Knowledge Management Infrastructure, Organization Innovation and Performance Among Basic Educational Institutions

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Abstract

Aim: This study aimed to determine the knowledge management infrastructure, organization innovation and performance among basic educational institutions in Batangas province. Specifically, the research intended to achieve several objectives such as the determination of the firmographic profile of the respondents, to test the significant difference of the variables, and propose an institutional development plan base on the result of the study.

Methodology: A quantitative-descriptive method was utilized in the study that aims to collect measurable data that can be used to analyze a population sample statistically. An adapted survey questionnaire was also utilized to determine the knowledge management infrastructure, the organization innovation and the performance of basic educational institutions Batangas province.

Results: Results on basic educational institutions' organizational innovation reveal that leaders favorably recognized those who tried innovative things even if they fail. The results denote that selected private educational institutions are well-prepared with innovative development plans despite rapid changes in their environment. Basic educational institutions have high organizational performance in learning and growth perspective, and internal process perspective aspect and respondents rate the financial perspective lowest. There is a significant difference on knowledge management infrastructure, organization innovation, and performance when grouped according to profile in terms classification in organizational culture and in educational attainment which is the feedback environment and financial perspective. The better the innovation of the organization, the better is the organization performance and the better the knowledge management, the better is the organization performance except on organizational structure and internal process perspective.

Conclusion: The knowledge management infrastructure is determined by assessing the organizational infrastructural environment of basic educational institutions in terms of culture, structure, technology, job/security, social, supervisory and growth satisfaction. All indicators were almost rated strongly agreed and the respondents are motivated. Results on basic educational institutions' organizational innovation reveal that leaders favorably recognized those who tried innovative things even if they fail. The results denote that selected private educational institutions are well-prepared with innovation development plans despite rapid changes in their environment.

Recommendation: The researcher highly recommends the school to establish an institutional development plan for the management of the school for discussion and implementation.

Keywords: knowledge management, innovations, performance

INTRODUCTION

Knowledge management will not work in any organization if its responsibilities are limited to a specific category of employees. Rather, knowledge management must be part of everyone's work, and the failure of previous knowledge management efforts is due to the lack of a dedicated body responsible for knowledge management. The lack of a strong knowledge management infrastructure is evident through which the leading role of knowledge management is

highlighted in how it manages educational institutions. In addition, knowledge management is one of the latest concepts in management science, which is one of the most vital features of activities that affect the quality and quality of work, where it occupied a prestigious and vital place in various academic, administrative, technical and commercial fields, this is because it is considered a contemporary intellectual development. Academic and practical interest in the concept of knowledge management has begun in recent years, especially after the adoption of the application of knowledge management by many local and international organizations.

It was emphasized that firms regard knowledge as their most valuable and strategic resource, and it was confirmed that the more a firm knows about its customers, products, technologies, markets, and their interrelationships, the better it will perform. As a result, because knowledge is involved in the majority of activities in businesses, it has become a critical factor in their success (Amihan, Sanchez & Carvajal, 2023; Bation & Nambatac, 2024; Bation, et al., 2024; Dizon & Sanchez, 2020; Muńoz & Sanchez, 2023; Sanchez, 2023a; Sanchez, et al., 2024a; Sanchez, et al., 2022). Furthermore, firms must manage their knowledge resources more efficiently in order to improve performance, generate the greatest payoffs, and gain a competitive advantage. Several knowledge management researchers emphasize the importance of knowledge. First, firms are under enormous pressure to stay ahead of competitors as a result of increased adaptability and process speed as a result of the economy's globalization. In addition, there is a growing recognition of the importance of specialized knowledge, as manifested in organizational processes and routines, in dealing with the pressures of economic globalization. Furthermore, as the cost of networked computing has decreased, people are better able to collaborate and learn from one another.

According to Masa'deh (2016), knowledge management infrastructure capability refers to modular products and organizational designs that encourage knowledge management activities in an organization. KM infrastructure can be classified into two major capabilities, technical and social infrastructure. Technical infrastructure includes physical, IT infrastructure, devices and components. Social infrastructure, on the other hand, includes culture, structure, and human resources. As such, it can be noted that KM infrastructure provides the infrastructural environment, both IT and non-IT that supports knowledge management activities. Furthermore, organizations should strive to develop infrastructure capabilities not only in terms of hardware and software, but also in terms of culture, structure, people, and technology (Cabiling-Ramos, et al., 2024; Carvajal & Sanchez, 2023; Carvajal, et al., 2024a; Salendab & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Salendab, et al., 2024a; Sanchez & Sarmiento, 2020). This is supported by indicating that organizations that utilize both technical and organizational infrastructures are more likely to implement successful knowledge management projects.

The link between organizational structure and knowledge sharing stems from the social aspect of organizations, which includes hierarchy, density, and connectivity, which connects employees together and facilitates knowledge exchange. The authors contend that two aspects of organizational structure influence knowledge flow, formalization and centralization. The degree to which decision making and the right to evaluate activities are concentrated at the top of the organizational hierarchy is referred to as centralization. Formalization relates to "formal rules and regulations that govern organizational activities and manage work relations". As a result, organizational structure is regarded as an important factor in facilitating knowledge flow in organizations through the use of organizational policies, processes, and reward and incentive systems that determine how knowledge is accessed and then flows throughout the organization.

Knowledge management infrastructure is considered a perquisite to reinforce knowledge management processes inside an organization. Knowledge management infrastructure is defined as the mechanisms for the development of knowledge within the organization that stimulate the process of creating and generating knowledge defined knowledge management infrastructure as the organization's environment by which knowledge is acquired, retrieved, applied, protected, and stored in order to become easy to use.

Innovation plays a strategic role for organizations in today's exceptionally competitive and global world (Abenojar, 2024; Amihan & Sanchez, 2023; Carvajal & Sanchez, 2024; Sanchez, 2023b; Sanchez, et al., 2024b; Sanchez, Sanchez & Sanchez, 2023). There is hardly any evidence in the literature which shows in-depth understanding about individual-level innovation among production-line workers. This research lays a prospect to the managers of manufacturing concerns to make efforts for businesses to attain competitive edge and effectively deal with individual-level innovation.

In addition, companies have a wealth of untapped knowledge inside their workforce that is either dormant or restricted to specific employees or departments. This knowledge can be found, preserved, and made available to the

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larger workforce with the correct management structures in place, providing significant commercial benefits. Companies or institutions retain their past performance by acquiring and storing their employees' expertise. Furthermore, disseminating this knowledge throughout the firm informs employees about previous efforts that increase performance or better guide current plans. To reach the purpose of knowledge management, businesses must support and promote a learning and development culture, providing an environment in which employees are encouraged to share information in order to improve the collective workforce. As a person works for a company, his/her knowledge and skill set expands. As a result, employees generally retire with a wealth of experience that the organization must extract through efficient knowledge management systems to minimize disruption and prevent worker knowledge gaps. When employees change positions within a company, they must learn new skills and acquire new knowledge. Efficient knowledge management techniques make it easier to deliver this information, resulting in a smooth transition from one position to another.

Because of the increasing degree of competition in all industries, organizations are turning to knowledge management to achieve a competitive advantage. The organizational designs and modular products that support the organization's knowledge management activities are reflected in Knowledge Management Infrastructure. KM Infrastructure has two components: social KM Infrastructure and technical KM Infrastructure. Human resources, organization, and culture are all components of social knowledge infrastructure (Abualoush et al., 2018). Technical KM Infrastructure consists of components, devices, information technology, and physical infrastructure. The characteristics of KM Infrastructure demonstrate that it provides an infrastructural environment that supports or underpins knowledge management activities. As a result, the two components of knowledge management infrastructure are important determinants of organizational performance.

A study about knowledge management infrastructure, organization innovation and performance of basic educational institutions is deemed timely and important. The significance of the study lies on still a limited research conducted among educational institutions regarding the variables mentioned. This dissertation could help basic educational institutions manage and optimize their knowledge, improve their innovation capability, and improve their organizational performance by imparting relevant and essential information. The study's findings are considered valuable in establishing and providing strong evidence that knowledge management infrastructure is critical in improving an organization's innovation and performance. Likewise, the study intends to make important recommendations for future research. According to related research, knowledge management has assisted organizations in providing relevant and better services, reducing time and operational costs, improving organizational learning, and maintaining competitive advantage. Improved organizational learning improves an organization's ability to respond to changes and fosters innovation.

Objectives

This study aimed to contribute to the field of knowledge management and provide relevant research on its application to enhance public school administrations' innovation and performance.

Specifically, the research intended to achieve several objectives:

1. Described the profile of the teachers and school administrators in terms of:
    1.1 classification
    1.2 length of service
    1.3 educational attainment
2. Determine the knowledge management infrastructure in terms of organizational culture, organizational structure, information technology, pay and job security, social, supervisory and growth satisfaction;
3. Determine organizational innovation in terms of innovation leadership, innovation personal, feedback environment, feedback personal and feedback interpersonal;
4. Determine the organizational performance in terms of financial perspective, internal process perspective, client's perspective, learning and growth perspective;
5. Test the significant difference on the three variables mentioned when grouped according to profile variables; and
6. Propose an institutional development plan base on the result of the respondents.

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METHODS

Research Design
A quantitative-descriptive method was utilized in the study that aims to collect measurable data that can be used to analyze a population sample statistically. An adapted survey questionnaire was utilized to determine the knowledge management infrastructure, the organization innovation and the performance of basic educational institutions Batangas province.

Population of the Study
The study involved 83 public school administrators and 217 preschool teachers. They were chosen for the collection of data for they were the best to be involved in the study with their experiences on the leadership style, work culture and motivation in the basic educational institutions in Batangas Province.

Data Gathering Instrument
An adapted survey questionnaire, which has been validated and subjected to reliability test, was utilized as an instrument in the study. The research tool was used to determine the knowledge management infrastructure, the organization innovation and the performance of basic educational institutions. Hence, the questionnaire surpassed the following steps to achieve its reliability and validity:

The instrument was validated by experts and underwent pilot testing and statistical analysis to measure its reliability. Cronbach's alpha analysis was utilized to measure the internal consistency of the survey questionnaire. After the construction and validation of the research instrument, the researcher requested permission from the selected private schools in Batangas City to permit instrument administration. Google forms which include the statement explaining the purpose of the study were sent using different online platforms. The researcher also gave assurance to the respondents that whatever information they give will be strictly confidential.

The responses of the respondents were automatically recorded on Google forms once the questionnaire was administered. The replies were collated and counted by the researcher. The statistician was then notified of the findings. Quantitative techniques were utilized in gathering data needed for the study. The researcher prepared an adapted and modified questionnaire that suite the need for the problem. Data were collected from public school teachers using the validated questionnaire distributed through Google forms.

The research questionnaire of the study was validated by the experts and then measured its reliability using Cronbach's Alpha. Based on the results, research questions to determine the knowledge management infrastructure, organization innovation and the performance among basic educational institutions such as organizational structure, feedback environment and feedback personal with the Cronbach's Alpha value of >.70. In addition, organizational culture, information technology, pay/ job security, social, growth satisfaction, innovation/personal, feedback interpersonal, financial perspective and internal process perspective are good with the Cronbach's Alpha value of >.80. Moreso, supervisory, innovation/leadership, client's perspective and learning and growth perspective are excellent with the Cronbach's Alpha value of >.90. lastly, in terms of supervisory, innovation/ leadership, client's perspective and learning and growth perspective are excellent with Cronbach's Alpha value of >.90. It only shows that the research questionnaire is valid for utilization.

Data Gathering Procedure
In the study, the use of questionnaire was highly utilized as a method of data collection. Each teacher was asked to complete a four-part questionnaire. The first part of the questionnaire collected the demographic characteristics of their personal and professional profile. The personal profile included the following characteristics such as classification, educational attainment and length of service, the second part is the knowledge management infrastructure, the third part is organization innovations, and the fourth part is the performance among basic educational institutions.

The instruments included a cover letter explaining the purpose of the research, which was distributed to the respondents of the study. The questionnaires will be distributing by email, online and personal delivery.

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Data Analysis

To perform data analysis, different statistical tools were used. Frequency distribution to describe the profile of the respondents in terms of classification, length of service, educational attainment and area. The study is conducted to determine the knowledge management infrastructure about its domain in terms of organizational culture, structure, information technology, pay, job security, social, job satisfaction, supervisory and growth satisfaction.

Weighted means and ranking were used to calculate the average value of data. The data were tested the normality and the result of Shapiro-Wilk. Test revealed that p-values of two major variables are less than 0.05 which means that the data set is not normally distributed. Mann Whitney U test and Kruskal Wallis to test the significant difference of responses on the three variables mentioned when grouped according to profile, Spearman rho was used to test the significant relationship between knowledge management infrastructure, organization Innovation and performance among Basic Educational Institution.

The following Likert Scale was used in assessing the variables: 3.50 – 4.00- Great extent, Above Average, 2.50 – 3.49- Moderate Extent, Average; 1.50 – 2.49- Slight Extent, Below Average; 1.00 – 1.49 – Not at All. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.01.

Ethical Considerations

Ethics has become a foundation for performing a productive and meaningful study. As a result, researchers' ethical behaviors are thoroughly reviewed to ensure that no ethical difficulties are overlooked. The researcher is responsible for safeguarding the respondents, which includes getting permission, and confidentiality and privacy.

This study was guided by the Republic Act 10173 or the Data Privacy Act of 2012. Data privacy is an individual's right to not have his/her private information disclosed, and to freely live from surveillance and intrusion. The Data Privacy Act of 2012 is the policy of the State to protect the fundamental human right of privacy, of communication while ensuring the free flow of information to promote innovation and growth. For this study, the ethical considerations include data privacy consent, collection, use, recording, storing, organizing, consolidation, updating, processing, access to transfer, disclosure or data sharing of the respondents' personal and sensitive personal information.

RESULTS AND DISCUSSION

Table 1
Percentage Distribution of the Respondents' Profile

Classification	Frequency	Percentage %
Classroom Teacher	217	72.3
Administrator	83	27.7
Educational Attainment		
College Graduate	46	15.3
With Masteral units	111	37.0
Masteral Graduate	102	34.0
With doctoral units	30	10.0
Doctoral Graduate	11	3.7
Length of Service		
Less than 12 months	5	1.7
1 – 2 years	14	4.7
3 – 4 years	45	15.0
5 years and above	236	78.7

Table 1 shows that the majority of the participants were classroom teacher with the frequency of 217 or 72.3 percent which was expected since teachers are more than school administrators in the entire region. Administrators accounted to 27.7 percent.

Participation in school development and innovative decisions by teachers foster an exciting culture in the classroom (Carvajal, et al., 2024b; Carvajal, Sanchez & Amihan, 2023; Sanchez, 2020; Sanchez, et al., 2024c). It

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improves teamwork in school. It is also feasible for parents to engage in this process, which means that decision-making participation (Dutt & Kusumawati, 2019). The teacher acts as a link between parents and administration, allowing them to communicate and potential problems to be resolved before they arise (Cepeda & Vera, 2021; Paraiso, et al., 2024; Regala, 2024; Salendab, et al., 2024b; Sanchez, 2022; Sanchez, et al., 2024d).

In addition, train a core group of teachers to take on more responsibilities. Allow teachers to shadow administrators and learn through observation so that they can devote a specific amount of time during the day to following the principal, taking notes, and recording questions (Soe & Aye, 2020).

In terms of educational attainment, the results revealed that 111 respondents or 37.0 percent attained masteral units, followed by 102 respondents as masteral graduates which garnered 34.0 percentage, 46 respondents or 15.3 percent were college graduates, 30 respondents are with doctoral units and the remaining eleven respondents or 3.7 percent were the doctoral graduate. It is no surprise that most of the respondents have their masteral units since the Civil Service Commission mandated that the education requirement must have a master's degree.

Pursuant to CSC Resolution No. 1501478 promulgated on 11 December 2015, the Commission adopts the following policies on the qualification standards for appointment to division chief and executive/managerial positions in the second level; the qualification standards for appointment to division chief and executive/managerial position in the second level shall be education, experience, training and eligibility. CES/CSE eligible shall likewise be considered to have met the master's degree requirement for purposes of meeting the education requirement for division chief and executive/managerial positions. RA 1080 eligible shall be exempt from the master's degree requirement for division chief and managerial positions the duties and responsibilities of which involve practice of profession or belong to the same occupational group or functionally related positions as that of the professions regulated by bar or board laws. Furthermore, in terms of Length of Service, the table shows that 236 respondents or 78.7 percent have five years and above in service, closely followed by 45 respondents with three to four years. The retention of quality teachers is one of the multiple predicaments an educational system faces. Every teacher must make up their mind what their career means to them and how to best serve them in their care. And there are always a whole lot of deeply personal outside factors that enter the decision (Dutt & Kusumawati, 2019).

Furthermore, in terms of Length of Service, the table shows that fourteen respondents or 4.7 percent were one to two years in service, and 1.7 percent or five respondents were less than 12 months, who were newly hired teachers assigned in preschool. Beginning teacher mentorship is an important part of the entrance of new teachers into the profession. It facilitates the required linkages between theory and practice, fosters the professional and personal growth of starting teachers, and provides chances for professional development for the mentor teacher. Old and well experienced teachers can assist their colleagues in growing by sharing their knowledge. It boosts the confidence of the person offering his or her knowledge on a specific specialty while also assisting the recipient in learning from a different perspective.

Table 2
Summary Table on Knowledge Management Infrastructure

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Organizational Culture	3.80	Strongly Agree	1
2. Organizational structure	3.08	Agree	7
3. Information technology	3.51	Strongly Agree	5
4. Pay/ Job security	3.36	Agree	6
5. Social	3.52	Strongly Agree	4
6. Supervisory	3.53	Strongly Agree	3
7. Growth Satisfaction	3.67	Strongly Agree	2
Composite Mean	**3.50**	**Strongly Agree**	

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

Table 2 presents the summary table on knowledge management Infrastructure. The composite mean of 3.50 indicates the building knowledge management infrastructure, it indicates the general agreement of the respondents to

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the indicators such as organizational culture, organizational structure, information technology, pay and job security, social, supervisory and growth satisfaction. The respondents strongly agree in almost all the indicators given. All indicators were almost rated strongly agreed and the respondents are motivated the Knowledge management is a critical strategic asset in firms, particularly in the basic educational institutions. It enables the company to employ innovative methods of acquiring and managing knowledge. Management infrastructure is regarded as the bedrock of knowledge management, and it reflects the culture, structure, information technology infrastructure, common knowledge, and physical environment of the organization (Panda & Rath, 2021). According to Masa'deh, et al. (2017), many businesses lack the ability to extract and transfer knowledge due to poor procedures and inadequate infrastructure for managing knowledge.

Regarding in organizational structure, although the respondents also agreed that schools like many other organizations, have regular organizational structures. They have a clear structure and boundaries that define which staff or departments are responsible for specific responsibilities associated with school operations. A school's organizational structure, like that of a corporation or a nonprofit organization, specifies who reports to whom and who is responsible for what. Administrators are often in charge of overall school operations and oversight, while teachers are separated into teams depending on grade levels or academic subject areas. They also have office workers and support staff to carry out numerous school-related activities. A school's organizational structure frequently includes members of the administration, licensed and unlicensed support workers, and teachers. A principal in charge of the entire school and one or more assistant principals are common members of the administration. Administrators oversee student and teacher supervision and make school-wide decisions, sometimes in consultation with teachers and other staff members. The administrative staff of a school is in charge of developing and enforcing school rules as well as district-level policies, rules, and processes. Administrators are also responsible for ensuring that teachers are effectively teaching the appropriate curriculum to students.

Organizations will gain a competitive advantage by applying knowledge in an efficient and correct manner. The presence of KM skills is required to facilitate knowledge management. These competencies aid in knowledge production by integrating/combining various resources and activities that improve competitive advantage, KM effectiveness, and organizational effectiveness.

Furthermore, as traditional models struggle to effectively address the needs of education in the new millennium, leadership structures that disperse leadership influence and allow teachers to have a bigger role in the leadership of the school, are slowly being introduced. His study looks at the reorganization of school leadership at a school that was transitioning from a standard elementary school to an Edison charter school, as well as the impact of the new organizational structure on teacher leadership. Over a four-year period, qualitative data were collected during annual visits to conduct over 50 interviews with district administrators, school administrators, teachers, and school support workers. According to the research findings, the structure developed at the Edison school was significantly different from standard school leadership structures in that it successfully diffused leadership influence and strengthened the character and scope of teacher leadership.

Table 3
Summary Table on Organization Innovation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Innovation/leadership	3.47	Agree	1
2. Innovation/personal	2.98	Agree	5
3. Feedback/environment	3.05	Agree	3
4. Feedback/personal	3.00	Agree	4
5. Feedback/interpersonal	3.25	Agree	2
Composite Mean	**3.15**	**Agree**	

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

Table 3 presents the summary table on Organization Innovation. The composite mean of 3.15 indicates the general agreement of the respondents to the indicators such as innovation/leadership, innovation/ personal, feedback/

environment, feedback/ personal and feedback/ interpersonal. Looking closely with each sub domains, the items are All forms of innovation. It is an investment with long-term returns in many ways. When a company's leadership is eager to prioritize quick returns, however, some of the most important innovations can be overlooked or dismissed relatively quickly. Identifying who is accountable is one of the most pressing innovation challenges in any institutions. There is no motivation to succeed if there is no sense of responsibility or ownership. There are numerous approaches to addressing the innovation challenges, but one consistent theme emerges: enablement. When leaders are afraid or unwilling to invest resources and time, they prevent a bottom-up culture in which new ideas can be generated, tested, and brought forward. For many firms, innovation is a critical source of growth and a significant determinant of competitive advantage. To achieve innovation, many different actors must work together and integrate activities across expert functions, knowledge areas, and application contexts. The ability of an organization to innovate is required for the effective use of imaginative resources and new technology. In contrast, the introduction of new technology frequently confronts businesses with complex opportunities and problems, leading to changes in managerial practices and the formation of new organizational structures.

Each organization has a leader who serves as a spark for his team to achieve the vision and purpose. However, the success of a certain educational organization is not solely dependent on the top leadership. The role of middle leaders should not be overlooked since they are relatively near to the followers. The topic coordinators are the middle leaders in this study in the educational context (Tavassoli & Karlsson, 2016) . They not only safeguard the continuity of the structure and education system, but they also serve as middle leaders. They have the ability to persuade their subordinates, primarily teachers, to turn to the organization so that they will be more sensitive and collaborate to solve all of the changes in our educational system. Some middle leaders in schools are more creative, imaginative, and effective at accomplishing their objectives, but others suffer several barriers and difficulties along the way. In this scenario, the motivation element is said to be capable of encouraging individuals to act in order to achieve their objectives. Motivation is frequently associated with achieving excellence in performance, whether it is individual performance or organizational success. As a result, school leaders should focus on the aspects of motivation of the middle leaders because they are the key to the school's success and the country's human capital. In order to face the upgrading of living paradigms in the twenty-first century, school leaders must take the initiative to create potential middle leaders, particularly in the psychological component of the organization. who believe that a leader should focus on his followers' psychology as it measures individual behavior, specifically to identify how his followers influenced organizational effectiveness. As a result, educational organizations should play a more complete role, rather than simply producing products to fulfill the needs of industrial markets. To ensure the quality of human capital developed, school leaders should focus on the organization's input (feedback) and process (feedback environment). Setting up a feedback environment in the workplace is thus important in developing middle leaders who are devoted and motivated. This is due to the belief that feedback at work influences the establishment of an individual's self-efficacy.

Furthermore, the feedback deliverer must learn to convey the message, including the aim and mood, when offering feedback This happens because feedback based on followers' workforce approach is thought to have a larger influence on employee performance because it assists individuals in meeting their goals. Furthermore, individuals will be happy with the input they get if the feedback is beneficial to in this study, favorable feedback is defined as the frequency with which employers replied positively to their followers. Positive feedback involves compliments, encouragement, and assistance offered to followers in order for them to thrive in their careers.

Furthermore, principals readily expressed the school's aims and purposes, but face-to-face encounters were the most difficult for them. The principal's poor interpersonal communication influenced teachers' mental and physical states, such as despair, low self-esteem, feelings of incompetence, and seeking other job. Teachers were inspired to deliver more than 100% effort when their principals displayed strong interpersonal communication abilities. Teachers' attitudes toward their leader were reflected in their attempts to execute their duties.

Table 3 identifies the organizational performance in terms of financial perspective. It can be seen that the respondents agreed on all indicated items as evidenced by 3.42 weighted mean. Among the items cited, school supports policies that aim to improve the effective and efficient use of resources got the highest weighted mean score of 3.53. In our school, led by the principal, we adhere to policies in order to achieve our goals for the school and our students. In accordance with the spirit of autonomy in education management and policies for implementing school-based management (SBM), education providers, particularly schools, are expected to be responsible for executing school programs and maintaining the quality of all elements of education delivery.

Table 4
Summary Table on Organization Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Financial Perspective	3.42	Agree	4
2. Internal Process Perspective	3.56	Strongly Agree	2
3. Clients Perspective	3.46	Agree	3
4. Learning and Growth Perspective	3.60	Strongly Agree	1
Composite Mean	**3.51**	**Strongly Agree**	

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

Table 4 presents the summary table of the respondents' organization performance. They strongly agreed on internal process perspective (3.56), learning and growth perspective (3.60), client's perspective (3.46), and financial perspective (3.42).

Summary results revealed strong agreement, in terms on learning and growth perspective and internal process perspective. The respondents agreed in clients perspective, the only way to genuinely understand what consumers or clients want, need, and value is to have organized, frequent dialogues with them in which they feel entirely free to communicate their actual sentiments and opinions. It is hard for a leader to truly build a compelling vision and drive a team to achieve major change unless they understand the reality of their present performance through the eyes of their consumers. For a school, this includes having structured conversations with parents and students to understand the various needs, how they measure and perceive performance in relation to those needs, and then using that structure to measure current performance across a broader distribution of parents and students. Once you have a clear understanding on how clients (parents and children) perceive the value of the service you provide, you must measure it periodically and utilize the data to drive improvement. Changes will be made by teachers, department heads, and administrators to the essential processes involved in learning, communication, administration, and others that ultimately decide the results. They cannot be certain that these adjustments are producing the desired outcomes unless they conduct frequent measurements.

According to Nandal (2019), the efficacy of an organization is measured by its performance. organization as a whole to address the needs of each group involved through deliberate and continual efforts boost the organization's ability to attain its goals goals. According to Paliszkiewicz (2019), organizational performance is a description of the level of achievement for task implementation in an organization, in an effort to execute the organization's goals, mission, objectives, and vision.

Organizational performance is characterized in terms of job quality, effective employee decision making, and better processes. Management-employee relationships, a wide range of products and services, innovations, market shares, and employee participation abilities to address problems swiftly and novel product development approaches. The research demonstrates that, while innovation is risky and success is not assured, its adoption improves performance. It backs up the notions of timing and resource dependence theories that organizations are adaptive systems that require change to function well.

Table 5
Difference Responses on Knowledge Management Infrastructure When Grouped according to Profile

Classification	λ^2_c / U	p-value	Interpretation
Organizational Culture	8592.5	0.465	Not Significant
Organizational structure	7756.5	0.061	Not Significant
Information technology	7239	0.007	Significant
Pay/ Job security	7448.5	0.010	Significant
Social	7644.5	0.027	Significant
Supervisory	8002.5	0.087	Not Significant
Growth Satisfaction	8314	0.267	Not Significant

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Educational Attainment

Organizational Culture	2.177	0.703	Not Significant
Organizational structure	9.367	0.053	Not Significant
Information technology	14.507	0.006	Significant
Pay/ Job security	6.727	0.151	Not Significant
Social	8.998	0.061	Not Significant
Supervisory	3.153	0.533	Not Significant
Growth Satisfaction	11.576	0.021	Significant

Length of Service

Organizational Culture	5.161	0.160	Not Significant
Organizational structure	1.483	0.686	Not Significant
Information technology	0.995	0.802	Not Significant
Pay/ Job security	1.558	0.669	Not Significant
Social	3.661	0.300	Not Significant
Supervisory	1.973	0.578	Not Significant
Growth Satisfaction	4.284	0.232	Not Significant

Legend: Significant at p-value < 0.05

Table 5 presents the comparison of responses on knowledge management when grouped according to profile. It was observed that there was significant difference on information technology (p = 0.007), pay/job security (p = 0.010) and social (p = 0.027) when grouped according to classification. This was noticed since the obtained p-values were less than the alpha level, thus the responses differ significantly. From the descriptive statistics, it was found out that administrator have greater assessment on the above variables.

As the educational attainment, there were significant difference observed on organizational culture (0.703), organizational structure (0.053), information technology (0.006), pay/job security (0.151), social (0.061), supervisory (0.533) and growth satisfaction (0.021) since the obtained p-values were less than 0.05 alpha level. The result shows that the differ statistically and was found out that respondents from the basic educational institutions have high level of management infrastructure.

It was also observed that there was significant difference in information technology and growth satisfaction when grouped according to educational attainment. This significant difference lies on those who finished doctoral degree which is supported by the post hoc test conducted. As to educational attainment there was a significant observed, because some of the administrators and teachers who have been in service for a long time are not very competent in the field of current technology, including the usage and new systems that are employed today. Many of them still do not understand how to utilize and operate contemporary technologies. Their system is frequently not upgraded as frequently as their software.

According to Smith (2016), teachers are increasingly required to use and be proficient with educational technology in the classroom. At the same time, teachers' earlier experiences with new technology may not always correspond to these expectations. The introduction of educational technologies into pre-service teacher education programs is the solution to this difficulty for many teacher education programs.

Technology is a relatively new marvel in daily lives that has taken off. Technology makes even the most challenging activities easier and more efficient. In education, technology has enabled the instant transmission of knowledge as well as faster and more effective communication. Furthermore, technology has enabled kids to be engaged and learn in ways they never could in a traditional classroom setting.

Moreover, to Methot (2016), as most of their schools turn to technology to aid and assist in classroom instruction, school administrators and educators must adapt. 1:1 technology is extremely beneficial to any school or classroom. Teachers may truly differentiate and adapt lessons to match the requirements of their pupils thanks to the usage of technology. With the implementation of the new Common Core State Standards and the complete adoption of the new appraisal process by the state of Illinois, 1:1 technology and being technologically savvy are vital skills for educators, but even more so for pupils. The purpose of this study was to demonstrate how technology can improve student academic achievement and motivation in the classroom.

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Table 5 displays the comparison of responses on organization innovation when grouped according to profile variables. From the result, it was observed that there was significant difference on feedback / environment since the resulted p-value of 0.000 was less than the prescribed alpha level. This means that the responses vary statistically and based from the post hoc test conducted, it was found out that those who earned doctoral degree rated feedback/environment higher compared to others.

Table 6
Difference in Responses on Organization Innovation When Grouped according to Profile

Classification	λ^2_c / U	p-value	Interpretation
Innovation/leadership	8953	0.934	Not Significant
Innovation/personal	8544	0.489	Not Significant
Feedback/environment	8293.5	0.279	Not Significant
Feedback/personal	8649.5	0.585	Not Significant
Feedback/interpersonal	8783	0.733	Not Significant
Educational Attainment			
Innovation/leadership	1.312	0.859	Not Significant
Innovation/personal	7.249	0.123	Not Significant
Feedback/environment	21.757	0.000	Highly Significant
Feedback/personal	5	0.287	Not Significant
Feedback/interpersonal	2.483	0.648	Not Significant
Length of Service			
Innovation/leadership	3.792	0.285	Not Significant
Innovation/personal	2.256	0.521	Not Significant
Feedback/environment	2.073	0.557	Not Significant
Feedback/personal	1.851	0.604	Not Significant
Feedback/interpersonal	3.194	0.363	Not Significant

Legend: Significant at p-value < 0.05

As the length of service, there were no significant difference observed on innovation/ leadership (0.285), innovation/ personal (0.521), feedback/ environment (0.557), feedback/ personal (0.604), and feedback/ interpersonal (0.363) since the obtained p-values were 0.05 alpha level. The result shows that the differ statistically and was found out that respondents from the basic educational institutions have high level of management organization innovation. According to Volberda (2019), Academic performance and willingness to learn are expected, appreciated, and rewarded in a school culture where students and instructors work effectively together. Better academic accomplishment arises from an environment in which students grow to appreciate learning for the sake of learning. The school is a specific social space where education, training, and personality development of children who are the future assets of a society are built and managed through correct training techniques, appropriate physical space, and a pleasant psychological environment (Sahibzada, 2020). Students in the process of socialization require a healthy environment and role models in order to improve their performance. As a result, clean, quiet, and comfortable environments are crucial components of the learning environment (Kumar, 2022). Furthermore, any concerned educationalist should make building an ideal learning environment a goal because being comfortable should be a mix of several aspects such as temperature, lighting, and noise management, among others.

According to Akram (2018), for many firms, innovation is a vital source of growth and a crucial determinant of competitive advantage. To achieve innovation, many different actors must work together and integrate activities across expert functions, knowledge areas, and application contexts. Thus, organizational creation is critical to the innovation process. The ability of an organization to innovate is required for the effective use of imaginative resources and new technology.

As seen from the result in table above, there was a significant difference on internal process perspective when grouped according to classification because the computed p-value of 0.000 was less than the alpha level. This implies that the responses differ and was found out that administrator have greater assessment on this factor.

Table 7
Difference in Responses on Organization Performance When Grouped according to Profile

Classification	λ^2_c / U	p-value	Interpretation
Financial Perspective	8144	0.185	Not Significant
Internal Process Perspective	6667	0.000	Highly Significant
Clients Perspective	8940	0.917	Not Significant
Learning and Growth Perspective	7748.5	0.044	Not Significant
Educational Attainment			
Financial Perspective	5.683	0.224	Not Significant
Internal Process Perspective	8.34	0.080	Not Significant
Clients Perspective	8.403	0.078	Not Significant
Learning and Growth Perspective	10.278	0.036	Significant
Length of Service			
Financial Perspective	4.593	0.204	Not Significant
Internal Process Perspective	4.398	0.222	Not Significant
Clients Perspective	1.775	0.620	Not Significant
Learning and Growth Perspective	0.596	0.897	Not Significant

Legend: Significant at p-value < 0.05

Internal Process is a measure of a company's capacity to meet customer demands and expectations through internal procedures, products, and services. Further, there was also significant difference on learning and growth perspective (p = 0.044) when grouped according to educational attainment. Result reveals that the responses were focused more on those who earned doctoral degree. Investing in highly educated people, in addition to core task performance, increases the chance of these favorable results. A Masteral degree appears to promote broader work ideals that are favorable to organizational performance. An organization can feel more confident that by utilizing education as an indicator during the selection process, they are using a measure that predicts many aspects of overall job performance. Organizations often use education as a measure/indicator of a person's skills and abilities during the selection process.

As the length of service, there were no significant difference observed on financial perspective (0.204), internal process perspective (0.222), client's perspective (0.620), and learning and growth perspective (0.897) since the obtained p-values were 0.05 alpha level. The result shows that they differ statistically and was found out that respondents from the basic educational institutions have high level of organization performance.

To remain competitive in today's market, organizations require much more than people who can complete core job tasks; they require people who will go above and beyond for the organization while refraining from engaging in behaviors that are counterproductive to the organization's functioning. We can state that the impact of company culture on employee behavior and performance is founded on four key concepts (Jafri H (2018). For starters, understanding the organization's history and functioning allows employees to comprehend the organization's history and functioning. This knowledge provides insight into anticipated future behavior. Second, organizational culture increases devotion to the philosophy and values of the organization. This dedication fosters a sense of community in the pursuit of similar goals. It means that only when employees share values can organizations achieve higher success. Third, corporate culture acts as a control mechanism, directing actions toward expected behaviors and away from undesired behaviors. This can also be accomplished through recruiting, selecting, and retaining employees whose values align with the organization's ideals. This organizational culture may be directly related to higher efficiency and performance than others.

According to Obeidat (2018), among the faculties who work in various colleges and universities, to understand, how the retention strategies adopted by the institutions would affect the length of their service. A well-structured questionnaire is used for the data collection. The study shows that all factors except work life balance play very important role in length of service of faculties in colleges and universities. The faculties believe that they have a longer

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stay in the organization due to the good working environment and for providing good training and development. It is found that as the length of service is increasing, the faculties become unhappy with the appraisal system, the recognition and reward system and that the superior support is not an important factor for their stay in the organization.

Conclusion

Majority of the respondents were classroom teachers, with master's degree, and with five years of service. The knowledge management infrastructure is determined by assessing the organizational infrastructural environment of basic educational institutions in terms of culture, structure, technology, job/security, social, supervisory and growth satisfaction. All indicators were almost rated strongly agreed and the respondents are motivated. Results on basic educational institutions' organizational innovation reveal that leaders favorably recognized those who tried innovative things even if they fail. The results denote that selected private educational institutions are well-prepared with innovation development plans despite rapid changes in their environment. The basic educational institutions have high organizational performance in learning and growth perspective, and internal process perspective aspect and respondents rate the financial perspective lowest. There is a significant difference on knowledge management infrastructure, organization innovation, and performance when grouped according to profile in terms classification in organizational culture and in educational attainment which is the feedback environment and financial perspective.

The better the innovation of the organization, the better is the organization performance and the better the knowledge management, the better is the organization performance except on organizational structure and internal process perspective. An institutional development plan was formulated to enhance the knowledge management infrastructure, organization innovation and the performance of basic educational institutions.

Recommendations

The school principal may strengthen the knowledge management infrastructure and teachers may focus on organizational structure, such as respondent decision making to helps to bring external systems like chat, commenting, and analytics into knowledge management platform. In order to promote innovation and performance, they may enhance their knowledge management infrastructure. The Department of Education may provide additional incentives and training programs to encourage the use of knowledge management infrastructure. A well-structured reward program encourages employees to share information with their coworkers, which improves the organization's overall job performance.

The findings suggest that the school administrators' firms may manage their knowledge in order to increase their creativity and performance. This means that basic educational institutions must recognize the importance of knowledge processes. The school principal and teacher organizations may establish, organize, and manage knowledge repositories correctly so that individuals may readily access and learn from them.

The proposed institutional development plan for the management of the school may be tabled for discussion and implementation. Future researchers may conduct similar study but focusing on different variables like customer relationship management.

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