Changed Knowledge Sharing System and Innovation Intention Towards Continuous Quality Improvement in One University System

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Abstract

The occurrence of the pandemic has drastically changed the whole world on its effect on different organizations, most especially on the educational system which yields a greater famishment for continuous quality improvement. Thus, the changed knowledge sharing system and innovative intention is one of the key factors for such. This study aimed to assess the changed knowledge sharing system and innovative intention toward continuous quality improvement in one university system in the Philippines. This descriptive study was participated by 261 faculty members of five schools of a university system. It made use of a modified questionnaire as its primary data gathering instrument, having an excellent remark of its 0.925 Cronbach’s Alpha. The needed data were encoded, tallied, and interpreted using different statistical tools such as frequency distribution, ranking, weighted mean and F-Test, Shapiro-Wilk Test, Spearman rho, and were further analyzed and interpreted through PASW version 26 using 0.05 alpha levels. From the results, it was concluded that there has been a strong response from the university towards the Changed Knowledge Sharing System, its teachers possess a strong innovative intention. Further, there is a strong positive presence of continuous quality improvement practices regarding the different processes of the university system. Moreover, there is a high relationship regarding the changed knowledge sharing system, innovative intention, and continuous quality improvement. Various recommendations were posted by the researcher including a continuous quality improvement plan.

Keywords: Changed Knowledge Sharing System, Continuous Quality Improvement, Innovative Intention, University System

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Introduction

The occurrence of the pandemic has surprised the whole world on its effect to the educational system. As lockdowns were implemented, the schools and universities were temporarily closed. To ensure continuity of instructions, alternative arrangements have been made for class, examination, and student’s assessment; thus, the knowledge sharing system has changed. It was the first time for all the students to attend a pure online class which landed to some problems like limited access to devices and in transition of knowledge sharing system.

The shift to knowledge sharing system could directly affect the quality improvement of instruction and processes provided by each school. With this, a great leap to innovation has become a strategic priority that gives emphasis on new processes, delightful services, and innovative products (Caniels & Veld, 2019). This innovation intention typically includes exploration of opportunities and the generation of new ideas, which are creativity-related behavior. This also include behaviors directed towards implementing change, applying new knowledge or improving processes to enhance personal and/or performance.

The number of students studying in different tertiary education institutions around the world is getting bigger and bigger which calls for a greater emphasis on quality education among higher institutions of learning. However, there are several challenges being faced by HEIs when it comes to management of quality assurance.

With the challenges being faced by educational institutions, it is timely to address the quality needs of schools; whereas, the intention of the management, together with their instructors, in progressive innovation is equally highlighted. In this situation, as establishing a new method of teaching-learning, it becomes important to know the perspectives of the teachers on how willing they are to embrace innovation.

Further, the outcome of the study will be a vital material for each institution’s processes. Being a part of an organization which strongly aims to provide and assure quality in every aspect of their practices, it is but relevant for the researcher to measure these aspects. Each center of learning is dedicated to holistic quality improvement as they are also emphasized in different CHED memorandum orders (CMOs) in Teacher Education curricular programs. A continuous quality improvement plan could also assist the restructuring of every university’s work instructions and existing programs, ensuring that quality is frequently evaluated; likewise, policies and procedures will also be refined to reinforce quality performance.
Methodology

Design

Due to the nature of the study, the researcher decided to employ a descriptive research design. Ritchie, J., et. al. (2018) have mentioned that the researcher will be able to observe a massive population and make required conclusions about the variables by using the descriptive method.

Participants

The study’s participants are instructors who have experienced the transition of knowledge sharing system of a certain school system of a higher educational institution (HEI) in the Philippines. Categorically, they came from the different colleges and are teaching in the numerous programs provided by the said institution.

The participants of the study are the 261 instructors of a private higher educational system in the Philippines. This sample size will be computed from a population 810 respondents. Based on such population, the sample size has a response distribution of 0.50, a confidence level of 0.95 and a 0.05 margin of error.

Instrument

The instrument has three parts containing the three variables of the research: changed knowledge sharing system, innovative intention, and continuous quality improvement.

For the changed knowledge sharing system, the indicators were adopted from “Measuring the Students’ Perception towards Changed Knowledge Sharing System during the Pandemic: A Case on Public Universities of Bangladesh” by Rahmann, et al. (2022). The said variable had five constructs: learning environment, satisfaction level, technical efficiency, mental health, and institutional efforts. The researcher will use a 4-point Likert-type scale ranging from strongly agree to strongly disagree.

It also used the innovative work behavior scale developed by Dahiya and Raghuvanshi (2020). The said part consists of 20 items categorized into five: opportunity exploration, idea generation, information investigation, idea championing, and idea implementation and application. Using a 4-point Likert-type scale, the respondents answered questions ranging from strongly agree to strongly disagree.

The last part, which discusses the Continuous Quality Improvement was adopted from Rodriguez (2022)’s study on Assessing the Practices on Continuous Quality Improvement among Teacher Education Institutions in Basilan, Philippines with the following dimensions: academic
program review, benchmarking, accreditation, and SWOT Analysis. The respondents will be answering among the range of highly evident to not evident.

Based on the reliability test, there has been an excellent consistency on the instrument, exhibiting a 0.925 Cronbach’s Alpha value. This was validated by the excellent remarks from Innovative Intention (0.936) and Continuous Quality Improvement (0.958), and a good remark from Changed Knowledge Sharing System (0.827). This guarantees that the instrument at hand passed reliability index test.

**Procedure**

After the proposal and approval of the topic and instrument, the researcher directly proceeded to the Higher Educational Institution. For the first visit, the researcher requested for the total number of employees who participated in the study and sought for permission in conducting such research. Further, the researcher, after taking the consent of the employees, facilitated the answering of the questionnaire. After obtaining the information, the data were further analyzed for the researcher to gather sufficient data and information from related researches, books, articles from the library, other educational institutions, and the internet.

**Data Analysis**

The needed data were encoded, tallied and interpreted using different statistical tools such as ranking, weighted mean and F- Test. The above mentioned tools were used based on the objectives of the study. The result of Shapiro-Wilk Test may that p-values of two variables are less than 0.05 which would mean that the data set is not normally distributed. Likewise, Spearman rho could be used to test the significant relationship between responses on the indicators. All data were treated using statistical software, PASW version 26 using 0.05 alpha levels.

**Ethical Consideration**

The research observed ethical considerations such as voluntary participation and informed consent. These principles were followed to guarantee that all human subjects are choosing to participate of their own free will and that they have been fully informed regarding the procedures of the research project and any potential risks. With these, ethical standards also protected the confidentiality and anonymity of the subjects.

**Findings**

Institutional efforts are essential in the promotion of lifelong learning. They offer a unique capacity to develop skills and foster knowledge, and the potential to mobilize educational
resources and provide learning opportunities for diverse populations. It implies a fundamental shift from educating young students to encouraging learners from various backgrounds to enter higher education at different ages and stages of their personal and professional lives.

Institutional quality continues to be extensively researched. A significant body of research contends that while poor institutions frequently impede development, effective institutions foster the growth of learners. The effectiveness and professionalism of lifelong learning at higher education institutions can be improved through quality assurance methods.

A learning environment somehow helps students pay attention and concentrate better, facilitates meaningful learning experiences, boosts student achievement, and inspires them to use more advanced thinking abilities. But this does not apply to everyone; some learners are not dependent on the environment when they’re learning. It is more important for them to focus on learning rather than paying attention to their surroundings.

Among the indicators mentioned above, idea generation obtained the highest weighted mean. Since idea generation is an important aspect of creativity. For teachers, this is an essential skill that can help them develop engaging lessons and activities for their students. By generating new ideas, teachers can create innovative and effective teaching methods that keep students motivated and engaged in the learning process. Also, they can develop innovative solutions that address the needs of their students and the educational environment. This idea can help them stay current with the latest trends and best practices in education.

Furthermore, idea championing got the lowest weighted mean but was also interpreted as agree. This indicated that idea championing can be a motivating factor for teachers, even if idea generation is more important to them. By promoting new ideas and advocating for change, they can feel a sense of purpose and passion for their work. This can lead to greater engagement and enthusiasm for teaching, which can ultimately enhance the learning experience for their students.

Among the dimensions under continuous quality improvement, accreditation obtained the highest weighted mean of 3.72 which is interpreted as highly evident. This ensures that an educational institution or program meets established standards of academic excellence. Accreditation is also important for employers who want to ensure that job candidates have received a quality education. Employers may look for candidates who have graduated from accredited institutions or programs, as this provides assurance that the candidate has the necessary skills and knowledge to be successful in the job.
Benchmarking got the lowest weighted mean but was also interpreted as highly evident. This can help educational institutions set performance targets. By comparing their performance against industry standards and best practices, institutions can set realistic targets for improvement. By identifying best practices and industry standards, institutions can improve their offerings and differentiate themselves from competitors.

Technical Efficiency has been shown to be Highly Significant in the four variables of Academic Program Review, Benchmarking, Accreditation, and SWOT Analysis as a consequence of the p-value being less than 0.05 level.

In terms of accreditation, data collection, recording, and storage are essential for preserving the knowledge required to meet the objectives. In accordance with this, the benefits of technology's assistance are due to its attributes. Additionally, the instructors' fundamental record-keeping abilities will be a significant assistance in pinpointing areas that require development. The staff members will be able to gather the internal actions completed by the company that may be used again soon thanks to their degree of technological literacy and skill.

Academic Program Review has a high significant relationship with idea generation, idea championing and idea implementation and application. The goal of reviewing academic program is to steer the development of academic programs on an ongoing basis.

**Conclusion**

1. There are evident efforts in response to the changed knowledge sharing system.
2. Teaching personnel of the university systems generally possesses innovative intention.
3. There is a strong presence of continuous quality improvement practices regarding the different processes of the university system.
4. There is a high relationship regarding changed knowledge sharing system, innovative intention, and continuous quality improvement.
5. A program that will help promote continuous quality improvement was devised from a given framework.

**References**


