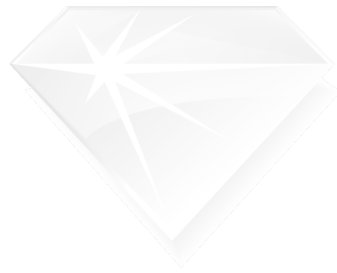


**ANALYSIS OF REGIONAL AND ORGANIZATIONAL CULTURES ON
KNOWLEDGE-SHARING IN PHILIPPINE HIGHER EDUCATIONAL
INSTITUTIONS: THE CASE OF PHILIPPINE NORMAL UNIVERSITY**



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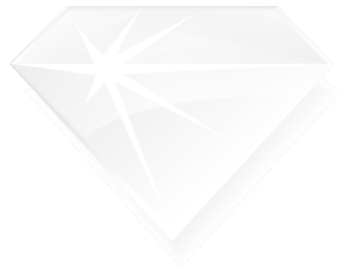
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Graduate School of Bangkok University

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of the Requirements for the Degree
Doctor of Philosophy in Knowledge Management and Innovation Management

Malvin Rivera Tabajen

2025



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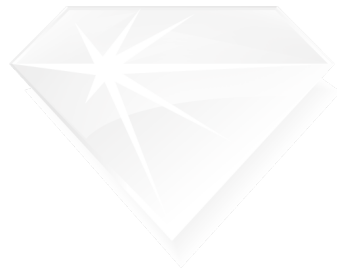
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DECLARATION

In accordance with the Bangkok University Honor Code, I certify that my submitted work here is my own work and that I have appropriately acknowledged all external sources that were used in this work.

May 2025

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Analysis of Regional and Organizational Cultures on Knowledge-Sharing in Philippine Higher Educational Institutions: The Case of Philippine Normal University (301 pp.)

Advisor of dissertation: Dr. Farzad Sabetzadeh; Dr. Chulatep Senivongse

ABSTRACT

The educational institution's knowledge comprises a mix of experiences, values, relevant knowledge, and professional insights of its teachers having diverse cultures, enabling a combination of expertise to create new knowledge. The exchange of knowledge among teachers provides effective learning, which can become a model of knowledge-sharing that promotes knowledge creation, dissemination, and practical application. However, knowledge does not always flow easily and straightforwardly in enhancing knowledge creation. Knowledge-sharing plays a vital role across educational domains. Nevertheless, knowledge-sharing success is affected by one's behavior to share. A person's behavior is shaped by environmental influences, such as societal norms, cultural practices, and institutional policies, where he grew up or stayed for a significant amount of time. Through the modeling of behavior, one becomes attuned to and inhabited by the culture transmitted by this environment. This research aims to obtain insights into the cultural values (national cultural dimensions) and organizational factors (organizational culture) manifested in higher educational institutions (HEI). Its primary purpose is to determine cultural values from different levels (national, organizational, academic institution, and local academic institutions) and how these influenced the knowledge-sharing intention transformed into behavior. It administered an online survey of teacher participants from different university branches to obtain insights into the cultural and organizational factors. It determined their influences on the knowledge-sharing behaviors of teachers in HEI. It captured the theoretical or conceptual model of the influences of national culture and organizational culture (exogenous) on knowledge-

sharing intentions (endogenous) and the probability of the intentions transformed into actual knowledge-sharing behavior (endogenous). Path analysis, a statistical method used to examine causal relationships, was employed to analyze the proposed models that exhibit causal relationships between cultural factors, of which the outcome knowledge-sharing intention is also a predictor variable of another variable, knowledge-sharing behavior. The path analysis frameworks were tested to check the mediation processes of which relationships were examined and evaluated.

The findings suggest that while all cultural variables may appear similar, their impact on knowledge-sharing intentions varies. Therefore, the success of knowledge-sharing in a specific location can be attributed to the comprehensive understanding of cultural factors such as (national) power distance, uncertainty avoidance, collectivism, and communication system (organization) for knowledge-sharing. The university's knowledge-sharing framework reveals that local institutions exhibit varying knowledge-sharing behaviors. The manifestation of cultural traits, their perceptions of knowledge, and the implementation of sharing techniques differ for each institute, underscoring the need for thorough research and analysis.

As cultural orientation and beliefs significantly affect the value of shared knowledge, it becomes the responsibility of academic institutions to empower their teachers to participate effectively. Institutions must proactively consider and respect the diversity of cultures and beliefs within their community for successful knowledge-sharing. This necessitates a comprehensive needs assessment in each local institution, considering the influences of national and organizational cultures in formulating policies and programs for knowledge-sharing. The diversity and variability of respondents can provide substantial evidence, fostering a profound understanding of the diversity of behaviors influenced by many distinct cultures. The educational institution's knowledge comprises a mix of experiences, values, relevant knowledge, and professional insights of its teachers having diverse cultures, enabling a combination of expertise to create new knowledge. The exchange of knowledge among teachers provides effective learning, which can become a model of knowledge-sharing that promotes knowledge creation, dissemination, and practical application. However, knowledge does not always flow easily and straightforwardly in enhancing knowledge creation. Knowledge-sharing plays a vital role across

educational domains. Nevertheless, knowledge-sharing success is affected by one's behavior to share. A person's behavior is shaped by the environmental influences where he grew up with or stayed for a significant amount of time. Through the modeling of behavior, one becomes attuned to and inhabited by the culture transmitted by this environment.

This research aims to obtain insights into the cultural values (national cultural dimensions) and organizational factors (organizational culture) manifested in higher educational institutions (HEI). Its primary purpose is to determine cultural values from different levels (national, organizational, academic institution, and local academic institutions) and how these influenced the knowledge-sharing intention transformed into behavior. It administered an online survey of teacher participants from different university branches to obtain insights into the cultural and organizational factors. It determined their influences on the knowledge-sharing behaviors of teachers in HEI. It captured the theoretical or conceptual model of the influences of national culture and organizational culture (exogenous) on knowledge-sharing intentions (endogenous) and the probability of the intentions transformed into actual knowledge-sharing behavior (endogenous). Path analysis was employed to analyze the proposed models that exhibit causal relationships between cultural factors, of which the outcome knowledge-sharing intention is also a predictor variable of another variable, knowledge-sharing behavior. The path analysis frameworks were tested to check the mediation processes of which relationships were examined and evaluated.

Findings insinuate that although all the cultural variables were parallel, this did not mean that each factor had the same degree of effect on knowledge-sharing intentions. The results varied when the direct impact of each cultural factor was tested. Hence, the success of knowledge-sharing in a specific location can be attributed to how comprehensive the program is structured, considering cultural factors such as (national) power distance, uncertainty avoidance, collectivism, and communication system (organization) for knowledge-sharing. Likewise, the university's knowledge-sharing framework indicates that local institutions vary in knowledge-sharing behaviors. The manifestation of cultural traits, their perceptions of knowledge, and the implementation of the sharing techniques vary for each institute.

Cultural orientation and beliefs affect the value of shared knowledge, and academic institutions exert efforts to motivate their teachers to participate effectively. For knowledge-sharing to be implemented successfully, the academic institution must take into consideration the diversity of cultures and beliefs of people in the community. Hence, the university will need to conduct a needs assessment in each local institution and consider the influences of national and organizational cultures in formulating policies and programs for knowledge-sharing. The diversity and variability of respondents can elicit more substantial evidence that can draw out a profound understanding of the diversity of behaviors influenced by many distinct cultures.

Keywords: Higher Educational Institution, Knowledge-Sharing Behavior, Knowledge-Sharing Intention, Knowledge-Sharing Framework, National Cultural Dimensions, Organizational Culture, Philippine Culture



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A fruit of faith and trust, a product of patience and hope.

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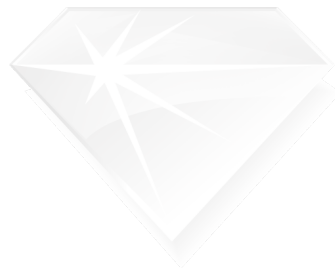
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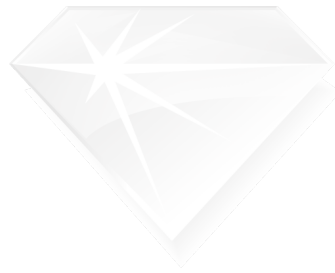
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CHAPTER 1

INTRODUCTION

Knowledge, a transformative force, is a cornerstone of success. It can move mountains and stop the world from moving. Acquiring knowledge is a necessity for survival and a means to conquer life's challenges and shape the future. Its practical applications are evident in everyday life and the workplace, where it empowers individuals to perform their functions excellently.

In the past, economies relied on tangible assets such as land and capital, but now, the present economy has evolved to treat knowledge as the primary production factor. Nowadays, knowledge is considered an indispensable resource and asset of the organization, and it is considered one of its most valuable resources for developing growth and maintaining an advantage (Reychav & Weisberg, 2010). As a result, many organizations persistently identify ways to harness knowledge and invest in resources such as knowledge workers, content creation, knowledge-sharing, and information systems (Chu, Krishnakumar & Khosla, 2014). Consequently, knowledge and information must be collected, protected, and effectively managed because they are considered valuable resources (Raudeliuniene, Davidavičienė & Jakubavičius, 2018). Creating, acquiring, sharing, or utilizing knowledge will equip employees with skills and pave the way for productivity and performance since well-built knowledge is a key asset of a successful organization.

Knowledge management is a process that involves strategies and activities for creation, validation, presentation, knowledge-sharing, and application (Raudeliuniene et al., 2018). A practical and suitable knowledge strategy facilitates the successful implementation of the knowledge acquisition, sharing, development, preservation, and application processes (Raudeliuniene et al., 2018).

An organization's knowledge comprises a mix of outlined experiences, values, related information, and expert insights of its workforce, making it possible to integrate new experiences to form new knowledge (Omotayo, 2015). This knowledge materialized in organizational assets, representing a new form of capital as important as traditional forms (Travica, 2013). It is called intellectual capital that the organization keeps and develops through its people's collective and collaborative

efforts to produce a combined effect more significant than the sum of their separate knowledge (Chennamaneni, 2006; Nooshinfard & Nemati-Anaraki, 2014). Because of this, it enables the people in the workplace to be regarded as precious because synergized experiences, values, and expertise of these people in the environment help develop meaningful interaction within and between systems or branches, which yields a meaningful and advantageous workforce (Allameh, Zamani & Davoodi, 2011). This notion emphasizes the importance of collaboration to make the incorporation of knowledge possible and valuable. This technique is the foundation of the formation and the structure of organizational knowledge, a valued resource for the organization's success. Many activities are focused on bridging existing and potential relationship issues and examining the structure of knowledge to ensure the adequate flow of knowledge transfer. The goal is to enhance connectivity among people and groups to share knowledge, thus improving individual and organizational learning and performance (Rosenberg, 2008). Knowledge earned is not helpful if employees do not share it with other employees in the organization, and it will be lost if the employees move to another place or organization.

Therefore, Grubb (2008) presented factors necessary for collaboration in knowledge-sharing in organizations. The most important factor is creating a corporate culture that reinforces a knowledge-sharing environment. Specific characteristics of culture foster better knowledge-sharing; workforce diversity is one factor that increases knowledge-sharing (Stoermer, Bader & Froese, 2016). The more people involved, the more diverse it is. However, people typically demonstrate different behaviors and value their culture very much. Diversity and openness to ideas shared in a trusted, inclusive environment are two elements that amplify knowledge-sharing, resulting in knowledge creation and innovation (Shelley, 2018). Imagine these people in one environment sharing resources and knowledge. To avoid failures, organizations should understand differences and foster a collaborative environment that allows the free flow of shared philosophy (Girard & Girard, 2018).

Knowledge management aims at creating an environment where power relies on knowledge-sharing rather than keeping it (Young, 2018). Knowledge transfer requires that an individual or a group cooperate with others to share knowledge and achieve mutual benefits. The most common activity in knowledge management is

knowledge-sharing. The global world, characterized by widespread connectivity and technological advancements, has now enabled commonplace, such as the Internet, for communications, collaboration, virtual learning environment, information management systems, and a knowledge-sharing environment (Young, 2018).

However, several studies offered solid evidence of the benefits individuals and organizations can obtain from their involvement and investment in knowledge-sharing. However, knowledge-sharing is unnatural; therefore, much remains to be learned and understood about its value (Bhatt, 2001). People might not share or hoard knowledge because they think it is valuable and important. Miller and Karakowsky (2005) pointed out that organizational experts may view individual knowledge as their intellectual property, giving them an advantage, they can leverage for the organization. When sharing knowledge, much attention must be given to people's intentions and behavior.

For this reason, organizations should give much attention to the knowledge-sharing behavior of their people to ensure success in knowledge-sharing. Knowledge-sharing behavior "concerns the willingness of individuals in a community to share with others the knowledge they have acquired or created" (Yu, Lu, & Liu, 2010, p. 33). Studies have identified several factors that influence individuals' knowledge-sharing behaviors. Examples of these behaviors are integrating differences, fair treatment, and involvement or participation in decision-making captured by customary notions influenced by cultural values (Nishii, 2013; Stoermer et al., 2016). In the Philippines, there are many behavioral issues a person considers before he or she shares knowledge. Behavioral issues are of great concern. The participants assessed how they should share what they know as guided by their moral values (Montemayor, 2015). One would consider other people when deciding whether to share knowledge. Acceptable behavior is considered when taking action. He could be accused of being selfish and cannot get along with the group if he does not share. Another example is that Filipinos are motivated to share knowledge based on the perceived status and power of the group to which the sharer belongs (Montemayor, 2015). There are more reciprocal relations in the network when it comes to knowledge-sharing, as it has been found that the ones who share knowledge are great contributors to the success of organizations (Maya & Calupitan, 2019).

The reputation and the status in the sharer's life can be a significant factor in why many are so interested in the knowledge shared by the people at the higher level of the hierarchy (Montemayor, 2015). Contrary to those who do not possess power, the worthiness of the knowledge being shared is often disputable.

Reciprocity is also a factor in knowledge-sharing among Filipinos. It is considered a rule that when the sharer shares, he expects the receiver to do the same. The sharer and the receiver have a "close" relationship, and reciprocity becomes an enforced "rule" (Montemayor, 2015).

Since the knowledge-sharing behavior can be best understood in the sociocultural context (Weinberg, 2015), then there is a need to understand problems in knowledge-sharing behavior based on two perspectives: the influence of national culture and organizational factors (Laitinen, Pawlowski, & Senoo, 2015; Luria, Cnaan, & Boehm, 2014).

According to Demigha and Kharabsheh (2016), culture influences communication, relationships, individual preferences, and attitudes. It compels effective management of cultural diversity to expand and improve levels of knowledge-sharing. The results demonstrate how cultural hierarchical structure affects knowledge-sharing within an organization. Indeed, cultural issues play an important role in firms' knowledge-sharing. Organizations should recognize the significance of employees' diverse cultures as a crucial asset for success. Embracing these cultural differences not only fosters an environment of inclusivity but also drives collaboration and innovation. By valuing the unique perspectives that each employee brings, businesses can unlock new ideas and solutions that enhance overall performance. Additionally, nurturing a culture that prioritizes diversity strengthens interpersonal relationships, allowing for a richer knowledge-sharing experience. Ultimately, leveraging a diverse workforce's collective wisdom and experiences empowers organizations to thrive in today's dynamic landscape, positioning them for sustainable growth and a competitive edge.

Cultures are rooted in childhood values, passed on from generation to generation (Hofstede, 2012). They change over time because of outside influences but cannot be changed based on anyone's plan, neither by political nor business leaders' time (Markus & Kitayama, 2010). Cultures change when new things such as

technology, infrastructure, and inventions are introduced, which opens new ways of living (Lin, 2006; Spacey, 2023). Studies on organizational culture and organizational learning cited that failure to change behavioral choices is the biggest hindrance to knowledge management. Cultures adapt to new ideas caused by globalization (Lin, 2006). They change over time through emerging experiences of society, traditions, and organizations. Spacey (2023) listed some factors that influence culture change. The invention of the Internet allows people from around the globe to connect to social groups, hence promoting the collaboration of people with diverse cultures and beliefs. Globalization has accelerated because of the continuous advancement in communication and cooperation. Education is the foundation of a culture where language, values, and social skills that provide ways to discover and use knowledge are learned (Spacey, 2023). The environment impacts culture (Spacey, 2023). Climate change, for example, changes the way people live and the way people treat the environment.

Chinese traders developed modern Filipino culture through the influences of Spanish and American colonialization. Escareal-Go and Go (2017) explained and gave examples of cultural trends and how these changes changed Filipino behaviors. Children of parents working overseas will increase the role of schools in instilling values. These children's behavior changes are associated with the absence of parents in their lives. Likewise, many overseas Filipino workers (OFWs) desire to migrate and learn to adapt to a new culture. Notwithstanding the increasing number of call center workers acclimating to a foreign culture. Filipino women are now liberal, and their role in the workforce is increasing significantly.

This study endeavors to fully understand how Filipino valued culture affects people's knowledge-sharing behavior. To check on the issues and problems encountered in promoting knowledge-sharing behavior in Philippine higher educational institutions (PHEI), it analyzes some Filipino cultures' influences on teachers' knowledge-sharing behavior. To fully understand a person's behavior rooted in his or her cultural orientation, this study takes on Hofstede's national culture dimensions as its model to gauge the influences of national culture.

Hofstede's conceptualization of culture encompassed five cultural value dimensions: power distance, individualism-collectivism, uncertainty avoidance, masculinity-femininity, and long-term orientation (Hofstede, Hofstede, & Minkov, 2010). The application of Hofstede's dimensions will be contextualized based on the different Filipino values manifested in the workplace, which are considered factors that affect the knowledge-sharing behavior of faculty members. However, the study finds four of these dimensions are significant to Filipino values that affect their work behavior, namely: "Paggalang" (Respect for Authority) is related to Power Distance; "Pakikisama" (Social Acceptance) is related to Collectivism; "Bahala Na" (Fatalistic) to Uncertainty Avoidance; and "Pagpapahalaga" (value for tradition) to Short-term Orientation. Table 2.4 on page 119 shows the mapping of cultural dimensions to Filipino values with Hofstede's national cultural dimensions.

"Cultural Dimensions offer the Philippines a starting point, and a clear definition, for good or ill, of what "Filipino" really means." Kritz (2011, p. 4). People must find a reason to change and the audacity to impose that change. Kritz (2011) analyzed Philippine culture using Hofstede's cultural dimension. He asserted that the Cultural Dimensions framework reveals specific behaviors and habits when applied to what is often a cultural shortcoming for Filipinos. For instance, Filipinos' social mechanism of reciprocity or debt, called "utang na loob," shows immense respect for tradition, social obligations, and maintaining "face." These are the components of "utang na loob" (debt of gratitude) demonstrated as a Filipino culture's distinct Short-Term Orientation, which likewise reveals the culture's high-power Distribution Index (PDI). It means people accept social inequality expected by those in inferior social positions. Deliberately defying this is intolerable and exhibits a high level of conformity – high in collectivism and low in individuality. In specific social contexts, these can have negative consequences because these may not suit the design or the organization's structure. As a result, people often earn positions for the job not because of their talents or competencies but because of their connections and indebted favors.

The cultural dimensions allow management to understand the fundamental temperament of Filipino culture. With this understanding, significant changes can be made. Cultures can change; the successful ones are those that can periodically redefine themselves.

So, how could understanding cultural dimensions be used in building a culture of sharing?

With all the Filipino characteristics mentioned above, it will be challenging for organizations to adopt a policy that could provide meaningful experiences for their people to collaborate and practice sharing. Hofstede (2001) asserted that even though organizations may have a culture or "way of doing things," the influence of the culture seemed to supersede the organizational culture. It is manifested in academic settings where culture is strongly upheld.

Whilst each person has characteristics influenced by national cultural values, each plays a vital role and contributes to the organization's campaign to achieve its short and long-term goals. It is important to uphold the sharing of expert insights developed under diverse cultural backgrounds with various dimensions and the increasing outlooks that members of the organization bring into the problem-solving process. Likewise, it is considered an asset if the workforce has an encouraging workplace where individuals can articulate their views and how their frames of reference differ. Understanding the diversity of cultural values reflected in their behavior patterns will help organizations seek best practices for managing a diverse workforce. Using this to assist in meeting strategic goals and objectives will create a conducive environment to successfully execute practices on diversity management for knowledge-sharing (Rankin-Gomez, 2011). It helps build an encouraging and cooperative work setting, which is expected to encourage knowledge-sharing, resulting in innovation.

An organization wanting to create a knowledge-sharing culture must ensure that its top management supports the initiatives and puts forth efforts and attention to sharing practices (Noor, Hashim, & Ali, 2014). The management must be in shape to create a culture that facilitates knowledge-sharing and fosters a dynamic work environment (Suppiah & Sandhu, 2011). Nevertheless, management must strengthen

its efforts to support and enforce positive knowledge-sharing behavior within its workforce (Kathiravelu, Mansor, Ramayah, & Idris, 2014; Mueller, 2012).

Organizational culture may influence how much employees identify with their organization (Schrodt, 2002). It is a set of shared assumptions that guide what happens in organizations by defining appropriate behavior for various situations (Ravasi & Schultz, 2006), thus affecting the way people and groups interact with clients and stakeholders. The shared basic assumptions that an organization learns while coping with the environment and solving problems of external adaptation and internal integration are taught to new members as the correct way to solve those problems (Park, 2004). It is the character and personality of the organization. It is rooted in practices learned on the job, and they can change much faster acquired through socialization at the workplace with their fundamental values firmly in place. It makes the business unique and is the sum of its values, traditions, beliefs, interactions, behaviors, and attitudes.

Several factors influence the successful implementation of knowledge sharing on the organizational level. The organizational culture framework developed by Gupta and Govindarajan (2000) identified factors that affect organizational knowledge-sharing.

Interpersonal trust among co-workers is an important attribute in an organizational culture with a strong influence over knowledge-sharing. The workforce must value trust to respond openly and share their knowledge. Inter-organizational communication between workers is important to enhance social networking in the workplace, which is fundamental in encouraging knowledge transfer. An organizational information system is an arrangement of people, data, and processes that interact to support daily operations, problem-solving, and decision-making in organizations, which are key factors that influence the motivation of individuals to participate in sharing practices. The reward system is a strong motivator for the workers to share knowledge. It is unlikely to assume that people are willing to offer knowledge without considering what may be gained or lost due to this action. As discussed, success greatly depends on how people work and how collaboration is developed among them. In other words, knowledge-sharing practices can become informal and easy-going in a society where people willingly cooperate and perform

systematically without barriers caused by cultural differences and other identified intrinsic and extrinsic factors within the organization. On the other hand, it is acknowledged that it is a challenge for some. Indeed, there is a need to promote sharing developed under varying cultural settings and the increasing perspectives that members of the organization can bring into problem-solving. Thus, it is fundamental and imperative for the organization to manage and effectively deal with human behavior within its dominion for a successful knowledge-sharing workforce.

The same is true in the academic community; although knowledge-sharing improves the institution's productivity and efficiency, some teachers are often unwilling to share their knowledge. Thus, a study on the knowledge-sharing behavior of educators is a significant endeavor to consider (Lin, Lee, & Wang, 2009). Schools can also be considered organizations where people communicate with each other. It is also where all the rules, educational policies, and innovation take their place and are executed. Each school staff member contributes to the management of the school operation, especially in the teaching and learning process.

The study premised that national and organizational culture can be influential factors when considering knowledge-sharing behavior. Hofstede suggests this premise. He states, "Behavior at work is a continuation of behavior learned earlier" (Hofstede, 1994). Therefore, this paper aims to analyze the influence of Filipino culture and organizational culture on knowledge-sharing behavior. The result is used to develop a knowledge-sharing model for higher academic institutions.

1.1 Background of the Problem

The Philippines is a country with diverse people who practice distinct cultural traditions. These traditions are further identified by their languages and the formation of their land, an archipelago. The country's culture, having been colonized by various countries mixed with Asian and Western influences, is reflected in its people's traits (Gregorio & Defensor, 2010).

The educational platform in the Philippines is connected to the country's culture, manifested in the people's behavior. Cultural values are embedded into educational policies. It is explicitly stated in the Vision-Mission statement of the country's Department of Education (DepEd), which aims "to protect and promote the

right of every Filipino to quality, equitable, culture-based, and complete basic education" (Department of Education, 2019). Thus, the country's culture greatly influences educational institutions' planning and implementation. Nevertheless, educational leaders are expected to provide intellectual stimulation and support in establishing a positive working environment to promote knowledge creation.

As a result of globalization, educators face the challenges of producing a workforce that can adapt and transfer knowledge in different contexts. Reports pointed to how the country has been lagging behind its Southeast Asian (SEA) neighbors because of key issues that the country's higher education sector must address in enhancing student and faculty mobility and collaborations in research and extension (Albia & Chan, 2017). The Commission on Higher Education (CHED), therefore, has planned programs on the country's major internationalization strategies focusing on improving the implementation of its quality assurance framework, facilitation of countrywide and regional mobility, and strengthening of international linkages of Philippine HEIs (Albia & Chan, 2017). Part of its strategic plan aims to generate, adapt, and transfer or apply new knowledge and technologies to improve productivity and livelihood, promote peace, empower women, protect the environment, reduce disaster devastation, and alleviate poverty (Commission on Higher Education, 2020).

The academe is considered the source of knowledge as it plays a vital role in the evolution (creation, transformation, transmission) and propagation of knowledge. Under the background of a knowledge economy society, teachers are considered knowledge workers who can only satisfy the needs of the teaching profession if the level of their specialty is developed (Zhang, 2010). The knowledge-sharing behaviors of teachers can reduce the loss of knowledge and promote the development of the school and students' learning, which can become a model of students' knowledge-sharing (Zhao, 2010).

However, studies show that teachers are poor knowledge sharers because of a lack of time, rewards, opportunities, and venues that impede them from sharing knowledge (Awang, Ismail, & Kareem, 2012). Teachers are the principal knowledge workers in the academe; hence, they are expected not only to familiarize their course contents and execute effective teaching strategies but also to gain from various forms

of knowledge in learning practices and theories of education acquired through knowledge-sharing and participation to a community of practice (CoP) (Tatlonghari & Tolentino, 2014). Thus, an academic institution should create and enhance this knowledge and encourage teachers to share it with their colleagues. Therefore, there is a need to deeply understand the knowledge-sharing behavior of people in the academe to create a more effective way to share knowledge within the community.

Knowledge-sharing is crucial in meeting the continuous demand for quality performance and education in knowledge-based organizations such as higher education institutions. Following the definition given by Yi (2009) and Ipe (2003), the study will focus on teachers' problems regarding knowledge-sharing behavior (KSB) as a set of individual behaviors involving sharing one's work-related knowledge and expertise with other members within the academic institution and as the behavior of a knowledge provider making knowledge available to others in the organization.

Yeo and Marquardt (2015) stated that KSB is an individual's cognitive and behavioral process. The behavior of faculty members in terms of knowledge-sharing is of substantial concern because universities usually face increasing faculty demands for sharing quality resources and expertise (Ramayah, Yeap, & Ignatius, 2014). The quality of shared knowledge is crucial because concise and correct knowledge is reliable and believed easily. Sharing knowledge with colleagues is very important since the university needs to continuously meet the changes that globalization requires, as well as technology and knowledge.

Although universities engage in knowledge-sharing concerning research, teaching, and learning, it is still insufficient to promote quality education and competitive advantage. Prioritizing knowledge-sharing behavior is essential to enhancing the university's transformation into a knowledge-based organization, fostering an improved knowledge-sharing environment for its stakeholders (Tshiaba et al.). This study aims to highlight and summarize the possible factors that facilitate or impede the knowledge-sharing behavior of faculty members in higher education institutions. Specifically, it aims to analyze the influences of national and organizational cultures on the knowledge-sharing behavior of teachers.

Understanding the teacher's cultural values in a multidimensional way is important for determining how the academic institution can formulate a workplace mechanism to ensure successful knowledge-sharing behavior.

This study's framework can be used to ensure that a proper relationship between the teacher's national cultural values and the academic institution's culture will be established in creating and promoting knowledge-sharing behavior. Incongruity and inconsistency between the cultural values and the organizational goals will cause chaos and rejection. Therefore, these two factors must complement each other to promote knowledge-sharing behavior among organization members. Therefore, this study aims to understand how national culture influences academic institutions' pursuit of successful knowledge-sharing practices and to identify issues and challenges that emerge in promoting knowledge-sharing behavior in the workplace.

1.2 Objectives of the Study

Knowledge-sharing benefits both teachers and the higher academic institution (HEI). Through sharing knowledge with other teachers, new knowledge can be generated, and assumptions and opinions that underlie practices and methods can be reflected (Van Woerkom, 2004).

Higher Education Institutions (HEIs) bear a significant responsibility in the knowledge cycle, as they are crucial in the generation, transmission, dissemination, and application of knowledge. It is imperative that HEIs always operate based on the knowledge they generate, store, share, and apply, as this is the foundation of their role in the academic community (Fiscal, 2019).

The study's main objective is to determine the possible factors that facilitate or impede the knowledge-sharing behavior of faculty members at the Philippine Normal University (PNU), a higher education institution in the Philippines. It aims to measure the extent of the influences of national and organizational culture on knowledge-sharing through a combination of qualitative and quantitative research methods. Furthermore, the study aims to develop collaboration between administration and employees (teachers) in promoting knowledge-sharing behavior.

PNU comprises faculty members from five (5) regions of the Philippines, each with distinct cultural characteristics, within the three (3) main island groups: Luzon, Visayas, and Mindanao.

This research aims to obtain insight into the Philippine diverse national cultural values explicitly manifested in the academe and determine their influence on educators' knowledge-sharing behavior. The study aims to assess Filipino values that affect knowledge-sharing behavior among educators, thereby establishing a workplace framework for success.

This knowledge-sharing framework will help create an environment where organizational culture complements the national cultural values of the members expressed in academic settings. Similarly, it can be used as a framework for creating successful knowledge-sharing behavior in academic institutions.

This framework is designed to equip the academic institution and its stakeholders with valuable insights on cultivating a learning environment that fosters the creation of high-quality knowledge, lifelong learning, and professional development. The potential impact of this research is inspiring, as it can significantly enhance the academic experience.

1.3 Scope and Delimitation of the Study

This study stands out with its unique focus on the influence of national culture and organizational culture on knowledge-sharing behavior in higher education institutions. This is a topic that has not been extensively explored, making our research particularly novel and intriguing.

Specifically, an assessment of the issues and problems encountered in knowledge-sharing in academic institutions that emphasized knowledge-sharing behavior will be analyzed; measure the extent of influence of national cultural values in HEI on knowledge-sharing behavior of the teachers in terms of the following dimensions contextualized in the local Filipino values manifested in the work environment considered to affect the knowledge-sharing behavior of the faculty members: "Paggalang "(Power Distance); "Pakikisama" (Collectivism); "Bahala Na" (Uncertainty Avoidance); and "Pagpapahalaga" (Short-term Orientation).

It's important to note that this study purposefully omits one aspect, namely masculinity and femininity. This decision was carefully considered to ensure the study's focus and relevance, and we believe it will allow us to delve deeper into the other cultural dimensions.

While insightful, Hofstede's masculinity and femininity dimensions require a nuanced approach due to several limitations. Firstly, their multifaceted nature across cultures creates ambiguity (Hofstede, 1980 a). Their initial reliance on stereotypes (Hofstede, 1980 b) and the potential for misinterpretation due to cultural variations (Franke, Hofstede, & Bond, 1991) warrant caution. Secondly, these dimensions overlap with others, like individualism and power distance (Hofstede et al., 2010). Assertiveness (masculine) aligns with individualism while nurturing relationships (feminine) aligns with collectivism (Minkov & Kaasa, 2022). Recognizing these overlaps is crucial to avoid redundancy and enhance dimension specificity. Finally, evolving gender roles challenge the static nature of these dimensions (Hofstede et al., 2010). A dynamic understanding that considers cultural shifts and changing gender roles is necessary for accurate representation (Minkov & Kaasa, 2022). By acknowledging these limitations, researchers can navigate the complexities of cultural values more effectively and utilize Hofstede's framework with greater precision.

Likewise, the extent of organizational culture's influence on knowledge-sharing behavior in terms of the following factors: trust, communication between staff, information system, and reward system (aligned with knowledge-sharing) will be assessed and analyzed.

To further analyze the impact of cultural values on knowledge-sharing behavior, regionally identified values of Filipinos will be analyzed to check if these have significant influences on the behavior. The venue, the Philippine Normal University (PNU), has five (5) campuses in different regions, each with distinct characteristics based on a particular ethnicity. The five campuses are appropriate for distinguishing specific Filipino local cultures or values in a specific region.

The analysis is used to develop a model for a knowledge-sharing environment that may enhance knowledge-sharing strategies in the workplace. It analyzes the relationship between knowledge-sharing behavior and the different levels of culture gauged from national, local/regional, and organizational levels.

The study employed a descriptive research design and purposive sampling to select the respondents. This method was chosen for its ability to provide a comprehensive overview of the research topic and to ensure that the selected respondents are most relevant to the study's objectives.

1.4 Statement of the Problem and Research Questions

This study aimed to analyze the influences of the national, organizational, and academic institutions and their local institutions (branches) cultures on teachers' knowledge-sharing intentions. It also aimed to identify and develop a model to improve knowledge-sharing strategies in higher educational institutions (HEI) in the Philippines.

Specifically, it sought answers to the following research questions:

1.4.1 What is the participants' assessment of the knowledge-sharing strategies and techniques concerning the entire university system and their local institutions' vision and mission?

1.4.2 Are there significant differences in the assessment of the participants' knowledge-sharing techniques between the university's local institutions?

1.4.3 Does culture from different levels significantly influence the knowledge-sharing intentions of teachers?

1.4.4 Does national culture significantly influence the knowledge-sharing intention of teachers in terms of "Paggalang" or Respect for Authority (Power Distance); "Pakikisama" or Social Acceptance (Collectivism); "Bahala Na" or Come what may (Uncertainty Avoidance); "Pagpapahalaga" or value for tradition (Short-term Orientation)?

1) Does organizational culture significantly influence the knowledge-sharing intention of teachers in terms of interpersonal trust, inter-organizational communication, organizational information systems, and reward systems?

2) Is there a significant relationship between the university system-wide knowledge-sharing culture and the knowledge-sharing intention of teachers?

3) Is there a significant relationship between the university's local institutions' (campuses) knowledge-sharing culture and the knowledge-sharing intention of teachers?

1.6 Significance of the Study

The predicament of successfully implementing a knowledge-sharing environment is always a concern for the academe. The study will be significant to the following stakeholders:

Higher Educational Institution. Promoting knowledge sharing in the academe will stimulate innovation and growth for higher educational institutions (HEI). The knowledge-sharing model can be used to build a workplace where knowledge-sharing is successfully fulfilled and profoundly performed by teachers. It will help administrators craft a work environment where sharing can be spontaneous and free of apprehension. School administrators and policy formulators can acquire entrenched understanding and become aware of and sensitive to their faculty's knowledge-sharing behavior.

Faculty Members (Teachers). By properly managing knowledge and sharing, teachers can gain access to valuable information and deliver better results. Teachers will become more confident in knowledge-sharing to help them achieve their individual goals. If the teachers are happy with what they are doing, the success of the institution is assured.

1.7 Definition of Terms

Cultural dimensions refer to the six cultural value dimensions that are qualified as common basic problems worldwide, with consequences for the function of all societies, modern or traditional (Hofstede et al., 2010). In this study, four dimensions were significant and related to the Filipino work culture. They were used as sub-factors of national culture that influence a person's intention to share.

Cultural influence refers to how national culture affects a person's intention to share, and organizational culture affects that intention.

Filipino culture is contextualized by applying Hofstede's cultural dimensions, such as "Paggalang" (Respect for Authority), which is related to Power Distance; "Pakikisama" (Social Acceptance), which is related to Collectivism; "Bahala Na" (Fatalistic), which is related to Uncertainty Avoidance; and "Pagpapahalaga" (value for tradition), which is related to Short-term Orientation.

The knowledge-sharing model refers to the developed system or method that illustrates the relationship between national culture dimensions and knowledge-sharing intention and organizational factors and knowledge-sharing intentions. Its model may serve as a guide in formulating a mechanism for a knowledge-sharing environment.

The institution is the higher educational institution where this study conducted its investigation and analyses. According to the theory of planned behavior (Ajzen, 2002), intention refers to the motivational factors that capture how hard people are willing to try to perform a behavior. In this research, intention is the dependent variable, which is assumed to be affected by both regional and organizational culture.

Knowledge-sharing is the exchange of knowledge between and among individuals and within and among teams, organizational units, and organizations (Paulin & Suneson, 2012). In this research, the term is used to denote the participants' knowledge sharing in their own way or the organization's way. It is the variable being tested. This study analyzed the behavioral model that results in knowledge-sharing behavior. It analyzed the influences of cultural factors on knowledge-sharing intentions, which resulted in actual knowledge-sharing behavior.

Knowledge-sharing intention results from analyzing the effect of both the national and organizational cultures on a person's behavioral intention.

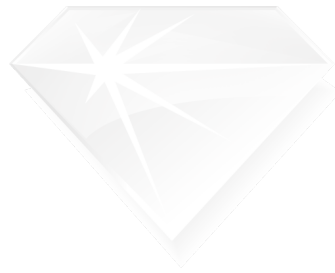
Knowledge-sharing Techniques (KST) refers to the knowledge-sharing activities implemented or performed by teachers/faculty members in an academic institution and its corresponding local institutions. Teachers are assessed on the effectiveness of KST in the entire institution and the local institutions.

Local Institutions refer to the academic branches of the participating institutions that this study used for data collection and analysis. These are also referred to as branches or campuses of the participating HEI strategically located throughout the major regions of the country.

Regional culture is the independent variable, and this research is trying to gauge its effect on knowledge-sharing intentions. Further, it refers to Filipino values aligned with Hofstede's cultural dimension and identified in the major regions with unique characteristics explicitly manifested in the work environment.

Organizational culture is another independent variable in this research, and its effect on a person's behavioral intention to share knowledge is gauged. It refers to the organizational identity, work values, policies, and means and ways of facilitating knowledge-sharing.

Organizational factors refer to organizational culture, which involves significant categories: information systems, people, processes, leadership, reward systems, and organization structure (Gupta & Govindarajan, 2000). This study gauges how each influence or affects a person's intention to share.



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CHAPTER 2

RELATED LITERATURE

2.1 Related Literature and Previous Studies

This study is a comprehensive review and analysis of related literature about the relationship between national and organizational culture and their influences on a person's knowledge-sharing behavior. The related literature and studies presented in the succeeding sections provide an in-depth and thorough analysis of the national and organizational cultures of knowledge-sharing behavior in Philippine academic institutions, leaving no stone unturned in the exploration of this complex relationship.

The review of theories and literature not only explains the view on phenomena arising from interactions, circumstances and conditions, and consequences of actions that are considered factors that affect knowledge-sharing, but also provides practical insights into how these factors can be managed in real-world organizational settings. It looks into the pragmatic point of view on human behavior influenced by cultural values and the work environment, offering actionable strategies for knowledge-sharing improvement. Numerous factors influence human behaviors in their immediate environment. Culture and environment, in particular, play a pivotal role in shaping knowledge-sharing, which is crucial for disseminating valued assets: materials (tangible/explicit) and/or ideas (intangible/tacit).

2.2 Knowledge Management

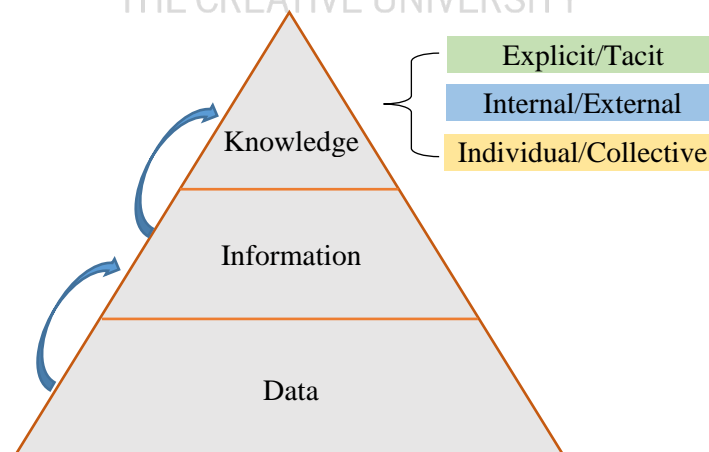
Knowledge is not a static entity, but a dynamic process deeply intertwined with an individual's experiences and understanding. It is cultivated through a journey of learning, which involves various cognitive processes such as creation, memorization, perception, and reasoning (Travica, 2013). This learning process is influenced by an individual's motivation, attention, and learning style, all of which play a significant role in shaping behavior.

Knowledge is not just a theoretical concept, but a practical tool that can be used to navigate situations that demand sound judgment, dispel mediocrity, and avoid failure. Successful individuals are adept at using and applying knowledge to provide solutions and effectively handle situations that require the right knowledge (Wells &

Le, 2017). This understanding reinforces the idea that knowledge is a dynamic process, heavily influenced by an individual's capability, capacity, and intention. Understanding the difference between data, information, and knowledge is not just important, it's crucial. Knowledge emerges from the receiver of information, who applies his/her analysis to form judgments to make decisions (Rhem, 2018). Conversely, information is an organized set of data that refers to the numbers and words that represent a discrete set of facts (Rhem, 2018). Data are facts and figures that convey something that is specific. However, these are not organized and provide no further meaning regarding patterns, context, etc., that give meaning (Hajric, 2018). Data and information become useful only when insights are drawn, which results in knowledge - when it enhances decision by applying analytical techniques to which an element of human interaction is applied (Erickson & Rothberg, 2014). Hence, it is important to understand the difference between data, information, and knowledge to leverage knowledge management techniques to obtain and apply knowledge. Figure 2.1 shows the hierarchy of data, information, and knowledge.

Figure 2.1:

Knowledge Pyramid



Source: Rhem, A. J. (2018). Knowledge management and big data. In J. P. Girard & J. L. Girard (Eds.), *Knowledge management matters: Words of wisdom from leading practitioners* (129-150). Macon, GA: Sagology.

Knowledge is not a static entity, but a dynamic process that is deeply intertwined with an individual's experiences and understanding. It is cultivated through a journey of learning, which involves various cognitive processes such as creation, memorization, perception, and reasoning (Travica, 2013). This learning process is influenced by an individual's motivation, attention, and learning style, all of which play a significant role in shaping behavior.

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Understanding the difference between data, information, and knowledge is not just important, it's crucial. Knowledge emerges from the receiver of information, who applies his/her analysis to form judgments to make decisions (Rhem, 2018). Conversely, information is an organized set of data that refers to the numbers and words that represent a discrete set of facts (Rhem, 2018). Data are facts and figures that convey something that is specific. However, these are not organized and provide no further meaning regarding patterns, context, etc., that give meaning (Hajric, 2018). Data and information become useful only when insights are drawn, which results in knowledge - when it enhances decision by applying analytical techniques to which an element of human interaction is applied (Erickson & Rothberg, 2014). Hence, it is important to understand the difference between data, information, and knowledge to leverage knowledge management techniques to obtain and apply knowledge. Figure 2.1 shows the hierarchy of data, information, and knowledge.

Understanding the different types of knowledge, collectively referred to as market knowledge (knowledge about the market and its trends), human knowledge (knowledge possessed by individuals), technology knowledge (knowledge about technological advancements), and procedural knowledge (knowledge about processes and procedures), is important for understanding and developing a knowledge-sharing strategy for the company (Anderson, 2025; Yuan, Yoon, & Helender, 2006).

This study dwells on two important types: human knowledge (tacit) and procedural (explicit). Tacit knowledge, as explained in Anderson 's article (2025), “Different Types of Knowledge: Implicit, Tacit, and Explicit,” is knowledge that is difficult to articulate or transfer to another person. It is often deeply ingrained in an individual and is not easily shared. On the other hand, explicit knowledge is the most basic form and is easy to pass along because it is written down and accessible. The result is explicit knowledge when data is processed, organized, structured, and interpreted. Explicit knowledge is easily articulated, recorded, stored, and, most importantly, communicated in the world of knowledge management. Table 2.1 shows the mapping of knowledge types and the volume of data in the knowledge areas.

Table 2.1:

Mapping Knowledge Areas of Knowledge Types and Data Volume

Knowledge Type	Data Volume
Market Knowledge	Customer Data Competitor Data User Generated Data Public Data Competitor Data Partner Data
Human (Tacit) Knowledge	Experience Based Collaborative
Technology Knowledge	Standards Usage Materials Field Data

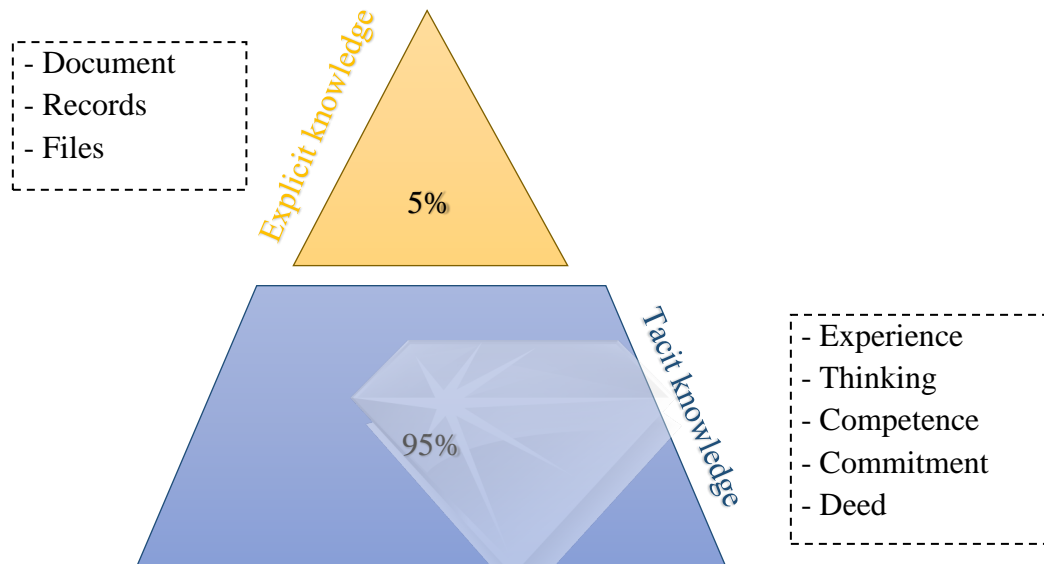
(Continued)

Table 2.1 (Continued):*Mapping Knowledge Areas of Knowledge Types and Data Volume*

Knowledge Type	Data Volume
Procedural Knowledge	Design Knowledge Analysis Verification, Testing and Validation Knowledge

Source: Yuan, Q. F., Yoon, P. C., & Helander, M. G. (2006). Knowledge identification and management in product design. *Journal of Knowledge Management*, 10(6), 50-63.

On the other hand, implicit knowledge is the practical application of explicit knowledge. There are likely instances of implicit knowledge all around the organization. For example, consider asking a team member how to perform a task. It could spark a conversation about the range of options to perform the task and the potential outcomes, leading to a thoughtful process to determine the best course of action. That team member's implicit knowledge educates the conversation of how to do something and what could happen. Additionally, best practices and skills that are transferable from job to job are examples of implicit knowledge. Figure 2.2 shows that only five percent (5%) of knowledge is explicit, and ninety-five (95%) are implicit (Bothra, 2021).

Figure 2.2:*Tacit and Explicit Knowledge Pyramid*

Source: Bothra, D. (2021). *4 Handy ways to capture & codify tacit knowledge in your organization*. Retrieved from <https://www.searchunify.com/blog/4-handy-ways-to-capture-codify-tacit-knowledge-in-your-organization/>.

Further, tacit knowledge is knowledge garnered from personal experience and context. It is the ideas that, if asked, would be the most difficult to write down, articulate, or present in a tangible form.

In the workplace, tacit knowledge is the application of implicit knowledge specific to the company. As employees move from job to job, the application of their implicit knowledge will change based on what is unique about the business.

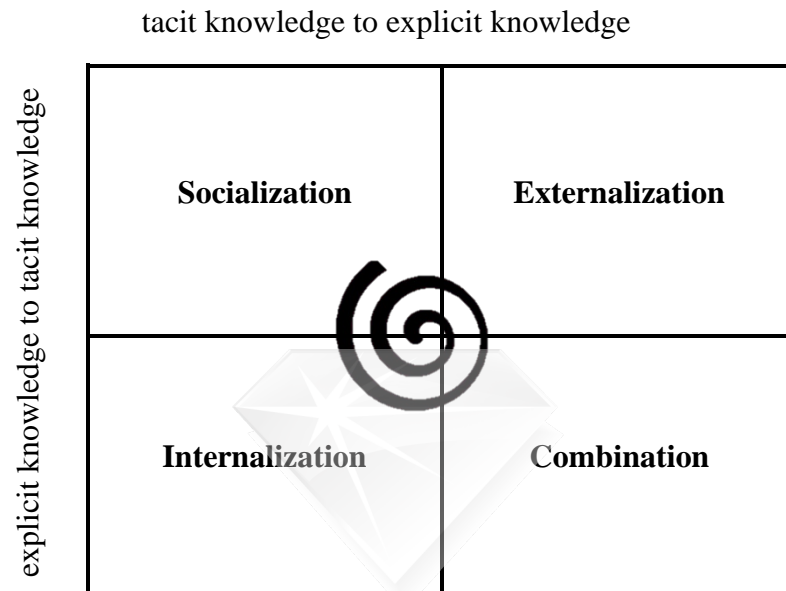
Dixon (2018) has organized a knowledge management strategy into three categories to conceptualize an evolving knowledge landscape. The first is to leverage explicit knowledge to capture documented knowledge, creating a collection from it through the collaborative effort of people to content. The second category is to leverage experiential (tacit) knowledge to give rise to communities of practice and social networks. Its main goal is to connect people. The third category is to leverage collective knowledge, which is mainly about creating new knowledge, which is the

source of innovation. It can be enacted through online platforms like social media and face-to-face collaboration. It brings in the concept of Ba. 'Ba' is a term coined by Nonaka and Takeuchi (1995) in his book 'The Knowledge-Creating Company.' It refers to the idea of creating a physical and/or virtual space for knowledge creation through socialization and collaboration (Barnes, 2018). Ba is the platform for 'resource concentration' of the organization's knowledge assessment and intellectual capacity within the process of knowledge creation. It recognizes the importance of the interaction between tacit knowledge and explicit knowledge in the circling process of knowledge creation - the creation of new knowledge (Nonaka & Konno, 1998). The interactions between these two types of knowledge form the concept of four knowledge conversion patterns: Socialization, Externalization, Combination, and Internalization (SECI).

The SECI model, as depicted in Figure 2.3, provides a systematic and structured approach to knowledge creation. It's not just a theoretical model, but a practical tool that can be implemented to share and transform both explicit and tacit knowledge. This model outlines a dynamic process, illustrating the four quadrants of the Ba concept of knowledge creation, and providing a clear framework for understanding and managing knowledge within an organization.

Figure 2.3:

Concept of Ba: Spiral Evolution of Knowledge



Source: Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York: Oxford University.

According to Nonaka & Konno (1998), Socialization involves sharing tacit knowledge between individuals through joint activities such as spending time and sharing knowledge and resources together, face to face and/or virtually in the same environment. Acquisition of knowledge happens through interactions. Externalization entails expressing and translating tacit knowledge into comprehensible forms that others can easily understand. In this stage, individuals commit to contribute to the group by having common intentions and ideas which merge and become integrated knowledge. Combination converts explicit knowledge into a more complex set of explicit knowledge. Relevant in this stage are the communication and circulation processes and the systematization of knowledge to generate new knowledge. Internalization of new knowledge converts explicit knowledge into tacit knowledge of the organization. Individuals need to identify knowledge relevant to them. The SECI model delineates that interaction and collaboration among individuals are significant

aspects of knowledge creation, resulting from the knowledge-sharing activities these people perform.

Nonetheless, knowledge is considered an asset of an organization. It is one of their most valuable resources used to develop growth and maintain advantage (Reychav & Weisberg, 2010). Therefore, knowledge and information must be collected and effectively managed as valuable resources (Kourdi, 2009). An organization's knowledge comprises a mix of outlined experiences, values, information, and insights of its expert members that encourage the integration of new experiences, which forms new knowledge (Omotayo, 2015). This knowledge materialized in organizational assets, representing a new form of capital as important as traditional forms (Travica, 2013). That is the organization's intellectual capital (Chennamaneni, 2006; Nooshinfard & Nemati-Anaraki, 2014). Intellectual capital is developed through its people's collective and collaborative efforts to produce a combined effect that is more significant than the sum of their separate effects. Thus, sharing is an important component of management, and its success or failure will be directly related to how much knowledge can be used by more people (Oye, Salleh, & Noorminshah, 2011).

2.1.1 Knowledge-sharing

Knowledge-sharing is the exchange of knowledge between and among individuals within teams and between organizational units influenced by motivationally focused and organizational practices that represent organizational-level resources (Barrick, Thurgood, Smith, & Courtright, 2015; Paulin & Suneson, 2012). The function of social affiliates and networks within the organization is instrumental in one's knowledge-sharing intention. Thus, in terms of influencing behaviors, practices, and policies, they play a significant role because the attitudes and behaviors of people are developed by the culture established within the organization. Consequently, behavior captures the motivational factors that influence intentions. This study determines organizational factors identified in the successful implementation of knowledge-sharing culture.

2.1.1.1 Knowledge-sharing Issues and Barriers

In several instances, knowledge-sharing practices have not achieved their objectives in managing their organization's process. It can be attributed to the

immense diversity of potential knowledge-sharing barriers; however, most discussions focus on the influences of national and organizational culture (Riege, 2005). Riege (2005) reviewed knowledge management literature to identify possible knowledge-sharing barriers. He classified the potential barriers into individual or employee, organizational level, and technology.

Individual barriers. Barriers attributed to individual behavior, perceptions, and actions can relate to individuals or groups within or between functions. Some of these barriers are described below (Riege, 2005).

Lack of time to share and time to identify co-workers in need of specific knowledge. It can be connected to collectivism, a cultural value that emphasizes the importance of the group over the individual, in which a person's willingness to share his knowledge is based on familiarity with the person he is sharing knowledge with or with someone he considers a close friend or relative (Tabajen, 2020).

1) Hesitation or fear that sharing may jeopardize job security. Oye et al. (2011) asserted that people do not share genuine knowledge because they want to protect their competitive edge, maintain job insecurity, preserve personal animosity due to personal traits, doubt that shared knowledge will not be accepted or comprehended, may harm themselves or others with the knowledge, violate confidentiality, and lack a sharing culture.

2) Dominance in sharing explicit over tacit knowledge. Tacit knowledge, such as know-how and experience, requires hands-on learning, observation, dialogue, and interactive problem-solving (Riege, 2005). Tacit knowledge is the unwritten, unspoken, and hidden vast of knowledge stored in the human mind considered as individual know-how (Mohajan, 2016). It is obtained through direct interaction between individuals and among their peers in the organization. Acquiring and extracting tacit knowledge is problematic because it is complex (Mohajan, 2016).

3) The use of strong hierarchy, position-based status, and formal power is due to differences in education and experience levels. The gap between superiors and workers affects knowledge-sharing. People in high-power-distance organizations have high regard for the knowledge shared by the supervisors and top management (Kucharska & Bedford, 2019).

4) There is a lack of contact time and interaction between knowledge sources due to a lack of social networks. Poor communication and interpersonal skills greatly affect the exchange of knowledge (Gupta & Govindarajan, 2000). Communication among staff is important to enhance the existence of social networking in the workplace, which is fundamental in encouraging knowledge transfer (Ismail Al-Alawi, Yousif Al-Marzooqi, & Fraidon Mohammed, 2007).

5) Taking ownership of intellectual property and fear of not receiving recognition and accreditation are significant factors. Intellectual property refers to creations of the mind, such as inventions, literary and artistic works, designs, symbols, names, and images used in commerce, for which the owner can apply legal rights (Tabajen, 2020). Recognizing data ownership issues, whether individual, team, or organization, is a significant factor (Tabajen, 2020).

6) There is a lack of trust in people because of knowledge misuse or unjust credit. Copyright can hinder the sharing of knowledge, and plagiarism can compromise academic integrity (Tabajen, 2020). People tend not to share knowledge primarily due to confidentiality issues, violation of rights and authority, such as intellectual property rights, and no proper recognition due to others grabbing the credit (Tabajen, 2020).

Differences in national culture or ethnic background, values, and beliefs exist. These cultural factors significantly affect knowledge-sharing success in the organization. Understanding and addressing these influences is crucial for promoting a culture of open knowledge-sharing.

Individual barriers. Riege (2005) has asserted that one key issue of sharing knowledge in an organizational context is related to the right environment and conditions for knowledge-sharing. In the literature he outlined in his study, he has identified knowledge-sharing barriers and issues from the organizational perspective.

1) Integrating KM strategy and sharing initiatives into the company's goals and strategic approach is missing or unclear. This lack of alignment can significantly hinder knowledge-sharing. Leadership and infrastructure are crucial in addressing this issue, providing the necessary direction and resources for effective knowledge-sharing. Lack of leadership and managerial direction in terms of clearly communicating the benefits and values of knowledge-sharing practices;

- 2) Shortage of formal and informal spaces to share, reflect, and generate (new) knowledge;
- 3) Lack of transparent rewards and recognition systems that would motivate people to share more of their knowledge;
- 4) Existing corporate culture does not provide sufficient support for sharing practices;
- 5) Knowledge retention of highly skilled and experienced staff is not a high priority;
- 6) shortage of appropriate infrastructure supporting sharing practices;
- 7) Deficiency of company resources that would provide adequate sharing opportunities;
- 8) External competitiveness within business units or functional areas and between subsidiaries can be high (e.g., not invented here syndrome);
- 9) Communication and knowledge flows are restricted into specific directions (e.g., top-down);
- 10) The physical work environment and layout of work areas restrict effective sharing practices;
- 11) Internal competitiveness within business units, functional areas, and subsidiaries can be high;
- 12) Hierarchical organization structure inhibits or slows down most sharing practices and;
- 13) The size of business units often is not small enough and unmanageable to enhance contact and facilitate ease of sharing" (Riege, 2005; pp 25 - 26).

Technological barriers. "Knowledge-sharing is as much a people and organizational issue as a technology challenge" (Riege, 2005, p. 29). Technology is an effective tool for promoting and encouraging knowledge-sharing (Tabajen, 2020). The rules and policies to secure proper communication and preserve rights and confidentiality are factors considered when using technology in knowledge-sharing. For instance, intellectual property rights and protection from plagiarism must be considered more seriously (Tabajen, 2020). Likewise, technology structure controls their intention to use technology in knowledge-sharing. Further, the procedure and

rules on the use of the technology and the policy that ensures the protection and confidentiality of shared knowledge may have a considerable impact (Tabajen, 2020). The list below is of potential technology barriers to knowledge-sharing (Riege, 2005)

- 1) Lack of integration of IT systems and processes impedes the way people do things;
- 2) Lack of technical support (internal or external) and immediate maintenance of integrated IT systems obstructs work routines and communication flows;
- 3) Unrealistic expectations of employees as to what technology can and cannot do;
- 4) lack of compatibility between diverse IT systems and processes;
- 5) A mismatch between individuals' need requirements and integrated IT systems and processes restrict sharing practices;
- 6) reluctance to use IT systems due to lack of familiarity and experience with them;
- 7) lack of training regarding employee familiarization of new IT systems and processes;
- 8) Lack of communication and demonstration of all the advantages of new systems over existing ones (p. 29).

O'dell and Grayson (1998) conducted a study on sharing and hoarding cultures and were able to identify factors. They identified issues with knowledge-sharing explicitly observed in organizations. Table 2.2 shows a comparison of sharing and hoarding cultures.

Table 2.2:

Comparison of Sharing and Hoarding Cultures

Sharing Culture	Hoarding Culture
Learning through teaching and sharing	There are no incentives for sharing with others; incentives are individually based.

(Continued)

Table 2.2 (Continued):*Comparison of Sharing and Hoarding Cultures*

Sharing Culture	Hoarding Culture
Communal understanding through storytelling	Time pressure, no thought to lessons learned
Continuous exchange and creation of knowledge	Assumptions about projects and processes are not challenged.
Typical areas of interest and expertise	Hiring and promotion based on individual technical expertise
Common issues and problems	Failures are not discussed.
Personal relationships	Segmented organization that inhibits knowledge transfer

Source: O'dell, C., & Grayson, C. J. (1998). If only we knew what we know:

Identification and transfer of internal best practices. *California Management Review*, 40(3), 154-174.

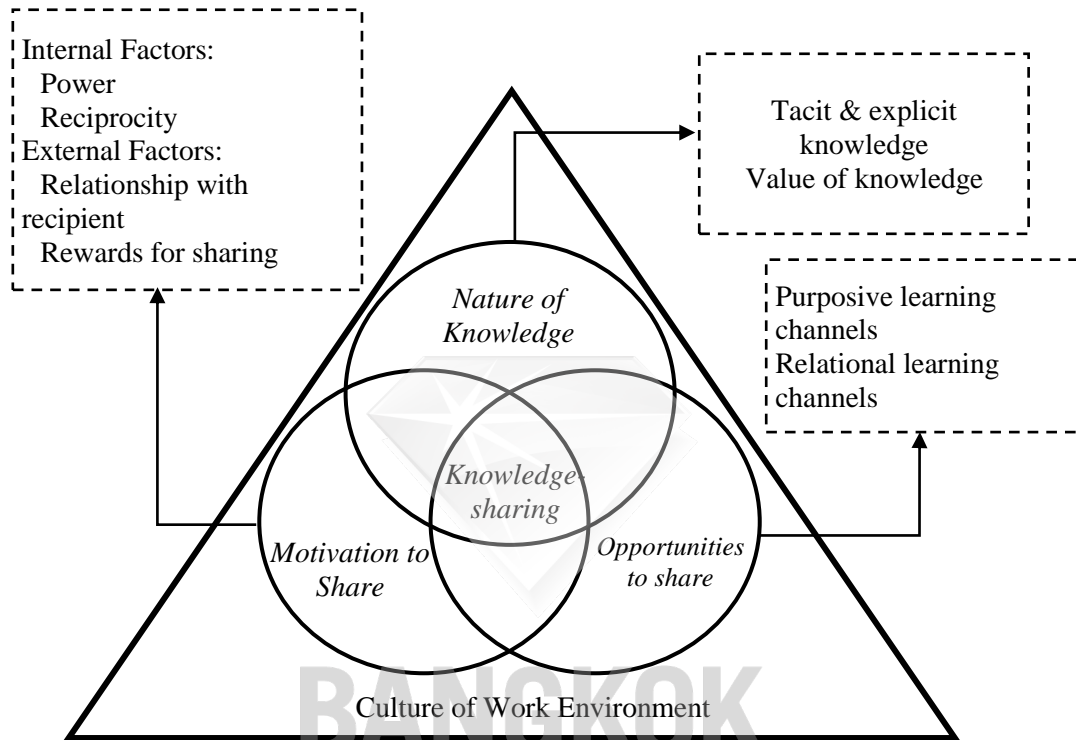
Likewise, acknowledging the appropriateness and acceptance of knowledge-sharing and reuse is extensively considered. The individual does not always perceive knowledge reuse to be "good" (innovation or creation is "better"). Rewarding individuals and teams for promoting knowledge management when they capture discussions and decisions, create a supportive mentoring environment, document, share lessons, and make tacit knowledge explicit (O'dell & Grayson, 1998). Well-documented self-serving and self-interested tendencies are created, fostered, and maintained by widely distributed ideas, such as the importance of individual achievement, that have been reinforced and instituted by dense networks of everyday practices, such as complimenting and praising one another for individual performance, frequently distributing awards and honors in classrooms and workplaces, and promoting the self in situations like applying for jobs (Markus & Kitayama, 2010).

2.1.1.2 Knowledge-sharing in Asian settings

Knowledge-sharing studies conducted in Asian settings provide a glance at distinctive Asian behavior in knowledge-sharing (Montemayor, 2015). Asian people are demotivated to share knowledge because of knowledge free-riders, knowledge liabilities, lack of absorptive capacity, and social segregation (Hsiao, Ho, & Liu, 2006). Lin (2006) has identified distinct Asian behaviors that influence participation in knowledge-sharing activities. These behaviors are "the feeling of compatibility of each member with each other; the feeling that each member is important in attaining the organization's goals; the feeling that the organization cares about them; and the perception that the working system is fair regarding knowledge-sharing." (Montemayor, 2015, p. 46).

2.1.1.3 Knowledge-sharing in the Philippines.

Despite advancements in Psychology, the Philippines lacks research that directly focuses on the knowledge-sharing behaviors of Filipinos (Montemayor, 2015). Noticeably, there is a dearth of studies describing knowledge-sharing behavior of Filipinos (Fiscal, 2019; Montemayor, 2015). The need for knowledge-sharing research arises as several (continuously increasing) government agencies are now gearing towards the improvement of their knowledge flows and utilization of exhausting knowledge management as a strategy to improve organizational learning and project implementations (Department of Health, 2017; Public-Private Partnership Center of the Philippines, 2021) but there were only a few found. For instance, Montemayor (2015) explored Filipino communicative behaviors in knowledge-sharing following the MINU IPE knowledge-sharing framework (Ipe, 2003). Figure 2.4 shows the knowledge-sharing framework of Ipe (2003).

Figure 2.4:*Knowledge-sharing Framework*

Source: Ipe, M. (2003). Knowledge-sharing in organizations: A conceptual framework. *Human Resource Development Review*, 2(4), 337-359.

The study analyzed Filipino knowledge-sharing behavior in natural, normative, and ethical dimensions. On the natural dimension, Filipinos exercise familiarization with the place and believe that they, themselves, and the space are not separate entities. That being the case, Filipinos have the notion of "balance" in nature. Hence, a person may share knowledge with another person if reciprocated. As a result, to maintain "balance," he may not participate in knowledge-sharing if he thinks that sharing does not gain him (Timbreza, 1989 as cited in Montemayor, 2015). On the normative dimension, the Filipino trait "pagkakamag-anak" (familism) entails close relationships with other people as if they are members of the "family," which manifests a sense of collectivity. "Familism encourages each member to "promote small group interests over that of the larger community" (Montemayor, 2015, p. 48).

A person may share knowledge with someone he shares commonality with if he perceives that it would benefit the group where he belongs. On ethical dimensions, Filipinos take on "hiya," or personal dignity, which appeals to a person to consider others' feelings when making decisions (Montemayor, 2015). They tend to find verbal or non-verbal cues before responding. This trait is demonstrated when forging relationships with other people, thus affecting knowledge-sharing.

Montemayor (2015) conducted an exploratory study on Filipino communicative behaviors in knowledge-sharing by checking what is lacking in the Filipino knowledge-sharing model developed by Ipe (2003). Below are some of the key points in his findings:

- 1) "The value of asal (attitude) restrains a person from sharing knowledge.
- 2) Accurateness of knowledge to be shared is needed to save face driven by the personal value of shame (hiya in Filipino).
- 3) Reciprocity is driven by fellowship (Pakikipagkapuwa in Filipino) only if the two parties share a close social relationship.
- 4) Fellowship sometimes makes the sharer feel "obliged" to share, but the reward can be weightier due to the value of Pagbabalanse.
- 5) Sharing is done to avoid sulking (Tampo in Filipino), which results from the sharer's inability to show fellowship.
- 6) Status of power is part of the arguments of Filipinos (or Asians) having a "collectivist culture" somewhat driven by the value of shame (hiya) because dignity (Kahihyan) is always at stake in knowledge-sharing activities; also, family relationships (Pagkakamag-anak and kapuwa).
- 7) This expectation is somewhat driven by the spirit of balancing (pagbabalanse).
- 8) Appreciation is expected as feedback as a form of soothing feelings (pampalubag-loob).
- 9) Cues from sharers who are not "close" with each other are based on feeling (pakikiramdam), and sharing in this context is done under the virtue of fellowship (Pakikisama).

10) Group rewards are driven by collectivist Filipino culture."
(Montemayor, 2015)

In this study, the participating organization, the higher educational institution (HEI), has innate approaches in which the knowledge-sharing process is staged. In a community like the academe, where knowledge-sharing is clearly manifested, practices become informal and easy-going. Each member has a mechanism to collaborate and share knowledge and resources, which provides an environment for social interaction. Therefore, this research intends to assess the knowledge-sharing culture manifested in the HEI and its impact on the knowledge-sharing behavior of the teachers.

With the advent of new teaching methods that are now more constructivist, many higher educational institutions have adopted methods that subscribe to socially mediated learning that encourage students to engage in interactive, group-based learning (Hammer & Giordano, 2012). However, little study exists to understand knowledge-sharing in Philippine higher educational institutions (PHEI). Few studies have focused on teachers' knowledge-sharing and have used a framework or theories to analyze behavior. Studies focusing on knowledge-sharing behavior are important as Filipino knowledge-sharing behavior has not been contextualized in the local educational system (Ballestamon, Narvasa, Cabasal, Gonda, & Prado, 2000).

For instance, leadership takes an important role in knowledge-sharing behavior of teachers, which subsequently enriches the knowledge-sharing practices (Fiscal, 2019). Likewise, organizational rewards are necessary to build a meaningful knowledge-sharing relationship and can encourage academic staff to share. It can improve the teachers' efforts and involvement in knowledge-sharing activities and develop other members' commitment to sharing knowledge (Fiscal, 2019).

There are relatively more reciprocal relations in the Filipino work network when it comes to knowledge-sharing. A person is expected to share knowledge (Muya & Calupitan, 2019). Likewise, a linear or leader-centered network is evidently manifested in the network when dealing with organizational problems relating to knowledge-sharing (Muya & Calupitan, 2019).

2.1.1.4 Knowledge-sharing in Social Constructs

This study further reviewed and analyzed human behavior in social aspects to acquire a deeper understanding of knowledge-sharing. From a social constructionist perspective, knowledge is how individuals and communities perceive, define, produce, and re-produce societal actions (Fletcher, 2006). There are different knowledge taxonomies, so it is important to differentiate them, whether theoretical or experiential (Travica, 2013). These can be represented as the ends of a continuum where new knowledge is created and learned. Thenceforth, it deploys concepts and procedures for creating, testing, and applying the newly learned knowledge. This perspective emphasizes both the social context and the shared contributions of its members and their collective understanding within that context, resulting in a reincorporation of existing ideas from which new knowledge is created between and within shared communities (Hu & Randel, 2014; Tillema, 2006; Weinberg, 2015). The notion that knowledge is a dynamic process in which the transfer of it is greatly affected and relies intensely on a person's capability, capacity, and intention is corroborated and rationalized.

The behavior of those taking part in the social settings is taken into the practical application of ideas and tested in actual human experiences, that is, to understand that knowledge is contextual, and its application is dependent on situations (Bennet & Bennet, 2004; Wied, 2006), consequently, applying knowledge to take effective action in varied and uncertain situations (Bennet, 2005). Therefore, knowledge is important because it can be used to deal with situations requiring sound judgment. It can be used to shelve frailty and outwit any failure caused by ignorance. Successful knowledge management is derived from effectively using and appropriately applying knowledge, delivering solutions, and effectively engaging in situations that require applying appropriate knowledge.

Knowledge exists because there is interaction between human acts. In theory, knowledge is transformed through participation in shared social activities with shared artifacts and cultural symbols (Holmes, 2010). In this view, knowledge is seen as inter-subjective constructs shared within and between communities (Lindgren & Packendorff, 2009). Individuals within and between communities, subjectively and inter-subjectively, construct their actions as developing processes through

understanding and articulating their actions (Fletcher, 2006). This viewpoint indicates descriptive or interpretive analysis of how opportunities and processes in social interaction between people are constructed. It clearly illustrates that knowledge and concepts are merely created by interacting with people and their interpreted environment. Hence, social interactions contribute to the acquisition and application of new knowledge. Much of this interaction is significant for relevant knowledge and the validity claims that are tied to it (Reichert & Zielke, 2008). Correspondingly, phenomena that are considered "internal" or "private," like emotions and feelings, are constructed, and their meaning is obtained in the course of everyday social practices and talks (Reichert & Zielke, 2008). With social interaction, a person's ability to construct and use knowledge effectively is driven by conscious learning from and through others as members engage in cooperative work and jointly tackle tasks (Weinberg, 2015).

Equally important are the transfer and sharing of knowledge. These two are important but different factors that must be considered in many different ways and forms of acquiring knowledge. Knowledge transfer is the process through which knowledge moves between a contributor (the source of knowledge) and a recipient. It occurs when people interact in a familiar place and practices (Hassan, Noor, & Hussin, 2017). In this process, knowledge is transferred among people between units, levels, and between organizations (Nguyen & Burgess, 2014).

On the other hand, knowledge-sharing is not just the exchange of knowledge. When two persons "share knowledge," it does not mean that the transfer is complete, and they end up with the same knowledge (Travica, 2013). It is more than the exchange of knowledge because it encompasses human capital and the interaction of individuals.

Nonetheless, sharing effort requires a focus on more than simply the transfer of knowledge. A successful knowledge-sharing effort requires a focus on more than simply the transfer of the specific knowledge. Many efforts must address current and prospective relationship challenges while analyzing the knowledge framework to guarantee efficient knowledge transfer. These activities need to focus on building and implementing the structure to bridge the existing and possible relationship issues and to examine the form and the location of knowledge to ensure its complete transfer

(Cummings, 2003). In other words, overcoming the factors that can impede, complicate, and those that can destroy knowledge internalization is as important as the activities used in knowledge-sharing, such as the exchange of documents, plans, presentations, and ideas to determine the results of a knowledge-sharing effort (Cummings, 2003).

Consequently, knowledge-sharing is fundamental to an organization's success (Yoon, Matsui, Yamada, & Nof, 2011). It requires the exchange of knowledge between and among individuals and within and among teams, organizational units, and organizations (Paulin & Suneson, 2012). It involves human interactions where two or more people socially interact to transfer knowledge (Chen & Hew, 2015; Chu et al., 2014; Jolae, Nor, Khani, & Yusoff, 2014; Koulikov, 2011; Richards, 2014; Shahzadi, Hameed, & Kashif, 2015). This interaction is an activity in which individuals' knowledge is transmuted into a more meaningful piece used and applied in many ways. Hence, through knowledge-sharing, the result of successful knowledge transfer manifests the creation of new knowledge.

Because of this, social interaction affects a person's intention. In terms of influencing behaviors, organizational culture is developed to guide the attitudes and behavior of its people. Social affiliations and networks are very much instrumental in one's behavior. Engagement is an organization-level construct influenced by motivationally focused organizational practices representing firm-level resources (Barrick et al., 2015).

Knowledge-sharing plays a vital role in academic institutions. Knowledge is connected to the faculty members' practices in generating, storing, sharing, and applying knowledge. Knowledge is core to education. Hence, leaders of academic institutions should effectively plan and impose knowledge-sharing strategies. Fundamental to this is understanding the knowledge-sharing behavior of its faculty, which will consequently enhance knowledge-exchange practices. The behavior of the teachers is a significant factor that prescribes how the knowledge-sharing effort would succeed. However, many issues affect knowledge-sharing behavior. Cultural aspects, classified into national, regional/local, and organizational, are also significant factors. Different aspects of cultural influences may contribute to the effective implementation of knowledge-sharing strategies. Whether to succeed or not all depends on how

willing and eager the participants are to share genuine knowledge. As this study progressed, the researcher realized that knowledge-sharing is not simply an activity. It is a place where the "encounter" happens. It is a "ground" or "pool" of people where they can play games for their benefit or something else. What is important is to understand where these people are coming from. Whether to share or not to share is the question. One thing is certain: there is a need to understand the sharers' behavior patterns entirely in order, there is a need to understand the sharers' behavior patterns entirely to succeed in knowledge-sharing.

2.3 Knowledge-sharing Behavior

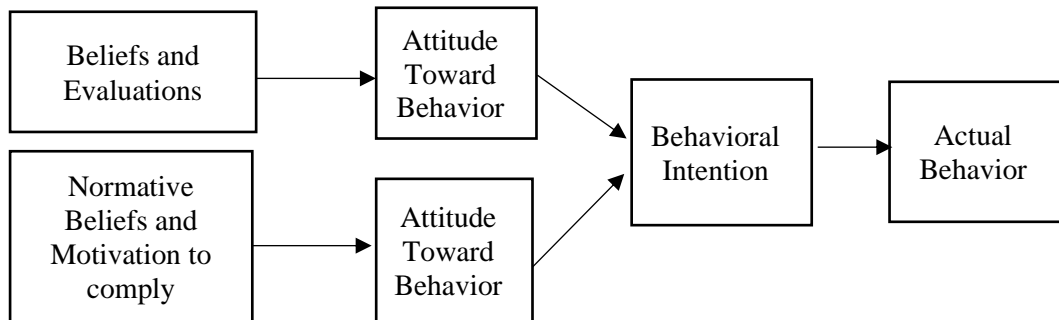
As discussed in the previous sections, knowledge is produced based on how individuals perceive, define, produce, and re-produce actions. This research, through its review of literature and theories, found that human behaviors affect knowledge-sharing (Austin, 2006; Chen, Chen & Kinshuk, 2009; Tsai, Chen, & Chien, 2012). The success of knowledge-sharing is affected by one's behavior to share. Trust, reciprocal benefits, and enjoyment through rewards are significantly related to a positive attitude toward knowledge-sharing. For example, group rewards are more evident in collectivist Filipino culture (Ipe, 2003; Jocano, 2001; Montemayor, 2015). These traits positively influence the person's attitude and knowledge-sharing behavior, allowing managers to develop intervention strategies that improve team environments to support knowledge-sharing. A person's behavior is shaped by the environmental influences where he grew up with or stayed for a significant amount of time. Through modeling behavior, one becomes attuned to and inhabited by the culture transmitted by this environment.

2.2.1 Theory of Reasoned Action (TRA)

Ajzen introduced the Theory of Reasoned Action (TRA), which identified perceived behavioral control as a key component of the Theory of Planned Behavior (TPB) (Yzer, 2012). TRA "offers a conceptual framework for understanding human behavior in specific contexts" (LaCaille, 2013, p. 127). Figure 2.5 shows the model TRA, which Fishbein and Ajzen proposed.

Figure 2.5:

The Theory of Reasoned Action (TRA) Model



Source: Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1992). Extrinsic and intrinsic motivation to use computers in the workplace. *Journal of Applied Social Psychology*, 22(14), 1111–1132.

Presently, the concept of TRA states that perceived behavioral control means "people's perception of the degree to which they are capable of, or have control over, performing a given behavior" (Fishbein & Ajzen, 2010, p. 64).

In their theoretical model, Fishbein and Ajzen (1985) suggested that a person's actual behavior could be determined by considering his prior intention and the person's beliefs about the given behavior. They referred to the intention that a person has prior to an actual behavior as the behavioral intention of that person and defined it as a measure of one's intention to perform behavior (Chuttur, 2009). They also proposed that behavioral intention could be determined by considering a person's attitude towards the actual behavior and its subjective norm. They defined the attitude towards a given behavior as a person's positive or negative feelings about performing the actual behavior.

2.2.2 Theory of planned behavior (TPB)

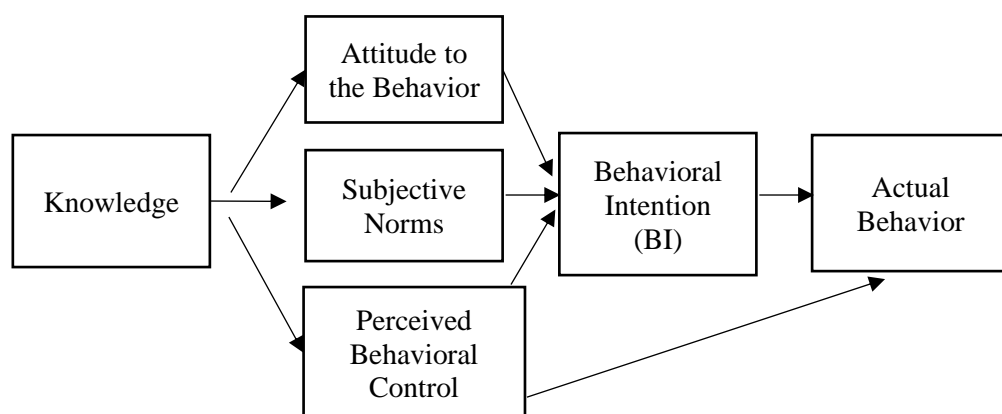
According to the Theory of Planned Behavior or TPB, human action is guided by three kinds of considerations: beliefs about the likely outcomes of the behavior and the evaluations of these outcomes (behavioral beliefs), beliefs about the normative expectations of others, and motivation to comply with these expectations (normative beliefs), and beliefs about the presence of factors that may facilitate or

impede performance of the behavior and the perceived power of these factors (control beliefs) (Ajzen, 1985; 1991). This concept underwrites the certainty that human intention is affected by factors that control behavior.

According to Bock et al. (2005), knowledge-sharing intention (KSI) is premised on the TPB and its subfactors, such as attitude, subjective norms, and perceived behavioral control, because it profoundly depends on human behavior. Knowledge-sharing success is influenced by one's behavioral intention (BI). BI has long been found to be significantly associated with actual behavior. According to the Theory of planned behavior (Austin, 2006; Chen et al., 2009; Tsai et al., 2012), behavioral intentions are motivational factors that capture how hard people are willing to try to perform a behavior. Attitude is a human behavior when motivation can significantly affect the intention of sharing. Subsequently, there is a need to focus more on the individual motivational factors that support positive behavior toward knowledge management (Shahzadi et al., 2015). Behavioral intention is the most influential predictor of these behaviors; a person does what he intends. Figure 2.6 shows the TPB model.

Figure 2.6:

Theory of Planned Behavior (TPB) Model



Source: Ajzen, I. (1985). From intentions to action: A theory of planned behavior.

In J. Kuhl & J. Beckman (Eds.), *Action control: From cognitions to behaviors* (pp. 11–39). New York: Springer.

Human behavior is an essential element in the success of any process or course of any knowledge-sharing activity. A person's intention to share knowledge must be known and clear. Because of that, organizations should invest their effort in encouraging and encouraging its essential members with their full cooperation and participation. Factors affecting behavioral intentions must be distinctly identified to ensure the success of knowledge-sharing. According to Gagne (2009), intentions encapsulate the motivational factors influencing behavior. Three sub-factors were identified to influence intentions: (1) attitude toward the behavior, (2) social norms regarding the behavior, and (3) beliefs about one's control over the behavior.

2.2.2.1 Attitude

Attitude is the degree to which one evaluates the behavior, whether favorably or unfavorably. Attitude and intention mediate knowledge-sharing intention (Shahzadi et al., 2015). The effect of external variables on attitude towards a behavior is that such beliefs are generated when individuals believe performing the behavior will lead to positive and negative consequences. Their attitude toward the behavior corresponds to the favorability or unfavourability of the consequences (Aliakbar, Yusoff, & Mahmood, 2012). Motivation can considerably affect one's attitude. Support Theory of Planned Behavior suggests that behavior is not a one-step process. However, it is always based on intention, which is based on attitude. So, there is a need to consider the individual motivational factors that support positive behavior toward knowledge-sharing (Shahzadi et al., 2015).

2.2.2.2 Subjective norm

Another factor that influences behavior intention is the social norm. Subjective norm is the perceived social pressure to perform or not to perform the behavior. Control beliefs are concerned with having the necessary skills, resources, and opportunities to engage in a behavior. They are similar to perceived control, self-efficacy, and the need for competence (Gagne, 2009). Subjective norm suggests that behavior is instigated by one's desire to act as an important referent to others' acts or think one should act (Chen et al., 2009). Organizational support should have a positive impact on subjective norms. Therefore, management should provide and implement supportive employee plans and culture (Ho, Hsu, & Oh, 2009).

2.2.2.3 Perceived Behavioral Control

Perceived behavioral control is another factor that affects human behavior. Workers with different cultures may be motivated by different motivators or at least by different quantities of the same motivator. The requirements for a conducive knowledge-sharing environment – a knowledge creation model- may differ for different cultures. Kidwell and Jewell (2003) conducted a study exploring the dimensionality and structure of internal and external perceived behavioral control, extending their research on the relationship between these control components. The results support an antecedent relationship between control constructs with external controlling variables as antecedents and internal control variables as the more proximate determinant of behavioral intent. An example of internal control is the epistemological belief of the person. Epistemological beliefs fundamentally affect the degree of knowledge-sharing (Weinberg, 2015). With this, organizations can gain insight into the individual cognitive processes through which knowledge-sharing occurs at work. External control is the antecedent of internal, which, in the given example, prior knowledge is premised on one's epistemological belief. The effect of external controlling variables on attitude toward a behavior is that such beliefs are generated when individuals believe that performing the behavior will lead to positive and negative consequences. Their attitude toward the behavior corresponds to the favorability or unfavorability of the consequences (Kwok & Gao, 2006).

2.3 Social Exchange Theory (SET)

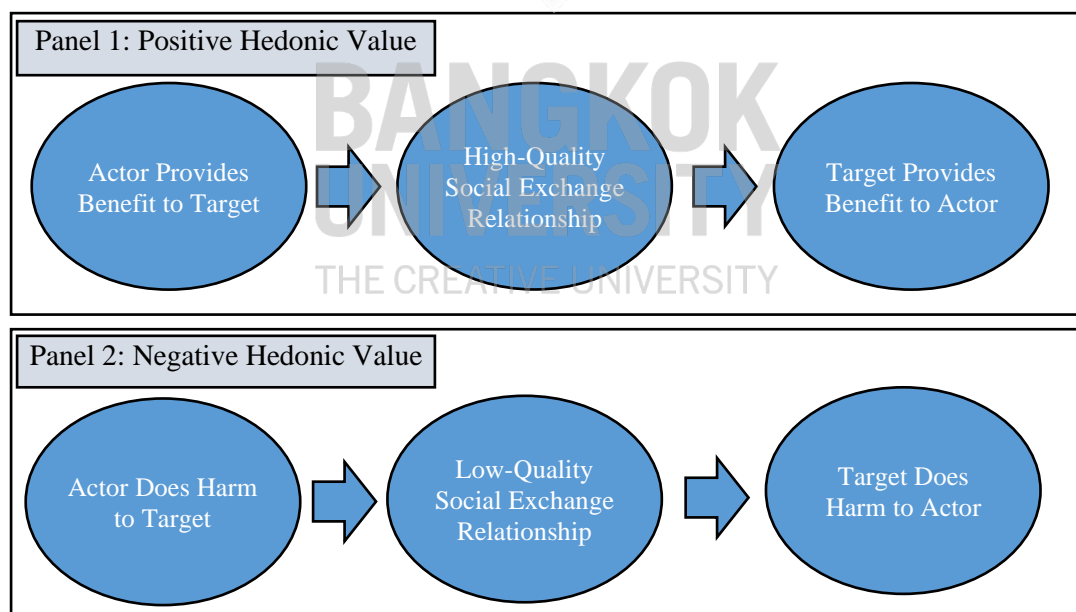
Social Exchange Theory (SET) posits that a person's demonstrated behavior results from cost-benefit analyses trying to interact with society and the environment. SET defines how social interactions are determined by the benefits attained from service exchange. It can provide a proper theoretical lens for understanding the person's behavior in knowledge-sharing activities (Gharib, Philpott, & Duan, 2017).

If a person believes they can extract more of a reward through behavior than they lose by performing it, they will perform it. Conversely, the behavior will not be performed when the person feels the cost outweighs the benefit. If someone does not value maintaining a relationship or is distrustful and does not expect others to follow through with the reward, the balance would be shifted toward anticipating a lower

worth to any social exchange (Jonason & Middleton, 2015). A series of successful reciprocal exchanges may transform an economic exchange relationship into a high-quality social exchange relationship. In this way, people may become affectively committed to organizations. The relationship quality would be low, as mutually beneficial interchanges are less likely to be engendered when people transact in harm. Figure 2.4 shows two panels of behaviors as an outcome of exchange relationships. SET postulates that the interaction of people with others is based on self-interest, with much consideration of the costs and benefits they can get from such interactions. People always consider for a maximum benefit but minimize the costs when exchanging resources with others.

Figure 2.7:

Generic Model of Social Exchange



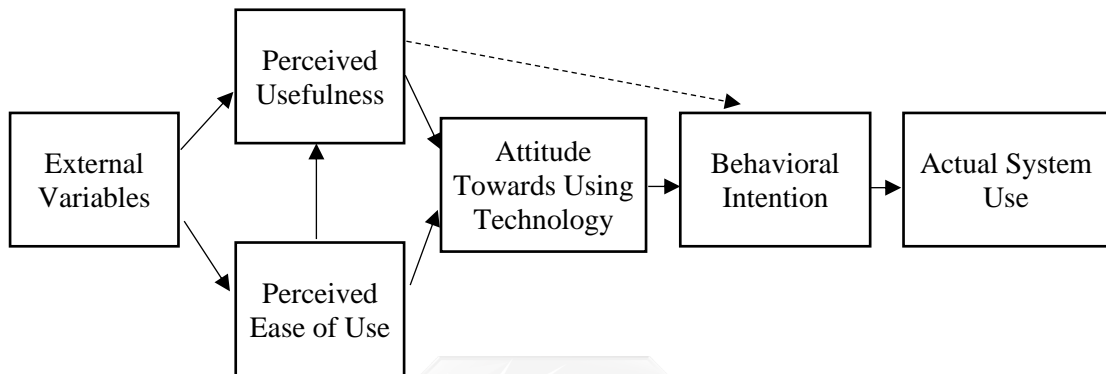
Source: Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*, 11, 479-516.

In knowledge-sharing, people who believe in the mutual benefits of exchanging knowledge are more willing to participate (Jahan & Kim, 2020), which corresponds to reciprocity in terms of Filipino values. When they get timely and valuable responses from others, the value and frequency of responses, thus satisfying the essential inquiries, will stimulate behavior to participate in knowledge-sharing (Jahan & Kim, 2020).

2.4 Technology Acceptance Model (TAM)

In academic institutions, teachers' knowledge-sharing behavior is greatly affected by their strong belief and motivation to increase their knowledge capacity and expand their professional networks, as well as the policies and rules controlling their behavior. Likewise, they recognized that technology can effectively promote and encourage knowledge-sharing (Tabajen, 2020). The rules and policies on using the platform should guarantee proper communication and provide security for preserving rights and confidentiality. These are the factors teachers should consider when using technology in knowledge-sharing. The technology structure used to share knowledge is a controlling factor in their behavior in participating in knowledge-sharing. There should be concrete procedures and rules that ensure the protection and confidentiality of shared. Nevertheless, violation of intellectual property rights must be carefully considered when creating a culture of sharing (Tabajen, 2020).

The design of technology and knowledge is progressively becoming global (Organization for Economic Cooperation and Development, 2010). Technology creates an ideal environment for knowledge-sharing, which is vital in improving shared knowledge outcomes. Consequently, management adheres to providing appropriate technology for knowledge-sharing, such as academic portals, websites, and e-mail settings. However, the ability or willingness of workers to use technology in the knowledge-sharing process will not motivate them to participate in knowledge-sharing (Oye et al., 2011). Instead, their inability or unwillingness to use technology will demotivate them. This study is premised on the Technology Acceptance Model, or TAM, conceptualized by Davis, Bagozzi, & Warshaw (1992), which explains the effect of human behavior on acceptance of technology use. Figure 2.8 shows the diagram of TAM.

Figure 2.8:*Technology Acceptance Model (TAM)*

Source: Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1992). Extrinsic and intrinsic motivation to use computers in the workplace. *Journal of Applied Social Psychology*, 22(14), 1111–1132.

TAM describes the user's behavior in technology acceptance. It posits that two beliefs determine a person's behavioral intention to use a technology. These are the perceived usefulness and perceived ease of use. Perceived usefulness is the degree to which one believes that using a particular technology would increase productivity, while perceived ease of use is the degree to which one believes that using a particular technology would be easy (Oye et al., 2011). This study is also grounded on Eason's (1988) conceptualization of technology acceptance in terms of control. Control factors are the rules or structures such as access, reliability, confidentiality, monitoring, pacing, stress, and social constructs imposed upon the users, thereby removing control over one's actions. The presence of certain factors is likely to reduce the users' perception of control and thus increase the risk of resistance. Tounkara and Arduin (2014) used this concept to propose a framework that helped identify prevailing characteristics of the technology functionalities to develop in order to support knowledge-sharing. Consequently, cultural and organizational contexts shape the acceptance of technology, which are important factors in technology acceptance because knowledge-sharing is focused on human capital and the interaction of individuals.

Many elements are perceived to control behaviors and knowledge-sharing. Workers do not share genuine knowledge with their colleagues because of the following reasons: protecting one's competitive edge, job insecurity, personal animosity, and personal traits, shared knowledge not accepted or comprehended, harm themselves or others with the knowledge, confidentiality, and lack of a sharing culture (Oye et al., 2011). Another significant factor is the value of knowledge being shared. The quality and value of shared knowledge varies depending on the person's intention. Knowledge claims should be evaluated based on specific ideas and beliefs' practical consequences and effectiveness. The person's beliefs about the nature of human knowledge, how it is created, and the criteria for and the process of knowing are best viewed in terms of their practical uses and successes (Stone, 2006). Moreover, a person's knowledge-sharing intention is affected by his belief that his knowledge capacity will increase, his professional networks will grow, and the policies and rules will minimally control his behavior (Tabajen, 2020).

2.5 Knowledge-sharing Behavior (KSB)

Knowledge-sharing is "a set of individual behaviors involving sharing one's work-related knowledge and expertise with other members within one's organization" (Yi, 2009, p. 2). A person's intentions are motivational factors that capture his willingness to perform a specific behavior. A person does what he intends to do. So, it is a significant element in the success of any process or course of any knowledge-sharing activities. Factors affecting the intentions must be distinctly identified to ensure successful knowledge-sharing. According to Gagne (2009), intentions are assumed to depict the motivational factors that influence a behavior.

This study dwells on the factors identified in TPB in finding answers to its inquiry related to human behavior and intention to share, which resulted in actual knowledge-sharing behavior. Many individuals do not share knowledge due to some perceived behavioral controls. Ipe (2003) has identified indications of a person's perception of sharing. Knowledge-sharing is affected by how a person (1) perceives the need to acquire knowledge, (2) the perceived willingness of the receiver to accept knowledge, (3) the perceived ability of the receiver to understand the knowledge, and (4) perceives appreciation and rewards received by the sharer (Ipe, 2003).

According to Yeshinegus and Hong (2018), knowledge production is part of higher education institutions (HEIs), and knowledge-sharing (KS) is extremely important in this regard. However, many higher education institutions have not embraced the need for knowledge-sharing among their faculty members as an inevitable endeavor to succeed in providing knowledge to students and other individuals. They highlighted and discussed some practical ways of knowledge-sharing among faculty members in higher education and emphasized how these KS strategies help to promote quality teaching and research among faculty members to achieve the goal of higher education. Besides, it discusses the essence of KS, namely: it preserves knowledge; it is a necessary ingredient for personal growth; it makes learning accessible and convenient; it promotes unity and collaboration among faculty members; it identifies gaps and opportunities; it provides quality higher education and ensures better world. Further, the article underlines some challenges impeding KS from individual to organization and technology and provides appropriate remedies. Finally, the article highlights some practical ways of knowledge-sharing encompassing speaking, writing, and technology, which are crucial to assisting university faculty members in sharing knowledge.

Shahid, Qaswa, Naveed and Asif's (2020) study examined the knowledge-sharing behavior of academicians working at the University of Sargodha, Sargodha. This research used a quantitative research design and a survey method. The data were collected from 237 academicians who signed a questionnaire containing a knowledge-sharing Behavior Scale and demographic variables. Both descriptive and inferential statistics were applied for data analysis.

The results indicated that these academicians used to share their knowledge more often through documents and reports, personal conversations, team meetings, participation in brainstorming sessions, organizational meetings, sharing success stories and personal experiences, asking questions, past mistake and failure stories, coaching junior employees, supporting the personal development of new members, and making presentations in the meetings. There were no statistically significant mean differences in the index of knowledge-sharing behavior based on gender, social background, education, and teaching experience. Conversely, age and number of publications were the correlatives of knowledge-sharing behavior. The results help

university administration design programs to promote a knowledge-sharing culture for collaborative learning and research.

This study would be a worthy contribution to the existing literature on general knowledge-sharing and academicians' knowledge-sharing behavior.

2.6 Culture

Cultural issues are important in knowledge-sharing (Demigha & Kharabsheh, 2016). People typically demonstrate different behaviors, and they value their culture so much. Individual and social barriers often prevent effective knowledge-sharing. A person's national and organizational cultures are considered important factors that significantly impact the success of knowledge-sharing practices. Reciprocity characteristic of culture and knowledge: Knowledge defines culture, and culture defines knowledge. "An organizational culture is the environment of beliefs, customs, knowledge, practices, and conventionalized behavior of particular social groups." (Hendriks, 2004, p. 7).

Toukara and Arduin (2014) conducted a study investigating the importance of organizational and cultural contexts in the efficiency of knowledge-sharing strategies. They proposed a framework that helped identify the dominant characteristics of these contexts. Their framework found that the contexts of competing values influence social interaction and how employees consider information processes to support knowledge-sharing.

Specific characteristics of culture fostered knowledge-sharing. Diversity in the workforce is one factor that increases knowledge-sharing (Stoermer et al., 2016). The more people involved, the more diverse it is. Each person involved in the organization is considered important, plays an important role, and contributes to its campaigns to achieve its short-term and long-term goals. An organization's success greatly depends on how its people work and how collaboration is developed among them. Recognition of diversity is a fundamental moral human right (Clements & Jones, 2008). In a society where people willingly cooperate and perform systematically without barriers caused by cultural differences, practices are informal and easy-going, whilst others struggle. It is acknowledged that for some, it is seen as a challenge. It is imperative and fundamental for the organization to deal with and

manage human differences within its dominion effectively. For this reason, this study focuses its investigation and analysis on these aspects of culture and knowledge-sharing intentions. This research must acquire a profound understanding of what aspects of culture need to be gauged to identify its effects and effects and its extent on people's behavior and social interactions. It will explain how knowledge is picked up and transmitted from one person to another by identifying factors that affect their knowledge-sharing behaviors.

2.7 Definition of Culture

Culture is “the collective programming of the mind that distinguishes the members of one group or category of people from others” (Hofstede et al., 2010, p. 6). Based on Hofstede's (1980 b) and Hofstede, Hofstede, & Minkov's (1990) study on cultural differences, national cultures differ mainly at the level of values, while organizational cultures differ primarily at the level of the more superficial practices. Although efforts have been made to review and summarize the concepts of 'culture,' Apte (1994), in his writing of the ten-volume Encyclopedia of Language and Linguistics, said that despite efforts to define culture adequately, there was no agreement among anthropologists regarding its nature. However, for many, culture can be defined depending on the nature of the society or group and how the behavior and values of its people are manifested by their cultural values.

Markus and Kitayama (2010) define culture as a set of material and symbolic concepts, such as the world, environment, contexts, cultural systems, social systems, social structures, institutions, practices, policies, meanings, norms, and values, that form and give direction to behavior. It is critically manifested in organizational behavior.

Genelot (2017) stressed that people are products of their culture. Their representations and visions of what is good and what is wrong, their behavior at work, and their concepts of organizations are the outcome of the representations carried by their ancestors.

In social anthropology, “culture is a catchword for all patterns of thinking, feeling, and acting including ordinary and simple things in life like greeting, showing feelings and attitude which rationalize the influences of culture to one’s behavior” (Hofstede et al., p. 5).

Bodley (2017) attempted to summarize definitions that give the idea of all the facets of culture from the perspective of cultural anthropology. This study provides substantial evidence for its claim that cultural values are extensively demonstrated by behavior acquired from the environment and social groups. Table 2.3 shows the different definitions of culture based on Bodley's (2017) summary and classifications.

Table 2.3

Bodley's Summary of the Definitions of Culture

Behavioral	Culture is shared, and learned human behavior is a way of life.
Functional	Culture is how humans solve problems by adapting to the environment or living together.
Historical	Culture is social heritage or tradition that is passed on to future generations.
Mental	Culture is a complex of ideas or learned habits that inhibit impulses and distinguish people from animals.
Normative	Culture is ideals, values, or rules for living.
Structural	Culture consists of patterned and interrelated ideas, symbols, or behaviors.
Symbolic	Culture is based on arbitrarily assigned meanings that are shared by a society.
Topical	Culture consists of everything on a list of topics or categories, such as social organization, religion, and economy.

Source: Bodley, J. H. (1994). *Cultural anthropology: Tribes, states and the global system*. Mountain View, CA: Mayfield.

This study aims to analyze a person's behavior and determine how much culture influences knowledge-sharing behavior. It adopts all aspects of the definitions of culture as they apply to the person's learned behavior and acquired ideas shared within society or the work environment.

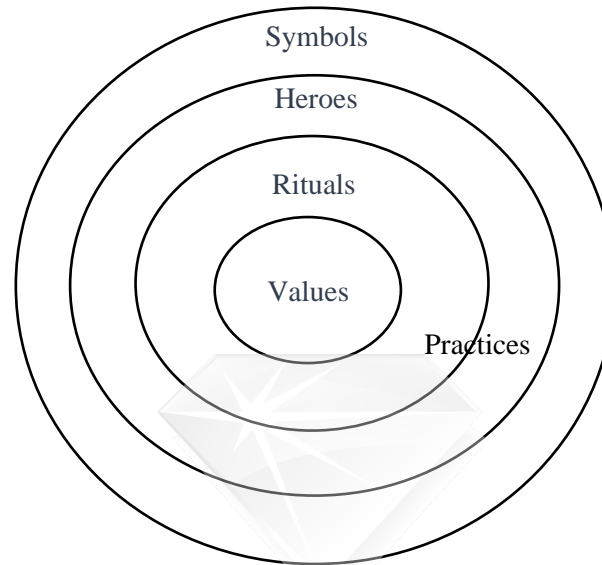
Further, culture is delineated by the following definitions, which show the characteristics of culture that best describe and support the purpose of this study.

Culture “consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts” (Spencer-Oatey, 2012, p. 2). “is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Spencer-Oatey, 2012, p. 2).

The above discussions on culture rationalize that behavior is cultural when some social group or society shares it. Therefore, society is an important part of culture formation, emphasizing that culture is always a collective phenomenon (Hofstede et al., 2010). Culture is “shared by people who live or lived within the same social environment where it was learned” (Hofstede et al., 2010, p. 6). Hofstede suggested four manifestations to describe the cultural symbols, heroes, rituals, and values (Hofstede et al., 2010). Figure 2.9 shows the diagram of the manifestations of culture at different levels of depth.

Figure 2.9:

The Onion Diagram Manifestations of Culture at Different Levels of Depth



Source: Hofstede, G. (1994). *Cultures and Organizations: Software of the mind*. London: HarperCollins.

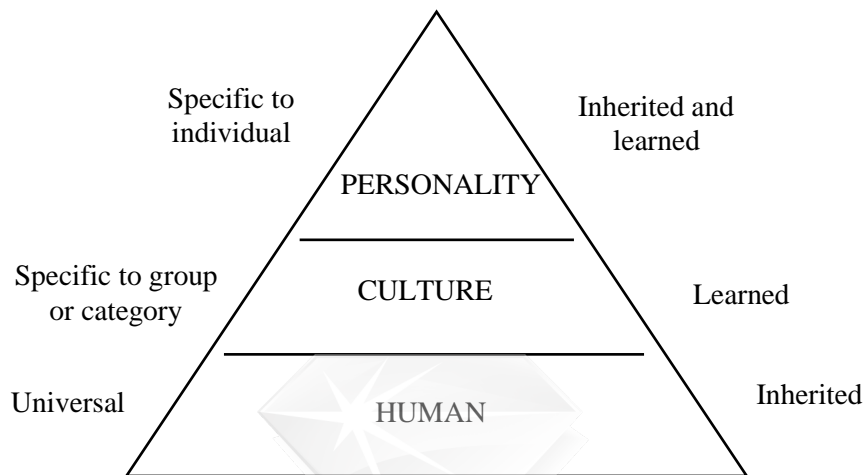
Culture is acquired through the environment where one grew up and where values, beliefs, and traits are usually engrossed. Its deepest layer is a core of values emerging from a world influenced by a person's transactions with his or her natural and social environment (Ramirez, 2007). Hence, much of a person's characteristics were acquired from early childhood and carried over throughout his or her life as well as through the modeling of behavior when people communicate through shared language, by living in the same historical period, and when they are sufficiently proximal to influence each other (Heine et al., 2001). This sociocultural context of the environment shapes people's thoughts, feelings, and actions through interacting and often tacit categories of culture (Markus & Kitayama, 2010). People's natural characteristics and values manifest when reacting and adapting to their social being. Culture is as important in organizations as in societies (Gurdal & Kumkale, 2014). Shared social activities with shared artifacts and cultural symbols transformed a person's participation in knowledge-sharing (Holmes, 2010). A culture of sharing is

initiated and developed within the organization's premise. It is human nature that one always considers social influence prior to decision-making. However, human beings are not programmed to thrive in organizations (Austin, 2006). Cultural acceptance, such as knowledge-sharing, is the most critical factor in successfully implementing an organization's process. Therefore, organizations need to consider cultural values in the formation of the behavior of its members.

According to Hofstede et al. (2010), each person carries patterns of thinking, feeling, and potential acting established within one's mind that shape one's mental program, which defines thinking. The sources of this mental program lie within the social environments where one grew up and from where he collected his life experiences. The mental program, which includes knowledge, beliefs, morals, customs, and other capabilities and habits acquired by a person as a member of society, constitutes the distinguishing achievements of human groups (Spencer-Oatey, 2012). Life experiences and being a member of different groups at different times in many different environments reflect the many facets of cultural formation (Browaeyns & Price, 2019). This formation of culture can be used as the basis for understanding how groups are structured and how their members react. Everyone belongs to different groups and categories of people, carrying several layers of mental programming corresponding to different levels of culture (Hofstede et al., 2010). Figure 2.10 shows the three levels of uniqueness in mental programming.

Figure 2.10:

Three Levels of Uniqueness in Mental Programming



Source: Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind*. New York: McGraw-Hill.

Thus, different groups typically demonstrate behaviors distinct from social groups at different levels. Hofstede expanded the levels into the following cultural levels:

- 1) "A national culture level according to one's country or countries for people who migrated during their lifetime.
- 2) A regional and/or ethnic and/or religious and/or linguistic affiliation, as most nations are composed of culturally different regions and/or ethnic and/or religious and/or language groups.
- 3) A gender level, according to whether a person was born as a girl or as a boy.
- 4) A generation level, which separates grandparents from parents from children.
- 5) A role category, e.g., teacher, student.
- 6) A social class level associated with educational opportunities and with a person's occupation or profession.

7) For those employed, an organizational or corporate level according to how employees have been socialized by their work organization." (Hofstede et al., 2010, p. 18)

These levels of mental programming are not necessarily congruent. Some parts are conflicting, making adjusting their behavior difficult, especially in a new environment (Hofstede et al., 2010). The new environment forms new patterns of behavior programmed in the human brain (Ehrlich & Feldman, 2003). These patterns recognize individuals from one group category to another, which vary as much as the social environments in which they were acquired (Hofstede et al., 2010). The community where they live and the people surrounding them are significant stimuli to their behavior and how they react to a situation. Thus, a person's behavior is manifested in his cultural values and is influenced by the cultural levels identified by the acceptable conduct in his community. Browaeys and Price (2019) stressed that "culture is an integral part of all human societies and an important element of a social group" (p. 33). It was further emphasized that although culture is manifested in a person's behavior, it is also a way of thinking shared by people in a particular society or organization. It is a language of attitude, norms, and values and a person's way of thinking learned within a particular social environment. People emulate their culture, which predetermines their behavior. Most of the time, small actions are attributed to acquired cultural values (Hofstede, 1980 a). Their values are affected by the settings where they have lived. Their behavior and attitude are formed by time. According to psychologist Oyserman (2015), cultural and individual values, if made salient, are connected to and can predict behavior and choices. It explains one's relationship to oneself and how it is affected by the social environment that represents culture. More so, culture operates on three levels in the human system of values (Browaeys & Price, 2019).

1) The first level is where it can be observed. Mentalities can be observed in customs, clothing regulations, attitudes, contracts, language, eating, and other aspects. At this level, values are manifested explicitly and can easily be seen.

2) On the second level, culture deals with norms and values. Here, beliefs are statements of fact about how things are. These cultural rules explain the previous level and determine whether actions are right or wrong. Values are generally

connected with inclinations concerning what is good or bad and how things are expected to be.

3)The third level is considered the deepest and most challenging to explore. It involves basic assumptions, which must be translated into understanding how other levels function. Thus, an explanation of why people act according to a particular value is required.

In this sense, "culture includes systems of values, which are among the building blocks of culture" (Hofstede, 1980 b, p. 25). The characteristics that define each cultural group can provide insights into building camaraderie among workers with different cultural backgrounds. If awareness of culture is deliberately fostered, the ability to analyze the effectiveness of policies implemented in a diversified cultural environment can be considerably improved.

2.8 Change in Culture

As discussed, the social environment shapes a person's mental program. Changing the environment's settings may alter a person's mental program. However, one can deviate from his behavioral patterns and react in new, creative, destructive, or unexpected ways. This notion asserts that culture is not innate but learned from one's social environment rather than genes (Hofstede et al., 2010). Culture is dynamic, and its sociocultural ideas, practices, and institutions are constantly developed, accumulated, and changed over time (Markus & Kitayama, 2010). Culture is dynamic since values and norms are continually evolving. It is an integrated system with several interconnected parts. Therefore, a change in one part of the culture will likely change the other parts. However, the changes are never abrupt since every culture is deeply rooted and sustains consistency (Browaeyns & Price, 2019). It is built over time and changed over time. It is subject to gradual change (Apte, 1994). Thus, one must learn how to adjust and adapt. One needs to focus on changing the self and improving the fit between the self and the demands of the social environment (Heine et al., 2001). A person must understand how he/she fits, adjusts, and adapts to the environment. The ability to adapt and adjust to the environment can be used when establishing a culture of sharing in the organization. For this reason, this study endeavors to determine the influence of culture on communication and relationships,

preferences of individuals, and their behaviors towards knowledge-sharing - How could culture be used or dealt with to build a culture of sharing so that knowledge-sharing will become natural and spontaneous?

2.9 Cultural Diversity

Culture is the lens through which one evaluates everything in one's surroundings, what is proper or improper, normal or abnormal. If a person is immersed in a fundamentally different culture that is not his or her own, he or she becomes disoriented and may experience 'culture shock.' People usually use their own culture's standards to judge others, especially those who are different from them. Essentially, they tend to fear something they do not understand (Belfield, 2012). On the other hand, cultural diversity is important because people can learn from one another. However, they must understand each other's cultural backgrounds for effective collaboration and cooperation. Learning about diversity helps understand different perspectives of work behavior and dispels negative stereotypes and biases about different groups (Belfield, 2012). For instance, people learn from people from diverse cultures, learning new language skills, new ways of thinking, new knowledge, and different experiences (Belfield, 2012). Thus, understanding and accepting the value of cultural diversity helps the organization and its members to recognize and respect "ways of being" so that interactions can build bridges to trust, respect, and understanding across cultures (Belfield, 2012).

Cultural diversity is important to the workforce but needs to be managed effectively to expand and improve knowledge-sharing. Diversity can be an asset if workers are given a reassuring environment wherein they can express their views and articulate their varying frames of reference. Sharing expertise and skill sets must be developed and promoted under diverse cultural backgrounds and broadening perspectives that members of the organization can bring into the problem-solving procedures. An environment that lacks sensitivity to diversity may render cultural diversity a disadvantage for organizations (Watad & Perez-Alvarez, 2007). In order to create and sustain a culture of sharing, the people involved with diverse backgrounds must work collaboratively and in harmony to bring together varied ideas and concepts to flow into the system, thus ensuring the organization's success.

2.10 National Culture

National culture is a distinctive set of beliefs, values, and assumptions generally held by members of a national group. It refers to specific characteristics such as language, religion, ethnic and racial identity, cultural history, and traditions. National culture is rooted in values learned, so it is quite stable and takes generations to change.

“The values, traits, and customs of the society in which the organization is located are transferred from society to the organization through workers, which contributes to the formation of the culture of the organization” (Aldulaimi, 2018, p. 67). This culture is "influenced by several social variables such as political system, economic system, cultural and social conditions, environment Internationalization and globalization" (Aldulaimi, 2018, p. 67). All of these affect the organization's strategy, objectives, standards, and foundations. For the organization to be accepted and legislated, its strategies must be compatible with society's culture. Hofstede (1980 a; 2001) developed a widely used model to analyze national culture using a pragmatic approach. In this national culture model, he originally conceptualized five dimensions of national culture: Power distance, individualism versus collectivism, masculinity, uncertainty avoidance index, and long-term orientation.

2.11 Cultural Dimensions

Some social anthropologists attempted to identify some common problems in all societies by reflecting on field experiences, conceptual reasoning, and statistical analysis. The following areas were identified as common problems worldwide, with consequences for the functioning of societies and individuals within the society (Hofstede et al., 2010, p. 30)

- 1) Social inequality, including the relationship with authority.
- 2) The relationship between the individual and the group.
- 3) Concepts of masculinity and femininity: the social and emotional implications of having been born as a boy or a girl.
- 4) Ways of dealing with uncertainty and ambiguity, which turned out to be related to controlling aggression and expressing emotions"

Key dimensions were identified in the exploration of culture ascertained from the work of the anthropologists Kluckhohn and Strodtbeck (1961), who developed a comparative model with six cultural orientations. These orientations are considered not static; however, they are evolutionary. According to this model, culture in a society may change due to the influences of outside culture being depicted and within through changes in these orientations (Markus & Kitayama, 2010). These orientations are the following:

- 1) “the nature of people.
- 2) the relationship to nature.
- 3) the relationship with other people.
- 4) the modality of human activity (doing and being).
- 5) the temporal focus of human activity (future, past, present).
- 6) the concept of space (private/public).” (Markus & Kitayama, 2010, p. 34)

These cultural orientations have motivated researchers in culture and management to develop their model of cultural dimensions. As a result, many culture researchers, including Hofstede, have developed different dimensions that can be readily compared to quantify culture. Markus and Kitayama (2010) asserted that cultural dimensions can be used to describe the cultural profile of people in certain groups or societies and discover the typical values developed within their environment. Cultures differ, but each empirical study explains cultural differences using distinct cultural dimensions (First & Brozina, 2009).

The article Hofstede's Cultural Dimensions (De Bruin, 2017) explained that cultures worldwide are becoming more intercommunicated, and thus, the business world is becoming increasingly global.

Organizations are now working with diverse people from different countries. Managers should be able to work with many people from different cultural backgrounds. However, since most people are so strongly immersed in their own culture, they often fail to see how it affects their thinking patterns or behavior. Researchers suggest tools or mechanisms to compare countries' cultural similarities and differences to overcome this. Several attempts have been made to combine these

cultural differences across borders (e.g., the GLOBE study, Trompenaars' cultural dimensions, and Hall's cultural dimensions).

Geert Hofstede's Cultural Dimensions is the most used and best-known framework for cultural differences. Although the work of Hofstede has received criticism questioning whether there is a universal validity of management theories developed in one country, it has the most prominent attention in cross-cultural research (Taras, Kirkman, & Steel, 2010) when he conducted cross-cultural studies on an average sample of 60 countries. His conceptualization of culture is comprised of five cultural dimensions:

2.11.1 Power distance

Power distance describes how societies handle inequality and accept status differences firmly. This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally: beliefs about the appropriate distribution of power in society. The fundamental issue here is how a society handles inequalities among people. People in societies exhibiting a significant degree of Power Distance accept a hierarchical order in which everybody has a place and needs no further justification. In societies with low Power Distance, people strive to equalize power distribution and demand justification for power inequalities.

2.11.2 Individualism-collectivism

Individualism or collectivism characterizes the degree to which individuals are supposed to look after themselves or show high group orientation. The dimension is about the relative importance of individual versus group interests. The high side of this dimension, individualism, can be defined as a preference for a loosely knit social framework in which individuals are expected to take care of only themselves and their immediate families. Its opposite, collectivism, represents a preference for a tightly knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty.

2.11.3 Uncertainty avoidance

Uncertainty avoidance shows the extent to which societies are comfortable or uncomfortable with unpredictable situations and try to avoid ambiguous situations. The Uncertainty Avoidance dimension expresses the degree to which the members of

a society feel uncomfortable with uncertainty and ambiguity. In addition, its impact on rulemaking is considered. Countries exhibiting a high Uncertainty Avoidance maintain rigid codes of belief and behavior and are intolerant of unorthodox behavior and ideas. Countries with a low Uncertainty Avoidance index maintain a more relaxed attitude in which practice counts more than principles, tolerance for ambiguity is accepted, and the need for rules to constrain uncertainty is minimal.

2.11.4 Long-term orientation (LTO)

LTO describes a society's orientation along future rewards in the shape of thrift and perseverance. On the other hand, the adherence to past virtues, as a sign of respect for tradition, defines short-term orientation (STO) (Hofstede, 1980 a). Every society has to maintain some links with its past while dealing with the present and future challenges. Societies prioritize these two existential goals differently. For example, countries that score low on this dimension prefer to maintain time-honored traditions and norms while viewing societal change with suspicion. They are past and present-oriented and value traditions and social obligations. On the other hand, countries with cultures that score high on this dimension take a more pragmatic approach: they are future-oriented and encourage thrift and efforts in modern education to prepare for the future.

When operationalizing and measuring culture, studies most often focus on the structures of these five cultural dimensions: power distance, individualism, uncertainty avoidance, masculinity-femininity, and long-term orientation (Hofstede et al., 2010; House, Hanges, Javidan, Dorfman, & Gupta, 2004). Each represents a continuum along which an organization is situated.

2.12 National Culture - Country and Cultural Effects

Hofstede (1980 b)'s pioneering work has extensively shaped the study of cultural influences on international business practices, Culture's Consequences. Hofstede's framework has been an important foundation in cross-cultural management studies because it recognizes multiple cultural characteristics, including power distance and individuality vs. collectivism. Numerous studies have built upon Hofstede's original model over time, utilizing it in various industries and contexts to investigate how cultural variations influence business strategies and organizational

behavior. For example, studies have shown that organizations with culturally diverse teams frequently experience communication and decision-making difficulties. However, because of the range of viewpoints these teams bring, they can accomplish better innovation and problem-solving levels (Kirkman, Lowe, & Gibson, 2017).

Kirkman et al. (2017) paper offers an in-depth review of the developments in this field since their 2006 initial research. They highlight instances in which Hofstede's dimensions have been misused or misunderstood while highlighting their Continued usefulness. Researchers' propensity to treat Hofstede's dimensions as static and generally applicable without considering how culture is dynamic and ever-evolving is one important criticism of the Theory. Kirkman et al. (2017) stress the importance of distinguishing between national and cultural effects, urging scholars to explore how these dimensions interact with other variables like economic development and political systems. Distinguishing between national and cultural effects is crucial for accurately analyzing the influences on organizational behavior and business practices. According to the study, national effects refer to a country's specific socio-political and economic environment, which can significantly impact how businesses operate. These effects are often influenced by factors such as non-discrimination, legal clarity, investment climate, protection against risks, profit transfer rights, and arbitration-based settlement (Mulyana, 2020). For example, compared to a nation with lower restrictions, a nation with strict labor laws may see slower organizational changes.

In contrast, the cultural effect refers to the enduring patterns of values, beliefs, and behaviors within cultures that influence attitudes and behaviors and reflect the broader impact of culture on societal norms (Escalante, Ganz, & Minett, 2024). Within various cultural groups, factors such as Power Distance, Uncertainty Avoidance, and Individualism versus Collectivism affect public behavior patterns (Teichmann, Kaugerand, Ehala, Meriste, & Rannat, 2024). These cultural effects are often stable over time and can profoundly influence various aspects of business operations, such as leadership styles, communication practices, and decision-making processes.

This distinction between national and cultural effects helps avoid overgeneralizations that could lead to ineffective business strategies. By acknowledging the specific national context, businesses can better adapt their strategies to local conditions while still being sensitive to the broader cultural environment. For example, a multinational company might tailor its human resources policies to align with a host country's legal requirements while considering its workforce's cultural preferences. Understanding this nuanced interplay between national and cultural influences allows businesses to operate more effectively across different international environments.

The current study is focused on exploring cultural effects, mainly through the lens of Hofstede (1980 b)'s influential work, *Culture's Consequences*. Hofstede's framework identifies key cultural dimensions such as power distance, collectivism, uncertainty avoidance, and short-term orientation that have profoundly impacted cross-cultural management studies. It is a foundational tool for analyzing how cultural differences influence business strategies and organizational behavior. The study aims to build on this body of research by examining the stable, enduring patterns of values, beliefs, and behaviors that define culture and influence organizational practices, decision-making processes, and leadership styles.

While previous research has also considered national effects—those socio-political and economic conditions specific to a country—this study will primarily focus on the cultural dimensions that shape behavior within different societal contexts. By emphasizing cultural effects, the study seeks to provide a deeper understanding of how these enduring patterns contribute to business operations across various environments. This focus will help to avoid overgeneralizations and offer insights into how businesses can tailor strategies to align with cultural norms while navigating the complexities of international markets.

2.13 Knowledge-sharing and cultural dimensions.

Studies have shown that cultural dimensions may explain related behaviors (Luria et al., 2014). For instance, Stoermer et al. (2016) have used these dimensions to identify their influences on inclusion climate. Low power distance, high collectivism, low uncertainty avoidance, and long-term orientation are conducive to effectively

implementing diversity and inclusion management practices and creating inclusion climates. Further, they have found that an inclusion climate provides a supportive and cooperative work environment, which is expected to boost knowledge exchange and yield innovation. Influence of cultural dimensions was partly confirmed for individualism and assertiveness (First & Brozina, 2009). Demigha and Kharabsheh (2016) found that culture may profoundly impact organizations and impact knowledge-sharing. Specific cultural features were shown to promote enhanced knowledge exchange. The succeeding paragraphs discuss how each of the cultural dimensions influences knowledge-sharing.

2.13.1 Power distance and knowledge-sharing

Power distance portrays societal inequality and how strongly people accept differences in status (De Mooij, 2017). It is the level of acceptance of an uneven distribution of power. Social hierarchy is fundamental in high power distance culture. In a lower power distance culture, actions toward centralizing decision-making are expected to be weaker. It shows that the relationship between such actions, decentralization, and delegation practices is lower for high power distance (House, Javidan, & Dorfman, 2001). In their study, Ng and Burke (2004) identified a strong negative correlation between individual-level power distance and favorable attitudes toward employment equity. Zhang and Begley (2011) have similar empirical findings. They found that high power distance leads to higher team participation. Likewise, according to Kucharska and Bedford (2019), the gap between superiors and workers affects knowledge-sharing. People in high power distance organizations regard the knowledge shared by the supervisors and top management.

2.13.2 Individualism-collectivism and knowledge-sharing. Individualism characterizes the degree to which individuals are supposed to look after themselves (Hofstede, 2001). Self-actualization and personal growth are more important than loyalty to reference groups, and tradition is less of a behavior guide (De Mooij, 2017). In individualist societies, people solve their problems and earn money to meet their needs rather than relying on the state or other organizations (De Mooij, 2017). Conversely, collectivism emphasizes interdependence, which shows a high group orientation (Hofstede, 2001). People are not isolated, self-contained beings but are linked, committed to the same group or society, and live collaboratively. A culture

with a high index of collectivism is always based on teamwork, and employees' commitment positively impacts knowledge-sharing (Kucharska & Bedford, 2019).

2.13.3 Uncertainty avoidance and knowledge-sharing. Uncertainty avoidance is the extent to which societies are uncomfortable with unpredictable situations and try to avoid ambiguous situations (Hofstede, 2001). In a culture with low uncertainty avoidance, cultural forces toward formalization are expected to weaken, which follows the logic that their relationship will be lower (House et al., 2001). A work environment with clear rules, procedures, a distributed control system, and objective policies encourages its workers to comfortably participate in knowledge-sharing without or with minimum hesitation (Kucharska & Bedford, 2019).

2.13.5 Long-term orientation (LTO) and knowledge-sharing. Long-term orientation (LTO) depicts a society's orientation and future rewards. On the other side, short-term orientation (STO) reveals a society's orientation in the shape of thrift and perseverance, or firm belief in past virtues, as a sign of respect for tradition. Long-term orientation culture focuses on achieving long-term goals and encourages better knowledge-sharing (Kucharska & Bedford, 2019).

2.14 Organizational Culture

Organizational culture can be defined in many different ways. The succeeding sections discuss how several authors and researchers have defined and asserted organizational culture.

1) According to Browaeys and Price (2019), organizational culture is "a set of historically evolved, learned and shared values, attitudes and meanings, which influences organizations at both macro and micro levels" (p. 44).

2) Whelan (2015) asserted that organizational culture is a set of values within organizations.

3) Anand et al. (2017) stated that "culture is the organization's behavior patterns of observation of people's thoughts, beliefs, and feelings reduced by the repeated behavior or habits of the core culture" (p. 85). They further emphasize that the culture developed within the organization creates forces that model its behavior. It defines a collaborative process that creates shared understanding and awareness of individuals with different perspectives and interests.

4) Perrin (2020), in his article "What is Organizational Culture?", defines organizational culture as a group of internal values and behaviors in an organization. It includes experiences, ways of thinking, beliefs, and future expectations. It is also intuitive, with repetitive habits and emotional responses. It is the sum of values and rituals that serve as 'glue' to integrate the members of the organization.

In summary, organizational culture results from a perception within the company that its employees all share. Organizations can create or shape their organizational culture through leaders who can communicate and lead according to what companies want in their corporate culture. However, even though leaders can shape the internal culture, in some cases, companies already have a strong and established culture. In such cases, this can determine what type of leader the organization requires. Organization leaders also must be aware that culture can change and must consider that culture is linked to knowledge. Whatever did not work in the past would have to be done differently. Consequently, organizational culture will evolve if any belief or idea does not go with the internal environment. The organizational environment can be ascertained and analyzed using effective techniques.

An organization's Various outcomes, like its workers' performances, can be attributed to its culture. Therefore, research on organizational values should acquire in-depth knowledge and understanding of a particular community's sociocultural and political dynamics to maintain the integrity of its results in countries where the culture significantly shapes any organizational functioning models (Pelzang & Hutchinso, 2018).

Likewise, an organization's identity should distinguish the organization from the others. It includes organizational ideology, management philosophy, and culture. It helps the organization position itself in a specific taxonomy. Organizational identity development occurs through social interaction. Thus, it is initiated by its founding members (Ahmadi, 2005). Modeling facilitates the tacit transmission of organizational identity throughout its history. In their study, Barrick et al. (2015) proposed that engagement can be considered an organization-level construct

influenced by motivationally focused organizational practices representing firm-level resources.

Furthermore, the concept of the collective mind is developed to explain organizational performance in situations requiring nearly continuous operational reliability. Yet, collective minds are conceptualized as a pattern of heedful interrelations of actions in a social system (Weick & Roberts, 1993). Results, specifically, illuminate the deepening sense-making process and collective learning. This collective impact on performance and results is tremendously positive for the individual, the executive group, and the organization as a whole (Duffy Atkin, 2002). Globe project integrated Theory consists of their propositions (House et al., 2001). It states that societal values and practices affect organizational culture and practices. There is a direct influence on what shared cultural values, beliefs, assumptions, and implied intentions are endorsed by cultural tacit organizational theories practiced by members of the organization. Relationships between strategic organizational exigencies, culture, and practices are affected by cultural forces (House et al., 2001). Likewise, McSweeney (2002) points out that organizations need different organizational culture types. He further discussed that societal values and practices significantly affect organizational cultural practice. Subsequently, the organization is influenced by cultural elements relating to behavior among employees. When introducing any changes, it must consider that the organization is influenced by cultural elements such as employee and employer relationships and employee behavior (Browaeyns & Price, 2019). Consensus in literature asserts that cultural values significantly influence organizations and people's value assumptions. Thus, it is appropriate that these are considered organizational and individual-level variables in formulating goals and developing strategies for success (Hofstede, 2001; Schneider, Ehrhart, & Macey, 2013).

2.15 Organizational Culture and Organizational Learning

Knowledge transfer has become a critical challenge in today's dynamic business and economic environment. According to Kang and Kim (2017 as cited in Abbasi & Dastgeer, 2018), firms' survival is dependent upon knowledge transfer efficiency. It is also considered a core competency for an organization to achieve a

competitive advantage and an indicator of a recognizable market position (Zhao, Fan, & Wang, 2017; Ukier et al., 2020). Intezari, Taskin, & Pauleen (2017) examined three main organizational factors contributing to knowledge management: technology, structure, and organizational culture. Hence, the organizational culture adopted concerning transferring knowledge impacts considerably subsequent outcomes (Dávila, Andreeva, & Varvakis, 2019, pp. 857-886).

A country's culture is highly dominant and shapes the culture of organizations where they function. National culture influences organizational culture and, as such, influences the practices of organizations. According to Hofstede and Hofstede (2005), national culture is distinctive in that it significantly differs not only in terms of language, religion, and other factors but also in terms of the way people of that nation perceive, behave, and hold the values in them.

The study aims to examine the indirect relationship between clan organizational culture (COC) and knowledge-sharing behavior (KSB) through knowledge-sharing opportunity (KSO) and explain the differences in the COC-KSB relationship through KSOs that emerge from a moderating role of informal knowledge governance mechanisms. (IFKGM).

Data from 279 university professors from Pakistan's public and private sector universities were collected by grouping the population into strata and drawing convenience samples. Using this method, a moderated mediation model was evaluated. The findings supported KSO's intermediary role between COC and KSB. Buchanan and Huczynski (2004) point out that the behavior of the employees shaped by its organizational culture is somehow influenced by the respective national culture where they indicate that the national culture of their country will influence the employees of a multinational company's subsidiary in terms of the country's values, beliefs, customs and others to a large extent compared to the values and assumptions of the company itself.

According to Furnham and Gunter (1993 as cited in Buchanan and Huczynski 2004), through various dimensions of national culture, organizational culture is influenced in various ways in terms of workplace characteristics. For example, in a high-power-distance national culture, organizations have a tall, bureaucratic, centralized organizational structure, where subordinates are expected to perform as

per the leader's direction, and a more privileged structure for white-collar jobs. In contrast, in a low-power-distance national culture, organizations are highly flexible, have a flatter organizational structure, and encourage employee participation.

High individualism indicates that tasks are more important and initiatives are encouraged, whereas low individualism emphasizes relationships over tasks. In a national culture of high uncertainty avoidance, organizations are reluctant to take risks and standardize their work. In a culture of low uncertainty avoidance, organizations encourage employees to be innovative, creative, and risk-taking with fewer rules and laws to apply.

These cultural inheritances practiced are transferred within the group when the organizational unit is constructed. The concepts of culture are very much influenced by human groups, with collective behavioral observation and the act of learning by following. Culture can be defined as how a group of individuals acting collectively, meaningfully, and usefully can be understood as learning.

Theorists need to perceive organizations as cultural but not mainly as cognitive entities (Cook & Yanow, 1993). There is a need to examine how understanding organizational culture helps address issues on organizational learning and the need for change. "Culture is the set of values, beliefs, and feelings, together with artifacts of their expressions and transmissions (such as myths, symbols, metaphors, rituals), that are created, inherited, shared and transmitted within one group of people and that, in part, distinguish that group from others" (Cook & Yanow, 1993, p. 379).

These cultural inheritance practices are transferred within the group when the organizational units are constructed. Human groups influence the concepts of culture with collective behavioral observation and the act of learning by following. Culture can be defined as how a group of individuals collaborate meaningfully and usefully be understood as learning. For example, a new organization member who is socially involved in the organization acquires a sense of the group's values, beliefs, and feelings. These are acquired through everyday encounters with other tenured group members in which the organization's artifacts are engaged. On the other hand, the organization learns through the new member's new skills, character, and traits.

Looking into the cultural perspective makes it possible to explore organizational learning with empirical observations of group behavior. From this perspective, it is argued that humans have the innate ability to act in groups. These groups consist of people sharing a history of common actions or practices.

According to Cook and Yanow (1993), the organization exists to solve three substantive problems. First, staff should have cognitive capabilities to learn and equip the organization to learn as individuals learn, although organizational learning differs from what individuals learn. Organizational learning happens when a group of individuals acquires the know-how that is being carried out in its collective activities. Thus, it constitutes organizational learning. Organizational learning, therefore, "refers to the capacity of an organization to learn how to do what it does, where what it learns is possessed not by individual members of the organization but the aggregate itself (Cook & Yanow, 1993, p. 378).

The second solution, therefore, is to help design the organization for the learning process or the "commerce of ideas," which will improve future performance and effectiveness. Organizational learning is linked to change to increase effectiveness.

Finally, when an organization changes, people can learn with change; this is called learning through exploration with change.

2.16 Organizational Strategy

Mintzberg (1991) discussed the formation of organizations to respond to business threats according to the following forces.

The entrepreneurial form. This form is an organization with a strong vision, is small, owner-managed, and has few middle managers and few staff positions. It has the flexibility of control and high agility to make quick decisions.

The machine form is for efficiency purposes. Mass production and mass service are the primary concerns. There is a strong need for control. The organization is mature and has high middle management. Staff functions are fully developed. The focus is on regulating the operations employed. Rules are fully imposed. Regulations and standards are fully employed in various kinds.

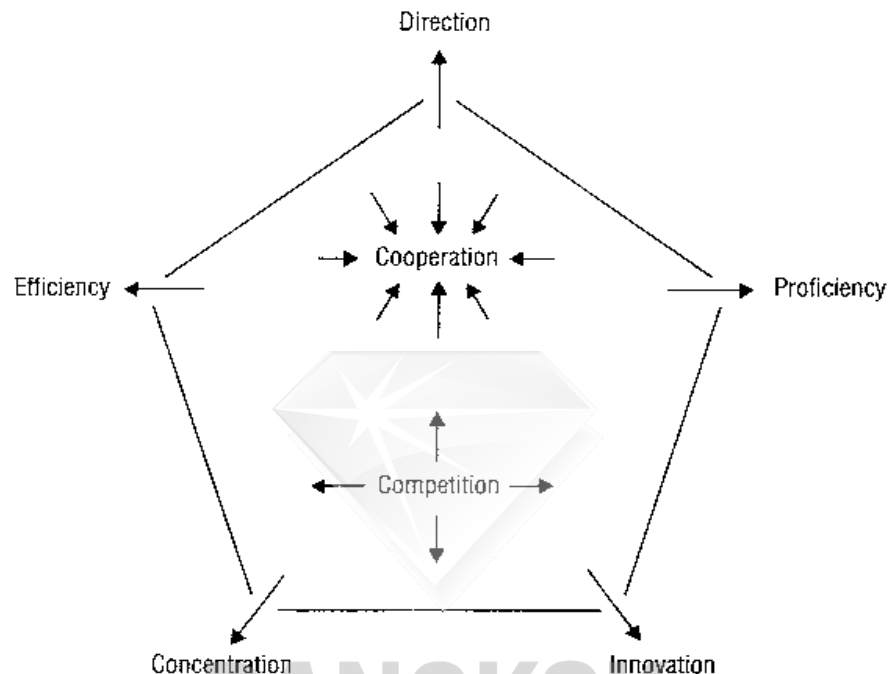
The professional form. In this form, proficiency is the primary concern. It is a knowledge-driven company where knowledge drives the business.

The adhocracy (Innovative) form. In this form, there is a strong need for innovation. The organization exists to create novelty. A multidisciplinary team on board does not do routine projects but rather intrapreneurial jobs.

The divisional form. A small, central headquarters imposes performance controls. It is a diversified form of conglomerate corporation.

The forms of organizations are dynamic and can be integrated and combined. Organizations are not fixed and can move from one form to another. There will always be a change or organizational intermix when there is a merging and acquisition. Changing organizational forms always causes problems. An organization demonstrates its dominant force, which is its strength in establishing its identity (image) and building its unique solutions to problems.

An academic institution is an example of an organization that is highly dependent on knowledge, proficiencies, and expertise. Thus, their dominant force is proficiency since many of them, if not all, are professionals in their field. Figure 2.11 illustrates how the forces interplay.

Figure 2.11:*A System of Forces and Forms in Organizations*

Source: Mintzberg, H. (1991). The effective organization: Forces and forms. *MIT Sloan Management Review*, 32(2), 54-70.

In a related discussion, Mintzberg (1991) explained that organization effectiveness needs to build on the framework by putting the pieces of the 'jigsaw puzzle' into their proper position to complete and view the whole picture. These pieces of the puzzle are the forces that organizations experience.

First, the force for direction gives a sense of where the organization must go as an integrated entity called strategic vision. Second, the force for efficiency or operational excellence ensures benefits gained versus the costs incurred. Third, leverage of proficiency for carrying out specific tasks with high knowledge and skill warrants effectiveness and produces the desired outcome. Fourth, the force for concentration on particular units to give focus and perform quality control on specific areas. Fifth, the force for innovation requires the organization to innovate by constantly engaging itself in activities leading to discovering new things for itself and

its stakeholders. Finally, there are two forces inside the Pentagon: cooperation and competition. One illustrates the pulling together of ideology, and the other force is the pulling apart of politics. Ideology refers to the rich culture of norms, beliefs, and values that unite the people in the group into a harmonious and cooperative entity. On the other hand, politics refers to behavior that is not permitted or legitimate but acts outside legal authority and, therefore, inclines conflict.

An organization can have a strong culture, just as it can become politicized. Ideologies develop more quickly. A strong culture encourages members to look within the organization's vision instead of looking outward at what other organizations do. It motivates people to work together, where collaboration and cooperation become spontaneous. Hence, it can be thought of as the "spirit of an organization," which is the force that permeates the structure of the workforce. On the other hand, politics typically spreads as a young organization's energy. Ideologies tend to vanish over time because the norms become rigid to systems. It is where political activity tends to prosper. It is manifested when once functional behaviors become dysfunctional when pursued to excess. If this happens, "conversions" may be necessary.

Ideology deters change because it forces the members to function within the same beliefs. Strong cultures are hard to change. When ideology has a negative consequence, the organization should be able to deviate from its cultural patterns and react in new, creative, destructive, or unexpected ways. The force of politics may have a positive impact. Politics embodies the force for competition in the organization, demonstrated by conflict and confrontation among members. People pull apart for their own needs. The existence of politics can enhance the negative effect of excessive and exhausting devotion to ideologies. Politics can be a force to encourage members of the organization to pursue their minds and their desired actions. Therefore, the competitive force of politics reinforces the tendency to depart to different and new directions, which could lead to innovations.

2.17 Knowledge Culture

As previously discussed, organizational culture is a set of learned, developed, and shared principles, viewpoints, and meanings that influence organizations at both macro and micro levels (Browaeys & Price, 2019). This culture comprises values and behaviors that shape an organization's unique social characteristics and mental environment and define how people behave in the organization (Anand et al., 2017).

It has been acknowledged that organizational culture is considered a critical factor that influences analyzing organizations in various contexts (Dauber, Fink & Yolles, 2012). It involves the tenet of accepted and shared assumptions anchored on profound patterns of meaning expressed through organizational cooperation. Therefore, organizations with cooperative cultures are more likely to achieve competitive advantage (Jashapara, 2003). Organizational performance is affected by organizational learning strongly manifested by the learning and cooperative cultures established through the effectiveness of the organizations' knowledge management structure, which is somewhat influenced by every individual knowledge worker's attitude towards their own (within) knowledge society and the role they are supposed to perform (Ahmady, Nikooravesh, & Mehrpour, 2016; Mills & Smith, 2011).

Knowledge management seeks broad acceptance of knowledge values and principles by the organization's members. The fundamental requirement for creating and developing knowledge management in organizations is the cooperation and collaboration of its members. Hence, organization members who enjoy and apply organizational knowledge are perceived to be strategic resources. The benefits of enjoying such resources are contemplated in a knowledge society called "knowledge culture" (Dilmaghani, Fahimnia, Ardakan, & Naghshineh, 2015).

Knowledge culture facilitates and promotes knowledge creation, sharing, transmission, and practical application for making decisions, strategic planning, and measurable development of economic assets (Walczak, 2005). It is an organizational lifestyle that empowers individuals and motivates them to create, share, and apply knowledge to reach consistent organizational success and benefits (Oliver & Kandadi, 2006). It is an organizational culture that encourages members to ascertain and manifest appropriate behavior in knowledge-sharing. In the pursuit of creating a knowledge culture, it is recognized and accepted that knowledge-sharing should be a

desirable behavior. However, knowledge management depends significantly on the knowledge of members who sincerely believe in creating, learning, cooperating, and sharing knowledge and experience as a desirable behavior. Delegation is the main structural factor that facilitates knowledge-sharing. Likewise, a reward system will lead members' behaviors to knowledge-sharing behaviors. Hence, an organization striving to promote knowledge-sharing among its members should give its effort and support to creating and developing a knowledge culture. Organizations consider this a challenge. Therefore, they make every effort to create and develop a cooperative culture and trust among their members, develop cooperative decision-making, delegate, provide reward and motivation systems, improve performance evaluation systems, and form a community of practice (Dilmaghani et al., 2015).

In the study conducted by Dilmaghani et al. (2015), they presented a model for explaining the relationship between knowledge culture and the effectiveness of knowledge management procedures in a knowledge-based organization. The findings pointed to the significance of spreading knowledge culture, cooperation, and promoting knowledge behaviors, and the organizational structure and the members' characteristics have a significantly positive effect on knowledge culture. Consequently, knowledge culture significantly impacts the degree of the efficacy of the knowledge management procedure. Acquiring, using, and keeping knowledge is significantly associated with organizational performance (Mills & Smith, 2011).

Knowledge culture significantly impacts the effectiveness of knowledge-sharing procedures, and there is no argument that the core component of organizational knowledge and the organization's central capital is its people. They play a significant role in creating, developing, and establishing the necessary mood to create a knowledge culture. A strong culture helps the organization to function effectively and efficiently. Every organization's unique identity is determined by its culture, compellingly expressed by its members' behavior, attitudes, and values. Members' dedication and loyalty are important factors for the continuous development of an organization's culture, considered a dominant factor in improving organizational performance.

2.18 Academic Institutions Culture

Monsato (2016) presented a study that explored the patterns of school culture among selected public secondary schools in Metro Manila by profiling, categorizing, and analyzing their tangible and intangible cultural elements. The foundation for this study was the review and comparison of conceptual studies on school cultures, which culminated in the development of a centralized framework.

The framework points out similarities between the abstract (intangible) and concrete (tangible) elements prevailing in the school culture of all public secondary schools under study. These are significantly influenced by additional elements engrained in the culture of the public schools: the transitory school leadership, faculty departmentalization, and the practice of bureaucracy. It revealed the hierarchical, bureaucratic culture that needs further examination to establish a best-fit culture with congruence between and among its positive school features. It becomes a foundation on which classroom changes may occur, enabling students to develop better protective behaviors and resilience.

Understanding the school culture of public secondary schools is essential in transforming them into settings where all students succeed academically, and all teachers continually improve. It is also a guide for school leaders to create solidarity, give meaning, and inspire commitment to productivity within and among each member of the school community. The framework that emerged from this study serves as a guide in creating programs that will explore and exploit the power of school culture as an agent of change to improve public education in the country. In this study, the participating organization, the higher educational institution (HEI), has innate approaches to staging the knowledge-sharing process. In a community like the academe, where knowledge-sharing is clearly manifested, practices become informal and easy-going. Each member has a mechanism to collaborate and share knowledge and resources, which provides an environment for social interaction. Therefore, this research intends to assess the knowledge-sharing culture manifested in the HEI and its impact on the knowledge-sharing behavior of the teachers.

2.19 Organizational Culture and Knowledge-sharing

Organizational resources, such as reputation, the organization's culture, and the knowledge and skills of the employees, are important considerations to achieve long-term competitive advantages that should, therefore, be given a premium when trying to nurture and develop their firm's intangible resources to wit human resources. In terms of organizational structure, the study models with the resource-based view theory, which points out that human resources associated with academic institutions (organizations) have a more significant influence on their operating environment, like knowledge-sharing (Wójcik, 2015). According to Lee and Kramer (2016), an organization's human capital directly or indirectly affects its organizational culture. It explains how resource-based academic institutions give them a competitive advantage and their respective external environment, which they should enjoy over time (Edwards, 2014).

As a result, many organizations are relentlessly putting much effort into obtaining and harnessing knowledge that is useful to their day-to-day operations and, more importantly, to their future endeavors (Chu et al., 2014). Thus, they invest much in knowledge workers, information systems, and content creation.

A firm's knowledge encompasses a mix of framed experience, values, contextual information, and expert insight of its employees that make the incorporation of new experiences and information possible. It is developed through its people's collective and collaborative efforts to produce a combined effect that is more significant than the sum of their separate effects. Therefore, this enables the people in the workplace to be regarded as precious because synergized experiences, values, and expertise of these people in a work environment help develop meaningful interaction within and between systems or branches, which yields a meaningful and advantageous workforce. This technique is the foundation of the formation and structure of organizational knowledge, which is a valuable resource to the organization's success. A successful knowledge transfer manifests the creation of new knowledge, which results from the sharing of experiences, understanding, and expertise of the individual members.

Knowledge is acquired in many ways and many different forms. Collaboration on innovation is one important source of knowledge inflows. It can take various forms with different levels of interaction, ranging from simple, one-way information flows to highly interactive and formal arrangements. Collaboration helps organizations develop knowledge, new products, processes, or other innovations (Organization for Economic Cooperation and Development, 2010).

Grubb (2008) discusses several significant factors necessary for a collaborative synergy in knowledge-sharing in organizations. The most important factor is creating a corporate culture that reinforces a knowledge-sharing environment. The strategic importance of knowledge has made organizations identify ways to harness knowledge. Organizations invest resources such as knowledge workers, systems, and content to facilitate knowledge-sharing (Chu et al., 2014). Knowledge-sharing is a vital function instigated within and between organizations and amongst workers within and between organizations. In the study conducted by Tounkara and Arduin (2014), they investigated the importance of organizational and cultural contexts in the efficiency of knowledge-sharing strategies. They proposed a framework that helped identify the dominant characteristics of the organizational and cultural contexts and information system functionalities to develop or promote in order to support knowledge-sharing. Their framework found that contexts of competing values influence social interaction in knowledge-sharing. Asserted that more management teams have been exposed to information in the past. Because of the volume and flow of information in a company, it will become more important for management to know how to collect, collate, store, interpret, analyze, and understand the implications of its facts. He added that it is essential that management clearly understands what information is and why it is important to make decisions based on facts rather than assumptions.

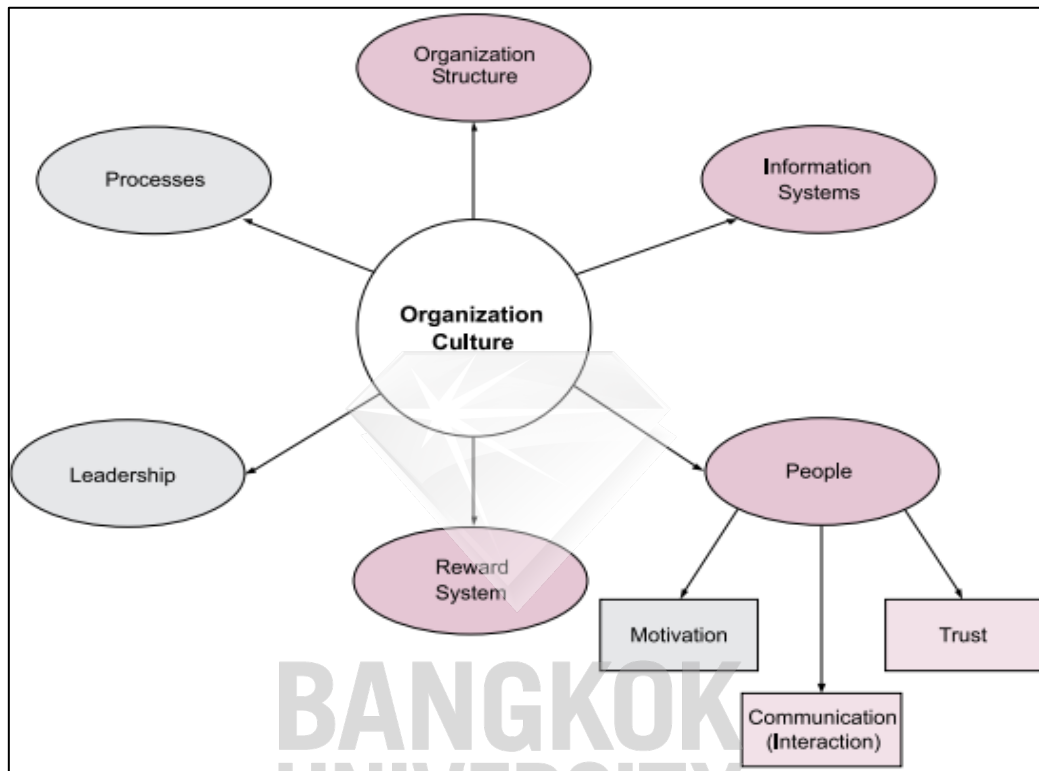
Today, organizations are looking for better and new ways to describe the capabilities people must have in the variety of knowledge work associated with the information age. Organizations have dabbled in competency models and systems for generations (McLagan, 2008).

Ismail Al-Alawi et al. (2007) investigated the role of specific factors in organizational culture in knowledge-sharing success. Such factors as interpersonal trust, communication between staff, information systems, rewards, and organization structure play an important role in defining the relationships between staff and, in turn, providing possibilities to break obstacles to knowledge-sharing. This research is intended to contribute to helping academic institutions understand the essential role of organizational culture in nourishing and spreading knowledge to become leaders in utilizing their know-how and enjoying prosperity thereafter. The research findings indicate that trust, communication, information systems, rewards, and organizational structure positively relate to knowledge-sharing in organizations. The authors believe that further research is required to address governmental sector institutions, where organizational politics dominate a role in hoarding knowledge, through such methods as case studies and observation.

Further, the research indicated that Bahraini society is influenced by the traditions of households and tribes, especially the religion of the Arab and Islamic world. These factors define people's beliefs and behaviors and thus influence business organizations' performance. This study explored the role of the organizational culture in knowledge-sharing, which may differ from previous studies conducted other countries. Figure 2.12 shows the diagram of the organizational culture framework of Gupta and Govindarajan.

Figure 2.12:

Organizational Culture Framework Based on the Work



Source: Gupta, A. K., & Govindarajan, V. (2000). Knowledge management's social dimension: Lessons from Nucor Steel. *MIT Sloan Management Review*, 42(1), 71-80.

Factors influence the successful conduct of knowledge-sharing on the organizational level. The organizational culture framework developed by Gupta and Govindarajan (2000) identified five (5) factors that affect organizational knowledge-sharing. These factors received strong emphasis from the literature in influencing the success of knowledge-sharing (Ismail Al-Alawi et al., 2007).

2.18.1 Interpersonal trust

Interpersonal trust is an important attribute among co-workers in an organizational culture with a strong influence over knowledge-sharing (Ismail Al-Alawi et al., 2007). The workforce must value trust to respond openly and share their

knowledge. Social events could play an important role in reinforcing trust between co-workers by helping staff overcome work stress through building informal friendships (Ismail Al-Alawi et al., 2007).

2.18.2 Inter-organizational communication

Inter-organizational communication among staff is important to enhance the existence of social networking in the workplace, which is fundamental in encouraging knowledge transfer. Ismail Al-Alawi et al. (2007) suggested that improving office design and layout in organizations will allow higher and simpler interaction and communication between workers.

2.18.3 Organizational information system

An organizational information system is a structure of people, data, and processes that interact to maintain daily operations. Processes of problem-solving and decision-making in organizations are considered key factors that influence the motivation of individuals to participate in sharing practices. Enough information systems within the organization should be provided for the spontaneous sharing of knowledge to facilitate knowledge dissemination among departments (Ismail Al-Alawi et al., 2007).

2.26.3 Organizational reward system

An organizational rewards system is a strong motivator for workers to share knowledge. It is unlikely that people are willing to offer knowledge without considering what may be gained or lost as a result of this action. Considering the variations in employees' needs and objectives in providing effective rewards will strengthen knowledge-sharing behaviors (Ismail Al-Alawi et al., 2007).

Knowledge-sharing in the organization proved to be related to interpersonal trust, inter-organizational communication, the organizational information system, the organizational reward system, and the organizational structure (Ismail Al-Alawi et al., 2007). Therefore, the importance of these organizational factors for the success of knowledge-sharing must be effectively emphasized in creating an organizational culture of sharing.

Knowledge-sharing is evident and valuable to organizations and can significantly contribute to their success. Knowledge-sharing is the exchange of knowledge between and among individuals and within and among teams,

organizational units, and organizations (Paulin & Suneson, 2012). Therefore, organizations need to be prudent in deciding how shared knowledge can be made valuable. They must understand that knowledge-sharing is more than the exchange of knowledge; it is focused on and encompasses human capital and the interaction of individuals. The implication is on one's willingness to share knowledge because, in an organization where knowledge-sharing is highly effective, unwritten or implicit knowledge is often shared, which is more important than explicit knowledge.

Obrenovic et al. (2020) studied knowledge-sharing between individuals as a key process for knowledge-intensive organizations to create value and gain a competitive edge. An individual is at the center of a complex set of factors conducive to knowledge-sharing. His study aims to explain the interaction mechanisms between personality and knowledge-sharing behavior and examine the mediating effects of willingness to share knowledge and subjective norms. He developed a structural model combining the Theory of planned behavior, the Social Exchange Theory, and the Big Five personality traits theory to explain tacit knowledge-sharing behavior. His structural model tested relationships between altruism, willingness, subjective norm, and tacit knowledge-sharing. The findings suggest that altruism directly impacts tacit knowledge-sharing, reaffirming a relationship with knowledge-sharing but distinguishing between sharing different types of knowledge and assessing tacit knowledge-sharing as a construct separate from general knowledge-sharing. Further, willingness to share is a predictive factor of knowledge-sharing behavior between employees, directly impacting tacit knowledge-sharing and mediating between the trait of altruism and tacit knowledge-sharing. The mediation test also indicates that altruism indirectly influenced tacit knowledge-sharing when the subjective norm was a mediator. Personality traits relying on social capital, such as altruism, have more influence on tacit knowledge-sharing than personality traits that accentuate intrinsic components.

The study of Keshavarz (2021) investigated the role of information literacy competencies regarding the impact of personality factors on knowledge-sharing behavior in information services. A sequential mixed-methods approach was used as the research design. The literature was searched and validated in a systematic review procedure to construct the two less-identified variables of knowledge-sharing

behavior and information literacy competencies in actual information services, Two conceptual models, including two initial questionnaires, were developed, which were then confirmed by a set of 10 related experts through semi-structured interviews. The Five-Factor Inventory was used as a widely recognized measure to gather data related to the variable personality factors. The quantitative section's sample population constituted 160 librarians working in the central libraries of the state universities in Tehran, Iran.

The results showed that the personality factors had a positive and significant impact on information literacy competencies with a path coefficient of 0.48, and information literacy competencies skills positively and significantly affected knowledge-sharing behavior with a path coefficient of 0.47. However, with a path coefficient of 0.02, the personality factors had no direct effect on knowledge-sharing behavior, while the mediating role of information literacy competencies confirmed its indirect impact.

Concerns about librarians' information literacy competencies should be raised to achieve the desired knowledge-sharing behavior. Moreover, librarians' knowledge-sharing behavior should be more considered in light of their personality factors. This study mainly aims to explore the knowledge-sharing behaviors in the knowledge management system among firefighters (Chen & Huang, 2012)

The study is theoretically based on the Planned Behavior Theory and the technology acceptance model. It also reviews the literature on some exogenous variables like trust and organizational citizenship behavior. Two hundred fifty questionnaires were delivered, with valid receipts rated at 85.6%. Finally, the hypothesis testing is operated through regression analysis. It is found that the added exogenous variables also identically affect the knowledge-sharing behaviors among firefighters.

2.20 Knowledge-sharing in the Academic Institutions

Rismark and Solvberg (2011) explored how schools can become professional learning communities. They found that by participating in knowledge-sharing activities, teachers shared knowledge, expanded their insights, and developed their teaching practices accordingly. Knowledge-sharing activities at the school's individual

and team levels allowed creation moments to occur. However, knowledge did not always flow easily and straightforwardly during activities meant to enhance knowledge creation across all teaching teams.

Drawing upon Nonaka and Takeuchi's (1995) conceptualization of knowledge creation, it shows that while knowledge was converted within socialization, externalization, and internalization modes, knowledge did not flow as easily within the combination mode (Rismark & Solvberg, 2011). Nonaka and Takeuchi (1995) emphasize that while the tacit knowledge of individuals is the heart of knowledge creation, knowledge centers on its externalization and amplification through dynamic interactions between all four modes of knowledge conversion. Knowledge is mobilized through a dynamic "entangling" of the various modes of knowledge process called a looping process of knowledge creation. Suppose schools aspire to become professional learning communities. In that case, they must strive towards an everyday practice involving knowledge-sharing that allows for knowledge conversion within and between all four modes. It may need to be organizationally supported by formalizing plans for knowledge-sharing activities to facilitate knowledge-sharing and improve knowledge-sharing behavior of teachers. An example of a plan is that, before teachers observed colleagues, they prepared a planning document that guided observations and supported teachers in their subsequent discussions.

Teachers are willing to participate in knowledge-sharing activities. It expands their insights and develops their teaching practices. Hence, there is a need to identify other qualities of knowledge-sharing that fit teachers' behaviors. Such insights can assist schools in their efforts to tap the learning potential that lies in knowledge-sharing among teachers. As such, by making teacher knowledge public and open to critique, refinement, and preservation, schools can move towards becoming professional learning communities.

2.21 The Philippines

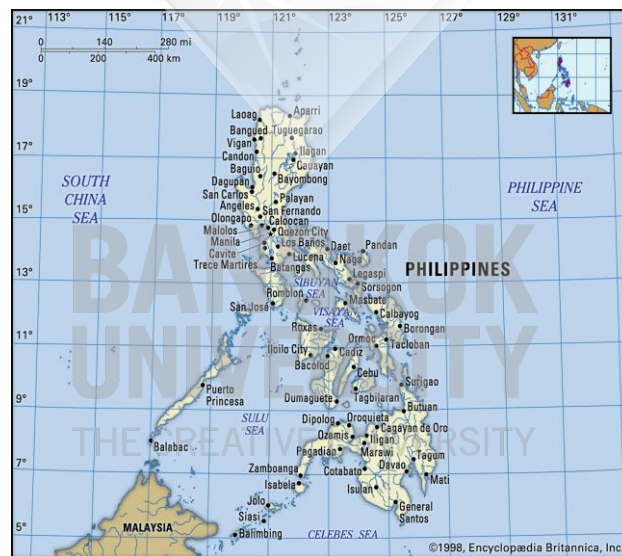
The Philippines is an archipelago with more than 7,000 islands and islets lying about 500 miles (800 km) off the coast of Vietnam. As of the latest count, there are 7,641 Philippine Islands, as shown by the Philippine Islands Measurements

Project, a unique project conducted by the National Mapping and Resource Information Authority (NAMRIA).

The capital city of the Philippines is Manila, but nearby Quezon City is the country's most populous city. Both are part of the National Capital Region (Metro Manila), located on Luzon, the largest island. The Philippines has three main islands or groups of islands: Luzon, Visayas, and Mindanao (Hernandez, Cullinane, & Borlaza, 2025). Figure 2.13 shows the map of the Philippines.

Figure 2.13:

Map of the Philippines with its Provinces



Source: Hernandez, C. G., Cullinane, M., & Borlaza, G. C. (2025). *Philippines*.

Retrieved from <https://www.britannica.com/place/Philippines>.

The Philippines takes its name from Philip II, the king of Spain, during the Spanish colonization of the islands in the 16th century. The Philippines was under Spanish rule for 333 years and under the United States (US) for 48 years. It is, for example, the second most populous Asian country with English as an official language and one of only two predominantly Roman Catholic countries in Asia. Despite the prominence of such Anglo-European cultural characteristics, the people of the Philippines are Asian in consciousness and aspiration (Hernandez et al., 2020).

2.20.1 The Three Island Groups of the Philippines

Valdeavilla (2024) wrote the following regional culture description in her article "Luzon, Visayan, Mindanao: The 3 Island Group of the Philippines".

Luzon Island. Luzon is the country's largest island. Hence, it is expected to have the most significant population among the three island groups. With an area of 42,458 square miles, Luzon is further subdivided into four major areas: Northern Luzon, Central Luzon, Southern Luzon, and the National Capital Region, which is the country's center of economic, social, cultural, and financial development.

The island is home to tourist destinations such as beaches, mountainous terrains, volcanoes such as Mt. Pinatubo, perfect cone-shaped Mt. Mayon, and Taal Volcano, as well as numerous lakes, rivers, and plains. In terms of ethnolinguistic groups, the most prominent ones are Ilocano, Kapampangan, Bicolano, Tagalog, and Pangasinense.

Visayan Island is the smallest region in terms of land area. The island group of Visayas plays an important role in Philippine History as Ferdinand Magellan discovered the country during his expedition, which led him to one of its small islands — Samar.

Visayas is famous for widely celebrated cultural events such as the Dinagyang, Ati-atihan, and Sinulog festivals, which are held in honor of religious traditions. Both local and foreign tourists also head over to the Visayas region to visit the white-sand beaches of Boracay and the Chocolate Hills in Bohol and see whale sharks in Cebu. The three major languages in this region are Cebuano, Waray, and Hiligaynon.

Farming is the principal principal means of livelihood in the Visayas community, although the people also engage in fishing, weaving, mining, and basket making.

The Visayan is happy-go-lucky and is more interested in the here and now than in the past or the future. The Visayan is adventurous, independent, and loves to go places. A Visayan will be ready to leave his home in search of adventure. The article "Living in the Philippines" (2020) describes the Visayan as a hedonist. Their guiding principle is "to drink and be merry, for tomorrow he will die." The Visayan is

a music lover. Their musical instrument and their songs are sufficient to drive all their sorrows away.

Mindanao, the second largest among the three islands, mainly contributes to the country's Gross Domestic Product (GDP) in agriculture, fishing, forestry, and many more. Most Filipino Muslims live in this island group, particularly in the Autonomous Region for Muslim Mindanao (ARMM). Because it is near the island of Borneo, historians mentioned that the Sultans of Mindanao became acquainted with the leaders of Borneo, who introduced them to the Islam religion.

This island group has mostly mountainous landscapes and is home to over 250 bird species. The country's tallest mountain, Mt. Apo, and the conservation center for Philippine Eagles can be found in the Mindanao region. The region's surrounding waters are also known to be home to deep-sea fish, and the famous Enchanted River located in Surigao del Sur (one of the provinces in the region) has a depth that, until today, remains a mystery. Within Mindanao's region, Davao is the center of development and is said to be one of the safest cities in the world.

While the Philippines' islands are scattered, and their geographical location can sometimes hinder the country's development, the three major islands contribute to strengthening and preserving Filipino traditions and cultural practices despite regional differences.

2.20.2 The Philippine Culture

The Philippines is one prominent example of a country with diverse people. The country spans various ethnic groups, being the second largest archipelago in the world, (Ramirez, 2007). It comprises 80 major ethnolinguistic groups that make Philippine society complex and diverse in culture (Sugguiyao, 2013). These groups practice distinct cultural traditions and are further identified by their languages and dialects. It influences people's behaviors, affecting their relationships and how they communicate with others within and outside their acquaintances.

The Philippines as a culture in which the East meets the West. The Filipinos have a distinct Asian background with a strong Western tradition because Filipino culture was developed through the influences of Chinese traders, Spanish conquistadors, and American rulers. Filipinos tend to be very hospitable, especially to Western visitors. They are emotional and passionate about life in a way that seems

more Latin than Asian. The family is the essential and most important part of Filipino culture. It is the safety net for individuals, especially older people. Children stay with their parents into adulthood, only leaving when they get married. Family relationships are often influenced by political and business ties.

Filipino culture and values are appreciated by many people worldwide. Family is valued highly in the Philippines. Children live with their parents until they are married. Many people applaud the Filipino family culture because the locals value family time so much.

Some other noteworthy and remarkable Filipino values are as follows:

- 1) Bayanihan Filipino culture or the spirit of civic unity and cooperation among Filipinos.
- 2) Before, Filipino men used to serenade (Haryana) a woman he was courting.
- 3) Filipinos call their older siblings “ate” for older sisters and “kuya” for older brothers to show respect.
- 4) Hospitable
- 5) So much respect for the elderly
- 6) Pagmamano, or kissing the elder's head on the forehead
- 7) Religious
- 8) Palabra de Honor, or word of honor
- 9) Pamamanhikan, or the groom, humbly asks the bride's parents for permission to marry.
- 10) Pakikisama or fellowship

Filipinos ' two essential and apparent traits are "Pakikisama" and "Utang na Loob." "Pakikisama" roughly means getting along and requires individuals to overlook slight improprieties or indiscretions to preserve peace within the family, personal, or business relationship. While "Utang na Loob" is the custom of paying back one favor with another. These two traits emphasize the importance that Filipino people place on maintaining pleasant interpersonal relationships and placing the group's needs ahead of the individual.

Moreover, Filipinos are very religious people. They commonly celebrate fiestas in honor of the patron saint of a town. People greet each other with a

handshake. A smile or raised eyebrows can mean "Hello" or "Yes". Someone can be summoned with a downward wave of the hand. Specifically, Ginting and Kleiner (2000) have identified Filipino work behaviors influenced by their culture. Regarding social interaction, Filipinos always try to avoid conflict and are likely to say what they think the other person wants to hear. It means they will try hard not to say "no." They are open to information but do not change their attitudes readily. They tend to process information subjectively and associatively.

Furthermore, smiling is like a habit. Filipinos may smile or laugh to hide embarrassment and discord, even when Westerners consider it inappropriate. The people in business may even laugh at the most profound part of a business meeting. They try to avoid conflict and are likely to say what they think the other person wants to hear. It means they will try hard not to say "no." They want to please the person they are talking to. Saying "yes" has various meanings, from "I agree" to "maybe" to "I hope you can tell from my lack of enthusiasm that it means 'no.'" Filipinos are open to information but do not change their attitudes readily.

Diversity in the Philippines has been greatly influenced, not only because of its location and geographic formation but, most significantly, by the colonial influences brought by the Western, Spanish, and Japanese occupation. The crux of social problems lies in the taken-for-granted reality that institutions—polity, economy, education, communication, and religion—have largely been imposed on colonized people (Ramirez, 2007)

4.20.2.1 The Filipino values

Organizational culture represents the “way of life” of an organization. It governs the way its members perform certain things. Culture in the organization is manifested in language and communication characterized by the actual words or even non-verbal communication used in everyday interactions of people. Franco (2011) referenced "The Filipino workplace culture" in their article about Philippine work culture. The research was conducted by a group of graduate students from the Ateneo de Manila University under the guidance of Ateneo CORD to examine Filipino culture in the workplace. The study was framed to look at the typical day of a Filipino worker in the office. The study's results revealed major themes depicting Filipino culture in the workplace.

Filipinos exhibit an overlap of personal and work lives, in which work is viewed as an opportunity to gain friendships with others so that they will quickly get along in their jobs. Thus, this trait tends to blur the lines between personal and work endeavors. For example, during lunch break, employees would talk about topics that go well beyond the workplace. Mostly, it is about their relationships and personal experiences inside and outside their office work. Another example is when a co-worker is promoted or achieved professional success; the person is expected to share his or her success with officemates through good food and great entertainment. As a result, the tendency to prefer conflict avoidance manifests in going through the motions of keeping workplace tension without discussing the issue openly. It proves critical to group effectiveness because unresolved issues bring forth tension and dissonance that affect team performance. This scenario reveals how socialization and peer relationship building remain the core of the Filipino work culture (Fuentes, 2020). Likewise, this affirms the presentation made by Minkov (2011) in his *Global Cultural Studies*, which highlighted that Filipino culture is highly collectivist- a society that conforms. With this, leaders of the organization can better understand their members' work attitudes and be able to manage team-level or organization-level interventions.

Likewise, world cultural maps showed that countries with high collectivism, like the Philippines, belong to countries with relatively high inequality, a common characteristic of developing countries (Minkov, 2011). Minkov (2011) presented that, based on studies, Filipinos show great respect for those in authority and value working together to create harmony and group cohesion. For Filipinos, titles, rank, and status carry much weight.

Filipino business culture is hierarchical, with the person of the highest status approving all final decisions, but group consensus is still necessary for all decisions before they reach this person (Evason, 2016).

The Filipino work culture is not necessarily faulty or ineffective. It represents the parts of the organization's processes that aim to achieve its goals and, eventually, success.

In specific social contexts, however, they could have negative consequences, which means that the system is trying to run incompatible resource

attitudes. Understanding the conceivable negative consequences of inevitable poor actions of people in the wrong positions that make up the culture is what this study is trying to emphasize, with which that understanding will reveal that real and positive changes can be made. Therefore, members of the organization will become more conscious of these instinct tendencies and evaluate their impact on the team or organization's capacity to achieve goals and maintain effective work relationships.

Filipinos are culturally adaptable, proficient in language, centered on (relative or friends) relationships, and service oriented. However, these same cultural characteristics can create some challenges in the workplace (“Embracing Filipino work traditions”, 2017).

The study conducted by Kirkman and Shapiro (2001) supported and echoed Hofstede's conclusions by finding that employees refuse management ideas when they conflict with their cultural values. People from high-power-distance countries like the Philippines are likely to behave passively in the presence of managers and so avoid disagreements (Kirkman & Shapiro, 2001).

In terms of communication, Filipinos are also very expressive and highly contextual (Apruebo, 2017). They are not vocal, but through body gestures and facial expressions, their feeling is much expressed and can be better understood. Saying "yes" or "no" is not certain, depending on the situation. A "yes, but..." may mean "no," or "no for now," or "maybe." One would need to look for other clues (e.g., body gestures or facial expressions) when speaking to them to understand better what they mean. Filipino workers would instead ask a co-worker for the answer to their questions rather than speak straight with the management (Odell & Nasberg, 2020). It is a factor that can lead to miscommunication.

Although varied in many ways, the work culture in the Philippines is still like no other. More than the workload itself, Filipinos take pride in establishing relationships with their colleagues because they believe this is one of the most significant keys to success (“Understanding Filipino work culture”, 2023).

Policy connotations in the organizational culture usually revolve around issues of socialization. Organizational members are adapted to the corporate culture (Racelis, 2005). Some instances are cultural change; a strong culture will give the organization a competitive advantage. Organizational culture is important as

people value their personal beliefs so much. However, time and the environment necessitate a culture change. Therefore, leaders of organizations or managers should seriously consider how people and the organization's policy goals and objectives complement each other, and the equilibrium of the two will lead to undeniable success.

4.20.2.2 Contextualizing Cultural Dimensions into Filipino Culture

Culture reflects the society and the characteristics of a group's identity. Exploring the Philippine culture through the lens of Hofstede cultural dimension model provides a good overview of the deep truckers of its culture. Hofstede Insights briefly discussed the summary of the results of Hofstede's cultural study in the Philippines.

On Power Distance. With a score of 94, “the Philippines is a hierarchical society” (Hostede Insights, p. 1). It means that Filipinos accept a hierarchical order in which every person in society has a place or position that needs no further rationalization. "Hierarchy in an organization is seen as reflecting inherent inequalities; centralization is popular, subordinates expect to be told what to do, and the ideal boss is a benevolent autocrat" (Hostede Insights, p. 1). Social obligations are likewise signs of a high power distance index, showing that those in inferior social positions accept and expect social inequality. Filipinos having a high-power distance culture is driven by the value of dignity (Ipe, 2003; Jocano, 2001; Montemayor, 2015). It affects knowledge-sharing so much that one cannot expect to get the quality knowledge shared in return if the source perceives that he is superior to the receiver. The status and the power of the knowledge sharers include the perceived status and power as an individual and the status and power of the group, organization, and institution they are affiliated with. With high power distance, Filipinos' knowledge-sharing direction should be from a top-down flow. Knowledge-sharing among affiliates should be encountered at a minimum.

On Collectivism. "The Philippines, with a score of 32 in Individualism, means that Filipinos are considered a collectivistic society." (Hostede Insights, 2020). It is apparent in a close commitment to the membership to the group - be that a family, extended family, or extended relationships. Allegiance in a collectivist culture is dominant. It supersedes other societal rules, policies, and

regulations. The members of the society foster strong relationships where every person takes responsibility for fellow members of their group. In the Philippine collectivist orientation, violation of the rule will lead to shame and loss of face. Employer-to-employee relationships are often perceived as acceptable as linked to a family. Hiring and promotion decisions take account of the employee's in-group. Management is the management of groups.

On Uncertainty Avoidance. The Philippines has a low preference for avoiding uncertainty, scoring 44. Filipinos maintain a more relaxed attitude, believing practice counts more than principles. They believe there should be no more rules if they are ambiguous or do not work. Precision and punctuality do not come naturally. Innovation is not seen as threatening.

On Long-Term Orientation. The Philippines is more normative than pragmatic, as indicated by its score of 27 in this dimension. Filipinos are normative in their thinking; thus, they are strongly concerned with establishing the absolute truth. They exhibit great respect for traditions. They have a relatively small inclination to save for the future and a focus on achieving quick results. Table 2.4 shows the mapping of the cultural dimensions to the Filipino values manifested in the workplace.

Table 2.4:*Mapping of Cultural Dimensions to Filipino Values*

Cultural Dimensions (Hofstede Insights, 2020)		Filipino Values (Scroope, 2016)		Knowledge-sharing (Kucharska & Bedford, 2019)
Power Distance	“The extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally”	Paggalang (Respect for Authority)	"Filipino business culture is hierarchical, with the person of highest status approving all final decisions, but group consensus is still necessary for all decisions before they reach this person"	“The gap between superiors and workers affects knowledge-sharing. People in high power distance organizations have high regard for the knowledge being shared by the supervisors and the top management"
Collectivism	”The degree of interdependence a society maintains among its members”	Pakikisama (Social Acceptance)	"Personal relationships play a significant role in Filipino business culture. Finding a third-party introduction is helpful, as Filipinos prefer to work with those they know and trust"	“A collectivistic culture based on teamwork and employees' commitment positively impacts knowledge-sharing”

(Continued)

Table 2.4 (Continued):*Mapping of Cultural Dimensions to Filipino Values*

Cultural Dimensions (Hofstede Insights, 2020)		Filipino Values (Scroope, 2016)		Knowledge-sharing (Kucharska & Bedford, 2019)
Uncertainty Avoidance	“The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs”	Bahala Na (Come What May)	"This indicates a fatalistic attitude throughout society whereby Filipinos generally accept their and others' circumstances"	"A work environment with clear rules, procedures, distributed control system, and objective policies encourages its workers to comfortably participate in knowledge-sharing without or with minimum hesitation”
Long Term Orientation (LTO)	"How every society has to maintain some links with its past while dealing with the present and future challenges"	Pagpapahalaga (Value for Tradition)	"Social organization generally follows a single pattern, although variations do occur, reflecting the influence of local traditions. Rural dwellers, among whom traditional values remained strong"	"Long-term orientation culture focuses on achieving long-term goals and encourages better knowledge-sharing”

De Guzman, Gabrentina, Pamaragn, & Bernarte (2017) conducted a study on the influence of culture. She analyzed the primary goal of media to get the audience's attention. She asserted that advertisement is a platform utilized to promote products and services to fit into what the consumers want and desire because most consumers' attitudes, awareness, and behaviors are according to the framework of their culture. To find out the relevance of the claim, De Guzman et al. (2017) explored uncertainty avoidance, one of Hofstede's cultural dimensions, which is reflected in the magazine advertisements of FHM, YES!, and Cosmopolitan Magazine. Results show that most magazine advertisements reflect uncertainty avoidance, implying that advertisers tend to provide advertisements that appeal to the reader's prevention of risks in uncertain circumstances. Overall, advertisers of the three magazines focused more on the person's avoidance of taking the risks that he or she might have foreseen and what he or she might have experienced in the future. She suggested that a study should be conducted on how social processes and interpersonal and mass communication are related to uncertainty avoidance.

In the 1980s, Hofstede conducted his cross-cultural study and surveyed 116,000 employees and managers in 40 countries, including the Philippines, to determine whether national culture impacted their values and attitudes (Catanduanes Tribune, 2010). Although this study was conducted a generation ago, its findings are still relevant because national culture does not change overnight.

Significant and remarkable to Hofstede's findings on Philippine culture were:

- 1) The Philippines is high in power distance, which means that Filipinos show a great deal of respect for those in authority. For them, titles, ranks, and statuses carry a great deal of privileges and respect. One obvious example is appending the title when addressing a person's name. It signifies acceptance of the person's authority as well as recognition of the unequal distribution of powers in the institution.

- 2) The Philippines is high in collectivism, meaning that relatives, neighbors, and friends are expected to look after themselves and protect each other, especially in challenging situations. For instance, a television advertisement shows a group of children playing a footrace where one of the competitors stumbled and fell

before reaching the finish line. The rest of the children stopped to help their playmates stand. And then, hand-in-hand, they ran together and finished the race together. It is called the spirit of "Bayanihan" " which means being a "bayan" (means town), and is, thus, used to refer to a spirit of communal unity and cooperation to achieve a particular goal.

3) Filipinos are low in uncertainty avoidance, meaning they are uncomfortable taking risks. They do not want to be involved and tend to check on the rules and policies before engaging in uncomfortable situations.

Henceforth, this study will measure national culture through cultural dimensions manifested in the academic institution. Although this research does not intend to determine cross-cultural analysis between or among countries, Hofstede's cultural dimensions model was relevant in measuring the cultural values of its respondents. It will present values positionings manifested by the members of a cultural grouping in typical situations. It aims to measure the national cultural values on the organizational level, specifically in higher educational institutions (HEI), applying Hofstede's (1980 a) cultural dimensions.

4.20.2.3 The Philippines Ethnic Groups

The Philippines is an archipelago consisting of more than 7,600 islands and islets. Hence, it is important to understand the common attitudes and traits of each of the country's major regions to acquire a deeper understanding of the cultural diversity among the country's peoples (Salazar-Clemena, 2006).

In the Philippines, ethnicity is a primary sense of belonging to an ethnic group. Ethnic group is determined by "the consanguine in nature, meaning, the ties are reckoned by blood and traced through the family tree" (Philippine Statistics Authority, 2020) cited in 2010 Census of Population and Housing (CPH) & 2015 Population Census (POPCEN)". Thus, "ethnicity refers to the household member's identity, by blood and not by choice nor by adoption/confirmation for any ethnic group, primarily the Indigenous Peoples (IPs) Philippine Statistics Authority, 2020) cited in 2010 Census of Population and Housing (CPH) & 2015 Population Census (POPCEN)"

Below are the largest ethnic groups in the country.

1) The Tagalogs live in Manila and central and southern Luzon. The Tagalogs mostly live in provinces like Nueva Ecija, Bulacan, Rizal, Batangas, Quezon, Laguna, and Mindoro. The Tagalogs dominate the people in Manila. However, many people in the city have come from different parts of the country, including Luzon, who live in the big city (Dowd, 2017). In terms of culture, the Tagalog people emphasize respect and good behavior, evident in their soft-spoken language. Family bonds are also at the center of Tagalog life. However, Tagalog culture today has been influenced by Western ideologies. For instance, Roman Catholicism is the predominant religion (Anthony, 2019).

2) The Ilocanos live in the Ilocos region in northern Luzon, particularly Ilocos Sur and Ilocos Norte, but many have migrated to central Luzon (Dowd, 2017). Their primary activities include rice farming, salt production, and fishing. Some cultural rites centered around marriage, funerals, and rites of passage. The emphasis among the Ilocanos is on independence through hard work, respect, and tolerance for the feelings of others. They are also primarily Roman Catholics, but some practice religious syncretism (Anthony, 2019).

3) The Bicolanos are in southeastern Luzon and nearby islands, including the provinces of Albay, Camarines Norte, and others. Agriculture is the mainstay of the Bikolano economy, especially in such crops as banana, coconut, rice, and corn. Cooperation among family members is highly emphasized in various aspects, including providing financial support to one's family (Dowd, 2009). They are generally conservative while emphasizing education. Bikolanos has a host of cultural festivals, the grandest being the "Our Lady of Penafrancia" festival. This festival involves the celebration of the statue of the Virgin Mary, mother of Jesus (Anthony, 2019).

4) Visayas consists of two major ethnic groups. Cebuanos are one of the major ethnic groups in the Philippines. Most of these people live in Cebu. They are known for being creative, soft-spoken, and calm. Waray is an ethnic group in the Philippines found in Samar and Leyte. The main economic activities of the Waray people are farming and fishing, and the major cash crop is coconut. They are also involved in wine production (Dowd, 2009). Warays are deeply involved in faith-

healing rituals, which use folk medicine, prayers, or symbols to heal various ailments. They are known for being brave and strong yet loving, especially regarding their family (Cataliotti, 2023).

5) Muslim has several ethnic groups. The Badjao tribe in the Philippines can be found in Zamboanga and Sulu, where they live above water, which is why they are called Sea Nomads or Sea Gypsies. The people of this ethnolinguistic group in Mindanao are also good swimmers, so their primary income source is the sea. Maranao is derived from the phrase "lawa ng Lanao del Sur at Lanao del Norte," which means lake of Lanao del Sur and Lanao del Norte. Maranaoan is called the "people of the lake." This Filipino ethnicity made traditional clothing malong popular nationwide (Cataliotti, 2023).

6) Other ethnic groups in the Philippines include the Kapampangan, Pangasinan, Kalinga, Ifugao, and Kankaney. Some of these ethnicities are subcultures or subdivisions of other groups. Hence, they share cultures similar to those of the above groups. These groups mostly occupy various locations on Luzon Island. Some other populations come from overseas, bringing with them their own cultures. These include Koreans, Japanese, Indonesians (Anthony, 2019). Table 2.5 shows the ethnic groups in the Philippines and their share of the Filipino population.

Table 2.5:

Ethnic Groups in the Philippines and Their Population.

Rank	Ethnic Group	Share of Filipino Population
1	Tagalog	28.1%
2	Cebuano	13.1%
3	Ilocano	9.0%
4	Visayan	7.6%
5	Hiligaynon	7.5%
6	Bicol	6.0%
7	Waray	3.4%

(Continued)

Table 2.5 (Continued)*Ethnic Groups in the Philippines and Their Population.*

Rank	Ethnic Group	Share of Filipino Population
8	Chinese Filipino	2.5%
	Others	22.8%

Source: Anthony, D. (2019). *Ethnic groups in the Philippines*. Retrieved from <https://www.worldatlas.com/articles/ethnic-groups-in-the-philippines.html>.

This research will take on the five regional ethnic groups: - the Ilocano from the northernmost part of the country; Tagalog, which wraps the central and southern part of Luzon; Bicolano, located in the southernmost part of Luzon; Visayas, which takes all the ethnic groups from all the islands of central Philippines; and Mindanaoans for all the ethnic groups from this island. It will gauge the impact of these sub-cultures on knowledge-sharing behavior of the people. Likewise, it will determine differences and similarities in behaviors toward knowledge-sharing.

4.20.2.4 Philippine Higher Educational Institution (PHEI)

Culture, both behavioral and organizational, is a significant factor in successfully implementing the knowledge-sharing process in any academic institution, and it is considered important. The knowledge-sharing technique is utilized to share teachers' resources and students' work through collaboration, an essential component of learning endeavors. Collaborative learning techniques and technologies in the new courses support constructivist learning. These hallmarks include the instructor acting as a learning facilitator, support for peer-to-peer interaction and learning, student control (in the sense of students taking an active role in planning and guiding their learning), and learning as a social process, with increased personalization of the learning environment, and the development of a sense of community among the online students (Zach & Agosto, 2009). In educational settings, collaborative learning has been widely used as an important way to facilitate

an environment fulfilling social and emotional aspects of learning, such as trust, expectation, satisfaction, belonging, and other aspects. Connecting with experts to get questions correctly answered the first time is critical for authentic organizational learning. So, the goal of collaboration in the workplace is to enhance connectivity between people and between groups so that knowledge can be shared, thus improving individual and organizational learning and performance (Rosenberg, 2008).

Culture in school is founded on shared values and beliefs, which display a deep sense of how people act in the school. School culture "refers to the long-term physical and social environment, as well as the values or beliefs of the school shared across individuals and time". Lipata (2019) researched schooling modeling. According to her, a model of school culture recognizes the beliefs, values, norms, standards, and behavior of school stakeholders. There should be a linkage between the culture of the organization and broader societal influences (Lipata, 2019). One of the six types of school culture she identified is the collaborative school culture. Teachers share strong educational values, work together to pursue professional development, and are committed to improving their work. This type of culture is developed by creating school policies that promote social, emotional, ethical, civic, and intellectual skills, knowledge, dispositions, and engagement, as well as a complete scheme to address issues and difficulties encountered in the teaching and learning process. Collaborative relationships between the school leader and faculty, as well as between faculty members, must be developed to improve school culture. Likewise, leadership has a significant effect on school culture. The influence of the school principals is often indirect. They encourage teachers to improve efficacy in curriculum and instruction. They should engage and motivate teaching and non-teaching staff, foster a shared purpose, create conditions for an effective teaching and learning environment, foster program consistency, and encourage and develop organizational learning through sharing and collaboration. Leadership should enable teachers to develop pedagogical and content skills and capacity, providing instructional guidance, empowering others to make significant decisions, acting ethically, and engaging in continuous learning and growth. School culture has many positive benefits that affect students, staff, families, and the local community, such as improved academic achievement, behavior, and relationships.

In the Philippines, culture is the foundation of education and governance in culture-based education. "Culture provides perspective, methodology, principle, assessment, framework, and evaluation upon which abilities, skills, and knowledge regarding a person and the world are disseminated" ("The Significance of Culture-based Education in Philippines", 2020). Culture is the foundation of the strategies and a philosophy of education, in which learning is grounded on the ethics, standards, cultural beliefs, knowledge, customs, heritage, language, and experiences of society.

The Philippines is known to be rich in culture, and knowledge-sharing is a blooming topic. The country's higher education institutions (HEIs) are vital in promoting culture-based education by generating, transmitting, disseminating, and applying knowledge. HEIs should always play their role and function based on the knowledge created, stored, shared, and applied. Though numerous studies and research have been conducted about knowledge-sharing in higher educational institutions, only a few have been conducted to study its condition in Philippine educational settings (Muya & Calupitan, 2019). Likewise, little is known about the determinants or what factors influence an individual's knowledge-sharing behavior. Significantly, few people relate knowledge-sharing behavior to the culture that they value. If universities aim to become professional learning communities, they must venture into knowledge-sharing routines that allow for knowledge conversion within and between the academic domains. Such ambition will require a thorough understanding of the teachers' knowledge-sharing behavior, which is influenced by the factors within their work environment. There will need to be organized and formalized plans for appropriate and effective knowledge-sharing activities that will make the flow of knowledge easygoing and straightforward.

Cabrera (2016), in his study, explored the external and internal factors of failures in public education systems and reforms in the Philippines, such as geography and climate, cultural differences and transfers, as well as corruption and inefficiency. He asserted that "education systems are complex structures that fail due to lack of fit with the human mindsets, belief systems, habits, tendencies and cultures in which the systems are embedded" (p. 155). He revealed that educational systems fail in most multicultural countries mainly because of a single education system and

top-down general systems reforms they implement without considering cultural differences in all facets of education.

Monsato (2016) presented a study that explored the patterns of school culture among selected public secondary schools in Metro Manila, Philippines, by profiling, categorizing, and analyzing their tangible and intangible cultural elements. The foundation for this study was the review and comparison of conceptual studies on school cultures, which culminated in the development of a centralized framework. The framework points out similarities between the abstract (intangible) and concrete (tangible) elements prevailing in the school culture of all public secondary schools under study. These are significantly influenced by additional elements engrained in the culture of the public schools: the transitory school leadership, faculty departmentalization, and the practice of bureaucracy. It revealed the existence of a hierarchical, bureaucratic type of culture that needs further examination to establish a best-fit culture with congruence between and among its positive school features and become a foundation on which classroom changes might occur, enabling students to develop better protective behaviors and resilience.

Biag-Manalo, Flor, Suva, Paunlagui, & Miraneda (2015) investigated and addressed the low knowledge-sharing among Farmer Field School (FFS). They found that dominant enablers and disablers were the trusted communication participants and the communication context, shared messages, and perceived negative feedback. Moreover, the "to-see-is-to-believe" attitude and altruism of the participants were found to be knowledge-sharing enablers, and the "produce-does-the-sharing" attitude was disablers. Incentives encourage the farmers to share knowledge and, thus, need to be institutionalized.

Understanding school culture is essential in transforming schools into settings where all students succeed academically, and all teachers continually improve. It is also a guide for school leaders to create solidarity, give meaning, and inspire commitment to productivity within and among members of the school community. The knowledge-sharing model that emerged from this study serves as a guide in creating programs that will explore the power of school culture as an agent of change for the betterment of public education in the country.

2.22 Synthesis

The above-related literature and studies provide information on problems in knowledge and knowledge-sharing behavior and the influence of national and organizational culture on teachers' knowledge-sharing behavior. A review of the knowledge and problems in knowledge-sharing behavior and Philippine culture provides a basis for studying the characteristics of university employees and their significance in organizational culture.

Prior research has highlighted the various factors influencing the individual's knowledge-sharing behavior. For example, research focusing on organizational factors attempts to answer questions regarding the organizational structure or culture that facilitates knowledge-sharing. Other research also addresses the impact of psychological factors on knowledge-sharing. Some researchers investigated the intention of knowledge-sharing, considering its cost and benefits. Each domain of knowledge-sharing research includes related topics illustrated in the review of knowledge-sharing determinants. The individual's attitudes are based on prior tendencies directed at an object or a group and a subjective norm that relates to the individual's perception of how others who are important to him or her respond to a particular behavior.

The literature says that culture influences communication and relationships, the preferences of individuals, and their attitudes. The results demonstrated how culture and its hierarchical structure affect knowledge-sharing within an organization. How could all these be used or dealt with to build a culture of sharing so that knowledge-sharing will become natural and spontaneous? The researcher hopes that the study's findings will improve knowledge-sharing behavior in the university and maximize the potential of every faculty member.

2.23 Research Framework

This study is guided by its conceptual framework in its analysis of the concepts' relationships to develop a model for knowledge-sharing in Philippine higher educational institutions (PHEI). It aims to analyze the influences of Philippine national culture, specific to the identified Filipino values manifested in the workplace,

organizational culture, and the academic institution's knowledge-sharing culture on the knowledge-sharing intentions of teachers.

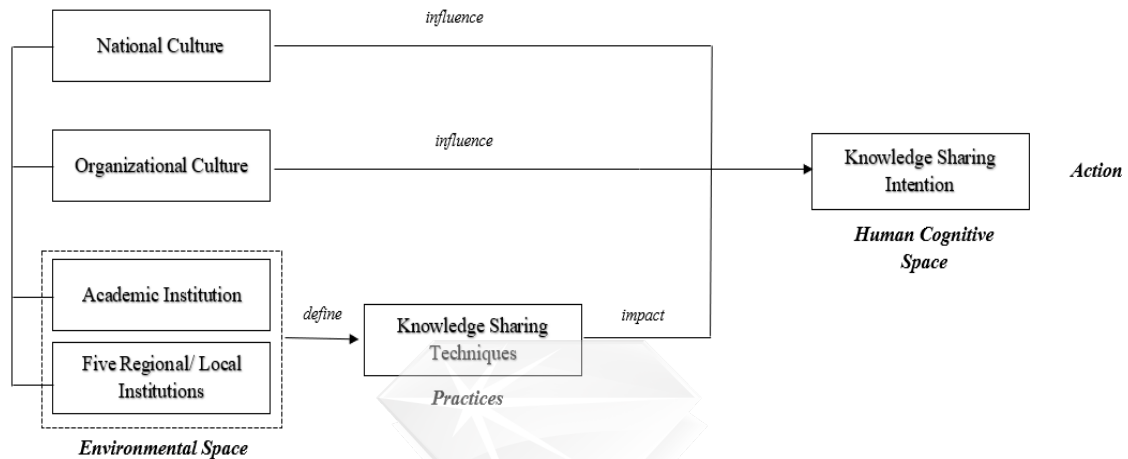
A triangulation approach was employed to analyze the three factors: the person's work values, the organizational culture, and the academic institution's knowledge-sharing culture. The results of the analyses were used as a basis for developing a knowledge-sharing model for academic institutions.

This study specifically aimed to find out:

- 1) Establishing the relationship between the national culture and a person's knowledge-sharing intention.
- 2) Gauging the organizational culture knowledge-sharing strategies to what extent it affects knowledge-sharing intentions.
- 3) Determining the impact of the academic institution and its local institution's knowledge-sharing cultures on the knowledge-sharing intentions.
- 4) The analysis of national culture, organizational culture, and the cultures of the academic institution and its local institution and their relationships to knowledge-sharing intention will be used to develop a knowledge-sharing framework,
- 5) Determining which type of culture impacts knowledge-sharing intention helps develop a knowledge-sharing model for academic institutions, improving the implementation of knowledge-sharing mechanisms in the workplace.
- 6) The development of the model for knowledge-sharing in PHEI will compel the exploration and analysis of the components of each factor and the interrelationship of the variables and concepts. It shows that the independent variables—national culture, organizational culture, and academic institution's knowledge-sharing culture—influence the dependent variable, knowledge-sharing intentions. Figure 2.14 Shows the Diagram of the Conceptual Framework of this Study

Figure 2.14:

The Conceptual Diagram of the Framework of the Study



The conceptual framework of this study is premised on the model of the Theory of Planned Behavior (TPB) developed by Ajzen (Chen & Chien, 2012; Shahzadi et al., 2015; Yzer, 2012; LaCaille, 2013). TPB is used as the model and framework of concepts, which is the knowledge-sharing behavior influenced by the national culture, organizational culture, and the academic institution knowledge-sharing culture, which this study analyzes to come up with a model for knowledge-sharing for Philippine Higher Educational Institutions (PHEI).

2.22.1 Knowledge-sharing and Shared Knowledge

Knowledge-sharing is an important component of knowledge management, and its success or failure will be directly related to how much knowledge could be used by more people (Oye et al. 2011). It may be formal or informal, but it usually does not have a clear prior objective. A successful knowledge-sharing effort requires a focus on more than simply the transfer of specific knowledge. Instead, many activities are focused on structuring and implementing the arrangement to bridge existing and potential relationship issues and examine the form and location of the knowledge to ensure its complete transfer.

Shared knowledge is explicit, tacit, or both. Experiential knowledge, thinking, competence, commitment, and deeds are considered tacit, while documents, records, and files are explicit. This study will determine which type of knowledge the

respondents would be more willing to share based on their demonstrated behavior, specifically the knowledge-sharing behavior of the teachers in higher academic institutions (HEI).

The HEI has its own culture of sharing. It imposes techniques to encourage and facilitate knowledge-sharing activities among its faculty members. The respondents of this study will assess their institution's strategies in knowledge-sharing practices and gauge the efforts of their academic organization in facilitating collaboration and teamwork, training, discussions, knowledge-sharing tools, communication networks, and the provision of a community of practice.

2.22.2 National Culture contextualized into Filipino values.

Several cultural barriers to effective knowledge management are considered to ensure knowledge-sharing quality. For instance, individual and social barriers often prevent effective knowledge-sharing (Demigha & Kharabsheh, 2016); thus, they should be reduced or, if not eliminated. Further, cultural value is considered a factor that influences individuals' intention, which is determined by a person's willingness to share or participate in a knowledge-sharing activity. Notwithstanding, the lack of environments sensitive to diversity may render cultural diversity a liability for organizations (Watad & Perez-Alvarez, 2007).

Workers do not share genuine knowledge with their colleagues. Some of the reasons are protecting their competitive edge, job insecurity, personal animosity, personal traits, shared knowledge not accepted or comprehended, harming themselves or others with the knowledge, confidentiality, and lack of a sharing culture (Oye et al., 2011). A clear understanding of these factors may create a healthy flow of knowledge, which can be stimulated in any organization.

The Filipino culture is a blend of the Malayo-Polynesian and Hispanic cultures with the influence of Chinese, Indian, Arab, and other Asian cultures. The character of the Filipinos is a small amount of all the cultures learned. Filipino culture is unique compared to other Asian countries. Their behaviors have clear indications of their cultural values. It is validated by Hofstede's cross-cultural study, which analyzed the cross-cultural values of 64 countries, including the Philippines (Hofstede et al., 2010). His findings show distinct behavioral patterns in this country.

Respect (Power Distance). Respect is “Paggalang” in the Filipino language. Filipinos have high respect for authority. Their respect for authority is based on the special honor paid to elder members of the family and, by extension, to anyone in a position of power. They accept the idea that everyone has a set place in the hierarchy and that people in power are owed respect by virtue of their position. For them, titles and status are important. Communication is traditionally non-direct, and one would not usually address an employee with a higher position the same way as one with a lower one (Hofstede Insights, 2020).

Countries with a high degree of power distance may have a more top-down flow of knowledge than those with a low Power Distance Index, and it will not be easy to know the flow up the hierarchy (Ford & Chan, 2003).

Social Acceptance (Collectivism). Filipinos are family-oriented. The close family relations are said to have been inherited from the Chinese. Because of this, their relationships and their communications within and outside their circle of acquaintances are affected (Ginting & Kleiner, 2000). Filipino traits reflect a high level of conformity (called “pakikisama” in Filipino), which indicates a low measure of individuality (Kritz, 2011). The “bayanihan,” or spirit of kinship and camaraderie, taken from Malay forefathers, is another clear manifestation of high regard for group orientation.

The social mechanism of reciprocity or social debt (called “utang na loob” in Filipino) is one of the Filipino traits apparent in what is described as the cultural dimension of collectivism (Kritz, 2011). Also, reciprocity in knowledge-sharing is driven by human relations with two parties sharing close social relationships (Ipe, 2003; Jocano, 2001; Montemayor, 2015). Knowledge-sharing is involuntary but can be overcome by the perceived rewards when doing so. However, the sharer's inability to share shows a lack of solidarity. On the other hand, appreciation or affirmation is expected to be given as feedback (Jocano, 2001).

Knowledge-sharing in countries with a high collectivism index may be easier than in countries with a low collectivism index (Ford & Chan, 2003).

Fatalistic (Uncertainty Avoidance). “Bahala na” is a Filipino cultural trait that is situationally based; that is, its meaning can best be understood in a situational setting (Gripaldo, 2005). For instance, Filipino migrant workers, called Overseas

Filipino Workers (OFW), are plagued by uncertainties; the outcome of their going abroad to work is afflicted by so much uncertainty (Gripaldo, 2005).

The relatively high determinism level of Filipino employees, often expressed by the saying "bahala na" (God willing), creates a feeling that one cannot effect much change in organizations (Kirkman & Shapiro, 2001).

Value for traditions (Long-Term Orientation—LTO). Great attention to and respect for cultural values should remain a high priority. Filipinos were found to be highly regarding their values and traditions ("Pagpapahalaga" in the Filipino language), and this has a significant impact on the success of knowledge-sharing in any organization (Ginting & Kleiner, 2000). Moral considerations in sharing knowledge are evident (Ipe, 2003; Jocano, 2001; Montemayor, 2015).

Countries with high Long-term Orientation Index are more willing to share a high degree of Knowledge than countries with short-term orientation. This is because the Knowledge-sharing results stem benefits may take some amount of time (Ford & Chan, 2003). Table 2.6 shows how National Culture impacts the Philippines and its people's knowledge-sharing behavior.

Table 2.6:

The Philippine Analysis of Hofstede's Cultural Dimensions and Knowledge-Sharing

Philippine Cultural Index	Index Strata	Meaning	Character
Power Distance	High	Knowledge-sharing in the Philippines is a top-down flow.	Hierarchy will substantially impact knowledge-sharing. Organizations must have clear instructions to realize the knowledge-sharing flow.

(Continued)

Table 2.6 (Continued)*The Philippine Analysis of Hofstede's Cultural Dimensions and Knowledge-Sharing*

Philippine Cultural Index	Index Strata	Meaning	Character
Collectivism	High	Filipinos do not prefer making decisions unless a consensus is reached.	The members of the group will stand cohesive. Knowledge-sharing may happen when the group realizes the benefits.
Uncertainty Avoidance	Low	People in the country with high uncertainty avoidance dislike unknown incidents, while those in the low uncertainty avoidance group are willing to face challenges and take risks.	The Filipinos are low in this dimension. They prefer work conditions with minimum rules and will take on work if only necessary. Knowledge-sharing is to be carried on if it is mandatory but will be omitted when possible. It is hard to expect Knowledge-sharing to be a normal practice in the Philippines.
Country Cultural Orientation	Short-term	The values pertain to the past and present.	Only immediate results are to prove the value of the activity. Thus, knowledge-sharing in the Philippines must reveal the immediate short-term results before it is acceptable.

The following research hypotheses are formulated based on Hofstede's cultural dimensions and the characteristics of the Philippines.

2.22.3 The Philippine Culture

Many ethnic groups in the Philippines shape the culture and traditions of the country. The National Commission on Indigenous Peoples (NCIP) has recognized 110 ethnic groups in the Philippines (Cataliotti, 2023). Likewise, the United Nations High Commissioner for Refugees (UNHCR) has identified different ethnic groups in the Philippines comprising Cebuano, Tagalog, Ilocano, Hiligaynon, Central Bicolano, Waray, Kapampangan, Albay Bicolano, Pangasinan, Malay, Maranao, Maguindanao, Tausug, Min Nan Chinese, Masbateño (Cataliotti, 2023).

This study aims to determine the similarities and differences in knowledge-sharing behavior of the participants from different regions or ethnic groups, checking on the respondents' preference to whom they will share their knowledge more – with people of the same ethnicity or with those they are currently working with. This research will further validate respondents' cultural adaptation. Respondents who migrated to a new environment with a different culture will be identified. Further, participants' knowledge-sharing behavior will be checked to determine whether their old culture is preserved and still affects their knowledge-sharing behavior or whether the new environment's culture has a more significant influence. It will determine a person's adaptation to a new culture, whether he can easily adjust or still values his old tradition.

Zhang, Ribiere and Chintakovid (2008) conducted a comparative study on the impact of in-group/out-group (sharing the same culture or not and whether sharing previous work experience or not) relationships on the attitude toward knowledge-sharing to Chinese, Americans, and Bahrainis. They have found that, for both Chinese and Americans, the shared working experience is a stronger determinant of the sharing attitude than the shared cultural background. However, for Bahrainis, both factors are strong determinants. This research will validate their findings to Filipino sub-cultural groups as each demonstrates a distinct set of values and attitudes. Furthermore, it will check how strong the influence of culture is on the knowledge-sharing behavior of Filipino teachers in higher academic institutions.

2.22.4 Organizational Culture

Five (5) factors have been identified that affect knowledge-sharing at the organizational level (Based on the organizational culture framework of Gupta & Govindarajan, 2000).

Interpersonal trust. Interpersonal trust between co-workers is an important attribute in an organization with a strong influence over knowledge-sharing. Interpersonal trust is known as an individual or a group's expectancy of the reliability of the promises or actions of other individuals or groups (Politis, 2003). Team members require trust to respond openly and share their knowledge (Gruenfeld, Martorana, & Fan, 1996). Trust, reciprocal benefits, and enjoyment are significantly related to a positive attitude toward knowledge-sharing. Positive attitude, enjoyment, age, nationality, and computer experience positively relate to knowledge-sharing behavior. Thus, understanding how trust, affiliation, and motivation influence positive attitudes and knowledge-sharing behavior can assist managers in developing intervention strategies that improve team environments to support knowledge-sharing behavior.

Inter-organizational communication refers to human interaction through oral conversations and the use of body language while communicating (Smith & Rupp, 2002). Social networking in the workplace greatly enhances human interaction, and this form of communication is fundamental in encouraging knowledge transfer.

Organizational information systems. Organizational information systems refer to an organization of processes where people, data, and processes interact to sustain daily operations, problem-solving, and decision-making in organizations (Whitten, Bentley, & Dittman, 2001). Organizations use different information systems to facilitate knowledge-sharing through creating or acquiring knowledge databases, where sharing expertise and accessing shared experience becomes possible for other staff (Connelly & Kelloway, 2003).

Organizational reward system. An organizational reward system is a strong motivator for sharing knowledge (Omar Sharifuddin Syed-Ikhsan & Rowland, 2004). It is unlikely to assume that all workers are willing to easily offer knowledge without considering what may be gained or lost due to this action. Managers must consider the importance of collaboration and sharing best practices when designing reward

systems. The idea is to introduce processes in which sharing information and horizontal communications are encouraged and rewarded.

This study conducted its investigation in higher educational institutions (HEI) to check on the impact of organizational culture on knowledge-sharing behavior; accordingly, the academe is considered the source of knowledge; it plays a vital role in the evolution (creation, transformation, transmission) and propagation of knowledge. Under the background of a knowledge economy society, teachers are considered knowledge workers who can only satisfy the needs of the teaching profession if the level of their specialty is developed (Zhang, 2010). The knowledge-sharing behaviors of teachers can reduce the loss of knowledge and promote the development of the school and students' learning, which can become a model of students' knowledge-sharing (Zhao, 2010).

HEI was used to gauge and assess the knowledge-sharing environment. The different aspects of culture influence knowledge-sharing behavior and must complement and promote initiated sharing. It is also imperative that an in-depth understanding of the teacher's cultural values is learned in order to determine how the organization can formulate a workplace mechanism to develop a culture of sharing and ensure its successful implementation. The actual knowledge-sharing practices in the academic institution and the sharing experiences of teacher will be explored to strengthen the analysis of the influences of cultures and the organization on their knowledge-sharing behaviors. The mechanism will ensure that proper interplay between the person's cultural values and the organization's policies and objectives will be established.

2.22.5 Organizational culture and knowledge-sharing in the Philippines

From the TPB model (Ajzen, 1985), this study identified organizational trust, inter-organizational communication, organization information system, and organization reward system as factors that affect a person's knowledge-sharing intentions. Consequently, knowledge-sharing intentions are vastly influential in actual knowledge-sharing behavior.

Furthermore, this study will analyze the impact of the academic institution and its local institutions' knowledge-sharing cultures on the knowledge-sharing behavior of teachers. The academic institution this research will use to conduct its investigation and analysis will be the Philippine Normal University (PNU).

2.22.5 PNU system and local cultural aspects

PNU is a State University (SU) mandated by law to be the National Center for Teacher Excellence (NCTE) 's Center of Excellence (CoE) in Teacher Education. It has five (5) campuses strategically located across the country in various cultural groups/regions. Each campus has unique characteristics, and each region has its cultural characteristics explicitly manifested in the work environment.

2.22.6 Culture of the PNU system

The Philippine Normal University (PNU) System vision and mission statement entail an overarching PNU culture.

Vision

PNU shall be known nationally and internationally as the primary center of excellence in teacher education and educational leadership in the Philippines and Asia. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers who can directly inspire and shape the quality of Filipino students and graduates in the country and the world.

Mission

PNU is dedicated to developing teachers and educational leaders as valued contributors to the social transformation of Filipinos for a better world. The institution's commitments propel this mission to:

- 1) Quality Education and Excellence
- 2) Knowledge Creation and Application
- 3) A Culture of Sharing and Service
- 4) Growth, Efficiency and Accountability

With this mission, it can be assumed that all PNU personnel are:

- 1) Having the quality of knowledge and excel in each of their academic disciplines.

2) Having the capability of generating new knowledge and its application.

3) They have a culture of sharing their knowledge and are service-minded people.

4) Enthusiastic in personal development, working efficiency, and accountable for every action they take.

To pursue excellence, leadership, and service, PNU cultures on knowledge-sharing are:

1) Integrity:

PNU maintains the highest standard of morality among its faculty and staff in performing their duties and responsibilities.

2) Solidarity:

PNU nurtures the value of shared responsibility and the spirit of collaboration in all its undertakings

3) Flexibility:

PNU recognizes the significance of changing contexts that may require modifications in its operations.

4) Efficiency:

PNU invests in holistic and strategic planning to determine the appropriate courses of action to facilitate growth and development within available resources.

5) Openness:

PNU encourages consultative processes to arrive at informed decisions.

6) Self-Worth:

PNU believes in the potential of every community member to contribute to attaining its mission.

7) Accountability:

PNU advocates transparency at every level of operation.

8) Initiative:

PNU promotes self-reliance, ingenuity, and resourcefulness in its search for means to carry out its programs.

9) Pride in being a Filipino

PNU takes pride in maintaining its excellence as a Filipino university imbued with the cultural values of its people.

10) Spirituality

PNU entrusts all its undertakings and aspirations into the hands of the Divine Providence for their realization.

Further analysis is made of the core values to determine the values that are relevant to knowledge-sharing.

Table 2.7:

Analysis of the Relevance of PNU Values to Knowledge-Sharing

Values	Relevant	How it impacts Knowledge-sharing at PNU
Integrity	Yes	In terms of performing their duties and responsibilities, PNU personnel shall commit to the duty of work as required, and Knowledge-sharing is a task that all PNU personnel must deliver as their core value.
Solidarity	Yes	Solidarity refers to the degree to which members of an organization share goals and tasks (Smith, 2003, p.5). This means every PNU personnel is willing to do what PNU commits to, and knowledge-sharing is one of the tasks that is committed.
Flexibility	No	Change of context should be the primary intention in knowledge-sharing, as the context of the body of knowledge shall remain until there is time for knowledge revision.
Efficiency	Yes	In the context of PNU, efficiency refers to the exercise of any actions that serve growth and development. Knowledge-sharing is the fundamental key to personnel development and growth.

(Continued)

Table 2.7 (Continued)

Analysis of the relevance of PNU values to knowledge-sharing

Values	Relevant	How it impacts Knowledge-sharing at PNU
Self-Worth	No	Self-worth is seen as the result of the esteem of personnel development and growth, which are knowledge-sharing outcomes. Thus, self-worth is considered to have no impact on knowledge-sharing.
Accountability	No	Transparency of operations has nothing to do with knowledge-sharing.
Initiative	Yes	Searching for ways to carry out its program means finding a new method to disseminate knowledge, which has a strong impact on knowledge-sharing.
Pride in being a Filipino	No	Becoming an excellent Filipino does not have anything to do with knowledge-sharing.
Spirituality	No	According to Ker-Dincer (2007), spirituality covers the capacity for meaning, vision, and value. It also develops a connection between reason and emotion. Spirituality has nothing to do with knowledge-sharing in this aspect.

From the above analysis, Integrity, Solidarity, Efficiency, and Initiative are the cultural values of Central PNU that may impact knowledge-sharing in the PNU organization.

2.22.7 PNU Local Institutional Culture

PNU allows each subsidiary branch to have its own Vision-Mission-Values as follows.

Table 2.8:

Summary of the PNU Local Branches' Vision Mission and the Analysis of Their Relevance to Knowledge-Sharing.

PNU Branch	Vision	Mission	Comment
PNU System	PNU shall be known nationally and internationally as the primary center of excellence in teacher education and educational leadership in the Philippines and Asia. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers who can directly inspire and shape the quality of Filipino students and graduates in the country and the world.	PNU is dedicated to developing teachers and educational leaders as valued contributors to the social transformation of Filipinos for a better world. The institution's commitments propel this mission to: <ul style="list-style-type: none"> - Quality Education and Excellence - Knowledge Creation and Application - A Culture of Sharing and Service - Growth, Efficiency and Accountability 	The central vision and mission focus on the four core values of quality, knowledge creation, the culture of sharing and servicing, and adequate growth with accountability. However, because each institute's visions and missions vary, these cultural aspects might be treated differently.

(Continued)

Table 2.8 (Continued):


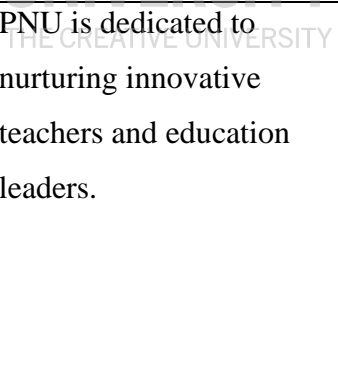
Summary of the PNU Local Branches' Vision Mission and the Analysis of Their Relevance to Knowledge-Sharing

PNU Branch	Vision	Mission	Comment
North Luzon	PNU North Luzon is an internationally recognized and nationally responsive teacher education university specializing in living traditions and indigenous education.	PNU North Luzon is dedicated to nurturing innovative teachers and education leaders.	The mission to nurture innovative teaching, educate the next generation of educators, and value living traditions is seen as a contradiction. PNU North Luzon focuses on developing educators who are innovative thinkers and leaders while valuing long-term orientation by "fostering virtues oriented towards future rewards, particularly perseverance, and thrift" (Hofstede, 2001, p. 359).
Manila	PNU shall become internationally recognized and nationally responsive in teacher	PNU is dedicated to nurturing innovative teachers and education leaders.	The vision statement focuses on making talented, high-quality educators on the international and domestic playgrounds through innovative methods.

(Continued)

Table 2.8 (Continued):


Summary of the PNU Local Branches' Vision Mission and the Analysis of Their Relevance to Knowledge-Sharing

PNU Branch	Vision	Mission	Comment
Manila	education. It shall be the primary source of high-quality teachers and education managers who can directly inspire and shape the quality of Filipino students and graduates in the country and the world.	 <p>PNU is dedicated to nurturing innovative teachers and education leaders.</p>	The vision statement focuses on making talented, high-quality educators on the international and domestic playgrounds through innovative methods. PNU Manila focuses on the value of crafting innovative ways of developing pedagogy.
South Luzon	PNU shall become an internationally recognized and nationally responsive teacher education university. As the established producer of knowledge workers in education,	 <p>PNU is dedicated to nurturing innovative teachers and education leaders.</p>	The vision statement focuses on making talented, high-quality educators on the international and domestic playgrounds through innovative methods. PNU South Luzon focuses on the value of crafting innovative ways of developing pedagogy.

(Continued)

Table 2.8 (Continued):

Summary of the PNU Local Branches' Vision Mission and the Analysis of Their Relevance to Knowledge-Sharing

PNU Branch	Vision	Mission	Comment
	it shall be the primary source of high-quality teachers and education managers that can directly inspire and shape the quality of Filipino students and graduates in the country and the world.		
Mindanao	PNU-Mindanao shall become an internationally recognized and nationally responsive teacher education university specializing in multicultural education.	To support the vision, PNU Mindanao shall: <ul style="list-style-type: none"> - Institute quality and culturally responsive teacher education programs - Produce innovative education leaders and research scholars 	In addition to becoming a highly acclaimed educator-producing institute, they also focus on multidisciplinary coordination and collaboration to develop talents.

(Continued)

Table 2.8 (Continued):

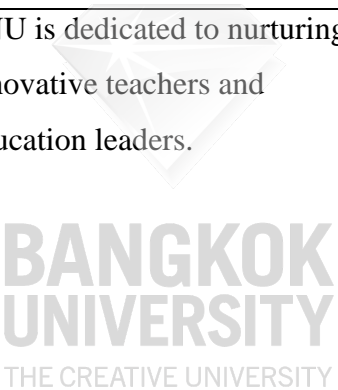
Summary of the PNU Local Branches' Vision Mission and the Analysis of Their Relevance to Knowledge-Sharing

PNU Branch	Vision	Mission	Comment
	<p>As the established producer of knowledge workers in education, it shall be the primary source of high-quality teachers and education managers that can directly inspire and shape the quality of Filipino students and graduates in the country and the world. PNU is dedicated to nurturing innovative teachers and education leaders.</p>	<ul style="list-style-type: none"> - Conduct quality research to improve its curricular programs to meet the felt needs of the mainstream and marginalized sectors of the community. - Undertake local and global partnership and extension services with the varied sectors of the community. - Generate teacher-enhancement programs and develop instructional materials sensitive to context and culture 	<p>To achieve this goal, we must focus on innovative talent development methods and quality research with multiple parties, locally and internationally. Doing so may involve a self-developed knowledge context that may vary from the rest of PNU institutes.</p> <p>PNU Mindanao focuses on the values of integrative knowledge development, coordination, and networking relationships.</p>

(Continued)

Table 2.8 (Continued):

Summary of the PNU Local Branches' Vision Mission and the Analysis of Their Relevance to Knowledge-Sharing

PNU Branch	Vision	Mission	Comment
Visayas	<p>PNU shall become an internationally recognized and nationally responsive teacher education university. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers who can directly inspire and shape the quality of Filipino students and graduates in the country and the world.</p>	<p>PNU is dedicated to nurturing innovative teachers and education leaders.</p> 	<p>The vision statement focuses on making talented, high-quality educators on the international and domestic playgrounds through innovative methods.</p> <p>PNU Visayas focuses on the value of crafting innovative ways of developing pedagogy.</p>

Among the PNU system's vision and the local institutions, each institute has a different vision and mission. It will lead to different cultural aspects of knowledge-sharing. It indicates the misalignment from the PNU system vision, making each PNU institute separately managed with its policy, procedure, and different working culture. It becomes the problem of why knowledge-sharing, one of the key expectations to drive excellence in PNU, becomes the deficit for development and growth. The centralized policy on knowledge-sharing may not be enforced or interpreted with the same meaning and code of practice. It leads to the differences in local PNU cultures, as follows:

Table 2.9:

Analysis of the Differences in Culture of the PNU System and its Local Institutions.

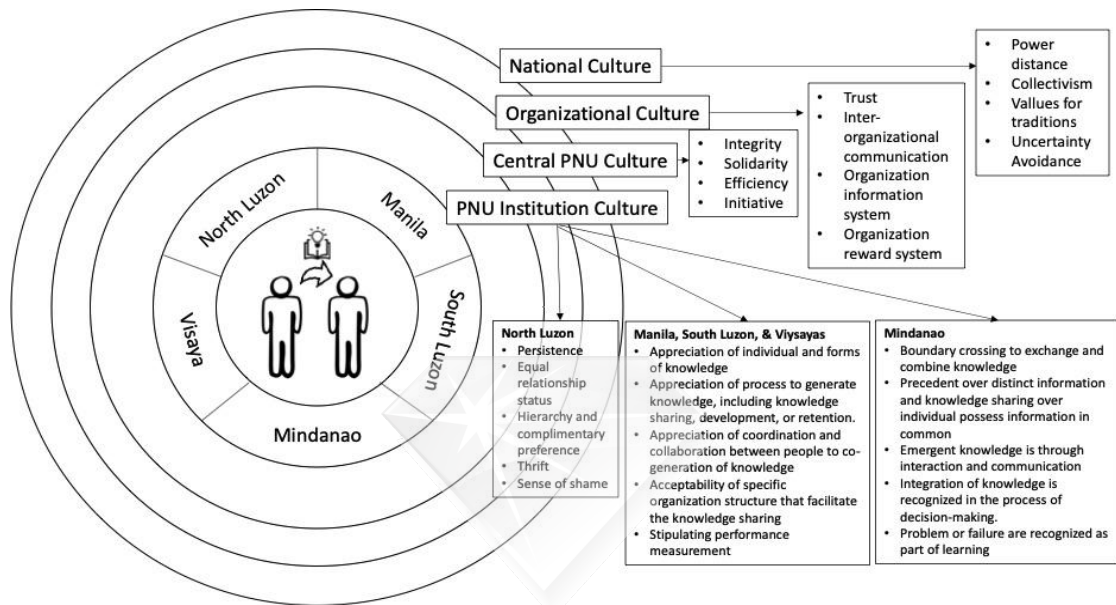
PNU Branches	Culture
North Luzon	<ul style="list-style-type: none"> • Persistence • Equal relationship status • Hierarchy and complimentary preference • Thrift • Sense of shame
Manila	<p>Innovation pedagogy development</p> <ul style="list-style-type: none"> • Appreciation of individuals and forms of knowledge • Appreciation of process to generate knowledge, including knowledge-sharing, development, or retention. • Appreciation of coordination and collaboration between people to co-generation of knowledge • Acceptability of specific organization structures that facilitate the knowledge-sharing • Stipulating performance measurement

(Continued)

Table 2.9 (Continued):

Analysis of the differences in culture of the PNU system and its local institutions.

South Luzon	Innovation pedagogy development. It is designated as the hub for Technology and Livelihood Education because of the region's large amount of rich flat land, and agriculture is the most significant component of the economy, depending on their livelihood in the industry.
Mindanao	<p>Integrative knowledge development, coordination, and networking relationship</p> <ul style="list-style-type: none"> - Boundary crossing to exchange and combine knowledge - Precedent over distinct information and knowledge-sharing over individuals possess information in common - Emergent knowledge is through interaction and communication - Integration of knowledge is recognized in the process of decision-making. - Problems or failures are recognized as part of learning.
Visayas	Innovation pedagogy development. It is the hub for Environmental and Green Technology Education because of its region's rich biodiversity.

Figure 2.15:*PNU Cultural Framework***2.22.8 Knowledge-sharing Intention.**

The success of knowledge-sharing is affected by one's intention to share. Behavioral intention has long been found to be significantly associated with actual behavior. This perception is premised on the Theory of Planned Behavior (TPB). According to the Theory of Planned Behavior (Austin, 2006; Chen et al., 2009; Tsai et al., 2012), behavioral intentions are motivational factors that capture how hard people are willing to try to perform a behavior.

TPB suggests that behavioral intention is the most influential predictor of behavior; a person does what he intends to do. Human behavior is undoubtedly essential to the success of any process or course of any knowledge-sharing activity. A person's intention to share knowledge must be known and clear. Organizations should invest their efforts in encouraging and inducing their essential personnel with their full cooperation and participation. Factors affecting behavioral intentions must be distinctly identified to ensure the success of knowledge-sharing. According to Gagne (2009), TPB is which intentions "are assumed to capture the motivational factors influence a behavior." Three factors influence intentions: (1) attitude toward the

behavior, (2) social norms regarding the behavior, and (3) beliefs about one's control over the behavior.

Attitude is the degree to which one evaluates the behavior favorably or unfavorably. Attitude and intention mediate knowledge-sharing behavior (Shahzadi, Hameed, & Kashif, 2015). An example of how external variables affect attitude towards a behavior happens when such beliefs are generated when individuals believe that performing the behavior will lead to both positive and negative consequences (Aliakbar et al., 2012).

Subjective norms are the belief that an important person or group will approve and support a particular behavior (Ham, Jeger & Ivkovic, 2015). Subjective norms are determined by the perceived social pressure from others for an individual to behave in a particular manner and their motivation to comply with those people's views. Behavior is stimulated by one's desire to act as an important referent to others or think one should act (Chen et al., 2009).

Correspondingly, many individuals do not share knowledge due to some *perceived behavioral controls*, such as protecting their competitive advantage, insecurity about job performance, dislikes of sharing, personal traits, inability to comprehend knowledge or the thought that knowledge could harm themselves or others, issues of confidentiality, and the absence of a sharing culture (Oye et al., 2011).

2.22.9 Knowledge-sharing Behavior

The Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB) are used as models to understand human intention, leading to an understanding of an individual's knowledge-sharing behavior. Several factors were identified to affect knowledge-sharing behavior in the organization (Aliakbar et al., 2012). Factors that influence knowledge-sharing behavior will be examined. Proper understanding and different perspectives could correctly formulate knowledge-sharing behavior. Studies have shown that TPB is a successful model in forecasting intention to knowledge-sharing behavior (Aliakbar et al., 2012).

An individual performance of a specific behavior is defined by her or his behavioral tendency to fulfill the behavior, and behavioral intention is determined by the individual's attitude, subjective norms, and perceived behavioral control (Okyere-Kwakye & Nor, 2011).

Social Exchange Theory imparts that individuals may form their knowledge-sharing behavior based on future expectations. This means that individuals will not share when they perceive activities as mere costs but intend to share when positive returns are expected. Reciprocity indicates that people may use knowledge-sharing to accrue positive rewards (Okyere-Kwakye & Nor, 2011). It was found that knowledge-sharing intention impacts an organization's knowledge behavior.

2.22.10 Cultural Analysis Framework.

The main goal of this research is to analyze the influences of culture from three different levels: national culture, regional sub-culture, and organizational culture. It will gauge the impact of each cultural level on knowledge-sharing behavior of the faculty members of higher educational institutions. This research aims to discover how cultural factors, when managed aptly in the work environment, can guarantee successful implementation of knowledge-sharing strategies. The analysis of the relationships of the variables will yield the development of a knowledge-sharing framework in Philippine Higher Educational Institutions.

2.24 Statement of Hypotheses

The research hypotheses are as follows.

On the influences of culture from different levels on the knowledge-sharing intentions of teachers:

Hypothesis 1 National culture significantly influences the knowledge-sharing intention of teachers.

Hypothesis 1.1 Paggalang, or Respect for Authority (Power Distance), has a negative and significant impact on teachers' knowledge-sharing intentions.

Hypothesis 1.2 “Pakikisama” or Social Acceptance (Collectivism) has a positive and significant impact on the knowledge-sharing intentions of teachers.

Hypothesis 1.3 “Bahala Na” or Come what may (Uncertainty Avoidance) has a positive and significant impact on the knowledge-sharing intentions of teachers.

Hypothesis 1.4 “Pagpapahalaga,” or value for tradition (Short-term Orientation), has a positive and significant impact on teachers' knowledge-sharing intentions.

Hypothesis 2 Organizational culture significantly influences the knowledge-sharing intention of teachers.

Hypothesis 2.1 Interpersonal trust has a positive and significant impact on the knowledge-sharing intentions of teachers.

Hypothesis 2.2 Inter-organizational communication has a positive and significant impact on the knowledge-sharing intentions of teachers.

Hypothesis 2.3 Organizational information systems have a positive and significant impact on the knowledge-sharing intentions of teachers.

Hypothesis 2.4 The reward system significantly has a positive and significant impact on the knowledge-sharing intentions of teachers.

Hypothesis 3 There is a significant relationship between the university system's knowledge-sharing practices and the knowledge-sharing intention of teachers.

Hypothesis 4 There is a significant relationship between the university's regional/local institutions' knowledge-sharing practices and the knowledge-sharing intention of teachers.

On the similarities and differences of assessments of KSTs between branches:

Hypothesis 5a There is a significant difference in knowledge-sharing intentions between the university's regional/local branches.

Hypothesis 5b There is a significant difference between the classified groups of participants in their knowledge-sharing intentions.

CHAPTER 3

METHODOLOGY

This research focused on expounding the knowledge-sharing work environment in connection with the person's intention influenced by the national cultural values, the organizational culture, and the higher educational institution's knowledge-sharing practices. Its purpose is to analyze knowledge-sharing models where knowledge gained is transferred into a change in practice. It employed pluralistic approaches to derive knowledge and understanding of the problem. The models help ensure that a proper relationship between the person's cultural values, the factors on the organizational level, and the higher academic institutions' implementing policies and objectives were established in creating and promoting knowledge-sharing behavior in a work environment.

3.1 Post-Positivist Approach

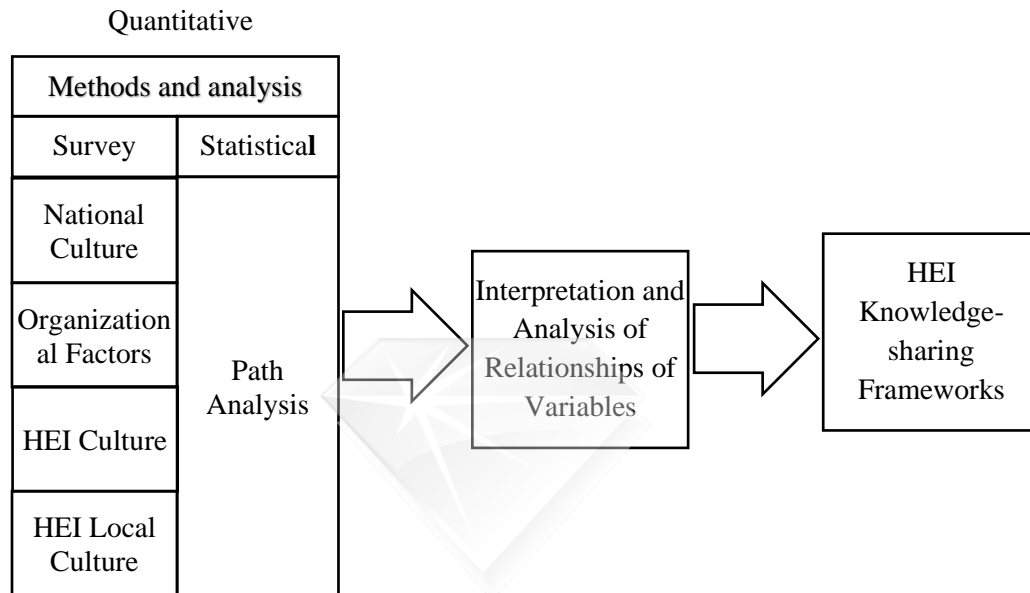
This research adopts a post-positivist paradigm to explore the dynamics of knowledge-sharing behavior within higher educational institutions, focusing on the interplay between national cultural values, organizational culture, and institutional policies. The post-positivist paradigm was chosen because it acknowledges the complexity of social phenomena and supports a critical realist ontology, where reality is understood as objective but only improperly and probabilistically knowable due to inherent limitations in the observation and measurement tools.

In the context of this study, the post-positivist approach is particularly relevant as it allows for a nuanced understanding of how cultural and organizational factors influence individual behaviors in the knowledge-sharing context. Unlike a purely positivist approach, which would assume a straightforward cause-and-effect relationship, post-positivism recognizes that these relationships are likely influenced by various mediating and moderating variables, making them more complex and context-dependent. This paradigm also supports using quantitative methods, such as the Path Analysis employed in this study, which is crucial for systematically exploring the hypothesized relationships and testing the proposed models.

This study intentionally adopts a post-positivist paradigm to effectively analyze the relationships between cultural values, organizational culture, and knowledge-sharing behaviors. This approach allows for a robust quantitative analysis, ensuring that the complexity of social phenomena is not oversimplified and that the influence of contextual factors is appropriately considered. By choosing this paradigm, the study can critically and comprehensively explore these relationships, resulting in reliable and contextually grounded findings. By adopting this paradigm, this research can systematically and critically analyze the intricate relationships between the variables while acknowledging and addressing the research methods' limitations. This approach ensures that the study's findings are vigorous, contextually grounded, and reflective of the complex realities within higher educational institutions.

3.2 Research Design

The study determined the relationship between the national and organizational cultures concerning their effects on the knowledge-sharing behavior of the faculty members of higher educational institutions (HEI). It used a quantitative method of research. This method involves the collection of quantitative data using survey questionnaires and then analyzing the results. Statistical analysis used was Path Analysis to capture the conceptual models of the interrelationships of the cultures (exogenous variables) and how they influenced knowledge-sharing intentions and the probability of the intention (endogenous variables) to transform into actual knowledge-sharing behaviors (endogenous). This statistical method tested and helped analyze the mediated variables with the knowledge frameworks.

Figure 3.1:*Diagram of the Research Design*

The research method was deemed appropriate for this study because the results of the survey provided a general picture of the research problem, which was to determine the knowledge-sharing behaviors of the participants and how they were influenced by such factors as the national culture, measured using the cultural dimensions developed by Hofstede (1980 a), transformed into the organizational level; and gauging the extent of the effects of the factors or standards set by the academic institution (HEI culture) within its domain. These factors were considered to influence knowledge-sharing behaviors of people in the workplace. Some of the national culture and organizational cultures were motivations and provision of incentives to encourage knowledge-sharing, personal values, trust, care, organizational resources like time and space, and access to knowledgeable people in the organization (Wu & Zhu, 2012).

The research broadened and provided insights into the similarities and differences of the cultures of the people from the local branches of the participating academic institutions located across regions of the Philippines. This country has diverse cultures across its regions. This research's ambition was to establish an

impression on how knowledge-sharing can be implemented, contemplating the country's diverse culture manifested in the academic institutions, in which faculty mobility and collaboration among members within and between academic organizations were deemed necessary.

Table 3.1:

Summary of the Phases of the Research Design Based on the Research Questions

Research Methods	Research Questions	Data Collection Activities
Quantitative Method - Survey	What was the participants' assessment of the knowledge-sharing strategies and techniques concerning the entire university system and their local institutions' vision and mission?	A survey questionnaire was used to measure and understand the participants' perception of the HEI's implied knowledge-sharing techniques.
	Did culture from different levels significantly influence the knowledge-sharing intentions of teachers? Was there a significant relationship between the university system-wide knowledge-sharing culture and the knowledge-sharing intention of teachers?	A survey questionnaire was used to measure their national cultural dimensions, which were summarized and transformed into the organizational level and analyzed into specific regional levels where diversity of people's traits and culture can be observed. A survey questionnaire was used to measure the extent of the organizational culture based on the factors identified that influenced knowledge-sharing behaviors.

(Continued)

Table 3.1 (Continued):

Summary of the Phases of the Research Design Based on the Research Questions

Research Methods	Research Questions	Data Collection Activities
Quantitative Method - Survey	Was there a significant relationship between the knowledge-sharing culture of local university institutions (campuses) and the knowledge-sharing intention of teachers?	
Data Analysis		Analysis of data gathered from the survey using Path Analysis

Quantitative data collection usually includes closed-ended responses. This research used descriptive survey questionnaires to (1) measure national cultural dimensions, (2) how they influenced the participant's knowledge-sharing behavior, and (2) gauge the extent to which the organizational factors are affecting their knowledge-sharing behaviors. It gathered data through descriptive survey questionnaires, analyzed the results, and then determined how cultural dimensions transformed into the organizational level and the organizational factors influenced the knowledge-sharing intentions.

Data were gathered through survey questions from the faculty members of the participating higher educational institution (HEI), the Philippine Normal University (PNU). There were three main objectives for conducting this phase of the data collection:

1) to measure their national cultural dimensions summarized and transformed into the organizational level and then analyzed into specific regional levels where diversity of people's traits and culture can be observed from the five campuses of the university scattered across the country's regions.

2) Measure the extent of the organizational culture based on the factors identified that affect knowledge-sharing behaviors.

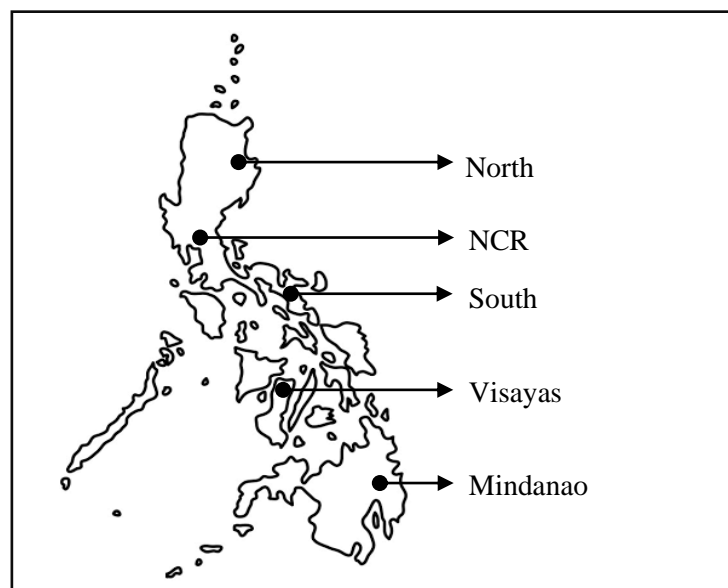
3) to measure and understand the participants' perceptions of the HEI's implied knowledge-sharing techniques. This was necessary because it provided insights into the participants' basic understanding of their behavior toward knowledge-sharing practices in their institution.

3.3 Research Venue

The Philippines is a nation with diverse peoples and diverse cultures, and it is composed of a complex society. Its people practiced distinct cultural traditions and were identified by their languages and dialects. They have apparent different behaviors that could affect relationships or communications within and outside their circle of acquaintances (Gregorio & Defensor, 2010). Given the purpose of this study to conduct its investigation in Higher Educational Institutions (HEI), the venue where research activities were facilitated was the Philippine Normal University (PNU) in its campuses across Philippine regions – from the northernmost part down to the southernmost part of the country. Figure 3.2 shows the map of the Philippines, showing the strategic locations of the branches of PNU.

Figure 3.2:

The Philippine Map Showing the Strategic Locations of PNU Branches Across the Country



PNU is a state university (SU) mandated by law to be the Center of Excellence (CoE) in Teacher Education (National Center for Teacher Excellence – NCTE). It has five (5) campuses strategically located across the country, namely: PNU North Luzon (located in the Ilocos Region), Manila (located in the National Capital Region - NCR), South Luzon (located in the Southern Tagalog Region), Cadiz (located in the Visayas Region) and Agusan del Sur (located in the Mindanao Region). The participating university is assumed to be an appropriate venue to conduct the study and the data collection because its local institutions are strategically located in different major regional sites; each of these local institutions has unique characteristics where each region has its cultural characteristics explicitly manifested in the work environment.

3.3.1 The PNU local campuses and their distinct cultural characteristics.

The university has structured its local institutions to fit the professed cultural values of the region where the campuses are located. Below is the description and designation of each branch as a learning hub based on the culturally distinct quality of the region where each campus is located (Benavidez, 2020).

PNU Manila Campus. The Manila Campus is the flagship and the oldest campus of the university. In 1909, the Philippine Commission tasked American architect William E. Parsons to draw up designs for schools to be established in the Philippines. Manila City is located on the western edge of Luzon, the largest and most important island in the Philippines. The metropolitan area of Manila is the epicenter of the country's economic, political, social, and cultural activity and the most densely populated city in the world.

The North Luzon Campus. The PNU North Luzon is the third regional hub of the university, based in Cagayan Valley in the municipality of Alicia, Isabela. The university has designated it the hub for Indigenous Education. Quite a number of Indigenous tribes or ethnic groups reside in the mountainous lands of the region.

The South Luzon Campus. The university designates PNU South Luzon as the Technology and Livelihood Education hub. This is the fourth regional campus of the university, located in the town of Lopez, Quezon. The region has a large amount of rich flat land, and agriculture is the largest component of the economy, with close

to 50% of the population depending on the industry for their livelihood. Coconuts, abaca, banana, coffee, and jackfruit are the top five permanent crops in the region.

PNU Visayas. The PNU Visayas in Cadiz City, Negros Occidental was established with the enactment of RA 4242, which was approved on June 9, 1968. This act provided for the establishment of regional branches of PNU. It is the hub for Environment and Green Technology Education. Western Visayas is very rich in biodiversity. The region consists of many plants and animals that must be well appreciated. It has rare and common animals and plants, which should all be preserved and protected.

PNU Mindanao. The PNU Mindanao in Prosperidad, Agusan del Sur was established as a college on August 12, 1968, with the passage of RA 4242. It is declared as the hub for Multicultural Education. PNU Mindanao enrolls ethnic students and caters to indigenous communities; education can take its role of educating people to respect cultural diversity for different ethnic groups. Mindanao is a cultural tapestry. It is home to 18 Lumad tribes, 13 ethnic-linguistic Moro tribes, and 64 settler groups who have lived on the island for over a century. Mindanao is an island of people with diverse ethnic backgrounds and cultural differences.

The participating university shall be given a copy of this research with its analysis, findings, and recommendations. A copy shall be provided to each PNU branch so that faculty members who participated in the survey can understand how the knowledge-sharing behavior on their campus and in the entire university system was upheld and manifested by the cultures. The officials and the faculty members will be able to promote knowledge-sharing behavior, stimulating innovation and growth for the university. Hence, teachers become more confident in knowledge-sharing to help them achieve their goals.

3.3.2 Knowledge-sharing: The Case of Philippine Normal University (PNU)

PNU recognizes the importance of knowledge-sharing and has taken steps to foster it. The university's Manual of Operations outlines its commitment to knowledge creation, transfer, sharing, application, and exchange. PNU operates on a four-fold function that is constantly revisited, considering its charter, its mandate as the National Center for Teacher Education (NCTE), and the new developmental

factors that influence it. These functions are Instruction, Research, Linkages and Extension, and Administration (PNU Manual Operations).

1) Instruction (Knowledge Transfer)

PNU endeavors to ensure its relevance and responsiveness to the educational needs of the community of learners through sound philosophical framework, content, pedagogy, delivery, materials, and instruction evaluation.

2) Research (Knowledge Creation)

PNU relentlessly pursues to be the source of information on a new theory or its application that could shape education, particularly teacher education in the country and beyond its borders.

3) Linkages and Extension (Knowledge-sharing and Exchange)

PNU constantly reaches out to provide context-based technical assistance to various groups, agencies, and communities that need its technical assistance and establishes partnerships with other institutions for mutual benefits.

4) Administration (Knowledge Support Management System)

This function focuses on PNU governance -- the management of its systems, standards, processes, practices, and procedures, by creating and sustaining a culture that promotes innovation in knowledge creation, transfer, sharing, application, and exchange. (PNU Operations Manual)

3.3.3 Linkages and Extension-PNU Knowledge-sharing and Exchange

Venture

The university's main arm in fulfilling its corporate social responsibility by putting knowledge to work for PNU's partner communities/ schools in their pursuit of improving their lives and situation is realized through its function of Linkages and Extension.

Extension is a strong force in bringing about individual and social transformation, professional growth, and development. Collaboration, cooperation, and networking bring about new knowledge and technologies. It also provides inputs that make instruction more realistic and relevant to learners' lives. It is also viewed as a discipline that utilizes knowledge that passes through the prism of sociology, economics, anthropology, psychology, management, and other disciplines to transfer

appropriate technologies, values, attitudes, knowledge, and skills that will ultimately improve the social practice or lives of its clientele, partners or cooperators.

(PNU Operations Manual)

3.3.4 Challenges in Knowledge-sharing:

Despite the efforts of the university, knowledge-sharing can be complex. Cultural differences, organizational structures, and individual behaviors influence how effectively knowledge flows within an institution. One challenge is ensuring that knowledge-sharing behaviors align with the institution's goals. Cultural dimensions play a significant role in shaping these behaviors. For instance, teachers' cultural orientations and beliefs affect how they value and share knowledge (Tabajen, Sabetzdeh & Senivongse, 2023).

PNU faces challenges related to:

1) Cultural Diversity: PNU's teachers come from diverse backgrounds, each contributing unique experiences and perspectives. Balancing these cultural differences while promoting effective knowledge-sharing can be challenging (Gebreyohans, Croasdell, & Meshesha, 2022).

2) Behavioral Intentions: Encouraging teachers to participate in knowledge-sharing requires understanding their intentions and motivations. Cultural factors influence these intentions (Annansingh, Howell, Liu, & Baptista Nunes, 2018).

3) Technology Adoption: Information and communication technology breakthroughs impact teaching and learning. PNU must navigate cultural preferences and technological adoption to enhance knowledge-sharing.

3.3.5 PNU as a Case Study

PNU's commitment to knowledge-sharing and its cultural diversity and organizational context make it an excellent case study for exploring the intricate interplay between regional cultures, organizational culture, and effective knowledge-sharing. It serves as an interesting case study for understanding the influences of regional cultures and organizational cultures on knowledge-sharing for several reasons:

1) Cultural Diversity: PNU's teachers represent various regional cultures across the Philippines. Their diverse backgrounds offer insights into how cultural dimensions affect knowledge-sharing intentions.

2) Organizational Culture: PNU's organizational culture shapes how knowledge is valued, shared, and disseminated. Trust, communication, and leadership play a role (Ibrahim & Shaalan, 2023).

3) Educational Context: PNU deals with formal and informal knowledge-sharing as an educational institution. Understanding how cultural and organizational factors impact knowledge flow can inform best practices (Al-Kurdi, El-Haddadeh, & Eldabi, 2018).

Research Agenda: PNU's research agenda focuses on producing innovative and nationally relevant research. Investigating knowledge-sharing behaviors within this context provides valuable insights (Al-Kurdi et al., 2018).

3.3.6 Sampling Technique and the Participants of the Study

This study employed a census approach. It means that every member of the target population was invited to participate in the research. The goal was to achieve complete coverage and eliminate selection bias, thereby enhancing the validity and reliability of the results.

The participants were the faculty members of the Philippine Normal University (PNU) who possessed a mixture of characteristics based on criteria such as their educational attainment, academic rank, position, gender, age, and years of service. The participants' availability and convenience and their willingness to participate in the online survey were considered in determining the total number of samples from the entire population. Despite the efforts to reach the whole population, the sample consisted of 155 teachers, resulting in a 49.21% response rate. The actual sample size of 155 respondents indicates that some individuals did not participate. This non-response could introduce some bias, although the high response rate helps mitigate this concern.

Additionally, the reliance on self-reported data may introduce response biases. By targeting the entire population and achieving a high response rate, this study provides a robust and comprehensive overview of teachers' knowledge-sharing

intentions and cultural values in higher educational institutions. Table 3.2 shows the number of faculty members in each regional branch.

Table 3.2:

Number of Faculty Members in Each PNU Branch

PNU Branches	No. of Regular Faculty Members
Manila (main)	182
Mindanao	43
North Luzon	40
South Luzon	13
Visayas	37
Total	315

There was a total of 315 teachers across five (5) branches of PNU, of which the majority were in Manila, which was the main campus. The participants came from the five (5) branches located across the Philippine region. Each region has its own distinct culture, demonstrated by its traits and languages. The sample size of teachers of PNU scattered across the country was sufficient to represent the cultural variations between regions, which fit the aim of this research to check the similarities and differences in culture in the academic institution and its branches. Participants were requested to answer the survey questionnaires gauging the level of their cultural values and the extent of the organizational factors affecting their knowledge-sharing behavior.

3.4 Research Instrument

The study collected the necessary data using a survey questionnaire consisting of six (6) parts. Please see Appendix E for a copy of the questionnaire.

Part 1 contains questions that gathered the participants' demographic profile, including their current position or designation in the university, the local institution (branch) to which they were assigned, and their ethnicity or the place or

region where they were born or grew up. The purpose was to understand better the influences of the national culture (societal) and the organizational culture (work) on their knowledge-sharing intentions.

Part 2 was a researcher-made questionnaire that gathered data on the university and its local institutes' knowledge-sharing strategies in line with the vision, mission, goals, and objectives.

Part 3 is the survey questionnaire Tabajen (2020) used in his research entitled "Factors Affecting Teacher's Use of Web Portal in Knowledge-sharing: A Behavioral Intention and Technology Acceptance Perspective." The instrument was used to measure the knowledge-sharing intention of teachers. Nine (9) items are classified into three sub-factors of behavioral intention, with three (3) items each: attitude, subjective norm, and perceived behavioral controls. Knowledge management experts and a language editor validated the questionnaire. Internal consistency was tested using Cronbach alpha, the result of which was .866, which is within the range of acceptable values from .70 to .90.

Part 4 Hofstede's (1980) five-dimensional measure of culture has been used as a contextual variable and a prominent measure of prevailing cultural values used as a national culture metric. Culture is often defined at the national level, mostly using Hofstede's cultural dimensions, but the assessments in the many cross-cultural literature and studies on the national level have been criticized (Sharma, 2011). There are just a few that measure whether individuals exhibit such a cultural orientation that is consistent with the national culture. Nevertheless, this concern is relevant for a country with diverse people, like the Philippines, showing varied cultural traits. The manifestation of cultural values at the individual level is important and relevant (Yoo, Donthu, & Lenartowics, 2011). Therefore, this research will adopt the questionnaire CVSCALE for the national cultural dimensions.

Yoo et al. (2011) developed a psychometrically comprehensive scale to measure Hofstede's culture individually. CVSCALE (the Individual Cultural Values Scale) is a 26-item scale that measures Hofstede's five dimensions of individual cultural values. It assesses Hofstede's cultural dimensions at the individual level. The survey instrument proves acceptable reliability and validity, and it has been tested on cross-cultural samples and provides generalizability. It has also undergone

confirmatory factor analysis and testing, which has tested the scale's measurement invariance with a highly acceptable result.

Like Hofstede (2001), the items for the long-term orientation (LTO) scale were constructed based on the instrument developed by Bond and his team - Chinese Culture Connection, 1987 – a team of 24 researchers (Yoo et al., 2011). The original label used in the Bond study was “Confucian work dynamism” to reflect Confucian work ethics. The items included thrift, persistence, a sense of shame, order of relationships by status, observation of this order, personal steadiness and stability, preservation of appearances, respect for tradition, and reciprocation of greetings, favors, and gifts.

The influence of national culture on knowledge-sharing behavior will be measured by obtaining the participants' extent of agreement with the existence of corresponding indicators in academic institutions. The extent of agreement will be measured through a Likert scale assessment ranging from 4 strongly agree to 1 strongly disagree. The questionnaire identified the five dimensions of culture: power distance (small to large), collectivism versus individualism, femininity versus masculinity and uncertainty avoidance (from weak to strong), and long-term orientation versus short-term orientation. The first dimension, power distance, refers to the power inequality between superiors and subordinates. The second dimension, uncertainty avoidance, refers to people's tolerance of ambiguity. The third dimension, individualism-collectivism, refers to how people value themselves and their groups/organizations. The fourth dimension, masculinity (MAS), defines the gender roles in organizations. The fifth cultural dimension, long-term orientation (LTO) versus short-term orientation (STO), refers to how people see the reward they will receive in the future after pushing hard in the present time.

This instrument has been used in much research that aimed to measure cultural values at the individual level (Ken, Ting, & Yen, 2013; Yoo & Shin, 2017; Djamen, Georges & Pernin, 2020). The results of this study have brought significant insights into the field of business settings in the organizational context.

Part 5 For the organizational culture, the researcher adopted the questionnaire from the Ismail Al-Alawi et al. (2007) paper entitled "Organization Culture and Knowledge-sharing: Critical Success Factors." The questionnaire went

through the validation procedure, from the design of the questions to testing its reliability. Each question was validated, wherein each variable indicator was constructed based on the literature of previous related research. Pilot testing and reliability tests were conducted to ensure suggestions and revisions were appropriate.

Part 6 This research will use the questionnaire used from the paper of Ismail Al-Alawi et al. (2007) entitled, "Organization Culture and Knowledge-sharing: Critical Success Factors" to assess the organization's knowledge-sharing techniques. The survey instrument went through validation. In constructing each question, the variable indicators were extracted from the literature from the work of previous researchers (Davenport & Prusak, 1998; Nonaka & Takeuchi, 1995; Al-Alawi, 2005). The variables were assessed through direct questions and comparing the responses with the average responses helped verify the accuracy of the results. Pilot testing was administered to a group with the same characteristics as the target sample to warrant the suitability of the amendments suggested. Further, the instrument was examined by two experts in the field of research. Several spot checks were employed by replicating specific questions in alternative means to check the reliability of the questions. The questionnaire will allow the participants to choose one of the six categories: Strong, Good, or Poor. Table 3.4 shows the variables and the indicators of knowledge-sharing techniques, and the organizational culture being measured. As shown in the table, the indicators are the specific descriptions or points that describe how the variables are manifested in the organization. These were used to gauge the extent to which the organizational factors affect the knowledge-sharing of the participants.

Table 3.3:

Indicators of the Knowledge-sharing Techniques and Organizational Culture Instrument.

Variables	Indicators
Knowledge-sharing Techniques	Direct assessment of knowledge-sharing Knowledge-sharing techniques Teamwork and collaboration Willingness to share knowledge freely
Interpersonal trust within the organization	Sharing feelings and perceptions Sharing personal information The existence of protective rules and procedures (institution-based trust) Strong knowledge of co-worker's personalities (knowledge-based trust) Previous experience with trust Belief in others' good intentions
Communication between teachers (knowledge sharer)	High level of face-to-face interaction Use of common language Teamwork discussion and collaboration
(Organization information systems	Existence of knowledge-sharing technologies Effectiveness (usefulness) of knowledge-sharing tools Comfort while using knowledge-sharing technologies
Reward system (aligned with knowledge-sharing)	Existence of rewards for knowledge-sharing Effectiveness of knowledge-sharing rewards Existence of team-based rewards

(Continued)

Table 3.3 (Continued):

Indicators of the Knowledge-sharing Techniques and Organizational Culture Instrument

Variables	Indicators
Organization structure (supporting knowledge-sharing)	Participative decision-making Ease of information flow Cross-functional teams

Source: Ismail Al-Alawi, A., Yousif Al-Marzooqi, N., & Fraidoon Mohammed, Y. (2007). Organizational culture and knowledge sharing: Critical success factors, *Journal of Knowledge Management*, 11(2), 22-42.

3.5 Validation and Reliability Test

Additionally, the questions were modified and refined to align with this study's objectives. As a result, the revised questionnaires were revalidated by consulting three experts in knowledge-sharing, cultural studies, and behavioral studies. They reviewed the content and provided feedback on the questioning approach. Based on their comments and suggestions, revisions were made. The reliability of the questions was tested using Cronbach alpha, and adjustments were made accordingly, achieving a reliability score of .70, which is considered good.

Furthermore, modifications and refinement of the questions were made to fit the purpose of this study. Therefore, the modified questionnaires were revalidated by asking three experts on knowledge-sharing, cultural studies, and behavioral studies to check on the content questions and then provide feedback on the questioning approach used. Necessary revisions were made based on the comments and recommendations. Similarly, to check the internal consistency of the questions, reliability was tested using Cronbach alpha. Revisions were made based on the test results, achieving a score of .70 or a good rating.

3.6 Data Collection Process

Proper planning was conducted to ensure the smooth administration of the survey in the selected venue, both virtually and on-site, if applicable.

Communications were sent to the appropriate authorities to seek approval to conduct the research activities. Upon receiving the necessary approvals, the teacher participants were contacted via email to provide them with clear instructions and ensure proper dissemination of information regarding the survey process.

Participants also received consent forms, which outlined their rights, assured them of confidentiality, and emphasized voluntary participation. This process ensures compliance with ethical standards in research. Following this, participants were asked to complete a survey to assess their cultural dimensions and identify key organizational factors influencing their knowledge-sharing intentions. Table 3.4 outlines the key activities in the data collection process, including the timeline and detailed procedures.

Table 3.4:

Outlined Data Collection Activities

Time Frame	Activities
Preliminaries	<ul style="list-style-type: none"> - Refinement, revalidation, and pilot testing of the questionnaires. - Planning the online survey, including developing online tools and platforms for efficient data collection. - Sending official communications to the authorities at PNU to secure permission for venue use. - Identification of participants and gathering of necessary information for survey distribution.
Week 1	Sending requests to participants to join the survey and collecting signed consent forms from willing participants.

(Continued)

Table 3.4 (Continued)*Outlined Data Collection Activities*

Time Frame	Activities
Week 2 - 3	- Distribution of survey links to participants via email. - Monitoring the response rates and sending follow-up reminders to participants who have not completed the survey.
Week 4	Data analysis using the Path Analysis statistical tool.

3.7 Data analysis

Once data collection was completed, the gathered data were organized, interpreted, and analyzed. Descriptive analysis summarizes the data in a way that allows for meaningful interpretation. For instance, it highlights how cultural dimensions and organizational factors shape participants' knowledge-sharing intentions.

Path Analysis was then applied to quantify the magnitude of the relationships between these factors, determining which paths are statistically significant. Through the use of Path Analysis, this study assessed the theoretical model and determined the extent to which cultural dimensions and organizational factors, mediated by knowledge-sharing intentions, influence knowledge-sharing behavior in higher educational institutions.

This research utilized Path Analysis to explore and model the relationships between cultural dimensions, organizational factors, and knowledge-sharing intentions among teachers. Path Analysis is a specialized statistical technique that extends regression models to assess the direct and indirect relationships between observed variables. It is beneficial for understanding complex causal pathways where multiple factors contribute to an outcome (Columbia University Mailman School of Public Health, 2021).

Path Analysis was used in this context to assess the strength and significance of relationships between the independent variables (national culture dimensions, organizational culture, the university system, and its local institutional cultures) and

the dependent variable (teachers' knowledge-sharing intentions). The relationship was mediated by the teachers' knowledge-sharing intentions, which act as a determinant of the actual knowledge-sharing behaviors.

This study presents the relationship among variables in a path diagram, where straight arrows represent the causal-effect relationships between variables.

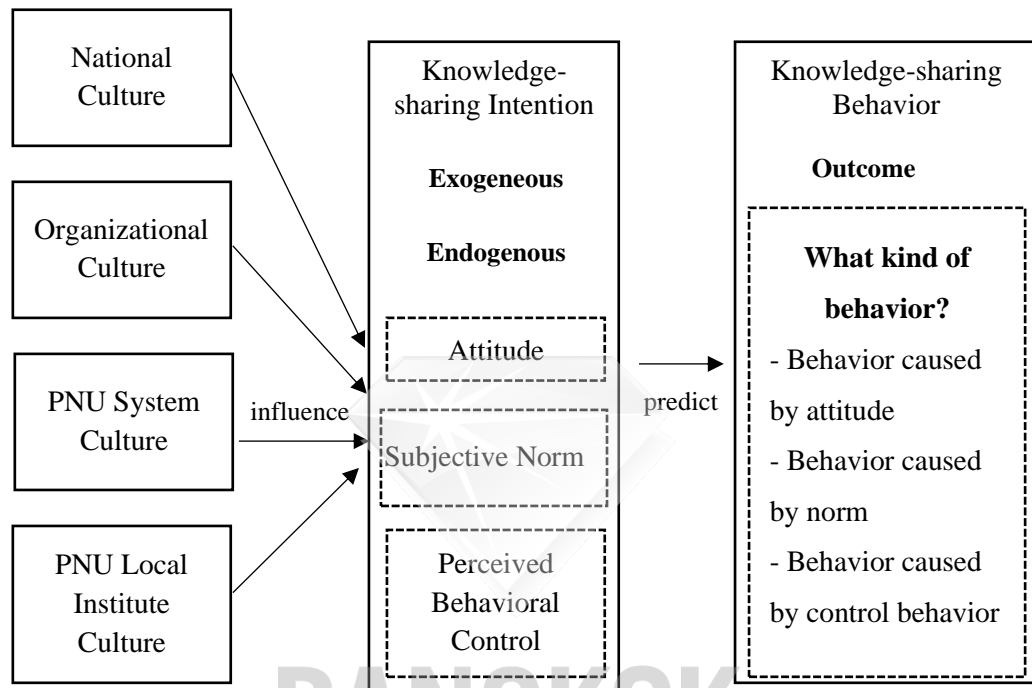
1) Endogenous variables are dependent variables in a statistical model that are changed or determined by their relationship with other variables. The relationship or correlation can be either positive or negative correlation. Endogenous variables show whether a variable or variables cause a particular effect (Kenton, 2020).

2) Exogenous variables are independent variables that exist outside of the statistical model (Indeed Editorial Team, 2021). They are external factors that affect the dependent variable.

The direct effect of the independent variable is on the mediated variable, which is the knowledge-sharing intentions of the teachers. Therefore, intention is the determinant (factor) of the actual knowledge-sharing behavior. A path diagram - a directed graph- describes the relationship pattern among these variables. Culture from different levels is connected by straight arrows, which indicate the directions of the causal-effect relationships between them and the knowledge-sharing intentions. Another straight arrow connects the knowledge-sharing intention to the knowledge-sharing behavior, which is the final variable indirectly affected by the identified cultural factors. Figure 3.3 is the diagram of the path model showing the indirect effect of the exogenous variables (different levels of cultures) on the endogenous variable (knowledge-sharing behavior).

Figure 3.3:

Path Model Showing the Relationships of the Independent and Dependent Variables



Multiple Regression was utilized to capture the theoretical or conceptual model of the effects of cultures (exogenous variables) on knowledge-sharing intentions (endogenous variables) and the likelihood of these intentions transforming into actual knowledge-sharing behaviors (endogenous variables). This method demonstrates causal relationships between these variables, where the outcome variable (intention) also serves as a predictor variable for another outcome (behavior). Interpreting statistical results is essential for understanding the strength and direction of relationships between variables. Correlation coefficients provide insight into the degree of association, with specific intervals representing varying levels of relationship strength. Table 3.5 outlines the correlation coefficient ranges and their corresponding interpretations, which help clarify the nature of these associations in both positive and negative directions.

Table 3.5:
Correlation Coefficient Interpretation

Coefficient Interval	Relationship Interpretation
0.80 – 1.00	very strong positive
0.60 – 0.79	strong positive
0.40 – 0.59	moderate positive
0.20 – 0.39	weak positive
0.00 – 0.19	very weak positive
-1.00 – -0.80	very strong negative
-0.79 – -0.60	strong negative
-0.59 – -0.40	moderate negative
-0.39 – -0.20	weak negative
-0.19 – -0.01	very weak negative

These interpretations allow assessments of not only the strength but also the direction of relationships. Positive coefficients indicate that as one variable increases, the other also tends to increase. In contrast, negative coefficients suggest an inverse relationship, where an increase in one variable corresponds with a decrease in the other.

An analysis of variance (ANOVA) was used to test the differences in the perceived effectiveness of knowledge-sharing techniques among participants from the university's local institutions. In this study, the significant F-value and p-value less than 0.05 indicate that the differences in the assessment of knowledge-sharing techniques across different local institutions are statistically significant, highlighting the role of local contexts in these perceptions.

Table 3.6 shows the range of mean scores and their corresponding interpretations for the interpretation of knowledge-sharing techniques (KST) responses in this study. The scale was used to determine the level of agreement among participants on various KSTs employed across the entire PNU system. This interpretation scale is instrumental in assessing how effectively these techniques are

perceived to support knowledge-sharing activities within the institution. Each technique was rated by participants using a 6-point Likert scale, with a higher score indicating more significant agreement with the technique's effectiveness. Table 3.6 outlines how different score ranges were classified to derive meaningful insights from the data.

Table 3.6:

Interpretation of Responses on the KST.

Score Range	Interpretation	Description
5.51 – 6.00	Excellent	The technique is perceived as highly effective, strongly supporting knowledge-sharing.
4.51 – 5.50	Very Good	The technique is viewed as effective and contributes positively to knowledge-sharing.
3.51 – 4.50	Good	The technique is moderately effective, with some impact on knowledge-sharing.
2.51 – 3.50	Fair	The technique is effective but requires improvements to enhance knowledge-sharing.
1.51 – 2.50	Poor	The technique is perceived as minimally effective and does not adequately support knowledge-sharing.
1.00 – 1.50	Very Poor	The technique is viewed as ineffective and fails to facilitate knowledge-sharing.

This scale was applied to the mean scores of responses to evaluate each knowledge-sharing technique within the university system. Techniques with higher mean scores were interpreted as being more effective in fostering a collaborative knowledge-sharing environment, while lower scores indicated the need for potential improvements. The scale helped to quantify and categorize the participants' perceptions, making it easier to identify which techniques were particularly successful and which may require further development. This systematic approach to interpreting

the data ensures that the results are based on numerical values and provides a clear qualitative assessment of each knowledge-sharing technique.

To further explore and gather insights beyond the quantitative analysis, follow-up interviews were conducted with selected participants from the South Luzon and Mindanao branches of PNU. The primary objective of these interviews was to delve deeper into the findings, mainly focusing on the non-significant relationships identified between the knowledge-sharing techniques practiced in these branches and the teachers' intentions to share knowledge.

This research sought to validate and better understand why specific knowledge-sharing techniques did not significantly influence teachers' intentions by engaging directly with participants through interviews. The interviews provided an opportunity to capture contextual factors, personal experiences, and nuanced explanations that may not have been fully captured in the quantitative survey. This qualitative approach complements the statistical findings by offering a more detailed perspective on the barriers, challenges, and perceptions related to knowledge-sharing in these branches.

The insights from the interviews helped explain the gaps and inconsistencies in the quantitative results, adding depth to the overall analysis and contributing to a more comprehensive understanding of knowledge-sharing behaviors within the institution.

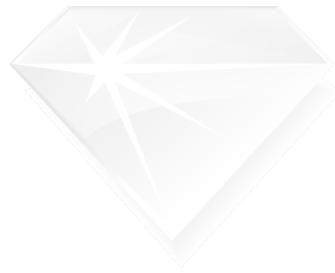
3.8 Ethical Considerations

The participating academic institution where the data collection will be conducted is a university mandated as the Center of Excellence (CoE) in Teacher Education or the National Center for Teacher Education (NCTE). The researcher is a full-time faculty member of this institution teaching Information Communications Technology (ICT) courses. The anonymity of the participants will be maintained to ensure confidentiality.

The researcher attests that there are no conflicts of interest, such as financial or non-financial interest, in the subject matter or materials discussed in this research and that they shall hereby be avoided. Further, the objectivity and independence of this study shall be ensured and not be compromised.

The study's participants will be informed of its purpose and requested to complete the survey.

A consent letter will be prepared, which participants will be requested to sign. On agreeing to participate, consent forms were given to participants, thus obtaining informed consent. Participants from the survey are free to decline or withdraw participation in the data collection activities any time they feel uncomfortable answering and/or participating in the survey. Participation in the data collection activities by answering the survey questionnaire will be voluntary.



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CHAPTER 4

FINDINGS

This study sought to analyze the influences of the national culture, the organizational culture, and the academic institution and its local institutions (branches) cultures on the knowledge-sharing behaviors of teachers. The participants were asked to answer the survey questionnaire designed to (1) gauge the levels of their culture based on the national cultural dimensions, (2) measure their perceptions of the identified organizational factors (organizational culture), (3) measure their knowledge-sharing intentions which are predictors of the actual behaviors (4) understand their knowledge-sharing behaviors manifested through their assessment of their institution and their branches' knowledge-sharing techniques. The survey was administered online, and the form was sent through email. Responses were gathered online as well.

The Philippine Normal University (PNU) was the venue of this study. It has five branches strategically located across the country, namely: North Luzon in the Cagayan Valley Region (Northernmost); Manila in the National Capital Region; Lopez, Quezon Luzon in the Southern Tagalog Region; Cadiz in Visayas; and Agusan del Sur in Mindanao (Southernmost). Each of these branches has its unique cultural characteristics adapted from the respective regions where they are located, each of which has its cultural characteristics explicitly manifested in the work environment. Therefore, the knowledge-sharing behaviors of the participants from different branches reflected the diversity of the country's regional cultures. Ergo, the data gathered significantly represented the data this study desired to analyze.

4.1 The Population and the Participants' Demographics

In this analysis, we examined various aspects of the participants' demographics and professional backgrounds across the Philippine Normal University (PNU) branches. The data includes the distribution of participants per branch, their place of birth, hometown, and years of teaching experience. By analyzing these tables, we aim to understand the regional distribution, mobility, and retention of faculty members within PNU. This comprehensive overview provides insights into the

faculty's demographic composition and professional tenure, highlighting patterns of regional affiliation and teaching experience across the university's branches, which will help us analyze the regional differences or similarities in terms of the participants' knowledge-sharing behaviors.

Table 4.1:

Distribution of Participants per PNU Branch, Responses, Percentages, and Population.

PNU Branches	No. of participants	Total no. of faculty per branch	Percentage of participation based on the population per branch	Percentage of participation based on the total responses
	n	N	n / N (%)	n / 315 (%)
Main (Manila)	78	182	42.9	52.3
Mindanao	30	43	69.8	19.3
North Luzon	24	40	57.5	15.4
South Luzon	7	13	53.8	4.8
Visayas	16	37	43.2	10.7
Total	n = 155	N = 315		

Out of 315 faculty members, 155 participated in the study. The Main (Manila) branch had the highest number of participants, with 78 faculty members, representing 52.3% of the total responses. However, in terms of participation relative to the branch population, Mindanao had the highest percentage, with 69.8% of its faculty participating. North Luzon and South Luzon had 57.5% and 53.8%, respectively, while Visayas had a participation rate of 43.2%. Despite having the highest number of participants, Main (Manila) had the lowest percentage of participation relative to its branch population at 42.9%. South Luzon had the lowest number of participants and the lowest percentage of total responses, with only 4.8%. This data highlights the varying levels of engagement across different branches, with

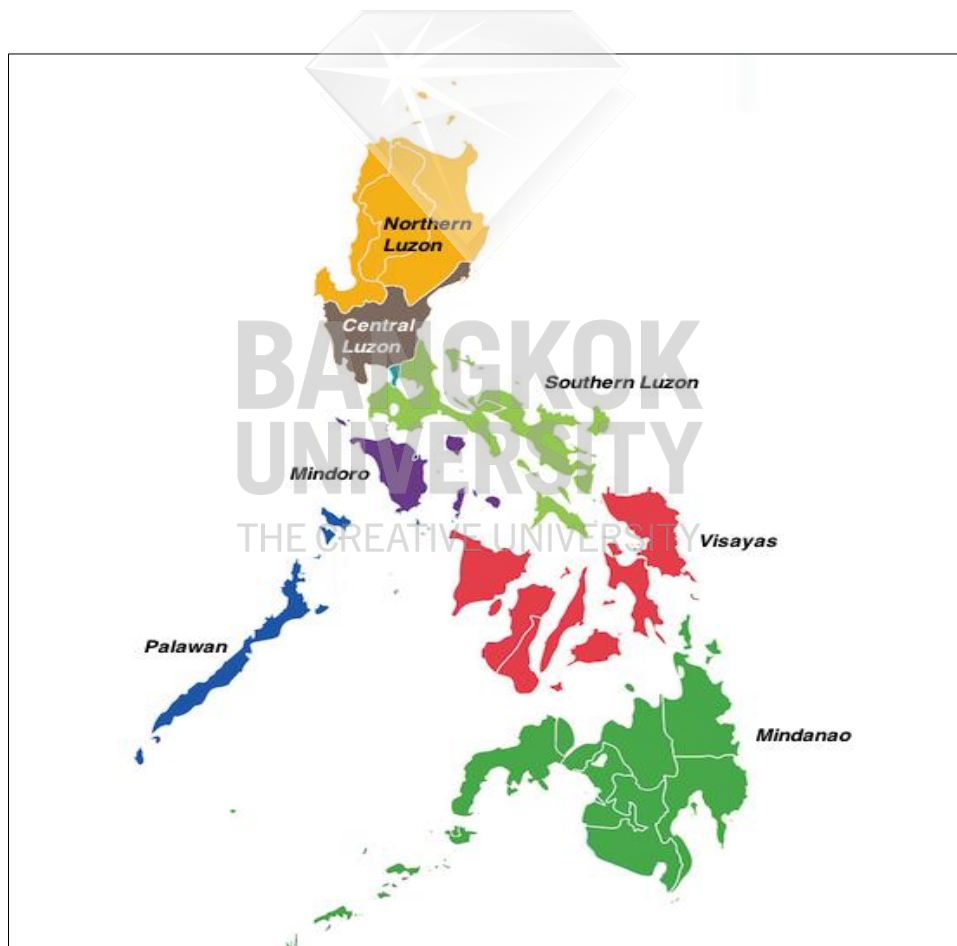
Mindanao showing the highest relative participation and Main (Manila) contributing the most to the total responses.

4.1.1 Place of Birth (POB) and Hometown (HT) Group Classifications of Participants Based on Regional Boundaries

In this section, we classify the Philippines' regions to understand better the geographical distribution of the PNU branches and their participants.

Figure 4.1:

Regional Boundaries were Used to Classify the Participants' POB and HT



The regions from the northernmost part of the Philippines were classified as the “northern region” from which the PNU North Luzon branch is located. The Manila region comprises the regions of Central Luzon, the National Capital Region (NCR), and the four neighboring provinces from the Southern Luzon region, which

are located just below or near the southern part of the NCR. The researchers made this classification because these four provinces are nearer to NCR than the South Luzon region, and the people from these places interact more often with the people from the NCR than those from South Luzon. Mindoro Palawan and the rest of the provinces in the southern part of Luzon (region) were classified as the Southern Luzon area. The PNU South Luzon branch is situated in one of the provinces of the Southern Luzon region. The Visayas and the Mindanao regions comprise provinces within their respective regions (see colors red and green for the Visayas and the Mindanao regions, respectively). The Visayas group's geographic formation consists of seven large and several hundred smaller islands clustered around and making up the Philippine archipelago's central group ("Visayan Islands", 2006). The Visayan group consists of a bunch of interesting people and is full of diversity and culture; when grouped, it is one of the largest ethnic groups in the world, with 33 million natives (Miller, 2021). Cultural diversity in their knowledge-sharing intentions can be perceived among the participants.

Table 4.2:

Distribution of Participants According to the Branch They were Teaching and Their Place of Birth

Regional areas	No. of participants born in the region	No. of participants teaching born in the same region	No. of participants born but teaching in a different region	No. of participants teaching but born outside the region
Manila	65	60	5	18
Mindanao	29	25	4	5
North Luzon	29	21	8	3
South Luzon	9	4	5	3
Visayas	23	16	7	0

The Manila branch had the highest number of participants born and teaching in the same region, with 60 out of 65 participants. Additionally, Manila had the highest number of participants teaching but born outside their current region, with 18 participants. Mindanao had 29 participants born in the region, with 25 also teaching there and 5 participants teaching but born outside the region. North Luzon had 29 participants born in the region, with 21 teaching there and eight teaching in different regions. South Luzon had 9 participants born in the region, with four teaching there and five teaching in different regions. Visayas had 23 participants born in the region, with 16 teaching there and seven teaching in different regions. This data highlights the significant internal mobility and retention within the Manila branch and the varying levels of regional retention and mobility across the other branches.

Table 4.3:

Participants were Distributed According to the Branch They were Teaching and their Hometown

Regional areas	No. of participants according to HT per region	HT teaching in the same region	Teaching in a different region	HT is outside the region.
Manila	63	59	4	19
Mindanao	32	28	4	2
North Luzon	32	22	10	2
South Luzon	7	4	3	3
Visayas	21	16	5	0

The data highlights the strong internal retention within the Manila branch, where 59 out of 63 participants have their hometown and teaching locations in the same region. It suggests a cultural preference for staying close to one's roots, possibly influenced by the urban opportunities and familial ties prevalent in Manila. Additionally, Manila has the highest number of participants whose hometown is outside their current teaching region, with 19 individuals indicating a significant influx of faculty from other regions, likely drawn by the capital's resources and

professional opportunities. In contrast, Mindanao shows a high level of regional retention, with 28 out of 32 participants teaching in their hometown region. It could reflect a strong cultural attachment to local communities and a desire to contribute to regional development. North Luzon has a more balanced distribution, with 22 participants teaching in their hometown region and 10 teaching in different regions, suggesting moderate mobility influenced by local ties and external opportunities. South Luzon has fewer participants, with four teaching in their hometown and three teaching in different regions, indicating a smaller but still present level of mobility. Visayas shows a similar pattern, with 16 participants teaching in their hometown and five teaching in different regions, highlighting a blend of regional loyalty and mobility. These variations underscore the differing regional retention and mobility levels across the branches, influenced by cultural factors such as local attachment, professional opportunities, and the desire to stay close to family and community.

Table 4.4:

Participants' Number of Years of Teaching in PNU and Their Respective Branches

Years of Teaching	No. of respondents their years in PNU	No. of respondents their years in the branch
5 years and below	26	26
6 – 10 years	35	36
11 – 15 years	20	24
16 – 20 years	24	22
21 – 25 years	18	18
26 years and above	32	29

Out of a total of 155 respondents, the distribution of teaching experience varies across different categories. For those with 5 years and below of teaching experience, there are 26 respondents in PNU and their respective branches. In the 6 to 10 years category, there are 35 respondents in PNU and 36 in their branches. The 11 to 15 years category has 20 respondents in PNU and 24 in their branches. For the 16 to 20 years category, there are 24 respondents in PNU and 22 in their branches. The

21 to 25 years category has 18 respondents in PNU and their branches. Lastly, the 26 years and above category has the highest respondents, with 32 in PNU and 29 in their branches. This data highlights that most respondents have significant teaching experience, particularly those with over 26 years of service, indicating a stable and experienced faculty within PNU and its branches.

4.2 Knowledge Resources Participants are Willing to Share Most

In this section, we delve into the data, interpretation, and analysis of various knowledge-sharing techniques (KSTs) employed across the Philippine Normal University (PNU) branches. The tables provide a comprehensive overview of participants' assessments of these techniques' effectiveness, highlighting the strengths and areas for improvement within the PNU system. By examining mean scores, levels of agreement, and the significance of differences between branches, we gain valuable insights into how these knowledge-sharing practices are perceived and utilized. This analysis underscores the importance of effective KSTs in fostering a collaborative academic environment and identifies specific methods that faculty members particularly value. Through this detailed examination, we aim to enhance our understanding of the knowledge-sharing at PNU and explore opportunities for further development and optimization.

Table 4.5:

Summary of the Responses on What Knowledge the Participants were Willing to Share Most

Knowledge Resources	No of Responses	Rank
Instructional materials such as video, printed, and presentation files	135	1

(Continued)

Table 4.5 (Continued):

Summary of the Responses on What Knowledge the Participants were Willing to Share Most

Knowledge Resources	No of Responses	Rank
Learning modules and other learning materials.	134	2
Experiential (sharing your experiences in teaching, learning, etc.; success stories)	132	3
Subject Matter Content and Pedagogy	120	4.5
Teaching strategies and techniques	12	4.5
Seminar/Training/Workshop materials	118	6
Books/Journals/Magazine Contents	113	7
Research materials	108	8
Routine or process (sharing the way you do your tasks/works, best practices)	102	9
Technology skills/Technical issues	92	10
Soft skills include communication skills, people skills, social skills, character, and personality skills, etc.	85	11.5
Talents, and Skills	85	11.5
Other teaching and learning documents include lesson plans, class records, etc.	82	13

The data on the types of knowledge participants are most willing to share highlights a strong preference for practical and instructional resources. Instructional materials such as videos and printed and presentation files are the most frequently shared, with 135 responses indicating their high value in the academic community. Learning modules and other materials follow closely with 134 responses, emphasizing the importance of accessible educational content. Experiential knowledge, including teaching experiences and success stories, ranks third with 132 responses, showcasing the value of personal insights and practical wisdom. Subject matter content,

pedagogy, and teaching strategies and techniques received 120 responses, underscoring the significance of content expertise and effective teaching methods. Seminars, training, workshop materials, books, journals, magazines, and research materials are also highly valued, reflecting a commitment to professional development and academic scholarship. While still important, lower-ranked categories, such as routine processes, technology skills, and soft skills, indicate a slightly lesser emphasis than direct instructional resources. The data suggests a community eager to share a wide range of educational resources, with a particular focus on materials that directly support teaching and learning.

Table 4.6:

Summary of Responses on why the Participants did not Share Some Knowledge

Category	No of Responses	Rank
Knowledge is not available or limited knowledge or lack of expertise	41	1
Confidentiality or data privacy	16	2
Others do have the same knowledge or are even more knowledgeable.	5	3
Knowledge is not needed.	4	4.5
Not sought/Sharing initiatives	4	4.5
Not capable of sharing because knowledge is tacit	3	6
Available by other means/media (explicit)	2	8
Regulated or copyrighted	2	8
Unwilling to share/ Hesitant to share	2	8
Difficulty in sharing (some factors like time, access, etc.)	1	11
Knowledge discourse	1	11
Physically not capable due to comorbidity or PWD	1	11

The most significant reason, cited by 41 respondents, is the lack of knowledge or expertise, indicating that participants often feel they do not possess sufficient knowledge to share. Confidentiality or data privacy concerns were the second most common reason, with 16 responses reflecting the importance of protecting sensitive information. A smaller number of participants, 5, felt that others already had the same or more excellent knowledge, reducing the perceived need to share. Four respondents indicated that the knowledge was unnecessary or that sharing initiatives were not sought, suggesting a lack of demand or motivation for sharing. Three participants mentioned the tacit nature of their knowledge, making it difficult to articulate and share. Other reasons, such as the availability of knowledge through other media, copyright regulations, unwillingness to share, and physical limitations, were less frequently cited but still present barriers to knowledge-sharing. These reveal a range of factors that can hinder the dissemination of knowledge, from personal limitations and privacy concerns to the perceived redundancy of sharing efforts.

Table 4.7:

The Level of Agreement of the Participants on the KST of the Entire PNU System

Knowledge-sharing Technique	Mean of Responses	Scale
1. Community of Practice – A place/mechanism for experts' collaboration and teamwork.	4.90	Very Good
2. Conferences, Seminars, and Workshops	5.32	Very Good
3. Focus groups/Brainstorming	4.89	Very Good
4. Formal and Informal Discussion	4.99	Very Good
5. Quality circles	4.83	Very Good
6. Research Forum	5.19	Very Good
7. Social media networks (internet and intranet and extranet)	4.98	Very Good

(Continued)

Table 4.7 (Continued):

The level of agreement of the participants on the KST of the entire PNU system

Knowledge-sharing Technique	Mean of Responses	Scale
8. Training Programs and Activities	5.21	Very Good
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	5.14	Very Good
Overall Mean	5.0	Very Good

The participants' level of agreement on the knowledge-sharing techniques (KST) within the entire PNU system reveals a strong consensus on their effectiveness, with an overall mean score of 5.05, rated as "Very Good." Conferences, seminars, and workshops received the highest mean score of 5.32, underscoring their value in facilitating knowledge exchange. Training programs, activities, and research forums also scored highly, with a mean of 5.21 and 5.19, respectively, highlighting their importance in the academic community. Community of practice, formal and informal discussions, and social media networks all received mean scores close to 5, reflecting their effectiveness in promoting collaboration and communication among faculty members. Focus groups, brainstorming sessions, and quality circles were also rated positively, with mean scores of 4.89 and 4.83, respectively. Knowledge-sharing tools such as emails, document management systems, and learning management systems were well-regarded, with a mean score of 5.14. The data suggests that the PNU system has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

Table 4.8:

The Overall Mean of the Assessment of the Participants on the Level of Effectiveness of the KST of PNU Branches

Knowledge-sharing technique questions	Mean of responses	Remarks
1. Community of Practice – A place/ mechanism for experts' collaboration and teamwork.	4.97	Very Good
2. Conferences, Seminars, and Workshops	5.20	Very Good
3. Focus groups/Brainstorming	4.94	Very Good
4. Formal and Informal Discussion	4.98	Very Good
5. Quality circles	4.85	Very Good
6. Research Forum	5.08	Very Good
7. Social media networks (internet and intranet and extranet)	4.99	Very Good
8. Training Programs and Activities	5.14	Very Good
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	5.16	Very Good
Mean	5.03	Very Good

The overall mean score of 5.03, rated as "Very Good," indicates that participants generally perceive the knowledge-sharing practices as highly effective. Conferences, seminars, and workshops received the highest mean score of 5.20, reflecting their significant role in facilitating effective knowledge exchange. Training programs and activities, along with knowledge-sharing tools such as emails and learning management systems, also scored highly, with mean scores of 5.14 and 5.16, respectively, underscoring their importance in the academic environment. Community of practice, formal and informal discussions, and social media networks were also rated very positively, with mean scores close to 5. Focus groups, brainstorming sessions, and quality circles received slightly lower but still very good ratings, with mean scores of 4.94 and 4.85, respectively. Research forums were also well-regarded,

with a mean score of 5.08. The data suggests that the PNU branches have effectively implemented various knowledge-sharing techniques, fostering a collaborative and well-connected academic community. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

Table 4.9:

Summary of Other KSTs in the Entire PNU System

Other Knowledge-sharing techniques	No of Responses	Rank
Mentoring/Coaching	16	1
Group Chat/Collaboration through online platforms	8	2
Professional Lecture/Faculty Development	6	3
Links of Seminars/ Seminar Invitation	4	4
Meetings	3	5
Alumni Involvement in Sharing	2	6.5
Validation and Revision of Materials	2	6.5
International Courses	1	8.5
Research Conduct	1	8.5

Mentoring and coaching emerged as the most frequently mentioned knowledge-sharing technique, with 16 responses highlighting its importance in providing personalized guidance and support. Group chat and collaboration through online platforms ranked second with eight responses, reflecting the growing reliance on digital communication tools for real-time collaboration. Professional lectures and faculty development programs, valued by six respondents, emphasize the role of structured educational sessions in enhancing faculty skills and knowledge. Links to seminars and seminar invitations, with four responses, underscore the importance of external learning opportunities. Meetings, mentioned by three respondents, remain a traditional but essential knowledge-sharing method. Alumni involvement in sharing and the validation and revision of materials, each with two responses, highlights the

contributions of former students and the continuous improvement of educational resources. Each with one response, international courses, and research conduct indicate a lesser but notable interest in global learning opportunities and research activities. These KSTs complement the existing primary techniques, providing diverse methods to support knowledge-sharing and professional development within the PNU system.

Table 4.10:

Summary of Other KSTs in PNU Branches

Other Knowledge-sharing Techniques	No of responses	Rank
Group Chat/Collaboration through online platforms	12	1
Mentoring/Coaching	11	2
Professional Lecture/Faculty Development	7	3
Unit's Created Group for Collaboration and Sharing	6	4
Research Conduct	4	5.5
Validation and Revision of Materials	4	5.5
Meetings	2	7
Alumni Involvement in Sharing	1	9
Field Trips	1	9
Links of Seminars/ Seminar Invitation	1	9

The summary of other knowledge-sharing techniques (KSTs) within PNU branches highlights various methods to facilitate knowledge exchange among faculty members. Group chat and collaboration through online platforms, mentioned by 12 respondents, are the most frequently used techniques, emphasizing the importance of digital tools for real-time collaboration. Mentoring and coaching, with 11 responses, underscore the value of personalized guidance in professional development. Professional lectures and faculty development programs, cited by seven respondents, are crucial in enhancing faculty skills and knowledge. With six responses, units created for collaboration and sharing highlight the significance of organized groups for effective knowledge exchange. Research conduct and the validation and revision

of materials, each with four responses, emphasize the importance of research activities and continuous improvement of educational resources. Two respondents mentioned that meetings remain a traditional but essential knowledge-sharing method. Alumni involvement in sharing, field trips, and links to seminars or seminar invitations, each with one response, indicate a lesser but notable interest in these methods. These KSTs complement the existing primary techniques, providing diverse methods to support knowledge-sharing and professional development within the PNU branches.

Table 4.11:

The Mean Scores Show the Participants' Level of Agreement on the KSTs of the PNU Manila (Main) Branch

Knowledge-sharing technique	Mean of responses	Remarks
1. Community of Practice – A place/ mechanism for experts' collaboration and teamwork.	5.04	Very Good
2. Conferences, Seminars, and Workshops	5.23	Very Good
3. Focus groups/Brainstorming	5.03	Very Good
4. Formal and Informal Discussion	5.04	Very Good
5. Quality circles	4.86	Very Good
6. Research Forum	5.19	Very Good
7. Social media networks (internet and intranet and extranet)	5.04	Very Good
8. Training Programs and Activities	5.19	Very Good
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	5.27	Very Good
Overall Mean	5.10	Very Good

The overall mean score of 5.10, rated as "Very Good," indicates that participants generally perceive the knowledge-sharing practices as highly effective. Utilizing knowledge-sharing tools such as emails, document management systems, and learning management systems received the highest mean score of 5.27, reflecting their significant role in facilitating efficient knowledge exchange. Conferences, seminars, and workshops also scored highly, with a mean of 5.23, underscoring their importance in professional development and collaborative learning. Training programs, activities, and research forums received a mean score of 5.19, highlighting their value in fostering academic growth and research engagement. Community of practice, formal and informal discussions, and social media networks all received mean scores 5.04, indicating their effectiveness in promoting collaboration and communication among faculty members. Focus groups and brainstorming sessions were also rated positively, with a mean score 5.03. Quality circles, while still rated "Very Good," had a slightly lower mean score of 4.86. The data suggests that the PNU Manila (Main) branch has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

Table 4.12:

The Mean Scores are the Participants' Level of Agreement on the KSTs of the PNU Mindanao Branch

Knowledge-sharing Technique	Mean of responses	Remarks
1. Community of Practice – A place/ mechanism for experts' collaboration and teamwork.	5.23	Very Good
2. Conferences, Seminars, and Workshops	5.53	Very Good
3. Focus groups/Brainstorming	5.27	Very Good
4. Formal and Informal Discussion	5.30	Very Good

(Continued)

Table 4.12 (Continued):

The Mean Scores are the Participants' Level of Agreement on the KSTs of the PNU Mindanao Branch

Knowledge-sharing Technique	Mean of responses	Remarks
5. Quality circles	5.17	Very Good
6. Research Forum	5.27	Very Good
7. Social media networks (internet and intranet and extranet)	5.27	Very Good
8. Training Programs and Activities	5.43	Very Good
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	5.33	Very Good
Overall Mean	5.3	Very Good

All knowledge-sharing techniques have been rated very high, with mean responses ranging from 5.17 to 5.53. It indicates that respondents find these techniques very effective in facilitating knowledge-sharing. Conferences, Seminars, and Workshops received the highest mean response (5.53), suggesting that these are the most effective techniques according to respondents.

The high ratings across various techniques highlight the importance of using diverse methods for knowledge-sharing. Different techniques cater to different needs and preferences, ensuring comprehensive coverage. Techniques that involve direct interaction and collaboration, such as Conferences, Seminars, Workshops, and Training Programs, are rated highly. It suggests that face-to-face and interactive methods are particularly effective in facilitating knowledge-sharing. The high rating for Utilizing Knowledge-Sharing Tools (5.33) and Social Media Networks (5.27) indicates the positive impact of technology on knowledge-sharing. These tools provide flexible and accessible platforms for sharing information. While all techniques are rated highly, there is always room for improvement. For instance, enhancing the effectiveness of Quality Circles could involve incorporating more interactive elements or integrating them with other high-rated techniques.

Table 4.13:

The Mean Scores Show the Participants' Level of Agreement on the KSTs of the PNU North Luzon Branch

Knowledge-sharing techniques	Mean of responses	Remark
1. Community of Practice – A place/ mechanism for experts' collaboration and teamwork.	4.79	Very Good
2. Conferences, Seminars, and Workshops	5.17	Very Good
3. Focus groups/Brainstorming	4.63	Very Good
4. Formal and Informal Discussion	4.71	Very Good
5. Quality circles	4.71	Very Good
6. Research Forum	5.04	Very Good
7. Social media networks (internet and intranet and extranet)	4.83	Very Good
8. Training Programs and Activities	5.00	Very Good
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	4.92	Very Good
Overall Mean	4.8	Very Good

The overall mean score of 4.87, rated as "Very Good," indicates that participants generally perceive the knowledge-sharing practices as highly effective. Conferences, seminars, and workshops received the highest mean score of 5.17, reflecting their significant role in facilitating effective knowledge exchange and professional development. Research forums, training programs, and activities also scored highly, with mean scores of 5.04 and 5.00, respectively, underscoring their importance in fostering academic growth and continuous learning. Utilizing knowledge-sharing tools such as emails, document management systems, and learning management systems received a mean score of 4.92, highlighting their effectiveness in supporting efficient knowledge dissemination. Community of practice, social media networks, and formal and informal discussions were also rated positively, with mean scores of 4.79, 4.83, and 4.71, respectively, indicating their effectiveness in

promoting collaboration and communication among faculty members. Focus groups, brainstorming sessions, and quality circles received slightly lower but still very good ratings, with mean scores of 4.63 and 4.71, respectively. The data suggests that the PNU North Luzon branch has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

Table 4.14:

The Mean Scores Show the Participants' Level of Agreement on the KSTs of the PNU South Luzon Branch

Knowledge-sharing Techniques	Mean of responses	Remarks
1. Community of Practice – A place / mechanism for experts' collaboration and teamwork.	4.43	Good
2. Conferences, Seminars, and Workshops	4.57	Very Good
3. Focus groups/Brainstorming	4.43	Good
4. Formal and Informal Discussion	4.43	Good
5. Quality circles	4.43	Good
6. Research Forum	4.43	Good
7. Social media networks (internet and intranet and extranet)	4.71	Very Good
8. Training Programs and Activities	4.71	Very Good
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	4.71	Very Good
Overall Mean	4.54	Very Good

The overall mean score of 4.54, rated as "Very Good," indicates that participants are satisfied with the knowledge-sharing practices. Conferences, seminars, workshops, training programs and activities, and knowledge-sharing tools

such as emails, document management systems, and learning management systems received the highest mean scores of 4.71, reflecting their significant role in facilitating effective knowledge exchange and professional development. Social media networks also scored highly, with a mean of 4.71, underscoring their importance in promoting collaboration and communication among faculty members. Community of practice, focus groups and brainstorming sessions, formal and informal discussions, quality circles, and research forums all received mean scores of 4.43, rated as "Good," indicating their effectiveness in fostering a collaborative academic environment. The data suggests that the PNU South Luzon branch has successfully implemented various effective knowledge-sharing techniques, emphasizing conferences, training programs, and digital tools.

Table 4.15:

The Mean Scores are the Participants' Level of Agreement on the KSTs of the PNU Visayas Branch

Knowledge-sharing Technique	Mean of responses	Remarks
1. Community of Practice – A place/ mechanism for experts' collaboration and teamwork.	4.63	Very Good
2. Conferences, Seminars, and Workshops	4.75	Very Good
3. Focus groups/Brainstorming	4.56	Very Good
4. Formal and Informal Discussion	4.75	Very Good
5. Quality circles	4.63	Very Good
6. Research Forum	4.56	Very Good
7. Social media networks (internet and intranet and extranet)	4.63	Very Good
8. Training Programs and Activities	4.69	Very Good
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	4.88	Very Good
Overall Mean	4.67	Very Good

The overall mean score of 4.67, rated as "Very Good," indicates that participants generally perceive the knowledge-sharing practices as highly effective. Utilizing knowledge-sharing tools such as emails, document management systems, and learning management systems received the highest mean score of 4.88, reflecting their significant role in facilitating efficient knowledge exchange. Conferences, seminars, workshops, and formal and informal discussions scored highly, with mean scores of 4.75, underscoring their importance in professional development and collaborative learning. Training programs and activities also received a strong rating, with a mean score of 4.69, highlighting their value in fostering continuous learning and skill enhancement. Community of practice, social media networks, and quality circles all received mean scores of 4.63, indicating their effectiveness in promoting collaboration and communication among faculty members. Focus groups, brainstorming sessions, and research forums were also rated positively, with mean scores of 4.56. PNU Visayas has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment.

Table 4.16:

Comparison of the Participant's Assessment of the Effectiveness of KST between Branches

Knowledge-sharing Techniques (KST)	F – value	Significance @ .05	Decision
1. Community of Practice – A place/mechanism for experts' collaboration and teamwork.	2.208	.071 ⁿ	Not Significant
2. Conferences, Seminars, and Workshops	3.792	.006*	Significant
3. Focus groups / Brainstorming	3.232	.014*	Significant

(Continued)

Table 4.16 (Continued):

Comparison of the Participant's Assessment of the Effectiveness of KST between Branches

Knowledge-sharing Techniques (KST)	F – value	Significance @ .05	Decision
4. Formal and Informal Discussion	2.428	.050*	Significant
5. Quality circles	1.600	.177 ⁿ	Not Significant
6. Research Forum	3.473	.010*	Significant
7. Social media networks (internet / intranet / extranet)	1.715	.149 ⁿ	Not Significant
8. Training Programs and Activities	2.702	.033*	Significant
9. Utilizing knowledge-sharing tools (e. g. emails, document management system, LMS, etc.)	2.122	.081 ⁿ	Not Significant

n = 155

*significant at .05

ⁿ not significant

The comparison of participants' assessments of the effectiveness of knowledge-sharing techniques (KST) between branches reveals several significant differences. The analysis shows that conferences, seminars, and workshops have a significant F-value of 3.792 with a p-value of .006, indicating a significant difference in effectiveness across branches. Similarly, focus groups and brainstorming sessions, formal and informal discussions, research forums, and training programs and activities also show significant differences, with p-values of .014, .050, .010, and .033, respectively. These findings suggest that these KSTs are perceived differently regarding effectiveness depending on the branch.

On the other hand, the community of practice, quality circles, social media networks, and utilizing knowledge-sharing tools do not show significant differences across branches, with p-values greater than .05. This indicates a more uniform perception of their effectiveness across the different branches.

The data highlights that while certain KSTs are consistently effective across all branches, others vary significantly in their perceived effectiveness. This suggests that branch-specific factors may influence the success of these techniques. This insight can help tailor knowledge-sharing strategies to better meet the needs of each branch.

4.3 Ethnicity Profiles per Regional Branch

These ethnicity profiles highlight each region's rich cultural diversity and unique traditions, along with Hofstede's most dominant cultural dimensions, which influence the participants' behaviors and values.

Table 4.17:

Ethnicity Profiles per Regional Branch

Region	Ethnic Groups	Dominant Dimensions	Knowledge-Sharing Behavior
Northern Luzon	Ilocano, Ifugao, Kalinga	Collectivism, High Uncertainty Avoidance	Strong community ties encourage collaboration and free knowledge-sharing. Teachers prefer structured and clear guidelines, relying on established protocols and formal channels for accuracy and reliability.

(Continued)

Table 4.17 (Continued):*Ethnicity Profiles per Regional Branch*

Region	Ethnic Groups	Dominant Dimensions	Knowledge-Sharing Behavior
Central Luzon/ Manila	Tagalog, Kapampangan, Pangasinan	Collectivism, High Uncertainty Avoidance	Community-oriented, it promotes the sharing of resources and teaching strategies. Teachers prefer systematic and well-defined approaches, such as formal meetings, workshops, and documented best practices, for knowledge-sharing.
Southern Tagalog	Bicolano, Mindoro, Palawan	Collectivism, High Power Distance	Collaborative environment with a hierarchical structure. Junior teachers defer to senior colleagues for guidance and approval before sharing information, influenced by respect for authority and experience.
Visayas	Cebuano, Hiligaynon, Waray	Collectivism, High Uncertainty Avoidance	A supportive culture with emphasis on structured knowledge-sharing practices. Teachers prefer clear guidelines, relying on formal channels like training programs and seminars to ensure accuracy and benefit to the community.

(Continued)

Table 4.17 (Continued)*Ethnicity Profiles per Regional Branch*

Region	Ethnic Groups	Dominant Dimensions	Knowledge-Sharing Behavior
Mindanao	Maranao, Maguindanao, Tausug	Collectivism, High Power Distance	Strong community support with hierarchical influence. Teachers defer to more experienced colleagues for approval before sharing, ensuring reliable information but potentially slowing down knowledge dissemination.

The dominant cultural dimensions in each region significantly influence teachers' knowledge-sharing behaviors. Collectivism across all regions fosters a collaborative environment where knowledge is shared for the community's benefit. High uncertainty avoidance in regions like Northern Luzon, Central Luzon/Manila, and the Visayas means teachers prefer structured and formalized approaches to knowledge-sharing, ensuring accuracy and reliability.

The hierarchical structure influences how knowledge is shared in regions with high power distance, such as Southern Luzon and Mindanao. Teachers may rely on senior colleagues for guidance and approval, which can ensure the quality of information but might also slow down the process. Understanding these cultural dimensions helps in designing effective knowledge-sharing strategies that align with teachers' cultural values and behaviors in each region.

4.4 Analysis of the Result

Research Questions: Did culture from different levels significantly influence the knowledge-sharing intentions of teachers?

The primary purpose of this study is to acquire an understanding and thoroughly examine the relationships between cultures (exogenous variables), as well as test and analyze the direction of their effects on knowledge-sharing intentions -

KSI (endogenous variables) using Path Analysis. It endeavored to analyze the influences of cultures from different levels – national, organizational, institutional, and branches on knowledge-sharing intentions.

The succeeding sections present the results of the path analysis on the different levels of culture, discerning and assessing the effects of cultures and distinguishing causal pathways on their direct and indirect effects on knowledge-sharing intentions and then knowledge-sharing intentions.

4.4.1 influence of national culture on knowledge-sharing intentions

The analysis of the influences of the national culture on the knowledge-sharing intention (KSI) was made to test the effect of national culture dimensions on the KSI using Linear Regression based on the presented path model. The result shows the statistical analysis of the regression model.

Table 4.18:

Result of the Regression Model – Cultural Dimensions and KSI

Model	df	F	Sig.	Adjusted R square
Regression	4	49.056	.000 ^b	.567

Predictors: Power Distance, Uncertainty Avoidance, Collectivism, and Short-Term Orientation

Dependent: Knowledge-sharing Intention

The interpretation, analysis, and conclusion based on the result of the statistical calculations are shown below:

Research Sub-Question:

Did national culture dimensions significantly influence knowledge-sharing intentions?

Dependent Variable:

Knowledge-sharing Intentions

Predictors: (Constant):

National Culture Dimensions: Power Distance (PD), Uncertainty Avoidance (UA), Collectivism (C), Short-Term Orientation (STO)

Hypothesis:

National culture dimensions significantly influenced the knowledge-sharing intentions of teachers.

Significant Level:

$$\alpha = .05 \text{ or } 5\%$$

Test Statistics:

Multiple Regression using SPSS

Obtained Value

$$F = 49.056$$

P-Value

Significant at .000 level

R Square

$$.567 \text{ or } 56.7\%$$

Decision:

Accept the hypothesis

Analysis:

National culture dimensions significantly influenced the knowledge-sharing intentions of teachers.

The analysis confirms that national culture dimensions significantly influence knowledge-sharing intentions, explaining 55.5% of the variance. However, other factors also contribute to knowledge-sharing behaviors, highlighting the need for a holistic approach in future research and practical applications. Understanding and leveraging cultural dimensions can enhance knowledge-sharing practices within organizations.

The coefficient was computed for each national culture dimension and KSI to analyze the relationships between national culture and KSI.

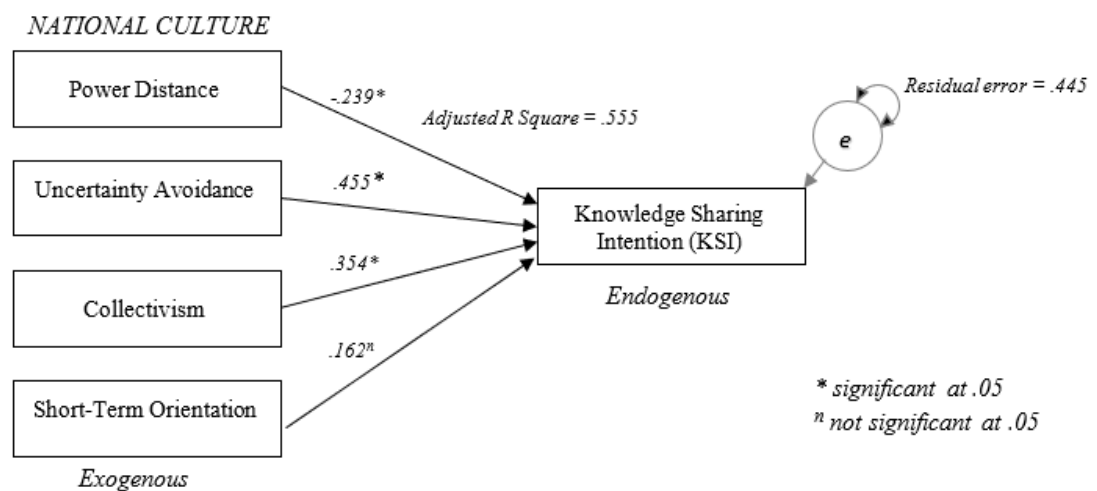
Table 4.19:*Effects between each National Culture Dimension and KSI*

Relationships of the following cultural dimension on KSI	Coefficient	P-value	Significance
Power Distance	-.239	.003	Significant (Negative)
Uncertainty Avoidance	.455	.000	Significant
Collectivism	.354	.000	Significant
Short Term Orientation	.162	.090	Not Significant

Dependent Variable: KSI

Significant level at .05

The diagram below shows the portion of the Path Model that evaluates the regression coefficients of the national culture dimensions and the knowledge-sharing intention.

Figure 4.2:*Regression Model of the Influence of National Cultural Dimensions on KSI*

Results revealed that power distance (PD) significantly influences KSI with a p-value of .003 level. A negative coefficient of $-.239$ exists, meaning a negative effect exists between PD (predictor) and KSI (dependent). Hence, it proved that the power distance negatively influenced the participants' intentions to share knowledge.

Participants consider the position or authority of the person with whom they share knowledge. The higher the person's position, the more hesitant they are to share their knowledge with that person. The result affirmed the findings, stating that participants recognized the authority of a person to share knowledge. They were not confident in sharing knowledge they were not experts in, but they respected those experts.

For uncertainty avoidance (UA), questions were formatted to measure uncertainty – the higher the score or the agreement, the higher the uncertainty avoidance. Questions about their agreement on how policies and rules take place in their work environment were asked. The higher their UA level in the presented work situation, the higher they agreed. The results of the statistical analysis on the influence of UA on KSI show a coefficient value of $.455$, disclosing a significant relationship at $.000$. Uncertainty avoidance cultural orientation of the participants influenced knowledge-sharing intentions. Participants were specific about the policies and rules set for knowledge-sharing.

The analysis of the influence of collectivism on knowledge-sharing intentions was significant at the $.000$ level, with a coefficient value of $.354$. Therefore, the participants' culture of collectivism influenced their knowledge-sharing intentions. They were willing to share their knowledge, especially with people in the same group. On the analysis of the short-term orientation (STO), the questions were designed to measure the participants' agreement on a perspective that is more tradition-oriented, which is more focused on the present and the past and is less willing to sacrifice present-day comforts for the sake of future rewards (Guo, Liu, Li, & Qiao, 2018). The statistical calculation results divulged that short-term orientation did not significantly affect the knowledge-sharing intentions of the participants, with a p-value of $.090$.

The interrelationships of the national culture dimensions found in the earlier section did not affect each dimension's relationship with the participants' knowledge-sharing intentions. As a result, for instance, the short-term orientation did not

significantly influence the teachers' intentions to share knowledge, while other dimensions did.

The analysis reveals that national culture dimensions significantly influence knowledge-sharing intentions, with power distance, uncertainty avoidance, and collectivism showing notable effects. Power distance negatively impacts KSI, while uncertainty avoidance and collectivism positively influence it. Short-term orientation does not significantly affect KSI. These findings underscore the importance of cultural factors when developing strategies to enhance knowledge-sharing within organizations.

To further understand the influences of the national culture on knowledge-sharing intentions, an analysis of the individual effects of the dimensions on the predictors of intentions – attitude, subjective norm, and perceived behavioral controls was made. Multivariate linear regression was used to test the effect of each dimension on attitude, subjective norm, and perceived behavioral controls.

Table 4.20:

Multivariate Linear Regressions of the National Culture Dimensions and the Knowledge-Sharing Intention Predictors – Attitude, Subjective Norms, and Perceived Behavioral Control

National Culture Dimension	Attitude		
	Adjusted R Square	F-value	P-value
Power Distance	.340	4.778	.000*
Uncertainty Avoidance	.567	16.506	.000*
Collectivism	.532	15.605	.000*
Short-term Orientation	.432	9.355	.000*
Average	.468		

(Continued)

Table 4.20 (Continued)

Multivariate Linear Regressions of the National Culture Dimensions and the Knowledge-Sharing Intention Predictors – Attitude, Subjective Norms, and Perceived Behavioral Control

National Culture Dimension	Subjective norm		
	Adjusted R Square	F-value	P-value
Power Distance	.355	5.043	.000*
Uncertainty Avoidance	.538	14.773	.000*
Collectivism	.523	15.083	.000*
Short-term Orientation	.396	2.962	.000*
Average	.453		

National Culture Dimension	Perceived behavioral control		
	Adjusted R Square	F-value	P-value
Power Distance	.303	4.182	.000*
Uncertainty Avoidance	.333	6.927	.000*
Collectivism	.408	9.844	.000*
Short-term Orientation	.364	7.304	.000*
Average	.352		

Predictors: power distance, uncertainty avoidance, collectivism, and short-term orientation

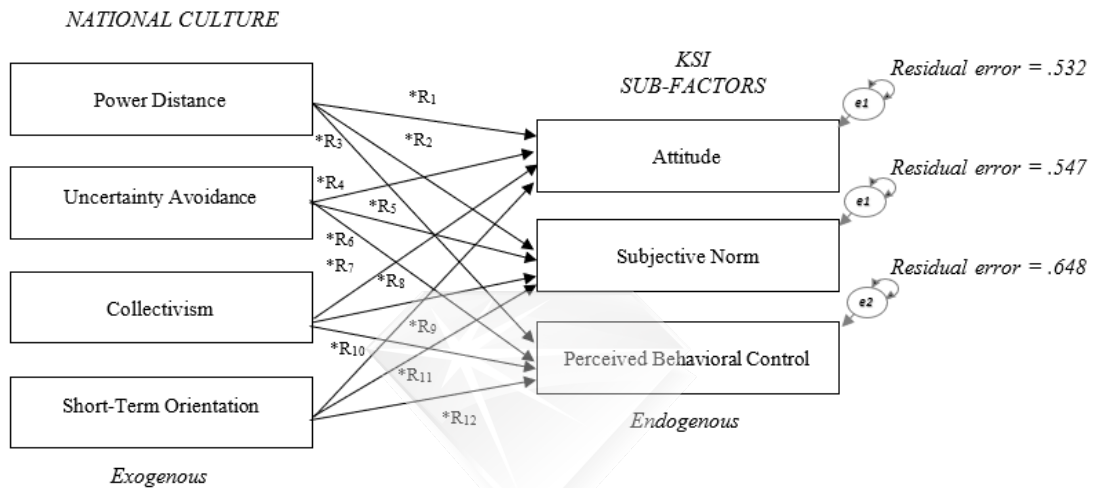
Independent: attitude, subjective norm, and perceived behavioral control

* Significant at .05 alpha

The diagram below shows the portion of the Path Model that evaluates the linear regression of the national culture dimensions and the predictors of knowledge-sharing intention.

Figure 4.3:

*A Causal Model of National Cultural Dimensions on Knowledge-Sharing Intention
Predictors – Attitude, Subjective Norm, and Perceived Behavioral Control*



All national cultural dimensions significantly affected each knowledge-sharing intention predictor – attitude, subjective norm, and perceived behavioral controls. Taking into consideration the individual effect of each cultural dimension, power distance can significantly influence the attitude of the participants in their intention to share knowledge, and 34% can be attributed to it; uncertainty avoidance can significantly influence the attitude of 56.7%; collectivism has 53.2% factor to influence attitude, and short-term orientation can significantly contribute to the attitude for 43.2%. Overall, the degree of influence of national culture on the participants' attitude toward knowledge-sharing is 46%. Subjective norm was influenced by 35.5% power distance, 53.8% uncertainty avoidance, 52.3% collectivism, and 39.6% short-term orientation. The overall influence of national culture on subjective norms was 45.3%. For the perceived behavioral control, power distance had a 30.3% significant influence; uncertainty avoidance had 33.3%; collectivism had 40.8%; and short-term orientation had 36.4%. Overall, 35.2% of the factors influencing perceived behavioral control can be attributed to the national culture.

The analysis reveals that all national cultural dimensions significantly influence the predictors of knowledge-sharing intentions (attitude, subjective norm, and perceived behavioral control). Uncertainty Avoidance and Collectivism have the most substantial impact across all predictors, highlighting the importance of clear rules and a sense of community in promoting knowledge-sharing. Power Distance and Short-Term Orientation also play significant roles but to a lesser extent.

Organizations aiming to enhance knowledge-sharing practices should consider these cultural dimensions and tailor their strategies accordingly. Creating a supportive environment with clear guidelines and fostering a community can significantly improve knowledge-sharing intentions.

4.4.2 influence of organizational culture on knowledge-sharing intentions

The result of the statistical analysis of the influence of organizational culture - interpersonal trust, inter-organizational communication, organizational information systems, rewards system, and the KSI shows that the computed value (R-value) was 29.287 which was within the acceptance region, $\alpha > p\text{-value}$ ($.05 > .000$).

Table 4.21:

Summary of the Regression Model - Organizational Culture and KSI

Model	df	F	Sig.	Adjusted R Square
Regression	4	29.287	.000 ^b	.439

Predictors: Power Distance, Uncertainty Avoidance, Collectivism, and Short-Term Orientation

Dependent: Knowledge-sharing Intention

The interpretation, analysis, and conclusion based on the result of the statistical calculations are shown below:

Research Sub-Question:

Did organizational culture significantly influence knowledge-sharing intentions?

Dependent Variable:

Knowledge-sharing Intentions

Predictors: (Constant):

Organizational Culture: Interpersonal Trust, Inter-Organizational Communication, Organizational Information Systems, and Rewards System

Hypothesis:

Organizational culture significantly influences the knowledge-sharing intentions of teachers.

Significant Level:

$$\alpha = .05 \text{ or } 5\%$$

Test Statistics:

Multiple Regression using SPSS

Obtained Value

$$F = 29.287$$

P-Value

Significant at .000

R Square

.439 or 43.9%

Decision:

Accept the hypothesis

Analysis:

The organizational culture significantly influenced the knowledge-sharing intentions of teachers.

The results proved the hypothesis's acceptance, manifesting significant effects of organizational culture on the KSI. Therefore, organizational culture can influence teachers' knowledge-sharing intentions. Moreover, the adjusted R square value was .439, suggesting that 43.9% of the factors influencing knowledge-sharing intention can be attributed to organizational culture. Other unidentified factors affect 56.1% of the intentions.

The coefficient was computed for each identified organizational factor and KSI to conduct a more in-depth analysis of the relationships between organizational culture and KSI.

Table 4.22:

Relationship between Each Organizational Culture Factor and KS

Organizational culture	Coefficient	P-value	Significance
Interpersonal Trust	.020	.869	Not Significant
Inter-Organizational Communication	.616	.000	Significant
Organizational Information Systems	.194	.196	Not Significant
Rewards System	-.184	.129	Not Significant

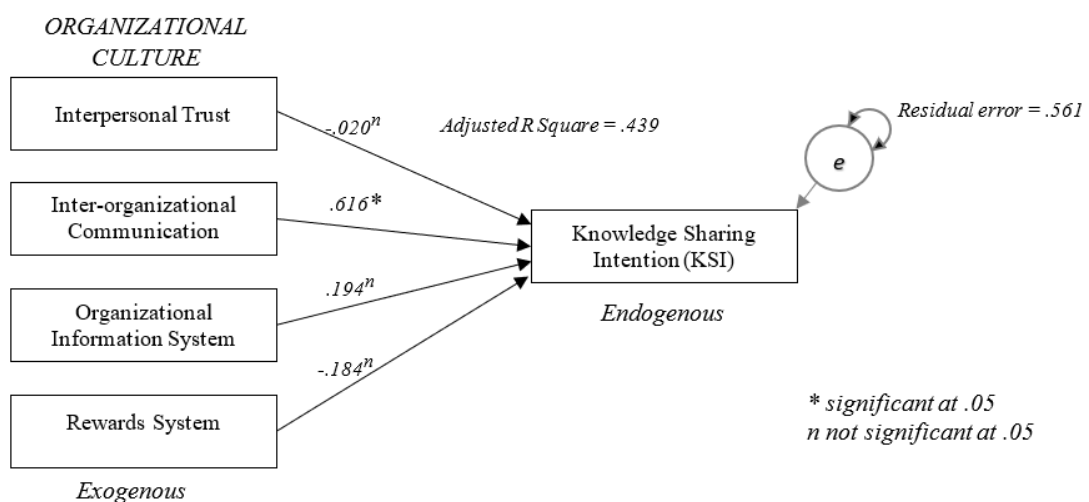
Dependent Variable: KSI

The significant level at .05

Figure 4.5 shows the portion of the Path Model that evaluates the regression coefficients of the factors related to organizational culture and knowledge-sharing intention.

Figure 4.4:

Causal Model of Organizational Culture on Knowledge-Sharing Intention Predictors – Attitude, Subjective Norm, and Perceived Behavioral Control



The succeeding sections discuss the findings of the relationships between the organizational culture and knowledge-sharing intentions:

Interpersonal trust did not affect the intentions of the participants in sharing knowledge, with an obtained coefficient value of .020. The p-value was .869, higher than the significant level p-value of .05. The decision was to reject the hypothesis. The result entails no significant effect of interpersonal trust on knowledge-sharing intentions. In the questionnaire section where participants were asked to give suggestions or additional comments about knowledge-sharing, one comment said, "Knowledge-sharing is important, and I will share my knowledge with anyone who needs it" - participant. The statement asserted the result of the findings. Participants did not feel threatened or were not bothered when they shared their knowledge with any person. It affirms the earlier findings that participants considered the group's welfare and trusted people within their acquaintances when sharing and receiving knowledge. They value the group's success so much.

The analysis of inter-organizational communication showed that participants considered communication a factor in knowledge-sharing. With the calculated coefficient of .616 and p-value of .000, it can be concluded that inter-organizational communication significantly affects participants' knowledge-sharing intentions. Hence, communication within the organization was found to be a significant factor that can influence knowledge-sharing intentions. The participants consider interaction within the unit or branch and/or team collaboration an effective knowledge-sharing technique. They suggested a small group for collaboration and knowledge-sharing would be an effective technique.

Organizational information systems in branches did not affect the knowledge-sharing intentions of the participants. The result shows that organizational information systems had no significant effect on knowledge-sharing intentions, with a coefficient of .194 at a significant level p-value of .196. It indicated that the participants were willing to participate in knowledge-sharing activities, regardless of the information system used. It confirms and strengthens the findings on knowledge-sharing techniques that social media networks (internet and intranet and extranet) or other network platforms did not significantly affect knowledge-sharing behaviors. Instead, participants suggested some platforms they were using for collaboration and sharing.

They recognize the large pool of resources available within and outside their institute, especially those that are readily available, easy to access, and can be used for free.

The rewards system was not significantly related to knowledge-sharing intentions, with a negative coefficient of $-.184$ and a p-value of $.129$. The rewards system did not significantly affect the participants' intentions to share knowledge. It confirmed that, although the relationship is inverse, reward did not significantly influence intentions to share knowledge. The participants were objective in sharing their knowledge and recognized the value of sharing in their institution. The findings proved that though the identified organizational factors were interrelated, this did not reflect the relationship of each on the knowledge-sharing intentions of the participants. For instance, it shows that only inter-organizational communication significantly influenced knowledge-sharing intentions.

An in-depth analysis of the influences of the factors identified related to organizational culture on knowledge-sharing intentions, the multiple regression model tested the effect of each factor on the predictors of intentions—attitude, subjective norm, and perceived behavioral controls—was made using the multivariate linear regression.

Table 4.23:

Multivariate Linear Regressions of the Organizational Factors and the Knowledge-Sharing Intention Predictors – Attitude, Subjective Norms, and Perceived Behavioral Control

Organizational Culture	Attitude		
	Adjusted R Square	F-value	P-value
Interpersonal trust	.380	5.499	.000*
Inter-organizational communication	.377	6.493	.000*
Organizational information system	.405	9.077	.000*

(Continued)

Table 4.23 (Continued):

Multivariate Linear Regressions of the Organizational Factors and the Knowledge-Sharing Intention Predictors – Attitude, Subjective Norms, and Perceived Behavioral Control

Organizational Culture	Attitude		
	Adjusted R Square	F-value	P-value
Rewards system	.337	5.894	.000*
Average	.375		

Organizational Culture	Subjective norm		
	Adjusted R Square	F-value	P-value
Interpersonal trust	.411	6.114	.000*
Inter-organizational communication	.372	6.356	.000*
Organizational information system	.359	7.635	.000*
Rewards system	.285	4.838	.000*
Average	.357		

Organizational Culture	Perceived behavioral control		
	Adjusted R Square	F-value	P-value
Interpersonal trust	.415	6.203	.000*
Inter-organizational communication	.445	8.264	.000*
Organizational information system	.426	9.783	.000*

(Continued)

Table 4.23 (Continued):

Multivariate Linear Regressions of the Organizational Factors and the Knowledge-Sharing Intention Predictors – Attitude, Subjective Norms, and Perceived Behavioral Control

Organizational Culture	Perceived behavioral control		
	Adjusted R Square	F-value	P-value
Rewards system	.395	7.271	.000*
Average	.420		

Predictors: Interpersonal trust, inter-organizational communication, organizational information system, and rewards system

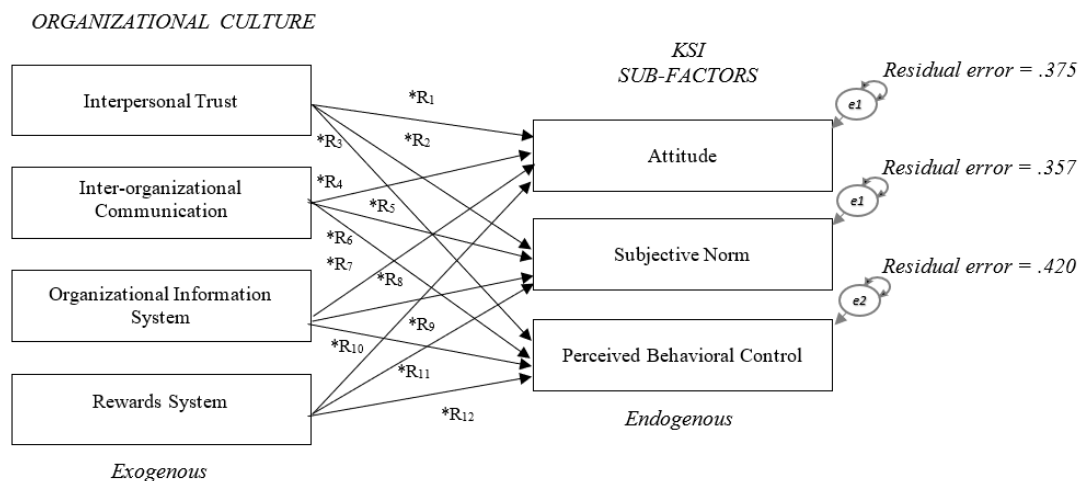
Independent: attitude, subjective norm, and perceived behavioral control

* Significant at .05 alpha

Figure 4.6 shows the portion of the Path Model that evaluates the linear regression of the organizational factors and the predictors of knowledge-sharing intention.

Figure 4.5:

Regression Model on the Influence of Organizational Factors on Knowledge-Sharing Intention Predictors – Attitude, Subjective Norm, and Perceived Behavioral Control



Considering all the identified factors, organizational culture can significantly influence each of the intention predictors (KSI sub-factors). The individual effects of organizational factors on attitude, subjective norms, and perceived behavioral control that predict knowledge-sharing intention were significant. The degrees of their effects are as follows: interpersonal trust can influence 38% of the attitude, 41.1% of the subjective norm, and 41.5% of the perceived behavioral control; inter-organizational communication can influence 37.7% of the attitude, 37.2 of the subjective norm, and 44.5% of the perceived behavioral control; organizational information system can influence 40.5% of the attitude, 35.9% of the subjective norm, and 42.6% of the perceived behavioral control; rewards system can influence 33.7% of the attitude, 28.5% of the subjective norm, and 39.5% of the perceived behavioral control. The analysis shows that organizational culture factors significantly influence the predictors of knowledge-sharing intentions (attitude, subjective norm, and perceived behavioral control). Interpersonal Trust and Inter-Organizational Communication have the most substantial impact, followed by Organizational Information Systems and Rewards Systems. Organizations aiming to enhance knowledge-sharing practices should focus on building trust, improving communication, investing in information systems, and implementing effective reward systems. Organizations can create a supportive environment that encourages knowledge-sharing by addressing these factors.

4.4.3 Analysis of the Relationships between the university's Knowledge-Sharing Techniques and Knowledge-Sharing Intentions

This study strived to examine and prove the effects of the culture established by the university on the knowledge-sharing intentions of its faculty members. The analysis presented the findings on the effect of the entire university knowledge-sharing culture on the knowledge-sharing intentions of the teachers.

The correlation between knowledge-sharing techniques and intention was calculated at the university (university system) level using Pearson Correlation Coefficient analysis checking on the effect of knowledge-sharing techniques on intention.

Table 4.24:

Correlation of University System-Wide Knowledge-Sharing Techniques and Knowledge-Sharing Intention

Variables	r	p-value	Significance	Description	R-square
KST - KSI	.646	.000**	Significant at .01	Moderate positive correlation	.398

The result presented the analysis of the coefficient of the independent and dependent variables and the region of acceptance for the significant effects of knowledge-sharing techniques on the knowledge-sharing intentions at the university level (entire university system). The computed r-value was .646 with a significant p-value of .000, which was within the acceptance region, $\alpha > p\text{-value}$ (.01 > .000). The results proved the acceptance of the hypothesis, which established significant relationships between the university system-wide knowledge-sharing techniques and the knowledge-sharing intentions. The university culture of knowledge-sharing can significantly influence the intentions of teachers to share knowledge. R-square of .398 indicates the degree of influence the university knowledge-sharing techniques have on the knowledge-sharing intention. It suggests that 39.8% of the knowledge-sharing techniques implemented in the entire university can be attributed to the intention. Conversely, other more considerable factors can be identified to influence knowledge-sharing intentions.

4.2.5.1 influence of the university system-wide knowledge culture (knowledge-sharing techniques) on KSI's sub-factors (attitude, subjective norm, and perceived behavioral control).

The participant's assessments of the effectiveness of the university's knowledge-sharing techniques were assumed to indicate their engagement in the knowledge-sharing practices. Consequently, their perception of the knowledge-sharing practices fulfilled in their institution was presumed manifestation of their knowledge-sharing behavior. The participants' behavioral intentions were examined and analyzed to check how they affected their knowledge-sharing behavior through

their assessments of the knowledge-sharing techniques they often performed. The relationships were tested using the Pearson Correlation Coefficient. Likewise, the R-square values of each relationship indicating the strength of their influence on the actual knowledge-sharing behaviors were determined.

Table 4.25:

Summary of the Relationship of the Knowledge-Sharing Culture (within the University Level) with the Sub-Factors (Attitude, Subjective Norm, and Perceived Behavioral Control) of Knowledge-Sharing Intention

Variable	Attitude		
	r	p-value	r square
KST	.270	.001**	.0729

Variable	Subjective norm		
	r	p-value	r square
KST	.313	.000*	.0980

Variable	Perceived behavioral control		
	r	p-value	r square
KST	.411	.000**	.1689

** significant at .01

Average r square = .1133 or 11.33%

Though the computed R-values were low, each implied significant relationship to the university's knowledge-sharing culture, with an average R-square value of .1133 or 11.33% attributed to it. Other significant factors can affect the participants' intentions.

While the computed R-values were low, they still indicated significant relationships with the university's knowledge-sharing culture. The average R-square value of 11.33% highlights that these factors contribute to knowledge-sharing intentions, but other significant influences are at play. Understanding and addressing these additional factors can help create a more comprehensive strategy to enhance knowledge-sharing within the university.

4.4.4 analysis of the relationships between the branches' knowledge-sharing techniques and knowledge-sharing intentions

Further analysis was made on the local institutions' level to explore the effects of the branches' knowledge-sharing cultures and how it affected the knowledge-sharing intentions of its faculty members because each local branch had developed its own culture. Each local branch is guided by the PNU Operations Manual (PNU, 2020), which provides guidelines on how each can develop programs aligned with the four-fold functions. As mentioned in Chapter 3, the four-fold functions were anchored with the knowledge management processes.

A statistical analysis using the Pearson r correlation coefficient to calculate the effect of the knowledge-sharing technique on knowledge-sharing intention was made.

Table 4.26:

Correlation of Branches Knowledge-Sharing Techniques and Knowledge-Sharing Intention

Variables	r	P-value	Significance	Description	R square
KST - KSI	.614	.000**	Significant at .01	Moderate positive correlation	.377

The computed R-value was .614 with a significant p-value of .000, which was within the acceptance region, $\alpha > p\text{-value}$ (.05 > .000). The results attested acceptance of the hypothesis, which demonstrated a significant effect of the university local institute's knowledge-sharing techniques on the knowledge-sharing intentions of

the teachers. It can be deduced that, at the level of the branches, the overall assessment proved that the local institute's knowledge-sharing culture can significantly affect the knowledge-sharing intentions of teachers. The branch's knowledge-sharing culture can moderately affect the intention and degree of its effects, attributable to 37.7%. Other factors can be attributed to the intention of the participants to participate in knowledge-sharing.

4.2.6.1 influence of the branches' knowledge culture (knowledge-sharing techniques) on KSI's sub-factors (attitude, subjective norm, and perceived behavioral control)

The Pearson Correlation Coefficient was used to test the degree to which the branches' knowledge-sharing culture influences the sub-factors of knowledge-sharing intention. Table 4.14 shows the relationship of the knowledge-sharing culture within the branches, determined through the knowledge-sharing techniques, with the predictors (attitude, subjective norm, and perceived behavioral control) of knowledge-sharing intentions.

Table 4.27:

Summary of the Knowledge-Sharing Culture (Branch Level) Relationship with the (Attitude, Subjective Norm, and Perceived Behavioral Control) of Knowledge-Sharing Intention

Variable	Attitude		
	r	p-value	r square
KST	.364	.000**	.1324

Variable	Subjective norm		
	r	p-value	r square
KST	.330	.000*	.1089

(Continued)

Table 4.27 (Continued):

Summary of the Knowledge-Sharing Culture (Branch Level) Relationship with the (Attitude, Subjective Norm, and Perceived Behavioral Control) of Knowledge-Sharing Intention

Variable	Perceived behavioral control		
	r	p-value	r square
KST	.463	.000**	.2143

** significant at .01

Average r square = .1519 or 15.19%

The computed R-values of the sub-factors show that each was significantly related to the branches' knowledge-sharing culture, though the values were low. The R-squared values were .1324 or 13.24% for attitude, .1089 or 10.89% for the subjective norm, and .2143 or 21.43% for perceived behavioral control. Notwithstanding, other more considerable factors can be identified that could significantly affect the participants' intentions in knowledge-sharing.

The analysis shows that while the identified factors significantly influence the sub-factors of knowledge-sharing intentions (attitude, subjective norm, and perceived behavioral control), their impact is relatively modest. The R-squared values indicate that other significant factors also play a role in shaping knowledge-sharing intentions. Understanding and addressing these additional factors can help create a more comprehensive strategy to enhance knowledge-sharing within the branches.

4.4.5 Path Models: Path Analysis of the interrelationships of the variables

The primary purpose of this study is to analyze a framework that proposes a causal chain of variables that influence the knowledge-sharing behaviors of teachers in higher educational institutions (HEI). It aimed to capture the theoretical or conceptual model of the effects of exogenous variables, such as the national culture dimensions, on knowledge-sharing intentions (endogenous) and the probability of the intentions transformed into actual knowledge-sharing behavior (endogenous). Hence, the path model exhibits causal relationships between these variables, of which an

outcome variable (intention) is also a predictor variable of another variable (behavior). The path analysis framework used the previous section's statistical tools to test the mediation processes.

4.4.5.1 Analysis of the interrelationship of independent variables - national culture dimensions and organizational culture (factors)

Given that the Path Analysis tests the strength of hypothesized patterns of causal relationships, it is important to examine the relationships of the independent variables, which provides a clear understanding of the influence of the national and organizational cultures on the knowledge-sharing intentions.

Table 4.28:

R-Value of the Correlation between the Independent Variables

Variables	NCPD	NCUA	NCC	NCST	OCT	OCR	OCIS	OCC
NCPD	1.00	.614**	.604**	.732**	.611**	.671**	.831**	.814**
NCUA	.614**	1.00	.795**	.732**	.675**	.570**	.839**	.836**
NCC	.604**	.795**	1.00	.702**	.684**	.630**	.839**	.832**
NCST	.732**	.732**	.702**	1.00	.698**	.651**	.866**	.855**
OCT	.611**	.675**	.684**	.698**	1.00	.799**	.886**	.899**
OCR	.671**	.570**	.630**	.651**	.799**	1.00	.856**	.860**
OCIS	.831**	.839**	.839**	.866**	.886**	.856**	1.00	.998**
OCC	.814**	.836**	.832**	.855**	.899**	.860**	.998**	1.00

**Correlation is significant at 0.01 level (2-tailed).

Legend: NCPD - National Culture Power Distance; NCUA - National Culture Uncertainty Avoidance; NCC - National Culture Collectivism; NCST - National Culture-Short-Term Orientation; OCR - Organizational Culture Rewards; OCT - Organizational Culture Trust; OCC - Organizational Culture-Communication; and OCIS - Organizational Culture-Information Systems.

The summary shows the analysis of the relationships between the independent variables - Power Distance (PD), Uncertainty Avoidance (UA), Collectivism (C), Short-term Orientation (STO), Organizational Culture-Trust (OCT), Organizational Culture-Rewards (OCR), Organizational Culture-Information Systems (OCIS), and Organizational Culture-Communication (OCC). All the computed R-values were less than the critical values within the acceptance region, $RV < CV$. The significance level was at 0.01 in a two-tailed test. Hence, the decision to accept the hypothesis means significant relationships existed between the national and organizational culture dimensions.

1) Strength of Interrelationships of the Independent Variables – National and Organizational Culture Dimensions

The degree of the interrelationships between the independent variables—the national and organizational culture dimensions—was scaled to strengthen the analysis of their pattern of relationships. Table 4.29 shows the degree of strength of the interrelationships between the independent variables.

Table 4.29:

Description (Strength) of Relationships between the Independent Variables

Relationship between the Independent Variables (Cultural Dimensions)	R-value	Description
Power Distance and Uncertainty Avoidance	0.614	Strong positive correlation
Power Distance and Collectivism	0.604	Strong positive correlation
Power Distance and Short-Term Orientation	0.732	Strong positive correlation
Power Distance and Organizational Culture-Trust	0.611	Strong positive correlation

(Continued)

Table 4.29 (Continued):*Description (Strength) of Relationships between the Independent Variables*

Relationship between the Independent Variables (Cultural Dimensions)	R-value	Description
Power Distance and Organizational Culture- Rewards	0.671	Strong positive correlation
Power Distance and Organizational Culture- Information Systems	0.831	Strong positive correlation
Power Distance and Organizational Culture- Communication	0.814	Strong positive correlation
Uncertainty Avoidance and Collectivism	0.795	Strong positive correlation
Uncertainty Avoidance and Short-Term Orientation	0.732	Strong positive correlation
Uncertainty Avoidance and Organizational Culture- Trust	0.675	Strong positive correlation
Uncertainty Avoidance and Organizational Culture- Rewards	0.570	Strong positive correlation
Uncertainty Avoidance and Organizational Culture- Information Systems	0.839	Strong positive correlation
Uncertainty Avoidance and Organizational Culture- Communication	0.836	Strong positive correlation
Collectivism and Short-Term Orientation	0.702	Strong positive correlation
Collectivism and Organizational Culture-Trust	0.684	Strong positive correlation
Collectivism and Organizational Culture-Rewards	0.630	Strong positive correlation

(Continued)

Table 4.29 (Continued):*Description (Strength) of Relationships between the Independent Variables*

Relationship between the Independent Variables (Cultural Dimensions)	R-value	Description
Collectivism and Organizational Culture- Information Systems	0.839	Strong positive correlation
Collectivism and Organizational Culture- Communication	0.832	Strong positive correlation
Short-Term Orientation and Organizational Culture-Trust	0.698	Strong positive correlation
Short-Term Orientation and Organizational Culture-Rewards	0.651	Strong positive correlation
Short-Term Orientation and Organizational Culture-Information Systems	0.866	Strong positive correlation
Short-Term Orientation and Organizational Culture-Communication	0.855	Strong positive correlation
Organizational Culture-Trust and Organizational Culture-Rewards	0.799	Strong positive correlation
Organizational Culture-Trust and Organizational Culture-Information Systems	0.886	Strong positive correlation
Organizational Culture-Trust and Organizational Culture-Communication	0.899	Strong positive correlation
Organizational Culture-Rewards and Organizational Culture-Information Systems	0.856	Strong positive correlation
Organizational Culture-Rewards and Organizational Culture-Communication	0.860	Strong positive correlation
Organizational Culture-Information Systems and Organizational Culture-Communication	0.998	Strong positive correlation

Results revealed the respective R-values and the strength of the correlation between the national and organizational culture dimensions. All computed values exhibited strong positive correlations, which means that as one dimension increases its value, the other also increases its value.

4.4.5.2 Path Model - Knowledge-sharing framework that shows the influences of the national culture and organizational culture on knowledge-sharing intentions.

The results present the regression analysis to evaluate the relationship between the predictor variables, national culture and organizational culture, and the dependent variable, knowledge-sharing intentions. The analysis provides insights into how these predictors influence knowledge-sharing intentions and assesses the overall model fit and statistical significance.

The regression analysis included two predictors: the overall mean of the national cultural dimensions and the overall mean of the organizational cultural factors. Both variables were entered into the model simultaneously, incorporating all specified variables.

The model summary provides key statistics that describe the fit of the regression model:

R: 0.728

R Square: 0.530

Adjusted R Square: 0.524

Standard Error of the Estimate: 0.49614

The correlation coefficient (R) of 0.728 indicates a strong positive relationship between the observed and predicted values of knowledge-sharing intentions. The (R) Square value of 0.530 signifies that the predictors of national and organizational cultures explain approximately 53% of the variance in knowledge-sharing intentions. The Adjusted (R) Square of 0.524 accounts for the number of predictors in the model, providing a more accurate measure of the explained variance. The Standard Error of the Estimate (0.49614) measures the average distance between observed and predicted values, with smaller values indicating a better fit.

The ANOVA (Analysis of Variance) table assesses the overall significance of the regression model.

Table 4.30:

Analysis of Regression Analysis to Evaluate the Relationship between the National and Organizational Cultures and Knowledge-Sharing Intentions

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	42.237	2	21.119	85.794	0.000
Residual	37.416	152	0.246		
Total	79.653	154			

*Significant at .05

The model's F-value of 85.794 and corresponding p-value (Sig.) of 0.000 indicate that the regression model is highly significant, meaning that the predictors national culture and organizational culture collectively explain a significant portion of the variance in the overall knowledge-sharing intentions.

Table 4.31:

The Result of the Coefficients that Provide Detailed Information on the Individual Predictors – National Culture and Organizational Culture

Model	Unstandardized Coefficients	Standardized Coefficients	Beta	t	Sig.
	B	Std. Error			
(Constant)	1.553	0.292		5.321	0.000
National Culture	0.578	0.085	0.591	6.766	0.000
Organizational Culture	0.164	0.085	0.168	1.926	0.056

*National culture: significant at .05

**Organizational culture: marginally significant at .05

The intercept of 1.553 is statistically significant ($p < 0.001$), indicating the baseline level of knowledge-sharing intentions when national and organizational cultures are zero. The unstandardized coefficient of 0.578 signifies that for every unit

increase in overall national culture, knowledge-sharing intentions increase by 0.578 units, holding the overall organizational culture constant. The high significance level ($p < 0.001$) and standardized coefficient (Beta = 0.591) indicate that national culture is a strong and significant predictor of knowledge-sharing intentions. The unstandardized coefficient of 0.164 suggests that each unit increase in organizational culture results in a 0.164 unit increase in knowledge-sharing intentions, holding national culture constant. The p-value of 0.056 indicates that the organizational culture (overall) is marginally significant, with a weaker impact than national culture. The model's overall significance ($p < 0.001$) suggests that the predictors: -national culture and organizational culture are jointly effective in explaining the variance in knowledge-sharing intentions. National Culture emerges as a significant predictor with a substantial impact on knowledge-sharing intentions, while organizational culture shows a positive but less pronounced effect. The (R) Square value of 0.530 indicates that the model explains a moderate to substantial portion of the variance in knowledge-sharing intentions. However, further investigation could identify additional factors to improve the model's explanatory power.

The regression analysis demonstrates the significant role of national culture in predicting knowledge-sharing intentions, with organizational culture contributing positively but to a lesser extent. The model explains a considerable portion of the variance in knowledge-sharing intentions, providing valuable insights into the factors influencing this dependent variable. These findings form a solid foundation for further research and analysis, guiding the exploration of additional predictors and interactions to enhance the model's robustness and predictive capability.

4.4.5.2 Knowledge-Sharing Intentions: Detailed Analysis of Regression Results – National Cultural Dimensions and Organizational Cultural Factors

This section indicates the variables entered into the regression model. The model included eight predictor variables: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information

systems. All requested variables were entered into the model. The model summary presents key statistics describing the fit of the regression model:

R: 0.778

R Square: 0.606

Adjusted R Square: 0.584

Standard Error of the Estimate: 0.46390

The correlation coefficient (R) of 0.778 indicates a strong positive relationship between the observed and predicted values of knowledge-sharing intentions. The (R) Square value of 0.606 signifies that approximately 60.6% of the variance in knowledge-sharing intentions is explained by the predictors national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems. The Adjusted (R) Square of 0.584 accounts for the number of predictors in the model, providing a more accurate measure of the explained variance. The Standard Error of the Estimate (0.46390) measures the average distance between observed and predicted values, with smaller values indicating a better fit. The ANOVA (Analysis of Variance) table assesses the overall significance of the regression model.

Table 4.32:

Analysis of Regression Results – National Cultural Dimensions and Organizational Cultural Factors on KSI

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	48.232	8	6.029	28.015	0.000
Residual	31.42	146	0.215		
Total	79.653	154			

Significant @ .05

The model's F-value of 28.015 and corresponding p-value (Sig.) of 0.000 indicate that the regression model is highly significant, meaning that the

predictors collectively explain a significant portion of the variance in knowledge-sharing intentions. The coefficients table provides detailed information on the individual predictors – national cultural dimensions and organizational culture (factors).

Table 4.33:

The Result of the Coefficients of the Individual National Cultural Dimensions and Organizational Cultural Factors on KSI

Model	Unstandardized	Standardized	Beta	t	Sig.
	Coefficients	Coefficients			
	B	Std. Error			
National Culture- Power Distance	-0.404	0.169	-0.583	-2.396	*0.018
National Culture- Uncertainty Avoidance	0.116	0.198	0.119	0.587	0.558
National Culture- Collectivism	0.081	0.151	0.093	0.534	0.594
National Culture- Short-Term Orientation	-0.092	0.158	-0.106	-0.584	0.560
Organizational Culture-Trust	-0.316	0.254	-0.315	-1.242	0.216
Organizational Culture-Rewards	-0.23	0.176	-0.288	-1.31	0.192
Organizational Culture-Information System	-0.252	1.661	-0.247	-0.152	0.880

(Continued)

Table 4.33 (Continued):

The result of the coefficients of the individual National Cultural Dimensions and Organizational Cultural Factors on KSI

Model	Unstandardized	Standardized	Beta	t	Sig.
	Coefficients	Coefficients			
	B	Std. Error			
Organizational Culture-Communication	1.889	1.088	1.836	1.736	0.085

*Significant at .05

Predictors: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems

Dependent: knowledge-sharing intentions

The intercept of 1.172 is statistically significant ($p < 0.001$), indicating the baseline level of knowledge-sharing intentions when the predictors are zero.

National Culture-Power Distance: The unstandardized coefficient of -0.404 suggests that for every unit increase in national culture-power distance, knowledge-sharing intentions decrease by 0.404 units, holding other variables constant. The significance level ($p = 0.018$) indicates that national culture-power distance is a significant negative predictor.

National Culture-Uncertainty Avoidance: The unstandardized coefficient of 0.116 indicates a positive relationship but is not significant ($p = 0.558$), suggesting it does not significantly predict knowledge-sharing intentions.

National Culture-Collectivism: The unstandardized coefficient of 0.081 indicates a positive relationship but is not significant ($p = 0.594$), implying it does not significantly predict knowledge-sharing intentions.

National Culture-Short-term Orientation: The unstandardized coefficient of -0.092 indicates a negative relationship but is not significant ($p = 0.560$), suggesting it does not significantly predict knowledge-sharing intentions.

Organizational Culture-Trust: The unstandardized coefficient of -0.316 indicates a negative relationship but is not significant ($p = 0.216$), implying it does not significantly predict knowledge-sharing intentions.

Organizational Culture-Rewards: The unstandardized coefficient of -0.230 indicates a negative relationship but is not significant ($p = 0.192$), suggesting it does not significantly predict knowledge-sharing intentions.

Organizational Culture-Information Systems: The unstandardized coefficient of -0.252 indicates a negative relationship but is not significant ($p = 0.880$), implying it does not significantly predict knowledge-sharing intentions.

Organizational Culture-Communication: The unstandardized coefficient of 1.889 indicates a positive relationship. However, it is marginally significant ($p = 0.085$), suggesting a potential influence on knowledge-sharing intentions but not at the conventional significance level.

Power distance is a significant negative predictor among the predictors, suggesting its substantial influence in reducing knowledge-sharing intentions. Communication is marginally significant, indicating it may have a positive impact, though further investigation is required to confirm this.

The (R) Square value of 0.606 suggests that the model explains a considerable portion (60.6%) of the variance in knowledge-sharing intentions. It indicates a strong model fit, though additional variables could enhance the explanatory power. The analysis of individual predictors shows varying significance levels, with most predictors not reaching statistical significance. It highlights the complexity of factors influencing knowledge-sharing intentions and suggests the need for further refinement of the model.

The detailed analysis reveals that national culture-power distance is a significant predictor with a negative impact on knowledge-sharing intentions, while organizational culture-communication shows a potential positive influence. The regression model explains a substantial portion of the variance in knowledge-sharing intentions, but the significance of most predictors remains limited. It suggests the

importance of considering additional factors and refining the model to capture the complex dynamics influencing knowledge-sharing intentions. Further research should explore other potential predictors and interactions to improve the model's predictive accuracy and robustness.

4.4.5.3 Attitude - Regression analysis on the influence of National Cultural Dimensions and Organizational Culture on the Knowledge-sharing Intention Subfactor.

This section indicates the variables entered into the regression model. The model included eight predictor variables: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems. All requested variables were entered into the model. The model summary presents key statistics describing the fit of the regression model:

R: 0.737

R Square: 0.543

Adjusted R Square: 0.518

Standard Error of the Estimate: 0.52536

The correlation coefficient R of 0.737 indicates a strong positive relationship between the observed and predicted values of knowledge-sharing intentions. The R Square value of 0.543 signifies that approximately 54.3% of the variance in knowledge-sharing intentions is explained by the predictors national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems. The Adjusted R Square of 0.518 accounts for the number of predictors in the model, providing a more accurate measure of the explained variance. The Standard Error of the Estimate (0.52536) measures the average distance between observed and predicted values, with smaller values indicating a better fit. The ANOVA (Analysis of Variance) table assesses the overall significance of the regression model.

Table 4.34:

Regression Analysis on the Influence of National Cultural Dimensions and Organizational Culture on the KSI Subfactor – Attitude

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	47.799	8	5.975	21.648	0.000
Residual	40.297	146	0.276		
Total	88.095	154			

The model's F-value of 21.648 and corresponding p-value (Sig.) of 0.000 indicate that the regression model is highly significant, meaning that the predictors collectively explain a significant portion of the variance in knowledge-sharing intentions. The coefficients table provides detailed information on the individual predictors.

Table 4.35:

The Result of the Coefficients of the Individual National Cultural Dimensions and Organizational Cultural Factors on KSI Subfactor – Attitude

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	Std. Error	t	Sig.
National Culture-Power Distance	-0.267	-0.367	0.191	-1.399	0.164
National Culture-Uncertainty Avoidance	0.394	0.385	0.224	1.761	0.080
National Culture-Collectivism	0.152	0.166	0.171	0.887	0.376
National Culture-Short-Term Orientation	-0.062	-0.068	0.178	-0.346	0.730

(Continued)

Table 4.35 (Continued):

The Result of the Coefficients of the Individual National Cultural Dimensions and Organizational Cultural Factors on KSI Subfactor – Attitude

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	Std. Error	t	Sig.
Organizational Culture-Trust	-0.045	-0.043	0.288	-0.158	0.875
Organizational Culture-Rewards	-0.214	-0.254	0.199	-1.074	0.285
Organizational Culture-Information Systems	-0.084	-0.079	1.881	-0.045	0.964
Organizational Culture-Communication	0.898	0.829	1.232	0.728	0.468

*Significant at .05

Predictors: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems

Dependent: knowledge-sharing intentions subfactors: Attitude

National Culture-Power Distance: The unstandardized coefficient of -0.267 suggests that for every unit increase in national culture-power distance, knowledge-sharing intentions decrease by 0.267 units, holding other variables constant. However, this predictor is not statistically significant ($p = 0.164$).
National Culture-Uncertainty Avoidance: The unstandardized coefficient of 0.394 indicates a positive relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.080$).

National Culture-Collectivism: The unstandardized coefficient of 0.152 indicates a positive relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.376$).

National Culture-Short-Term Orientation: The unstandardized coefficient of -0.062 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.730$).

Organizational Culture-Trust: The unstandardized coefficient of -0.045 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.875$).

Organizational Culture-Rewards: The unstandardized coefficient of -0.214 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.285$).

Organizational Culture-Information Systems: The unstandardized coefficient of -0.084 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.964$).

Organizational Culture-Communication: The unstandardized coefficient of 0.898 indicates a positive relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.468$).

The overall model is highly significant ($p < 0.001$), suggesting that the predictors collectively explain a significant portion of the variance in knowledge-sharing intentions. None of the individual predictors are statistically significant at the 0.05 level, although national culture-uncertainty avoidance shows a marginal significance ($p = 0.080$). The R Square value of 0.543 indicates that the model explains a moderate portion of the variance in knowledge-sharing intentions. The adjusted R Square value of 0.518 provides a more accurate measure, accounting for the number of predictors in the model.

The ANOVA test assessed the overall significance of the regression model. It tests whether at least one of the predictors is significantly related to the dependent variable. A significant F-test (as indicated by the ANOVA results) means that the model helps explain the variance in the dependent variable. However, the coefficients table tests the significance of each predictor while controlling for the

other predictors in the model. The overall model can be significant even if none of the individual predictors are significant when considered separately.

The regression analysis demonstrates that the model, including the predictors of national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems, explains a significant portion of the variance in knowledge-sharing intentions. However, none of the individual predictors are statistically significant at the 0.05 level, indicating that further investigation is needed to identify additional factors or interactions that may improve the model's explanatory power. These findings provide a foundation for further research and analysis, guiding the exploration of additional predictors to enhance the model's robustness and predictive capability.

4.4.5.4 Subjective Norm—Regression analysis of the influence of national cultural dimensions and Organizational Culture on the Knowledge-sharing Intention Subfactor.

This section indicates the variables entered into the regression model. The model included eight predictor variables: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems. All requested variables were entered into the model. The model summary presents key statistics describing the fit of the regression model:

R: 0.752

R Square: 0.565

Adjusted R Square: 0.541

Standard Error of the Estimate: 0.52325

The correlation coefficient (R) of 0.752 indicates a strong positive relationship between the observed and predicted knowledge-sharing intentions subfactor – subjective norm values. The R Square value of 0.565 signifies that approximately 56.5% of the variance in knowledge-sharing intentions is explained by the predictors national culture-power distance, national culture-collectivism, national

culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems. The Adjusted R Square of 0.541 accounts for the number of predictors in the model, providing a more accurate measure of the explained variance. The Standard Error of the Estimate (0.52325) measures the average distance between observed and predicted values, with smaller values indicating a better fit. The ANOVA (Analysis of Variance) table assesses the overall significance of the regression model.

Table 4.36:

Regression Analysis on the Influence of National Cultural Dimensions and Organizational Culture on the KSI Subfactor – Subjective Norm

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	51.931	8	6.491	23.709	*0.000
Residual	39.974	146	0.274		
Total	91.904	154			

*Significant @.05

The model's F-value of 23.709 and corresponding p-value (Sig.) of 0.000 indicate that the regression model is highly significant, meaning that the predictors collectively explain a significant portion of the variance in knowledge-sharing intentions. The coefficients table provides detailed information on the individual predictors.

Table 4.37:

The Result of the Coefficients of the Individual National Cultural Dimensions and Organizational Cultural Factors on KSI subfactor – Subjective Norm

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	Std. Error	t	Sig.
National Culture-Power Distance	-0.403	-0.541	0.19	-2.118	0.036
National Culture-Uncertainty Avoidance	0.295	0.282	0.223	1.326	0.187
National Culture-Collectivism	0.133	0.142	0.17	0.782	0.436
National Culture-Short-Term Orientation	-0.141	-0.151	0.178	-0.794	0.428
Organizational Culture-Trust	-0.177	-0.165	0.287	-0.619	0.537
Organizational Culture-Rewards	-0.292	-0.34	0.198	-1.473	0.143
Organizational Culture-Information Systems	0.563	0.514	1.874	0.301	0.764
Organizational Culture-Communication	0.813	0.735	1.227	0.662	0.509

*Significant at .05

Predictors: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust,

organizational culture-communication, and organizational culture-information systems

Dependent: knowledge-sharing intentions subfactor – subjective norm

National Culture-Power Distance: The unstandardized coefficient of -0.403 suggests that for every unit increase in national culture-power distance, knowledge-sharing intentions – subjective norm decrease by 0.403 units, holding other variables constant. This predictor is statistically significant ($p = 0.036$).

National Culture-Uncertainty Avoidance: The unstandardized coefficient of 0.295 indicates a positive relationship with knowledge-sharing intentions – subjective norm, but it is not statistically significant ($p = 0.187$).

National Culture-Collectivism: The unstandardized coefficient of 0.133 indicates a positive relationship with knowledge-sharing intentions – subjective norm, but it is not statistically significant ($p = 0.436$).

National Culture-Short-Term Orientation: The unstandardized coefficient of -0.141 indicates a negative relationship with knowledge-sharing intentions – subjective norm, but it is not statistically significant ($p = 0.428$).

Organizational Culture-Trust: The unstandardized coefficient of -0.177 indicates a negative relationship with knowledge-sharing intentions – subjective norm, but it is not statistically significant ($p = 0.537$).

Organizational Culture-Rewards: The unstandardized coefficient of -0.292 indicates a negative relationship with knowledge-sharing intentions – subjective norm, but it is not statistically significant ($p = 0.143$).

Organizational Culture-Information Systems: The unstandardized coefficient of 0.563 indicates a positive relationship with knowledge-sharing intentions – subjective norm, but it is not statistically significant ($p = 0.764$).

Organizational Culture-Communication: The unstandardized coefficient of 0.813 indicates a positive relationship with knowledge-sharing intentions – subjective norm, but it is not statistically significant ($p = 0.509$).

The overall model is highly significant ($p < 0.001$), suggesting that the predictors collectively explain a significant portion of the variance in knowledge-sharing intentions. Among the predictors, national culture-power distance is statistically significant, indicating its substantial influence in reducing knowledge-

sharing intentions. Other predictors do not reach statistical significance, highlighting the complexity of factors influencing knowledge-sharing intentions. The R Square value of 0.565 suggests that the model explains a considerable portion (56.5%) of the variance in knowledge-sharing intentions. It indicates a strong model fit, though additional variables could enhance the explanatory power.

The regression analysis demonstrates that the model, including the predictors of national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems, explains a significant portion of the variance in knowledge-sharing intentions. National culture-power distance emerges as a significant predictor with a negative impact on knowledge-sharing intentions. The significance of most predictors remains limited, suggesting the importance of considering additional factors and refining the model to capture the complex dynamics influencing knowledge-sharing intentions. Further research should explore other potential predictors and interactions to improve the model's predictive accuracy and robustness.

4.4.5.5 Perceived Behavioral Control - Regression analysis on the influence of National Cultural Dimensions and Organizational Culture on the Knowledge-sharing Intention Subfactor.

This section indicates the variables entered into the regression model. The model included eight predictor variables: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems. All requested variables were entered into the model. The model summary presents key statistics describing the fit of the regression model:

R: 0.717

R Square: 0.515

Adjusted R Square: 0.488

Standard Error of the Estimate: 0.59629

The correlation coefficient (R) of 0.717 indicates a strong positive relationship between the observed and predicted values of knowledge-sharing intentions-perceived behavioral controls. The R Square value of 0.515 signifies that approximately 51.5% of the variance in knowledge-sharing intentions is explained by the predictors national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems. The Adjusted R Square of 0.488 accounts for the number of predictors in the model, providing a more accurate measure of the explained variance. The Standard Error of the Estimate (0.59629) measures the average distance between observed and predicted values, with smaller values indicating a better fit. The ANOVA (Analysis of Variance) table assesses the overall significance of the regression model.

Table 4.38:

Regression Analysis on the Influence of National Cultural Dimensions and Organizational Culture on the KSI Subfactor – Perceived Behavioral Control

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	55.055	8	6.882	19.355	0
Residual	51.911	146	0.356		
Total	106.966	154			

The model's F-value of 19.355 and corresponding p-value (Sig.) of 0.000 indicate that the regression model is highly significant, meaning that the predictors collectively explain a significant portion of the variance in knowledge-sharing intentions. The coefficients table provides detailed information on the individual predictors.

Table 4.39:

The Result of the Coefficients of the Individual National Cultural Dimensions and Organizational Cultural Factors on KSI Subfactor – Perceived Behavioral Control

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	Std. Error	t	Sig.
National Culture-Power Distance	-0.537	-0.669	0.217	-2.476	0.014
National Culture-Uncertainty Avoidance	-0.332	-0.295	0.254	-1.309	0.193
National Culture-Collectivism	-0.041	-0.041	0.194	-0.214	0.831
National Culture-Short-Term Orientation	-0.067	-0.067	0.203	-0.332	0.74
Organizational Culture-Trust	-0.715	-0.615	0.327	-2.19	0.03
Organizational Culture-Rewards	-0.179	-0.193	0.226	-0.791	0.43
Organizational Culture-Information Systems	-1.282	-1.085	2.135	-0.601	0.549
Organizational Culture-Communication	3.967	3.327	1.399	2.836	0.005

*Significant at .05

Predictors: national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems

Dependent: knowledge-sharing intentions subfactor – perceived behavioral control

National Culture-Power Distance: The unstandardized coefficient of -0.537 suggests that for every unit increase in national culture-power distance, knowledge-sharing intentions decrease by 0.537 units, holding other variables constant. This predictor is statistically significant ($p = 0.014$).

National Culture-Uncertainty Avoidance: The unstandardized coefficient of -0.332 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.193$).

National Culture-Collectivism: The unstandardized coefficient of -0.041 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.831$).

National Culture-Short-Term Orientation: The unstandardized coefficient of -0.067 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.740$).

Organizational Culture-Trust: The unstandardized coefficient of -0.715 indicates a negative relationship with knowledge-sharing intentions and is statistically significant ($p = 0.030$).

Organizational Culture-Rewards: The unstandardized coefficient of -0.179 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.430$).

Organizational Culture-Information Systems: The unstandardized coefficient of -1.282 indicates a negative relationship with knowledge-sharing intentions but is not statistically significant ($p = 0.549$).

Organizational Culture-Communication: The unstandardized coefficient of 3.967 indicates a positive relationship with knowledge-sharing intentions and is statistically significant ($p = 0.005$).

The overall model is highly significant ($p < 0.001$), suggesting that the predictors collectively explain a significant portion of the variance in knowledge-sharing intentions. Among the predictors, national culture-power distance and organizational culture-communication are statistically significant, indicating their substantial influence on knowledge-sharing intentions. Organizational culture-trust also shows a significant negative impact. The R Square value of 0.515 suggests that the model explains a considerable portion (51.5%) of the variance in knowledge-

sharing intentions. It indicates a strong model fit, though additional variables could enhance the explanatory power.

The regression analysis demonstrates that the model, including the predictors of national culture-power distance, national culture-collectivism, national culture-uncertainty avoidance, national culture-short-term orientation, organizational culture-rewards, organizational culture-trust, organizational culture-communication, and organizational culture-information systems, explains a significant portion of the variance in knowledge-sharing intentions. National culture-power distance and organizational culture-communication emerge as significant predictors, with the former having a negative impact and the latter positively impacting knowledge-sharing intentions. Organizational culture-trust also shows a significant negative influence. The significance of other predictors remains limited, suggesting the importance of considering additional factors and refining the model to capture the complex dynamics influencing knowledge-sharing intentions. Further research should explore other potential predictors and interactions to improve the model's predictive accuracy and robustness.

4.5 Discussion of Findings

4.5.1 The assessment of the participants on the knowledge-sharing strategies and techniques based on the university's vision and mission.

This study endeavored to analyze the participants' knowledge-sharing behavior at the organizational level. Hence, their assessments of the effectiveness of the knowledge-sharing techniques (KST) being implemented and applied in the entire university system and the branches were measured based on their alignment with the university's vision and mission and the branches' strategies. The participants' assessments of the KST, which they usually experienced, measured the general manifestation of their knowledge-sharing behaviors (KSB).

4.5.1.1 What knowledge resources participants were most willing to share?

They were asked to identify the knowledge resources they would mostly share to build up and elicit substantial data on the participants' knowledge-

sharing behaviors. Their responses were summarized based on which knowledge resources they would share most with their department/unit/ campus colleagues.

The results show that the participants were willing to share all the knowledge resources listed in the questionnaire. Explicably, they were willing to share anything related to teaching and learning practices. This behavior can be attributed to their profession as teachers. Their responses explicitly show that they were willing to share their instructional materials, such as video, printed, and presentation files, learning modules, and other learning materials, as well as their teaching and learning experiences. It was apparent since participants were teachers who had been teaching and doing teaching and learning-related activities for several years. On the other hand, lesson plans, class records, and personal talents were among the least they would be willing to share because they consider these documents confidential. Further, only a few of them were willing to share knowledge of technology or any technical skills because they were not confident or did not have enough knowledge or the expertise needed to share this kind of knowledge.

4.5.1.2 Reasons why participants would not share knowledge

This part of the survey was an open-ended question that allowed the participants to explain why they would not share the knowledge they had not selected from the given options. The responses were collated and grouped based on the researcher's judgment of the responses and put together those with contextually the same meaning or refer to the same constructs or ideas.

The results disclose that the primary reason why they would not share knowledge was that they had limited or lacked expertise in the specific field. Their responses divulged that they did not share any knowledge they were not confident in sharing. It confirmed the analysis results in the previous section, which showed which technology skills or technical issues were least shared. Some participants admitted they were not confident sharing their technical or technological skills (ICT) because of a lack of expertise. Hesitation to share knowledge was mainly due to not being confident in the knowledge they shared. They believed they should not share any knowledge if they were uncertain and lacked expertise, such as technology skills. Another notable reason was the confidentiality and data privacy of the knowledge being shared, which the participants valued because they did not want to compromise

the records of their students and other persons' information. Issues of confidentiality and protection of intellectual property rights affect their behavior regarding what knowledge to share and when it is shared.

4.5.1.3 Assessment of the knowledge-sharing techniques in the organization

Participants were asked to assess the knowledge-sharing techniques (KST) they usually use at the university and the local branches. These techniques most likely emphasized knowledge-sharing in organizations (Ismail Al-Alawi et al. (2007)

Participants strongly agreed that the knowledge-sharing techniques undertaken by the entire university system were highly effective and aligned with the PNU vision, mission, and objectives. The survey responses revealed that the participants believed that the university provided supplemental knowledge-sharing opportunities through conferences, seminars, and workshops. Equally, the participants strongly asserted the effectiveness of the knowledge-sharing techniques implemented within the branch and were deemed effectively aligned with their branches' strategies. The overall assessment showed high satisfaction with the programs and activities the university and the branches provide for knowledge-sharing.

In general, the alignment of knowledge-sharing programs and activities with the university's mission, vision, and strategies impacts the participants' knowledge-sharing behaviors.

4.5.1.4 Other KST participants observed/used

In addition to the KSTs listed in the questionnaire, the participants were asked to identify other KSTs being carried out in the university and branch. Participants were able to identify the following KSTs at the university level:

- 1) They saw mentoring or peer coaching as one relevant KST being implemented.
- 2) They utilized collaboration using online platforms such as group chat and sharing of resources using cloud storage or online storage like Google Drive.
- 3) They did lectures to share their professional and/or faculty development knowledge.

4) Invitations to seminars, training, and workshops were shared through emails and social media platforms.

5) They shared their knowledge during academic council meetings and some institutional meetings or gatherings.

6) They wanted the alumni to participate in knowledge-sharing, and they believed alumni gatherings could be a means of collaboration.

7) Workshops to validate and update instructional materials were likewise seen as KST.

8) Working together through collaborative research and echoing knowledge learned from international courses attended were considered KST.

Below are other KSTs employed in the branches (table C.6 in Appendix C):

1) Some branches created small groups for collaboration; some were intended to share expertise within their domain.

2) Sharing in conducting research and collaboration to validate and develop learning or teaching materials was considered valuable KST.

3) Sharing knowledge during meetings was considered a relevant KST performed within the unit or branch.

4) Alumni gatherings, field trips, and sharing of seminar invitations were some KSTs in the unit or branch.

4.5.2 Findings on the differences in knowledge-sharing intentions of the participants identified among the branches considering the impact of cultures from different levels.

Another aspect of this study was to analyze the similarities and differences in knowledge-sharing behaviors between cultural groups. The perceived effectiveness of the knowledge-sharing techniques determines knowledge-sharing behaviors. From a cultural viewpoint, this study considered the Philippines a country with diverse cultures across its regions, from the northernmost to the southernmost part of the country. This research assumed that the participants coming from the university's regional branches represented the culture in the regions well, revealing unique cultural characteristics explicitly manifested in the work environment.

4.5.2.1 Differences in the perceived effectiveness of KSTs between university branches

The assessment of the knowledge-sharing technique was considered evidence of experience and participation in knowledge-sharing. Hence, the perceived effectiveness of knowledge-sharing attested to knowledge-sharing behaviors.

Similarities in the participants' perceptions of the training programs and activities and the utilization of knowledge-sharing tools such as emails, document management systems (internet, intranet, and extranet), and social media networks (e.g., emails, document management systems, LMS, etc.) were identified.

Variance (ANOVA) was analyzed on their assessments of the KSTs between branches to check for differences in the participants' knowledge-sharing intentions. The summary below shows the statistical analysis results of the variance of the knowledge-sharing behaviors between branches.

Research Question:

Is there a significant difference in the knowledge-sharing intentions of participants between the regional branches?

Variable:

Knowledge-sharing Techniques

Predictors: (Constant):

Groups of participants per the university's regional branches

Hypothesis:

There is a significant difference in knowledge-sharing intentions between the regional branches.

Significant Level:

$\alpha = .05$ or 5%

Test Statistics:

Analysis of Variance (ANOVA) using SPSS

Obtained F-Value = 2.762

P-Value = .030

Decision:

Accept the hypothesis

Analysis:

There is a significant difference in the knowledge-sharing intentions of participants between the regional branches.

Participants from the regional branches have different perceptions. The analysis of variance (ANOVA) shows that the obtained F-value of 2.762 with a p-value of .030 deduced the acceptance of the research hypothesis. It concludes that there is a significant difference in participants' perceptions of the regional branches. Hence, participants from different workplaces or branches vary in their knowledge-sharing behaviors. The knowledge-sharing culture in the branch manifests and can influence the participants' behaviors.

4.5.2.2 Differences in knowledge-sharing intentions based on the places of origin (hometown - HT and place of birth - POB)

To further analyze the differences in knowledge-sharing behaviors across the regional areas and to strengthen the analysis of the influence of culture, participants were grouped into two clusters: (1) the participants' branch of teaching (work environment) and place of origin were the same, and (2) the participants' branch of teaching and the place of origin were not the same. Regional areas were identified based on the participants' places of birth (POB) and hometown (HT) and categorized based on the regions where PNU branches are located.

Classification of groups is based on the following criteria:

Group 1 (within the regional culture) – the regional branch they were teaching, and the place of origin (POB & HT) were the same.

Group 2 (outside the regional culture) – the regional branch they were teaching, and the place of origin were different.

An independent sample t-test was calculated to check for a significant difference in knowledge-sharing behaviors between the two groups: Group 1, participants teaching in the same regional area as their place of origin, and Group 2, participants teaching in a regional area different from their place of origin.

Research Question:

Is there a significant difference in knowledge-sharing intentions between the participants within the regional culture (group 1) and those outside the regional culture (group 2)?

Variable:

Knowledge-sharing Techniques

Predictors: (Constant):

Two groups are classified as within and outside regional culture.

Hypothesis:

There is a significant difference between the two groups of participants in their knowledge-sharing intentions.

Significant Level:

$\alpha = .05$ or 5%

Test Statistics:

Independent Sample T-Test using SPSS

Obtained F-Value = -1.826

P-Value = .206

Decision:

Reject the hypothesis.

Analysis:

There is no significant difference between the groups of participants in their knowledge-sharing intentions.

The computed t - t-value was -1.826, outside the acceptance region, $\alpha < p$ -value (.05 < .206). Hence, it proved the rejection of the hypothesis. The results revealed no significant difference in the knowledge-sharing behaviors between the groups of participants classified as within the regional culture (group 1) and outside the regional culture (group 2) It denotes that the culture acquired from the place of origin did not necessarily influence the knowledge-sharing behaviors.

4.5.3 Analysis of each branch's knowledge culture (knowledge-sharing techniques) effect on KSI.

To understand from which branch the relationship was significant, the correlation coefficient between knowledge-sharing intention and the specific local branch's knowledge-sharing techniques was calculated and analyzed using Pearson r correlation coefficient.

Table 4.40:*Relationships between the PNU Knowledge-Sharing and KSI per Branch*

Local Institutions	R-value	Significance Level
Main	.462**	.000
Mindanao	.321 ⁿ	.084
North Luzon	.530**	.008
South Luzon	.398 ⁿ	.377
Visayas	.539*	.031

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

ⁿ Correlation is not significant

The overall analysis concluded that the local knowledge-sharing culture can significantly influence the teachers' knowledge-sharing intentions. However, when checking on the individual branch's cultural effects on knowledge-sharing intention, the Manila, North Luzon, and Visayas branches appeared to be affected. South Luzon and Mindanao branches' knowledge-sharing intentions were not significantly affected by their local knowledge-sharing cultures.

Follow up Interview

A follow-up interview with participants from the South Luzon and Mindanao branches was conducted to understand further and gather additional insights to explain the quantitative analysis result. Specifically, this research validated the non-significant relationships between the knowledge-sharing techniques practiced in the branches and the teachers' intention of knowledge-sharing.

The interview results revealed that most respondents were unaware of the rule or process of knowledge-sharing being implemented in their specific branches. Some respondents said:

“There is no systematic way of communication and knowledge-sharing is done informally”; “no formal process or system of knowledge-sharing.” – (Three participants from both South Luzon and Mindanao)

Hence, they were looking for a place to collaborate that would provide the resources they needed for knowledge-sharing. They wanted to develop a culture of sharing where some rules and strategies guide the implementation of collaborative activities for sharing expertise. Participants were particular about the policies and rules set for knowledge-sharing. Instructions and procedures are important considerations when they share knowledge. It clearly manifests the influence of uncertainty avoidance in the two observed branches.

Communication was another factor the respondents considered. Many of them considered how knowledge is communicated. Some were hesitant because there were no rules on the language being used in knowledge-sharing that might offend the receiver of knowledge. Furthermore, the acceptance and recognition of the knowledge being shared were mentioned. In the previous section, analysis of the effect of inter-organizational communication was significantly considered by the participants when they shared their knowledge. It did not only manifest the communication system but, more importantly, how the ideas or communication style were communicated. Another aspect revealed from the interview was respect for authority. Participants valued and considered it so much when sharing knowledge. One said:

"Hierarchy or superiority is one factor I consider most when sharing knowledge." – (participant from South Luzon/male)

Another participant validated this when she said:

"There are barriers between the heads/leaders and the subordinates." – (Participant from Mindanao/female)

Moreover, they also consider the authority or expertise of the person sharing the knowledge.

"There is a notion of authority of the knowledge being shared." – (Participant from South Luzon/female)

It clearly manifests the high-power distance among the people from the two branches.

Group belongingness was another factor that people from the South Luzon and Mindanao branches considered in knowledge-sharing.

"Only people belonging to certain groups usually share." – (Participant from South Luzon/female)

“The relationship between mentors and mentees to pass on the skills is very important” – (Participant from Mindanao/female)

These were the notable responses captured from the interview that pertain to collectivism. They were more confident sharing their knowledge with the people belonging to their circle of acquaintances.

The results provide valuable insights into the factors influencing knowledge-sharing intentions in the South Luzon and Mindanao branches. The lack of formal processes, the need for structured collaboration, communication concerns, respect for authority, and group belongingness are key factors that shape knowledge-sharing behaviors. Addressing these factors by implementing clear guidelines, fostering inclusive communication, reducing hierarchical barriers, and promoting group cohesion can enhance knowledge-sharing practices within the branches.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter provides a synopsis of the study, including statements on the problem and the primary methods involved, a discussion and conclusion based on the findings drawn from the data gathered, and the corresponding recommendations.

5.1 Research Synopsis

This research examined and analyzed the influences of national culture, organizational culture, and the academic institution and its local institutions' (branches) knowledge-sharing cultures on teachers' knowledge-sharing intentions. It aimed to discern and assess the influence of cultural factors on knowledge-sharing intentions by determining and understanding various pathways that show direct and indirect relationships between the exogenous and endogenous variables. Further, it assessed knowledge-sharing in the different cultural regions of the university and analyzed the differences in their knowledge-sharing intentions.

The venue of this study, where the survey was conducted, is a university with campuses located across the Philippine region. This university represents a diverse culture manifested in its peoples' behaviors in its local institutions or branches. The knowledge-sharing behaviors of the participants from different branches reflect cultural diversity; thus, the data gathered were a significant representation of the data this study desired to analyze.

Hypotheses were tested to evaluate the effects of national and organizational culture on knowledge-sharing intentions. Table 5.1 summarizes the hypotheses testing for a clearer view of the results.

Table 5.1:

Summary of the Research Questions, Research Hypotheses, and the Corresponding Results

Research Questions	Hypotheses	Results
Was there a significant difference in knowledge-sharing between the local institutions?	There is a significant difference in knowledge-sharing between the local institutions.	There is a significant difference in knowledge-sharing between the local institutions.
	There is a significant difference between the classified groups of participants in their knowledge-sharing behaviors.	There is no significant difference between the classified groups of participants in their knowledge-sharing behaviors.
Did national culture significantly influence the knowledge-sharing intention of teachers in terms of Respect for Authority (Power Distance), Social Acceptance (Collectivism), Come what may (Uncertainty Avoidance), and value for tradition (Short-term Orientation)?	National culture significantly influences knowledge-sharing intentions.	Power distance, uncertainty avoidance, and collectivism significantly influence knowledge-sharing intentions. Short-term orientation does not significantly influence knowledge-sharing intentions.

(Continued)

Table 5.1 (Continued):

Summary of the research questions, research hypotheses, and the corresponding results

Research Questions	Hypotheses	Results
Did organizational culture significantly influence the knowledge-sharing intention of teachers in terms of interpersonal trust, inter-organizational communication, organizational information systems, and reward systems?	Organizational culture significantly influences knowledge-sharing intention.	Trust, information systems, and rewards do not significantly influence knowledge-sharing intentions. Communication significantly influences knowledge-sharing intentions.
Was there a significant relationship between the university knowledge-sharing culture and the knowledge-sharing intentions?	There is a significant relationship between the university system culture and knowledge-sharing intentions.	There is a significant relationship between the university's knowledge-sharing and knowledge-sharing intentions.
Was there a significant relationship between the university's local institutions' knowledge-sharing culture and knowledge-sharing intentions?	There is a significant relationship between the university's local institutions' culture and knowledge-sharing intentions.	There is a significant relationship between the local institutions' knowledge-sharing and knowledge-sharing intentions.

The data gathered from the survey were analyzed and interpreted using statistical tools. This study used Path Analysis to check path models exhibiting causal relationships between the tested variables.

5.2 Summary of Findings

5.2.1 The data suggests a community eager to share a wide range of educational resources, focusing on materials directly supporting teaching and learning. Participants were most willing to share lesson plans, teaching strategies, and educational tools that could enhance students' learning experiences.

5.2.2 The responses reveal a range of factors that can hinder the dissemination of knowledge, including:

1) **Personal Limitations:** Time constraints and workload prevented some participants from sharing knowledge.

2) **Privacy Concerns:** Participants were hesitant to share sensitive or proprietary information.

3) **Perceived Redundancy:** Some felt that their knowledge was already known or available, reducing the perceived need to share.

5.2.3 The result suggests that the PNU system has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

5.2.4 The data suggests that the PNU branches have effectively implemented various knowledge-sharing techniques, fostering a collaborative and well-connected academic community. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

5.2.5 These additional knowledge-sharing techniques complement the primary methods already in place, providing diverse approaches to support knowledge-sharing and professional development within the PNU system. These techniques include informal discussions, mentorship programs, and digital platforms for resource sharing.

5.2.6 Like the entire PNU system, the branches have implemented additional knowledge-sharing techniques that complement the primary methods. These include peer review sessions, collaborative research projects, and the use of social media networks to facilitate knowledge exchange.

5.2.7 The data suggests that the PNU Manila (Main) branch has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

5.2.8 The tools and techniques implemented in the PNU Mindanao branch provide flexible and accessible platforms for sharing information. While all techniques are highly rated, there is always room for improvement. For instance, enhancing the effectiveness of Quality Circles could involve incorporating more interactive elements or integrating them with other highly rated techniques.

5.2.9 The data suggests that the PNU North Luzon branch has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

5.2.10 The data suggests that the PNU South Luzon branch has successfully implemented various effective knowledge-sharing techniques, emphasizing conferences, training programs, and digital tools. Participants have well-received these methods, indicating their effectiveness in promoting knowledge-sharing.

5.2.11 The PNU Visayas branch has successfully implemented various effective knowledge-sharing techniques, fostering a collaborative and well-connected academic environment. The high level of agreement among participants indicates strong support for these practices, which are crucial for continuous learning and professional development within the university.

5.2.12 The analysis confirms that national culture dimensions significantly influence knowledge-sharing intentions, explaining 55.5% of the variance. However, other factors also contribute to knowledge-sharing behaviors, highlighting the need for a holistic approach in future research and practical applications. Understanding

and leveraging cultural dimensions can enhance knowledge-sharing practices within organizations.

5.2.13 The analysis reveals that national culture dimensions significantly influence knowledge-sharing intentions, with power distance, uncertainty avoidance, and collectivism showing notable effects. Power distance negatively impacts KSI, while uncertainty avoidance and collectivism positively influence it. Short-term orientation does not significantly affect KSI. These findings underscore the importance of cultural factors when developing strategies to enhance knowledge-sharing within organizations.

5.2.14 The analysis reveals that all national cultural dimensions significantly influence the predictors of knowledge-sharing intentions (attitude, subjective norm, and perceived behavioral control). Uncertainty Avoidance and Collectivism have the most substantial impact across all predictors, highlighting the importance of clear rules and a sense of community in promoting knowledge-sharing. Power Distance and Short-Term Orientation also play significant roles but to a lesser extent.

5.2.15 Organizations aiming to enhance knowledge-sharing practices should consider these cultural dimensions and tailor their strategies accordingly. Creating a supportive environment with clear guidelines and fostering a community can significantly improve knowledge-sharing intentions.

5.2.16 The results proved the acceptance of the hypothesis, manifesting significant effects of organizational culture on the KSI. Therefore, it can be concluded that organizational culture can influence teachers' knowledge-sharing intentions. Moreover, the adjusted R square value was 0.439, suggesting that 43.9% of the factors that influence knowledge-sharing intention can be attributed to organizational culture. Other unidentified factors affect 56.1% of the intentions.

5.2.17 The findings proved that though the identified organizational factors were interrelated, this did not reflect the relationship of each on the knowledge-sharing intentions of the participants. For instance, it shows that only inter-organizational communication significantly influenced knowledge-sharing intentions.

5.2.18 The analysis shows that organizational culture factors significantly influence the predictors of knowledge-sharing intentions (attitude, subjective norm, and perceived behavioral control). Interpersonal Trust and Inter-Organizational

Communication have the most substantial impact, followed by Organizational Information Systems and Rewards Systems. Organizations aiming to enhance knowledge-sharing practices should focus on building trust, improving communication, investing in information systems, and implementing effective reward systems. Organizations can create a supportive environment that encourages knowledge-sharing by addressing these factors.

5.2.19 The results proved the hypothesis's acceptance, as they established significant relationships between the university system-wide knowledge-sharing techniques and the knowledge-sharing intentions. The university culture of knowledge-sharing can significantly influence teachers' intentions to share knowledge. An R-square of 0.398 indicates the degree of influence the university knowledge-sharing techniques have on the knowledge-sharing intention. It suggests that 39.8% of the knowledge-sharing techniques implemented in the entire university can be attributed to the intention. Conversely, other more considerable factors can be identified to influence knowledge-sharing intentions.

5.2.20 While the computed R-values were low, they still indicated significant relationships with the university's knowledge-sharing culture. The average R-square value of 11.33% highlights that these factors contribute to knowledge-sharing intentions, but other significant influences are at play. Understanding and addressing these additional factors can help create a more comprehensive strategy to enhance knowledge-sharing within the university.

5.2.21 The results attested to the acceptance of the hypothesis, which demonstrated a significant effect of the university's local institute's knowledge-sharing techniques on the intentions of teachers to share knowledge. Within the level of the branches, overall assessment proved that the local institute's knowledge-sharing culture can significantly affect the knowledge-sharing intentions of teachers. The branches' knowledge-sharing culture can moderately affect the intention, with a degree of influence of 37.7%. Other factors can be attributed to the intention of the participants to participate in knowledge-sharing.

5.2.22 The analysis shows that while the identified factors significantly influence the sub-factors of knowledge-sharing intentions (attitude, subjective norm, and perceived behavioral control), their impact is relatively modest. The R-squared

values indicate that other significant factors also play a role in shaping knowledge-sharing intentions. Understanding and addressing these additional factors can help create a more comprehensive strategy to enhance knowledge-sharing within the branches.

5.2.23 The decision to accept the hypothesis means significant relationships existed between the national and organizational culture dimensions.

5.2.24 Results revealed the respective R-values and the correlation strength between the national and organizational culture dimensions. All computed values exhibited strong positive correlations, meaning that as one dimension increases its value, the other also increases.

5.2.25 The regression analysis demonstrates the significant role of national culture in predicting knowledge-sharing intentions, with organizational culture contributing positively but to a lesser extent. The model explains a considerable portion of the variance in knowledge-sharing intentions, providing valuable insights into the factors influencing this dependent variable. These findings form a solid foundation for further research and analysis, guiding the exploration of additional predictors and interactions to enhance the model's robustness and predictive capability.

5.3 Discussion

This study is premised on the Theory of Planned Behavior (TPB) in its analysis of the knowledge-sharing intentions of teachers in higher educational institutions (HEI). TPB predicts an individual's intention to behave at a specific time and place (LaMorte-Wayne, 2019). This theory states that behaviors depend on intention and the ability to control behavior. It was intended to describe behaviors over which people can do self-control. Therefore, behavioral intentions are motivational factors that capture how hard people are willing to try to perform a behavior (Austin, 2006; Chen et al., 2009; Tsai et al., 2012). It comprises the types of intentions based on behavioral intentions' subfactors - attitude, subjective norm, and perceived behavioral control (LaMorte-Wayne, 2019). Actual behavior is influenced by adequate resources (and some other factors) and the ability to control barriers to performing actions (Hardin-Fanning & Ricks, 2017). Knowledge-sharing is so

dependent on human behavior influenced by knowledge-sharing intention (KSI) that it is dependent on the Theory of Planned Behavior (TPB) (Bock, Zmud, Kim, & Lee, 2005).

5.2.1 Interrelationships of the cultural dimensions/organizational cultures

This research analyzed cultures (national and organizational) as predictors to stipulate their influences on teachers' knowledge-sharing behaviors (KSI). The framework models were patterned with the dimensions at the organizational and occupational levels following the dimensional paradigm (Hofstede, 2011) and the organization's critical success factors, which identified factors emphasized by substantial literature in influencing the success of knowledge-sharing (Gupta & Govindarajan, 2000).

This research proved positive, strong correlations among the national cultural dimensions. Likewise, the same result revealed the correlation among the organizational culture success factors. In Path Analysis, it is assumed that exogenous variables may or may not be correlated with other exogenous variables (Williams, 2015). However, this did not entail the same degree of effect on the participants' knowledge-sharing intentions, which means that although the literature and the findings of this study assert the interrelations of the dimensions and the organizational success factors, each did not assume significant or the same degree of effect on knowledge-sharing.

5.2.2 Influences of national culture on knowledge-sharing intentions

In a work environment, there is always a diversity of acquired cultures among the members. Studies have shown that national culture may explain related behaviors (Luria et al., 2014). The differences in learning and the manner of this conditioning are culturally influenced, which explains essentially all the differences between individuals' behaviors who belong to various cultures and the disparities between individuals within a culture (Stoermer et al., 2016). As such, culture profoundly impacts organizations, which impacts knowledge-sharing (Kucharska & Bedford, 2019; De Mooij, 2017; Demigha & Kharabsheh, 2016; Ma et al., 2014). People's attitudes toward knowledge-sharing can be identified by several elements which define their relationships. Cultures from different levels – national, organizational, institutional, and local institutions, can significantly influence knowledge-sharing

behavior. Indeed, this study validated this perception after careful analysis of the influences of national culture, patterned specifically on Filipino values. It affirms Ginting and Kleiner's (2000) assertion that their culture influences Filipino work behaviors.

In the context of Filipino culture, understanding the fundamental temperament of Filipino culture is highly noteworthy. Kritiz (2011) analyzed Philippine culture using Hofstede's cultural dimension and developed a cultural dimensions framework that reveals specific behaviors and habits when applied to work. Hence, understanding the diversity of cultural values reflected in their behavior patterns will help organizations seek out best practices for managing a diverse workforce. Using this to assist in meeting strategic goals and objectives will create a conducive environment to successfully execute practices on diversity management for knowledge-sharing (Rankin-Gomez, 2011). It helps build an encouraging and cooperative work setting, which is expected to encourage knowledge-sharing, resulting in innovation. In the academe, teachers' knowledge-sharing intention is influenced by culture in many aspects. Indeed, specific characteristics of culture foster better knowledge-sharing. This study found national cultural dimensions to influence knowledge-sharing intentions. Table 5.2 shows the summary of the analysis of the influences of cultures on knowledge-sharing intention.

Table 5.2:

Regression Model of the influences of national cultural dimensions on knowledge-sharing intentions (KSI)

National cultural dimensions	Level of influence	Interpretation
Power Distance (PD)	Negatively significant	High in PD, lower in KSI
Collectivism (C)	Positively significant	High in C, high in KSI
Uncertainty Avoidance (UA)	Positively significant	High in UA, high in KSI
Short-term Orientation (STO)	Not significant	STO does not influence KSI

According to Kucharska and Bedford (2019), the gap between superiors and workers affects knowledge-sharing. This study found that *Power distance* negatively influenced the teachers' knowledge-sharing intentions. Teachers consider the position or the authority of the person with whom they share their knowledge. The higher the position of the person, the more reluctant they share. It corroborates with the studies conducted by Ng and Burke (2004) and Zhang and Begley (2011), in which they identified a strong negative correlation between individual-level power distance and favorable attitudes toward employment equity. Filipino teachers' respect for authority is based on the special honor paid to anyone in a position of power (Kritz, 2011). They accept that everyone has a set place in the hierarchy and that people in power owe respect for their position. For them, titles and status are important. Communication is traditionally non-direct, and one would not usually address a person with a higher position the same way as one with a lower one (Hofstede Insights, 2020).

On the other hand, the person in authority can use his position to encourage teachers to participate. He can communicate important knowledge that people in his or her jurisdiction need to engross. Otherwise, in order to effectively share knowledge, the gap between those in positions of authority and their subordinates should be reduced, if not eliminated. This will allow a more abundant flow of knowledge regardless of the hierarchy in the position.

Further findings revealed that the authority of the person on the knowledge or the expertise/reputation of the person sharing the knowledge is recognized and considered. Likewise, the authority or expertise of a person sharing knowledge is highly respected. If the knowledge sharer is respected, the knowledge is indeed accepted. Conversely, it is possible to see a reluctance to share knowledge on subjects in which one is not an authority. It creates doubts about knowledge being shared, thus, knowledge is rejected.

Self-actualization and personal growth are more important than loyalty to reference groups, and tradition is less of a behavior guide (De Mooij, 2017). It is not valid for Filipino teachers because the Philippine culture is highly collectivist (Hofstede Insights, 2020). Filipino traits reflect a high level of conformity, indicating a low measure of individuality (Kritz, 2011). Socialization and peer relationship

building remain the core of the Filipino work culture (Fuentes, 2020). The spirit of kinship and camaraderie manifests high regard for group orientation. Their relationships and their communications within and outside their circle of acquaintances are affected (Ginting & Kleiner, 2000). Group belongingness and the relationships people share are highly important.

This study found that the culture of collectivism among teachers influenced their knowledge-sharing intentions. They value the group's success so much. They are willing to share their knowledge, especially with people in the same group. They were more confident sharing their knowledge with the people belonging to their circle of acquaintances. Further, the identification of significant small groups for collaboration is important. Since the success of the group is valued, having an avenue for communication allows group members to express their minds freely. Moreover, fulfilling social obligations is a factor. Human relations drive reciprocity in knowledge-sharing, with two parties sharing close social relationships (Ipe, 2003; Jocano, 2001; Montemayor, 2015). Reciprocally, they want to see people they share their knowledge with doing the same—however, the sharer's inability to share shows a lack of solidarity. Likewise, appreciation or affirmation is expected to be given as feedback (Jocano, 2001).

Uncertainty avoidance cultural orientation of teachers significantly influenced knowledge-sharing intentions. Although Filipinos are low in the UA index, their plans can change, hard work is done when it is essential but not for its own sake, accuracy and timeliness are not ingrained habits, and innovation is not viewed as a threat (Hofstede Insights, 2020). It can be interpreted, and its meaning can be best understood in situation settings (Gripaldo, 2005). In the academe and for teachers, a work environment with clear rules, procedures, a distributed control system, and objective policies encourages them to comfortably share knowledge without or with minimum hesitation (Kucharska & Bedford, 2019; Tabajen, 2020). Teachers are so particular about policies on intellectual property rights and confidentiality. Likewise, they are holding onto precise mechanisms of proper communication, the language used, and the behavior when sharing and/or receiving knowledge. Assurance that no harm will endure in sharing knowledge is a significant consequence. Teachers recognized the importance of knowledge-sharing. If these factors are effectively

addressed, they share their knowledge with anyone who needs it. Specifically, they highly consider the group's welfare and trusted people within their circle of acquaintances.

The Philippines is a society with a short-term orientation (STO), which is more normative than pragmatic, which values tradition, social hierarchy, and fulfilling duties (Hofstede Insights, 2020). Filipinos are known for their high regard for tradition, low propensity to save for the future, and haste in getting things done. However, having the normative behavior of the teachers did not affect their intentions of teachers to share. They consider instantaneous results to be the result of sharing the knowledge they received. However, having the normative behavior of the teachers did not affect their intention to share. They recognize the importance of knowledge-sharing related to their teaching profession and its long-term effects on their work. Focusing on achieving long-term goals encourages better knowledge-sharing (Kucharska & Bedford, 2019). Conversely, the path model shows that STO can indirectly influence knowledge-sharing intention when the three predictors (attitude, subjective norm, and perceived behavioral control) of intention are factored in. However, its direct effect on the intention to share knowledge did not matter. Others could share something related to their profession as teachers, such as subject matter content and pedagogy. It could expand professional networks by promoting good relationships (Tabajen, 2020).

5.2.3 Influences of organizational culture on knowledge-sharing intention

The diversity of cultures acquired from different levels affects the work environment. One of which is the organizational culture. Individual behaviors and beliefs define an organization's social characteristics and mental environment, dictating how employees behave (Anand et al., 2017). Organizational culture consists of individual actions and ideals that mold an organization's distinctive social traits and mental environment - defining how people perform there. It is believed to be a fundamental element influencing how organizations are analyzed in various situations (Dauber et al., 2012). Some variables affect how well knowledge-sharing is conducted at the organizational level. The organizational culture framework developed by Gupta and Govindarajan (2000) identified five (5) factors that affect knowledge-sharing at the organizational level - interpersonal trust, inter-organizational communication,

organizational information system, organizational rewards system (Ismail Al-Alawi et al, 2007). Considering these factors, organizational culture influences the teachers' knowledge-sharing intentions and actual knowledge-sharing behaviors. Table 5.2 shows the extent to what extent the identified organizational critical success factors can influence knowledge-sharing intention.

Table 5.3:

Regression Model of the Influences of Organizational Success Factors on Knowledge-Sharing Intentions (KSI)

Organizational culture	Level of influence	Interpretation
Interpersonal trust	Not significant	Did not influence KSI
Organizational information system	Not significant	Did not influence KSI
Rewards system	Not significant	Did not influence KSI
Inter-organization communication	Positively significant	Sound communication system, high in KSI

Interpersonal trust did not significantly influence the intention of teachers to share knowledge. They recognized the value of sharing; hence, they considered sharing their expertise with any person. Trust is crucial among coworkers in an organizational culture where knowledge-sharing is highly influenced (Ismail Al-Alawi et al, 2007). However, trust does not always affect the knowledge-sharing goals of Filipino educators in higher education institutions. They recognize the value of knowledge to the point that they share it with anyone who needs it. When they share their knowledge, they do not feel threatened or troubled. When imparting and receiving knowledge, they consider the group's welfare and have faith in those in their circle of acquaintances. They place such a high importance on the group's success. Since Filipinos are highly collectivists, trust is not questioned when sharing resources with the group. Members of the group are highly trusted.

Filipinos are very expressive and highly contextual (Cabrera, 2016). Thus, teachers take communication into high consideration when sharing knowledge. It has a significant impact on their knowledge-sharing intentions. Further, findings asserted that interaction within the unit or branch and/or team collaboration was effective. Small group collaboration and knowledge-sharing were considered effective techniques for more affable interaction. It was expressly manifested in the local branches. Likewise, the language used was deemed necessary. The language used to communicate knowledge was an essential factor for successful relations. To enhance the presence of social networking in the workplace, essential for promoting knowledge transfer, inter-organizational communication among the members is important (Ismail Al-Alawi et al., 2007).

The organizational information *system* is considered a key factor that influences the motivation of individuals to participate in sharing practices (Ismail Al-Alawi et al., 2007). However, information systems utilized in academic institutions do not significantly affect knowledge-sharing intentions. It was found that teachers were willing to participate in knowledge-sharing activities, regardless of the information system used. Teachers are eager to participate in knowledge-sharing, irrespective of the platform or system being implemented. They recognized the large pool of resources available within and outside their institute, especially those that are readily available, easy to access, and can be used for free. Any social media networks (internet, intranet, and extranet) or other network platforms can be used for collaboration or sharing. Any tool that is readily available, easy to access, and can be used for free is deliberately useful for knowledge-sharing. It affirms that one would be willing to share knowledge without using technology or other factors (Ismail Al-Alawi et al., 2007). However, the confidentiality of the knowledge being shared, intellectual property rights, and protection from committing plagiarism are factors that are concerned about which affect knowledge-sharing behaviors (Tabajen, 2020). These are factors considered when using tools for knowledge-sharing.

The reward system is an essential element of the KM system. It is a strong motivator for workers to share knowledge. It is unlikely to assume that people are willing to offer knowledge without considering what may be gained or lost due to this action. However, no specific or general rule exists on implementing such a system to

maximize its potential (Nordin & Noordin, 2014). This study found that the rewards system does not significantly influence shared intentions. Teachers understood the benefits of sharing within their institution and were reasonable in their knowledge-sharing. The knowledge they receive and the gain the receiver obtains are sufficient considerations in knowledge-sharing. According to Ismail Al-Alawi et al. (2007), if a person is objective and recognizes that knowledge-sharing is important in the institution, this person will continue to share his or her knowledge even in the absence of proper rewards. The most effective approaches to establishing a sense of competence are intrinsic rewards and elements that promote expertise and recognition (Bartol & Srivastava, 2002). This conception is true for teachers in higher educational institutions. Given that it is their profession, teachers in higher education naturally value sharing knowledge (Tabajen, 2020). The employee does not always rely totally on extrinsic rewards or motivations alone. These people are often driven by intrinsic motivations such as job satisfaction or commitment. Further, rewards based on group success are also helpful in instilling a sense of teamwork, ownership, and commitment in workers (Bartol & Srivastava, 2002). It is another manifestation of Filipino traits, such as being collectivist.

5.2.4 Summary of Path Models

The national cultural dimensions were interrelated and considered factors that can influence knowledge-sharing intentions. However, each did not connote the same degree of effect. The interrelationship of the national cultural dimensions ascertained that the participants valued these as traits that affected their characters and knowledge-sharing behaviors. Furthermore, the effect of each dimension on the predictors of intention - attitude, subjective norm, and perceived behavioral control divulged significant relationships. This research concluded that power distance, uncertainty avoidance, and collectivism can directly and indirectly influence knowledge-sharing intentions. On the other hand, short-term orientation can only affect the sub-factors or predictors of intentions, not directly all knowledge-sharing intentions.

Further, findings insinuated that although all the organizational factors were parallel, this did not mean that each factor had the same degree of effect on the knowledge-sharing intentions. For instance, the system of communications within the

organization was the only factor that significantly influenced knowledge-sharing intention. The effects of each organizational factor on the predictors of intention - attitude, subjective norm, and perceived behavioral control, were significant, which means that each can indirectly affect the whole knowledge-sharing intention through the predictors. When all factors are considered, the interrelationships of the organizational factors may affect each other's effects on knowledge-sharing intention.

5.2.5 Knowledge-sharing in Higher Educational Institutions

Teachers' knowledge-sharing intentions are significantly influenced by the policies and programs for knowledge-sharing being implemented by the academic institution. Teachers abide by the institutional structure and strictly adhere to any institutional policies that are in force. The institution's contribution to enabling knowledge-sharing will lead its members to accept that sharing knowledge is an essential component of their work and that it is their responsibility to encourage their colleagues to do the same (Diab, 2021). Knowledge-sharing behaviors are significantly influenced by how well the knowledge-sharing programs align with the academic institution's vision, mission, goals, and objectives. It will dramatically impact the teachers' perception of the importance of knowledge-sharing and the institution's ability to look into their behaviors to encourage teamwork among its members (Diab, 2021). Hence, knowledge-sharing approaches that are effectively institutionalized can lead to improved outcomes.

On the other hand, local institutes differ in their perceptions of the knowledge-sharing practice being enforced within their domains. The framework model for university knowledge-sharing identified in this study indicates that local academic institutes vary in knowledge-sharing behaviors. Different regions' cultures have different motivational levels, characteristics, and behaviors for people (Yu, Hu, Li, & Xiao, 2022). Cultural differences can be used as a clue to explain the divergence of people's work behaviors. Teachers in the local work environments exhibit behaviors based on the extent of the influence of the national culture and the organizational culture in their respective regions. The success of knowledge-sharing in a specific local institution can be attributed to how comprehensive the program is structured, considering cultural factors such as (national) power distance, uncertainty

avoidance, collectivism, and the communication system (organization) for knowledge-sharing.

Knowledge-sharing is a free-flowing process in the academe where individuals are willing to share knowledge, especially anything related to teaching and learning practices needed in their teaching profession. Teachers' knowledge and skills are fundamental to their professional virtues (Xu & Li, 2022). It was apparent for teachers teaching and doing related activities for several years. Knowledge-sharing among teachers is one of the essential ways to improve their teaching and research ability (Yu et al., 2022). It helps them enhance and exhibit their talents/skills and improves their abilities. Knowledge-sharing behaviors of university teachers can incorporate their professional knowledge in forming collective wisdom in their academic community (Xu & Li, 2022). As teachers continue practicing their profession, their desire to help others increases as they continue sharing knowledge, especially if it has something to do with the acquisition of understanding, practical learning, and the creation and application of knowledge.

Regarding the knowledge resources the academic teachers are willing to share, they appreciate confidentiality and privacy and do not want to compromise their knowledge and confidential documents. Confidentiality and data privacy are valued and can be a strong reason for not sharing or participating in knowledge-sharing. Tabajen (2020) found that teachers from higher academic institutions (HEI) firmly uphold policies that ensure the confidentiality of the knowledge being shared and intellectual property rights and protection from committing plagiarism, hence factoring in their knowledge-sharing behaviors. Additionally, hesitation to share knowledge in the same way is due to not being confident in the knowledge they share. They should not share if they are uncertain and feel they are not experts in the knowledge. For instance, knowledge of technology or information and communications technology (ICT) should only be shared by professional experts. In addition, collaboration among members of the academe, especially experts in the fields, is a significant consideration. People connecting helps promote a knowledge-sharing culture and establish knowledge environments where experts collaborate and share knowledge. Such a knowledge-sharing environment makes it easier for ideas to interact and produce new knowledge. Collaboration within the organization or

amongst various stakeholders in the workplace facilitated the process of cultural adaptation. For knowledge assets to focus on the factors that enable knowledge-sharing in the organization, it is essential to recognize whether these factors significantly influence the relationships between the group members. Consequently, trust in the workplace mediates organizational knowledge-sharing behavior. The growth of trust at work significantly correlates with the expectation of one's gain from sharing knowledge (Kuo, 2013). Trust leads to confidence and ease and promotes a worry-free knowledge-sharing environment.

5.2.6 Difference in knowledge-sharing intentions

The Philippines is a country that has diverse cultures across its regions. People from different regions practice distinct cultural traditions that influence their behaviors, affecting their relationships and communication with others within and outside their acquaintances (Ginting & Kleiner, 2000). A person can collect cultural traits from the community in which they were raised, affecting how prevalent a particular cultural trait is among the general population. In most cases, a person is more likely to pick up cultural qualities through the more prevalent social learning they are in the population. However, change is fated, and it is always there. When moving to a new environment, individuals must learn about and adjust to a new culture. Cultural adaptation is critical and inevitable in learning and dealing with change challenges. Changing the environment's settings may alter people's mental programs. However, they can deviate from their behavioral patterns and react in new, creative, destructive, or unexpected ways. The sociocultural beliefs, behaviors, and institutions that make up culture are dynamic in that they continuously emerge, amass, and change over time (Markus & Kitayama, 2010). Moreover, organizational routines, processes, practices, and norms frame and originate knowledge that prospers in the experts' minds within a specific work environment (Ismail Al-Alawi et al., 2007). Teachers vary in knowledge-sharing behaviors based on the culture established within their work environments. Indeed, organizational knowledge is a mix of framed experiences, values, contextual information, and expert insight that provide a framework for evaluating and incorporating new experiences and information within a specific work area (Ismail Al-Alawi et al., 2007). Conversely, the culture acquired from the place of origin is not a factor in knowledge-sharing behaviors, but culture in

the work environment does. The culture in the local work settings is manifested in their behaviors, while the culture acquired from their origins is insignificant. The shared working experience is a stronger determinant of the sharing attitude than the shared cultural background (Zhang et al., 2008).

In terms of the overall knowledge-sharing techniques implemented in the academic institution, clear institutional policies were expected to be implemented. The academic institution's structure and support for programs are important factors that can influence the knowledge-sharing behaviors of teachers. The alignment of the academic institution's mission, vision, and strategies impacts the teachers' willingness to participate in the programs or activities for institutional knowledge-sharing. Inclusive interests should prioritize building a community of practice instead of localization, which stresses national distinctiveness in designing knowledge management processes and systems (Zhang et al., 2008).

5.4 Practical Implications (Policy Recommendations)

5.4.1 The process should be simplified so that teachers can transfer their learning into collective or public knowledge to improve and broaden teachers' knowledge base in the higher education community and provide key knowledge resources for improving the educational system. Knowledge-sharing techniques must be accessible. Ensure that any knowledge-sharing initiatives adopted by the institution or any units are accessible to all participants. Likewise, to create collective wisdom within the academic community, programs to improve university teachers' knowledge-sharing practices must be incorporated into their professional development.

5.4.2 Clear rules and policies in knowledge-sharing should be crafted. Ensure that teachers are well-informed of these policies so they will be more confident and feel secure that the knowledge and the ownership of the knowledge are secured.

5.4.3 The group or institute must develop a mechanism to secure data privacy and confidentiality to eliminate hesitation, especially in sharing personal (tacit) knowledge.

5.4.4 Collaboration among members of the academe, especially experts in the fields, should be considered significantly. A knowledge-sharing environment where

experts interact must be created to facilitate the interaction of ideas that create new knowledge. Connection of people helps foster a culture of knowledge-sharing and create knowledge environments where experts from various domains may work together and share knowledge.

5.4.5 Similarly, reluctance to share knowledge resulted from a lack of confidence in the knowledge being shared. More education and training on fundamental academic knowledge are necessary for teachers to become more engaged and abreast with the knowledge. The teachers' knowledge should be increased by encouraging them to attend seminars, conferences, and training. For instance, information and communications technology (ICT) training is essential because it is the area that needs improvement the most for sharing, which will encourage members to actively participate, especially when people are emerging online approaches. The university may consider boosting its faculty's knowledge of technology by providing sponsorship or scholarships or sending them to technology-related training and/or courses. The result would increase the knowledge of technology, make the community more technology-based in implementing their teaching activities, and improve how knowledge-sharing is employed.

5.4.6 Cultural orientation and beliefs are factors that affect the value of the knowledge being shared, and academic institutions exert efforts to motivate their teachers to participate effectively. Certain cultural traits encourage enhanced knowledge-sharing. For knowledge-sharing to be implemented successfully, the academic institution must consider the diversity of cultures and beliefs of people in the community.

5.4.7 National cultural dimensions can significantly affect the teacher's knowledge-sharing intentions. In particular, teachers consider the status/position or power of the person (power distance) with whom they are sharing knowledge. The authority or knowledge of a person sharing knowledge is also remarkably regarded. Hence, more specialists in a particular field of knowledge should be included or invited to contribute to knowledge-sharing. Moreover, the gap between the persons in authority and their subordinates should be minimized, if not eliminated, regarding knowledge-sharing. This will allow a more abundant flow of knowledge regardless of the hierarchy in the position. Otherwise, the person in authority can use his or her

position to encourage teachers to participate. He or she can communicate important knowledge that people in his or her jurisdiction need to engross.

5.4.8 Institutional rules and regulations must be revisited frequently and coordinated to share knowledge. When disseminating knowledge that controls behavior, instructions and protocols are crucial factors that must be considered. Rules and procedures that secure rights and confidentiality under all circumstances recognize ownership and ensure proper use will eliminate hesitation in knowledge-sharing.

5.4.9 Small groups should be formed for collaboration and knowledge-sharing. The group should develop camaraderie to ensure everyone is confident and trusts each other when sharing.

5.4.10 Identification of significant groups is suggested for participation and collaboration. Since Filipino teachers value the group's success, a place of communication for the group will help its members express their ideas without hesitation.

5.4.11 The manner of communication in sharing knowledge needs to be given important consideration. Clear rules on the language used, and the attitude on how knowledge is communicated will need to be established. Appreciation of the knowledge shared is likewise an important consideration in encouraging knowledge-sharing. It is suggested that a mechanism for appropriately communicating knowledge should be instigated to develop camaraderie among members.

5.4.12 Social events for knowledge-sharing can be facilitated regularly to improve teachers' knowledge-sharing behaviors. They play an important role in reinforcing trust between co-teachers and helping colleagues overcome intimidation through building informal friendships.

5.4.13 Teachers are concerned about communication, which impacts their knowledge-sharing intentions. The way or the process used for interaction and collaboration within a team is seen as an effective method. For instance, working in small groups to share knowledge is a successful technique. The institution should provide a concrete mechanism to guarantee effective communication, especially knowledge-sharing. Regular meetings or group sessions should be maintained to promote participation and interaction among members.

5.4.14 The organizational information system must be secured to ensure the confidentiality of the information being shared. A mechanism that protects against plagiarism and intellectual property rights must be integrated into the system.

5.4.15 Programs for knowledge-sharing to promote awareness and develop intrinsic motivation must be employed and are more likely to succeed. If a person maintains perspective and understands the value of sharing within the organization, they will continue to do so even without appropriate incentives. It is relevant for university teachers because sharing knowledge is fundamental to their work.

5.4.16 Teachers' knowledge-sharing behaviors can be influenced by several important factors, including the structure of the academic institution and its support for programs for knowledge-sharing. To successfully implement knowledge-sharing techniques, clear institutional policies must be instated. Institutionalized programs for knowledge-sharing must be employed in alignment with the academic institution's mission, vision, and strategies because teachers prefer adhering to knowledge-sharing techniques imposed in the entire institution with clear vision and goals. Knowledge-sharing strategies that are successfully institutionalized can result in better outcomes.

5.4.17 To facilitate knowledge-sharing and ongoing learning among peers within the domain, small groups or communities of practice for cooperation within the unit need to be established and monitored for more effective results. Teachers prefer small group conversations for the sharing of teaching methods and practices, such as online chatting, peer mentoring, coaching, and even informal discussions.

5.4.18 Their intentions must first be strengthened to enhance teachers' knowledge-sharing behaviors. Teachers should be encouraged to share their learning openly, and their love for teaching should be stoked. Important considerations on the teachers' cultural traits, such as respect for authority, value for the group's success, adherence to rules and policies, and the manner of communication (language used), must be put forth since these are significant factors that influence the intention to share. If the influences of these cultural factors are increased, the behavior can be predicted more. Hence, it would be easier for the university to increase its teachers' knowledge-sharing behaviors.

5.4.19 Academic institutions could benefit from taking a broader view of learning activities by bringing work and learning closer together. Employee learning could be rewarded through involvement in formal and informal learning initiatives by incorporating various knowledge-sharing activities to boost behaviors. These activities should allow teachers to socialize and mingle with other professionals outside the academic institution.

5.4.20 The university should treat each branch differently when creating programs for knowledge-sharing. The university's local institutions vary in their perceptions of knowledge and the sharing techniques being implemented. Likewise, the manifestation of cultural traits varies for each branch. Hence, the university will need to conduct a needs assessment in each branch and consider the influences of national culture and organizational culture, particularly on the identified traits, in formulating programs for knowledge-sharing. The cultures the people value in a specific branch will need to be considered.

5.5 Limitations of the Study

5.5.1 It is beyond the scope of this study to identify other factors that influence and the extent of their effects on knowledge-sharing intentions. Likewise, it did not test the combined effects of cultures – national and organizational on knowledge-sharing intentions.

5.5.2 The actual knowledge-sharing behaviors cannot be measured by the activities being done in the local universities. This study assumes that the probability of performing a behavior is greatly affected by one's intentions. Hence, knowledge-sharing intention can predict knowledge-sharing behaviors.

5.5.3 This study focuses on teachers' knowledge-sharing behaviors in higher educational institutions. The diversity of people in a diverse work environment can elicit more ideas and insights for a more substantial result. The scope of this study is within the cultural diversities within the country's diverse regional boundaries. International organizations with a workforce of people from different countries can elicit more insights into the cultural attitudes of workers manifested in the work environment.

5.5.4 This study did not focus on what knowledge the participants were willing to share. It is acknowledged that incorporating this may have resulted in a different outcome.

5.6 Recommendation for Further Research

5.6.1 This study suggests that other researchers may conduct investigations in other non-academic organizations, such as businesses and/or some government agencies where knowledge-sharing is not instinctive, unlike in academic institutions, to elicit more substantial findings on the influences of culture on knowledge-sharing behaviors.

5.6.2 The diversity and variability of respondents can elicit more substantial evidence that can deepen our understanding of the diversity of behaviors influenced by many distinct cultures.

5.6.3 A more in-depth study can be conducted that will focus on each level of culture and analyze how cultural factors can affect behaviors.

5.6.4 Case analysis may be conducted on specific institutions focusing on the effectiveness of the implemented knowledge-sharing techniques

5.6.5 It is recommended that a study be conducted to measure the extent to which knowledge-sharing behaviors affect the successful implementation of knowledge-sharing techniques and programs by academic institutions or other organizations.

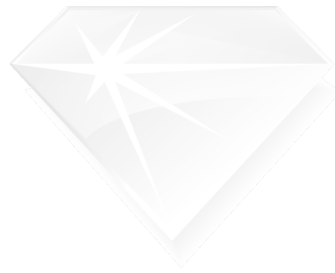
5.6.6 Actual knowledge-sharing outcomes can be used to analyze the effects of knowledge-sharing behaviors.

5.6.7 Another study can be done to examine additional variables that affect knowledge-sharing behaviors in ways extraneous to knowledge-sharing intentions. These variables are the factors that do not affect the intention, but it does affect the actual behavior. These are the other unidentified factors this study was not able to determine.

5.6.8 Future studies can include and emphasize the kind of knowledge, explicit or tacit, a person is willing to share.

5.6.9 The frameworks or path models can be used to develop other knowledge-sharing frameworks to gauge the effects of other factors that influence knowledge-sharing behaviors.

5.6.10 Finally, this study's results can be used as the foundation for further related studies about the influences of cultures on knowledge-sharing behaviors.



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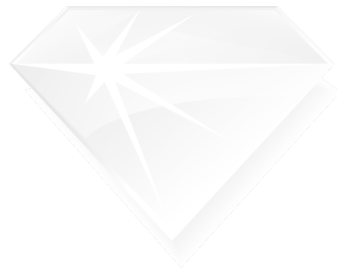
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APPENDICES

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Appendix A

The Research Instruments

Survey Questionnaire

Dear Participants:

The researcher is conducting a study entitled: “Influences of National Culture and Organizational Culture on Knowledge-sharing Behavior: A Framework for Knowledge-sharing Behavior in Philippine Higher Education Institution”. May I request a few minutes of your time to complete the questionnaire. The questionnaire is designed to know and understand what factors you consider in your participation to knowledge-sharing activities. Likewise, it aims to gauge your willingness to share your knowledge and identify what issues you consider when you share.

Your response to the survey will be confidential, scores will be collected and analyzed. It will not allow to identify who said what. The data collected in this survey may be used in research aimed at determining the impact of culture, national and organizational, on the knowledge-sharing behavior of teachers which will be used as basis in developing a knowledge-sharing framework for higher educational institutions (HEI).

By filling out this form, you have read and understood the provided information and agree to participate in collecting data for the said research. Moreover, you are free to withdraw from participating in this study at any time and are free to refuse to answer specific questions. While the information gained in this study will be published, you will not be identified, and the information you provided will remain confidential.

Should You Have Any Questions or Concerns, Please Email Malvin R. Tabajen, The Researcher At Tabajen.Mr@Pnu.Edu.Ph, A Faculty Member Of The School And Information Knowledge Management (SIKM) Under The Institute Of Knowledge And Management (IKM) Of Philippine Normal University (PNU); And A Student Of Phd In Knowledge And Innovation Management (KIM) At Bangkok

University – Institute for Knowledge and Innovation South East Asia (IKI-SEA),
Rama 4 Rd., Klong-Toey, Bangkok 10110 Bangkok, Thailand

Kindly cooperate by giving your honest answers to all the statements.

Malvin Rivera Tabajen
The Researcher

Consent:

I have read the Data Privacy Statement and express my consent to Mr. Malvin R. Tabajen to collect, record, organize, update, use for research purposes with protection for my identity, contact me, and destroy/delete the file after the research is completed. I also certify that the information contained here is accurate to the best of my ability.

By clicking the agree button, I am expressing my consent to participate in this study voluntarily. I understand that I will continue with the survey questions by clicking the AGREE button, but I am discontinuing my participation in the survey by clicking the DISAGREE button.

PART I: DEMOGRAPHIC PROFILE

Instructions: Please check the answers most applicable to you in the space provided. Your honest and sincere answer will be much appreciated.

NAME (optional):

1. Age

_____ 30 years old and below

_____ 31 – 40 years old

_____ 41 – 50 years old

_____ 51 years old and above

2. Sex

 Female Male

3. Place of birth _____

4. Hometown (place you grew up):

Please specify town/city and province: _____

5. Ethnicity

 Badjao Bicolano Cebuano Ilocano Maranao Muslim Tagalog (Manila) Tagalog (Southern Luzon) Waray

Other, please specify: _____

6. Highest educational degree earned:

 Bachelor's degree Master's degree Doctor's degree

7. Years of teaching experience _____

8. Faculty/Institute:

 CFLeX CGSTER FAL FBESS FES FSTEM IKM IPHERDS ITL

9. PNU Branch/Campus:

_____ Main (Manila)

_____ Mindanao

_____ North Luzon

_____ Visayas

_____ South Luzon

10. No. of years you have been teaching/working on the campus _____

11. Academic Rank _____

12. Position/Designation _____

PART II. KNOWLEDGE-SHARING

This section will determine what knowledge you will share with your colleagues. Which of the following are you willing to share most? Select all that apply.

Books/Journals/Magazine etc.

Experiential (sharing your experiences in teaching, learning, etc.)

Files

Instructional materials

Learning modules and other learning materials

Other Documents, such as lesson plans, etc.

Research

Routine or Process (sharing the way you do your tasks/works)

Subjects Matter Content and Pedagogy

Talents and Skills

Teaching presentations

Teaching presentations and other resources

Teaching strategies and techniques

Technology skills/Technical issues

Video learning materials

Others (please specify):

Part III Knowledge-Sharing Technique

Mission and vision statements and strategic directions define the features and direction of the university that support and shape its organizational culture.

How do you think the mission, vision, and strategies influence the knowledge strategies implemented at the university and the campus/branch? Please rate (1) the entire university (PNU System) and (2) your campus's current practice of the following knowledge-sharing strategies based on the below six-level scale:

Excellent	Very Good	Good	Fair	Poor	Very Poor
6	4	5	3	2	1

Knowledge-sharing Technique	PNU System						Your PNU Campus/Branch					
	6	5	4	3	2	1	6	5	4	3	2	1
1. Community of Practice – A place/mechanism for experts' collaboration and teamwork.												
2. Conferences, Seminars, and Workshops												
3. Focus groups/Brainstorming												
4. Formal and Informal Discussion												
5. Quality circles												
6. Research Forum												
7. Social media networks (internet and intranet and extranet)												
8. Training Programs and Activities												
9. Utilizing knowledge-sharing tools (e.g., e-mails, document management system, LMS, etc.)												

Knowledge-sharing Technique	PNU System						Your PNU Campus/Branch					
	6	5	4	3	2	1	6	5	4	3	2	1
10. Other:												
11. Other:												
12. Other:												

Source: Adopted from Ken, Shirley, Tzu Ting, Cheah Yeh Ying, Culture Dimensions Comparison: A Study of Malaysia and South Korea. Copyright. 2013 Society of Interdisciplinary Business Research (www.sibresearch.org)

Part IV Knowledge-Sharing Intention

Questions in this part refer to your intention to share your knowledge. This aims to measure your willingness to share your knowledge with your colleagues within your unit or campus. Select the option corresponding to the number representing your position for each statement about knowledge-sharing.

Agree Very Strongly	Agree Strongly	Agree	Disagree	Disagree Strongly	Disagree Very Strongly
6	4	5	3	2	1

Please share your honest and sincere answer.

Please rate how much you agree or disagree with the following statements and how much they reflect on you on your campus.	6	5	4	3	2	1
1. If I share knowledge and resources with my colleagues, I feel I am doing something positive for the campus to promote learning.						

Please rate how much you agree or disagree with the following statements and how much they reflect on you on your campus.	6	5	4	3	2	1
2. My knowledge and skills are improved when participating in knowledge-sharing practices on campus.						
3. I am willing to participate in any program our campus implements to promote a knowledge-sharing environment.						
4. I am willing to share my knowledge and resources with my colleagues who are close friends with me.						
5. I grow professionally and broaden my professional network when I participate in knowledge-sharing practices conducted by my unit or my school campus.						
6. Good relationships with my colleagues and co-workers are promoted by sharing.						
7. I am willing to share/I share knowledge based on the professional expertise I have acquired through studies and training						
8. My ownership rights and/or my intellectual property rights are protected when I share knowledge and resources.						
9. The school campus's policies and procedures on sharing and collaboration were effectively formulated and properly fostered within the community I work with.						

Source: Tabajen, M. R. (2020). Factors affecting teacher's use of web portal in knowledge-sharing: A behavioral intention and technology acceptance perspective. *The Normal Lights*, 14(1), 217-239.

Part V National Cultural Dimension

This part refers to a distinctive set of beliefs, values, and assumptions generally held by national group members. Please rate your agreement or disagreement with the statements below based on your unit and/or campus observations.

Agree Very Strongly 6	Agree Strongly 4	Agree 5	Disagree 3	Disagree Strongly 2	Disagree Very Strongly 1
-----------------------------	------------------------	------------	---------------	---------------------------	--------------------------------

Please share your honest and sincere answer

Statement	6	5	4	3	2	1
1. Being accepted by a member of your workgroup is very important.						
2. Having a sense of shame is important in the workplace.						
3. I consider group success more important than individual success.						
4. I consider group welfare more important than individual rewards.						
5. Instructions for operations are important for employees on the job.						
6. Management frequently needs to use authority when dealing with challenging subordinates.						
7. It is important to have detailed job requirements and instructions so that teachers always know what they are expected to do.						
8. It is proper that teachers should agree with the school management decisions.						
9. Management expects teachers to follow instructions and procedures closely.						

Statement	6	5	4	3	2	1
10. Management should be prudent when trusting or asking for the opinions of their teachers.						
11. Management should be prudent or not delegate important tasks to their teachers.						
12. Management usually makes the most important decisions.						
13. Ordering relationships by status and observing this order is important in the workplace.						
14. Persistence is important in the workplace.						
15. Rules and regularities are important because they inform workers what the organization expects.						
16. Standard operating procedures are helpful to teachers when doing their job.						
17. Teachers should pursue their goals after considering the group's welfare.						
18. Thrift is important in the workplace.						

Source: Adopted from Ken, Shirley, Tzu Ting, Cheah Yeh Ying, Culture Dimensions Comparison: A Study of Malaysia and South Korea. Copyright. 2013 Society of Interdisciplinary Business Research (www.sibresearch.org)

Part VI Organizational Culture Factors

This part will determine how you value and adjust to your work environment and how organizational factors influence your knowledge-sharing behavior. For each statement about knowledge-sharing observed in your unit and/or campus, select the option corresponding to the number representing your position.

Agree Very Strongly 6	Agree Strongly 4	Agree 5	Disagree 3	Disagree Strongly 2	Disagree Very Strongly 1
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Please share your honest and sincere answer.

Statement	6	5	4	3	2	1
1. A considerable level of trust exists between coworkers in this organization						
2. Certain rules and procedures exist to protect the person sharing his/her knowledge against the harmful intention of others						
3. Certain tasks are accomplished through teamwork and collaboration between employees						
4. Certain tasks require forming teams with members from different departments to be accomplished.						
5. Coworkers commonly exchange their knowledge and experience while working						
6. Employees are more likely to be rewarded for teamwork and collaboration rather than merely for individual performance.						
7. Employees are rewarded for sharing their knowledge and experience with their colleagues.						
8. I believe coworkers should not share personal information						

Statement	6	5	4	3	2	1
9. I believe people will not hesitate to take advantage of other's knowledge and experience for personal gains						
10. I do not hesitate to share my feelings and perceptions with my colleagues						
11. I feel comfortable using the knowledge-sharing technologies available.						
12. I have not been previously harmed as a result of sharing my knowledge with my coworkers						
13. Information flows effortlessly throughout the organization regardless of employee roles or boundaries.						
14. Language is not a problem when communicating with other staff						
15. Most of my colleagues are people whom I know well and thus are considered trustworthy						
16. Teamwork, discussion, and collaboration enhance communication between colleagues						
17. The knowledge-sharing rewards available effectively motivate staff to spread their knowledge.						
18. The organization provides various tools and technologies to facilitate knowledge-sharing and exchange (e.g., groupware, e-mail, intranet).						
19. The problem of people hoarding (keeping) knowledge does not exist, and most staff members are willing to share their knowledge freely						
20. The technological tools available at the organization for sharing knowledge are practical.						
21. There is a high level of face-to-face interaction among colleagues in the workplace						

Statement	6	5	4	3	2	1
22. Workers actively participate in the process of decision-making.						

Source: Ismail Al-Alawi, A., Yousif Al-Marzooqi, N., & Fraidoon Mohammed, Y. (2007). Organizational culture and knowledge sharing: Critical success factors, *Journal of Knowledge Management*, 11(2), 22-42.

Do you have any additional comments, questions, or concerns you would like to share about this survey or your knowledge-sharing thoughts and practices?

Consent: I have read the Data Privacy Statement and express my consent to Mr. Malvin R. Tabajen to collect, record, organize, update, use for research purposes with protection for my identity, contact me, and destroy/delete the file after the research is completed. I also certify that the information contained here is accurate to the best of my ability.

_____ Agree

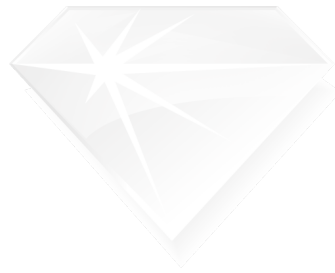
_____ Disagree

Disclosure: Any information shared will be used only for this research study and treated with high confidentiality, following Republic Act No. 10173, also known as the Philippines' Data Privacy Act 2012.

Data Privacy Agreement/Consent. The researcher, Malvin R. Tabajen, recognizes its responsibility under the Republic Act No. 10173, also known as the Data Privacy Act of 2012. The personal data and information obtained from this Internal Stakeholders Survey Questionnaire are stored in a confidential file accessible only to authorized persons. The data collected shall be used for this research study and treated with high confidentiality. The researcher shall not disclose personal information without his/her consent.

Consent: I have read the Data Privacy Statement and express my consent to Malvin R. Tabajen to collect, record, organize, update, use for research purposes with protection for my identity, contact me, and destroy/delete the file after the research is completed. I also certify that the information contained here is accurate to the best of my ability.

Thank you very much for answering the survey questionnaire. As a token of appreciation, you will receive Php150.00. Please provide your GCASH Account/PAY MAYA Account / BANK Account Number to obtain the token.



**BANGKOK
UNIVERSITY**
THE CREATIVE UNIVERSITY

Appendix B

Request Letter to the Participating Academic Institution to Conduct Data Collection



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
Institute of Knowledge Management
School of Information and Knowledge Management
 Taft Ave, Manila



January 31, 2022

DR. BERT J. TUGA, President
 Philippine Normal University
 Manila, Philippines

Through Channels

Dear Dr. Tuga:

Greetings!

With due respect, I am a faculty member of the School of Information and Knowledge Management (SIKM) and one of the university scholars for Bangkok University taking up Doctor of Philosophy in Knowledge and Innovation Management (PhD in KIM).

Through this letter, I would like to request for your permission/approval to allow me to conduct a survey to determine the knowledge sharing behavior of the faculty members/teachers across campuses for the data needed for my dissertation entitled: *"Influences of national culture and organizational culture on the knowledge sharing behavior: a framework for knowledge sharing in higher educational institution"*.

Attached, herewith, are the following documents:

1. Clearance to Proceed
2. Research Proposal
3. Sample Survey Questionnaire
4. Link to the Survey Questionnaire

Link to the Survey Questionnaire: <https://forms.gle/ta3mrU4XSqXVU8pDA>

Rest assured that all responses will be kept confidential, and all protocols will be strictly adhered.

I hope for your kind consideration on this request and for your usual support to our scholarship.

Respectfully yours,

Malvin R. Tabajen
 Faculty, SIKM
 Bangkok University Student/Scholar

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

BIODATA

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Doctor of Philosophy in Education (Ph.D.)
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