Transformational leadership, transactional leadership, organizational cultural behaviors and effectiveness of knowledge management practices in higher educational institutions

Armel Djangone
djangone.armel@gmail.com

Omar El-Gayar

Follow this and additional works at: https://aisel.aisnet.org/mwais2020

Transformational leadership, transactional leadership, organizational cultural behaviors and effectiveness of knowledge management practices in higher educational institutions

Armel Djangone
Dakota State University
Armel.Djangone@trojans.dsu.edu

Omar El-Gayar
Dakota State University
Omar.El-Gayar@dsu.edu

ABSTRACT

The purpose of this emerging research paper is to examine the relationship between transactional leadership, transformational leadership, cultural behavior and knowledge management (KM) effectiveness in the context of higher education. Consequently, the research examines the moderating effect of organizational culture on the relationship between leadership and knowledge management.

A questionnaire survey will be employed to collect data from US-based universities and colleges. Statistical analysis methods such as Structural equation modeling (SEM), factor analysis along with confirmatory factor analysis will be used to test the measurement and structural models with the survey data.

Keywords (Required)

Knowledge, knowledge management, higher education institutions, effectiveness.

INTRODUCTION

Knowledge has been persistently recognized as important strategic assets and sustained competitive advantage in such a dynamic and challenging environment (Obeidat, et al., 2016; Alksasbeh, et al., 2018). On the way to obtaining such a competitive advantage, organizations must know how to manage their knowledge by expanding, disseminating, and exploiting it effectively. Consequently, organizations need to understand knowledge management (KM) success factors to be better equipped in their attempt to effective implementation of KM practices.

Most of the studies have investigated the success factors of KM implementation in business organizations (Alksasbeh, et al., 2018). Guha et al (2019) argue that if knowledge management techniques and technologies in higher education are done effectively, this can lead to better decision-making capabilities. Furthermore, the literature showed that the field of education lacks empirical research on KM effectiveness (Alksasbeh, et al., 2018). Therefore, assessing the effectiveness of KM factors is an important issue to explore.

To address the challenge, we propose to assess specific KM critical success factors (CSF) and examine their relationship to KM effectiveness in the context of higher education (HEIs). Consequently, the study will examine the moderating effect of OC on the relationship between KM effectiveness and leadership behaviors. CSF refers to all those factors such as organizational leadership, and organizational culture (OC) behaviors that facilitate knowledge management (KM) processes or activities (Al- Hakim & Hassan, 2016; Cho & Korte, 2014).

Through the proposed research, the following two research questions will be explored: (1) what is the relationship between transactional leadership, transformational leadership and KM effectiveness in the context of higher education? (2) does OC moderate the relationship between organizational leadership and KM effectiveness?

LITERATURE REVIEW

Knowledge and knowledge management (KM)

Recent studies directed in the domain of KM have recognized this century as an era of knowledge and information, where knowledge is being considered as a crucial organizational asset (Obeidat et. al., 2016). However, Shahzad et al. (2016) argue that the simple existence of knowledge in an organization cannot guarantee sustained competitive advantage unless it is

managed effectively through a suitable structure. KM includes processes of creation, storage, use, dissemination and application of knowledge (Gonzalez and Martins, 2017).

Knowledge Management in the Context of Higher Education institutions (HEIs)

KM is becoming a very important issue in higher education, which drives the ability to collect and analyzing information, transforming knowledge and applying novelties (Bhusry & Ranjan, 2011). According to Bhusry and Ranjan, 2011, HEIs face difficulties including the effect of globalization, internationally, the desire set on learning and research accomplishments. The truth is that knowledge is a very difficult resource to manage, at the same time if properly managed it helps in improving processes at any type of business including HEIs (Guha et al., 2019). To overcome these challenges, HEIs need to be constantly evolving, and responding to opportunitie and threats. Appropriate management of this reseource (knowledge) could be a promoting for HEIs, but important could help sustain completive adavantage (Donate & Guadamillas, 2015; Obeidat, et al., 2016).

Critical Success factors to knowledge management (CSF)

According to Dhamdhere (2015), effective KM requires that attention be paid to the human and cultural aspects of business, particularly the experiences and tacit knowledge of employees. Therefore, this study is concerned with two CSF: organizational leadership and organizational cultural behaviors.

Leadership behavior is defined as an important and basic aspect in a business context (Millar, Chen & Waller, 2015). Studies support that successes and failures depend on the integrity of the leader, team diversity management, organization of the staff's knowledge and to a leader's ability to grow and exploit their team's potential and thus overall organizational capability (Millar, Chen & Waller, 2015).

As for OC, theorists of the human relations school perceived it as the informal, nonmaterial, interpersonal, and moral bases of cooperation and commitment that are more important than the formal, material, and instrumental controls stressed by the scientific management theorists (Baker, 2002). OC works as the normative glue that allows for coordination and stability (Mueller, 2012).

PROPOSED RESEARCH MODEL AND HYPOTHESIS DEVELOPMENT

In this study, the following dependent and independent variables would be employed. Dependent variable: KM effectiveness; independent variables: transformational leadership and transactional leadership, organizational culture. Figure 1 introduces the research model.
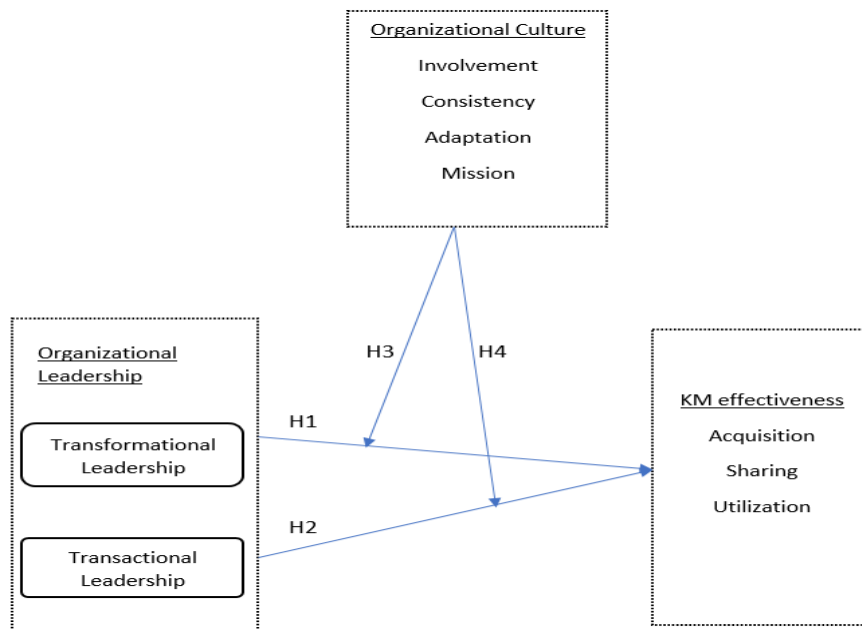

Figure 1: Conceptual model

Organizational Leadership (OL) and its impact on Knowledge management

Within an organization, effective leadership plays a highly significant role in ensuring the success of an organizational initiative. Previous studies proved that transformational style of leadership can actually affect the process and achievement of an organization's knowledge management and learning. Transformational leaders motivate members to questions, be investigative and rise up with recreational and contributing observations (Oliveira Rodriguez & Ferreira, 2015).

On the other hand, transactional leaders, relates to traditional leadership when focusing on the exchange between leaders and followers (Bass & Bass, 2008). They can improve the efficiency of the organization; and provide organizational members with formal systems and training programs that disseminate existing learning to guide future actions and decisions (Vera and Crossan, 2004). Based on the above arguments, the following two research hypotheses can be deducted:

H1. Transformational leadership behaviors will positively correlate to KM effectiveness of Higher Education Institutions.

H2. Transactional leadership behaviors will positively correlate to KM effectiveness of Higher Education Institutions

OC and its impact on the relationship between Organizational Leadership (OL)   and KM

While organizational culture and leadership are considered central to the performance of the firm in many ways (Nikcevic, 2016; Aydin, 2018), several studies have examined the positive influence of OC on OL. OC significantly influences leadership style (transactional and transformational). Tsai (2011) points out that OC is made up of different tangible and intangible beliefs and perceptions, which contributes to the functionality of the organization. Also, Nikcevic (2016) establishes that according to the interpretivism approach, culture positively impacts different functionalities of an organization. Based on this and the relationship between KM and OL as established above, the following hypothesis can be deducted:

H3. Organizational culture moderates the relationship between transformational leadership and KM practices.

H4. Organizational culture moderates the relationship between transactional leadership and KM practices.

Research methodology

Given the study's focus is on the need to explore the relationship between various constructs - transformational leadership, transactional leadership, organizational cultural and KM effectiveness, a quantitative survey design will be the best choice to answer the research questions and to above mentioned hypothesis accordingly to Showkat and Parveen (2017).

Survey Measures and Items

In this study, measures of the two dimensions of OL (transactional & Transactional), four dimensions of OC (mission, adaptability, involvement, and consistency), and three dimensions of KM effectiveness (generation, sharing, utilization will be developed.

Items measuring knowledge management effectiveness were modified from (Razzaque, 2019). Items measuring the construct of leadership will be derived from the Multifactor Leadership Questionnaire (MLQ-5X) model by Bass and Avolio (2004). OC's construct will be measured by employing the Denison Organizational Culture Survey (DOCS) (Fey & Denison, 2003.

Data collection and instrument development

Since, the goal of the study is to examine the relationship among constructs in higher education institutions, the unit of analysis is higher education institutions. The target population includes staff and leaders at HEIs. The instrument will consist of 30-items structured and predefined questions developed from the existing literature. All items questions will require a five-point Likert-style responses ranging from 1 = "strongly disagree", 2 = "Disagree", 3 = "neutral", 4 = "Agree", to 5 = "strongly agree".

Data analysis

Structural equation modeling (SEM) will be used to test measurement and structural models with the survey data. Factor analysis will be used to check discriminant validity (Quoquab, Mohammad & Sukari, 2019). The study will adopt multiple-items measures to improve reliability and validity of the measures as suggested by (Quoquab, Mohammad & Sukari, 2019). In this view, a multiple-item question (3-5 per construct) will be adapted to capture the different constructs.

Conclusion and contributions

Many organizations including HEIs are trying to apply Knowledge management to improve their processes. This research examines the relationship between OC, OL, and KM, and explores the moderating effect of OC on the relationship between KM and OL.

From a theoretical point of view, the findings of the study will confirm the comprehensive explanation of theories of the knowledge management process, KM CSF and practices. All of the factors and processes used in the study were based on the existing literature surrounding the topic.

From a practical point of view, it will provide leaders seeking to promote the use of KM to improve the performance of educational organizations with information about the presence factors they can use as levers to influence the implementation of KM.

In the future, our work can be extended to various directions. For instance, it is possible to examine the moderating effect of OC in details. Considering what specific aspects of OC dimensions (mission, adaptability, involvement, and consistency) impact the most the relationship between KM and leadership. Additionally, more studies are needed to measure KM effectiveness by using KM processes.

REFERENCES

1. Avolio, B. J., & Bass, B. M. (2004.). Multifactor leadership questionnaire manual and sample set (3rd. ed.). Redwood City, CA: Mindgarden.

2. Aydin, B. (2018). The Role of Organizational Culture on Leadership Styles. *Manas Journal of Social Studies, 7*(1), 267-280.

3. Al-Hakim, L. A., & Hassan, S. (2016). Core requirements of knowledge management 16 implementation, innovation and organizational performance. Journal of Business 17 Economics and Management, 17(1), 109-124.

4. Ahmady, G., Nikooravesh, A., & Mehrpour, M. (2016). Effect of organizational culture on knowledge management based.

5. Al-Dala'ien, A.-H., Alquaraleh, B., & Alksasbeh, M. (2017). Influence the Success of Knowledge Management Implementation in Jordanian Higher Education Institutions. Research Journal of Applied Science, Engineering and Technology, 15(7), 249-260.

6. De Oliveira Rodriguez, A., & Ferreira, M.C. (2015). The impact of transactional and transformational leadership style on organizational citizenship behaviors. Psico-USF, 20(3), 493-504. doi: 10.1590/1413-8271201520031

7. Guha, P., & Pattanayak, J. (2019). Governance practices in private management colleges in West Bengal: a perceptual undertone of faculty members.

    Martelo-Landroguez, S., & Cepeda-Carrión, G. (2016). How knowledge management 48 processes can create and capture value for firms?. Knowledge Management Research 49 & Practice, 14(4), 423-433

8. Nikcevic, G. (2016). The influence of organizational culture on leadership – case study Montenegro. *Tehnički Vjesnik, 23*(1), 191-197.

9. Obeidat, B. Y., Al-Suradi, M. M., Masa'deh, R. E., & Tarhini, A. (2016). The impact of knowledge management on innovation: An empirical study on Jordanian consultancy firms. Management Research Review, 39(10), 1214-1238.

10. Quoquab, F, Sukari, N. , & Mohammad, J. (2019). A multiple-item scale for measuring "sustainable consumption behaviour" construct: Development and psychometric evaluation.

11. Rzzaque. (2019). Through Technology and Shared Knowledge Social Capital of Resources Inspire Innovation

12. Shahzad, K., Bajwa, S. U., Siddiqi, A. F. I., Ahmid, F., & Raza Sultani, A. (2016). Integrating 34 knowledge management (KM) strategies and processes to enhance organizational 35 creativity and performance: an empirical investigation. Journal of Modelling in 36 Management, 11(1), 154-179.

13. Tsai, Y. (2011). Relationship between Organizational Culture, Leadership Behavior and Job Satisfaction. BMC Health Services Research, 11(98), 1-9.