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The Relationship between Organizational Culture and Knowledge Management

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Abstract- Numerous studies have examined the relationship between organizational cultures; knowledge management, organizational performance and competitiveness, merely a handful of studies have examined the relationship between a specific organizational culture and knowledge management. There is little research done on the relationship between organization culture and knowledge management in the private universities in Malaysia. Therefore, the purpose of this study is to gain an understanding of the relationship between organizational culture and knowledge management among employees in an academic environment. A total of 322 employees in MMU in Malaysia participated and completed the survey, comprised of 28 questionnaire items related to these two constructs. This research is quantitative survey design. The first hypotheses relationship between existing organizational culture and knowledge management among employees in the MMU at the 0.01 level has negative correlation. For hypothesis 2, the outcome showed that there was strong positive relationship between preferred organizational culture and knowledge management. For hypothesis 3, data analysis shows there is a significant relationship between age group in terms of their existing organizational culture, preferred organizational culture and knowledge management within MMU. The results of Pearson correlation showed that, there is not relationship between gender (male and female) in terms of their existing organizational culture and preferred organizational culture within MMU. But outcome illustrates that there is relationship between gender (male and female) in terms of knowledge management within MMU. However, there is a relationship between level of education in terms of their existing organizational culture and preferred organizational culture and knowledge management within MMU. The results of One-way ANOVA demonstrated that there is a significance relationship between years in university in terms of their existing organizational culture and preferred organizational culture. But the result showed that, there is no significant relationship between employees year in university in terms of their knowledge management at MMU.

Keywords: Knowledge management; Organizational culture

1. INTRODUCTION

Nowadays, organizations are developing in an external environment characterized by fast technological change, globalization, and growing competition. In obtaining competitiveness, knowledge has become more significant for organizations than market position, technology, financial resources, or any other company asset [1]. Knowledge management has captured the attention of theorists and practitioners, who have defined it from many perspectives. The basic problem in defining and understanding knowledge management is the lack of consensus in the definition of knowledge [2].

Indeed, a review of the literature on knowledge management revealed a lack of consistency that arises mainly from differences in epistemological perspectives on knowledge [3]. Three different conceptualizations of knowledge have been identified in the literature: (a) knowledge as an object, (b) knowledge as residing in individuals' minds, and (c) knowledge as being socially constructed.

Knowledge as an Object- The conceptualization of knowledge as an object presumes that knowledge exists outside of individuals [4]. In fact, it limits knowledge to information, which is data that have been planned in a circumstance applicable to the user. Consequently, knowledge management performs really consist of information management.

The problem with such approaches is that they do not account for the values and needs of organizational members. Databases and other storage media will be utilized merely if possible users value them. Some have disputes that organizational cultures, individual and group preferences, work practices, and a medium's symbolic properties play at least as important a role in determining media choice as the medium's technological properties [5].

Cognitive Perspective: Knowledge as Residing in Individuals' Minds- The most widespread epistemological viewpoint in the knowledge management literature vision knowledge as residing in the minds of individual members of the organization, who utilize cognitive processes to transform information into knowledge. Knowledge is produced through knowledge exchange, focuses on a discussion among tacit and explicit knowledge. *Tacit knowledge* has a person quality that makes formalizing and communicating it hard, whereas *explicit knowledge* is communicable in methodical language [6].

In this viewpoint, the input problem for knowledge management is to imprison and change knowledge from individuals' minds (tacit knowledge) into a form that is functional by others (explicit knowledge). Nevertheless, once knowledge is alienated from the individual experience that has assign denotation to it, it becomes information. A main statement in the importance on knowledge sharing is that if citizens are provided with technologies that make easy knowledge sharing, they will use them. Another key supposition in this viewpoint is that the amount of the knowledge possessed by persons will add up to organizational knowledge.

Social Perspective: Knowledge as Socially Constructed- The social perspective believes knowledge to be socially built, as groups of persons employ in talk and action about shared tasks or problems. In difference, the two previously discussed perspectives on knowledge ignore social processes and tend to sight technology as the means to successful knowledge management. Nevertheless, the importance of the social dimension in knowledge management is supported by numerous studies that have discovered contradictory results for the use of the same technological tools: namely, e-mail and knowledge-sharing networks.

Therefore, to consider knowledge as being within one's head is to ignore the very environment that provides meaning to that knowledge. “Any argument of knowledge in organizational settings without explicit reference to its cultural context is likely to be misleading [7]. Within this

circumstance, culture determines how organizational members allocate meaning to knowledge. More particularly, culture characters what they define as relevant knowledge.

2. LITERATURE REVIEW

The Concept of Culture in Society

The contemporary understanding of culture in society has evolved since the definition proposed by [8]Tylor in Primitive culture was first published in 1871: Culture is a complex entire which comprises knowledge, morals, beliefs, art, law, customs and any other abilities and behaviour obtained by individual as a member of society. While there are a variety of definitions of culture in the literature, Tylor's definition is compatible with most and has found some approval [9-11]. Hofstede, Pedersen, & Hofstede [12] define culture as "that which distinguishes one group of people from another", they also identify five dimensions of national culture: Identity (individualism or collectivism), hierarchy, Gender (masculinity or femininity – gender equality), truth and Virtue (short term or long term orientation) (Hofstede, 2009)[13].

Definitions of Organizational Culture

A variety of definitions of organizational culture have been proposed by different researchers over the years but no commonly accepted definition presently exists [14-16]. There is but some similarities among the different perspectives on organizational culture found in the literature. According to Pettigrew [17] the unitary notion of culture "lacks analytical bite" and he prefers to rather observe culture as "the source of… symbol, language, ideology, belief, ritual and myth". Brinkman (1999) appears to build on this concept by putting promote a knowledge based definition of organizational culture as a substance that "evolves using the economic process" and is intertwined with company technology. Seel [18] favors an increasing vision of organizational culture and defines it as the developing outcome of ongoing discussions regarding values, meanings and proprieties between the members of that organization and with its condition. In terms of the a variety of definitions reviewed in this research, four common themes were identified and have been summarized in Figure 2.1 namely that culture is (1) a set of shared values, beliefs and assumptions (2) visible behavior patterns, symbols and language (3) based on technology (4) emergent, evolving with learning gained from crises. Some overlap does exist between the various author's perspectives and definitions.

Knowledge Management

This research accepts the epistemological viewpoint of knowledge as being socially constructed. More particularly, in this viewpoint, knowledge is constructed as sets of persons interrelate about shared tasks or problems. Therefore, the resulting definition of knowledge management highlights social procedures rather than the technologies often intended in an effort to support or facilitate such processes. Based on Schwandt's [1] definition of an organizational learning system, which is a "system of actions, symbols, actors and procedures that allows an organization to transform information into valued knowledge, which in turn increase its long-run adaptive ability" (p. 43), the system was operational-zed through Parson's four-faction pattern (adaptation, goal achievement, integration, and latency), resulting in four functions of the organizational learning system: the environmental interface, action/reflection, dissemination/diffusion, and meaning and memory. Consistent with Parson's (Parsons, Shils, & Smelser, 2001)[20] notion of practical prerequisites, actions within each of actions within every of these four functions of the Organizational Learning Systems Model (OLSM) should be implemented for the organization to build such knowledge.

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Consequently, knowledge management is defined as the total set of actions linked with the four collective functions, namely environmental scanning, knowledge creation, knowledge sharing, and organizational memory.

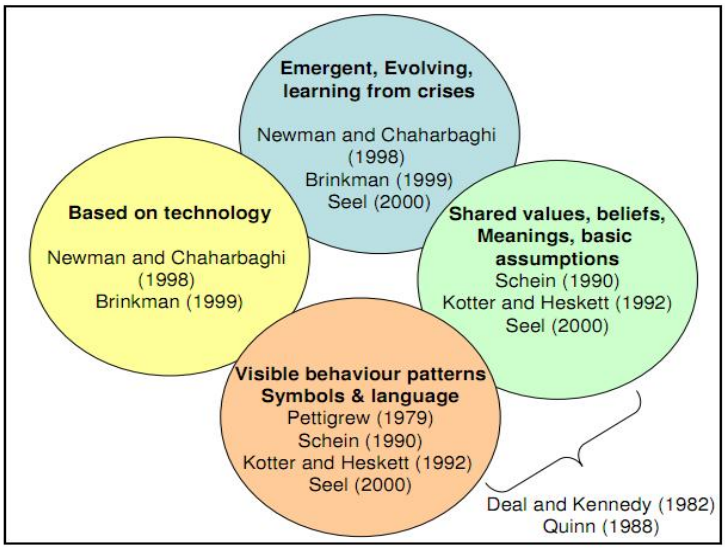

Fig.1.Summary of the organizational culture definitions reviewed [19].

The OLSM is chosen for this research because it adopts a social action perspective. It builds on Parsonian theory, increasing its ability to analyze learning processes. More particularly, it allows for the conceptualization of organizational learning as an information processing and knowledge processing system (Johnson, 2000)[21]. The focus of the OLSM on processes correlated to information and knowledge happening in the environment interface, action/reflection, and dissemination/diffusion subsystems builds it relevant and appropriate for studying the knowledge management construct. Furthermore, the OLSM enables the investigator to examine the relationship of these subsystems with organizational culture, as manifested in the meaning and memory subsystem.

The knowledge management construct is operational-zed based on the four subsystems of the OLSM. The review of the knowledge management literature revealed that all knowledge management processes fit within one of these four subsystems. In order to reflect the terminology found in the literature, knowledge management is viewed in the current study as consisting of four sets of knowledge-related actions, each associated with a different subsystem:

1. Actions within the environmental interface are referred to as *environmental scanning.*
2. Actions within action/reflection constitute *knowledge creation.*
3. Actions within dissemination/diffusion constitute *knowledge sharing.*
4. Actions within meaning and memory are referred to as *organizational memory.*

Linking Knowledge Management and Organizational Culture

In their review of the theory and research related to organizational culture, Cameron & Ettington [22] identified some theoretically based and generally assumed relationships between organizational culture and organizational outcomes. Among these, a few are directly related to knowledge management:

1. No single kind of culture is best for all environmental situations. A match has to exist among culture and setting. This proposition relates culture directly to the adaptation function that organizations must engage in order to survive. In the OLSM, this function is represented by the environmental interface subsystem, which scans or tests the environment and selects inputs to the organization (Schwandt & Marquardt, 2000).
2. Cultural change in organizations requires the conscious destruction of old procedures and structures, as well as the institutionalization of new processes and structures. Furthermore, this proposition relates cultural change to organizational processes and structures, which drop within the integration function. This function is represented by the dissemination/diffusion subsystem, which coordinates elements of the learning system (Schwandt & Marquardt, 2000). The idea of the institutionalization of these processes and structures refers explicitly to organizational memory, which plays a significant role in guiding knowledge- related processes.

The theory and investigate reviewed above focus on either knowledge management or organizational culture. Nevertheless, some aspects allow for linking these two constructs. The theory and research in environmental scanning recommend that one of the main determinants of scanning behavior is the perception of environmental uncertainty [23]. This perception is determined by assumptions concerning the environment, which is one of the five basic assumptions about which cultural models form.

Knowledge sharing is affected by the meanings that organizational members attach to groupware technology. Another determinant of knowledge sharing is the degree to which members have frequent values and a shared context for sharing knowledge, in the form of widespread experiences, vocabulary, or academic background [24]. These meanings and values are determined by one's essential assumptions, which are the building blocks of culture (Schein, 2010).

Knowledge sharing is also affected by structure. More exclusively, it is negatively influenced by a hierarchical structure [25] and positively affected by strong intra-organizational relationships. Organizations with hierarchical structures possess the assumptions, orientations, and values linked with the hierarchy culture, whereas strong relationships, similar to those of an "extended family," are typical of the clan culture [26]. Lastly, organizational memory, which is intrinsically associated to organizational culture (Schwandt & Marquardt, 2000), facilitates the learning processes within organizations by ensuring that what has been learned in the organization can be stored, shared, and updated.

Research Hypothesis

Ha1.

There is a significant relationship between the existing organizational culture and knowledge management.

Ha2.

There is a significant relationship between the preferred organizational culture and knowledge management.

Ha3.

There is a significant relationship between selected biographical variables of age, years with in university, gender, level of education and elements from:

Ha 3.1. Existing organizational culture

Ha 3.2. Preferred organizational culture

Ha 3.3. Knowledge management

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Conceptual Framework

Having gone through all of these previous investigates; this study would like to propose this innovative model of organizational culture and knowledge management.

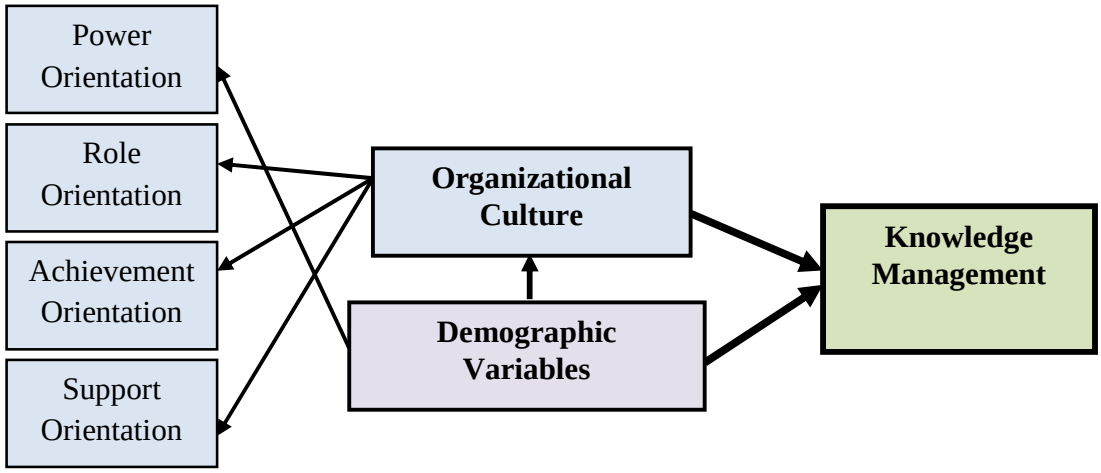

Fig.2. Conceptual model

3. METHODOLOGY

This research is quantitative survey design. Survey research design is appropriate for the study, as surveys are quick to manage, inexpensive, easily distributable to geographically dispersed workers, and provided confidentiality and anonymity.

Purpose and Objectives

The purpose of this quantitative grounded theory research is to examine the relationships between organizational culture and knowledge management processes to retain, share, and utilize mission-critical knowledge using a constructed-oriented approach. In order to reach the purpose of the study, the following objectives have been stated:

1. To identify the relationship between organizational culture and knowledge management in MMU.
2. To identify the dominant existing and preferred organizational culture within MMU.
3. To measure the extent to which the existing and preferred organizational cultures influence Knowledge management within MMU.
4. To investigate the relationship between biographical variables and organizational culture, knowledge management.

Setting and Participation

The population of this research is the total of employees in MMU. The researcher has decided to select a subset of the population to represent the whole population. A list of employees has been acquired from the official database in MMU. The sample size of this research is consisting of all employees in MMU. The sample size is determined according to Cochran's (1977) formula with population size (N) that contains 2000 respondents (http://onlinecyber.mmu.edu.my/main/index.jsp); needs 322 respondents as sample size [27].

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$$S = \frac{\frac{(t)^2\ p.q}{d^2}}{1 + \left[\frac{1}{N}\left(\frac{(t)^2\ p.q}{d^2}\right) - 1\right]} = \frac{\frac{(1.96)^2\ 0.5 \times 0.5}{(0.05)^2}}{1 + \left[\frac{1}{2000}\left(\frac{(1.96)^2\ 0.5 \times 0.5}{(0.05)^2}\right) - 1\right]} \cong 322 \quad (1)$$

Measurement and Instruments

Data for this study was collected using a survey combining two instruments: the Organizational Action Survey (OAS**)** by Johnson & Schwandt [28] and Harrison and Stokes organizational culture instrument (1992). Although this research utilizes the scales originally developed in the Western, it is possible to create the equivalence of the scales' cross-national after careful improvement, Modify and pilot testing.

Pilot Test

The initial questionnaire was piloted with 10 respondents to make sure for two aspects namely (1) any grammar or spelling mistakes, and (2) to make sure that all the questions were well understood. Data was analyzed using the Statistical Program for social Science (SPSS) version 19.0 for adjustments of several items before distributing it for the final distributing a questionnaire.

Validation of Research Instruments

Two types of validity were tested. They are face validity and content validity. This study addresses content and face validity through a review of the literature and by asking several academic professors and panel of experts consisting of management and organizational behaviour experts to judge the preliminary questionnaire to provide reviews and improvements on the content of the questionnaire. These procedures allow the researcher to develop a questionnaire that is valid in terms of its content.

Reliability of Research Instruments

The reliability of survey items was evaluated by evaluates the Cronbach alpha coefficient for the 18 items from the OAS. The reliability statistics of knowledge management is revealed in table below, and its Cronbach's Alpha is .766 which is achieving significant.

Table.1. Alpha Coefficient of Knowledge Management

Cronbach's Alpha	N of Items
0.766	18

The reliability of the organizational culture tool was determined by means of the Cronbach's alpha reliability coefficient. Both the existing power culture and the existing achievement culture have satisfactory Cronbach's alpha values (0.75 and 0.79 respectively) which show that these scales yield reliable outcomes. This corresponds very well with the Cronbach's alpha values of Harrison & Stokes (1992) summarized which showed a 0.90 value for the power culture and a 0.86 value for achievement culture. Existing support culture has a suitable reliability value of 0.66 which is lower than the value of 0.87 concluded by Harrison & Stokes (1992). The lowest reliability score was for the existing role culture with a value of 0.55, which is significantly lower than the 0.64 established by

Harrison & Stokes (1992). In terms of all the preferred organizational culture scales they all yielded satisfactory Cronbach's alpha scores.

Table.2. Cronbach's alpha coefficient scores for organizational culture scales

Organizational culture scales	Cronbach's alpha	Evaluation based on Sekaran (2000)
Existing Power culture	0.75	Acceptable
Existing Role culture	0.55	Poor
Existing Achievement culture	0.79	Acceptable
Existing Support culture	0.66	Acceptable
Preferred Power culture	0.70	Acceptable
Preferred Role culture	0.69	Acceptable
Preferred Achievement culture	0.74	Acceptable
Preferred Support culture	0.72	Acceptable

Data Analysis

For the purpose of data analysis, descriptive and inferential statistics were employed. Descriptive statistics describe phenomena of interest by creation use of bar charts and measures of central tendency to summarize the data [29]. According to Stamler, et al., [30] descriptive statistics permit the investigator to better understand the data by visualizing patterns. In this research descriptive statistics have been utilized to summarize the biographical responses, to describe the existing and preferred organizational culture, as well as to describe the Knowledge management. Pearson correlation was used to determine a linear relationship between the variables in this investigation. . In this research the one way ANOVA was used to measure significant differences in the biographical variables.

4. RESULTS

Analysis of biographical data of respondents

Table 3 demonstrates that 12 (7.1%) out of 169 participants in the MMU reported working for their university for "less than 1 year"; while 19 (11.2%) reported working for "more than 1 to less than 3 years." 99 or (58.6%) of the respondents had work experience between 4-6 years; 35 or (20.7%) reported working for "more than 7 to less than 9 years"; and at the time of the survey, 4 or (2.4%) had work experiences more than 9 years. Table.3 shows that the MMU sub-sample included 115 males and 54 females, which accounted for 68.1% and 31.9% respectively. As with the overall sample, this sub-sample was more male than female respondents in MMU. The age of the respondents is demonstrated in Table.3 showed that there were zero respondents less than 20 years of age, there were 37.3% (63) respondents in the 20 to 29 year range, 46.3% (78) respondents in the 30 to 39 year category, 12.4% (21) respondents in the 40 to 49 year group and 2.3% (4) respondents 50 years and above. As shown in Table.3, the educational level of most of the workers in MMU about 61 people out of 169 had Diploma's degree that made 36.2% of the total categories. The second highest number of respondents was Bachelor's degree with 33.7% who are working in MMU. In the meantime, 18.3% of employees had a master's degree. 3.6% of the employees had PhD degree. Only 4.1 percent of employees had other's different level of education.

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Table.3. Percentage of participants

Demographic parameters	**Percent of sample**
Gender	
Male	68.1
Female	31.9
Age	
< 20	0
20-29	37.3
30-39	46.3
40-49	12.4
>50	2.3
Educational Level	
Diploma	36.2
Bachelor	33.7
Master	18.3
Ph.D	3.6
Others	4.1
Tenure	
<1	7.1
1-3	11.2
4-6	58.6
7-9	20.7
>9	2.4

Ha1. There is a significant relationship between the existing organizational culture and knowledge management.

The Pearson's correlation coefficient was employed to assess the existence of a significant, linear relationship between the existing organizational culture scales and the knowledge management.

Table.4. Correlation between existing organizational culture and knowledge management

Correlations			
		knowledge management	existing organizational culture
knowledge management	Pearson Correlation	1	-0.382**
	Sig. (2-tailed)		.000
	N	169	169
existing organizational culture	Pearson Correlation	-0.382**	1
	Sig. (2-tailed)	.000	
	N	169	169
**. Correlation is significant at the p<0.01 level (2-tailed).			

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Table.5. Coefficients

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	2.402	.167		13.234	.000			
existing organizational culture	.203	.040	-0.382	4.248	.000	-0.382	-0.382	-0.382

a. Dependent Variable: knowledge management

From in Tables 4 and 5, it is obvious that there is a relatively slight, but significant, negative relationship between the existing culture and knowledge management ($r = -0.382$, $p < 0.01$). It is concluded that there is satisfactory evidence at the 1% level of significance that there is a negative linear relationship between the existing culture and knowledge management. Therefore, this hypothesis was not rejected.

Ha2. There is a significant relationship between the preferred organizational culture and knowledge management.

Based on the result in Table 4.6, Pearson correlation exhibits that there is a significant strong positive relationship between preferred organizational culture and knowledge management ($r = 0.754$, $p < .01$) which support our hypothesis number 2 in this research. Therefore, hypothesis 2 of this research that *there is a significant relationship between the preferred organizational culture and knowledge management in MMU* is accepted and proven to be true.

Table.6. Correlation between preferred organizational culture and knowledge management

Correlations			
		knowledge management	preferred organizational culture
knowledge management	Pearson Correlation	1	.754**
	Sig. (2-tailed)		.000
	N	169	169
preferred organizational culture	Pearson Correlation	.754**	1
	Sig. (2-tailed)	.000	
	N	169	169
**. Correlation is significant at the p<0.01 level (2-tailed).			

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If the organizational culture and knowledge management are correctly harmonized, it is useful to the performance of the MMU and thus to its service delivery. Furthermore, the fit among the existing organizational culture and worker preferences for organizational culture enhances the knowledge of staff.

Ha3. There is a significant relationship between selected biographical variables of age, gender, level of education, years with in university and elements from:

Ha 3.1. Existing organizational culture

Ha 3.2. Preferred organizational culture

Ha 3.3. Knowledge management

This hypothesis was tested using a series of ANOVA, Spearman's rho and Pearson Correlation.

Table.7. ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Existing organizational culture	Between Groups	2.410	3	.803	2.205	.059
	Within Groups	72.507	166	.364		
	Total	74.917	169			
Preferred organizational culture	Between Groups	3.411	3	.713	2.315	.072
	Within Groups	68.602	166	.421		
	Total	72.013	169			
Knowledge management	Between Groups	.534	3	.178	2.046	0.51
	Within Groups	17.313	166	.087		
	Total	17.847	169			

Table 7 illustrates that, there is a moderate significant relationship between age groups in terms of their existing organizational culture, preferred organizational culture and knowledge management. Therefore, the Hypothesis is supported.

Table.8. Correlation between Existing organizational culture and gender

Correlations			
		gender	Existing organizational culture
Existing organizational culture	Pearson Correlation	1	.364**
	Sig. (2-tailed)		.000
	N	169	169
gender	Pearson Correlation	.364**	1
	Sig. (2-tailed)	.000	
	N	169	169
**. Correlation is significant at the p<0.01 level (2-tailed).			

Table 8 illustrates that, there is a no significant relationship between gender groups in terms of their existing organizational culture. Therefore, the Hypothesis is not supported.

Table.9. Correlation between Preferred organizational culture and gender

Correlations			
		gender	Preferred organizational culture
Preferred organizational culture	Pearson Correlation	1	.241**
	Sig. (2-tailed)		.000
	N	169	169
gender	Pearson Correlation	.241**	1
	Sig. (2-tailed)	.000	
	N	169	169
**. Correlation is significant at the p<0.01 level (2-tailed).			

Table 9 illustrates that, there is a no significant relationship between gender groups in terms of their preferred organizational culture. Therefore, the Hypothesis is not supported.

Table.10. Correlation between Knowledge management and gender

Correlations			
		gender	Knowledge management
Knowledge management	Pearson Correlation	1	.759**
	Sig. (2-tailed)		.000
	N	169	169
gender	Pearson Correlation	.759**	1
	Sig. (2-tailed)	.000	
	N	169	169
**. Correlation is significant at the p<0.01 level (2-tailed).			

Table 10 illustrates that, there is a Strong relationship between gender groups in terms of their knowledge management. Therefore, the Hypothesis is supported.

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Table. 11. Correlation Between Existing organizational culture and Level of Education

Correlations			Level of Education	Existing organizational culture
Spearman's rho		Correlation Coefficient	1.000	.534
		Sig. (2-tailed)	.	.700
		N	169	169
	Level of Education	Correlation Coefficient	.534	1.000
		Sig. (2-tailed)	.700	.
		N	169	169

Table 11 demonstrates that there is a relationship between existing organizational culture and level of education with positive correlation confidence of (r^2=.007). This correlation is significant at the 0.01 level (2-tailed). Therefore, the hypothesis is confirmed.

Table 12 illustrates that, there is a significant relationship between Levels of education in terms of their knowledge management. Therefore, the Hypothesis is supported.

Table.12. Correlation between Knowledge management and Level of Education

Correlations			
		Level of Education	Knowledge management
Knowledge management	Pearson Correlation	1	.649**
	Sig. (2-tailed)		.000
	N	169	169
Level of Education	Pearson Correlation	.649**	1
	Sig. (2-tailed)	.000	
	N	169	169
**. Correlation is significant at the p<0.01 level (2-tailed).			

Reason for these outcomes could be attributed to the needs of human beings. Respondents with lower education levels showed that they prefer the support organizational culture. These workers may have "lower order needs" that they need to satisfy, for instance, safety with regards to their work [31]. Respondents have demonstrated in Table 4.20 that they prefer to job together as a team and obtain support from co-workers. This enhances the probability of a job being properly performed, and also reduces person mistake. Respondents with higher education levels have illustrated, that they prefer an achievement organizational culture. These workers may have "higher order needs" that they have to satisfy, for example, self-actualization (Watson, 2006). Respondents have demonstrated that they desire to become everything they can be through person achievement of demanding objectives that

have been set. Table 4.20 demonstrates that there are significant relationships between the biographical variables, more specifically the education biographical variables, and employee preferences of organizational culture. Ha 3.2 are therefore not rejected.

Table.13. Correlation between Preferred organizational culture and Level of Education

Correlations			
		Level of Education	Preferred organizational culture
Preferred organizational culture	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.000
	N	169	169
Level of Education	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.000	
	N	169	169
**. Correlation is significant at the p<0.01 level (2-tailed).			

Table.14. ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Existing and Preferred organizational culture	Between Groups	7.213	1	4.042	7.753	.000
	Within Groups	74.740	168	.532		
	Total	81.953	169			
Knowledge management	Between Groups	1.235	1	3.048	1.362	.248
	Within Groups	14.584	168	.489		
	Total	15.819	169			

The result of One-way ANOVA as shown in Table 4.21 (F=7.753, p=0.000) there is a significance relationship between years in university in terms of their existing and preferred organizational culture. Therefore, the hypothesis is supported. Furthermore, the result of One-way ANOVA as shown in Table 4.21 (F=1.362, p=0.024) demonstrates that there is no significant relationship between employees year in university in terms of their knowledge management at MMU. Therefore, the hypothesis is not supported.

5. DISCUSSION

The results of the study have been presented in this part together with a discussion on their implications as well as their relation to earlier study. The organizational culture at MMU was analyzed by means of the Harrison & Stokes (1992) organizational culture questionnaire. The

organizational culture was identified in terms of how the respondents perceived the existing culture to be and what kind of culture they would prefer to have in MMU.

The dominant existing organizational culture was evaluated to be the power culture (mean of 43.77). The second highest existing culture is the role culture with a mean of 39.65 as the dominant existing organizational culture. This would mean that the organizational culture is regarded as being dominating and autocratic, where power is concentrated in a few; as well as being considered as formalized and logical with a system of procedures and structures [32]. It can therefore be inferred that some of the disadvantages of a power culture for instance unilateral action and abuse of power by the manager has been tempered with some advantages of the role culture for example procedures and clear policies (Harrison & Stokes, 1992). A general characteristic of both the power and role cultures is their dependence on the employ of punishments and compensations to motivate individuals (Harrison & Stokes, 1992).

In terms of the preferred organizational culture, the dominant preferred organizational culture was assessed to be the support culture (mean of 41.94). This culture is described by excellence of job, performance for satisfaction, together with an individual obligation to the work (Harrison, 1982). A disadvantage is that workers might become disappointed if outcomes are not sustained or experience burn out due to the high pressure (Harrison & Stokes, 1992). The achievement culture is the second highest preferred organizational culture by mean of 40.72. The achievement culture is best suited to aligning the organization behind a common aim (Harrison & Stokes, 1992) and is thus suitable for the recent surroundings that MMU is facing. Most culture changes take place from role and power directions to a culture based on achievement (Harrison & Stokes, 1992).

The results of this research propose that a relationship exists between organizational culture and knowledge management. Certainly, the literature illustrates that the most popular approaches conceptualize knowledge as an object that can be divided from people, or that resides in the heads of persons, from which it can be extracted. As a result, organizational culture and knowledge management are inherently associated, and any theoretical or empirical assessment of the previous without the latter would exclude the values and assumptions that direct the knowledge management proceedings of organizations.

Although numerous definitions exist of organizational culture, they "all refer to something held in common or shared among group members: meanings, assumptions, understanding, norms, values, knowledge" [33]. Consequently, an examination of the relationship between organizational culture and knowledge management may best be viewed through the lens of knowledge as socially constructed. Such a perspective allows for relating the two constructs and observing them within the social actions in which they are both manifested.

Implications

A discuss in the research society concerns which research techniques are most efficient in measuring knowledge and culture. Some argue that quantitative techniques are best, while others favor qualitative techniques. So far, another group considers that mixed methods make available the best investigate [34-35]. This research observed the knowledge management and culture constructs within the boundaries of the modernist/functionalist viewpoint, which treats both knowledge management and culture as variables. In general, the results from this research were significant. As a result, they provide support for utilize of the OAS (Johnson & Schwandt, 1998) and the OCI (Harrison & Stokes 1992) to collect data to study the relationship between organizational culture and knowledge management.

This research adopted a perspective of knowledge as socially constructed, which directed the investigator's choice of the OLSM. This model facilitated the analysis of social actions needed for the making of knowledge. Nevertheless, the majority of research studies in the knowledge management literature focus on knowledge, examining indicators for instance (a) the size, scope, and depth of an university sources; (b) the number of individuals within different units, and departments. Results of such studies have limited application for organizations because they do not address the complex social processes concerned in knowledge management. An implication of the outcomes of this research is that a social action viewpoint is more useful and suitable when studying such methods.

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7. REFERENCES

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