

Cultural Dynamics and Knowledge-Sharing in Philippine Higher Education: A Multilevel Analysis

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Abstract: This study examines the cultural dynamics that influence knowledge-sharing in Philippine higher education institutions (HEIs). It addresses the gap in understanding the impact of national, organizational, and local (institutional) cultural factors on educators' intentions to share knowledge. The research employs a mixed-methods approach, integrating quantitative analysis via multiple regression and ANOVA with qualitative insights from follow-up interviews. This comprehensive methodology suggests that cultural dimensions, such as power distance and collectivism, have a significant influence on knowledge-sharing intentions. The findings indicate that diminishing power distance and formalizing knowledge-sharing processes enhance the knowledge ecosystem within HEIs. These insights are valuable for educational practitioners, administrators, and policymakers who aspire to cultivate a collaborative and knowledge-rich environment. By customizing strategies to align with local cultural contexts, institutions can enhance teaching, research, and application, thereby advancing the domains of learning and organizational competitiveness.

Keywords: Knowledge-Sharing, Knowledge-Sharing intention, Higher educational institutions, Cultural values, Multilevel culture, Organizational culture

1. Introduction

In the global academic environment, higher education institutions (HEIs) face challenges in developing intercultural competence among their educators. Effective handling of cultural differences has become increasingly important with the rise of academic collaboration, educator mobility, and international research partnerships. Institutions are now endeavoring to integrate intercultural learning into their curricula, promote inclusive teaching practices, and cultivate cultures that embrace diversity and foster mutual understanding. Effective communication and collaboration across cultures are critical to academic performance, institutional unity, and inclusivity (Sabet and Chapman, 2023). Consequently, HEIs emphasize the need for educators to excel in multicultural environments and encourage knowledge-sharing for continuous improvement and innovation (Sabet and Chapman, 2023). Thus, HEIs emphasize the importance of developing educators' abilities to thrive in multicultural settings and facilitate knowledge-sharing for continuous improvement and innovation (Sabet and Chapman, 2023).

In the Philippines, the Commission on Higher Education (CHED) has undertaken programs to enhance institutional collaboration and fortify quality assurance frameworks (Commission on Higher Education and Professional Regulation Commission, 2025). These initiatives apply Knowledge Management (KM) practices to enhance organizational learning, facilitate knowledge transfer, and mitigate potential knowledge loss in academic environments. Despite the abundance of expertise in educational institutions, challenges persist in effectively transferring knowledge, particularly when cultural and organizational barriers remain unaddressed.

Encouraging educators to share insights, experiences, and pedagogical approaches fosters innovation and professional growth within HEIs (Tsoi and Strønen, 2024). However, underlying cultural dimensions and structural constraints frequently shape these knowledge-sharing behaviors. Institutions foster collaborative knowledge environments by leveraging key enablers such as communities of practice, organizational trust, communication infrastructures, and incentive mechanisms, ensuring their effectiveness aligns with the specific institutional context (Ng, 2022; Mohillo, Jalandoon and Marcial, 2024). An essential yet under-researched aspect of this issue concerns how multi-level cultural influences affect educators' willingness and capacity (intentions) to participate in knowledge-sharing. Educators are considered primary knowledge workers who navigate complex social norms, organizational frameworks, and institutional expectations that influence their dissemination and application of knowledge (de Carvalho-Filho, Tio and Steinert, 2020). Understanding the social

and structural elements that drive these behaviors is critical because they significantly impact the development of long-term knowledge practices in education (de Guzman, de Castro and Adamos, 2022). remains the key to actively sharing insights with their peers.

At the national level, Hofstede's cultural dimensions provide a valuable framework for investigating the cultural values held by Filipino educators. Values such as Respect for Authority ("Paggalang") or Power Distance, Social Acceptance ("Pakikisama") or Collectivism, Adaptability to Uncertainty ("Bahala Na") or Uncertainty Avoidance, and Commitment to Tradition ("Pagpapahalaga") or Short-term Orientation significantly influence interpersonal dynamics, pedagogical choices, and the willingness to engage in knowledge-sharing (Cruz et al., 2020; de Guzman, de Castro and Adamos, 2022). For instance, collectivist characteristics may significantly improve group cohesiveness and cooperative learning; however, high power distance can hinder candid communication and crucial debates (Bonetto, Pichot and Adam-troian, 2022).

In addition to national culture, the organizational culture significantly influences how teachers share their knowledge. Factors such as trust between colleagues, communication styles, information systems, workplace environments, and reward structures all contribute to the organizational climate regarding knowledge-sharing and retention (Chedid et al., 2020; Ng, 2020; Hosen et al., 2022). For instance, in-group cultures prioritizing shared values and collegiality foster collaboration, while hierarchical or individualistic environments may impede open knowledge exchanges (Rao, Abdul and Kamel, 2021).

Nevertheless, institutional and local contexts—including university branches with unique administrative cultures, leadership approaches, and policy practices—add another level of impact (Rao, Abdul and Kamel, 2021). Differences in institutional support structures, resource access, and leadership responsiveness shape knowledge across geographically and academically diverse settings.

This study investigates the influence of national, organizational, institutional, and local cultural factors on educators' intentions and behaviors regarding knowledge sharing in higher education institutions in the Philippines. Recognizing the cultural and structural components that influence these behaviors is essential because they significantly impact the development of long-term knowledge practices in education.

2. Research Problem and Questions

This research analyzes the multi-level cultural influences on educators' knowledge-sharing intentions in higher educational institutions in the Philippines. It assesses the impact of distinct cultural traits by integrating Hofstede's cultural framework with Filipino indigenous values.—specifically, Respect for Authority ("Paggalang")/Power Distance, Social Acceptance ("Pakikisama")/Collectivism, Fatalism ("Bahala Na")/Uncertainty Avoidance, and Value for Tradition ("Pagpapahalaga")/Short-term Orientation. Additionally, it examines how organizational culture impacts knowledge-sharing intentions, including trust, communication, information systems, and reward systems. Finally, the study considers whether regional and institutional contexts, including differences among university branches, affect variations in knowledge-sharing practices.

2.1 Research Hypotheses

- National cultural values significantly influence educators' knowledge-sharing intentions, particularly Respect for Authority ("Paggalang")/Power Distance, Social Acceptance ("Pakikisama")/Collectivism, Fatalism ("Bahala Na")/Uncertainty Avoidance, and Value for Tradition ("Pagpapahalaga")/Short-term Orientation.
- Organizational culture influences educators' knowledge-sharing intentions through interpersonal trust, inter-organizational communication, organizational information systems, and reward systems.
- There are significant differences in knowledge-sharing practices among educators from various university branches, shaped by institutional policies, leadership approaches, and cultural dynamics.

3. Literature Review

This study explores the phenomena arising from interactions, circumstances, conditions, and consequences of actions that influence knowledge-sharing. It provides practical insights into managing these factors in real-world organizational settings, emphasizing a pragmatic view of human behavior shaped by cultural values and the work environment.

3.1 Knowledge-Sharing in HEIs

knowledge-sharing in Higher Educational Institutions (HEIs) refers to the dissemination of information, expertise, and insights among educators (Odularu and Bokwe, 2025). It plays a critical role in enhancing organizational performance, fostering professional development among teachers, contributing to the knowledge economy, optimizing knowledge diversity through practitioner-led programs, and utilizing social media for knowledge management (Alghamdi, Pileggi and Sohaib, 2023; Starcevic and Sher, 2021; Veer Ramjeawon and Rowley, 2020; Hasan, Aparisi-Torrijo, González-Ladrón-de-Guevara, 2025; Moumin, 2025). Knowledge-sharing also drives collaboration, innovation, and the creation of sustainable business practices, influencing both academic performance and societal advancement (Odularu and Bokwe, 2025; Santos, Carvalho and Martins, 2024; Do and Do, 2025). By encouraging knowledge exchange through seminars, workshops, and digital platforms, HEIs cultivate a culture of continuous learning and institutional growth (Mazorodze and Mkhize, 2022). Moreover, a culture that fosters knowledge-sharing enhances decision-making, improves access to information, and promotes collaboration – factors essential for institutional innovation and sustainability (Mazorodze and Mkhize, 2022).

3.2 National Culture-Cultural Dimensions

Hofstede's cultural dimension framework remains a foundational model for examining how national culture influences knowledge-sharing practices (Castaneda and Ramirez, 2021). This model systematically categorizes cultural values across various regions, facilitating cross-cultural behavioral analysis (Castaneda and Ramirez, 2021; Escandon-Barbosa, Ramírez and Salas-Paramo, 2022; Leonavičienė and Burinskienė, 2022). The framework offers structured insights into how cultural values shape organizational and individual behaviors, including those relevant to innovation, sustainability, and digital communities (Bonetto, Pichot and Adam-troian, 2022; Escandon-Barbosa, Ramírez and Salas-Paramo, 2022).

Cultural dimensions shape behaviors in HEIs, influencing strategic planning and instructional methods (Xu et al., 2021). These dimensions reflect geographic, social, and institutional factors that impact educator interactions and learning styles. For instance, collectivism fosters trust and knowledge-sharing, emphasizing group objectives and promoting harmonious relationships. Conversely, cultures characterized by competition and individualism may inhibit sharing due to perceived threats to personal status (Hosen et al., 2022; Fan and Beh, 2024). Institutions that foster trust and reduce uncertainty promote effective knowledge-sharing (Castaneda and Ramirez, 2021). High power distance cultures may discourage sharing due to hierarchical constraints and authority-based interactions (Dai, Li, Xie and Deng, 2022). Furthermore, long-term orientation (LTO), which prioritizes future outcomes, supports stronger knowledge-sharing practices than short-term orientation (STO), which focuses on tradition and frugality (Kucharska and Bedford, 2019).

3.3 Organizational Culture

Although cultural values influence knowledge-sharing, their effects are inconsistent across different contexts. Organizational context plays a crucial role in reinforcing or inhibiting sharing behaviors. Key organizational factors in HEIs are interpersonal trust, organizational communication, information systems, and reward structures.

Interpersonal trust, encompassing both trust in leaders and trust in peers, is crucial for mitigating the perceived risks associated with knowledge-sharing (Kmieciak, 2021). Trust enhances social cohesion and fosters positive attitudes toward collaborative behaviors (Ng, 2020). Trust-based incentives, such as recognition, further motivate sharing (Haesebrouck, Van den Abbeele, Williamson, 2021). Effective organizational communication facilitates knowledge-sharing among faculty, while collaboration strategies promote engagement (Chedid et al., 2020). The organizational climate influences attitudes and perceived control over knowledge-sharing intentions (Hosen et al., 2022). Information systems facilitate knowledge-sharing by providing platforms for storing, retrieving, and disseminating information. They should ensure easy access while promoting user engagement (Quarchioni, Paternostro and Trovarelli, 2020). However, privacy concerns can hinder knowledge-sharing if individuals doubt the data management responsibility (Jones, Rubel and LeClere, 2020). Reward systems motivate knowledge-sharing through explicit incentives, such as bonuses, or implicit ones, like recognition and advancement opportunities. Trust is crucial in designing these systems, as sharing is more effective when individuals expect rewards from peers rather than external supervisors (Haesebrouck, Van den Abbeele, Williamson, 2021). Aligning reward structures with diverse employee motivations enhances knowledge-sharing.

3.4 Knowledge-Sharing Intentions

The Theory of Planned Behavior (TPB) suggests that an individual's actions are primarily driven by their intention to perform a behavior. This intention, in turn, is shaped by three key factors: attitudes (one's evaluation of the behavior), subjective norms (social pressures and expectations), and perceived behavioral control (the perceived ease or difficulty of performing the behavior) (Dodaj et al., 2023). TPB has been widely applied across various fields to predict and explain human behavior (Dodaj et al., 2023; Maulana and Marsasi, 2024; Prasetya, Darmayanti and Setyorini, 2024).

In the context of academic institutions, TPB provides a valuable framework for understanding why and how academics engage in knowledge-sharing. Their attitudes toward the act influence their willingness to share knowledge, the expectations of peers and institutions, and their perceived ability to do so effectively. Research further supports this perspective, emphasizing the role of trust, perceived costs and benefits, and organizational climate in shaping knowledge-sharing intentions (Fan and Beh, 2024). Understanding the interaction of factors in knowledge-sharing provides insight into why individuals share or withhold knowledge. Examining attitudes, subjective norms, and perceived ease of sharing, TPB predicts and enhances knowledge-sharing behaviors in higher education institutions. Recognizing these factors in Philippine HEIs is essential for developing a framework to improve knowledge-sharing practices. By addressing cultural and organizational influences, HEIs can promote continuous learning and innovation, benefiting the academic community and society.

3.5 Philippine HEIs' Culture and Knowledge-Sharing

The interaction between traditional beliefs and modern educational practices influences Philippine cultural values and knowledge-sharing in institutions. Cultural values prioritize social harmony and affect knowledge exchange among educators, either facilitating or hindering these efforts. Culture is integral to Philippine education, especially culture-based education, which merges local traditions with academic curricula. HEIs play a vital role in promoting this method by generating, transmitting, and disseminating knowledge. However, few studies focus on knowledge-sharing within HEIs in the Philippine context (Muya and Calupitan, 2019). Moreover, understanding the factors affecting individual knowledge-sharing behavior in relation to cultural values is limited. To evolve universities into professional learning communities, fostering knowledge-sharing practices is essential for effective knowledge conversion across disciplines. This transformation requires insight into teachers' sharing behaviors, work environments, and organizational strategies that support knowledge-sharing.

The Philippine culture is deeply rooted in collectivism, prioritizing group goals over individual achievements. This perspective promotes collaborative learning and encourages knowledge-sharing within educational settings, as individuals are more likely to contribute to the collective success of their group or community (Huda, Che Mustafa and Mohamed, 2021). Likewise, the cultural emphasis on maintaining social harmony fosters trust and openness, essential for effective knowledge exchange (Hosen et al., 2022). Respect for authority is another dominant cultural value in the country, influencing how knowledge is shared within educational institutions. This can create a top-down dynamic, potentially limiting peer-to-peer interactions and collaborative learning (Hosen et al., 2022). While a structured sharing environment can be beneficial, it may discourage innovation and critical thinking if students hesitate to question or challenge established ideas (Moser and Deichmann, 2021). Likewise, trust is a fundamental component of the knowledge-sharing process, often developed through personal relationships and social networks. Strong interpersonal connections increase the willingness to share knowledge among peers (Hosen et al., 2022). Additionally, the cultural expectation of reciprocity motivates knowledge-sharing, as individuals anticipate mutual benefits and support in return (Moser and Deichmann, 2021). Furthermore, a tight culture exists where strong social norms dictate behavior. These norms influence knowledge-sharing by reinforcing conformity and discouraging deviations from established practices (Elster, Elster and Gelfand, 2021). While such norms help maintain consistency in educational methods, they may also restrict the diversity of ideas and approaches within academic institutions (Elster, Elster and Gelfand, 2021). Considering these challenges, integrating local cultural insights with global skills is becoming increasingly vital in higher education. This approach enhances the educational experience by valuing indigenous knowledge systems alongside international perspectives (Heng, Heng and Yeh, 2021). Balancing traditional cultural values with global educational standards can improve the relevance and applicability of knowledge shared in Philippine higher education institutions (Heng, Heng and Yeh, 2021). The intricacies of the Philippine education system underscore the need for cultural sensitivity in knowledge-sharing. In its discussion paper, the Philippine Institute for Development Studies highlights how educational outcomes in the Philippines are highly context-sensitive. It stresses the importance of rigorously validated, culturally aware approaches to improve the system (Orbeta and Paqueo, 2022). This viewpoint highlights the importance of aligning educational reforms with local cultural

contexts, particularly in diverse countries like the Philippines, where systems that overlook cultural diversity often encounter challenges.

Beyond systemic obstacles, the culture within schools shapes knowledge-sharing practices. A policy discussion paper by the Philippine Institute for Development Studies discussed how school governance structures and leadership transitions contribute to systemic inefficiencies and cultural fragmentation in the Philippines (Orbeta and Paqueo, 2022). It revealed that public secondary schools continue to operate within hierarchical and bureaucratic frameworks. These are shaped by transient leadership, compartmentalized faculty roles, and rigid administrative structures, which collectively hinder systemic reform and innovation (Orbeta and Paqueo, 2022). These structural elements can either promote or impede knowledge-sharing, depending on their interaction with school culture.

Cultural sensitivity is also pivotal in influencing knowledge-sharing behaviors, as evidenced by a study of pre-service teachers in the Philippines. Enhancing multicultural sensitivity through transformative learning has improved teachers' attitudes toward knowledge-sharing (Ruales et al., 2021). It suggests that promoting cultural awareness can foster collaborative behaviors, underscoring the complex relationship between knowledge-sharing and cultural dynamics. Lastly, educators' experiences in multicultural settings shape their instructional methods and readiness to share insights. According to Ross and Chan (2023), leveraging personal experiences enables teachers to develop a richer understanding of diversity, thereby enhancing their ability to promote effective knowledge-sharing in various educational environments. It highlights the importance of a culturally responsive approach in fostering a robust culture of knowledge exchange within higher education institutions and beyond.

Building on this idea, the impact of culture on Filipino teachers' willingness to share knowledge is complex and influenced by factors such as multicultural awareness, organizational culture, and personal attitudes. Cultural aspects play a crucial role in shaping teachers' perceptions and involvement in knowledge-sharing efforts, which are essential for improving educational quality and institutional effectiveness. This study emphasizes vital elements, highlighting the need for a comprehensive strategy that considers both organizational structures and personal factors to foster a collaborative and knowledge-rich environment.

4. Methodology

This study employs a post-positivist approach to examine knowledge-sharing intentions in higher education, with an emphasis on national culture, organizational culture, and institutional knowledge-sharing practices. Employing a critical realist framework, this approach acknowledges the intricacy of social interactions.

A census approach ensured broad coverage and reduced selection bias by inviting all faculty members of the participating university to participate in the study. Participants varied in educational attainment, academic rank, position, gender, age, and service years. The university's five campuses, spread across the Philippines, represented regional cultures, allowing for a detailed analysis of local cultural dimensions. Faculty members provided valuable insights into knowledge-sharing perceptions and practices within their respective branches. When determining the final sample size, the study considered participants' availability and willingness to engage in the online survey. Despite efforts to encompass the entire population, the survey received 155 responses, yielding a 49.21% response rate. Some faculty members opted out, potentially introducing non-response bias; however, the high response rate mitigates this. Additionally, biases may arise from relying on self-reported data. Nevertheless, by targeting the entire faculty and securing strong participation, the research offers a comprehensive overview of teachers' knowledge-sharing intentions and cultural influences in higher education.

A convergent parallel mixed-methods approach was used to collect and analyze data. The study began with an online survey that assessed participants' cultural dimensions, organizational factors, and knowledge-sharing intentions, drawing on three references. The questionnaire employed for data collection was modified to incorporate a six-point Likert scale and underwent validation by three experts in the field of knowledge management. In-depth interviews followed, providing insights into cultural differences and key factors influencing knowledge-sharing intentions, which were reinforced by integrating findings from both methods.

A Multiple Regression analysis was performed to test the relationship between cultural factors (cultural dimension and organizational culture) and knowledge-sharing intentions. This approach reflected the theoretical framework by assessing how cultural variables (exogenous) influence knowledge-sharing intentions (endogenous) and the degree to which these intentions are realized in actual behaviors (endogenous). Furthermore, an Analysis of Variance (ANOVA) was utilized to evaluate faculty perceptions of knowledge-sharing techniques across various campuses. The resulting statistical F-value and p-value (below 0.05) indicated a

significant difference in perceptions across institutional contexts, highlighting the impact of local factors on knowledge-sharing practices. A thematic approach was employed to categorize the data into meaningful groups, facilitating the analysis of interview responses and the management and interpretation of qualitative data for improved credibility and reliability of the findings.

5. Results and Discussion

5.1 Influence of National Culture on Knowledge-Sharing Intentions

This study investigated the influence of national culture dimensions (at the regional level) on knowledge-sharing intentions (KSI) among teachers. Table 1 presents the results of the multiple regression analysis conducted to test the influence of power distance, uncertainty avoidance, collectivism, and short-term orientation as predictors of KSI.

Table 1: Result of the Regression Model – Cultural dimensions and KSI (N=155)

Model	df	F	Sig.	Adjusted R-squared
Regression	4	49.056	.000 ^b	.567

Predictors: Power Distance, Uncertainty Avoidance, Collectivism, and Short-Term Orientation

Dependent: knowledge-sharing Intention

The multiple regression analysis of culture's influence on KSI revealed that cultural dimensions have a significant impact on KSI. Therefore, the hypothesis is accepted. The F-value that was obtained, 49.056, fell within the acceptable range. The corrected R-squared value of 0.555 indicates that other variables or unknown factors influence 45.5% of the desire to share knowledge, with 55.5% of the intention to share knowledge attributable to culture. The significant F-statistic and p-value of less than .05 indicate that the observed relationship is unlikely to be due to chance. The substantial adjusted R-squared value suggests that national culture is a powerful predictor of KSI, attributing over half of the variation in teachers' intentions to share knowledge.

5.2 Individual Cultural Dimensions and KSI

The study further examined the individual effects of each cultural dimension to understand the nuanced relationship between national culture and KSI. Table 2 presents the coefficients, p-values, and significance levels for each dimension in relation to KSI.

Table 2: Effects of each national culture dimension on KSI (N=155).

Relationships of the following cultural dimensions on KSI	Coefficient	P-value	Significance
Power Distance	-.239	.003	Significant (negative)
Uncertainty Avoidance	.455	.000	Significant
Collectivism	.354	.000	Significant
Short Term Orientation	.162	.090	Not Significant

Dependent Variable: KSI

Significant level at .05

Figure 1 shows the diagram of the regression coefficients of the national culture dimensions and knowledge-sharing intention.

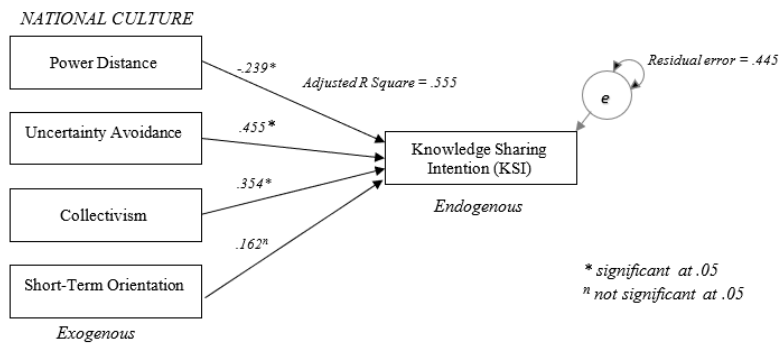


Figure 1: Regression model of the influence of national cultural dimensions on KSI

The negative coefficient (-0.239) indicates that higher power distance is associated with lower KSI. It suggests that individuals may be less inclined to share knowledge in cultures with strong hierarchies (Jia et al). A positive coefficient (0.455) indicates that higher uncertainty avoidance is linked to greater KSI. This implies that individuals in cultures that value predictability and structure may be more likely to share knowledge. The positive coefficient (0.354) indicates that higher collectivism is associated with higher KSI. This aligns with the notion that cultures emphasizing group harmony and interdependence foster knowledge-sharing. The coefficient for short-term orientation (0.162) was not statistically significant. The result suggests that this dimension does not have a strong influence on KSI in the studied context.

5.3 Influence of Organizational Culture on Knowledge-sharing Intentions

Table 3 presents the statistical analysis of the influence of organizational culture, encompassing interpersonal trust, inter-organizational communication, organizational information systems, reward systems, and KSI. The computed value (R-value) is 29.287, which falls within the acceptance region, $\alpha > p\text{-value}$ (.05 > 0).

Table 3: Summary of the Regression Model - Organizational Culture and KSI (N=155)

Model	df	F	Sig.	Adjusted R Square
Regression	4	29.287	.000 ^b	.439

Predictors: Power Distance, Uncertainty Avoidance, Collectivism, and Short-Term Orientation

Dependent: KSI

The results supported the acceptance of the hypothesis, demonstrating significant effects of organizational culture on KSI. Therefore, it can be concluded that organizational culture influences teachers' knowledge-sharing intentions. Moreover, the adjusted R-squared value was .439, suggesting that 43.9% of the factors influencing knowledge-sharing intention can be attributed to organizational culture. Other unidentified factors affect 56.1% of the intentions.

5.4 Individual Organizational Factors and KSI

The coefficient was computed for each identified organizational factor and KSI to conduct a more in-depth analysis of the relationships between organizational culture and KSI. Table 4 presents the results of the computed coefficient of the relationships between organizational culture and KSI.

Table 4: Relationship between each organizational culture factor and KSI (N=155).

Organizational culture	Coefficient	P-value	Significance
Interpersonal Trust	.020	.869	Not Significant
Inter-Organizational Communication	.616	.000	Significant
Organizational Information Systems	.194	.196	Not Significant
Rewards System	-.184	.129	Not Significant

Dependent Variable: KSI

The significance level is at .05

Figure 2 shows the portion of the Path Model that evaluates the regression coefficients of the factors related to organizational culture and knowledge-sharing intention.

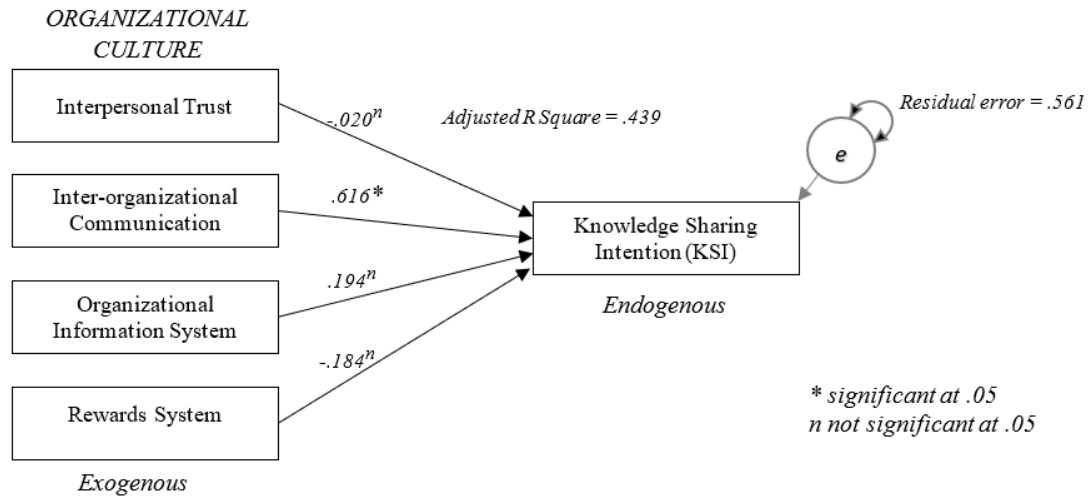


Figure 2: Regression model of the influence of organizational culture on KSI

Interpersonal trust did not significantly affect the participants' intentions to share knowledge, with a coefficient value of 0.020. The p-value was 0.869, which is higher than the significance level of 0.05. Therefore, the decision was to reject the hypothesis. The results indicate that interpersonal trust has no significant effect on knowledge-sharing intentions. The analysis of inter-organizational communication revealed that participants considered communication a crucial factor in knowledge-sharing. With a calculated coefficient of 0.616 and a p-value of 0.000, it can be concluded that inter-organizational communication has a significant effect on the participants' knowledge-sharing intentions. Hence, communication within the organization was found to be a significant factor that can influence knowledge-sharing intentions. *Organizational information systems* did not affect the knowledge-sharing intentions of the participants. The results show that organizational information systems had no significant effect on knowledge-sharing intentions, with a coefficient of 0.194 at a p-value of 0.196, which is not significant. Finally, *the rewards system* was not significantly related to knowledge-sharing intentions, with a negative coefficient of -.184 and a p-value of .129. The reward system did not significantly affect the participants' intentions to share knowledge.

5.5 Perceived Effectiveness of knowledge-sharing Techniques (KST) Between the Local Institutions (University Branches)

The perceived effectiveness of KST within the local institutions was considered evidence of experience and participation in the participants' knowledge-sharing. To examine differences in participants' perceptions of the regional institutions, an analysis of variance (ANOVA) was conducted. Table 5 provides a summary of the statistical analysis results for the variance in knowledge-sharing across branches.

Table 5: Difference in the perceptions of the participants on the effectiveness of KST between local institutions (N=155)

Organizational culture	F-value	P-value	Significance
Perceptions between local institutions	2.762	.03	Significant

The significance level is at .05

The analysis aimed to determine whether the perceived effectiveness of knowledge-sharing techniques differs significantly among participants from different regional branches of the university. The results yielded an F-value of 2.762 and a p-value of .030. The hypothesis is accepted since the p-value (.030) is less than the significance

level (.05). This indicates a statistically significant difference in perception among participants from the different regional institutions on the effectiveness of KST.

5.6 Each Local Institution's KST and KSI

To further analyze participants' perceived effectiveness of KST across different local institutions, the correlation between their perceptions of these techniques and their intentions to share knowledge within each institution was examined. Table 6 presents the results of the correlation analysis.

Table 6: Each local institution's correlation between the participants' perceived effectiveness of KST and KSI

Local Institutions	Correlation Coefficient Value	Significance Level
Manila (Main)	.462**	.000
Mindanao	.321 ⁿ	.084
North Luzon	.530**	.008
South Luzon	.398 ⁿ	.377
Visayas	.539*	.031

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

ⁿCorrelation is not significant

The analysis examined how participants' perceptions of KST's effectiveness were related to their intentions to share knowledge within their respective local institutions. Table 6 shows the correlation coefficients (R-values) and significance levels for various university branches.

- *Manila (Main)*: The correlation between the perceived effectiveness of KST and knowledge-sharing intentions (KSI) is strong ($R = .462$) and statistically significant at the 0.01 level. This suggests that in the Manila (Main) branch, a higher perception of KST effectiveness is associated with a stronger intention to share knowledge.
- *Mindanao*: The correlation here is moderate ($R = .321$) but not statistically significant ($p = .084$). This suggests that while a relationship exists between perceived KST effectiveness and KSI, it is not strong enough to be statistically reliable in this context.
- *North Luzon*: The correlation is strong ($R = .530$) and significant at the 0.01 level. This implies a clear and significant association between how effectively participants perceive KST and their intention to share knowledge.
- *South Luzon*: The correlation is moderate ($R = .398$) but not statistically significant ($p = .377$). This suggests no significant relationship exists between perceived KST effectiveness and KSI in the South Luzon branch.
- *Visayas*: The correlation is strong ($R = .539$) and significant at the 0.05 level. This indicates a significant positive relationship between perceived KST effectiveness and knowledge-sharing intentions in the Visayas branch.

The results indicate that perceptions of KST effectiveness are positively correlated with knowledge-sharing intentions, supporting earlier research highlighting the importance of supportive environments in encouraging such behaviors (Mohillo, Jalandoon and Marcial, 2024; Lane et al., 2022). Nevertheless, the relationship varies in strength and importance across different local institutions, which demonstrates the subtle impact of organizational culture (Algheryafi, 2021). Consistent with studies emphasizing the context-dependent nature of knowledge-sharing practices (Ng, 2022; Rao, Abdul and Kamel, 2021), results indicate that local cultural dynamics in branches in Manila, North Luzon, and Visayas significantly influenced educators' willingness to share knowledge. Conversely, the knowledge-sharing intentions of the South Luzon and Mindanao branches were not significantly affected by their local knowledge-sharing cultures, which suggests that other factors, such as personal attitudes, institutional structures, or external constraints, may also be influential. These differences highlight the literature's emphasis on the complexity of knowledge sharing within diverse organizational and cultural contexts (Cruz et al., 2020; de Guzman, de Castro and Adamos, 2022).

6. Follow-up Interview

A follow-up interview was conducted with participants from South Luzon and Mindanao to gather insights into the lack of correlation between their knowledge-sharing techniques and intentions. The interview results revealed that most respondents were unaware of the rule or process for knowledge-sharing being implemented in their specific branches. Some respondents said:

“There is no systematic way of communication, and knowledge-sharing is done informally; no formal process or system of knowledge-sharing”. – (Three participants from both South Luzon and Mindanao)

South Luzon and Mindanao participants sought a collaborative space for knowledge-sharing to foster a culture of expertise sharing through effective policies and processes. They noted the impact of uncertainty avoidance in this knowledge-sharing effort. Communication also played a key role; some participants expressed hesitance due to the lack of rules regarding language that could potentially offend others. Acceptance and recognition of shared knowledge were essential themes. The previous analysis highlighted how inter-organizational communication influences knowledge-sharing, focusing on the system and style of communication used. An additional point highlighted in the interview was the importance of respecting authority. Participants highly value this when sharing knowledge. Here are some of the responses recorded verbatim:

“Hierarchy or superiority is one factor I consider most when sharing knowledge.” – (participant from South Luzon/male)

Another participant validated this when she said:

“There are barriers between the heads/leaders and the subordinates.” – (Participant from Mindanao/female)

Moreover, they also consider the authority or expertise of the person sharing the knowledge.

“There is a notion of authority of the knowledge being shared.” – (Participant from South Luzon/female)

This response reflects the high power distance between people from the two branches. Group belongingness was another factor that people from the South Luzon and Mindanao branches considered in knowledge-sharing.

“Only people belonging to certain groups usually share.” – (Participant from South Luzon/female)

“The relationship between mentors and mentees to pass on the skills is very important” – (Participant from Mindanao/female)

The significant responses from the interview relate to collectivism: participants expressed greater confidence in sharing their knowledge with those within their circle of acquaintances.

The interview results from South Luzon and Mindanao participants reinforce the findings regarding the significant relationship between power distance, high collectivism, and uncertainty avoidance, as well as the crucial role of communication style in facilitating knowledge-sharing. The findings confirm that these cultural factors have a strong influence on educators' intentions to share knowledge (Knoll et al., 2021). Additionally, the results highlight the cultural diversity across various regions of the Philippines, aligning with previous studies that have explored the differing cultural dimensions among Filipinos (Tabajen, Sabetzadeh and Senivongse, 2023; Rentillo, Casalan and Gustilo, 2024).

7. Discussion

This study confirms that national culture has a significant influence on teachers' knowledge-sharing intentions, based on Hofstede's cultural dimensions theory. Specifically, power distance emerges as an essential barrier: educators in hierarchical cultures often hesitate to share knowledge with superiors due to fears of judgment. This view is supported by Castaneda and Ramirez (2021), Escandon-Barbosa, Ramírez and Salas-Paramo, (2022), and Leonavičienė and Burinskienė (2022). It is further confirmed by Al Rushud (2021), who found that high power distance in higher education institutions (HEIs) restricts open communication. Kucharska and Bedford (2019) also note that strict hierarchies hinder the flow of knowledge from subordinates to superiors. In contrast, uncertainty avoidance, another Hofstede dimension, promotes knowledge-sharing. Cultures valuing predictability and structure tend to share knowledge to reduce ambiguity. This aligns with Kucharska and Bedford (2019) and Castaneda and Ramirez (2021), underscoring that knowledge-sharing stabilizes uncertain contexts. Collectivism was positively associated with KSI, supporting the findings of Nguyen, Siri and Malik,

(2021) and Al Rushud (2021). These findings underscore the significance of Hofstede's framework in evaluating the cultural influences on knowledge-sharing in education.

At the organizational level, results posit that shared values and norms influence institutional behavior. This supportive organizational culture asserts that shared values and norms influence behavior within institutions. A conducive organizational culture, characterized by trust and collaboration, enhances KSI, according to Hristova, Mileva and Bundaleska (2022), who argue that such environments foster engagement and knowledge exchange. Hosen et al. (2022) found that organizational climate has a significant influence on attitudes toward knowledge-sharing, although the effects of interpersonal trust and rewards vary by context. Effective communication is crucial. Chedid et al. (2020) note that open communication reduces misunderstandings and aids knowledge transfer. On the other hand, this study suggests that the roles of information systems and rewards in KSI are limited, indicating that cultural elements may influence these factors. This challenges previous assumptions and highlights the need for nuanced strategies.

Finally, regional variations complicate knowledge-sharing in the Philippines. Participants from South Luzon and Mindanao expressed differing views on knowledge-sharing techniques (KST), indicating that cultural contexts influence their effectiveness. These findings align with Tabajen, Sabetzadeh and Senivongse (2023), who emphasize the need for culturally tailored knowledge management strategies. Interviews revealed that power distance, collectivism, uncertainty avoidance, and communication styles influence knowledge-sharing behaviors, reflecting the country's cultural diversity.

8. Conclusion and Implications

This study emphasizes the significant impact of national and organizational cultures on teachers' knowledge-sharing intentions (KSI), highlighting the necessity for culturally responsive knowledge management strategies. Cultural elements such as power distance, uncertainty avoidance, and collectivism play a role in KSI. In hierarchical cultures with high power distance, knowledge-sharing is impeded, whereas cultures that prioritize predictability (high uncertainty avoidance) facilitate it. Collectivist cultures tend to emphasize group harmony, which may contribute to higher KSI. Moreover, organizational culture influences KSI by nurturing environments that cultivate trust and collaboration among educators. Clear communication is crucial for minimizing misunderstandings and facilitating effective information exchange. Lastly, regional variations necessitate that knowledge-sharing initiatives be adapted to local contexts, as attitudes towards knowledge-sharing techniques (KSTs) differ, particularly in South Luzon and Mindanao. HEIs should implement culturally attuned strategies that break down hierarchical barriers, bolster support, invest in communication resources, and acknowledge regional nuances when developing initiatives. Policymakers and educational leaders must incorporate culture-oriented training and locally relevant policies to enhance knowledge-sharing among educators. By tackling these cultural factors, institutions can establish more effective knowledge-sharing systems, thereby enhancing knowledge management within the higher education sector in the Philippines.

Reducing hierarchical barriers and encouraging participatory decision-making creates an inclusive culture where educators feel empowered to share knowledge. Shared leadership, peer mentoring, and recognition are key elements for maintaining this openness. Effective, culturally responsive communication is vital; institutions should invest in tools and training that improve intercultural competence and reduce misunderstandings.

Trust and collaboration depend on mutual respect and common goals. Leadership that embraces diverse perspectives fosters greater engagement in knowledge-sharing. Tailoring initiatives to local values, norms, and technological readiness—especially in South Luzon and Mindanao—ensures their relevance and sustainability.

Cultural competence among educators and leaders is crucial for navigating diverse communication styles and power dynamics. Training should increase awareness of cultural factors and prepare individuals to address potential conflicts effectively. Lastly, aligning institutional policies with local needs and involving stakeholders fosters acceptance and lasting impact.

AI statement: No artificial intelligence (AI) tools were used in the design, data collection, analysis, or interpretation of this research

Ethics statement: This study involved human participants, all of whom were adults and participated voluntarily. No sensitive personal data, vulnerable populations, or sensitive resources or environments were involved. As such, formal ethics approval was not required in accordance with applicable institutional and national guidelines.

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Appendix A

SURVEY QUESTIONNAIRE

PART I: DEMOGRAPHIC PROFILE

Instructions: Please check the answers most applicable to you in the space provided. Your honest and sincere answer will be much appreciated.

NAME (optional): _____

Age

_____ 30 years old and below

_____ 31 – 40 years old

_____ 41 – 50 years old

_____ 51 years old and above

Sex

_____ Female

_____ Male

Place of birth _____

Hometown (place you grew up):

Please specify town/city and province: _____

Ethnicity

_____ Badjao

_____ Bicolano

_____ Cebuano

_____ Ilocano

_____ Maranao

_____ Muslim

_____ Tagalog (Manila)

_____ Tagalog (Southern Luzon)

_____ Waray

Other, please specify: _____

Highest educational degree earned:

_____ Bachelor's degree

_____ Master's degree

_____ Doctor's degree

Years of teaching experience _____

Faculty/Institute: _____

Branch/Campus:

_____ Main (Manila)

_____ Mindanao

_____ North Luzon

_____ Visayas

_____ South Luzon

No. of years have you been teaching/working on the campus _____

Academic Rank _____

Position/Designation _____

PART II. KNOWLEDGE-SHARING

This section will determine what type of knowledge you are willing to share with your colleagues. Which of the following are you willing to share most? Select all that apply.

___ Books/Journals/Magazines, etc.

___ Experiential (sharing your experiences in teaching, learning, etc.)

___ Files

___ Instructional materials

___ Learning modules and other learning materials

___ Other Documents such as lesson plans, etc.

___ Research

___ Routine or Process (sharing the way you do your tasks/work)

___ Subjects Matter Content and Pedagogy

___ Talents and Skills

___ Teaching presentations

___ Teaching presentations and other resources

___ Teaching strategies and techniques

___ Technology skills/Technical issues

___ Video learning materials

Others (please specify): _____

PART III. KNOWLEDGE-SHARING TECHNIQUE

Mission and vision statements, along with strategic directions, define the features and direction of the university, which support and shape its organizational culture. How do you think the mission, vision, and strategies influence the knowledge strategies being implemented in the *university and on the campus/branch*? Please rate the (1) entire university (PNU System) and (2) your campus' current practice.

Knowledge-Sharing Technique
Community of Practice – A place/mechanism for experts' collaboration and teamwork.
Conferences, Seminars, and Workshops
Focus groups/Brainstorming
Formal and Informal Discussion
Quality circles
Research Forum
Social media networks (internet, intranet, and extranet)
Training Programs and Activities
Utilizing knowledge-sharing tools (e.g. e-mails, document management system, LMS, etc.)
Other:
Other:
Other:

Source: Adapted from Ken, Shirley, Tzu Ting, Cheah Yeh Ying, Culture Dimensions Comparison: A Study of Malaysia and South Korea. Copyright. 2013 Society of Interdisciplinary Business Research (www.sibresearch.org)

PART IV. KNOWLEDGE-SHARING INTENTION

Questions in this part refer to your intention in sharing your knowledge. This aims to measure your *willingness to share your knowledge with your colleagues within your unit or campus*.

Please share your honest and sincere answer.

Please rate how much you agree or disagree with the following statements – how much they reflect to you in your campus.
If I share knowledge and resources with my colleagues, I feel that I am doing something positive for the campus to promote learning.
My knowledge and skills are improved when participating in knowledge-sharing practices on campus.
I am willing to participate in any program our campus implements to promote a knowledge-sharing environment.
I am willing to share my knowledge and resources with my colleagues who are close to me.
I have professional growth, and my professional network is broadened when I participate in the knowledge-sharing practice conducted by my unit or by my school campus.
A good relationship with my colleagues and co-workers is promoted through sharing.
I am willing to share/I share knowledge, based on the professional expertise I have acquired through studies and training
My ownership rights and/or my intellectual property rights are protected when I share knowledge and resources.
Policies and procedures on sharing and collaboration being implemented by the school campus were effectively formulated and fostered adequately within the community I work with.

Source: Adapted from Tabajen (2020). Factors Affecting Teachers' Use of Web Portal in knowledge-sharing: A Behavioral Intention and Technology Acceptance Perspective

PART V. NATIONAL CULTURAL DIMENSION

This part refers to a distinctive set of beliefs, values, and assumptions generally held by members of a national group. Please rate your agreement or disagreement with the statements below based on your actual *observation in your unit and/or campus*.

Please share your honest and sincere answer.

Statement
Being accepted by members of your workgroup is very important.

Statement
Having a sense of shame is important in the workplace.
I consider group success more important than individual success.
I consider group welfare more important than individual rewards.
Instructions for operations are important for employees on the job.
It is frequently necessary for the management to use authority when dealing with subordinates who are challenging to handle.
It is important to have job requirements and instructions spelled out in detail so that teachers always know what they are expected to do.
It is proper that teachers should agree with the school management decisions.
Management expects teachers to follow instructions and procedures closely.
Management should be very careful when trusting or asking for opinions of their teachers.
Management should be prudent and should not delegate important tasks to their teachers.
Management usually makes the most important decisions.
Ordering relationships by status and observing this order is important in the workplace.
Persistence is important in the workplace.
Rules and regularities are important because they inform workers what the organization expects of them.
Standard operating procedures are helpful to teachers when doing their job.
Teachers should pursue their goals after considering the welfare of the group.
In the workplace, it is important to fulfill current obligations and respect traditional ways of doing things.

Source: Adapted from Ken, Shirley, Tzu Ting, Cheah Yeh Ying, Culture Dimensions Comparison: A Study of Malaysia and South Korea. Copyright. 2013 Society of Interdisciplinary Business Research (www.sibresearch.org)

PART VI. ORGANIZATIONAL CULTURE FACTORS

This section will determine how you value and adapt to your work environment, as well as how organizational factors influence your knowledge-sharing behavior. Please rate your agreement or disagreement with the statements below based on your actual *observation in your unit and/or campus*.

Please share your honest and sincere answer.

Statement
A considerable level of trust exists between coworkers in this organization
Certain rules and procedures exist to protect the person sharing his/her knowledge against the harmful intentions of others
Certain tasks are accomplished through teamwork and collaboration between employees
Certain tasks require the formation of teams with members from different departments in order to be accomplished.
Coworkers commonly exchange their knowledge and experience while working
Employees are more likely to be rewarded for teamwork and collaboration rather than merely for individual performance.
Employees are rewarded for sharing their knowledge and experience with their colleagues.
I believe coworkers should not share personal information
I believe people will not hesitate to take advantage of other's knowledge and experience for personal gains
I do not hesitate to share my feelings and perceptions with my fellow colleagues
I feel comfortable using the knowledge sharing technologies available.
I have not been previously harmed as a result of sharing my knowledge with my coworkers
Information flows easily throughout the organization regardless of employee roles or other boundaries.
Language is not a problem when communicating with other staff
Most of my colleagues are people whom I know well and thus are considered trustworthy

Teamwork, discussion, and collaboration enhance communication between colleagues
The knowledge-sharing rewards available are effective in motivating staff to spread their knowledge.
The organization provides various tools and technologies to facilitate knowledge-sharing and exchange (e. g. groupware, e-mail, intranet).
The problem of people hoarding (keeping) knowledge does not exist and most staff members are willing to share their knowledge freely
The technological tools available at the organization for sharing knowledge are effective.
There is a high level of face-to-face interaction among colleagues in the workplace
Workers actively participate in the process of decision-making.

Source: Adapted from Al-Alawi, Adel Ismail, Al-Marzoogi, Nayla Yousif & Mohammed, Yasmeen Fraidoon (2007). Organization culture and knowledge-sharing: Critical success factors. www.emeraldinsight.com/reprints

Do you have any additional comments, questions, or concerns you would like to share about this survey or your knowledge-sharing thoughts and practices?