

Knowledge Management Enablers and Its Impact on the Performance Outcomes of State Universities in the Philippines

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Received December 7, 2020; Revised February 18, 2021; Accepted February 26, 2021

Cite This Paper in the following Citation Styles

(a): [1] Rainer R. Fiscal, "Knowledge Management Enablers and Its Impact on the Performance Outcomes of State Universities in the Philippines," *Universal Journal of Management*, Vol. 9, No. 2, pp. 44 - 51, 2021. DOI: 10.13189/ujm.2021.090203.

(b): Rainer R. Fiscal (2021). *Knowledge Management Enablers and Its Impact on the Performance Outcomes of State Universities in the Philippines*. *Universal Journal of Management*, 9(2), 44 - 51. DOI: 10.13189/ujm.2021.090203.

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Abstract The main objective of this study is to investigate the relationship between knowledge management enablers and performance outcomes in higher education institutions in the Philippines particularly state universities. The population of the study was the faculty members of three selected state universities. Simple random sampling was utilized to select the samples. The sample size of the study was 150 and all the 150 questionnaires were useful for the aim of this study and making the response rate of 100%. The reliability of data was tested by Cronbach's alpha and regression analysis was used to test the hypotheses. Results revealed that employee management has positive and significant impacts on teaching, research, citation, international outlook, and industry income. The same results are determined with organizational culture except for industry income. Information technology has positive and significant impacts on international outlook and industry income while leadership has negative and significant impacts on international outlook. This study concludes that employee motivation was a predictor of performance in teaching, research, citation, international outlook, and industry income. Organizational culture was a predictor of teaching, research, citation, and international outlook. Information technology was a predictor of international outlook and industry income and leadership was only a predictor of international outlook but negatively. The findings of this study may be utilized by higher education institutions in decision making to develop policies in achieving better

performance outcomes.

Keywords Knowledge Management, Performance Outcomes, State University

1. Introduction

Knowledge Management (KM) is a strategy applied by different organizations on how to get a right knowledge from the right people to ensure that knowledge can be shared and transferred to improve the performance outcomes [1]. KM is a major source of competitiveness to achieve the vision, mission, goals and objectives of the organization [2-4]. KM is a set of latest activities aimed for knowledge improvement, knowledge-related practices, organizational behaviors and decisions, and organizational performance [5]. Likewise, KM is a tool which helps the organizations to utilize resources more smartly and efficiently in able to achieve higher productivity. Also, KM is a task of developing and exploiting tangible (research outputs, strategic plan) and intangible (competencies and knowledge of employees) knowledge resources [6]. From the development of KM, KM became popular in most advanced countries and in the third world the popularity is still limited [7], like in the Philippines.

KM was not only applicable in the business sector but also in the higher education institutions [8]. The

competitiveness and innovativeness of HEIs may retain through KM strategies initiatives [9]. HEIs all over the world are in charged in knowledge generation, transmission, dissemination, and application for improve quality services [10] and their quality of performance outcomes can improve through KM [11-13]. Universities may apply KM to improve processes in research, curriculum development, student and alumni services and strategic planning [14]. Application of KM in the educational organizations can lead to better decision making, better instructions, effective networking, quality research, and easy access to scientific resources [15].

HEIs KM important factors are identified as the main driving forces of success such as culture, values, organizational structures, infrastructures [16], reward systems, networks, repositories [17], human resources [18], top management, leadership [19], organizational adjustments, and employee motivation [20].

KM practices in HEIs greatly affect organizational performance in innovation, growth, and competitive advantage [21]. KM practices also improve the quality of education [22] and provide better services to their stakeholders [23]. To achieve high performance, HEIs should apply support, communication, and learning management systems [24]. KM improves decision-making, handling students and staff, addressing key educational

issues, employee skills, productivity, sharing best practices, costing, working conditions, staff attraction/retention, intellectual capital, communication, innovation and creativity, learning/adaptation capability, employees' empowerment, collaborations, and administrative processes [25].

Studies about KM and performance in the higher education institutions are few [7]. The Philippines as country with the highest number of higher education institutions [26], KM literatures are very limited. This reality motivates the researcher to conduct study on KM and Performance Outcomes. Ramachandran et al. [27] identified strategy and leadership, organizational culture, information technology, and performance measurement as the knowledge management enablers. These popular KM enablers are adopted to guide this study. Since the performance of all universities around the world is measured through teaching, research, citation, international outlook, and industry income [28], these performance outcomes are also adopted to guide the study. This research paper aims to explore on how KM enablers (organizational culture, leadership, information technology, and employee motivation) impacts Performance Outcomes (teaching, research, citation, international outlook, and industry income) in state universities in the Philippines.

2. Research Model

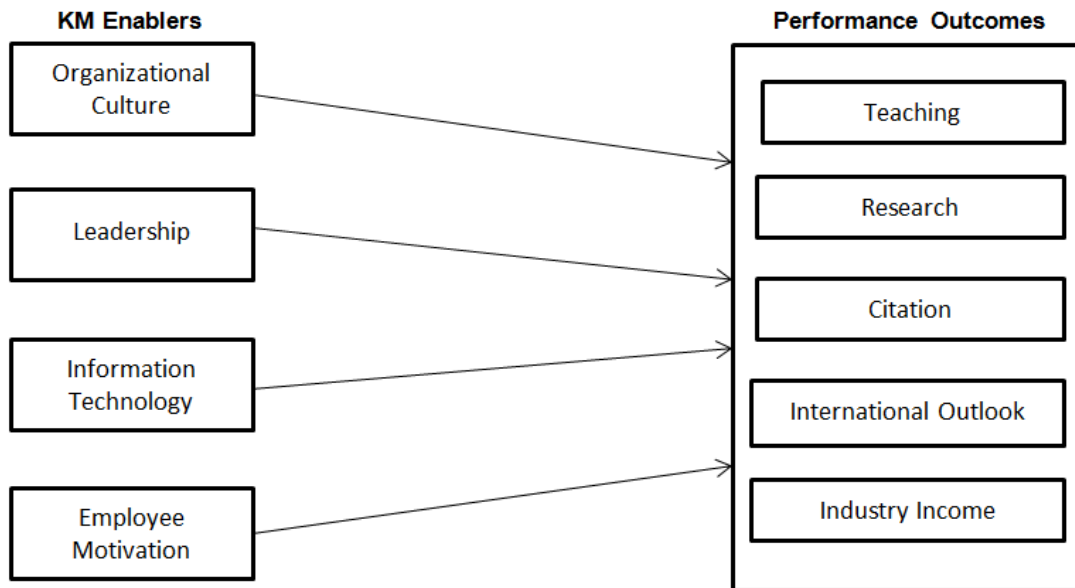


Table 3. Regression Analysis

Predictors	Dependent Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Organizational Culture (OC), Leadership (LD), Information Technology (IT), Employee Motivation (EM)	Teaching	.753	.568	.556	.70603
	Research	.745	.555	.542	.74556
	Citation	.685	.469	.455	.81708
	International Outlook	.673	.453	.438	.94610
	Industry Income	.736	.542	.529	.72347

Table 4. ANOVA Models

Model			Sum of Squares	Df	Mean Square	F	Sig.
OC, LD, IT, EM	Teaching	Regression	94.897	4	23.724	47.594	.000
		Residual	72.279	145	.498		
		Total	167.176	149			
OC, LD, IT, EM	Research	Regression	100.401	4	25.100	45.156	.000
		Residual	80.599	145	.556		
		Total	181.000	149			
OC, LD, IT, EM	Citation	Regression	85.578	4	21.395	32.046	.000
		Residual	96.805	145	.668		
		Total	182.384	149			
OC, LD, IT, EM	International Outlook	Regression	107.387	4	26.847	29.993	.000
		Residual	129.780	145	.895		
		Total	237.177	149			
OC, LD, IT, EM	Industry Income	Regression	89.798	4	22.449	42.890	.000
		Residual	75.895	145	.523		
		Total	165.693	149			

Table 5. Coefficients of Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)	Teaching	.123	.405		.304	.762
OC		.378	.115	.295	3.298	.001
LD		.101	.101	.090	.894	.373
IT		.033	.033	.033	.375	.708
EM		.430	.430	.404	3.819	.000
(Constant)	Research	.383	.428		.896	.372
OC		.249	.121	.186	2.051	.042
LD		-.092	.120	-.078	-.765	.446
IT		.078	.092	.075	.848	.398
EM		.667	.119	.602	5.606	.000
(Constant)	Citation	.855	.469		1.824	.070
OC		.277	.133	.207	2.089	.038
LD		-.258	.131	-.219	-1.963	.052
IT		.049	.101	.047	.488	.626
EM		.728	.130	.655	5.585	.000
(Constant)	International Outlook	-.515	.543		-.949	.344
OC		.529	.154	.346	3.442	.001
LD		-.319	.152	-.237	-2.095	.038
IT		.276	.117	.232	2.367	.019
EM		.474	.151	.374	3.144	.002
(Constant)	Industry Income	.833	.415		2.007	.047
OC		.040	.118	.031	.341	.734
LD		-.009	.116	-.008	-.081	.935
IT		.229	.089	.231	2.568	.011
EM		.559	.115	.527	4.839	.000

Table 3 perceived that 56.8% of teaching, 55.5% of research, 54.2% of industry income, 46.9% of citation, and 45.3% of international outlook are due to KM enablers (organizational culture, leadership, information technology, and employee motivation).

Table 4 demonstrates that teaching, research, citation, international outlook, and industry income are all significant equal to 0.000 which are less than the value of alpha 0.05, and therefore the models are fit and valid.

Linear regression in Table 5 reveals that positive and significant relationship exists between employee motivation and performance outcomes in terms of teaching, research, citation, international outlook, and industry income. As a result, employee motivation has positive and significant impacts on teaching, research, citation, international outlook, and industry income. Another positive and significant relationship exists between organizational culture and performance outcomes in terms of teaching, research, citation, and international outlook. As a result, organizational culture has positive and significant impacts on teaching, research, citation, and international outlook. Also, positive and significant relationship exists between information technology and international outlook and industry income; therefore IT has positive and significant impacts on international outlook and industry income. However, negative and significant relationship exists between leadership and international outlook; therefore leadership has negative and significant impacts on international outlook.

The coefficients of OC are 0.378 and EM is 0.430 which means that for every unit progress in OC and EM the teaching performance would be accelerated by 0.378 and 0.430. Likewise, for every one unit progress in OC and EM the research performance would be accelerated by 0.249 and 0.667. Also, for every one unit progress in OC and EM the performance in citation would be accelerated by 0.277 and 0.728. In addition, for every one unit progress in OC, LD, IT, and EM the performance in international outlook would be accelerated by 0.529, -0.319, 0.276, and 0.474 respectively. Lastly, for every one unit progress in IT and EM the industry income performance would be accelerated by 0.229 and 0.559.

5. Discussion

The findings of the study demonstrate that employee motivation have positive and significant impacts on performance outcomes in terms of teaching, research, citation, international outlook and industry income. This signifies that if the state university provides reward systems it produces enhanced employee outcomes which in turn leads to better performance outcomes (teaching, research, citation, international outlook, and industry income). The study is in line with previous studies like Kwapong et al. [30] which investigated the effect of

motivation on the performance of teaching staff in Ghanaian Polytechnics and found positive significant relationship between motivation and performance. Alfigira [31] investigated the role of motivation in teaching, research and publication in one university in Libya and established positive significant relationship between motivation (job satisfaction, work stress, salary, reward, promotion, and organizational policy) and the performance (teaching, research and publication). In addition, Aljaf and Sadq [32] studied the impact of employee motivation on organizational performance at one university in Iraq and found that promotional opportunities and rewards led to increase the performance of the organization. Likewise, Mwabu and Were [33] concluded positive and significant influence of reward management, training and development, work environment, and career growth as employee motivation on the performance of research institutes in Kenya.

This research also revealed that organization culture has positive and significant impacts on the four performance outcomes (teaching, research, citation, and international outlook). This means that if the state university practices the culture of creating, sharing, and applying knowledge the faculty and staff perform better in teaching, research, citation, and international outlook. The results are similar to the reports of Alshery [34] that organizational culture contributes significant positive impacts on employee performance of higher education sector of the Kingdom of Saudi Arabia. In the study of Raimi [35] found that organizational culture influences sustainability performance in higher education institutions in Nigeria. Idris [36] found that in higher education of Indonesia, organizational culture positively and significantly influences organizational performance such as level of absorption of the budget, level of income from research grants, level of accreditation, number of student admissions, number of lecturers' research, and community service. In the case of Indonesians Islamic Higher Education Institutions, Hambali and Idris [37] also found that organizational culture highly influences organizational performance. Also, Taye et al. [38] confirmed that in one state university in Beijing, organizational culture (environment, mission, leadership, information, strategy, and socialization) strongly influences the individual performance and overall performance of the university. In Iraq, organizational culture (teamwork and innovation capability) plays significant role to the performance (job performance and education quality) of higher education institutions [39]. Results of the studies conducted in Saudi Arabia, Nigeria, Indonesia, China, and Iraq are contrasted in the findings in Palestine where organizational culture is not significantly related to the performance of higher education institutions [40].

In accordance with the results of this study, information technology has positive and significant impacts on international outlook and industry income. This signifies

that state university may establish information technology infrastructure to achieve better performance in international outlook (increase foreign students, foreign staff, and international collaboration) and industry income (increase innovations and inventions). The competitive advantage of an organization can be improved through IT [41]. Maria et al. [41] suggested that IT process requires measurements to indicate the IT performance in order to achieve the vision, mission, goals, and objectives of the organization.

However, leadership as a key factor of KM has negative and significant impacts on international outlook. This signifies that hiring people, supporting different programs, utilizing knowledge created by the faculty members, and implementing strategic plan in able to increase the numbers of foreign students and employees and international collaborations were affected by four years of leadership of the University President. This means that as the leadership changes, the strategies in internationalization were also changed. Leadership is one of the most important factors that affect high performance of universities and intermediate colleges in Palestine [42]. Leaders as suggested by Mastrangelo et al. [43] should focus on enhancing professional and personal leadership in order to positively impact organizational success. This research was conducted in the two school districts in New York and found that leadership has an impact on the intentions of the employees to cooperate which in turn resulted in high performance outcomes. Another research conducted in public universities in Ghana found that leadership supports improvement in the organizational performance [44].

6. Conclusion

This research concludes that among the four KM enablers only employee motivation is found to be a positive and significant predictor of the five measures of performance outcomes: (1) teaching, (2) research, (3) citation, (4) international outlook, and (5) industry income. Organizational culture as KM enabler is found to be a positive and significant predictor of teaching, research, citation, and international outlook. The KM enabler information technology is found to be a positive and significant predictor of international outlook and industry income while the KM enabler leadership is found to be a negative and significant predictor of international outlook.

7. Limitation and Future Research

The sample size of the study is relatively small to generalize the results. Future research can be conducted by replicating this study in a large sample size. The numbers of higher education institutions involved in the study are only three state universities. Future research can be conducted in all state universities and colleges. Other types

of higher education institutions such as private and local universities and colleges may also consider in the future research. This research studied only the five measures in determining the best universities in the world while further studies may include accreditation and licensure examinations to detect organizational performance. This study employed quantitative method and in the future studies can adopt mixed method research (qualitative and quantitative).

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