# THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND KNOWLEDGE MANAGEMENT

BY

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# DECLARATION

I hereby declare that the work has been done by myself and no portion of the work contained in this Thesis has been submitted in support of any application for any other degree or qualification on this or any other university or institution of learning.

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**Sadaf  Azimi**

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# DEDICATION

This thesis is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

# ABSTRACT

Numerous studies have examined the relationship between organizational cultures; knowledge management, organizational performance and competitiveness, merely a handful of studies have examined the relationship between a specific organizational culture and knowledge management. Further, very limited research on knowledge management between and among organizations in the private universities exists. There is little research done on the relationship between organization culture and knowledge management in the private universities in Malaysia. Therefore, the purpose of this study is to gain an understanding of the relationship between organizational culture and knowledge management among employees in an academic environment. A total of 322 employees in MMU in Malaysia participated and completed the survey, comprised of 28 questionnaire items related to these two constructs. This research is quantitative survey design. Data for this study was collected using a survey combining two instruments: the *Organizational Action Survey (*OAS**)** by Johnson & Schwandt, (1998) and *Harrison & Stokes organizational culture instrument (1992).* The first hypotheses relationship between existing organizational culture and knowledge management among employees in the MMU at the 0.01 level has negative correlation. For hypothesis 2, the outcome showed that there was strong positive relationship between preferred organizational culture and knowledge management. For hypothesis 3, data analysis shows there is a significant relationship between age group in terms of their existing organizational culture, preferred organizational culture and knowledge management within MMU. The results of Pearson correlation showed that, there is not relationship between gender (male and female) in terms of their existing organizational culture and preferred organizational culture within MMU. But outcome illustrates that there is relationship between gender (male and female) in terms of knowledge management within MMU. However, there is a relationship between level of education in terms of their existing organizational culture and preferred organizational culture and knowledge management within MMU. The results of One-way ANOVA demonstrated that there is a significance relationship between years in university in

terms of their existing organizational culture and preferred organizational culture. But the result showed that, there is no significant relationship between employees year in university in terms of their knowledge management at MMU.

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**CHAPTER ONE**

**INTRODUCTION**

## 1.0  Introduction

This chapter presents and discuses background of the study, problem statement, purpose of research, research questions, research objectives, research hypotheses and significance of the study. Finally, the key terms of this research are also defined.

## 1.1  Background of the Study

Nowadays, organizations are developing in an external environment characterized by fast technological change, globalization, and growing competition. In obtaining competitiveness, "knowledge has become more significant for organizations than market position, technology, financial resources, or any other company asset" (Schwandt & Marquardt, 2000).

Knowledge management has captured the attention of theorists and practitioners, who have defined it from many perspectives. The basic problem in defining and understanding knowledge management is the lack of consensus in the definition of knowledge (Prusak & Fahey, 1998). Indeed, a review of the literature on knowledge management revealed a lack of consistency that arises mainly from differences in epistemological perspectives on knowledge (Boer, van Baalen, & Kumar, 2002). Three different conceptualizations of knowledge have been identified in the literature: (a) knowledge as an object, (b) knowledge as residing in individuals' minds, and (c) knowledge as being socially constructed.

*Knowledge as an Object- The* conceptualization of knowledge as an object presumes that knowledge exists outside of individuals (Hendriks, 2001). In fact, it limits knowledge to information, which is data that have been planned in a circumstance applicable to the user. Consequently, knowledge management performs really consist of information management.

The problem with such approaches is that they do not account for the values and needs of organizational members. Databases and other storage media will be utilized merely if possible users value them. Some have disputes that organizational cultures, individual and group preferences, work practices, and a medium's symbolic properties play at least as important a role in determining media choice as the medium's technological properties (Orlikowski & Barley, 2001).

*Cognitive Perspective: Knowledge as Residing in Individuals' Minds-* The most widespread epistemological viewpoint in the knowledge management literature vision knowledge as residing in the minds of individual members of the organization, who utilize cognitive processes to transform information into knowledge. Knowledge is produced through knowledge exchange, focuses on a discussion among tacit and explicit knowledge. *Tacit knowledge* has a person quality that makes formalizing and communicating it hard, whereas *explicit knowledge* is communicable in methodical language (Polanyi, 1974).

In this viewpoint, the input problem for knowledge management is to imprison and change knowledge from individuals' minds (tacit knowledge) into a form that is functional by others (explicit knowledge). Nevertheless, once knowledge is alienated from the individual experience that has assign denotation to it, it becomes information. A main statement in the importance on knowledge sharing is that if citizens are provided with technologies that make easy knowledge sharing, they will use them. Another key supposition in this viewpoint is that the amount of the knowledge possessed by persons will add up to organizational knowledge.

*Social Perspective: Knowledge as Socially Constructed-* The social perspective believes knowledge to be socially built, as groups of persons employ in talk and action about shared tasks or problems. In difference, the two previously discussed perspectives on knowledge ignore social processes and tend to sight technology as the means to successful knowledge management. Nevertheless, the importance of the social dimension in knowledge management is supported by numerous studies that have discovered contradictory results for the use of the same technological tools: namely, e-mail and knowledge-sharing networks.

Therefore, to consider knowledge as being within one's head is to ignore the very environment that provides meaning to that knowledge. "Any argument of knowledge in organizational settings without explicit reference to its cultural context is likely to be misleading (Tong & Mitra, 2009). Within this circumstance, culture determines how organizational members allocate meaning to knowledge. More particularly, culture characters what they define as relevant knowledge.

### 1.1.1 Knowledge and Culture

The inextricable association among knowledge and culture is obvious within organizations in subcultures that coexist within the same organization and are distinguished by their sights of knowledge. Subcultures vary from one another in the shared assumptions that direct their actions. Numerous researches have studied the assumptions of subcultures related with knowledge for instance: Harrison Harrison & Stokes (1992) proposed four organizational ideologies namely power orientation, role orientation, task orientation and person orientation.

Schein (2010) identified three subcultures present in organizations: (a) the operator culture, (b) the engineering culture, and (c) the executive culture. The worker culture presumes that organizational achievement depends on individual's knowledge and skills. The engineering culture is based on the assumption that the best explanations are "people free"; it prefers quantitative knowledge that is linear, with simple cause-and-effect associations. Lastly, the management culture believes

that citizens are an essential evil to attain organizational objectives. It values knowledge that promotes effectiveness and productivity.

De Long & Fahey (2000) examined the correlation between culture and the creation, sharing, and utilize of knowledge. They concluded that culture, and principally subcultures significantly influence these knowledge-related processes in four ways:

1. Culture shapes assumptions concerning which knowledge is significant.

2. Culture mediates the associations between individual and organizational knowledge.

3. Culture creates a position for social interaction.

4. Culture shapes the creation and acceptance of new knowledge.

As Schein (2010) and De Long & Fahey (2000) argued, these four conclusions recommend that knowledge-related processes and organizational culture are closely associated. The purpose of this study is to examine the relationship between knowledge management and organizational culture, adopting the view of knowledge. Understanding how different cultural types are associated with specific knowledge management should shed light on how the relationship between organizational culture and knowledge management is manifested in the choices of organizations.

## 1.2  Statement of the Problem

Knowledge management comprises a vital function in modern organizations. Within the last decade, researches and practitioners have recommended a variety of factors influencing knowledge management, comprising trust, organizational culture (Ciganek, Mao, & Srite, 2008) and technology adoption (Tucker, 2008). It is through cultural signs and symbols that the organization discerns experiences, assesses, and manipulates its environment. As a result, culture movements significant influence on

the knowledge management actions of organizations. Nevertheless, empirical studies on knowledge management have rarely examined the relationship of the knowledge management construct to organizational culture.

Although numerous studies have examined the relationship between organizational culture, knowledge management, organizational performance and competitiveness, merely a handful of studies have examined the relationship between a specific organizational culture and knowledge management (Allee, 2003). Further, very limited research on knowledge management between and among organizations in the private university exists. These studies have been established in the western countries.

There is little research done on the relationship between organization culture and knowledge management in the private universities in Malaysia. Consequently, the problem statement of this research is to establish whether a quantitative relationship exists between organizational cultures, as well as knowledge management in the context of a university, namely multimedia (MMU).

## 1.3 Purpose of the Study

The purpose of this quantitative grounded theory research is to examine the relationships between organizational culture and knowledge management processes to retain, share, and utilize mission-critical knowledge using a constructed-oriented approach. Knowledge management procedures may be broken down into a number of separate aspects. "Knowledge sharing, also called knowledge transfer or knowledge diffusion, refers to the process by which knowledge is transferred from one person to another, from individuals to groups, or from one group to another group" (Jones, Cline, & Ryan, 2006). The finding of this research will provide the means to recognition and modification techniques to develop a knowledge management.

This investigates efforts to study key aspects of organizational culture, as evidenced in the literature, that support or hinder efficient knowledge management. As higher managers consider ways to permit and direct organizational knowledge, they will encounter a cultural factor that either facilitates or creates barriers to knowledge management. This research presents a selected compilation of these cultural factors that can aid an organization create, share, and utilize knowledge efficiently.

## 1.4 Objectives of the Study

The purpose of the study is to determine whether there is a significant relationship between the organizational culture and knowledge management in MMU. In order to reach the purpose of the study, the following objectives have been stated:

1. To identify the relationship between organizational culture and knowledge management within MMU.

2. To identify the dominant existing and preferred organizational culture within MMU.

3. To measure the extent to which the existing and preferred organizational cultures influence Knowledge management within MMU.

4. To investigate the relationship between biographical variables and organizational culture, knowledge management.

## 1.5 Research Questions

1. What is the relationship between organizational culture and knowledge management in Multimedia University (MMU)?

2. What are the differences of organizational culture and knowledge management in terms of biographical characteristics?

3. Which of the existing and preferred organizational cultures influence Knowledge management within MMU?

## 1.6 Research Hypothesis

Ha1. There is a significant relationship between the existing organizational culture and knowledge management.

Ha2. There is a significant relationship between the preferred organizational culture and knowledge management.

Ha3. There is a significant relationship between selected biographical variables of age, years with in university, gender, level of education and elements from:

Ha 3.1. Existing organizational culture

Ha 3.2. Preferred organizational culture

Ha 3.3. Knowledge management

## 1.7  Significance of the Study

Many scholars have agreed that organizational culture holds the key to successful knowledge management (Gloet, 2006; Martin, 2002). According to Martin (2002), the key to efficient management of knowledge is to make an organizational culture that understands the significance of knowledge and then build processes to put that knowledge into action.

Culture has been identified by both practitioners and researchers as one of the main determinants of the success or breakdown of knowledge management plans (Syed-Ikhsan & Rowland, 2004). Although numerous empirical studies have examined the relationship between knowledge management and organizational variables such as culture, most have conceived of knowledge as an object or as something residing in the minds of human beings. As a result, these studies have ignored the social circumstance that allocates meaning and value to knowledge. By assumes a view of knowledge as socially constructed, this study broadened the lens utilized to examine the relationship between knowledge management and organizational culture.

This research effort to study cultural factors that best support the flow and management of knowledge within an organization. The proposed result of the research is a checklist of aspects that managers can utilize to assess their organizational culture, and its capability to promote and maintain a knowledge management program.

## 1.8  Scope of the Study

Although Malaysia has many universities and they employ thousands of workers, this research does not have enough resources to cover such high number of overall establishments and high number of workers. However, this research will only examine MMU in Cyberjaya. A certain number of workers who are working in

different departments within MMU will be selected randomly. A proper sampling process will be undertaken systematically to represent this population.

## 1.9 Definition of Terms

### A. Knowledge

Knowledge is a multifaceted concept with multilayered meaning (Nonaka, 1994). Knowledge can be viewed as a state of mind, an object, a process, a condition of having access to information, or a capability (Alavi & Leidner, 2001). Moreover, it means not only know-how, but also know-why, know-what, know-who, know-where, and know-when. Knowledge can be essentially divided into two forms: tacit and explicit (Collison & Parcell, 2007).

### B. Knowledge Management

Based on Schwandt's (Schwandt & Marquardt, 2000) definition of an organizational learning system, which is a "system of actions, actors, symbols, and processes that enables an organization to transform information into valued knowledge, which in turn increases its long-run adaptive capacity", the system was operationalized through Parson's four-function paradigm (adaptation, goal attainment, integration, and latency). This resulted in four functions of the organizational learning system, namely the environmental interface, action/reflection, dissemination/diffusion, and meaning and memory. For the purpose of this study, knowledge management was defined as the total set of actions associated with the four collective functions, namely environmental scanning, knowledge creation, knowledge sharing, and organizational memory.

## C. Organizational Culture

A pattern of shared assumptions invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 2010).

**CHAPTER TWO**

**LITERATURE REVIEW**

## 2.0    Introduction

The purpose of this chapter is to discuss the concept of organizational culture and knowledge management in order to attain the objectives of the study as described in chapter One. This is done by addressing the key theoretical concepts related to organizational culture and knowledge management, they definitions as well as models that are used to describe them. This study adopts the epistemological perspective of knowledge and as being socially constructed an understanding of culture in society.

## 2.1   The Concept of Culture in Society

The contemporary understanding of culture in society has evolved since the definition proposed by Tylor in Primitive culture was first published in 1871: Culture is a complex entire which comprises knowledge, morals, beliefs, art, law, customs and any other abilities and behavior obtained by individual as a member of society. While there are a variety of definitions of culture in the literature, Tylor's definition is compatible with most and has found some approval (Brinkman, 1999; Kotter & Heskett, 1992).

Hofstede, Pedersen, & Hofstede (2002) define culture as "that which distinguishes one group of people from another", they also identify five dimensions of national culture: Identity (individualism or collectivism), hierarchy, Gender

(masculinity or femininity – gender equality), truth and Virtue (short term or long term orientation) ( Hofstede, 2009).

## 2.2  Definitions of Organizational Culture

A variety of definitions of organizational culture have been proposed by different researchers over the years but no commonly accepted definition presently exists (Øgaard, Larsen, & Marnburg, 2005; Schein, 1990, 2010). There is but some similarities among the different perspectives on organizational culture found in the literature.

According to Pettigrew (1979) the unitary notion of culture "lacks analytical bite" and he prefers to rather observe culture as "the source of… symbol, language, ideology, belief, ritual and myth".

Brinkman (1999) appears to build on this concept by putting promote a knowledge based definition of organizational culture as a substance that "evolves using the economic process" and is intertwined with company technology. Seel (2000) favors an increasing vision of organizational culture and defines it as the developing outcome of ongoing discussions regarding values, meanings and proprieties between the members of that organization and with its condition.
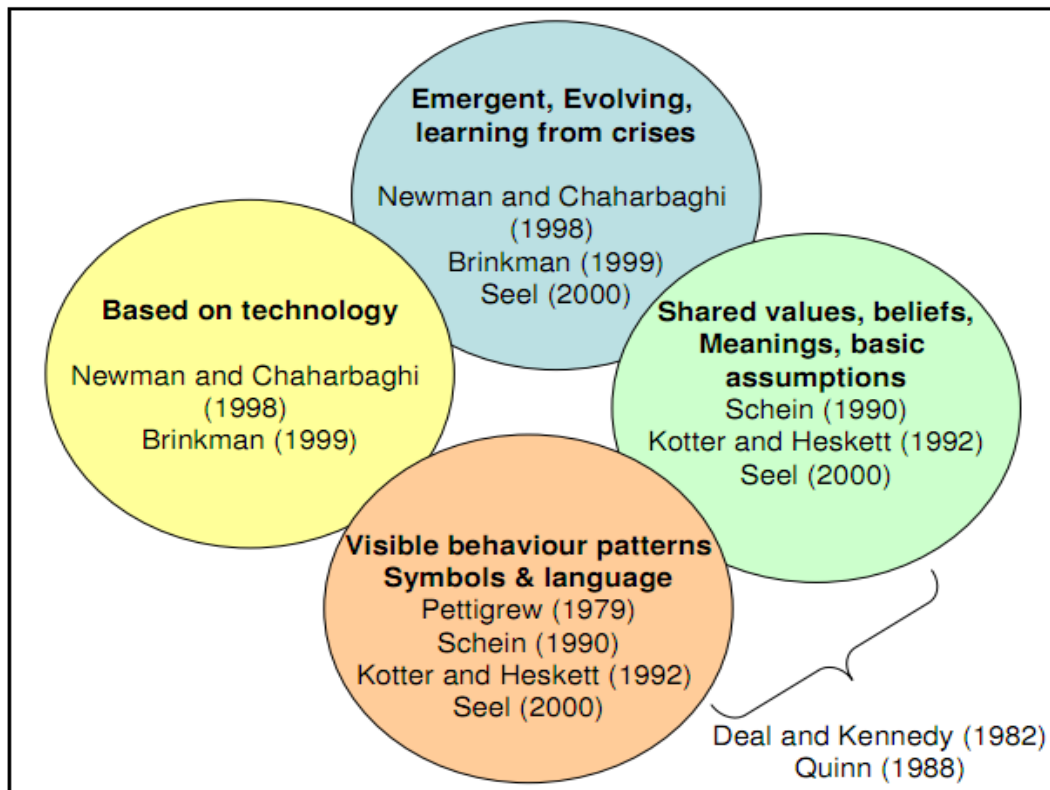
*Figure 2.1* Summary of the organizational culture definitions reviewed

Source: Adapted from Pittorino (2008).

In terms of the a variety of definitions reviewed in this research, four common themes were identified and have been summarized in Figure 2.1 namely that culture is (1) a set of shared values, beliefs and assumptions (2) visible behavior patterns, symbols and language (3) based on technology (4) emergent, evolving with learning gained from crises. Some overlap does exist between the various author's perspectives and definitions.

## 2.3 Concepts of Organizational Culture

In this section the literature on some key concepts of organizational culture has been discussed namely the creation of culture in organizations, the strength of the organizational culture, the formation of subcultures as well as the function of organizational culture in organizations.

### 2.3.1 The Creation and Development of Culture in Organizations

According to Schein (1990) not every organization has a culture as it needs a stable collection of people with a significant shared history to form. Schein (1990) recognize that culture is educated and that learning models are necessary to understand the making of culture. Schein (1990) mentions that a requirement to expand a culture is for a group to overcome various crises which leads to the formation of suppositions on how to deal with problems. If these are validated over time, they are trained to new members as the right way to contract with these problems (Schein, 1990). Culture can also increase from new members that link the organization and bring with them "new beliefs, values and assumptions" (Schein, 2010).

The manager of an organization has a very significant role to play in the establishment as well as the continuance of the organizational culture. Pettigrew (1979) supports the notion that the manager or in his terms the "entrepreneur" is the creator of the different facets of culture in the organization. Schein (2010) explains how organizations are firstly shaped about the assumptions and beliefs of their creators but as the set develops and learns from its individual experience new assumptions initiate to increase. According to Kotter & Heskett (1992) organizational culture though constant, can alter over time due to turnover of key elements, geographical growth and the organization facing emergency.

### 2.3.2 The Strength of Culture

The perception of a 'strong culture' was made popular by researchers for instance Deal & Kennedy (2000) as well as Peters & Waterman (2004) who related a stronger culture to a positive effect on performance. This concept is however not without its detractors and there are conflicting sights on the notion of a strong culture. A strong culture according to Deal & Kennedy (2000) exists when workers are conscious of the aims of the organization and cohesion exists in order to attain them.

Kotter & Heskett (1992) relate strong culture to an organization's performance in terms of three factors: (1) goal alignment that ensures employees work towards a general purpose, (2) a high motivation degree due to satisfying shared values and practices and (3) providing structure and control without stifling innovation through government.

Schein (1990) argued that not all organizations will have a widespread culture while those with a strong culture would be as a consequence of an extended shared history or an intense experience. Schein (1990) contests the beliefs that a strong culture will essentially guide to success, describing it as a "fallacy" citing several organizations with strong cultures that have unsuccessful.

### 2.3.3  Subcultures and Countercultures

According to Schein (1990) any "definable group with a shared history" can have a culture which would so entail that there could be numerous subcultures in a big organization.  Martin & Siehl (1983) indicate that there can be at least three differences of subcultures that coexist with the dominant culture describing them as 'enhancing', 'orthogonal' and 'counterculture'. The enhancing subculture supports adherence to the values of the organization to a better degree than in the rest of the organization, the orthogonal subculture admits the key values of the dominant culture together with their own characteristic values that are not in resistance, a counterculture has values in conflict with the dominant culture and exists in a condition of "uneasy symbiosis" (Martin & Siehl, 1983). According to Kotter & Heskett (1992) all organizations have "multiple cultures" due to diverse practical geographic or groupings  positions, however the term "corporate culture" refers to the shared values and practices across all sets in the organization.

## 2.4  Models of Organizational Culture

Because of a lack of agreement on a worldwide definition of organizational culture (Sarros, Cooper, & Santora, 2008) a variety of hypothetical frameworks survive to analyze, categorize and evaluate organizational culture ( Harrison & Stokes, 1992; Hofstede et al., 1990; Kotter & Heskett, 1992; Schein, 1990).  To achieve a better understanding of organizational culture notions, three models will be briefly explained. An importance has been located on the model by Harrison and Stokes (1992) as this is the framework utilized to categorize the organizational culture in the main study.

### 2.4.1  Schein's (2010) Three Level Model

Schein (2010) identified three stages of culture developed from the viewpoint of the viewer: observable artifacts, exposed norms and basic underlying assumptions. This is shows in Figure 2.2.
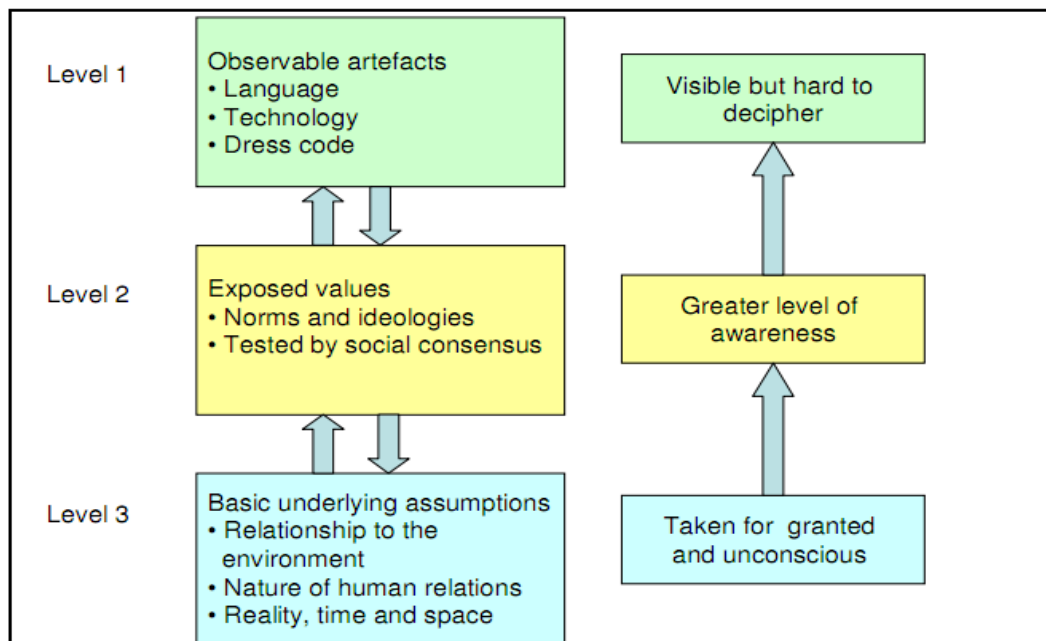


*Figure 2.2* Schein's (2010) three level organizational culture model

Source:  Adapted from Pittorino (2008)

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### 2.4.2 Quinn's (1988) Competing Values Framework

Quinn (1988) presents the competing values structure so named because firstly the different components seem to be in difference with one another; nevertheless these components according to the model are not commonly exclusive. The structure is based on the following criteria: whether an organization has either an inside or outside focus as well as whether it strives for flexibility or stability. This categorization makes four separate quadrants namely Clan, Hierarchy, Adhocracy and Market (Quinn, 1988).

### 2.4.3 Harrison and Stokes' (1992) Four Cultural Types

Harrison (1982) proposed four organizational ideas namely power orientation, role orientation, task orientation and person orientation. Harrison's ideologies are developed further by Handy (1976) and later by Harrison & Stokes (1992) into power, role, achievement and support orientations.

***Power orientation:*** – This orientation can be viewed as autocratic and dominating, where power is determined by a little and not shared (Harrison, 1982). It is defined by Harrison & Stokes (1992) as "an organizational culture that is based on inequality of admission to resources".

Some features of this orientation include a strong and charismatic manager that compensations loyal followers, the manager acts unilaterally but in the greatest happiness of the organization (Harrison, 1982). It is represented by a web or a communications structure as information represents power. A benefit of this orientation is that quick decisions may be complete due to the little rules that exist. Some disadvantages of the power orientation comprise: that managers are not questioned even when they can be seen to be incorrect; individuals with power break

the rules with impunity and at its worst power oriented organizations be likely to rule by fear (Harrison & Stokes, 1992).

*Role orientation:* – This orientation can be explained as being bureaucratic, rational and orderly, with formalized processes. A definition agreed by Harrison & Stokes (1992) is that it is a "system of structures and procedures" which focuses on work explanation and specialization.

Several features of a role culture comprise: individual performance is judged alongside written descriptions and the mistreatment of power is limited by rules and processes. Organizational life is dominated by the use of privileges, rights, legality and legitimacy, with people having obviously delegated authorities in an extremely defined structure (Harrison & Stokes, 1992). It can be represents as a hierarchical pyramid formation where power is consequent from an individual's situation in the organization. A general aspect of role and power cultures is their dependence on the employ of compensations and punishments to motivate employees (Harrison & Stokes, 1992).

Some advantages of this orientation comprise that obvious appearance of authority decrease disagreement and obvious policies prevent the violence of power (Harrison, 1982). Some disadvantages comprise that job is obviously defined with little room for innovation; deviation from the standard is discouraged and it is difficult to obtain changes accepted.

*Achievement orientation:* – This orientation can be defined by excellence of job, performance for satisfaction, together with an individual commitment to the tasks or aim (Harrison, 1982). It can be defined as "the aligned culture that lines people up behind a common vision or purpose" (Harrison & Stokes, 1992). It is utilized to express the energy of workers, determine share of financial resources and to define structures and systems necessary to accomplish its achievement (Harrison & Stokes,

1992). Some benefits of an achievement orientation comprise worker enthusiasm and energy (Harrison & Stokes, 1992). Further benefits comprise swift learning, adaptation to alter and problem solving (Harrison, 1982). A weakness is that workers may become disillusioned if outcomes are not continued or may experience flame out due to the high stress (Harrison & Stokes, 1992).

*Support orientation:* – This orientation can be related with the pleasure of the action as well as admiration for the wants and values of other people involved. Organizational life is guide by what would best please the elements' requires. It can be defined as being "based on mutual trust between the person and the organization" (Harrison & Stokes, 1992). The organizational structure is a cluster where there is slight hierarchy and authority is assigned on task capability.

A benefit of a support orientation is that there is a high level of loyalty as members create sacrifices for one another (Harrison & Stokes, 1992). Some disadvantages of a support orientation comprise: (1) that people focus on associations and neglect the job, (2) when consensus cannot be achieved the group can become indecisive and (3) decisions may take along time as they would need everyone's support.

## 2.5 Motivation for Using the Harrison and Stokes Culture Model and a Quantitative Method to Determine Organizational Culture

A variety of techniques for measuring and analyzing organizational culture have been proposed which comprise holistic studies (ethnographic analysis), semiotic studies (language and symbolism focus) as well as quantitative studies (questionnaire approach) (Ouchi & Wilkins, 1985). Many studies to assess organizational culture have been successfully conducted, these comprise studies using qualitative, quantitative as well as a combination of both methods (Hofstede et al., 1990; Stevenson & Baker, 2005).

Ethnographic and semiotic studies can be used to evaluate culture however they have disadvantages of being time consuming, costly and requiring a great number of cases to create generalizations (Schein, 1990). This is in dissimilarity to quantitative studies which create utilizing of a sample drawn from a larger population to create inferences of the population (Sekaran, 2000). Moreover, an advantage of a survey method is that the same technique can be useful to numerous organizations (Denison, 1984). It was therefore determined to use a quantitative approach for the measurement of the organizational culture in MMU in order to achieve the research objectives and to be capable to determine any statistical relationships between organizational culture and knowledge management.

For the purpose of this study the model by Harrison and Stokes (1992) was selected to categorize the organizational culture for the main research. This structure was chosen as it is alike to that used by other researchers (Denison & Mishra, 1995) that also propose four cultural types. Harrison and Stokes (1992) developed a research instrument that they subsequently tested and found to have a favorable reliability as well as construct validity. The questionnaire developed by Harrison and Stokes (1992) has also been successfully tested in the several countries within different environment by Alas & Vadi (2006) and Lee, Tan, & Chiu (2008).

## 2.6 Knowledge Management

This research accepts the epistemological viewpoint of knowledge as being socially constructed. More particularly, in this viewpoint, knowledge is constructed as sets of persons interrelate about shared tasks or problems. Therefore, the resulting definition of knowledge management highlights social procedures rather than the technologies often intended in an effort to support or facilitate such processes. Based on Schwandt's (Schwandt & Marquardt, 2000) definition of an organizational learning system, which is a "system of actions, symbols, actors and procedures that allows an organization to transform information into valued knowledge, which in turn increase its long-run adaptive ability" (p. 43), the system was operational-zed

through Parson's four-faction pattern (adaptation, goal achievement, integration, and latency), resulting in four functions of the organizational learning system: the environmental interface, action/reflection, dissemination/diffusion, and meaning and memory. Consistent with Parson's ( Parsons, Shils, & Smelser, 2001) notion of practical prerequisites, actions within each of actions within every of these four functions of the Organizational Learning Systems Model (OLSM) should be implemented for the organization to build such knowledge. Consequently, knowledge management is defined as the total set of actions linked with the four collective functions, namely environmental scanning, knowledge creation, knowledge sharing, and organizational memory.

The OLSM is chosen for this research because it adopts a social action perspective. It builds on Parsonian theory, increasing its ability to analyze learning processes. More particularly, it allows for the conceptualization of organizational learning as an information processing and knowledge processing system (Johnson, 2000). The focus of the OLSM on processes correlated to information and knowledge happening in the environment interface, action/reflection, and dissemination/diffusion subsystems builds it relevant and appropriate for studying the knowledge management construct. Furthermore, the OLSM enables the investigator to examine the relationship of these subsystems with organizational culture, as manifested in the meaning and memory subsystem.

The knowledge management construct is operational-zed based on the four subsystems of the OLSM. The review of the knowledge management literature revealed that all knowledge management processes fit within one of these four subsystems. In order to reflect the terminology found in the literature, knowledge management is viewed in the current study as consisting of four sets of knowledge-related actions, each associated with a different subsystem:

1. Actions within the environmental interface are referred to as *environmental scanning.*
2. Actions within action/reflection constitute *knowledge creation.*
3. Actions within dissemination/diffusion constitute *knowledge sharing.*

4.    Actions within meaning and memory are referred to as *organizational memory.*

The following subsections evaluation theories and empirical studies focusing on these four kinds of knowledge management actions.

## 2.7  Environmental Scanning

### 2.7.1  Related Theory

Aguilar & Joseph (1967), the most cited writer in environmental scanning, defined environmental scanning as the act of seeking "information regarding procedures and relations in a organization's outside setting, the knowledge of which would aid top management in its task of charting the organization's future way of action". This definition emphasizes the importance of acquiring information that is appropriate for the decision-making course within organizations. When organizations are conceptualized as unlock systems, the information required by organizations is sighted as an essential input that feeds into organizational procedures in order to permit it to make particular productions (Alavi, Kayworth, & Leidner, 2006).

Although "environmental scanning" often refers to the external environment of the organization (Parsons & Shils, 1951) multilevel approach to organizational analysis allows for viewing "external environment" as both (a) the environment outside the organization itself and (b) the environment outside organizational units, which includes the internal environment of the organization.

Based on his research (discussed in the next part), Aguilar & Joseph (1967) proposed four modes of environmental scanning:

1. *Undirected viewing*- wide-ranging scanning in which the seeker does not have a particular objective.

2. *Conditioned viewing*- a passive search, based on routine and formal data.

3. *Informal search*- a limited and unstructured search for particular information for a specific purpose.

4. *Formal search*- the deliberate and planned search to obtain specific information for a particular purpose.

Organizational environments are not agreed realities; they are produced through a procedure of notice and interpretation. The making of organizational environments is intensely influenced by its founders and its dawn process because they determine its congenital knowledge (Wang, 2004). The knowledge an organization possesses at labor determines what information it look for, how it acts, and how it interprets what it encounters. According to Huber (1991), this congenital learning procedure strongly impacts future learning and is the first of five methods by which organizations obtain information. The other four methods are as follows:

1. *Experimental learning* occurs after the birth of the organization and consists of the gaining of information through express experience.

2. *Vicarious learning* is achieved through learning concerning the strategies and practices of other organizations.

3. *Grafting* consists of hiring new members who possess new knowledge.

4. *Searching and noticing* comprises (a) scanning, the comprehensive sensing of the outside situation; (b) focused search, the active search of information in a narrow part of the organization's internal or external surroundings; (c) performance monitoring, the evaluation of the organization's effectiveness; and (d) noticing, the unplanned success of information regarding

the organization's external conditions, internal environment, or performance (Huber, 1991). Concerning the kind of information to be obtained during environmental scanning, Clagett (1989) proposed six sets of environmental aspects to be scanned by organizations: demographic, economic, legal-political, association with competitors, socio-cultural, and technological.


## 2.7.2 Empirical Studies of Environmental Scanning


Several studies have established a strong link between environmental scanning and organizational performance. Dollinger's (1984) study of 82 small companies indicated that the intensity of environmental scanning activity was significantly linked to the financial performance of companies. In a study of more than 600 hospitals, Subramanian Subramanian, Kumar, & Yauger (1994), concluded that those with more advanced scanning systems attained a higher level of performance than those that utilized fewer advanced systems. Moreover, the previous group was better capable to integrate the information obtained into the strategic planning process.


Hambrick's (1982) survey of top management in three service industries found a weak correlation among the scanning behavior of managements and the strategies of their organizations. Nevertheless, he noted that the industries chosen—namely, private liberal arts colleges, life insurance companies, and voluntary general hospitals—are not especially efficient in strategic scheduling.


Many previous studies have focuses on analyzing the foundations of information utilized in environmental scanning. A landmark research of the environmental scanning behavior of managers was conducted by Aguilar & Joseph in 1967. Data are composed from 131 individual managers and top management in 41 companies. Findings indicate that managers' key sources of information put in their private networks, which are more developed with long-standing senior administrators than those of newer, lower degree managers. The latter set was more probable to utilize papers because of an insufficient network. Another aspect affecting the selection of

sources of information was found to be organizational size, with bigger companies relying more on inside sources than smaller ones.

Furthermore, smaller companies were more interested in information directly associated to their performance, while bigger ones also required broader information on their capacity to contend with other companies. Choo & Auster (1994) conducted a mail survey of top managers in Canadian industries, the outcomes of which indicated that the quality of the source of information was a significant aspect in determining the choice of the sources consulted in the scanning process.

## 2.8  Knowledge Sharing

### 2.8.1  Related Theory

Daft & Weick (1984) and Galbraith (1973)  have recommended that an organization processes information in order to decrease task ambiguity and equivocality in the surroundings. Daft & Weick (1984) proposed an information richness model that incorporates these two organizational tasks. According to them, the organization requires both to have sufficient information and to reduce equivocality in dispensation information for internal organization. The cause for this require is that the units of an organization are interdependent while being differentiated. The recommended means for decreasing equivocality is for the organization to procedure rich information. *Richness* is defined as the possible information-carrying capacity of data. The information media used in organizations determine the richness of information processed. Media richness depends on four factors: (a) feedback ability, (b) the number of cues provided, (c) language diversity, and (d) individual against impersonal resource of information. Typical information media in organizations may be approved in order of reducing information richness as follows: face-to-face meetings, telephone conversations, written communications, and numeric official reports. Consequently, such media are more probable to hold up knowledge sharing within organizations.

Knowledge sharing is make possible if those sharing knowledge have some universal experiences, vocabulary, or academic background (Samovar, Porter, & McDaniel, 2008). More particularly, information shared becomes knowledge for the receiver merely if the initiator and the receiver both have a shared context. If this is the case, their general values will allow the receiver to attach meaning and value to the information, consequently transforming it into knowledge.

## 2.9  Knowledge Creation

### 2.9.1  Related Theory

Even though most organizations are likely to focuses on the achievement of information and the sharing of information and knowledge, the eventual objective is the making of knowledge. Schwandt's OLSM links new knowledge to organizational actions through its action/reflection subsystem. This subsystem explains organizational actions and observes those actions that permit it to allocate meaning to new information, hence making valuable knowledge for the organization (Schwandt & Marquardt, 2000). This subsection starts with a dialogue of this subsystem and three knowledge making models lay forward by Nonaka (1994).

*The action/reflection subsystem*- The action/reflection subsystem comprises the focus of the organizational learning system. The action/reflection subsystem creates purpose orientation knowledge, which is its average of exchange and feeds into the other three subsystems (namely, environmental interface, dissemination/diffusion, and meaning and memory). This knowledge is mentioned to both the performance aims and the learning objectives of the organization. The organization makes valued knowledge by reflecting on new information. Likeness by the organization needs that division or all the persons in the organization evaluation, judge, and make decisions on issues by the name of the organization. Three diverse perspectives can be utilized in its reflection processes:

1.  Reflecting on the processes utilized in its actions by addressing how the organization does things.

2.  Reflecting on the satisfied or outcomes of its actions, responding questions of cause-effect relations or what the organization does.

3.  Reflecting on the underlying premise of its actions, answering questions concerning why the organization does/did what it does/did—this third perspective provides the deepest rank of reflection (Schwandt & Marquardt, 2000).

*Levinthal, March, & Center's, (1993) model*- Levinthal, March, & Center's, model is centered on the thought that organizational learning is confronted with the opposing aims of making new knowledge (exploration) and utilizing knowledge already accessible (exploitation).

Levinthal, March, & Center (1993) planned a structure for explaining how organizations address this position through Simplification and specialization—the two main mechanisms utilized by organizations to make easy learning from experience. *Simplification* refers to the reality that learning procedures shorten experience, maintenance it surrounded in time and space. *Specialization* refers to the fact that learning processes tend to focuses notice and boundary the scope of capability. Generally, simplification and specialization allow learning processes to develop organizational performance.

Nevertheless, these same mechanisms can limit performance, making "myopia." Three forms of myopia are identified: (a) the trend to overlook the long term, (b) the tendency to overlook the bigger image, and (c) the tendency to ignore failures. Although these myopias can limit organizational performance, the major confront for organizations is to discover stability among exploitation for recent capability and exploration for future practicality. Although seeking this balance, organizations can become attentive in the dynamics of learning that guide to excessive exploration or excessive exploitation. Such traps provide short-term positive feedback to either

examination or exploitation, which makes an inequity. The breakdown trap outcomes when examination drives out exploitation, and organizations engage in successive experiments—the failure of which strengthens experimentation, which in turn outcomes in more failure.

The success traps consequences when exploitation makes out exploration. As an organization becomes more capable for a given action, it obtains to the point where it "sits on its laurels" and falls into a "capability trap." This statement implies a person perspective of organizational learning because it emphasizes cognitive capability rather than social interaction.

***Comparison with Schwandt's OLSM-*** The three models assesses over all sight the making of organizational knowledge as a person, cognitive process. Nevertheless, this perspective has been criticized for equating the sum of human being knowledge with organizational knowledge. The OLSM, described previous, better reflects the complication of organizational knowledge making because it views "the position of the learning process "as contained inside the social dynamic actions and the complexity of the interacting elements of the organization" (Schwandt & Marquardt, 2000). In addition, because the other three models view knowledge creation as happening at the personality level, they do not association knowledge making to organizational actions.

## 2.10  Organizational Memory

## 2.10.1  Related Theory

Walsh & Ungson (1991) indicate that organizational memory is kept information from an organization's history that can be brought to stand on present resolutions. While the notion of organizational memory has been utilized in the literature for a number of decades, current reviews have noted that the literature on organizational memory lacks coherence. Some researchers have emphasized the role of routines, which consist of patterned sequences of learned behavior involving multiple actors,

who are connected by associations of communication and/or authority (Pluye, Potvin, Denis, & Pelletier, 2004).

Others have studied the role of persons and culture (Castells, 2009). So far another set has examined computer-based information systems as a form of organizational memory (Rahah Hamidi & Jusoff, 2009). An organization's memory may make easy its learning processes by ensuring that what is learned in the organization may be store, share, and update (Sproull, 2010). The most strategically significant aspect in terms of the organizational learning and memory abilities of an organization is its body of collective knowledge (Liao, Fei, & Liu, 2008). This literature review focuses mostly on this relationship between organizational memory and organizational learning.

## 2.11 Theoretical and Methodological Implications for This Study

The reviews of the literature provide hold up for the viewpoint of knowledge as being socially constructed (Chua, 2002). Consequently, this perspective goes against the tendency in the knowledge management literature to focuses on information and communication technologies, neglecting social processes. In terms of methodology, the perspective of knowledge as socially constructed points to the require to utilize instruments that permit for collecting data on the social actions that information and communication technologies may or may not support, rather than on such technologies themselves. In addition, studies in environmental scanning, knowledge sharing, knowledge creation, and organizational memory point out that these actions plays a significant role in achieving organizational efficiency and performance.

## 2.12 Linking Knowledge Management and Organizational Culture

In their review of the theory and research related to organizational culture, Cameron & Ettington (1988) identified some theoretically based and generally

assumed relationships between organizational culture and organizational outcomes. Among these, a few are directly related to knowledge management:

1. No single kind of culture is best for all environmental situations. A match has to exist among culture and setting. This proposition relates culture directly to the adaptation function that organizations must engage in order to survive. In the OLSM, this function is represented by the environmental interface subsystem, which scans or tests the environment and selects inputs to the organization (Schwandt & Marquardt, 2000).

2. Cultural change in organizations requires the conscious destruction of old procedures and structures, as well as the institutionalization of new processes and structures. Furthermore, this proposition relates cultural change to organizational processes and structures, which drop within the integration function. This function is represented by the dissemination/diffusion subsystem, which coordinates elements of the learning system (Schwandt & Marquardt, 2000). The idea of the institutionalization of these processes and structures refers explicitly to organizational memory, which plays a significant role in guiding knowledge- related processes.

The theory and investigate reviewed above focus on either knowledge management or organizational culture. Nevertheless, some aspects allow for linking these two constructs. The theory and research in environmental scanning recommend that one of the main determinants of scanning behavior is the perception of environmental uncertainty (Sutherland & Woodroof, 2009). This perception is determined by assumptions concerning the environment, which is one of the five basic assumptions about which cultural models form.

Knowledge sharing is affected by the meanings that organizational members attach to groupware technology. Another determinant of knowledge sharing is the degree to which members have frequent values and a shared context for sharing knowledge, in the form of widespread experiences, vocabulary, or academic

background (Foss, Husted, & Michailova, 2010). These meanings and values are determined by one's essential assumptions, which are the building blocks of culture (Schein, 2010).

Knowledge sharing is also affected by structure. More exclusively, it is negatively influenced by a hierarchical structure (Tsai, 2002) and positively affected by strong intra-organizational relationships. Organizations with hierarchical structures possess the assumptions, orientations, and values linked with the hierarchy culture, whereas strong relationships, similar to those of an "extended family," are typical of the clan culture (K. S. Cameron & Quinn, 2006). Lastly, organizational memory, which is intrinsically associated to organizational culture (Schwandt & Marquardt, 2000), facilitates the learning processes within organizations by ensuring that what has been learned in the organization can be stored, shared, and updated.

## 2.13  Conceptual Framework

Having gone through all of these previous investigates; this study would like to propose this innovative model of organizational culture and knowledge management.
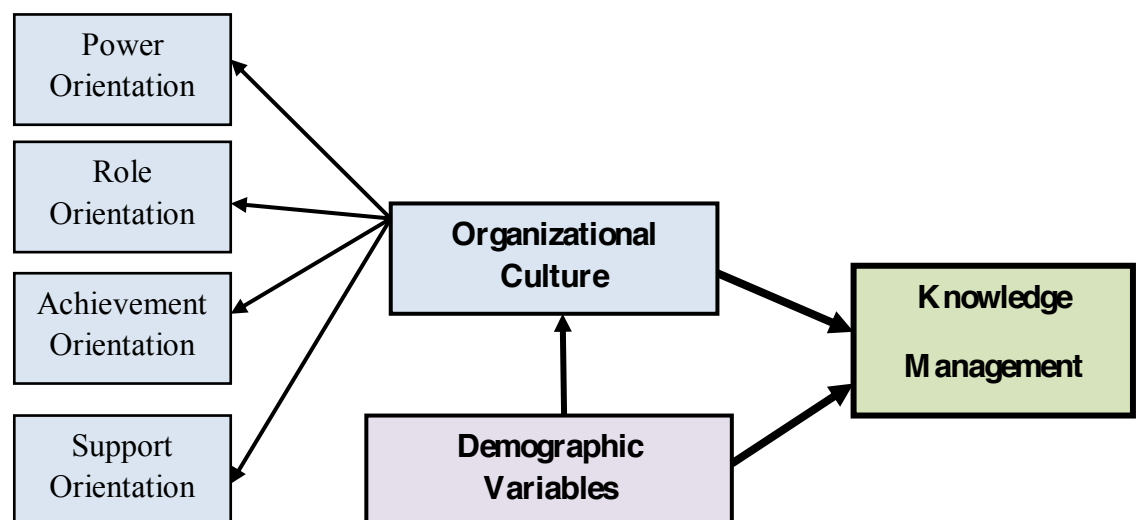


*Figure 2.3* Conceptual Model

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

## 3.0  Introduction

The purpose of this quantitative research is to examine the relationships between organizational culture and knowledge management processes to retain, share, and use mission-critical knowledge. This chapter was described the research design and method appropriateness, population, sampling, measurement instruments, data collection and data analysis.

## 3.1  Research Design

This research is quantitative survey design. A co-relational design was selected to determine the relationship between knowledge management and organizational culture. A cross-sectional survey methodology was used because it allows for the examination of the relationship between variables (Strati, 2000). Survey research design is appropriate for the study, as surveys are quick to manage, inexpensive, easily distributable to geographically dispersed workers, and provided confidentiality and anonymity. Questionnaires are utilized as our instrument for the purpose of this study.

## 3.2  Population

A population is the whole set of elements about which we desire to create some inferences and a population element is the individual participant or object on which the measurement is taken (Cooper & Schindler, 2006). "A population is also the set

of all cases of interest in the research where it can consist of individuals, objects, companies, countries and areas (Cooper & Schindler, 2006)".

### 3.2.1 Population of the Study

The population of this research is the total of employees in MMU. The researcher has decided to select a subset of the population to represent the whole population. A list of employees has been acquired from the official database in MMU (http://onlinecyber.mmu.edu.my/main/index.jsp).

### 3.3 Sampling

Sampling is a process of drawing up representation of the population under study. The sampling process is very important in every investigate. A good sampling process and suitable procedures implemented while doing sampling will determine the output of the research. The types of sampling will be describes as following:

### 3.3.1 Probability and Non- probability Sampling

There are basically two types of approaches to sampling which is probability and non- probability sampling. In a non probability sampling investigator have no assurance that each element has some chance of being integrated and no way to estimate the probability of each element's being included in the sample (Doherty, 1994). Probability sampling is carried out in a way that each and every element in the population has the equal chance of being selected as samples. Figure 3.1 demonstrated the sub-types of Probability and Non- probability Sampling.
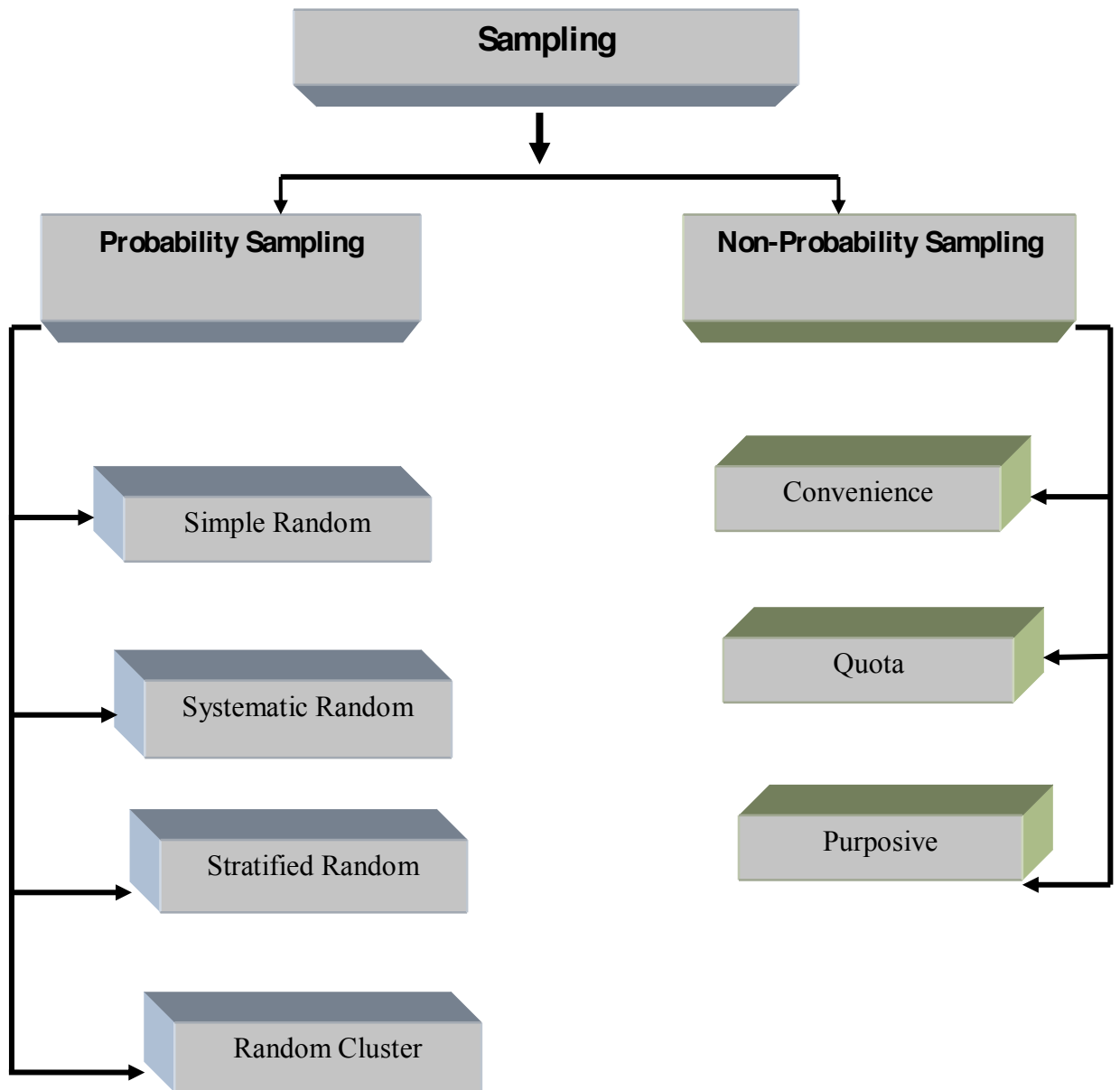
*Figure 3.1* Types of Sampling

Source: Adopted from (Saunders (Saunders, Lewis, & Thornhill, 2009).

### 3.3.2 Sampling Process of the Study

Stratified random sampling method was used for gathering quantitative data, because it ensures investigator that the resulting sample will be distributed in the same way as the population in terms of the stratifying measure (A Bryman, 2008). The population of present study comprise of all employees who are working in

MMU during 2011. According to the declaration of official database there are about 2000 employees working in this university. A sample size required in this investigate will be explained as a follows.

### 3.3.3 Minimum Sample Size

The sample size of this research is consisting of all employees in MMU. The sample size is determined according to Cochran's (1977) formula with population size (N) that contains 2000 respondents (http://onlinecyber.mmu.edu.my/main/index.jsp); needs 322 respondents as sample size (Bartlett & Higgins, 2001).

$$S = \frac{\frac{(t)^2\,p.q}{d^2}}{1+\left[\frac{1}{N}(\frac{(t)^2\,p.q}{d^2})-1\right]} = \frac{\frac{(1.96)^2\,0.5\times0.5}{(0.05)^2}}{1+\left[\frac{1}{2000}(\frac{(1.96)^2\,0.5\times0.5}{(0.05)^2})-1\right]} \cong 322$$

### 3.4 Measurement and Instruments

Data for this study was collected using a survey combining two instruments: the Organizational Action Survey (OAS) by Johnson & Schwandt (1998) and Harrison and Stokes organizational culture instrument (1992). Although this research utilizes the scales originally developed in the Western, it is possible to create the equivalence of the scales' cross-national after careful improvement, Modify and pilot testing (See Appendix A).

### 3.4.1 Organizational Action Survey (OAS)

The OAS was used in this research to evaluate the knowledge management construct. The OAS was developed in the mid-1990s by the Center for the Study of Learning at The George Washington University. It is an analytic tool resulting from the Center for the Study of Learning's widespread experience in studying organizations in the public, private, and nonprofit sectors. The major purpose of the OAS is to assess dynamic social actions as they relate to organizational performance and learning. More particularly, it assists to categorize (a) the functional emphasis of organizational actions as they pertain to the learning and performance systems, (b) measures of organizational learning and performance, (c) an organization's learning and performance orientation, and (d) organizational sense making patterns (Schwandt & Marquardt, 2000). The theoretical foundation of the OAS is the Organizational Learning Systems Model (OLSM) developed by Schwandt (Schwandt & Marquardt, 2000), which is based on Parson's (Parsons & Shils, 1951) general theory of action.

The present study did not utilize all the items in the OAS. The items chosen for inclusion in the instrument were mainly those that measure the extent to which organizational actions are associated with the four functions in which all social systems must engage for survival: namely, (a) adaptation, (b) goal attainment, (c) integration, and (d) pattern maintenance. In conclusion, A researcher will be used the survey that developed by (Johnson & Schwandt, 1998).

### 3.4.2 Harrison and Stokes Organizational Culture Instrument

The research instrument developed by Harrison and Stokes (1992) is based on the work of Harrison (1982) and measures organizational culture in terms of four types namely power orientation, role orientation, achievement orientation and support

orientation. This framework was selected as it is similar to that used by other authors (Denison & Mishra, 1995; Quinn, 1988) that also propose four cultural types.

The instrument has 15 statements, each containing four sub-statements that reflect the organizational culture of the organization. Respondents were requested to rank each question's sub statements from one to four utilizing the following scale:

1 = Strongly Agree

2 = Agree

3 = Disagree

4 = Strongly Disagree

### 3.4.3  Demographic Information

This part of the questionnaire requires information concerning individual and demographic data of respondents. Questions cover gender, age; levels of education and years in the university was asked.

### 3.5  Pilot Test

The initial questionnaire was piloted with 10 respondents to make sure for two aspects namely (1) any grammar or spelling mistakes, and (2) to make sure that all the questions were well understood. Data was analyzed using the Statistical Program for social Science (SPSS) version 17.0 for adjustments of several items before distributing it for the final distributing a questionnaire.

## 3.6  Data Collection

The data base for the study was achieved from MMU University in Malaysia. Employees from all ranks were investigated in the targeted university. MMU same as several universities have HR manager for decision making about many things. Conducting a research in the university is usually one of those things that they need approve. Therefore, the investigator contacted the HR executives and explained regarding the research procedure and the purpose of the research, and assured all of them that all the information is kept confidential. The questionnaire is the most suitable instrument for data collection from respondents.

## 3.7  Data Analysis

For the purpose of data analysis, descriptive and inferential statistics were employed. Descriptive statistics describe phenomena of interest by creation use of bar charts and measures of central tendency to summarize the data (Sekaran, 2000). According to Stamler, et al., (2003) descriptive statistics permit the investigator to better understand the data by visualizing patterns. In this research descriptive statistics have been utilized to summarize the biographical responses, to describe the existing and preferred organizational culture, as well as to describe the Knowledge management.

Reliability and validity are two important criteria for assessing the quality of measurement instruments (Babbie & Mouton, 2001). The Cronbach's alpha measures the internal reliability of a measurement instrument by evaluating the underlying constructs (Bohrnstedt, 1969). The range of alpha values is between 1 (perfect internal consistency) and 0 (no internal consistency), values above 0.80 are regarded as being good, those between 0.60 and 0.80 are regarded as acceptable and those below 0.60 are regarded as poor (Sekaran, 2009). The Cronbach's alpha reliability coefficient was used in this study to measure the reliability of both the organizational culture and the knowledge management instruments.

Correlation analysis is used to explain the linear relationship between two or more variables without attributing the impact of one variable on another (Denscombe, 2003). The purpose of determining a correlation coefficient is to determine whether a relationship between two or more variables exists and if so, to establish the magnitude and direction thereof. The strength of the relationship is indicated by the correlation coefficient (r), which varies in magnitude between +1 and -1 (Behr, 1988).

Pearson correlation was used to determine a linear relationship between the variables in this investigation. Significant relationships have been identified where the p-value < 0.05 while strong significant relationships where the p-value < 0.01 have also been highlighted.

The analysis of variance (ANOVA) is utilized to test for a significant mean difference among more than two groups on a particular variable of interest. In this research the one way ANOVA was used to measure significant differences in the biographical variables.

All collected data was analyzed using the Statistical Program for social Science (SPSS) version 17.0.

**CHAPTER FOUR**

**EMPIRICAL FINDINGS AND DISCUSSION**

**4.0  Introduction**

The purpose of this study is to determine the relationship between organizational culture and knowledge management at the chosen Multimedia University; this chapter provides achieve to the research objectives and hypotheses as acknowledged in Section 1.4 and 1.6, Chapter 1, by presenting the empirical results.  The purpose of this chapter is therefore to present the empirical outcomes of this study and discuss the results in relation to the theoretical viewpoints (see Chapter 2 concerning organizational culture, and knowledge management).

Initially, the response rate pertaining to this investigate will be presented, followed by the classification of the descriptive statistics concerning the biographical information of the respondents.  The evaluation of the reliability of the assessing instruments is next established through the employ of Cronbach's Alpha coefficient. The linear relationships between the existing and preferred organizational cultures and knowledge management are evaluated through the use of Pearson's correlation coefficient.  The organizational culture gap follows in dialogue in terms of its impact on knowledge management and whether or not it differs with views to chosen biographical information pertaining to workforce.  Lastly, the biographical variables are tested for an association among the existing and preferred organizational culture as well as the knowledge management of staff in order to determine whether there is a difference in responses with regards to the a variety of biographical variables.

## 4.1  Population and Response Rate

Table 4.1 demonstrates the response rate obtained for this study. The total population for this study was 2000 workers at MMU; and the sample comprised academic and non-academic, which reported for about 322 workers. The total number of respondents who participated in this study was 322. There were 169 questionnaires that were correctly completed while 153 questionnaires were incorrectly completed or non-returned and thus un-usable for this investigate. As a result, the usable response rate (usable responses / the sample size during the study) was 52.5 %.

*Table 4.1* Population and response rate

|  | Selected Number of Employees in MMU |
|---|---|
| **Total Population** | 2000 |
| **Sample Size** | 322 |
| **Usable Responses** | 169 |
| **Unusable Responses** | 153 |
| **Usable Response Rate** | 52.5% |
| **Unusable Response Rate** | 47.5% |

A response rate of 52.5% (N =169) is large sufficient for significant statistical analysis and acceptable interpretation  (A. Bryman & Bell, 2007; Welman, Kruger, & Mitchell, 2005).

## 4.2  Analysis of Biographical Data of Respondents

The biographical data is analyzed in this part by means of descriptive statistics, utilizing Tables and bar charts in order to realize the sample under consideration. Statistical Program for social Science (SPSS) version 17.0 was employed to summarize the biographical information as revealed in Tables and Figures 4.2 to 4.5.

**Tenure Frequency**

Table 4.2 and figure 4.1 demonstrates that 12 (7.1%) out of 169 participants in the MMU reported working for their university for "less than 1 year"; while 19 (11.2%) reported working for "more than 1 to less than 3 years." 99 or (58.6%) of the respondents had work experience between 4-6 years; 35 or (20.7%) reported working for "more than 7 to less than 9 years"; and at the time of the survey, 4 or (2.4%) had work experiences more than 9 years.

*Table 4.2* Frequency of Tenure

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Less than 1 year | 12 | 7.1 |
|  | 1-3 | 19 | 11.2 |
|  | 4-6 | 99 | 58.6 |
|  | 7-9 | 35 | 20.7 |
|  | More than 9 years | 4 | 2.4 |
|  | Total | 169 | 100.0 |
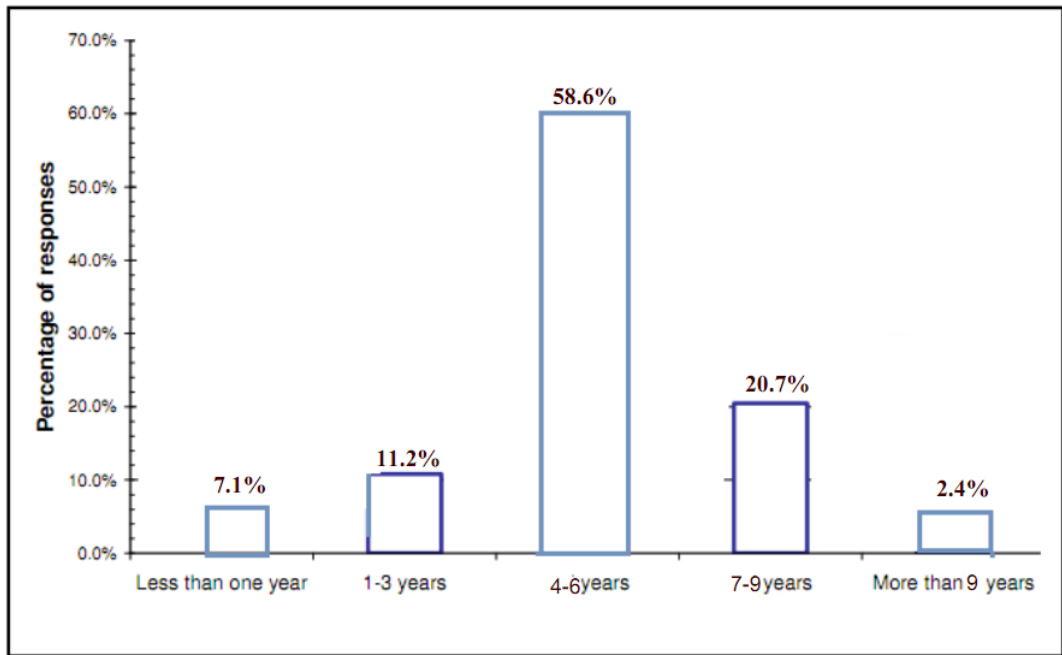
*Figure 4.1* Frequency of Tenure

**Gender Frequency**

Table 4.3 and Figure 4.2 show that the MMU sub-sample included 115 males and 54 females, which accounted for 68.1% and 31.9% respectively. As with the overall sample, this sub-sample was more male than female respondents in MMU.

Table 4.3 Frequency of Gender

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | **Male** | 115 | 68.1 |
|  | **Female** | 54 | 31.9 |
|  | **Total** | 160 | 100.0 |
| Missing | System | 0 |  |
|  | **Total** | 169 |  |
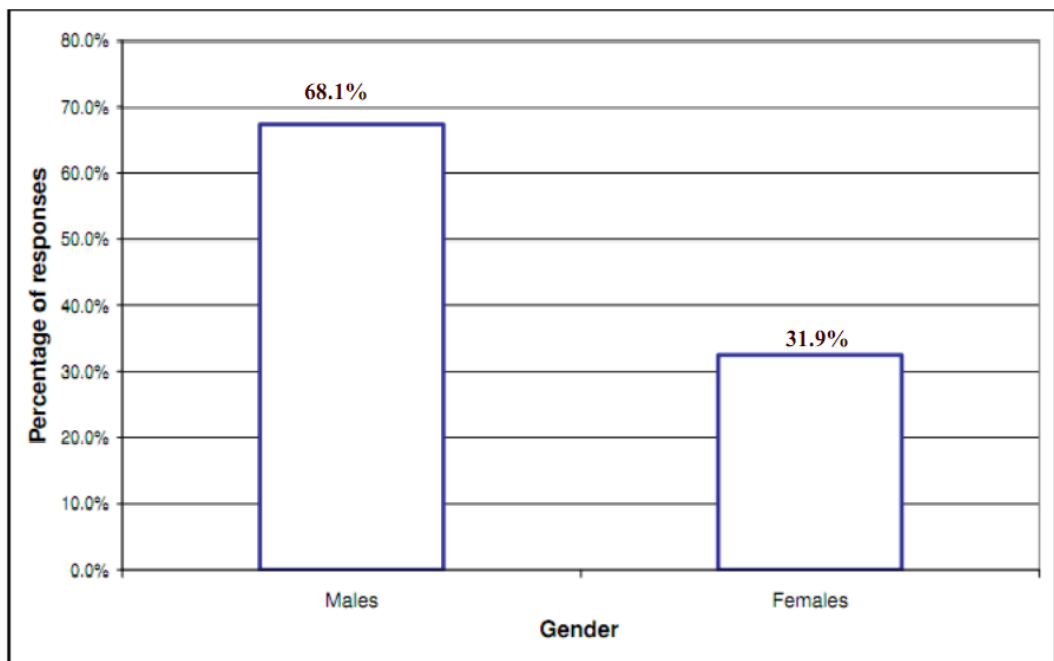


Figure 4.2 Frequency of Gender

**Age Frequency**

The age of the respondents is demonstrated in Table 4.4 and Figure 4.3 and showed that there were zero respondents less than 20 years of age, there were 37.3% (63) respondents in the 20 to 29 year range, 46.3% (78) respondents in the 30 to 39 year category, 12.4% (21) respondents in the 40 to 49 year group and 2.3% (4) respondents 50 years and above.

*Table 4.4* Age Frequency

|  |  | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Less than 20 years | 0 | 0 | 0 |
|  | 20-29 | 63 | 37.3 | 37.9 |
|  | 30-39 | 78 | 46.3 | 46.9 |
|  | 40-49 | 21 | 12.4 | 12.7 |
|  | 50 years old and above | 4 | 2.3 | 2.5 |
|  | Total | 166 | 98.3 | 100 |
| Missing | System | 3 | 1.7 |  |
| Total |  | 169 | 100.0 |  |

*Figure 4.3* Age of respondents

**Education Rate**

As shown in Table 4.5 and Figure 4.4, the educational level of most of the workers in MMU about 61 people out of 169 had Diploma's degree that made 36.2% of the total categories. The second highest number of respondents was Bachelor's degree with 33.7% who are working in MMU. In the meantime, 18.3% of employees had a master's degree. 3.6% of the employees had PhD degree. Only 4.1 percent of employees had other's different level of education.

*Table 4.5* Educational Level

| Education | | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Diploma (s) / Certificate | 61 | 36.2 | 37.7 |
| | bachelor | 57 | 33.7 | 35.1 |
| | Master | 31 | 18.3 | 19.2 |
| | PhD | 6 | 3.6 | 3.7 |
| | 0thers | 7 | 4.1 | 4.3 |
| | Total | 162 | 95.9 | 100.0 |
| Missing | System | 7 | 4.1 | |
| Total | | 169 | 100.0 | |

*Figure 4.4* Educational Level

## 4.3  Internal Reliability of the Measurement Instruments

The aim of this part is to analyze the reliability of the two measurement instruments used in this study, namely the organizational culture questionnaire (Harrison & Stokes, 1992) and the knowledge management questionnaire (CG Johnson & Schwandt, 1998).  The outcomes achieved are compared to the reliability outcomes of other studies performed with the same instruments.

### 4.3.1  Cronbach's Alpha Reliability Coefficient Scores for Organizational Culture

The reliability of the organizational culture tool was determined by means of the Cronbach's alpha reliability coefficient (Bohrnstedt, 1969). Sekaran (2000) stated that, reliability values over 0.80 are considered as being good, those among 0.60 and 0.80 are considered as acceptable and those less 0.60 are considered as poor. Table 4.6 demonstrates the Cronbach's alpha coefficients for the different organizational culture scales.

*Table 4.6* Cronbach's alpha coefficient scores for organizational culture scales

| Organizational culture scales | Cronbach's alpha | Evaluation based on Sekaran (2000) |
|---|---|---|
| Existing Power culture | 0.75 | Acceptable |
| Existing Role culture | 0.55 | Poor |
| Existing Achievement culture | 0.79 | Acceptable |
| Existing Support culture | 0.66 | Acceptable |
| Preferred Power culture | 0.70 | Acceptable |
| Preferred Role culture | 0.69 | Acceptable |
| Preferred Achievement culture | 0.74 | Acceptable |
| Preferred Support culture | 0.72 | Acceptable |

Both the existing power culture and the existing achievement culture have satisfactory Cronbach's alpha values (0.75 and 0.79 respectively) which show that these scales yield reliable outcomes. This corresponds very well with the Cronbach's alpha values of Harrison & Stokes (1992) summarized which showed a 0.90 value for the power culture and a 0.86 value for achievement culture. Existing support

culture has a suitable reliability value of 0.66 which is lower than the value of 0.87 concluded by Harrison & Stokes (1992). The lowest reliability score was for the existing role culture with a value of 0.55, which is significantly lower than the 0.64 established by Harrison & Stokes (1992). In terms of all the preferred organizational culture scales they all yielded satisfactory Cronbach's alpha scores.

## 4.3.2 Cronbach's Alpha Reliability Coefficient Scores for Knowledge Management

The reliability of survey items was evaluated by evaluates the Cronbach alpha coefficient for the 18 items from the OAS. This coefficient assesses the internal consistency reliability between a groups of items combined to form a single scale. Table 4.7 illustrates the Cronbach's alpha coefficients for the knowledge management. The reliability statistics of knowledge management is revealed in table below, and its Cronbach's Alpha is .766 which is achieving significant. Additional analysis data has been attached as APPENDIX B.

*Table 4.7* Alpha Coefficient of Knowledge Management

| Cronbach's Alpha | N of Items |
|---|---|
| 0.766 | |
| | 18 |

## 4.4 Analysis of the Organizational Culture of Respondents

This part gives effect to the second research objective, namely to identify the dominant existing and preferred organizational culture within MMU as stated in

Chapter 1, part 1.4. The organizational culture profile of the population which represents the workers in MMU is concluded by using descriptive statistics to summarize the mean scores of each organizational culture scale as demonstrated in Table 4.8 (existing culture) and Table 4.9 (preferred culture). The dominant culture is the culture with the maximum overall mean score together as well as being the one highest ranked by the majority of respondents.

From Table 4.8 the maximum mean, standard deviation score for the existing culture was the power culture (43.77). This showed that the majority of respondents regarded the power culture to be a strong existing culture in MMU. The second maximum mean score was for the role culture (39.65).

*Table 4.8* Mean scores of existing organizational culture scales

| Organizational culture scales | Mean standard deviation score |
|---|---|
| Existing Power culture | 43.77 |
| Existing Role culture | 39.65 |
| Existing Achievement culture | 34.04 |
| Existing Support culture | 31.24 |

From Table 4.9 the maximum mean, standard deviation score for the preferred organizational culture was for the support culture (41.94), followed by achievement culture (40.72). This showed that the majority of respondents regarded the support culture to be the most preferred culture in MMU.

*Table 4.9* Mean scores of preferred organizational culture scales

| Organizational culture scales | Mean standard deviation score |
|---|---|
| Preferred Achievement culture | 40.72 |
| Preferred Support culture | 41.94 |
| Preferred Role culture | 30.64 |
| Preferred Power culture | 36.72 |

Tables 4.9 demonstrate that the dominant preferred culture is the support culture, with a mean score of 41.94. These scores show that staff at the MMU would prefer to have a support culture within the university as opposed to a power culture. The support culture is based on mutual trust and co-operation among the worker and the chosen MMU. Staff of MMU would like to be appreciated as human beings, not only as contributors to a job. The second most dominant preferred organizational culture is the achievement organizational culture, which has a mean score of 40.72. If the MMU had a support culture, the benefits would be high worker enthusiasm and motivation, as well as the companionship of the workers, which has a positive impact on productivity, absenteeism and work quality and thus the service delivery at the MMU would enhance in efficiency and effectiveness (Harrison & Stokes, 1992). Workforces would also support one another in their job, and they would go out of their way to assist others and cooperate within the MMU.

## 4.5 Hypothesis Testing

Correlation analysis is employed "to describe the linear relationship between two or more variables without attributing the effect of one variable on another" (Denscombe, 2003; Green, Salkind, & Akey, 2000). The strength of the relationship is demonstrated by the "correlation coefficient (r), which varies in magnitude between +1 and -1" (Behr, 1988:46). The larger the absolute value of the correlation coefficient, the stronger the relationship (Green, et al., 2000), as can be seen in Table 4.10. "A positive relationship is indicated by a positive correlation coefficient while a negative relationship is indicated by a negative correlation coefficient" (Denscombe, 2003).

*Table 4.10* Description of the strength of the correlation coefficient (r)

| Absolute value of r | Description of relationship |
| --- | --- |
| "Less than 0.20" | "Indifferent, almost negligible" |
| "0.20 – 0.40" | "Definite but slight relationship" |
| "0.40 – 0.70" | "Moderate relationship" |
| "0.70 – 0.90" | "Strong relationship" |
| "0.90 – 1.00" | "Very strong relationship" |

Source: Adapted from Behr (1988).

**Ha1. There is a significant relationship between the existing organizational culture and knowledge management.**

The Pearson's correlation coefficient was employed to assess the existence of a significant, linear relationship between the existing organizational culture scales and the knowledge management.

*Table 4.11* Correlation between existing organizational culture and knowledge management

| Correlations | | knowledge management | existing organizational culture |
|---|---|---|---|
| knowledge management | Pearson Correlation | 1 | -0.382[**] |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| existing organizational culture | Pearson Correlation | -0.382[**] | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | |

The outcomes of the Pearson's correlation among the existing organizational culture and knowledge management are shown in Table 4.11. Significant relationships where p<0.05 have been showed by an asterix (*), while strong significant relationships where p<0.01 have been illustrated by a double asterix (**).

Table 4.12 Coefficients<sup>a</sup>

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | |
|---|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Zero-order | Partial | Part |
| (Constan) | 2.402 | .167 | | 13.234 | .000 | | | |
| existing organizatio nal culture | .203 | .040 | -0.382 | 4.248 | .000 | -0.382 | -0.382 | -0.382 |

a. Dependent Variable: knowledge management

From in Table 4.11and 4.12, it is obvious that there is a relatively slight, but significant, negative relationship between the existing culture and knowledge management (r = -0.382, p < 0.01). It is concluded that there is satisfactory evidence at the 1% level of significance that there is a negative linear relationship between the existing culture and knowledge management. Therefore, this hypothesis was not rejected.

**Ha2. There is a significant relationship between the preferred organizational culture and knowledge management.**

Based on the result in Table 4.13, Pearson correlation exhibits that there is a significant strong positive relationship between preferred organizational culture and knowledge management (r =0.754, p < .01) which support our hypothesis number 2 in this research. Therefore, hypothesis 2 of this research that *there is a significant relationship between the preferred organizational culture and knowledge management in MMU* is accepted and proven to be true.

*Table 4.13* Correlation between preferred organizational culture and knowledge management

<table>
<tr><th colspan="4">Correlations</th></tr>
<tr><td></td><td></td><td>knowledge management</td><td>preferred organizational culture</td></tr>
<tr><td rowspan="3">knowledge management</td><td>Pearson Correlation</td><td>1</td><td>.754**</td></tr>
<tr><td>Sig. (2-tailed)</td><td></td><td>.000</td></tr>
<tr><td>N</td><td>169</td><td>169</td></tr>
<tr><td rowspan="3">preferred organizational culture</td><td>Pearson Correlation</td><td>.754**</td><td>1</td></tr>
<tr><td>Sig. (2-tailed)</td><td>.000</td><td></td></tr>
<tr><td>N</td><td>169</td><td>169</td></tr>
<tr><td colspan="4">**. Correlation is significant at the p<0.01 level (2-tailed).</td></tr>
</table>

If the organizational culture and knowledge management are correctly harmonized, it is useful to the performance of the MMU and thus to its service delivery. Furthermore, the fit among the existing organizational culture and worker preferences for organizational culture enhances the knowledge of staff.

**Ha3. There is a significant relationship between selected biographical variables of age, gender, level of education, years with in university and elements from:**

**Ha 3.1. Existing organizational culture**

**Ha 3.2. Preferred organizational culture**

**Ha 3.3. Knowledge management**

This hypothesis was tested using a series of ANOVA, Spearman's rho and Pearson Correlation.

Table 4.14 ANOVA

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Existing organizational culture | Between Groups | 2.410 | 3 | .803 | 2.205 | .059 |
|  | Within Groups | 72.507 | 166 | .364 |  |  |
|  | Total | 74.917 | 169 |  |  |  |
| Preferred organizational culture | Between Groups | 3.411 | 3 | .713 | 2.315 | .072 |
|  | Within Groups | 68.602 | 166 | .421 |  |  |
|  | Total | 72.013 | 169 |  |  |  |
| Knowledge management | Between Groups | .534 | 3 | .178 | 2.046 | 0.51 |
|  | Within Groups | 17.313 | 166 | .087 |  |  |
|  | Total | 17.847 | 169 |  |  |  |

Table 4.14 illustrates that, there is a moderate significant relationship between age groups in terms of their existing organizational culture, preferred organizational culture and knowledge management. Therefore, the Hypothesis is supported.

Table 4.15 Correlation between Existing organizational culture and gender

| Correlations | | | |
|---|---|---|---|
|  |  | gender | Existing organizational culture |
| Existing organizational culture | Pearson Correlation | 1 | .364** |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 169 | 169 |
| gender | Pearson Correlation | .364** | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | |

Table 4.15 illustrates that, there is a no significant relationship between gender groups in terms of their existing organizational culture. Therefore, the Hypothesis is not supported.

*Table 4.16* Correlation between Preferred organizational culture and gender

| Correlations | | gender | Preferred organizational culture |
|---|---|---|---|
| Preferred organizational culture | Pearson Correlation | 1 | .241** |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| gender | Pearson Correlation | .241** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | |

Table 4.16 illustrates that, there is a no significant relationship between gender groups in terms of their preferred organizational culture. Therefore, the Hypothesis is not supported.

*Table 4.17* Correlation between Knowledge management and gender

| Correlations | | gender | Knowledge management |
|---|---|---|---|
| Knowledge management | Pearson Correlation | 1 | .759** |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| gender | Pearson Correlation | .759** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | |

Table 4.17 illustrates that, there is a Strong relationship between gender groups in terms of their knowledge management. Therefore, the Hypothesis is supported.

*Table 4.18* Correlation Between Existing organizational culture and Level of Education

| Correlations | | | Level of Education | Existing organizational culture |
|---|---|---|---|---|
| Spearman's rho | | Correlation Coefficient | 1.000 | .534 |
| | | Sig. (2-tailed) | . | .700 |
| | | N | 169 | 169 |
| | Level of Education | Correlation Coefficient | .534 | 1.000 |
| | | Sig. (2-tailed) | .700 | . |
| | | N | 169 | 169 |

Table 4.18 demonstrates that there is a relationship between existing organizational culture and level of education with positive correlation confidence of $(r^2=.007)$. This correlation is significant at the 0.01 level (2-tailed). Therefore, the hypothesis is confirmed.

*Table 4.19* Correlation between Knowledge management and Level of Education

| Correlations | | | Level of Education | Knowledge management |
|---|---|---|---|---|
| Knowledge management | Pearson Correlation | | 1 | .639** |
| | Sig. (2-tailed) | | | .000 |
| | N | | 169 | 169 |
| Level of Education | Pearson Correlation | | .649** | 1 |
| | Sig. (2-tailed) | | .000 | |
| | N | | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | | |

Table 4.19 illustrates that, there is a significant relationship between Levels of education in terms of their knowledge management. Therefore, the Hypothesis is supported.

*Table 4.20* Correlation between Preferred organizational culture and Level of Education

| Correlations | | | Level of Education | Preferred organizational culture |
|---|---|---|---|---|
| Preferred organizational culture | Pearson Correlation | | 1 | .815** |
| | Sig. (2-tailed) | | | .000 |
| | N | | 169 | 169 |
| Level of Education | Pearson Correlation | | .815** | 1 |
| | Sig. (2-tailed) | | .000 | |
| | N | | 169 | 169 |
| **. Correlation is significant at the $p<0.01$ level (2-tailed). | | | | |

Reason for these outcomes could be attributed to the needs of human beings. Respondents with lower education levels showed that they prefer the support organizational culture. These workers may have "lower order needs" that they need to satisfy, for instance, safety with regards to their work (Watson, 2006). Respondents have demonstrated in Table 4.20 that they prefer to job together as a team and obtain support from coworkers. This enhances the probability of a job being properly performed, and also reduces person mistake. Respondents with higher education levels have illustrated, that they prefer an achievement organizational culture. These workers may have "higher order needs" that they have to satisfy, for example, self-actualization (Watson, 2006). Respondents have demonstrated that they desire to become everything they can be through person achievement of demanding objectives that have been set. Table 4.20 demonstrates that there are significant relationships between the biographical variables, more specifically the education biographical variables, and employee preferences of organizational culture. Ha 3.2 are therefore not rejected.

Table 4.21 ANOVA

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Existing and Preferred organizational culture | Between Groups | 7.213 | 1 | 4.042 | 7.753 | .000 |
|  | Within Groups | 74.740 | 168 | .532 |  |  |
|  | Total | 81.953 | 169 |  |  |  |
| Knowledge management | Between Groups | 1.235 | 1 | 3.048 | 1.362 | .248 |
|  | Within Groups | 14.584 | 168 | .489 |  |  |
|  | Total | 15.819 | 169 |  |  |  |

The result of One-way ANOVA as shown in Table 4.21 (F=7.753, p=0.000) there is a significance relationship between years in university in terms of their existing and preferred organizational culture. Therefore, the hypothesis is supported.

Furthermore, the result of One-way ANOVA as shown in Table 4.21 (F=1.362, p=0.024) demonstrates that there is no significant relationship between employees year in university in terms of their knowledge management at MMU. Therefore, the hypothesis is not supported.

## 4.6  Summary of Hypothesis Testing

*Table 4.22* Summary of Hypothesis Testing

| Hypothesis | Analysis Data | | | Result |
|---|---|---|---|---|
| Ha1. There is a significant relationship between the existing organizational culture and knowledge management. | Pearson Correlation was used to test this hypothesis | | | Not rejected |
| Ha2. There is a significant relationship between the preferred organizational culture and knowledge management. | Pearson Correlation was used to test this hypothesis | | | Not rejected |
| Ha3. There is a significant relationship between selected biographical variables of age, gender, level of education, years with in university and elements from:<br><br>Ha 3.1. Existing organizational culture<br><br>Ha 3.2. Preferred organizational culture<br><br>Ha 3.3. Knowledge management | This hypothesis was tested using a Pearson Correlation, Spearman Correlation at the 0.01 level (2-tailed) and ANOVA. | Age | Existing organizational culture | Confirmed |
| | | | Preferred organizational culture | Confirmed |
| | | | Knowledge management | Confirmed |
| | | Gander | Existing organizational culture | Not Supported |
| | | | Preferred organizational culture | Not Supported |
| | | | Knowledge management | Supported |
| | | Levels of education | Existing organizational culture | Confirmed |
| | | | Preferred organizational culture | Not rejected |
| | | | Knowledge management | Supported |
| | | Years with in university (Tenure) | Existing organizational culture | Supported |
| | | | Preferred organizational culture | Supported |
| | | | Knowledge management | Not Supported |

# CHAPTER FIVE


# SUMMARY, DISCUSSION, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS


## 5.0  Introduction

The purpose of the current research is to study the relationship between organizational culture and knowledge management. As a result, data were collected from 169 individuals utilizing a survey that measured variables linked to both constructs. The data obtained were analyzed using various statistical procedures, which produced the outcomes presented in the previous chapter. Results recommend that a relationship exists between knowledge management and organizational culture. The major objective of this chapter is to interpret these outcomes, and to draw conclusions from them. The first part of this chapter focuses on short summary of the study. The second part discusses summary of key findings, followed by implications of the present study for research, practice, and theory related to the two main constructs in this study: knowledge management and organizational culture and also discusses of research questions. The chapter ends with limitations of the research and recommendations for future study.


## 5.1  Short Summary of the Study

Schein (2010) noted numerous managers and organizational leaders were unaware that the organization's culture dominated their structures and strategies. Besides, if an organization did not realize the culture or take it seriously, disastrous consequences could happen (Schein, 1990). Ladika (2008) wrote that successful organizations had strong cultures. Leaders are not aware that development in

performance is possible when the importance of organizational culture is recognized. With the recent pressure on leaders to find solutions to organizational challenges, the need for a quantitative study exploring the relationship between employee-organization culture gap and knowledge management has appeared. Furthermore, this research will investigate the possibility that employee gender, age, level of education and tenure may moderate the relationship between employee-organization culture and knowledge management, therefore affecting the organization's general goals.

The aim of this quantitative, survey-based, non-experimental research study was to address the need for a developed understanding of the link between organizational culture and knowledge management, with an importance placed on worker-organization culture gap and knowledge management as a practical answer to the knowledge management challenges of today's leaders. The research study was quantitatively designed to observe the relationship among the employee-organization culture gap and knowledge management, and to what extent individual gender, age, level of education, and employee tenure moderates the relationship between the employee-organization culture gap and knowledge management.

The outcomes from this research can contribute to the present body of study of organizational culture by adding to the literature about the relationship between organizational culture and knowledge management. The outcomes may also contribute evidence to substantiate the association between the employee-organization culture gap and knowledge management, and clarify the effect of organizational culture on a working organizational environment. Chapter 2 of this research outlined current and related literature that pertained to the dissertation theme. The literature formed comprised investigate linked to (a) organizational culture, (b) knowledge management, (c) organizational culture in higher education, (d) assessing and measuring culture, and (e) general research techniques from the ground. Particularly, provided in chapter 2 was a review of related literature concerning the phenomenon of organizational culture and the importance of organizational culture in the knowledge management.

The procedures in this research study were consistent with the standards for conducting investigates with human participants. The sample population participated on a voluntary basis, received informed permission, and certain of confidentiality. The investigator informed participants in the research of the purpose, the procedures, the potential risks, and benefits of their involvement, and the alternatives to participation.

The remainder of this chapter comprises a review of the problem statement, possible limitations, discussion of the three research questions and hypotheses, and literature implications. Furthermore, chapter 5 comprises recommendations for practical applications of the study, and recommendations for future research.

## 5.2 Summary of Main Findings

The outcomes of the research addressed the research questions regarding a relationship between the dependent variable, the knowledge management and one independent variable, the organizational culture among MMU staff. The targeted population of this study was the staff who employed in MMU in Malaysia. A sample of 322 employees was chosen, and 169 participants responded for a whole respond to rate. Most respondents were male (68.1%), 99 (58.6%) had work experiences between 4 to 6 year, aged 30 to 39 years old (46.3%), with a diploma's degree (36.2%).

A series of suitable statistical methods was performed to assess the data collected, and to make outcomes and conclusions. Spearman Rho correlation at the 0.01 levels (2-tailed), Pearson's correlation and One-way ANOVA test were conducted to examine if there is a significant mean difference in the respondents' levels. The findings demonstrated that the Cronbach's alpha coefficients for two measurements instruments employed in this study were good.

According to finding of this study, there is a correlation between organizational culture and knowledge management. This correlation analysis revealed a negative correlation between existing organizational culture and knowledge management. Therefore, the research hypothesis 1 that was "*There is a significant relationship between the existing organizational culture and knowledge management*" is accepted and confirmed to be true. For hypothesis 2, the outcome showed that there was strong positive relationship between preferred organizational culture and knowledge management. Therefore, the research hypothesis that was "*there is a significant relationship between the preferred organizational culture and knowledge management*" is not rejected.

For hypothesis 3, data analysis shows there is a significant relationship between age group in terms of their existing organizational culture, preferred organizational culture and knowledge management within MMU. Therefore, the Hypothesis is supported. The results of Pearson correlation showed that, there is no relationship between gender (male and female) in terms of their existing organizational culture and preferred organizational culture within MMU. This hypothesis was not supported. But outcome illustrates that there is relationship between gender (male and female) in terms of knowledge management within MMU. Therefore, is hypothesis was supported.

However, there is a relationship between level of education in terms of their existing organizational culture and preferred organizational culture and knowledge management within MMU. Therefore, the Hypothesis was not rejected. The results of One-way ANOVA demonstrated that there is a significance relationship between years in university in terms of their existing organizational culture and preferred organizational culture. Therefore, the hypothesis is supported. But the result showed that, there is no significant relationship between employees year in university in terms of their knowledge management at MMU. Therefore, the hypothesis is not supported.

## 5.3  Implications

A discuss in the research society concerns which research techniques are most efficient in measuring knowledge and culture. Some argue that quantitative techniques are best, while others favor qualitative techniques. So far, another group considers that mixed methods make available the best investigate (Burrell & Morgan, 1979; Martin, 2002). This research observed the knowledge management and culture constructs within the boundaries of the modernist/functionalist viewpoint, which treats both knowledge management and culture as variables. In general, the results from this research were significant. As a result, they provide support for utilize of the OAS (Johnson & Schwandt, 1998) and the OCI (Harrison & Stokes 1992) to collect data to study the relationship between organizational culture and knowledge management.

This research adopted a perspective of knowledge as socially constructed, which directed the investigator's choice of the OLSM. This model facilitated the analysis of social actions needed for the making of knowledge. Nevertheless, the majority of research studies in the knowledge management literature focus on knowledge, examining indicators for instance (a) the size, scope, and depth of an university sources; (b) the number of individuals within different units, and departments. Results of such studies have limited application for organizations because they do not address the complex social processes concerned in knowledge management. An implication of the outcomes of this research is that a social action viewpoint is more useful and suitable when studying such methods. However, the research process could be improved with the recommendations in the end of this chapter.

*Q1. What is the relationship between organizational culture and knowledge management in Multimedia University (MMU)?*

According to Cameron & Quinn, (1999), some organizations may require a more balanced culture, with a similar emphasis on each of the four cultural types. ANOVA indicated that Correlation analyses revealed significant relationships between cultural strength and knowledge management scores for all cultural types. Cultural strength is determined by the number of points awarded to a particular culture (Cameron & Quinn, 1999).

Outcomes of further analysis showed positive and negative significant *(p < .01)* between exiting and preferred organizational culture, as well as knowledge management. Findings are consistent with the conclusions of Nystrom (1993) and Yeung, Brockbank, & Ulrich (1991), who stated that organizations with strong cultures performed better than those with weak cultures. Such organizations tend to provide more meaning and guidance to their workers, infusing them with a strong sense of belonging and obligation toward their organizations (Nystrom, 1993). The outcomes of the present research substantiated the relationship between organizational culture and knowledge management. From these outcomes, it might be useful for organizations to discover their employee-organization culture gap scores, and design a diagram of improvement or constancy with knowledge management in mind.

*Q2. What are the differences of organizational culture and knowledge management in terms of biographical characteristics?*

Pearson's correlation test was employed to evaluate the relationship between the biographical variables and the existing organizational culture. The test showed that there was significant difference between respondent perceptions concerning the existing organizational culture and the variety of biographical variables. This demonstrates that workers within the chosen MMU, regardless of their biographical

information, stated that the dominant existing organizational culture was the power culture. There is no cause for concern by the selected MMU concerning this conclusion, because the workers' biographical information thus has effect on the perceptions of workers with regards to the existing organizational culture.

Significant relationships between the biographical variables and the preferred organizational culture were also evaluated by utilizing Pearson's correlation test. Pearson's correlation test acknowledged that there were statistically significant relationships between some of the biographical variables, namely the age employee's working experience and the education level of respondents, and respondents' observations concerning the preferred organizational culture.

This outcome shows that there were significant differences in the responses of respondent perceptions pertaining to the preferred organizational culture. Therefore, it is obvious that the perceptions of academic and non-academic respondents' concerning the preferred organizational culture of the selected MMU are influenced by their biographical information.

## Q3. Which of the existing and preferred organizational cultures influence Knowledge management within MMU?

The organizational culture of the chosen MMU was identified through the employ of Harrison & Stokes's (1992) culture questionnaire. The organizational culture was evaluated according to how respondents understand the organization's existing organizational culture, and how they would prefer the organizational culture within the chosen MMU to be. The workers within the selected MMU acknowledged that the dominant existing organizational culture is the power culture, and their preferred organizational culture is the support culture. These outcomes are in row with Harrison's (1982) report that "most cultural changes undertaken organizations are intended to move from a power and role orientation to a culture based on support".

## 5.4  Discussion

The results of the study have been presented in this part together with a discussion on their implications as well as their relation to earlier study. The organizational culture at MMU was analyzed by means of the Harrison & Stokes (1992) organizational culture questionnaire. The organizational culture was identified in terms of how the respondents perceived the existing culture to be and what kind of culture they would prefer to have in MMU.

The dominant existing organizational culture was evaluated to be the power culture (mean of 43.77). The second highest existing culture is the role culture with a mean of 39.65 as the dominant existing organizational culture. This would mean that the organizational culture is regarded as being dominating and autocratic, where power is concentrated in a few; as well as being considered as formalized and logical with a system of procedures and structures (Harrison, 1978). It can therefore be inferred that some of the disadvantages of a power culture for instance unilateral action and abuse of power by the manager has been tempered with some advantages of the role culture for example procedures and clear policies (Harrison & Stokes, 1992). A general characteristic of both the power and role cultures is their dependence on the employ of punishments and compensations to motivate individuals (Harrison & Stokes, 1992).

In terms of the preferred organizational culture, the dominant preferred organizational culture was assessed to be the support culture (mean of 41.94). This culture is described by excellence of job, performance for satisfaction, together with an individual obligation to the work (Harrison, 1982). A disadvantage is that workers might become disappointed if outcomes are not sustained or experience burn out due to the high pressure (Harrison & Stokes, 1992). The achievement culture is the second highest preferred organizational culture by mean of 40.72. The achievement culture is best suited to aligning the organization behind a common aim (Harrison & Stokes, 1992) and is thus suitable for the recent surroundings that MMU is facing.

Most culture changes take place from role and power directions to a culture based on achievement (Harrison & Stokes, 1992).

The results of this research propose that a relationship exists between organizational culture and knowledge management. Certainly, the literature illustrates that the most popular approaches conceptualize knowledge as an object that can be divided from people, or that resides in the heads of persons, from which it can be extracted. As a result, organizational culture and knowledge management are inherently associated, and any theoretical or empirical assessment of the previous without the latter would exclude the values and assumptions that direct the knowledge management proceedings of organizations.

Although numerous definitions exist of organizational culture, they "all refer to something held in common or shared among group members: meanings, assumptions, understanding, norms, values, knowledge" (Hatch & Cunliffe, 2006). Consequently, an examination of the relationship between organizational culture and knowledge management may best be viewed through the lens of knowledge as socially constructed. Such a perspective allows for relating the two constructs and observing them within the social actions in which they are both manifested.

## 5.5 Limitations of This Research

Several limitations pertaining to this study have been listed below:

1. Stratified random sampling, rather than random sampling, was utilized in this exploratory study. Therefore, the sample achieved may not be representative of the population. Moreover, the outcomes achieved cannot be generalized to other industries and organizations, in particular those in different universities.

2. It merely emphasizes the relationship between organizational culture dimensions and knowledge management factors, while there are lots of different factors and variables are have related to knowledge management actions.

3. The narrowly geographically-concentrated sampling prevents generalization of the outcomes to the extensive Malaysian surroundings. The sample for this research was Multimedia University within Kuala Lumpur. This area is the most developed economic region. Consequently, workers in different areas might have different perceptions of knowledge management actions, and universities in different regions might have different characteristics of organizational culture.

## 5.6 Recommendations for Future Research

I.  Expand the research to comprise a larger sample of academic and non- academic staff. Although the sample consisted of academic and non- academic workers from various universities throughout in Malaysia, because the sample is small it cannot be generalized to the overall academic and non- academic employee population.

II.  This study be extended to other higher educational environment to be capable to gauge whether there are any significant differences between areas.

III.  The future researcher should select successful universities and organisations and compare them with the other universities and organizations. In this way, we can obtain innovative idea and know important aspects.

IV.  Perform a mixed method investigate that comprises both quantitative and qualitative techniques. After the quantitative results are reached the researcher can conduct focus groups to find out results and variables as additional

information could be acquired with qualitative study. A mixed methodology could potentially help researchers develop more defined models.

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# APPENDIX A

# QUESTIONNIRE

Dear Sir/Madam

This questionnaire attempts to identify the relationship between organizational culture and knowledge management in MMU. All answers provided will be treated with the strictest of confidence for research purposes only. You are under no obligation to complete this questionnaire. Please complete each section and answer all the questions.

Thank you for your participation in this research.

Regards

Sadaf Azimi

| Section A: Organizational Action Survey (OAS) | | | | | |
|---|---|---|---|---|---|
| **evaluate the knowledge management construct** | | | | | |
| Items (On my present organization, this is how I feel about…) | Strongly Disagree<br><br>1 | Disagree<br><br>2 | Neutral<br><br>3 | Agree<br><br>4 | Strongly Agree<br><br>5 |
| **1** MMU has clear performance goals. | ○ | ○ | ○ | ○ | ○ |
| **2** MMU **holds its members accountable for achieving established goals.** | ○ | ○ | ○ | ○ | ○ |
| **3** MMU implements the necessary changes to help the employees be more effective in doing their jobs. | ○ | ○ | ○ | ○ | ○ |
| **4** Employees into MMU share their external information with other colleagues. | ○ | ○ | ○ | ○ | ○ |
| **5** (MMU has clear goals for individual and team development. | ○ | ○ | ○ | ○ | ○ |
| **6** MMU provides opportunities for employees to develop their knowledge and skills. | ○ | ○ | ○ | ○ | ○ |
| **7** MMU believes it needs to continuously improve customer service. | ○ | ○ | ○ | ○ | ○ |
| **8** The employees in this University learn from one another through informal conversations. | ○ | ○ | ○ | ○ | ○ |
| **9** MMU leaders support quick and accurate communication among all employees. | ○ | ○ | ○ | ○ | ○ |
| **10** MMU has set goals for researching and developing new products and/or services. | ○ | ○ | ○ | ○ | ○ |
| **11** This University has a strong culture of shared values, beliefs, and norms that support individual and team development. | ○ | ○ | ○ | ○ | ○ |

| 12 | MMU leaders effective at achieving university goals. | ○ | ○ | ○ | ○ | ○ |
| 13 | MMU uses ideas and suggestions from its employees. | ○ | ○ | ○ | ○ | ○ |
| 14 | MMU committed to developing its human resources. | ○ | ○ | ○ | ○ | ○ |
| 15 | MMU has a strong culture of shared values, beliefs, and norms that guide daily work activities. | ○ | ○ | ○ | ○ | ○ |
| 16 | The employees in MMU held responsible for the decisions they make. | ○ | ○ | ○ | ○ | ○ |
| 17 | MMU believes that continuous change is necessary. | ○ | ○ | ○ | ○ | ○ |
| 18 | MMU continuously tracks how your competitors improve their products, services and operation. | ○ | ○ | ○ | ○ | ○ |

## Section B: Organizational Culture

**Instructions:**

Indicate the extent to which you agree (1=most preferred) or disagree (4= least preferred) with the following statements about the preferred and existing culture at MMU. The existing culture meaning the way things are at present and the preferred culture meaning the way you would like the culture to be in future. You need to rank all four possibilities from one to four (see example).

| 1. | Strongly agree | 2. | Agree | 3. | Disagree | 4. | Strongly disagree |
|----|----------------|----|-------|----|----------|----|-------------------|

An example when answering the statement:

Supervisors and managers in the region seem to be:

| Existing Culture | | Preferred Culture |
|---|---|---|
| 3 | a. Firm but fair | 1 |
| 4 | b. Impersonal | 3 |
| 1 | c. Democratic | 2 |
| 2 | d. Supportive | 4 |

**Ranking Key (rank and use each one only once per question):**

| 1. | Strongly agree | 2. | Agree | 3. | Disagree | 4. | Strongly disagree |
|---|---|---|---|---|---|---|---|

## 1. People who do well in the MMU tend to be those who

| Existing Preferred Culture | | Culture |
|---|---|---|
| | a. know how to please their supervisors and are able and willing to use power and politics to get ahead. | |
| | b. play by the rules, work within the system and strive to do things correctly. | |
| | c. are technically competent and effective, with a strong commitment to getting the job done. | |
| | d. build close working relationships with others by being co-operative, responsive and caring. | |

**Ranking Key (rank and use each one only once per question):**

| 1. | Strongly agree | 2. | Agree | 3. | Disagree | 4. | Strongly disagree |
|---|---|---|---|---|---|---|---|

## 2. MMU treats individuals

| Existing Culture | | Preferred Culture |
|---|---|---|
| | a. as "hands" whose time and energy are at the disposal of persons in higher positions. | |
| | b. as "employees" whose time and energy are purchased through a contract, with rights and obligations for both sides. | |
| | c. as "associates" or peers who are mutually committed to the achievement of a common purpose. | |
| | d. "family" or "friends" who like being together and who care. | |

## 3. Employees of the MMU are managed, directed or influenced by

| Existing Culture | | Preferred Culture |
|---|---|---|
| | a. officials in position of authority, who exercise their power through the use of rewards and punishment. | |
| | b. the system, rules and procedures that outline what employees should do and the right way of doing things. | |
| | c. their own commitment to achieving the goals of the organization. | |
| | d. their own desire to be accepted by others and to be good members of their own work group. | |

## 4. The decision making process in the MMU is characterized by

| Existing Culture | | Preferred Culture |
|---|---|---|
| | a. directives, orders and instructions that come from higher levels. | |
| | b. the adherence to formal channels and reliance on policies and procedures for making decisions. | |
| | c. decision making is made close to the point of action, by the employees on the ground. | |
| | d. the use of consensus decision making methods to gain acceptance and support for decisions. | |

### Ranking Key (rank and use each one only once per question):

| 1. | Strongly agree | 2. | Agree | 3. | Disagree | 4. | Strongly disagree |
|---|---|---|---|---|---|---|---|

### 5. Assignment of tasks/jobs to individuals in the MMU is based on

| Existing Culture | | Preferred Culture |
|---|---|---|
| | a. the personal judgments, values and wishes of those in a position of power. | |
| | b. the needs and plans of the organization and the rules of the system (seniority, qualifications, etc. | |
| | c. matching the requirements of the job with the interests of the individuals. | |
| | d. the personal preference of the individuals and their need for and development. | |

### 6. Employees of the MMU are expected to be

| Existing Culture | | Preferred Culture |
|---|---|---|
| | a. hard working, compliant, obedient and loyal to the interests of those whom they report to. | |
| | b. responsible and reliable, carrying out the duties of their jobs while avoiding actions that could embarrass their supervisors. | |
| | c. self motivated and competent, willing to take the initiative to get things done; willing to challenge those they report to if necessary to get good results. | |
| | d. good team workers, supportive and co-operative, who get along well with others. | |

### 7. Those in authority (managers and supervisors) are expected to be

| Existing Culture | | Preferred Culture |
|---|---|---|
| | a. strong and decisive; firm but fair. | |
| | b. impersonal and proper; avoiding the exercise of authority for their own advantage. | |
| | c. democratic and willing to accept subordinate's ideas about the task. | |
| | d. supportive, responsive and concerned about the personal needs of those who they supervise. | |

### 8. In the MMU relationships between departments are generally

| Existing<br>Culture | | Preferred<br>Culture |
|---|---|---|
| | a. competitive, looking out for their own interests and helping each other only when there is a personal advantage in doing so. | |
| | b. characterized by indifference towards each other, helping each other only when convenient or when directed by higher levels. | |
| | c. co-operative when they need to achieve common goals, employees are willing to cut red tape and cross organizational boundaries to get the job done. | |
| | d. friendly with a high level of responsiveness to requests for help from other departments. | |

### 9. The external environment of MMU is responded to by its employees as if it were

| Existing<br>Culture | | Preferred<br>Culture |
|---|---|---|
| | a. a jungle, where the Region is in competition for survival with others. | |
| | b. an orderly system in which relationships are determined by structures and procedures and where everyone is expected to abide by the rules. | |
| | a competition for excellence in which productivity, quality and innovation bring success. | |
| | a community of interdependent parts in which the common interests are the most important. | |

### 10. New employees in the MMU need to learn

| Existing<br>Culture | | Preferred<br>Culture |
|---|---|---|
| | a. who really runs things; who can help or hurt them; whom to avoid offending; the norms (unwritten rules) that have to be observed if they are to stay out of trouble. | |
| | b. the formal rules and procedures and to abide by them; to stay within the formal boundaries of their jobs. | |
| | c. what resources are available to help them do their jobs; to take the initiative to apply their skills and knowledge to their jobs. | |
| | d. how to co-operate; how to be good team members; how to develop good working relationships. | |

## Section C: Biographical Information

1. How long have you been working for MMU?

☐ Less than one year

☐ 1-3 years

☐ 4-6 years

☐ 7-9 years

☐ More than 9 years

2. Please indicate your gender.

☐ Male

☐ Female

3. Please indicate your age.

☐ Less than 20

☐ 20-29

☐ 30-39

☐ 40-49

☐ 50 and older

4. Please indicate your highest level of formal education.

☐ Diploma (s) / Certificate

☐ Bachelor's degree

☐ Master degree

☐ Ph.D

☐ Others: ………………………………

**APPENDIX B**


**SPSS OUTPUT**

FREQUENCIES VARIABLES=A.1.Year_University A.2.Gender A.3. Age A.4.Lvl_Edu

 /STATISTICS=VARIANCE RANGE MEAN MEDIAN

 /ORDER=ANALYSIS.

Sadaf/spss

**Frequencies of the variables of this research:**

**Frequency Table**

Tenure

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Less than 1 year | 12 | 7.1 |
|  | 1-3 | 19 | 11.2 |
|  | 4-6 | 99 | 58.6 |
|  | 7-9 | 35 | 20.7 |
|  | More than 9 years | 4 | 2.4 |
|  | Total | 169 | 100.0 |
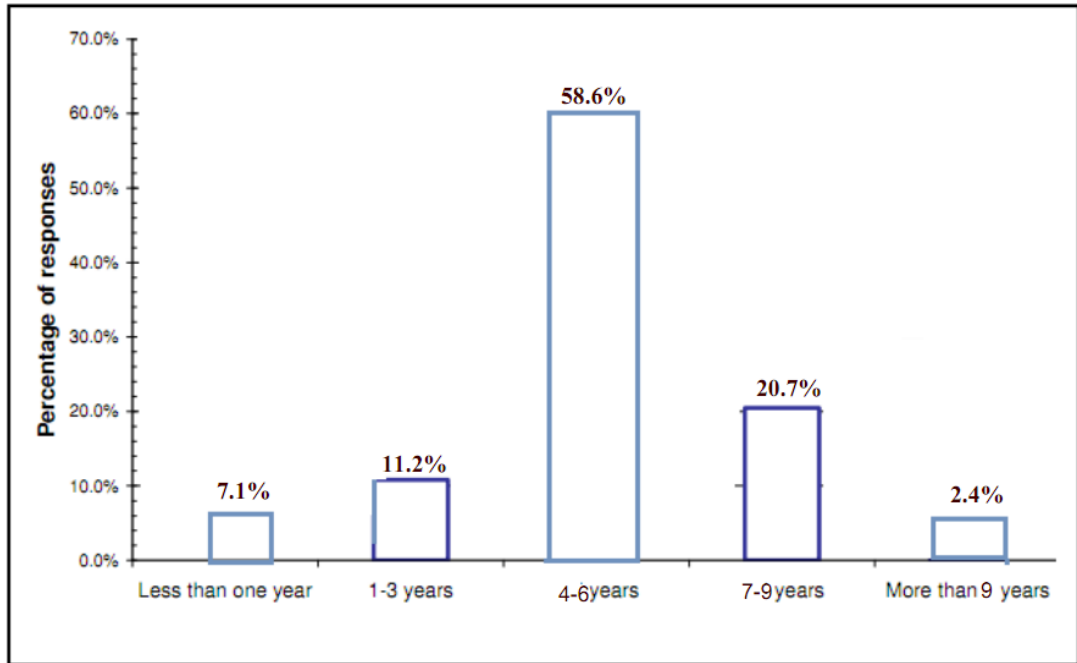
Tenure -Figure

GRAPH

 /PIE=PCT BY A.1.Gender.

sadaf/spss

Gender

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | **Male** | 115 | 68.1 |
|  | **Female** | 54 | 31.9 |
|  | **Total** | 160 | 100.0 |
| Missing | System | 0 |  |
|  | **Total** | 169 |  |

Gender

Age

|  |  | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Less than 20 years | 0 | 0 | 0 |
|  | 20-29 | 63 | 37.3 | 37.9 |
|  | 30-39 | 78 | 46.3 | 46.9 |
|  | 40-49 | 21 | 12.4 | 12.7 |
|  | 50 years old and above | 4 | 2.3 | 2.5 |
|  | Total | 166 | 98.3 | 100 |
| Missing | System | 3 | 1.7 |  |
| Total |  | 169 | 100.0 |  |

Age

**Education Frequency**

| Education | | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Diploma (s) / Certificate | 61 | 36.2 | 37.7 |
| | bachelor | 57 | 33.7 | 35.1 |
| | Master | 31 | 18.3 | 19.2 |
| | PhD | 6 | 3.6 | 3.7 |
| | others | 7 | 4.1 | 4.3 |
| | Total | 162 | 95.9 | 100.0 |
| Missing | System | 7 | 4.1 | |
| Total | | 169 | 100.0 | |

Education
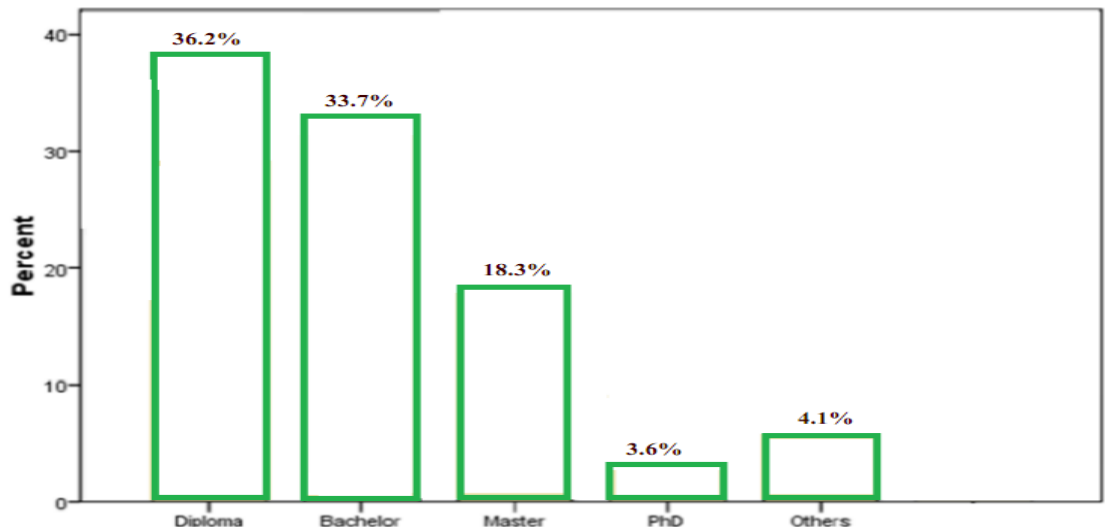


**Graph**

RELIABILITY

 /VARIABLES=c. organizational culture= c.1 c.2 c.3 c.4 c.5 c.6 c.7 c.8 c.9 c.10

 /SCALE ('ALL VARIABLES') ALL

 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE

 /SUMMARY=TOTAL.

sadaf/spss

**Reliability test of OC**


**Scale: ALL VARIABLES**


Existing Organizational culture scales

| Organizational culture scales | Cronbach's alpha |
|---|---|
| Existing Power culture | 0.75 |
| Existing Role culture | 0.55 |
| Existing Achievement culture | 0.79 |
| Existing Support culture | 0.66 |

Preferred Organizational culture scales

| Organizational culture scales | Cronbach's alpha |
|---|---|
| Preferred Power culture | 0.70 |
| Preferred Role culture | 0.69 |
| Preferred Achievement culture | 0.74 |
| Preferred Support culture | 0.72 |

Reliability of knowledge management

| Cronbach's Alpha | N of Items |
|---|---|
| 0.766 | 18 |

RELIABILITY

/VARIABLES=b.18 KM b.1 b.2 b.3 b.4 b.5 b.6 b.7 b.8 b.9 b.10 b.11 b.12 b.13 b.14 b.15 b.16 b.17 b.18 /SCALE ('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

sadaf/spss

**Scale: ALL VARIABLES**

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| 1. MMU has clear performance goals. | 112.3540 | 124.303 | .549 | .772 |
| 2. MMU holds its members accountable for achieving established goals. | 112.3314 | 117.055 | .471 | .765 |
| 3. MMU implements the necessary changes to help the employees be more effective in doing their jobs. | 112.5435 | 123.268 | .751 | .755 |
| 4. Employees into MMU share their external information with other colleagues. | 112.4563 | 121.950 | .252 | .764 |
| 5. MMU has clear goals for individual and team development. | 112.8462 | 123.270 | .385 | 766 |

| | | | | |
|---|---|---|---|---|
| 6. MMU provides opportunities for employees to develop their knowledge and skills. | 112.3752 | 122.971 | .453 | .784 |
| 7. MMU believes it needs to continuously improve customer service. | 112.3483 | 125.401 | .258 | .769 |
| 8. The employees in this University learn from one another through informal conversations. | 111.4835 | 118.414 | .364 | .764 |
| 9. MMU leaders support quick and accurate communication among all employees. | 112.5385 | 131.261 | -.375 | .781 |
| 10. MMU has set goals for researching and developing new products and/or services. | 112.6360 | 133.583 | -.224 | .770 |
| 11. This University has a strong culture of shared values, beliefs, and norms that support individual and team development. | 112.3594 | 125.992 | .234 | .763 |
| 12. MMU leaders effective at achieving university goals. | 111.5205 | 122.601 | .587 | .767 |

| | | | | |
|---|---|---|---|---|
| 13. MMU uses ideas and suggestions from its employees. | 111.1572 | 124.769 | .439 | .765 |
| 14. MMU committed to developing its human resources. | 111.1284 | 121.610 | .587 | .761 |
| 15. MMU has a strong culture of shared values, beliefs, and norms that guide daily work activities. | 111.1004 | 121.857 | .430 | .771 |
| 16. The employees in MMU held responsible for the decisions they make. | 111.5433 | 120.257 | .648 | .762 |
| 17 MMU believes that continuous change is necessary. | 112.5260 | 125.281 | .314 | .769 |
| 18. MMU continuously tracks how your competitors improve their products, services and operation. | 111.4734 | 121.586 | .242 | .760 |

/STATISTICS=RANGE MEAN

Tables

/ORDER=ANALYSIS.

sadaf/spss

Existing OC and KM

| Correlations | | | knowledge management | existing organizational culture |
|---|---|---|---|---|
| knowledge management | Pearson Correlation | | 1 | -0.382[**] |
| | Sig. (2-tailed) | | | .000 |
| | N | | 169 | 169 |
| existing organizational culture | Pearson Correlation | | -0.382[**] | 1 |
| | Sig. (2-tailed) | | .000 | |
| | N | | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | | |

Coefficients[a]

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | |
|---|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Zero-order | Partial | Part |
| (Constan) | 2.402 | .167 | | 13.234 | .000 | | | |
| existing organizational culture | .203 | .040 | -0.382 | 4.248 | .000 | -0.382 | -0.382 | -0.382 |

a. Dependent Variable: knowledge management

Preferred OC and KM

| Correlations | | | |
|---|---|---|---|
| | | knowledge management | preferred organizational culture |
| knowledge management | Pearson Correlation | 1 | .754** |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| preferred organizational culture | Pearson Correlation | .754** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | |

Existing OC, preferred OC and KM and age

**ANOVA**

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Existing organizational culture | Between Groups | 2.410 | 3 | .803 | 2.205 | .059 |
|  | Within Groups | 72.507 | 166 | .364 |  |  |
|  | Total | 74.917 | 169 |  |  |  |
| Preferred | Between Groups | 3.411 | 3 | .713 | 2.315 | .072 |
| organizational | Within Groups | 68.602 | 166 | .421 |  |  |
| culture | Total | 72.013 | 169 |  |  |  |
| Knowledge management | Between Groups | .534 | 3 | .178 | 2.046 | 0.51 |
|  | Within Groups | 17.313 | 166 | .087 |  |  |
|  | Total | 17.847 | 169 |  |  |  |

Existing OC and gender

| Correlations | | | |
|---|---|---|---|
| | | gender | Existing organizational culture |
| Existing organizational culture | Pearson Correlation | 1 | .364** |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| gender | Pearson Correlation | .364** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | |

Preferred OC and gender

| Correlations | | | |
|---|---|---|---|
| | | gender | Preferred organizational culture |
| Preferred organizational culture | Pearson Correlation | 1 | .241** |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| gender | Pearson Correlation | .241** | 1 |

| | | | |
|---|---|---|---|
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **\*\*. Correlation is significant at the p<0.01 level (2-tailed).** | | | |

KM and gender

| Correlations | | | |
|---|---|---|---|
| | | gender | Knowledge management |
| Knowledge management | Pearson Correlation | 1 | .759\*\* |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| gender | Pearson Correlation | .759\*\* | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **\*\*. Correlation is significant at the p<0.01 level (2-tailed).** | | | |

Existing OC and Level of Edu

| Correlations | | Level of Education | Existing organizational culture |
|---|---|---|---|
| Spearman's rho | Correlation Coefficient | 1.000 | .534 |
| | Sig. (2-tailed) | . | .700 |
| | N | 169 | 169 |
| Level of Education | Correlation Coefficient | .534 | 1.000 |
| | Sig. (2-tailed) | .700 | . |
| | N | 169 | 169 |

KM and Level of Edu

| Correlations | | | Level of Education | Knowledge management |
|---|---|---|---|---|
| Knowledge management | Pearson Correlation | | 1 | .639** |
| | Sig. (2-tailed) | | | .000 |
| | N | | 169 | 169 |
| Level of Education | Pearson Correlation | | .649** | 1 |
| | Sig. (2-tailed) | | .000 | |
| | N | | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | | |

Preferred OC and Level of Edu

| Correlations | | | |
|---|---|---|---|
| | | Level of Education | Preferred organizational culture |
| Preferred organizational culture | Pearson Correlation | 1 | .815** |
| | Sig. (2-tailed) | | .000 |
| | N | 169 | 169 |
| Level of Education | Pearson Correlation | .815** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 169 | 169 |
| **. Correlation is significant at the p<0.01 level (2-tailed). | | | |

OC and work experiences

ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Existing and Preferred organizational culture | Between Groups | 7.213 | 1 | 4.042 | 7.753 | .000 |
| | Within Groups | 74.740 | 168 | .532 | | |
| | Total | 81.953 | 169 | | | |

| Knowledge management | | | | | | |
|---|---|---|---|---|---|---|
| | Between Groups | 1.235 | 1 | 3.048 | 1.362 | .248 |
| | Within Groups | 14.584 | 168 | .489 | | |
| | Total | 15.819 | 169 | | | |