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Knowledge Management Practices and Organizational Performance of Academic Institutions for Enhanced Business Service Delivery

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Abstract

This study examined the relationship between knowledge management practices and organizational performance in higher education institutions. Using a descriptive-correlational design, data were collected from 107 university administrators in Palawan Province, Philippines, through a validated researcher-developed questionnaire. Descriptive statistics, one-way ANOVA, and Pearson's r correlation were employed to analyze the data. Results revealed that knowledge management practices, particularly storage and distribution, were consistently rated high across institutions. Organizational performance also achieved high ratings, with notable strengths in governance, community relations, and teaching and learning quality. No significant differences were observed when data were analyzed across demographic profiles. A strong positive correlation was found between knowledge management and organizational performance, emphasizing the role of systematic knowledge integration in enhancing institutional effectiveness and service delivery. These findings highlight the need for higher education institutions to adopt policies and practices that strengthen knowledge creation, storage, distribution, and utilization to support strategic decision-making and foster innovation in academic and administrative functions.

Keywords: Knowledge Management, Organizational Performance, Higher Education, Institutional Effectiveness, Service Delivery, Academic Leadership

1. Introduction

Knowledge management (KM) has become a critical driver of institutional growth and innovation in higher Education. It supports the efficient capture, organization, sharing, and utilization of intellectual capital, including research data, curricula, and the tacit expertise of faculty and staff (Abuaddous et al., 2018). Across the globe, universities are undergoing transformation to respond to heightened competition, internationalization, and the need for continuous quality improvement (Lo et al., 2020; Musselin, 2018). These shifts highlight the importance of integrating KM as a strategic resource for achieving organizational effectiveness, fostering innovation, and enhancing institutional performance.

In the Philippine context, particularly in academic institutions within Palawan Province, universities are striving to align with global standards in governance, teaching and learning, research productivity, and community engagement. The drive for institutional excellence is intensified by accreditation requirements, international ranking pressures, and government policies that emphasize quality assurance and continuous improvement (CHED, 2012; Gharai et al., 2018). However, despite these initiatives, gaps remain in effectively managing institutional knowledge to optimize organizational performance and sustain growth in the face of changing educational and socio-economic landscapes.

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This study addresses a critical gap in understanding how knowledge management practices influence organizational performance in higher education institutions (HEIs). While global literature establishes the strategic importance of KM in enhancing efficiency, innovation, and competitiveness, there is limited research on its integration and impact within the context of Philippine academic institutions, particularly in Palawan. While various knowledge management initiatives, such as modules, manuals, and endorsement records, are already in place, it is unclear whether they have a significant impact on the performance of higher education institutions in provincial settings.

The findings are intended to provide actionable insights for university administrators, policymakers, and stakeholders by highlighting effective strategies for aligning KM practices with institutional goals. Through this, the study contributes to the broader discourse on advancing quality education and sustainable institutional development in a globalized academic environment. On the other hand, given that KM initiatives are already in place to some extent, the recommendations should be reframed to focus on a more sophisticated, intentional, and outcome-oriented approach to elevate academic organizational performance.

Theoretical and Conceptual Framework

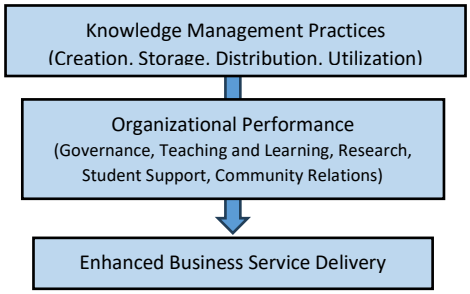

Figure 1. Conceptual framework

The conceptual framework (Figure 1) shows the relationship between knowledge management practices, organizational performance, and the enhancement of business service delivery in academic institutions. The framework is grounded in Wiig's (1993) Knowledge Management Theory, which emphasizes the strategic integration of knowledge as an organizational asset. It proposes that effective knowledge management — through creation, storage, distribution, and utilization — enhances organizational performance by improving governance, teaching and learning, research productivity, student support, and community relations. This, in turn, drives the delivery of high-quality academic and business services in higher education institutions.

This framework highlights that a more intelligent execution, achieved through the application of proper knowledge, leads to improved productivity. In the context of higher Education, the Commission on Higher Education (CHED) assesses institutions' performance by evaluating how they translate policy into quality programs and results. This process is part of its mandate to promote a culture of quality (CMO No. 46, s. 2012).

2. Aim

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The primary aim of this study is to examine the relationship between **knowledge management practices** and **organizational performance** in academic institutions, with the goal of proposing policies that enhance the delivery of business and academic services.

Research Questions

1. What is the demographic profile of respondents in terms of:
    a. Age
    b. Sex
    c. Highest educational attainment
    d. Length of service
2. What is the extent of knowledge management practices in academic institutions with respect to:
    a. Creation
    b. Storage
    c. Distribution
    d. Utilization
3. What is the extent of organizational performance in academic institutions in terms of:
    a. Governance and management
    b. Quality of teaching and learning
    c. Quality of professional exposure, research, and creative work
    d. Support for students
    e. Relations with the community
4. Are there significant differences in knowledge management and organizational performance when respondents are grouped by demographic profiles?
5. Is there a significant relationship between knowledge management practices and organizational performance?
6. What policy recommendations can be formulated to enhance the delivery of business and academic services?

Hypotheses

At the **0.05 level of significance**, the following null hypotheses were tested:

- **H_{01}**: There is no significant difference in knowledge management practices when respondents are grouped according to their demographic profiles (age, sex, highest educational attainment, and length of service).
- **H_{02}**: There is no significant difference in organizational performance when respondents are grouped according to their demographic profiles (age, sex, highest educational attainment, and length of service).
- **H_{03}**: There is no significant relationship between the extent of knowledge management practices and the organizational performance of academic institutions.

3. Review of Related Literature

Organizational Knowledge Management Practices

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Leadership and a clear vision from top management are essential for successful knowledge management (Tripathy, 2022). Organizational knowledge is a unique and key asset for achieving competitive advantage and continuity is crucial for preventing the loss of critical knowledge and ensuring long-term sustainability (Urbancova, 2012).

Knowledge Creation

According to Nevo and Chan (2007), there are four key methods for managing knowledge: creation, storage, distribution, and utilization. The creation or acquisition of knowledge are primary focuses for universities, which have a mandate to generate and apply knowledge for teaching, research, and community service (Ratcliffe-Martin et al., 2000). While information processing creates formal, measurable knowledge (North & Kumta, 2018). Personal, or tacit, knowledge is also crucial, as people actively create and organize their own experiences. As Tripathy (2022) notes, everyone within an organization is both a creator and consumer of knowledge, making knowledge management a holistic process.

Knowledge Storage

Knowledge storage is a critical step for preserving organizational knowledge and creating organizational memory (Walsh and Ungson, 1991). This process heavily relies on technology, as North and Kumta (2014) state that digital management is the foundation of modern knowledge management. While technology and databases are common tools, Bergeron (2003) warn of risks like information loss, highlighting the need for secure, well-managed systems. Organizational memory is split into internal and external types (Walsh and Ungson, 1991), and technology mostly handles the external, explicit kind. Effective storage ultimately depends on an organization's capacity and budget, as well as making sure knowledge is easy to access (Nevo and Chan, 2007).

Knowledge Distribution

For effective knowledge management, the distribution and sharing of knowledge are critical for achieving organizational goals (North & Kumta, 2014). Groff & Jones (2003) highlight that knowledge is an "infinite asset" that grows when shared, but simply storing files is not enough; a knowledge base must be searchable and have a solid technical foundation. Successful knowledge transfer is fundamentally about human interaction, adds that both informal and formal methods, like publications and conferences, are necessary for building a lasting culture of knowledge sharing (Bergeron, 2003).

Knowledge Utilization

Utilization of Knowledge is crucial for innovation and gaining a competitive edge (Du Plessis, 2007), as it motivates employees and gives them a sense of ownership over their work. Technology can make knowledge more accessible, with a customizable interface and a "push" strategy being ideal for applications (Nevo & Chan, 2007). However, Stueart and Moran (2007) emphasize that management must also protect the privacy and confidentiality of information, especially for electronic resources.

Organizational Performance

Governance

Leadership significantly impacts organizational governance and management by fostering integrity and accountability. Administrators are pivotal in promoting a culture of democracy and transparency in educational institutions (Panpet & Keanla, 2024). Effective governance also requires clear communication channels to disseminate decisions and for administrators to respond quickly to evolving educational policies. Additionally, resource management, including the use of instructional materials and infrastructure, is linked to academic success

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(Arumuru & David, 2024). Enhancing digital skills through strategic ICT training and resource allocation is crucial for improving educational processes, with administrators playing a vital role in promoting this adoption.

Teaching and Learning

The quality of teaching and learning is a key measure of institutional performance, influenced by teacher competence, institutional culture, and the effective use of resources. Effective learning cultures can improve performance in research and community services. According to Anvari (2023) having transparent and efficient program approval processes is vital for enhancing performance by minimizing waste and allowing for quicker adaptation to changes. Academic programs must align with the institution's mission and goals, with the ultimate purpose of ensuring students achieve their intended learning outcomes. Engaging stakeholders, including employers and community members, is crucial for making meaningful improvements. The quality of faculty and the availability of resources like textbooks and digital tools (Arumuru & David, 2024) also significantly contribute to better academic outcomes and student engagement.

Professional Exposure, Research, and Creative Work

Professional staff are crucial for developing the infrastructure that supports Education and research, including industry connection, which are essential for improving graduates' employability and aligning educational competencies with national and global needs. According to Drummond (2003), research administrators are vital for managing research strategies and aligning them with a university's strategic plan. However, institutional factors like a lack of policy awareness and insufficient support can hinder faculty research participation. Conferences are important for disseminating research and networking, and journals are the preferred medium for publication. Collaborative research is also prevalent and enhances the impact of publications. Fostering research competencies in both students and faculty requires a supportive learning environment with resources and interactive lessons (Berbets & Kozhevnikov, 2024).

Support for Students

Admissions policies are crucial for ensuring fair and consistent evaluations, while minimizing bias. Academic advisement and counseling, aided by tools like learning analytics, are vital for student success (Henríquez et al., 2024). Positive faculty-student interactions also significantly boost academic motivation and performance. Support for special groups, including international students, those with financial disadvantages, and individuals with disabilities, is essential for social inclusion. Furthermore, a designated office or individual should oversee scholarships and scholars' performance, with leaders managing changes to support academic pursuits. Additionally, enrichment programs are important for fostering academic achievement and creativity. Student participation in service evaluations, as noted by Mair et al. (2023), is crucial for improving quality, although students often prefer immediate, informal feedback mechanisms.

Community Relations

Universities play a key role in addressing societal challenges and fostering sustainable development through community engagement. Higher education institutions (HEIs) are also adapting their curricula to meet labor market demands by offering more vocationally oriented courses. Collaboration among universities enhances regional development and innovation. However, partnerships, especially in service-learning, can be limited by resources (Kekeh et al., 2020). Extension programs are typically managed hierarchically, with leaders ensuring alignment with organizational goals and faculty must balance teaching, research, and outreach roles, often facing challenges in assessing service-learning. Universities integrate research findings into extension programs to ensure they are evidence-based and relevant to societal needs.

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Profiles and KM and Organizational Performance

The effectiveness of knowledge management initiatives may be significantly shaped by the diverse demographic profiles within an organization or community, including factors such as age, sex, highest educational attainment, and length of service. Age-related changes influence an employee's ability and motivation to manage knowledge, suggesting that organizations should tailor their knowledge management practices to different age groups. While age diversity in the workforce can positively impact organizational performance when supported by age-inclusive management and functional diversity (Li et al., 2021). Moreno et al. (2018) found that gender influences how knowledge resources are managed, which affects performance.

According to Yip et al. (2012), Education are crucial for successful knowledge management, as they help employees effectively utilize organizational knowledge. According to Ko and Dennis (2011), experienced employees are generally more effective in using knowledge management systems (KMS), as their familiarity with organizational processes enables quicker knowledge absorption and application, which in turn improves individual performance. However, there is some disagreement on the factors that predict knowledge management success. Janardhanan and Raghavan (2018) support the idea that an employee's length of service is related to their performance.

4. Methodology

Research Design
This study employed a **descriptive-correlational design**, appropriate for examining the relationship between knowledge management practices and organizational performance without manipulating variables. This approach provided a natural and empirical understanding of patterns across institutions (Siedlecki, 2020).

Research Locale and Respondents
The study was conducted in **Palawan Province, Philippines**, focusing on three higher education institutions (HEIs) with distinct academic mandates. A total of **107 university administrators** participated. Respondents were selected through **convenience sampling**, as they were the most accessible and directly engaged in institutional management and policy implementation (Andrade, 2021).

Research Instrument
Data were collected using a **researcher-developed questionnaire** divided into four parts:

- Respondents' demographic profile
- Extent of knowledge management practices (creation, storage, distribution, utilization)
- Organizational performance indicators (governance, teaching and learning, research, student support, community relations)
- Open-ended feedback for additional qualitative insights

The instrument underwent **expert validation** and **reliability testing**, ensuring consistency and content validity. Respondents completed the tool via printed or online forms for convenience.

Data Collection
Permission letters were secured from the heads of the academic institutions. Data collection adhered strictly to the Philippine Data Privacy Act. Respondents provided informed consent and were assured of anonymity and confidentiality throughout the study.

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Data Analysis

Descriptive statistics, including **frequency, percentage, mean, and standard deviation**, summarized respondent profiles and institutional practices. Inferential tests such as **one-way ANOVA** with **Tukey post hoc** identified significant differences across demographic variables. **Pearson's r correlation** determined the relationship between knowledge management practices and organizational performance. A five-point Likert scale was used for quantitative responses, with interpretations ranging from *very low* (1.00–1.50) to *very high* (4.51–5.00).

5. Results

Table 1. Demographic Profile of Respondents (n = 107)

Profile	Category	Frequency	Percentage (%)
Age	30 and below	13	12.1
	31–40	22	20.6
	41–50	30	28.0
	51 and above	42	39.3
Sex	Female	64	59.8
	Male	43	40.2
Educational Attainment	College	31	29.0
	Master's	43	40.2
	Doctorate	33	30.8
Length of Service	≤ 5 years	22	20.6
	6–10 years	18	16.8
	11–15 years	21	19.6
	16–20 years	16	15.0
	≥ 21 years	30	28.0

Table 1 shows that most administrators were aged **51 and above (39.3%)**, indicating that leadership positions are held mainly by experienced personnel. Females comprised the majority (**59.8%**), reflecting trends in education leadership roles. The highest educational attainment was **master's degrees (40.2%)**, showing the sector's emphasis on advanced qualifications, while nearly a third held doctorates. Longer tenure (**≥ 21 years, 28%**) highlights institutional stability and leadership continuity.

Table 2. Extent of Knowledge Management Practices

Dimensions	Mean	SD	Qualitative Description
Creation	3.97	0.76	High
Storage	4.01	0.82	High
Distribution	3.92	0.79	High
Utilization	3.89	0.77	High
Overall	**3.95**	**0.78**	**High**

Table 2 indicates that **knowledge management practices were rated high (M = 3.95)**. The highest-rated dimension

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was **storage (M = 4.01)**, suggesting effective systems for archiving and retrieving institutional knowledge. This aligns with best practices in higher Education emphasizing accessible institutional memory. The relatively lower mean for **utilization (M = 3.89)** signals the need for improved application of stored knowledge in decision-making and innovation.

Table 3. Extent of Organizational Performance

Dimensions	Mean	SD	Qualitative Description
Governance and Management	4.10	0.74	High
Teaching and Learning Quality	4.08	0.70	High
Professional Exposure, Research, and Creative Work	3.95	0.68	High
Student Support	3.88	0.72	High
Community Relations	4.15	0.65	High
Overall	**4.03**	**0.70**	**High**

As shown in Table 3, **organizational performance was rated high overall (M = 4.03)**. The highest ratings were in **community relations (M = 4.15)** and **governance and management (M = 4.10)**, reflecting strong community engagement and effective institutional leadership. Meanwhile, **student support (M = 3.88)**, though still high, indicates areas for improvement, particularly in tailored services for diverse learners.

Table 4. ANOVA Results for Demographic Profiles

Variable	F-value	p-value	Interpretation
KM by Age	1.23	0.31	Not Significant
KM by Sex	0.89	0.41	Not Significant
KM by Educational Attainment	1.17	0.32	Not Significant
KM by Length of Service	0.95	0.39	Not Significant
OP by Age	1.10	0.34	Not Significant
OP by Sex	0.78	0.44	Not Significant
OP by Educational Attainment	0.91	0.40	Not Significant
OP by Length of Service	1.05	0.36	Not Significant

Table 4 shows **no significant differences** in knowledge management (KM) or organizational performance (OP) when grouped by demographic profiles ($p > 0.05$). This suggests that KM and OP practices are implemented consistently across administrators, regardless of age, sex, educational level, or years of service.

Table 5. Correlation Between Knowledge Management and Organizational Performance

Variable Pair	r	p-value	Interpretation
KM and OP	0.78	0.001	Significant

Table 5 demonstrates a **strong positive correlation ($r = 0.78$, $p < 0.001$)** between KM practices and organizational performance. This indicates that institutions with more robust KM systems tend to achieve higher performance outcomes, reinforcing the importance of systematic KM integration in academic settings.

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Implications of the Results

The findings of this study underscore the critical role of knowledge management in enhancing organizational performance in higher Education. The high ratings across all dimensions of knowledge management indicate that academic institutions in the study have established effective systems for creating, storing, distributing, and utilizing knowledge. These practices facilitate informed decision-making, efficient operations, and innovative approaches to governance, teaching, research, and community engagement. The strong positive correlation between knowledge management and organizational performance suggests that institutions that strategically integrate knowledge management systems tend to achieve better outcomes in quality assurance, academic excellence, and service delivery.

The absence of significant differences across demographic profiles implies that the benefits of knowledge management are inclusive and accessible to administrators regardless of age, gender, educational attainment, or years of service. This uniformity highlights the importance of organizational culture and systems that foster shared understanding and collective participation in knowledge processes. In a broader global context, these findings contribute to the discourse on how higher education institutions can remain competitive and adaptive in rapidly evolving educational environments by leveraging intellectual capital as a strategic resource.

6. Conclusion and Recommendations

Conclusion

This study concludes that knowledge management is a vital determinant of organizational performance in higher Education. Institutions that prioritize the creation, storage, distribution, and utilization of knowledge are more likely to demonstrate strong governance, high-quality teaching and learning, productive research and creative work, effective student support systems, and meaningful community engagement. The strong correlation between these variables reinforces the need for higher education institutions to adopt a structured approach to managing institutional knowledge to enhance efficiency, innovation, and overall service quality.

The results also demonstrate that demographic factors do not significantly influence how knowledge management is practiced or perceived, suggesting that organizational systems and strategies play a more critical role than individual administrator characteristics. This finding emphasizes the importance of aligning institutional policies and operational frameworks with knowledge management strategies to achieve sustainable organizational growth and performance.

Recommendations

Based on the findings, it is recommended that higher education institutions strengthen their knowledge management systems by adopting digital platforms that enhance storage, retrieval, and sharing of information across departments and campuses. Institutions should also develop policies that institutionalize knowledge management practices, ensuring that processes for creating, distributing, and applying knowledge are standardized and consistently implemented. Continuous professional development programs should be offered to administrators and staff to build competencies in managing and applying institutional knowledge effectively.

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Moreover, institutions should foster a culture that values knowledge sharing and collaboration. This can be achieved through recognition and incentive systems that reward contributions to knowledge creation and utilization, encouraging greater participation in organizational initiatives. Finally, the findings highlight the need for integrating knowledge management strategies into institutional planning and performance evaluation frameworks to ensure that knowledge-driven decision-making and innovation remain central to achieving academic and operational excellence. Furthermore, the KM initiative or program must be directly linked to a Key Performance Indicator (KPI), such as student retention rates, research funding success, or administrative efficiency metrics. By treating knowledge as a strategic asset and measuring its return on investment, HEIs can move from a fragmented, ad-hoc approach to a truly knowledge-driven organization.

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