Relationship of knowledge sharing and innovation intention on the continuous quality improvement in university setting

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Abstract

This study assessed the changed knowledge sharing system and innovative intention towards 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 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 of the university towards knowledge sharing system and 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 knowledge sharing system, innovative intention, and continuous quality improvement. The results of the study imply a need to develop a continuous quality improvement plan.

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1. Introduction

The occurrence of the pandemic has surprised the whole world on its effect to the educational system. To ensure continuity of instructions during the lockdowns, 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 Higher Education Institutions (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.

The changed knowledge sharing system could improve students' ability to understand concepts in class which would be helpful in widening their knowledge. As a new practice of the world, the changed knowledge sharing system has been another effort brought by globalization; and this is where another problem of any organization might take place. It necessitates the management to think of alternative ways to ensure sustainability and generation of innovative ideas. 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.

The study aimed to determine the changed knowledge sharing system and innovative intention towards continuous quality improvement in one university system in the Philippines. Specifically, it determined the relationships among the three research variables: innovative intention, changed knowledge management and continuous quality improvement.

2. Literature review

2.1. Changed Knowledge Sharing System

The pandemic lockdowns disrupted and affected the worldwide education system (Zheng et al., 2020) with far-reaching consequences on learners, teachers, and educational organizations (Mailizar et al., 2020). As a result, studies have preserved major educational delays due to the suspension of academic activities triggered by the pandemic. This may be ascribed to the closure of educational institutions, resulting in the resistance to confronting learning and intrusion of academic programs (Jacob et al., 2020). Because the impact on higher education was dramatic and transformative, a common trend to respond to epidemics in the global education system was the "emergency e-learning" protocol, which marks the rapid transition from face-to-face classes to online education. Educational institutions were facing a challenge to adapt to this change and are trying to choose the right technologies and methods to educate and engage their students (Rashid & Yadav, 2020). While some studies showed students are satisfied with the online mode of learning (Xu & Xue, 2023; She et al., 2021; Elshami et al., 2021; Hettiarachchi et al., 2021), thoughts of learners are influenced by a host of factors (Shrestha et al., 2019; Salloum et al., 2019) such as age, gender, prior knowledge of computer literacy, and the learning ways of individuals. There exists spacious literature which practices the theories of "technology acceptance" to study students' appreciation (Pérez-Pérez et al., 2020).

Relying on and adapting to e-learning during a pandemic may cause a shift in adopting more online elements in the teaching by the educators. This, however, has many practical problems and limitations, in terms of the availability of digital technologies for education. There is a vast "digital inequality" that exists in society. One cannot assume that all students, as well as educators, would have access to internet connectivity and associated powerful devices outside of their university, to be able to communicate. However, according to Rashid

and Yadav (2020), during the epidemic, there has been a shift in the way of knowledge sharing in educational institutions. More and more online content was adopted by educators who had relied on and adapted e-learning. There were also many practical problems and limitations in the availability of digital technology for education due to a huge "digital inequality" in society. No one can say for sure that all students, as well as academics, are able to communicate with a strong internet connection and related devices outside of their university.

2.2. Innovative Intention

For enterprises to sustain and continue operating effectively, there is a requirement for continuous improvement and development of their products and services that would necessitate a joint effort from all their members. For that, enterprises need to take measures that enhance creativity and innovation processes among their employees. Innovation is one of the critical sources for generating a competitive advantage that helps in the market (Caniels & Veld, 2019). Therefore, enterprises have always attempted to evoke creativity among their members to encourage creative ideas (Anderson et al., 2019).

Innovative intention is defined as developing, finding support, and implementing new ideas. It is also stated as introducing new attractive ideas with responsibilities among employees group (Janssen, 2020) that are necessary for improving the efficiency and performance of the job (Baer & Frese, 2018). Employees with higher self-confidence are more likely to conduct innovative organizational tasks (Tierney & Farmer, 2019). For that, high-tech companies have recently started focusing on recruiting talented employees who have the skills and abilities to behave innovatively and implement adequate measures to ensure a comfortable and attractive business environment for their individuals.

Al-Samarraie and Hurmuzan (2018) has greatly evaluated that creative individuals require training in a solid educational infrastructure and a new creative education mechanism, and higher education is the core component that helps train creative students and facilitates the future. As a result, they are focusing on using creative methods to encourage students to generate ideas and solutions that will be useful in improving learning outcomes. In addition, seeking new working methods, ideas, and solutions are popular ways how to achieve innovation (Al-Samarraie & Hurmuzan, 2018). Furthermore, many researchers investigated new technologies (for example, additive manufacturing and virtual reality) that aid students in the process of innovation.

Filser et al. (2023) argued that clear understanding of the factors that influence the opportunity recognition process is a kind of strategic advantage to attain innovation, but because of its practical relevance, research on opportunity recognition has grown significantly over the last 20 years, resulting in a more complex and confusing process which will result from risk of information overload.

2.3. Continuous Quality Improvement

Everyone is aware of the need to deliver quality services with the use of continuous quality improvement processes and methods motivated by support from organizational leaders. This indicates that amidst significant changes being experienced in the higher education system such as the increasing competitiveness resulting from globalization in the 21st century, still the HEIs in the Philippines continue to thrive and deliver quality services. However, the least commonly occurring theme is "achieving quality services through management influence" which means that the HEIs are aware that despite minimal management presence the quality service must be delivered to its clientele as it is already indicated in the roles and responsibilities of employees to perform at their best as well as quality service is one of the objectives to remain organizationally competitive.

The study of Rodriguez et al. (2018) showed that many of the HEIs went into institutionalization of quality assurance mechanisms by establishing quality management systems in adopting quality standards and mechanisms. The overall operations must emphasize the need for the appropriate support from the organization's leaders and stakeholders. The approaches in delivering quality assurance initiatives are to continuously work together in providing the right services to clients which should be in an organization-wide commitment for internal stakeholders. According to Hamann et al. (2018), best practice adoption leads to higher levels of creativity and performance in institutions. Organizations seeking to enhance their performance, provide value, and maintain competitiveness in their sectors must learn from the best practices of top institutions. They can learn from the triumphs and failures of others, spot opportunities for development, and invent new solutions to match their needs.

In the academic institutions, continuous improvement and the integration of new teaching trends are crucial for successful curriculum development. The collection and analysis of relevant data play an essential role in this process. According to Ahmed et. al (2017), continuous improvement is a vital process for enhancing organizational performance, and

analyzing data is an essential element of this process. Data analysis plays a crucial role in identifying improvement areas, identifying the underlying causes of issues, and evaluating the effectiveness of improvement initiatives. Through data analysis, organizations can gain valuable insights into their processes and determine areas where they can make improvements to enhance efficiency, quality, and productivity. Additionally, data analysis can help organizations assess the impact of changes over time and determine if desired outcomes have been achieved. Jansen and Christie (2017) suggest that gathering data can assist in identifying areas where student learning needs improvement and can guide decisions on which modifications are necessary for the curriculum. Collecting and analyzing data should be a continuous process to ensure that the curriculum revisions are sustainable and effective, rather than a one-time event.

3. Methodology

3.1 Design

This study employed a descriptive research design, researcher will be able to observe a massive population and make required conclusions about the variables by using the descriptive method (Ritchie et al., 2018). In the descriptive method, data can easily be gathered to find out the thoughts, behavior and perception of the respondents.

3.2 Participants

The study's participants are 261 instructors who have experienced the transition of knowledge sharing system of a university system, with five campuses across Luzon and Mindanao in the Philippines. Categorically, they came from the different colleges and are teaching in the numerous programs provided.

Table 1
Distribution of the participants

University	Population	Sample
University A	217	70
University B	255	82
University C	92	30
University D	10	3
University E	236	76
Total	**810**	**261**

The sample size was computed from a total population of 810 instructors with a response distribution of 0.50, a confidence level of 0.95 and a 0.05 margin of error.

3.3 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 Rahmann et al. (2022) with five constructs: learning environment, satisfaction level, technical efficiency, mental health, and institutional efforts. On the innovation intention, the innovative work behavior scale developed by Dahiya and Raghuvanshi (2020) was used with 20 items categorized into five: opportunity exploration, idea generation, information investigation, idea championing, and idea implementation and application. The last part, continuous quality improvement, was adopted from Rodriguez (2022) with the following dimensions: academic program review, benchmarking, accreditation, and SWOT Analysis. A 4-point Likert-type scale was used to assess each indicator.

Table 2
The reliability test

Indicators	Cronbach's Alpha	Remarks
Entire Instrument	0.925	Excellent
Changed Knowledge Sharing System	0.827	Good
Learning Environment	0.862	Good
Technical Efficiency	0.898	Good
Health	0.883	Good
Institutional Efforts	0.897	Good
Innovative Intention	0.936	Excellent
Idea Generation	0.879	Good
Idea Championing	0.903	Excellent
Idea Implementation and Application	0.878	Good
Continuous Quality Improvement	0.958	Excellent
Academic Program Review	0.913	Excellent
Benchmarking	0.855	Good
Accreditation	0.918	Excellent
SWOT Analysis	0.896	Good

Note: George and Mallery (2003) provide the following rules of thumb: ">.9 = Excellent, >.8 = Good, >.7 = Acceptable, >.6 = Questionable, >.5 = Poor, and <.5 = Unacceptable

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.

3.5. Data Analysis

The result of Shapiro-Wilk Test 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 was used to test the significant relationship between responses on the indicators. All data were treated using statistical software, PASW version 19 using 0.05 alpha levels.

3.6. Ethical Consideration

The research observed ethical considerations such as voluntary participation and informed consent. These principles were followed to guarantee that all human subjects participate on their own free will and that they have been fully informed regarding the procedures of the research project and any potential risks. No branch or university name was mentioned to protect their privacy. With these, ethical standards also protected the confidentiality and anonymity of the subjects.

4. Findings and Discussion

This study assessed the changed knowledge sharing system, innovation intention and continuous quality improvement of the different branches of an HEI in the Philippines in order to evaluate the relationship among the variables. The participants' self-evaluation of the indicators showed agreement with the changed knowledge sharing system (See Appendix A) and innovation intention (See Appendix B) with highly evident continuous quality improvements (See Appendix C). From these results, the test of relationship was performed.

Table 3 depicts the relationship between the changed knowledge sharing system and innovative intention. Three factors: idea generation, idea championing, and idea implementation, were examined to determine their relevance when grouped in accordance with the four critical success factors: learning environment, technical efficiency, mental health, and institutional efforts. Since the computed p-value is equivalent to 0.000 or less than 0.05 level under idea generation, it was noted that it is highly significant in terms of technical efficiency and mental health. Additionally, the idea generation and learning environment are significant

since the estimated p-value is 0.005 or lower than 0.05. This means that the required technological tools must be supplied in order for the teachers to formulate their thoughts. Additionally, a lot of the instructors' concepts were developed using data that was available online. As a result, having access to materials within the school provides an advantage and broadens the instructors' expertise.

Table 3
Relationship between changed knowledge sharing system and innovative intention

Idea generation	r_{xy}	p-value	Interpretation
Learning Environment	-.174**	0.005	Significant
Technical Efficiency	.414**	0.000	Highly Significant
Mental Health	.297**	0.000	Highly Significant
Institutional Efforts	0.017	0.787	Not Significant
Idea championing			
Learning Environment	-0.116	0.061	Not Significant
Technical Efficiency	.322**	0.000	Highly Significant
Mental Health	.268**	0.000	Highly Significant
Institutional Efforts	0.049	0.433	Not Significant
Idea implementation and application			
Learning Environment	-.217**	0.000	Highly Significant
Technical Efficiency	.266**	0.000	Highly Significant
Mental Health	.268**	0.000	Highly Significant
Institutional Efforts	-0.028	0.650	Not Significant

Legend: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed)

Turner (2023) describes how technology has affected everything from social media to the workplace in people's daily lives. Even in the comfort of their own home, everyone may obtain the knowledge they want. Despite this, everyone is now exposed to contemporary technologies. When an issue persists, most consumers turn to online solutions rather than professional advice. That is closely tied to health issues as well, since individuals frequently search the internet for solutions to several ailments. It follows that a person's mental ability also influences how he or she develops and organizes thoughts in his or her mind. It is important to remember that ideas and concepts from people inside the company are what lead to solutions or procedures. Decisions that enhance the organization's reputation and operations must be made by them. In addition, they must offer them whatever assistance they might require so that they can do the task efficiently without it negatively affecting their mental well-

being. In order for the business to determine which employees need to seek treatment, there should also be a mental health assessment of the workforce.

Dobson (2011, as cited by Sutton, 2021) asserts that problem-solving treatment will lower people's risk of mental health illnesses and will help them deal with challenges. Employees must be able to address difficulties since they sometimes emerge at work and some of them are uncontrollable. Finding solutions for the business will thus benefit both the corporation as a whole and the mental health of its personnel. They understand how coming up with solutions for the business is advantageous for their health as well.

Technical efficiency and mental health were shown to have a high significance in terms of idea championing, with computer p-values for both of them being 0.000 and below the 0.05 threshold. That being stated, it simply means that one needs to be technically skilled and in a good frame of mind in order to champion or win ideas to address problems inside the firm. Having a greater grasp of the environment would encourage the organization to work harder to find solutions to its difficulties. If the concepts have previously been developed, the organization's other members ought to be persuaded to accept them. Being rejected for ideas and solutions is quite typical in organizational settings, therefore having political savvy and knowing when to support ideas is essential. An employee should be able to create a sense of time, know the allies and resistors, establish credibility, know the justifications for the concept, and know how to defend the idea because there will be many pushbacks and difficulties while trying to win certain ideas. An employee might use a variety of methods to support their arguments, such as citing rules or upcoming procedures or providing forecasts, analytics, and figures that could be easily measured (Bacharach, 2013).

The workplace environment where an individual currently works has an impact on how the project or ideas are implemented. To effectively use the real tactics in the appropriate situations, one must understand how to do so. Additionally, since it saves time and effort, access to technology enables the staff to carry out particular activities successfully. Additionally, using these procedures with mental acumen aids in the company's achievement of some corporate objectives as well as more of its own objectives. As a result, the organization should place a high priority on the learning environment's technological effectiveness and employees' mental health in order to continue implementing and using the ideas generated by their work.

Since it requires several research projects, upgrades, development, study, and work, putting the idea into practice is not simple. To ensure that the process of implementation and application goes well, it is also critical to ascertain the purpose of the ideas at the outset. According to Kuranov and Voitovych (2019), organization should have resources accessible for idea generation so that the staff may more easily access some facilities or equipment that will address the issues. Since it takes a lot of work before a concept is properly executed, having the mental fortitude to fight setbacks and keep making progress is essential. Similarly, one aspect of this process that cannot be eliminated is the usage of technology.

Even when other variables are significant, institutional efforts are still unimportant since they have no impact on idea generation, idea championing and idea implementation and application because the computed p-value is bigger than the 0.05 level. It only clarifies that the firm contributes very little to none to idea generation. The workers' concepts are a result of their knowledge, experience, and projections about potential solutions that they may use for the business. Moreover, the employees are founded on their own perceptions, beliefs, and experiences. If the organization provides resources similar to those used in idea generation, it has no direct impact on the workers' championing of ideas. This will only depend on their abilities to persuade others inside the organization. When it comes to idea implementation, the institutional efforts do not correlate effectively.

Table 4 depicts the link between the changed knowledge sharing system and continuous quality improvement. Academic program review, benchmarking, accreditation, and SWOT analysis were the four variables that were highlighted. These factors were examined to determine their relevance when grouped in accordance with the four critical success factors.

Technical efficiency was highly significant to 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. Since there was a pandemic when the survey was conducted and there is a greater emphasis on virtual learning, academic program review requires the use of technology. Using the available and required resources for holding lessons online also improved the users' abilities and knowledge. It broadens and deepens the expertise of the educators rather than just raising the standard of instruction. Utilizing technology also makes the process simpler because there are resources available online that are ready for discussions and lectures. As a result, the academic curriculum has grown thanks to the usage of technology.

Table 4

Relationship between changed knowledge sharing system and continuous quality improvement

Academic Program Review	r_{xy}	p-value	Interpretation
Learning Environment	-0.108	0.082	Not Significant
Technical Efficiency	.435**	0.000	Highly Significant
Mental Health	.164**	0.008	Significant
Institutional Efforts	-0.044	0.483	Not Significant
Benchmarking			
Learning Environment	0.030	0.629	Not Significant
Technical Efficiency	.314**	0.000	Highly Significant
Mental Health	.167**	0.007	Significant
Institutional Efforts	-.124*	0.045	Significant
Accreditation			
Learning Environment	0.086	0.163	Not Significant
Technical Efficiency	.365**	0.000	Highly Significant
Mental Health	0.097	0.117	Not Significant
Institutional Efforts	-.197**	0.001	Significant
SWOT Analysis			
Learning Environment	0.027	0.667	Not Significant
Technical Efficiency	.334**	0.000	Highly Significant
Mental Health	.146*	0.018	Significant
Institutional Efforts	-.180**	0.004	Significant

Legend: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed)

Technology currently controls a lot of operations (Herold, 2016) being used by humans, which unquestionably makes work more efficient. Since the majority of the knowledge can be accessible online, technology is widely used in the field of education. Students can quickly discover the information they need by using basic technologies. Additionally, technology can be a tremendous tool for schools in meeting the needs of children from a variety of backgrounds.

Benchmarking and the utilization of modern technology go hand in hand (Alavi & Namazi, 2019). Different platforms are being used by other institutions just for online instruction. They also provide other virtual services that they are confident will raise educational standards. It is difficult for a school to attract students when it cannot keep up with trends, advancements, and innovation since it will reflect poorly on its reputation. In light of this, using modern technology to give instructions even in the event of a pandemic is a wise decision. Without having to cancel courses, the schools will then be prepared for other forthcoming activities. According to Dixit (2022), instructional technology has a variety of advantages, including quick information access, quicker learning, and enjoyable opportunities

for students to apply what they have learned. Other educational institutions that do not use contemporary technology risk losing out on a number of advantages, including access to the newest and most efficient teaching methods and the most recent studies, discoveries, and investigations that will be crucial for the future of education.

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 play 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. According to Kane (2022), even though maintaining papers and records has several advantages, including increased productivity, lower costs, simpler compliance, improved workflows, reduced risks, and data protection, some firms are having problems doing so. As a result, the staff members must at the very least be able to separate papers that are still valid from those that have expired, digitize various source documents, and remotely update the data. As they maintain and keep track of the student files to make sure they have enough information for their development, these are also extremely common among the teachers at the school. The feedback and evaluation of the students would also be supported by sufficient evidence, as these are all based on the instructors' evaluations, so they could explain and justify them to their parents.

To make sure that the right preventative measures are being used and adequate strategies are being executed, it is crucial to analyze the company's strengths, weaknesses, opportunities, and threats in a SWOT analysis. As some elements are inclined to it, technological efficiency has an impact on the SWOT analysis in the firm. Additionally, it is crucial to evaluate the tactics to be used in digitalization to see if they are enough and compatible with the available resources. Similar to in the realm of education, it is important to first assess the pros and cons, possibilities, and risks of moving from a traditional classroom environment to one that is more accessible and virtual.

To ensure that the digital transformation of institutions is successful, several tests and research are needed. McDonald (2022) describes how the SWOT analysis has impacted digital transformation. Similar to how the traditional classroom has changed, a new environment has emerged that combines traditional remote learning with a hybrid arrangement. Although the

school's capacity to hold lessons in everyone's comfort throughout the pandemic is undoubtedly one of its assets, there are still issues with internet connectivity, the availability of devices, and resource availability. The institutions identified certain chances for improvement, such as expanding the number of online course options. However, the hazards associated with technology, like data breaches, storage, and device failure, still exist and cannot be completely eliminated.

The results showed that the learning environment has absolutely no impact on the four realms of continuous quality improvements. While continuous quality improvement is concerned with the creation of a specific process that is consistent with the program courses on benchmarking, accreditation, and SWOT analysis, the learning environment focuses on the resources provided by the organization to carry out specific procedures in the internal setting and to achieve certain goals (Usman & Madudili, 2019).

Table 5
Relationship between innovative intention and continuous quality improvement

Academic Program Review	r_{xy}	p-value	Interpretation
Idea Generation	.561**	0.000	Highly Significant
Idea Championing	.562**	0.000	Highly Significant
Idea Implementation and Application	.729**	0.000	Highly Significant
Benchmarking			
Idea Generation	.606**	0.000	Highly Significant
Idea Championing	.449**	0.000	Highly Significant
Idea Implementation and Application	.624**	0.000	Highly Significant
Accreditation			
Idea Generation	.407**	0.000	Highly Significant
Idea Championing	.165**	0.007	Significant
Idea Implementation and Application	.350**	0.000	Highly Significant
SWOT Analysis			
Idea Generation	.485**	0.000	Highly Significant
Idea Championing	.365**	0.000	Highly Significant
Idea Implementation and Application	.629**	0.000	Highly Significant

*Legend: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed)*

As per table 5, 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. A program review is a procedure that reviews the status, efficacy and progress of academic programs and assists in determining the future direction, needs and priorities of such programs.

Through the help of idea generation which allows broadening the range of ideas beyond what is currently thinking about, this helps in encompassing more information and concepts. Idea championing helps in supporting new ideas and overcoming obstacles and ensures that innovations are implemented. After generating the ideas and thinking of ways on how to apply it, idea implementation and application comes in wherein creating methods and processes to grow new ideas and implementing and applying it so that continuous quality improvement will be measured.

In the study of McGowan (2019), a cyclic academic program review is a targeted approach to gathering evidence of programmatic practices and policies, which include inputs, outputs, processes and mapping between them in a continuous manner improved framework. Academic program review is still being codified at some institutions and academic field organizations, usually to improve accountability, legitimacy and effective transformation. A best technique for assuring academic quality is academic program review. Qualification guidelines and other measures are being implemented by institutions to make the process more robust.

Idea generation championing and implementation and application have a high significant relationship when grouped according to benchmarking. It assists educational administrators in reforming or realigning both administrative processes and instructional structure. Benchmarking has also enabled institutions to collaborate with one another by establishing effective communication networks. Through benchmarking, gaps can be identified, seeking new techniques to bring about improvements, set targets and uncover new ideas for meeting fundamental assessment objectives of both certifying and boosting learning through benchmarking. It improves operations and understands what will work or not, it also focuses on practices and offerings that promote innovation which will help the institution in obtaining continuous quality improvement (Janssen et al., 2015). On the other hand, benchmarking is an organized process that leads to continual improvement and positive change, since it is one of the administrative techniques that helps institutions to accomplish qualitative leaps in their area or the way they are managed regardless of the nature of the work or effectiveness. This process is carried out by measuring the performance of the institution, comparing it to the best performance standards institutions in their field and referred to as the reference on the basis of which a comparison is made of the results, with an indication of how to defines the criteria for the best and how to apply them to indicate the levels of performance.

The used information was extracted as a basis for building and formulating goals, strategies and various management systems (Kissi et al., 2023).

The results further show that accreditation has a high significant relationship with idea generation and idea implementation and application. Institutional accreditation confirms that an institution not only delivers good work, but also has good financial, administrative, operational and supervisory practices. This independent validation can provide confidence which is needed by the whole institution as it grows. Generating ideas and implementing them enhances quality outcomes. It also establishes an institution's commitment to higher standards and provides competitive advantage. Processes for fast and accurate evaluation and remedy are provided. Accreditation allows the educational institution to conduct critical analysis, which leads to improvement in quality, services and operations. It certifies to the public that an institution or program has met or exceeded the standards set by other institutional bodies. Ching (2018) argues that accreditation provides assurance and quality control in which an institution or its services are recognized as meeting certain acceptable standards as a result of inspection or assessment. As a status, it informs the public that an institution or program fulfills the quality requirements established by an accrediting agency. Accreditation as a process reflects the fact that, in order to achieve acknowledgment by the accrediting agency, the institution or program is committed to self-study and external peer review in order to not only meet standards but to continuously seek ways to improve the quality of training and education provided.

SWOT analysis also has a significant relationship with idea generation, idea championing and idea implementation and application. Institutions can discover their own strengths and limitations, as well as areas of opportunity and threat. This understanding will assist them in comprehending the aspects that influence their learning process and performance. It prompts institutions and administration on the practical and less effective in the institution's systems and procedures. Similarly, the efficiency of SWOT-analysis technology in the process of quality management of future education programs has been demonstrated. For the successful operation of a higher education institution, improving the quality of educational services and the competitiveness of the institution, and building resilience to force majeure circumstances, it is critical to anticipate future threats and new appropriate possibilities that must be actively developed (Shvardak, 2021). Hence, it is necessary to identify the priority areas of the quality training system and develop a strategy for

the development of higher education institutions, as well as to adapt to changes in the external environment, maximize the use of internal resources, and employ modern technologies.

5. Conclusion

This study provides empirical evidence on the efforts of the HEIs in the Philippines in response to the changed knowledge sharing system. The statistical analyses assert the high relationship among changed knowledge sharing system, innovative intention, and continuous quality improvement. Hence, this study argues that an institutional program to promote continuous quality improvement needs to be developed. The program needs to emphasize the enrichment of a more conducive learning environment, promotion of proper healthcare practices, and trainings on championing ideas.

6. Acknowledgement/Any declaration

Appendices

Appendix A

Summary table of changed knowledge sharing system

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Learning Environment	3.12	Agree	4
2. Technical Efficiency	3.22	Agree	2
3. Health	3.20	Agree	3
4. Institutional Efforts	3.26	Agree	1
Composite Mean	**3.20**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Appendix B

Summary table of innovative intention

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Idea Generation	3.52	Strongly Agree	1
2. Idea Championing	3.36	Agree	3
3. Idea Implementation and Application	3.42	Agree	2
Composite Mean	**3.44**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Appendix C

Summary table of continuous quality improvement

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Academic Program Review	3.55	Highly Evident	3
2. Benchmarking	3.50	Highly Evident	4
3. Accreditation	3.72	Highly Evident	1
4. SWOT Analysis	3.68	Highly Evident	2
Composite Mean	**3.61**	**Highly Evident**	

Legend: 3.50 – 4.00 = Highly Evident; 2.50 – 3.49 = Evident; 1.50 – 2.49 = Somewhat Evident; 1.00 – 1.49 = Not Evident

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