

Role of Organizational Culture on Relationship between Knowledge Management and Teacher's Performance for National Security

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ABSTRACT

The safety and security of any nation depend on its organizational culture, knowledge management and teachers' performance. Good organizational culture leads to good performance, likewise, knowledge management helps in improving good organizational culture which in general can lead to safety and security in any State. This paper explores the role of organisational culture in the relationship between knowledge management and teacher's performance for national security. The study has two research objectives and two research hypotheses. The study adopted a quantitative research design. The population was 7986 out of which 370 were selected. The sample was selected using a multi-stage sampling technique. The data was collected via a questionnaire. Survey questionnaires were distributed and analyzed using Smart PLS (4.0) statistical software. The findings revealed a positive relationship between knowledge management and teacher performance. It further highlights the importance of effective knowledge acquisition, sharing, storage, and application processes. Equally, the moderating role of organizational culture indicates that a strong and supportive culture enhances the impact of knowledge management on teachers' performance. The study recommends among others that; government and educational administrators in Sokoto State should model cultural values and take responsibility for nurturing the desired culture. The Ministry of Education should put in place policies promoting effective teacher management and engagement, which are critical for developing a positive image for any educational organisation and creating a strong organisational culture.

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1. INTRODUCTION

No one can argue the fact that the safety and security of any nation depend on its organizational culture, knowledge management and teachers' performance. Having good organizational culture can lead to good performance, likewise, knowledge management can help in proving good organizational culture which in general can lead to safety and security in any State. Teachers as instructors, counsellors, and role models can help build a good organizational culture which can help mould the mindset of students for them to become good citizens and reduce insecurity in Sokoto State and Nigeria in general.

Most organizations are coming to understand the value of knowledge management in today's competitive educational environment. Knowledge management is a tool that can collect and organize available knowledge and disseminate it within an organization (Ahmadya, 2016). Knowledge management



is a strategy to help turn knowledge into action and share it in such a way as to improve organizational performance by consciously providing accurate knowledge to someone at the right time (Khoualdi and Saleh, 2015).

According to (Schein, 2000 in Wijayanti & Tirtoprojo, 2023), organizational culture is a set of values and principles of a corporate system and these values can reinforce and strengthen corporate culture. Organizational culture is used to explain the low-efficiency environment and why rules and methods have failed to improve the undesirable connections between supervisors and subordinates (Kassem et al., 2019). Thus, organizational culture has a significant impact on the effectiveness of knowledge management activities. Carvalho et al. (2019) elucidated that organizational culture is a method of enhancing behaviour in organizations.

There is a substantial research gap between the function of organizational culture and the relationship between knowledge management and teacher performance, particularly in the context of Sokoto State.

Previous research for example (Ochurub et al, 2022) has acknowledged the significance of both knowledge management and organizational culture in influencing organizational performance. Due to the distinctive cultural and contextual traits of Sokoto State, Nigeria, it is crucial to comprehend how these aspects interact in Sokoto State organizations.

The rich cultural history of Sokoto State can influence how willing teachers are to collaborate, share expertise, and take risks. The impact of Sokoto State's typical cultural traits on the connection between knowledge management and teacher performance can be examined, and the results can be used to develop effective knowledge management techniques that are appropriate for the local setting and regional settings.

Secondly, while numerous research like (Robin, 2017 in Wijayanti & Tirtoprojo, 2023) have examined the direct link between knowledge management and worker performance, the moderating impact of organizational culture on this relationship has received little attention. Greater knowledge of the underlying mechanisms by which practices affect teachers' performance outcomes can be gained by examining how corporate culture modifies the relationship between knowledge management and Teacher's performance.

Lastly, little empirical study has used a mixed-method approach that integrates quantitative and qualitative data to examine the part played by organizational culture in the knowledge management-teachers performance relationship in Sokoto State. It is possible to gain a thorough understanding of the intricate interactions between knowledge management practices, corporate culture, and teachers' performance by combining quantitative data with qualitative insights from interviews.

This study seeks to fill these research gaps by presenting empirical data on the function of organizational culture and the connection between knowledge management and teachers' performance in Sokoto State. In addition to advancing academic knowledge, the findings will also have immediate practical ramifications for Sokoto State educational organizations, helping them create plans to boost teachers' performance while maximizing knowledge management procedures for national Safety and security.

Therefore, this article investigates the role of organisational culture in the relationship between knowledge management and teacher's performance for national security.

2. LITERATURE REVIEW

Concept of Knowledge Management

According to (Odidi, 2014 in Sokoh & Okolie, 2021) knowledge is insight, understanding, and practical know-how that all human beings possess. It is the fundamental resource that allows us to function intelligently. It is clear thus that, knowledge is an intangible ability. Its acquisition involves complex cognitive processes of perception, learning, communication, association, and reasoning (Akinyemi, 2007). According to Kaba and Ramaiah (2020) knowledge is the outcome of human experience and reflection.

Knowledge management is the systematic creation, acquisition, storage, and application of knowledge in support of corporate organizational objectives. Knowledge management is concerned with the entire process of discovering and creating knowledge, dissemination of knowledge, and utilization of knowledge (Sokoh & Okolie, 2021). Effective knowledge management processes assist organizations to arrest implicit and explicit knowledge, disseminating it to the right people, and facilitating its application to enhance decision-making and problem-solving. Awan and Jabbar (2015); Ahmed and Mohamed (2017) elucidate that proper knowledge management improves the performance of organizations whether it is public or private.

To Kaba and Ramaiah (2020) knowledge management is an appropriate application and implementation of knowledge development process. The process includes knowledge creation, knowledge sharing, and knowledge acquisition. Alavi and Leidner (2001) revealed that knowledge management involves the systematic collection, storage, dissemination, and application of knowledge within an organization to achieve strategic objectives and enhance organizational performance. Ibrahim and Reig (2009) postulated that knowledge management is critical for an organization to create a sustainable competitive advantage. They further stated that knowledge management initiatives help to improve organizational processes. Thus, organizations may better their decision-making processes and stimulate innovation by using effective knowledge management procedures that enable knowledge to be captured.

Without adequate care in how knowledge is managed, organizations will not be operating optimally. This will result in the ineffective and inefficient creation and delivery of products and services (Desouza & Paquette, 2011). Popov and Vlasov (2014) identified two broad tracks of knowledge management, and these include the management of information and the management of people. Prior research has highlighted the positive impact of knowledge management on various organizational outcomes, including Teacher performance (Sokoh & Okolie, 2021; Davenport & Prusak, 1998; Gold, Malhotra, & Segars, 2001). Knowledge could be divided into tacit knowledge and explicit knowledge. Tacit knowledge is not recorded knowledge, it is a knowledge retained in the head of people and developed from experiences and actions. On the other hand, explicit knowledge is recorded and articulated a knowledge. This type of knowledge, also known as scientific knowledge, is easy to express, share, and store (Kaba & Ramaiah, 2020).

Concept of Organizational Culture

Organizational culture comprises values, beliefs, and behaviours that describe an organization and guide the actions of its members. Organizational culture comprises the unwritten tradition, behaviour, and conviction that determine the rules of the game for decision-making, structure, and control (Pujiono et al., 2020). Thus, it is an intermediary between teachers and other teachers in the organization. Awuor (2015) argues that organizational culture is the social glue that bonds individuals together and makes them feel part of the organization's participation.

According to Ochurub, et al. (2022), an organization's productivity and competitive advantage within an industry determine the strong organizational culture that is created within an organization. They further revealed that organizational culture is the main identity of the organization and the main feature of organizational performance. Teachers who belong to organizations with strong cultures are well acquainted with what is expected of them in terms of the values of the organization and they are confident that they will be rewarded when they fulfilled the expectations of the organization.

According to (Robin, 2017 in Wijayanti & Tirtoprojo, 2023) teachers in organizations with strong cultures are more committed to their companies than teachers in companies with weak cultures. Many researchers reported a direct positive effect between organizational culture and work performance among which are; Wijayanti and Tirtoprojo (2023), Ochurub, et al. (2022), and Wahyuniardi et al., (2018). Furthermore, Wijayanti and Tirtoprojo (2023) explained that management knowledge mediates the influence of organizational culture and the work environment on Teacher's performance.

A supportive culture encourages collaboration, innovation, learning, and knowledge sharing, while a restrictive culture may hinder knowledge flow and limit Teacher's engagement. Organizational culture plays a critical role in shaping Teacher's attitudes, behaviours, and the overall work environment. A supportive organizational culture that values continuous learning, open communication, and collaboration fosters knowledge sharing, and innovation, and enhances teachers' performance (Liao, Fei, & Liu, 2008). Organizational culture is something fundamental, even if the organization has a strong culture, where all members of the organization carry out their cultural values, the organization can create its competitive advantage (Indiyati, 2018 in Wijayanti & Tirtoprojo, 2023).

The Relationship between Knowledge Management and Teacher's Performance

Numerous researches have highlighted the positive impact of knowledge management on teachers' performance. Effective knowledge management practices enable teachers to acquire significant knowledge, develop required skills, and make profitable decisions. This no doubt, improves individual and team performances, leading to improve the company's products and results. Several studies have discovered the positive effect between knowledge management and Teacher's performance. For example, Riege (2005) reported that knowledge management practices positively increase employees' performance in terms of improved job satisfaction, enhanced problem-solving abilities, and increased innovation. Chong and Choi (2005) also discovered a positive relationship between knowledge management and employees' performance, stressing the role of knowledge sharing in promoting individual and team performance.

The Moderating Role of Organizational Culture

Organizational culture plays a serious role in influencing the link between knowledge management and workers' performance. A stronger organizational culture means that more employees accept the values of the organization and greater employee commitment (Robbins & Coulter, 2002).

Organizational culture aids the attainment of an organization's strategic objectives to attract the right workforce (Rodriguez & Stewart, 2017). The culture of an organization does not only impact internal teachers' performance but also impacted its customers and stakeholders. The image of the culture in an organization reflects the leadership as the custodians to take ownership (Kotter, 2018). There are several methods of identifying the culture of the organization, however, the outstanding traits are the way decisions are made, whether they are from top to down or from the bottom up, and the extent to which employees are free and comfortable to express themselves, and the ability to share their ideas and opinions without fear of victimization (Nkrumah, 2018).

A strong culture that supports knowledge sharing and collaboration increases the positive effects of knowledge management on teachers' performance. For instance, in their study on Chinese organizations, Jiang and Chen (2018) establish that a culture of trust, openness, and teamwork positively influenced the relationship between knowledge management and teacher performance. Equally, researchers such as Wang, Noe, and Wang (2014) and Lin, Chen, and Chiu (2017) stressed the importance of a supportive culture that inspires learning and knowledge sharing in augmenting the impact of knowledge management on employee performance.

A study by Jiang and Chen (2018) investigated the roles of knowledge management capability, organizational culture, and trust on organizational performance. The study found that organizational culture significantly moderated the relationship between knowledge management and organizational performance. The authors emphasized the importance of a supportive culture that encourages knowledge sharing and collaboration in enhancing the positive effects of knowledge management practices on performance.

In another related study, Lin, Chen, and Chiu (2017) explored the relationship between knowledge management and teacher performance, while also investigating the moderating effects of organizational culture. The findings of the study revealed that organizational culture has positively moderated the relationship between knowledge management and teacher performance. A culture that promotes knowledge sharing, teamwork, and continuous learning was found to strengthen the impact of knowledge management practices on teachers' performance.

These studies highlighted the role of organisational culture in shaping the relationship between knowledge management and teacher performance in Sokoto State organizations. A supportive culture that fosters knowledge sharing, collaboration, and innovation enhances the effectiveness of knowledge management practices and contributes to improved teacher performance.

Additionally, it is important to recognize that organizational culture is context-dependent and may differ across different organizations and countries. Therefore, understanding the specific cultural dynamics within the Sokoto State context is needed to comprehend how organizational culture moderates the relationship between knowledge management and teacher performance.

Moreover, these empirical studies offer valuable perceptions into the moderating role of organizational culture and the relationship between knowledge management and teacher performance in Sokoto State. They highlight the significance of creating a supportive culture that aligns with knowledge management initiatives to maximize their impact on teacher's performance. Educational organizations in Nigeria in general and Sokoto State, in particular, can consider these findings to develop strategies that stimulate a positive organizational culture and facilitate effective knowledge management practices, ultimately leading to improved teachers performance and organizational success.

Research Objectives

The objectives of the study are:

1. to find out the relationship between knowledge management and teacher performance in Sokoto State educational organizations.
2. to find out the organizational culture moderator on the relationship between knowledge management and teacher performance in Sokoto State educational organizations.

Research Hypotheses

The following hypotheses were raised and tested:

Hypothesis One: There is a positive relationship between knowledge management and teacher performance in Sokoto State educational organizations.

Hypothesis Two: There is a positive organizational culture moderator on the relationship between knowledge management and teacher performance in Sokoto State educational organizations.

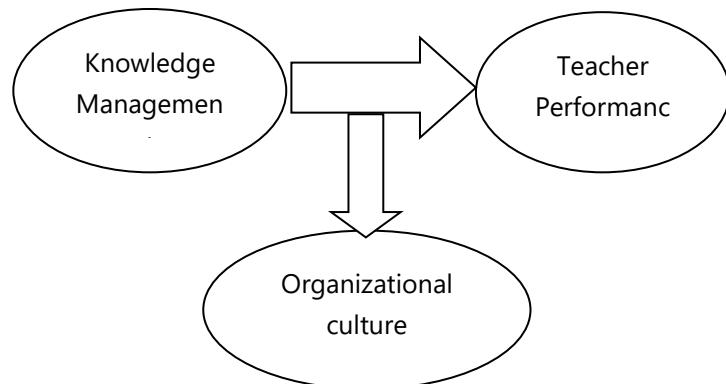


Figure 1. Research Framework

3. METHODS

A quantitative research design was adopted for this study. The population of the study was 7,986 out of which 370 participants were selected using Krejcie and Morgan table for determining sample size. Stratified and simple random sampling techniques were used as procedure for sample selection. A questionnaire titled "Organizational Culture, Knowledge Management and Teachers Performance Questionnaire (OCKMTPQ)" was used for data collection in a Likert-type scale, ranging from 1 (strongly disagree) to 5 (strongly agree) to measure respondents' perceptions of variables distributed to teachers from the educational institutional level; that is basic, senior secondary and tertiary levels in Sokoto State, Nigeria. Within each stratum, a random sample of schools was selected. From each selected school, samples of respondents were randomly chosen to participate in the study. Out of the 370 survey questionnaires distributed, 266 valid responses were collected and utilized for analysis. The collected data was then analyzed using Smart PLS (4.0), a statistical software tool.

4. RESULTS

The Measurement Model

The purpose of the model is to assess the validity and reliability of the constructs before evaluating the quality of the measures. The data undertook analysis to determine the reliability coefficient of indicators, with a threshold of 0.4 being considered acceptable. The internal consistency was assessed using composite reliability, where a value of 0.7 or higher was deemed satisfactory. Convergent validity was evaluated using the average variance extracted (AVE), with a cutoff of 0.5 or above (Chin, 1998). According to (Hair, Black, Babin, & Anderson, 2010) discriminant validity can be examined by comparing the factor loadings, ensuring that items had higher loadings on their respective constructs compared to other constructs. All items met the minimum benchmarks, indicating the reliability of the instrument used in the study.

The factor loadings ranged from 0.496 to 0.814, which surpassed the 0.4 threshold. The Composite reliability values range from 0.783 to 0.828, exceeding a recommended value of 0.7. The AVE ranged from 0.508 to 0.548, which was above the minimum cutoff of 0.5, indicating convergence validity. Furthermore, the AVE and correlation squared of interrelated variables demonstrated sufficient Discriminant validity. See the tables 1.

Table 1. Factor Loading

Items	Factor Loading	Composite Reliability	AVE
KNM1	0.496		
KNM2	0.694	0.800	0.508
KNM3	0.801		
KNM4	0.814		
KNM5	0.654		
OC1	0.721		
OC2	0.808		
OC3	0.685		
OC4	0.734	0.783	0.548
OC5	0.804		
OC6	0.657		
OC7	0.756		
PER1	0.645		
PER2	0.823	0.828	0.547
PER3	0.745		
PER4	0.654		
PER5	0.564		
PER6	0.743		
	0.801		

Table 2. Discriminant validity

Variable	OC	KNM	PER
OC	0.74		
KNM	0.41	0.71	
PER	0.50	0.51	0.74

Structural Model

Once the measurement model satisfied the criteria for construct validity and reliability, the subsequent step involved testing the study's proposed hypotheses. This was attained by utilizing the PLS algorithm and performing bootstrapping in Smart PLS 4.0.

Table 3: Hypothesis One Testing Results

Hypotheses	Relationship	Beta (β)	S E	T Statistics	Decision
H1	KNM -> PER	0.367	0.051	7.12**	Supported

Note: **Significant at 0.01 (1-tailed), *significant at 0.05 (1-tailed)

Table 3 presents the results of the statistical analysis, confirming the support for Hypothesis 1. The analysis demonstrated a significant and positive relationship between knowledge management (KNM) and teacher performance ($\beta=0.367$, $t=7.12$, $p<0.01$).

Testing the Moderating Effects of Organizational Culture

To examine the moderating effects of the organizational culture on the relationship between knowledge management and teacher performance, this study employed Partial Least Squares (PLS) analysis to estimate the indirect effects among the variables with a significance level of 0.05.

Table 4: Hypotheses Two Moderation Testing Results

Hypotheses	Relationship	Beta (β)	S E	T Statistics	Decision
H2	KNM * OC -> PER	0.174	0.060	2.88**	Supported

Note: **Significant at 0.01 (1-tailed), *significant at 0.05 (1-tailed)

Table 4 reveals that organizational culture (OC) moderates the relationship between knowledge management (KNM) and teachers' performance, providing support for Hypothesis 2. The results indicate a significant moderation effect ($\beta=0.174$, $t=2.88$, $p<0.01$), demonstrating that organizational culture plays a role in influencing relationships between knowledge management and teacher performance.

5. DISCUSSION AND CONCLUSION

The findings of the study provide a valuable understanding of the role of organizational culture in the relationship between knowledge management and teacher performance in Sokoto State. The results confirm the importance of both organizational culture and knowledge management in driving teacher's performance for national safety and security. A positive and supportive organizational culture enhances knowledge management practices, leading to improved teacher performance.

The results of the analysis supported Hypothesis 1, revealing a positive relationship between knowledge management and teacher's performance in Sokoto State organizations ($\beta=0.367$, $t=7.12$, $p<0.01$). This finding confirms that effective knowledge management practices, including knowledge acquisition, sharing, storage, and application, positively influence teacher's performance in Sokoto State organizations. This finding is in line with that of Lin, Chen, and Chiu (2017) who's explored the relationship between knowledge management and teacher performance, while also investigating the moderating effects of organizational culture.

Likewise, The results of the analysis also supported Hypothesis 2, indicating that organizational culture moderates the relationship between knowledge management and teachers performance in Sokoto State organizations ($\beta=0.174$, $t=2.88$, $p<0.01$). This finding suggests that the positive relationship between knowledge management and teacher performance is strengthened in organizations with a supportive culture that encourages innovation, knowledge sharing, and collaboration for national safety and security. This finding is similar with the work of Jiang and Chen (2018) who's investigated the roles of knowledge management capability, organizational culture, and trust on organizational performance.

The findings have practical implications for educational organizations in Sokoto State for national safety and security. Educational organizations should endeavour to foster a culture that values knowledge, innovation, sharing of ideas, and collaboration. This can be achieved through effective leadership, creating incentives for knowledge sharing, providing training programs, and establishing platforms for communication and collaboration. However, organizations should invest in knowledge management systems and provide resources to support knowledge-sharing and application processes.

The findings of this study however, is imperative to the educational administrators, teachers and off course government in providing and maintaining safety in work places which in general would help in improving national security.

Additionally, it is imperative to note that this study has certain limitations. The quantitative research design limits the establishment of causal relationships, and the generalizability of the findings may be limited to the Sokoto State. Future research should consider longitudinal designs and include a more diverse sample to enhance the generalizability of the findings of this research.

Conclusively, this study stresses the importance of organisational culture in shaping the relationships between knowledge management and teacher's performance for national safety and security

by fostering a supportive culture and implementing effective knowledge management practices. Educational organizations in Sokoto State can enhance teachers' performance, promote innovation, and gain a competitive edge in the dynamic teaching environment.

Recommendations

The following recommendations emerged from the findings of this study, they are:

1. The government and educational administrators in Sokoto State should model cultural values and take responsibility for nurturing the desired culture. In addition, they must be seen as the custodians of ensuring that the values of all educational organisations are displayed and branded in the organization's employees and the way things are done.
2. Strong organisational culture should be used as an effective tool for influencing behaviour since it helps teachers to perform better at schools. Bear in mind that a teacher's performance is the cornerstone of any educational organisational success, and each teacher must contribute to the organization's vision and objectives.
3. The Ministry of Education should put in place policies promoting effective teacher management and engagement, which are critical for developing a positive image for any educational organisation and creating a strong organisational culture.

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