DETERMINING CONTRIBUTORS OF PERFORMANCE IN MALAYSIAN HIGH PERFORMING SCHOOLS: IN THE LIGHT OF KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL LEARNING

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Abstract

This research aimed to determine contributors of performance within the vicinity of knowledge management and organizational learning aspects in all 52 High Performing Schools in Malaysia. Purposive full sampling technique was employed and 127 out of 132 respondents consisted of national school headmasters or principals and senior assistant teachers have responded to the distributed questionnaires. The research instrument was developed from 3 theories, namely the theory by Sallis and Jones (2002), Bruce Britton (1998), and Satyendra Singh, Yolande Chan and James McKeen (2006). With the Cronbach’s Alpha value at .965, the obtained data was analyzed by using multiple regression analyses. From the results obtained, 8 predictors were found to be from knowledge management and another 15 from organizational learning. In terms of the assembling element within the capability factor; support culture, communication system and learning application were the contributors towards the performance of high performing schools. Knowledge creation, support culture and integration to strategy were the contributors for the integration element while organizational culture, knowledge sharing, knowledge creation, external learning and organizational memory were found to be the contributors. For the factor of innovation agility; intellectual asset, knowledge sharing, knowledge creation, external learning, mechanism, integration to strategy and learning application were the contributors. Lastly, for competitive actions; intellectual asset, support culture, external learning, integration to strategy and learning application were the contributors towards the performance of high performing schools.

Keywords: School Performance, Knowledge Management, Organizational Learning, High Performing Schools

Introduction

This study is directed to determine contributors of performance in High Performing Schools (HPS) by taking into account the application of knowledge management (KM) and organizational learning (OL) simultaneously. The first element selected to be experimented for this study, KM, became popular in the 90s when there was awareness on the importance of intellectualism. Economy experts view knowledge-based management to be imperative in enhancing economy and produce extraordinary success. They also proclaim such knowledge era as new, knowledge-driven economy that calls for awareness towards the importance of knowledge (Sallis & Jones, 2002). Shogar (2005) further acclaim that possessed knowledge is vital to function within organizations and human development successes but Senge (1990) cited in Rowley (2000) has warned that many organizations are unable to function as knowledge-based organizations because they suffer from learning diabilities. Although