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| RESEARCH ARTICLE

Organizational Culture And Knowledge Management Of Non-Teaching Personnel Of The Schools In Hubei Province

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| ABSTRACT

Non-teaching personnel play an important role in the organization of state universities and colleges, particularly in China. As public servants, they play an important role in achieving goals and must be committed to carrying out their duties with the utmost integrity and providing as honest and transparent a service as possible. Furthermore, they make an important contribution to the institution's day-to-day activity or transaction. They have a wide range of positions available, such as student learning support, administrative functions, safety and security, facilities and maintenance group, technical support expert, finance and accounting, and many more. As the 21st century opens, tertiary education is facing unprecedented challenges and the tertiary education sector must play a central role in preparing societies for new times. A major problem that is now influencing education is the significant shift brought about by the Fourth Industrial Revolution. To respond to fast change, this industrial revolution needs more competent, flexible, adaptive, and responsive human resources. The goal of this paper is to gain a better understanding of the relationship between organizational culture and knowledge management processes in HEIs through an empirical study of schools in Hubei Province of China.

| KEYWORDS

Non-Teaching Personnel, Organizational Culture, HEI, Knowledge Management

| ARTICLE INFORMATION

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1. Introduction

Non-teaching personnel play an important role in the organization of state universities and colleges, particularly in China. As public servants, they play an important role in achieving goals and must be committed to carrying out their duties with the utmost integrity and providing as honest and transparent a service as possible. Furthermore, they make an important contribution to the institution's day-to-day activity or transaction. They have a wide range of positions available, such as student learning support, administrative functions, safety and security, facilities and maintenance group, technical support expert, finance and accounting, and many more.

Human resources are an important investment and an even more important asset for any organization because they help it succeed (Imam et al., 2013). As a result, commitment is an important predictor of loyalty among non-teaching personnel in Hubei; and through this, organizational performance can manifest itself in a variety of ways. Employee performance in the workplace can be affected by the context, direction, and development of commitment, as well as the extent to which commitment influences behavior. As a result, a manager who recognizes his or her subordinates' accomplishments and involvement will make the employees more cooperative and willing to serve the organization.

The role of the HEI is more and more to create change and not (only) to respond to it. Today, universities are facing new competitive forces. We have entered an age of knowledge in which educated people and their ideas have become strategic commodities essential to our security, prosperity, and social well-being. As the 21st century opens, tertiary education is facing unprecedented challenges, arising from the convergent impacts of globalization, the increasing importance of knowledge as a principal driver of growth, and the information and communications revolution. Tertiary education is indeed central to the creation of the intellectual capacity on which knowledge production and utilization depend, and to the promotion of the lifelong-learning

practices necessary for updating people's knowledge and skills. Salmi (2002) clearly believes that the tertiary education sector must play a central role in preparing societies for new times.

We cannot properly discuss about Knowledge Management (KM) if we do not consider its relation to organization culture. Different authors underscore the importance of linking cultural and organizational factors to the implementation and sustainability of knowledge management initiatives (Davenport/Prusak 2000; De Long/Fahey 2000; Gupta/Govindarajan 2000). Constrained by its environment, an organization makes a number of "choices" which, collectively, eventually define its culture. These choices are influenced by the philosophy of the organization, the values of top management, and the "assumptions" of founding principles and succeeding generations of organizational leaders. These choices also define the success or failure of KM initiatives (Balthazard/Cooke 2004). In organizations such an organizational culture should be created that incorporates Knowledge Management (KM), including motivation, ability, performance, education, learning, training, trust, behavior, values and beliefs (Morris 2000; Sveiby 1998; Cloete/Snyman 2003). A culture where employees are encouraged and supported to share and re-use knowledge in general should be created.

Based on that we can conclude that people within HEIs have to accept some common rules and ways of doing, which are part of the organizational culture, if they want to effectively work together, learn, and share knowledge. In the modern economy successful organizations are organizations which create, store, share and embody new knowledge in the form of new or improved products and services. According to Grant (1996) knowledge management consists of knowledge generation, application and exploitation. Knowledge
management involves efforts to maximize company performance through the creation and exchange of knowledge. Knowledge management is especially important for organizations that are comprised of experts (Dawson 2000), where success depends upon the generation, utilization, and uniqueness of their knowledge base (Donaldson 2001). Such institutions are characterized as having knowledge as both their main production factor and their final product
(Goddard 1998). It would seem appropriate to consider higher educational institutions as organizations comprised of experts.

The goal of this paper is to gain a better understanding of the relationship between organizational culture and knowledge management processes in HEIs through an empirical study of schools in Hubei Province of China.

The Competing Values Framework devised by Quinn and Rohrbaugh (1981) was used to analyze the differences in organizational culture profiles and how they might be related to the various KM processes. Such an understanding would enable practitioners to be aware of the impact different cultural types might have on KM processes in HEIs and, based on that, prepare possible future activities for better managing scholarly knowledge in a certain cultural setting or changing organizational culture through appropriate initiatives.

Theoretical Framework/Conceptual Framework

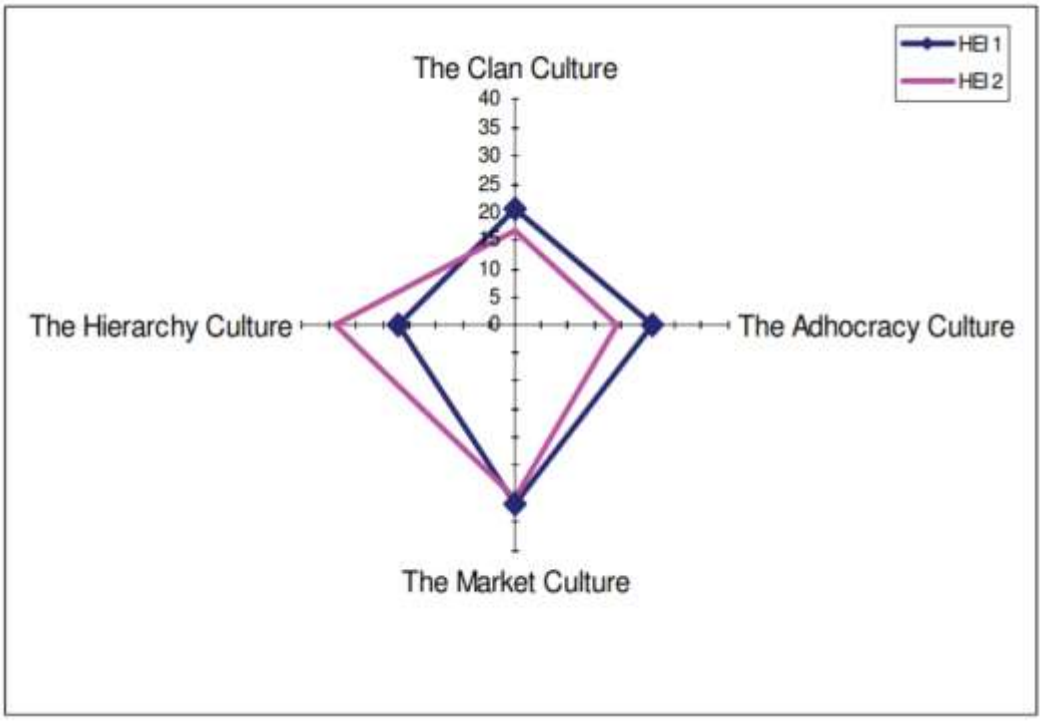

Figure 1:Theoretical Framework/Conceptual Framework

2. Statement of the Problem

A major problem that is now influencing education is the significant shift brought about by the Fourth Industrial Revolution. To respond to fast change, this industrial revolution needs more competent, flexible, adaptive, and responsive human resources.

The goal of this paper is to gain a better understanding of the relationship between organizational culture and knowledge management processes in HEIs through an empirical study of schools in Hubei Province of China.

This study will answer the following questions:

1. Is there a significant relationship between organizational culture and performance of non-teaching personnel?
2. Is there a significant relationship between training and organizational performance of non-teaching personnel?
3. What are the recommendations to improve the performance of non-teaching personnel of schools in Hubei Province of China?

3. Statement of Hypothesis

Organizational Culture has an impact on the performance of Non-Teaching Personnel of the schools in Hubei province.

4. Assumptions of the Study

The study assumes that the impact of organizational culture on KM processes is still very strong. This does not differentiate HE institutions from other organizations, on the contrary it reinforces the notion that HE institutions are the ideal place for considering and researching KM processes.

5. Scope and Delimitation

There are some limitations that need to be pointed out in order to set the boundaries and limits of this research.

1. The sampling procedure: we had a non – probability sample. Therefore, generalization is not possible, not because of the low response rate only but also because of the sampling procedures and sample.
2. We focused on non-teaching staff for the reasons already discussed. Still, this focus is a limitation itself.
3. We translated and adapted a questionnaire. Translations are always culture-bound bounded and therefore validity and reliability need to be read from this point of view.
4. Cultural 'specifics and traditions of HEI in Hubei Province were not specifically addressed, therefore we can assume some impact of these factors on responses. However, we can also take the perspective that globalization has influenced the cultures of HEI, meaning that academics are connected, work together and collaborate in different forms and various contents. We can only speculate on how cultural elements differ among HEIs in China. Also forms of governance and management seem to be similar. From this point of view, it makes sense to do the research as it is presented here.

6. Significance of the Study

It is true, that the results should also be interpreted in compliance with the size of the sample, which in our case was small. It is also true that a 30% response rate constitutes a high rate for the Chinese environment, particularly if we take into account e-surveys which, according to the statements of numerous researchers, are less effective in the Chinese environment than classical surveys via mail. Our assumption was that the method of survey does not affect the response rate of the higher education teaching staff. Although the differences between our study and foreign studies may be conditional upon the methodological elements, one can also interpret them in the light of cultural specificities – i.e., a rapidly growing economy where the HE sector is in a turmoil, struggling for new points of stability and higher international visibility. HEIs are known for the cult of the [illegible] lual expert, which is somehow at odds with a knowledge-based culture oriented towards cooperation and knowledge sh [illegible] The results of our research bring some new pieces of knowledge about culture – KM relation within HEIs. The aforementioned cult does not seem so prohibitive for HEI's effectiveness.

7. Definition of Terms

Non-Teaching Personnel: is a category of school staff defined as anyone employed by a school system who doesn't serve as a classroom teacher. This can include administrative staff, guidance counselors, librarians, custodians, food service personnel, and even transportation workers.

Organizational Culture: Organizational culture is made up of shared values, beliefs and assumptions about how people should behave and interact, how decisions should be. made and how work activities should be carried out. Key factors in an organization's culture include its history.

HEI: Higher Education Institution.

Knowledge Management: Knowledge management is the collection of methods relating to creating, sharing, using and managing the knowledge and information of an organization. It refers to a multidisciplinary approach to achieve organizational objectives by making the best use of knowledge.

8. Review Of Related Literature

State of the Art

Within the scope of training of non-teaching staff, resources can be shared between apprentices and external staff, apprentices are qualified individuals, who perform functions in the organization as institutions of higher education, and holders of knowledge that must be shared with other workers under the form of training for non-teaching staff. External resources, on the other hand, are individuals who are hired from external entities, and have the relevant knowledge and skills to pass on to workers, in order to pursue better jobs. In many organizations, due to limited resources, specialized workers have been used to provide training for non-teaching staff to other colleagues. This choice of modality is in most cases advantageous because it provides lower costs in relation to external trainer resources, contributes to a closer trainee trainee relationship, which facilitates the process of knowledge transfer, change and commitment (Martin & Hrivnak, 2009, p. 607-615) cited by (Barreto, 2020).

The ability of creativity, learning from the mistakes of others and support of controlled risks are enhanced by creating experimenting culture that refers to the importance of third dimension of organizational learning that is openness and experimentation (Nikbakht, Siadat, Hoveida, & Moghadam, 2010). Openness and Experimentation is a climate that welcomes the arrival of new ideas and point of view, both internal and external, allowing individual knowledge to be constantly renewed, widened and improved (Emden et al., 2005) as cited by (Alsabbagh & Khalil, 2017).

Knowledge management constitutes a planned activity in an enterprise and encompasses the identification of key knowledge, generation of new necessary knowledge, and transfer of knowledge between and among employees. All these processes must be embedded in the overall functioning of organizations, must form an integral part of the culture of knowledge, and, in particular, must be based on relevant information technology. Considering the great extent to which knowledge management relates to employees, knowledge management must be harmonized with human resources management policy (Omerzel et al., 2016).

Every school education institution must utilize its teacher's tacit knowledge by encouraging them to share knowledge and keep learning. School educational institutions like this will become more creative, innovative and lead in the education 4.0. era. Schools can facilitate the management and use of tacit knowledge that is outside the awareness of the subconscious mind of each teacher with an embedding and sharing approach (Ma et al, 2018; Ferreira et al, 2018; Borges et al, 2019; Ferraris et al, 2018; Guo et al, 2018; Tsai & Hsu, 2019; Swierczek, 2019; Cantwell & Zaman, 2018) cited by (Agistiawati et al., 2020).

Records management seeks to efficiently and systematically control the lifecycle of records that are routinely generated as a result of activities and transactions. In this sense, learning needs assessment of the non-teaching personnel as a fundamental role in education and training since they are part and parcel of every organization. Thus, they must also be given much attention too beside the teachers (Francisco, 2020).

Synthesis of the Reviewed Literature

HEI1 is dominated by the market culture, with the other three culture types also being present. The clan culture is the least present. Otherwise, the difference between the hierarchy culture and the clan culture is small. HEI2 is dominated by the hierarchy culture, with the market culture following close behind. HEI2 is the least dominated by the clan culture and only slightly more by the adhocracy culture.

HEI1 has a highly developed market culture, which is most likely a consequence of the fact that it is a young institution. Young institutions must generate new knowledge in order to be successful and competitive. The ultimate goal is to differentiate oneself from others. The organization is outward- and result-oriented. Quality work performance is its main concern. Employees of such organizations are competitive and goal-oriented. Heads are tough, demanding and competitive. The heads and employees' common concerns are, in particular, reputation and performance. In the long term, the organization focuses on the realization of measurable results. An increase in market share constitutes the most important criterion of performance. Only recently, HEI1 developed relatively rapidly from a small higher education institution into a stable and noted faculty at the national level with strong international connections. The adhocracy culture is the second most strongly present culture
in the organization. Creativity and innovation are a precondition for the organization of this type to be able to rank among the successful. Such an organization must react rapidly and be very active. This is also reflected in a substantial ICT support to the educational process. Namely, HEI1 is the first Slovenian faculty to have introduced e-education, a practice which is still being developed and improved. The organization's working environment is dynamic,
entrepreneurial and creative. Employees and heads alike are willing to expose themselves and undertake risks. In such an organization, it does not suffice merely to be productive; what counts first and foremost is to be among the leaders in new knowledge, products and services. The organization encourages individual incentives and autonomy, it is flexible and creative. Such a struggle for the leading position on the market has certain consequences, of course. The results show that this organization is not employee-friendly. Employee fluctuation is high. In some cases, employees do not even know one another, primarily owing to the rambling growth in recent years. Labor force is being employed when the need arises. Unless this changes in the future, the institution will have to face some unpleasant consequences. We can conclude with the affirmation that from this point of view the higher education environment does not differ from the economy.

In contrast to HEI1, HEI2 is strongly dominated by the hierarchy culture. This result comes as no surprise, considering that it is a question of a member of the oldest Slovenian university with a rather rigid system. Such an organization is inward-oriented and characterized by a constant need for a stable environment and control. A formalized and structured working environment is typical of HEI2. Procedures dictate the work of employees. Heads of such organizations excel in coordination and organization, with work efficiency constituting their primary concern. It is rather important for the work to run smoothly. The organization is determined and held together by formal rules. Long-term care is dedicated to the stability, efficiency and smooth running of work. Employees must be present at the faculty every day. Every single thing must be regulated, the processes are determined, and each change requires a considerable amount of time. Consequently, study programs change only very slowly. In sum, if changes do occur, they occur by themselves, provided, however, that they are absolutely necessary. In these times, however, even the most rigid systems must be ready to undergo changes. Consequently, HEI2 admits that changes will have to occur in the near future. Their attempts thereat are already reflected in their adjustment to the Bologna guidelines and their efforts to find suitable partners with whom to draw up new attractive study programs. These changes must occur as soon as possible for HEI2 to become competitive on the Slovenian higher education market. Namely, new study programs in Slovenia are being produced literally on an overnight basis.

These results are consistent with the study carried out by Kwan and Walker (2004) in Hong Kong's nine higher education institutions, whose findings also show that the market culture is typical, in particular, of younger higher education institutions, while older institutions are usually dominated by the hierarchy culture.

Numerous differences between HEI1 and HEI2 exist on account of the fact that the two institutions are at different points in the usual life cycle of an institution. The study of the organizational culture, organizational structure, and method of management of an organization in relation to its life cycle was undertaken by numerous researchers (Shirokova 2009) who obtained similar results. There is an analysis of the correlations between the different types of organizational culture and knowledge management processes.

Knowledge and knowledge management processes

Knowledge management constitutes a planned activity in an enterprise and encompasses the identification of key knowledge, generation of new necessary knowledge, and transfer of knowledge between and among employees. All these processes must be embedded in the overall functioning of organizations, must form an integral part of the culture of knowledge, and, in particular, must be based on relevant information technology. Considering the great extent to which knowledge management relates to employees, knowledge management must be harmonized with human resources management policy.

The key theories, which contributed considerably towards the understanding of the importance of knowledge for organizations are the theory, based on resources (also Source-based theory or RBT) and the theory, based on knowledge (also knowledge-based theory or KBT). The knowledge-based view supposes that the capability to create and utilize knowledge is the most important source of sustainable competitive advantage (Grant 1996; Kogut/Zander 1992; Nonaka 1991; Prahalad/Hamel 1990). Knowledge in organizations should represent the foundation on which company strategy is built. This means that knowledge should be understood as the fundamental factor of sustained performance (Grant 1991; Spender/Grant 1996; Spender 1994). Management support is the most important factor of systematic knowledge management. The growing importance of knowledge naturally calls for its systematic management. We have reached recognition of the need to understand and to measure the knowledge management activities with the objective that organizations can do what they do better, and so that governments can develop and adapt policies to promote these benefits. Systematic knowledge management in the organization includes efforts to maximize the success of the organization through the creation and exchange of knowledge and skills. Lately, new definitions of management and its role in knowledge management have been developed (Drucker 2001; Sveiby 1997).

In order to be able to manage knowledge, one has to understand what knowledge is and how to make efficient use of it. Efficient knowledge management has gained importance because of the very need of the organizations who wish to perform successfully in a competitive market to maximize the efficient use of all of their resources (Suresh 2007). The goal of knowledge management is not knowledge itself, but rather the management of human resources who possess such knowledge. Pundziene et al. (2006) emphasized that human resources management was one of the significant challenges throughout all the stages of the organization lifecycle. One of the relevant elements of knowledge management is undoubtedly the creation of such an environment in which individuals trust one another and the management and are willing to share their knowledge with others with a view to contributing to the successful performance of their organization (Kermally 2007).

Quintas, Lefrere and Jones (1997) define knowledge management as a process of continuous management of all types and forms of knowledge with a view to realizing the set goals, fully exploiting existing knowledge and creating new opportunities. Similar to this is the definition given by Duffy (2001), according to which knowledge management constitutes a formal process which ensures efficient simultaneous use of knowledge by employees, technology and work process and the transfer of knowledge to the right individuals at the right time. Brooking (1998) also understands knowledge management as a certain activity which is consistent with the human capital management strategy. Macintosh (1999) understands knowledge management as a process of identification and analysis of available knowledge and, consequently, as a process of planning of different activities with a view to

realizing the set objectives and increasing a company's capital. Wiig (1997) defines knowledge management as support for knowledge-related managerial activities, such as creation, storage, reformulation and use.

In our study we propose and use a knowledge management model based on four processes: knowledge generation, storage, transfer, and application. Knowledge generation involves the internal and external environment of the organization. To be effective in the process of generating knowledge the organization should start by determining the knowledge necessary for achieving the goals (brainstorm sessions, interviewing clients, suppliers or colleagues), identifying the knowledge available (it is obviously important to know what knowledge is already available in the organization), determining the knowledge gap, developing the knowledge themselves (based on the difference between the necessary and available knowledge); this can be done through education and training, performing research and development or by means of customer satisfaction studies.

All participants must be actively engaged in the process of generating knowledge of an organization. As communication between employees contributes to the transfer of knowledge, it is necessary for the organization to create a culture which encourages communication. Sharing knowledge may play a significant role in increasing one's exposure to different ideas and providing different sources of information. Information and knowledge transfer at both the individual and organizational level is as such an important factor that fosters innovation (Dakhli/De Clerco 2004). One can imagine knowledge transfer as flows of individual knowledge fragments in the network of employees/coworkers. Social interaction and employees' desire to cooperate play an important role in this sense. Knowledge can be transferred in a single stage, i.e., directly from the transmitter to the recipient. The transfer of knowledge also depends on the development of an atmosphere of trust and collaboration. Creation of knowledge is a costly affair, and that is why it is critical for organizations to store the knowledge, and provide access to it, in a professional and efficient manner throughout the organization for leveraging it in order to achieve sustainable competitiveness (Pillania 2008). Open access to the knowledge base should be ensured.

The most important aspect, however, is the manner in which knowledge is stored: it should allow for a rapid and efficient search for and, in particular, updating of knowledge (Marquardt 1996). In order to be able to store knowledge, one usually collects and processes it in electronic form, part of it can be stored in the form of books, handbooks, documents and plans, while part of it, usually tacit knowledge, remains with employees. Modern information technology and software allow for an almost unlimited storage of knowledge.

When we think or do something, we apply knowledge. If we want to do something new, we need ideas about what to do and how to do it. Ideas are building new knowledge, which can be used within all kinds of processes. It is only by applying knowledge that one creates its direct utility value within a company. Since one also creates new knowledge when applying existing knowledge, one continually returns to the initial stage of knowledge management, i.e., the generation of knowledge which is repeatedly followed by the transfer and storage of knowledge. Knowledge management phases are ever recurring. One should continuously encourage employees to apply knowledge. If an organization succeeds in increasing the application of knowledge among employees, it means that its knowledge management is successful and efficient.

Within the HEI knowledge exists in many forms. However, we focus on the knowledge of academics that includes professional knowledge, teaching skills as well as research capabilities. While we present the four processes in successive manner for convenience of discussion, we emphasize that there exists considerable interdependency among them.

New knowledge that is created in the knowledge generation process needs to be stored for later use as an organizational memory. The process of knowledge storage within an organization allows for the creation of a quality knowledge base which must contain an organization's overall applied knowledge. The knowledge base must be made accessible. It is of major importance that knowledge is stored in such a manner as to allow for a rapid and efficient search and, in particular, the update thereof (Marquardt 1996). In order to be able to store knowledge, one usually pools knowledge and processes it in electronic form; also, some knowledge may remain in the form of books, manuals, documents and plans, while one part of knowledge, usually tacit knowledge, is retained by employees. Modern information technology and software allow for an almost unlimited storage of knowledge. A company must decide on the type of storage that best suits its needs. An electronic knowledge base is a rather efficient tool for knowledge storage; however, it does require a sound organization and regular updates and, in particular, must be made accessible to employees (Probst et al. 1999). Considering that knowledge is rendered obsolete rather rapidly, the knowledge base must be regularly followed and monitored with a view to establishing whether or not it corresponds to the actual situation. To this end, Drucker (1993) proposes knowledge inventories allowing for a systematic removal of outdated knowledge from an organization, i.e., from both the knowledge base and the employees' consciousness.

Dissemination of the overall available knowledge throughout an enterprise presents its employees with opportunities to gain new knowledge. Knowledge is of the greatest value to a company when it is being used by as many employees as possible. Ideas have maximum impact when the majority of employees, and not only a small group of individuals, are acquainted with them (Garvin 1993). In other respects as well, communication between employees contributes to knowledge generation, for which reason it is necessary for an enterprise to create a culture which encourages communication.

As new knowledge is being generated through the application of existing knowledge, one continually returns to the two initial stages of knowledge management, i.e. acquisition and creation of knowledge, which are again followed by knowledge transfer and knowledge storage. One can see that the phases of knowledge management are ever-recurring. One must continually encourage employees to apply knowledge. Thus, one facilitates invention and thereby the application of knowledge in new or

updated products or services (Probst et al. 1999). We can conclude that "KM processes are heavily influenced by the social settings in which they are embedded and are subject to various interpretations based upon organizational norms and social interactions among individuals" (Alavi et al. 2006).

Organizational culture

Tylor (1871) was the first scholar who defined culture. He claimed that culture is "that complex whole which includes knowledge, belief, art, moral, law, custom, and any other capabilities and habits acquired by man as a member of society". An extended form of this definition more than a century later is offered by Schein (1992) who described culture as "a pattern of shared basic assumptions that the group learned as it solved its problems of external
adaptation and internal integration, that had worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems". Organizational culture is the system of assumptions, values, convictions and beliefs accepted and commonly interpreted by the members of the organization. It reflects both the real and the declared values of the company and its members (Zsóka 2007).

Referring to these definitions, we can conclude that organizational culture is a set of explicit and implicit rules of what is and is not acceptable behavior in an organization, influenced by core values, norms and underlying assumptions.

Among many different models of organizational culture (Handy 1993; Deal/Kennedy 1982) we considered the Competing Values Framework (CVF) developed by Quinn and Rohrbaugh (1981) as a proper framework for organizational culture analysis based on the psychological archetypes. Quinn and Rohrbaugh (1981) named four quadrants of the framework as hierarchy, market, clan, and adhocracy. The hierarchy culture type represents a well-structured and formalized organization, where formal procedures, rules, policies and clear expectations bind the organization together. The main strategic tasks are maintaining the stability and smooth-running of the organization which will ensure the organization's efficiency. The market culture type represents an organization as a market. This means it is open to the external environment and there are numerous transactions which enable the organization to gain competitive advantage and market leadership. Such an organization is strictly goal oriented and operates by market rules. The main values are competitiveness and productivity. The clan culture type is like an extended family where everyone takes care of each other, and it is a nice place to work. Such an organization is therefore tightly connected and teamwork prevails. The main strategic objectives are building the commitment through mentorship which enables personal growth and a positive working climate. The adhocracy culture type is a very dynamic and creative place to be. Therefore the organization is very flexible, which enables innovations, growth and the gaining of new resources.

HE Is, KM processes and organizational culture

Serban and Luan (2002) claim that "colleges and universities exist to create and share knowledge". HEIs are about the creation, transformation and transmission of knowledge (Laudon/Laudon 1999) or, as Clark (1984) would say, "clusters of professionals tending various bundles of knowledge". HEIs are also specific, because knowledge is their input and also output. Therefore, the greatest challenge to modern HEIs is to meet the needs of the academic staff who are simultaneously developers, users, and bearers of high-level knowledge, and generators and learners of new knowledge.

Tippins (2003) stressed that managing knowledge in HE is often very difficult because of several bureaucratic and cultural factors which present obstacles. There is a lack of social interaction which influences effectiveness of the communication process and the creation of social networks, and also a lack of interest because of complacency and disengagement from the learning process. KM is one of the main priorities of the HEIs, since the main purpose of KM, according to Wiig (1997), is maximization of the organization's knowledge-related effectiveness and returns from its knowledge assets and their constant renewal. Knowledge management in HE can be defined as "the art of increasing value from selected knowledge assets", which could improve its effectiveness (Geng et al. 2005). Wiig (1997) claims that "faculties within universities and other learning institutions have been concerned about knowledge transfer processes and the creation and application of knowledge for several millennia". Similarly, Rowley (2000) writes that the educational sector has always been recognized as the focal point for various knowledge processes, namely, knowledge creation, dissemination and learning. We believe that effective knowledge management is of vital importance for: increasing the quality and efficiency of education and research, for retaining the best professors and researchers, for developing new curricula, for improving cost efficiency and for exceeding the limits of time and space allowing for the fulfilment of student expectations anywhere and at any time.

University leaders are increasingly becoming more aware of the concept of culture and its significant role in university change and development. Further, universities possess distinctive characteristics, which correlate strongly with their respective cultures (Bartell 2003; Sporn 1999). At the university level, culture can be defined as the values and beliefs of university stakeholders (i.e., administrators, faculty, students, board members and support staff), based on tradition (Deal/Kennedy 1982; Bartell 2003). Values and beliefs are thought to greatly influence decision-making processes at universities (Tierney 1988; Bartell 2003) and shape individual and organizational behaviors. Different existing empirical studies confirm the existence of a positive correlation between the types of organizational culture (according to the CVF model) and knowledge management processes (Lawson 2003; Sharimllah et al. 2007). An effective KM can be characterized by an environment where people at all levels unselfishly contribute their knowledge to the collective good (Israelsohn 1999).

The main obstacle to effective implementation of knowledge management in HEIs is the basic nature of these organizations. Although it is generally accepted that knowledge is an asset that increases in value when shared by individuals, it is interesting to observe that many faculty members consider knowledge to be their private property (Wind/Main 1999). This predominant orientation within HEIs persists in spite of the empirical research that confirms the most successful cultures as being those that support both group cooperation and individual achievement (ASHE 2003). The fact is that knowledge is considered as a possible source of individual differentiation (Wiig 1993) that gives power to whoever possesses it. This is why knowledge is not shared freely between faculty members, and in some cases knowledge may even be lost.

Using knowledge management processes in higher education is as vital as it is in the corporate sector. If done effectively, it can lead to better decision-making capabilities, reduced "product" development cycle time (for example, curriculum development and research outputs), improved academic and administrative services, and reduced costs. Relying on the institutional knowledge of unique individuals can hamper the flexibility and responsiveness of any organization. The challenge is to convert the information that currently resides in those individuals and make it widely and easily available to any faculty member, staff person, or other constituent. Higher education is moving towards the culture that is ready to embrace knowledge management (Kidwell et al. 2000). Indeed the cultural factors will impact knowledge management practices (Karoliny et al. 2009).

Gap/s Bridged by the Present Study

The topic – "Organizational Culture and Knowledge Management of Non-Teaching Personnel of the Schools in Hubei Province" is a unique research topic because there is no existing study like that in the community selected. This study will be the first to fill that gap and will potentially birth a resource document for future researchers.

Research Design

Descriptive-correlational method will be used in this study, and at least, 100 Non-teaching personnel from over 20 schools in Hubei province will be randomly selected for the study. The respondents will be limited to University non-teaching personnel.

Sources of Data

Primary Data and Secondary Data were used.

Population of the Study

100 Non-teaching personnel from over 20 schools in Hubei province are randomly selected for this study.

Instrumentation and Validation

The questionnaire, which served as our research tool, was based on a similar research carried out by Wilkens et al. (2004). It was translated into Chinese and adapted to the situation in the Chinese higher education environment. The questionnaire was initially subjected to pilot testing using a smaller sample. The first version of the questionnaire contained questions on the four basic KM processes (35 questions).

Evaluation and Scoring

The questions were modelled according to the 5-level Likert scale (from 1 – strongly disagree to 5 – strongly agree). Following the said pilot testing, we adapted certain questions according to the comments of respondents and thereby improved the questionnaire's comprehensibility.

Data Gathering Procedure

The final questionnaire consists of two parts, namely:

Part I contains questions on organizational culture derived from the organizational Culture Assessment Instrument (OCAI) which was developed and confirmed by Cameron and Quinn (1999) and is based on the theoretical CVF model. Different empirical research studies have found that CVF has both face and empirical validity, and helps incorporate many of the dimensions of organizational culture proposed by various researchers (Goodman et al. 2001;
Kwan/Walker 2004; Lamond 2003; Zammuto et al. 1999). Howard (1998) in his study concludes that the CVF perspective provides a valid metric for understanding organizational cultures. It is based upon these arguments that we adopted the CVF to measure the organizational culture of the HEIs under study.

Part II contains questions related to the nature and characteristics of knowledge management.

Statistical Treatment of Data

The guiding research question in empirical research was: What culture does exit in Chinese HEIs and what is the 'status' and understanding of KM? The researcher designed a quantitative study. The decision about research design was based on the researcher's experience in previous research that academics in China are not willing or ready to participate in interviews and/or observations. Recently, students who are doing empirical research report problems with doing any research, for the most 'promising' is still quantitative study.

Mean and Standard deviation are descriptive statistical tools used to measure the average of the responses in the survey.

Correlation

t-Test: Two-Sample Assuming Unequal Variances

Reject Null

	Organizational Culture	*Knowledge Management*
Mean	3.638181818	3.516666667
Variance	0.026036364	0.005826667
Observations	11	6
Hypothesized Mean Difference	0	
df	15	
t Stat	2.103215636	
P(T<=t) one-tail	0.026367576	
t Critical one-tail	1.753050356	
P(T<=t) two-tail	0.052735152	
t Critical two-tail	2.131449546	

Decision: There is a significant relationship between knowledge Management (KM) and Non-Teaching Personnel of the Schools in Hubei Province.

9. Summary of Findings

There is a significant relationship between knowledge Management (KM) and Non-Teaching Personnel of the Schools in Hubei Province.

10. Conclusion

The goal of this paper is to gain a better understanding of the relationship between organizational culture and knowledge management processes in HEIs through an empirical study of schools in Hubei Province of China.

By the end of the study, the researcher was able to conclude that a significant relationship exists between organizational culture and knowledge management of non-teaching personnel of the schools in Hubei Province.

11. Recommendation

In the future, research could be directed towards collecting and analyzing responses about knowledge management of non-teaching personnel and cultural typologies across a number of departments and faculties in order to build up a more complete 'picture' of the dynamic knowledge processes within HEIs and their relation to organization culture. Also, issues such as organizational structure, reward system, and management style, which are constituent parts of organizational culture, can be addressed in more detail especially regarding tacit knowledge storage, knowledge creation and innovation within HEIs.

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APPENDIX
SURVEY ITEMS

	Organizational Culture
1	Concern for the individual development of Non-Teaching Personnel
2	Cares about opinions of Non-Teaching Personnel
3	Having a clear standard on praise and punishment.
4	Possessing a comprehensive system and regulations.
5	Setting clear goals for Non-Teaching Personnel.
6	Consideration among Non-Teaching Personnel.
7	Satisfying the need of Non-Teaching Personnel at the largest scale.
8	Emphasizing innovation.
9	Keeping strictly working disciplines.
10	Showing social responsibility.
11	Emphasizing on economic and social profits.

	Knowledge Management
1	The school has an efficient system of coaching non-teaching staff.
2	Non-teaching staff are constantly improving in skills and commitment
3	My HEI regularly organizes internal educational workshops on educational methods and approaches.
4	The school has an efficient system to support collaboration between non-teaching personnel.
5	The school successfully applies best practices in the skill acquisition and development of non-academic staff.
6	The school successfully applies best practices in the KM of non-academic staff.