a frequency of 70.69%. While the doctoral degree holders have the lowest frequency of 1.15%, and the master's degree holders have a frequency of 16.67%. Moreover, there are more female respondents, with a frequency of 67.42%. While male respondents have a frequency of 32.76%, which shows that there are more female than male employees throughout the campuses.

Relationship between Assessment in Organizational Culture and Assessment in Knowledge Management

In the relationship between the assessment of organizational culture and knowledge management, there was a significant relationship between organizational culture in terms of organizational leadership, management of employees, strategic emphases and criteria for success, and knowledge management in terms of knowledge acquisition, knowledge creation, knowledge sharing, and knowledge application since the computed p values are less than 0.05 level of significance shown on Table 1.

Table 1
Relationship between Assessment in Organizational Culture and Assessment in Knowledge Management: Knowledge Acquisition, Knowledge Creation, Knowledge Sharing, and Knowledge Application

Indicators	Knowledge Acquisition				Knowledge Creation			
	F	p	I	D	F	p	I	D
Organizational Leadership	.537**	<0.001	S	R	.494**	<0.001	S	R
Management of Employees	.446**	<0.001	S	R	.435**	<0.001	S	R
Strategic Emphases	.490**	<0.001	S	R	.511**	<0.001	S	R
Criteria for Success	.486**	<0.001	S	R	.482**	<0.001	S	R
Indicators	Knowledge Sharing				Knowledge Application			
	F	p	I	D	F	p	I	D
Organizational Leadership	.511**	<0.001	S	R	.506**	<0.001	S	R
Management of Employees	.508**	<0.001	S	R	.433**	<0.001	S	R
Strategic Emphases	.536**	<0.001	S	R	.489**	<0.001	S	R
Criteria for Success	.504**	<0.001	S	R	.483**	<0.001	S	R

Legend: Significant at p-value < 0.05; R – Rejected; FR – Failed to Reject; S – Significant; NS – Not Significant



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Therefore, organizational culture in terms of organizational leadership, management of employees, strategic emphases, and criteria for success affect knowledge management in terms of knowledge acquisition, knowledge creation, knowledge sharing, and knowledge application.

Relationship between Assessment in Organizational Culture and Assessment in Organizational Performance

In the relationship between the assessment of organizational culture and organizational performance, there was a significant relationship between organizational culture in terms of organizational leadership, management of employees, strategic emphases and criteria for success and organizational performance in terms of financial perspective, customer, internal process, and learning and growth perspective since the computed p-values are less than 0.05 level of significance. Hence, organizational culture in terms of organizational leadership, management of employees, strategic emphases, and criteria for success affects the organizational performance in terms of financial, customer, internal process, and learning and growth perspective.

Table 2
Relationship between Assessment in Knowledge Management and Assessment in Organizational Performance: Financial, Customer, Internal Process, and Learning and Growth Perspective

Indicators	Financial				Customer			
	F	p	I	D	F	p	I	D
Knowledge Acquisition	.499**	<0.001	S	R	.565**	<0.001	S	R
Knowledge Creation	.512**	<0.001	S	R	.505**	<0.001	S	R
Knowledge Sharing	.582**	<0.001	S	R	.553**	<0.001	S	R
Knowledge Application	.532**	<0.001	S	R	.566**	<0.001	S	R

Indicators	Internal Process				Learning and Growth			
	F	p	I	D	F	p	I	D
Knowledge Acquisition	.582**	<0.001	S	R	.540**	<0.001	S	R
Knowledge Creation	.509**	<0.001	S	R	.462**	<0.001	S	R
Knowledge Sharing	.555**	<0.001	S	R	.629**	<0.001	S	R
Knowledge Application	.517**	<0.001	S	R	.512**	<0.001	S	R

Legend: Significant at p-value < 0.05; R – Rejected; FR – Failed to Reject; S – Significant; NS – Not Significant

In the relationship between the assessment of knowledge management and organizational performance, there was a significant relationship between knowledge management in terms of knowledge acquisition, knowledge creation, knowledge sharing, and knowledge application and organizational performance in terms of financial, customer, internal process, and learning and growth perspective since the computed p-values are less than 0.05 level of significance shown on Table 2. Therefore, knowledge management in terms of knowledge acquisition, knowledge creation, knowledge sharing, and knowledge application affects organizational performance in terms of financial, customer, internal process, and learning and growth perspectives.

Predictors of Organizational Performance

In determining the predictors of Organizational Performance, regression analysis in Table 3 presented that organizational performance was governed by significant predictors which are the assessment of organizational culture in terms of management of employees (0.059), and strategic emphases (<0.001). As well as in the assessment of knowledge management in terms of knowledge acquisition (0.024), and knowledge sharing (0.004) since the computed p values are less than 0.05 level of significance.



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Table 3
Predictors of Organizational Performance

Factors	Unstd. Coefficients		Std. Coefficient	t	Sig.	Interpretation
	B	Std. Error	Beta			
Constant	-0.03	0.28		-0.12	0.905	
Nature of Work	0.03	0.04	0.04	0.72	0.472	Not Significant
Length of Service	0.00	0.03	0.00	-0.02	0.985	Not Significant
Job Status	-0.03	0.04	-0.05	-0.69	0.489	Not Significant
Highest Educational Attainment	0.03	0.04	0.04	0.80	0.425	Not Significant
Gender	0.01	0.05	0.01	0.10	0.919	Not Significant
Organizational Leadership	0.00	0.08	0.00	-0.05	0.960	Not Significant
Management of Employees	0.18	0.09	0.19	1.90	0.059	Significant
Strategic Emphases	0.33	0.09	0.35	3.68	<0.001	Significant
Criteria for Success	0.04	0.10	0.04	0.41	0.681	Not Significant
Knowledge Acquisition	0.20	0.09	0.19	2.27	0.024	Significant
Knowledge Creation	-0.10	0.09	-0.10	-1.12	0.263	Not Significant
Knowledge Sharing	0.22	0.08	0.23	2.94	0.004	Significant
Knowledge Application	0.09	0.10	0.09	0.90	0.370	Not Significant

Legend: Significant at p-value < 0.05; R – Rejected; FR – Failed to Reject; S – Significant; NS – Not Significant

The results showed that assessment in organizational culture in terms of management of employees, strategic emphases, and knowledge management in terms of knowledge acquisition, and knowledge sharing are the predictors of organizational performance for the institution.

Conclusions

Respondent profile results show that there was a wide gap in terms of the length of service of the employees, indicating a high turnover rate of personnel. However, only a few respondents have their doctoral and master's degrees, particularly from administrators and teaching personnel. Moreover, organizational culture in the institution was embodied by the respondents, specifically the administrators; they are responsible for initiating the factors of organizational leadership, management of employees, strategic emphases, and the criteria for success, while other respondents were able to emphasize their commitment to the institution's vision and mission and therefore be aware of the strategic direction of the institution.

In the areas of knowledge management, respondents were able to define how their ideas, concepts, and knowledge may be able to create new knowledge for acquisition, sharing, and application to the nature of their work, tasks, and responsibilities. In terms of organizational performance, respondents have a clear understanding of their responsibilities and the tasks assigned to them that enable them to contribute at their best to the organization's financial objectives, customer satisfaction, process improvements, and strategic objectives.

There are significant differences between the constructs when grouped according to the respondent's profile, particularly in the respondent's nature of work and the organizational culture factor of organizational leadership. Likewise, there are significant differences in terms of knowledge acquisition, knowledge creation, knowledge sharing, and knowledge application from knowledge management, as well as in terms of customer perspective from organizational performance. Moreover, there are significant relationships between the factors of organizational culture and knowledge management, organizational culture and organizational performance, and knowledge management and organizational performance.

Furthermore, the predictors of organizational performance from the factors of organizational culture are the management of employees and strategic emphases, and knowledge management factors are knowledge acquisition and knowledge sharing.



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Recommendations

Institution executives may consider succession planning to inspire people to advance their careers and to be ready for the growth of key employees to prevent a high turnover rate. Moreover, executives may consider incorporating the key predictors of organizational performance from organizational culture and knowledge management as part of the strategic planning agenda and adopting the suggested policies and programs to start the process for continual improvement. Furthermore, the management may include the enhancement of organizational culture to all employees to be able to embody and emphasize their commitment and awareness of the strategic direction of the institution. The management may provide a facility for knowledge acquisition, sharing, creation, and application to every employee such as forums, training, and seminars. They may encourage all employees to instill best practices in all aspects of work to be able to meet desired organizational performance. They may establish an office that will facilitate the professional development of personnel, knowledge management, and continuous improvement. They may consider all factors of the constructs in every initiative and directive of the institution. Craft a policy and its programs for continual improvement by incorporating the key predictors of organizational performance from organizational culture, and knowledge management. A similar study may be performed to develop a framework or a model that will establish a mediation among the constructs and their factors.

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