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INFLUENCE OF KNOWLEDGE MANAGEMENT ON SERVICE QUALITY AMONG NON-TEACHING PERSONNEL IN DEPARTMENT OF EDUCATION

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ABSTRACT

In an organization, knowledge management is a factor that influences service quality. This study aimed to determine which domain of knowledge management significantly influences service quality. The researcher utilized a quantitative non-experimental design employing of the causal effect technique. Two hundred two non-teaching personnel from the Department of Education in Davao de Oro were the respondents of the study. The random sampling technique was employed in choosing the participants for the study. The Mean, Pearson r, and Linear Regression Analysis were the statistical tools used in the study. This study revealed a very high level of knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture. In addition, the level of service quality was very high regarding reliability, responsiveness, assurance, empathy, and tangibles. The study also showed a significant relationship between knowledge management and service quality. Organization learning, storing knowledge, and culture were the domains of knowledge management that influenced the service quality of non-teaching personnel of the Department of Education in Davao de Oro, Philippines.

KEYWORDS: Knowledge management; service quality; non-teaching personnel; Department of Education

Chapter 1

INTRODUCTION

Rationale

Poor service quality is an emotional issue that is looked at by organizations around the world. These days, organizations are more worried about the best way to carry out the techniques and types of strategies to use rather than about the simple idea of service quality improvement and neglect to comprehend the elements of progress. This prompted the utilization of service quality as a convenient solution for treating indications of fundamental issues, especially in poor performance. As the most important and widely researched topic in services, service quality affects the vast majority of the

current economy, both in developed countries and in emerging economies around the world. Simultaneously, it determines an organization's reputation that the buyers consider, prompting its standing to be improved or minimized. Service quality is an attitude relating to the overall excellence or superiority of the service. Then again, service quality can be viewed as an assessment of how well-delivered service conforms to the client's expectations, needs, and wants (Mmutle & Shonle 2017, p. 2).

Knowledge management has progressively acquired appreciation in different organizations. Knowledge management influences schools and enhances service quality in teaching, research, organization, and critical preparation. Knowledge management would also empower workers to deal with knowledge management in working and assisting to generate new knowledge to improve the school's staff members' capacity to convey high service quality. Knowledge management is the conscious and precise coordination of an organization's people, technology, processes, and organizational structure in order to add value through reuse and innovation. This coordination is achieved through creating, sharing, and applying knowledge and taking care of the significant lessons learned and best practices into corporate memory to cultivate continued organizational learning (Dalkir 2013, p. 3).

The DepEd—Division of Davao de Oro is a Philippine government organization that needs excellent service quality related to reliability, responsiveness, assurance, empathy, and tangibles that result in inadequacy and a terrible reputation for the institution. With this, the local government units should provide quality service to the people since it is declining in its effectiveness in providing significant institutional aspects (Ocampo et al. 2017, p. 3).

The urgency of the study infers a significant role in simultaneously answering the call of efficiency and professionalism. It addresses the massive hole in efficiency in service quality over the limited knowledge due to the present age and advancement. In any case, there is no previous study that has been conducted that assesses the relationship between knowledge management and service quality of non-teaching personnel. The researcher is interested in determining whether knowledge management influences the service quality of the non-teaching personnel in the Department of Education, particularly in Davao de Oro. This gap has made the researcher look at factors that can promote service quality. The current study will make an important contribution to a better understanding of the relationship between knowledge management and employee service quality. Thus, the need to conduct the study.

Research Objective

This study was conducted to determine what domain in knowledge management significantly influences service quality among non-teaching personnel in the Department of Education. This study specifically aimed

1. To describe the level of knowledge management among non-teaching

personnel in the Department of Education, in terms of:

1.1. Knowledge Sharing

1.2. Knowledge Transfer

1.3. Store Knowledge

1.4. Knowledge Creation

1.5. Organization Learning

1.6. Culture

2. To describe the level of service quality among non-teaching personnel in the Department of Education, in terms of:

2.1. Reliability

2.2. Responsiveness

2.3. Assurance

2.4. Empathy

2.5. Tangibles

3. To find out the significant relationship between knowledge management and service quality among non-teaching personnel in the Department of Education; and

4. To determine what domain in knowledge management significantly influences service quality among non-teaching personnel in the Department of Education.

Hypotheses

At 0.05 level of significance, the following hypothesis are verified:

1. There is no significant relationship between knowledge management and service quality among non-teaching personnel in the Department of Education.

2. There is no domain in knowledge management significantly influences the service quality among non-teaching personnel in the Department of Education.

Review of Related Literature

This section presents the theories, ideas, facts, data, views, and readings related to Knowledge Management and Service Quality.

The independent variable of this study is knowledge management in terms of knowledge sharing, knowledge transfer, store knowledge, knowledge creation, organization learning, and culture (Sawe & Rotich 2017, p. 889). The dependent variable is the service quality indicators of reliability, responsiveness, assurance, empathy, and tangibles (Parasuraman, Zethaml & Berry 1988, p. 23).

Knowledge Management

Knowledge management initiatives have always been coordinated in government tasks and cannot be separated from strategy, planning, consultation, and implementation. Knowledge management is much more necessary for the government agency to improve service delivery. Organizations view knowledge as a critical strategic and competitive resource. Organization success relies upon the degree how which it can manage environmental uncertainty. Knowledge has been considered one of the essential assets of the organization. A legitimate transformation of tacit knowledge into explicit knowledge helps organizations to apply the knowledge in solution finding to benefit new opportunities and promote learning in the organization (Sawe & Rotich 2017, p.889).

Likewise, knowledge management is a strategy that involves the values of knowledge resources to improve the performance of both organizations and employees. They also focus on its capacity to work with the most common way of achieving information and data in the required time and improving vital and strategic functional activities needed to attain organizational goals. According to the theoretical perspective, the parts of knowledge management are (people, processes, technology, culture, and structure), and those are the foundation of the knowledge management system (HY Abuaddous, Al Sokker, & BI Abuaddous 2018, p. 205).

In the Philippines, organizations also apply Knowledge management. Higher Education Institutions (HEIs) are essential in creating, communicating, disseminating, and using knowledge. HEIs should always play their role and function based on the knowledge produced, stored, shared, and applied. The study revealed that the levels of KM Practices of the three State Universities on the Key Factors of KM: Organizational Culture, Leadership, Information Technology, and Employee Motivation were very often proper. The KM Performance Outcomes of the three public HEIs in terms of Teaching, Research, Citations, International Outlook, and Industry Income were excellent. Besides, the study established relations between the levels of KM Practices on the Key Factors of KM and KM Processes and KM Performance Outcomes (Fiscal 2019, p. 33).

Knowledge sharing is the first indicator of knowledge management which adds to further development execution, advancement, and competitive advantage. Knowledge sharing is “the exchange of knowledge between and among individuals.” And it targets bringing knowledge sources together and manipulating them into new knowledge structures or routines. Knowledge sharing is sometimes used synonymously or is considered to have covering content. Eventually, the knowledge management process, also known as KMP, is defined as the degree to of organizations create, share, and utilize knowledge resources across their functional boundaries. KMP’s life cycle is connected to the organization’s utilization of internal and external resources of knowledge. It ensures that this Knowledge is available to individuals who need it in the organization (AR Awaja, DS Awaja & Raju 2018, p. 447).

Moreover, Knowledge sharing inside a group or between is crucial for organizations to foster abilities and capabilities, improve value, and support competitive advantage; knowledge sharing behavior was the essential means that workers can add to the application of knowledge, advancement, and enhancement of the organization. So, Knowledge sharing an undeniably significant job in management outcomes. It is an essential gathering in the field of knowledge management. As knowledge sharing has such an extraordinary expected advantage, many organizations have contributed much time and money to knowledge management (Zheng 2017, p. 51).

Another one is knowledge sharing has become a worthy indicator to measure organizational performance. Many researchers reached that knowledge sharing is the way to knowledge management success. Furthermore, they suggested empowering the employees and motivating them to share their knowledge in case they have more productive knowledge do not partake with others. The transfer and sharing of knowledge are done in different ways, for example, by preparing group support, and direct guidance, on joint work in projects. While saving and sharing explicit knowledge is usually more accessible through physical components such as books, archives, database systems, digital tools, etc. which can be used later easily (Kadhim, Hussein & Alfaras 2021, p. 719).

In addition, knowledge sharing is a powerful instrument that transforms individual knowledge into group organizational knowledge. It is one of the fundamental knowledge processes for improving organizations in the current dynamic and challenging times. Knowledge-sharing practices play a significant part in the development and advancement of numerous organizations (Mohajan 2019, p. 52).

The second indicator is knowledge transfer. The essential innovation used to transfer knowledge consisted of the people themselves. Indeed, much of the cultural legacy stems from the migration of various peoples across continents (Marchiori & Franco 2019, p. 2)

In this regard, knowledge transfer can occur between different entities in an organization. These entities have various limits or places of an organization that the knowledge should go between the

source and the authority. Normal limits would be between different groups and the clients, or between a project team and third parties within or outside the organization. The test then is about how knowledge is transferred across the various boundaries in an undertaking environment, and what role the project management office can play in further developing his insight across the multiple boundaries (Jhamba & Steyn 2021, p. 184).

Knowledge transfer is considered an increasingly significant course of knowledge management because of its capacity to assist the administering body with profiting from private information. Knowledge transfer is a cycle that develops between a source and a beneficiary and where knowledge is given and prepared. Knowledge can be transferred among individuals between levels in the organizational chart and among units and divisions (Nguyen & Burgess, 2014). In different organizations, knowledge transfer is a practical problem. It involves transferring knowledge from one part to another organization (Hassan, Noor, & Hussin, 2017, p. 751).

The third indicator of knowledge management is storing knowledge. Where the creation of new information is not adequate, having the ability to store and recover knowledge when required is more significant. Storing knowledge gives rise to the organizational memory idea, which just means the presence of knowledge in different structures and formats like electronic data sets, composed documentation, individual and group tacit knowledge, and codified knowledge. Moreover, organizational memory includes personal memory, a singular's activities, experiences, and perception along with data files inside and beyond the organization; shared knowledge and cooperation; and traditional culture, changes, and structure as cited (Abubakar et al. 2017, p. 3).

Additionally, the knowledge created and gained should be appropriately stored and saved for ensuing access and use. Alavi and Leidner (2001) pointed out that knowledge storage is a cycle in knowledge management, including capturing, translating, and coding information. Knowledge management takes records with information implanted in them and stores them to recover them effectively (Ignovia & Ikenwe (2018, p. 31).

The fourth indicator of knowledge management is knowledge creation results from day-to-day activities in our work or social settings. The knowledge creation process helps organizations develop their ability to produce new knowledge, improve, and add value. This new knowledge encourages the development of new and innovative products; improves internal processes; or enhances organizations' decision-making ability (Omotayo, 2015). Ramirez et al. (2011) found that knowledge creation influences, explicitly and indirectly, the way organizational learning gets the more significant presence of the knowledge creation processes in the organization. For example, organizational learning promotes endeavors to enhance organizational performance, as cited in Barua (2020, p.11).

Recently, knowledge creation has become valuable to help execution in design and operational management, advertising, and human resource management. In tertiary institutions, knowledge creation is helpful both in training and in innovative work and development services. Knowledge creation is valuable for research productivity, employee responsibility, and cooperation. Each college teaching staff has different experiences, focuses, and interests in research activities (Minh & Loc 2020, p. 3527).

Classified knowledge is divided into implicit and explicit knowledge based on the ease of coding and transferring the available knowledge. Explicit knowledge is effectively adaptable and coded, while tacit knowledge is deeply established in the framework inside the organization. In its passive form, knowledge is futile. In any case, when initiated through innovative approaches for application, renewing, and sharing, it may lead to outstanding performance. In this regard, knowledge management is the most common method of generating passive knowledge for the benefit of organizations and gaining a competitive advantage (Abubakar et al. 2017, p. 2).

In addition, managers depend firmly on employees to recognize new opportunities. "We work hard trying to find something new," one interviewee said. Employees have the adaptability to make and come up with new ideas; they must, however, make all decisions in participation with their group. Employees start by selling the group their thoughts. Groups are the fundamental organizational units, and support for these units and their structure is of prime significance (Grimsdotter & Edvardasson 2018, p. 6).

Subsequently, appropriately comprehending the dynamism of the knowledge creation process is unstructured and unmethodical when introduced to organizations and people for action. Since it expects inventiveness to change the plans to suit the requirements for applications, to empower the KC cycle, there should be socialization and connection between tacit and explicit knowledge, followed by knowledge assets experiential, applied, systemic, and routine to work with the KC process of an institution. KC is favored by the setting where the task is done by individuals and groups, using knowledge as the driving force to create new knowledge. It is recognized that creating new knowledge cannot be separated from tacit and explicit knowledge. The knowledge creation components are as per the following: knowledge assets, which incorporate the outcomes, data sources, and brokers of the knowledge creation process; through the transformation of tacit knowledge to explicit knowledge; and shared perspective for knowledge creation (Sanah, Rahman, & Munadi 2022, p. 2).

The fifth indicator of knowledge management is organizational learning, which is viewed as a vital area in management and organizational research. The idea of organizational learning created the idea of organizational learning Cyert and March (1963). They propose the concept of dynamic models. They emphasized the significance of learning by doing and how a company can adapt to environmental changes (Castaneda, Manrique, & Cuellar 2018, p. 301).

Likewise, organizational learning should be visible as an endeavor that promotes knowledge innovation or obtaining and spreads all throughout the organization, typifying its capacities in products, services, and frameworks (Lau and Chung, 2019). Organizational learning refers to the various actions that an organization takes in order to gain knowledge as its core competitive advantage. It is a cycle in which the organization constantly endeavors to change or redesign itself to adapt to a consistently evolving environment (Yuan & Chayanuvat 2021, p. 79).

Subsequently, organizational learning appreciates significant consideration from both academics and professionals looking to develop organizations. It is a powerful idea, with its use, in theory, emphasizing the consistently changing nature of an organization. Likewise, an integrative idea can be examined at various levels of investigation, like an individual, group, corporate, etc. (Dodgson, 1993). In the writing, there is little understanding of what learning was initially presented by Argyris and Schon (1978), including the discovery and correction of errors in organization, as cited in Pham and Hoang (2019, p. 260).

In addition, an individual's knowledge holder fabricates aggregate knowledge with others, thereby creating organizational value via a learning process. However, the generation of individual and collective knowledge is not automatic in humans. Instead, it is exceptionally reliant upon inspiration, perspectives, self-viability, and leadership. How these factors interact is currently an interest for specialists and experts in knowledge management and organizational learning (Castaneda, Manrique, & Cuellar, p. 322)

The last indicator of knowledge management is organizational culture. The employee experience is a consistent setting for every organization's daily tasks. It does not matter if organizations foster a high-quality product or plan an incredible start-up gathering. Assuming a basic mentality, resentment, or fatigue, the long-term outlook for the organization will not be significant. Organizational culture is the channel through which all other things occur. Meanwhile, making a positive employee experience is a universal goal. However, there is more than one way to get there (Morcos 2018, p. 2).

The organizational culture profoundly affects the assortment of the organization's processes, employees, and performance. This additionally demonstrates the various dimensions of organizational culture. Explicit confirmations further show that the absence of cultural integration among the parts of the organization is a fundamental cause of the corporate gathering disappointment. More investigation can be conducted around here to comprehend the nature and capability of culture in manipulating organizational performance. Managers and leaders have to develop a solid corporate culture to improve the overall performance of their employees and organizations (Pathiranage 2019, p.1).

Further, organizational culture is the arrangement of standards of values and beliefs according to which an employee needs to act. How things are polished and incorporated is a critical factor in organizational success and development. Corporate culture's purpose and objective are employee fulfillment and organizational productivity (Mohsen, Neyasi & Ebtekar 2020, p. 880).

Moreover, the progress of a manager in leading people is decided by their subordinates' work performance and group results. Managers should empower them with the goal of seeing the internal cycle of the organization lead to a significant degree of usefulness of the assets utilized by an organization, guarantee high-quality products and services offered by an organization, and decrease the organization's expenses. Organizational or corporate culture is an example of unspoken values, norms, beliefs, attitudes, and assumptions that shape how individuals in organizations act and how things end (Mohelska & Nafchi, 2020, p. 3).

Finally, organizational culture is a corpus of shared values, convictions, and practices of the labor force and organizations that characterize corporate personality. Such qualities, which may be team-oriented, people-oriented, or outcome-oriented, vary from one space to another, contingent upon objectives, drives, and interests. Organizational culture significantly contributes to knowledge management (Chin-Loy & Mujtaba, 2007), and successful organizations usually have virile and well-developed cultures (Hellriegel, Slocum, and Woodman, 1992). Strong culture improves organizational performance while powerless culture keeps up with a little arrangement with organizational values (Balthazard and Cooke, 2004). Contingent upon unexpected and accomplished outcomes, companies and organizations have occasionally embraced adaptable models to re-strategize and reclassify corporate cultures according to their needs. Clan culture is a form of organizational culture with an affinity for friendly, employee-focused environments and advancement values like shared objectives, team-building, and streamlined universal mission and vision, as cited in Kamal & Bakare (2021, p. 28).

Service Quality

Service quality is a fundamental part of addressing worldwide issues in the market. A firm that gives excellent client service, where the assumptions and needs of the clients are met, further develops consumer loyalty and creates a good image and positive responses to target potential clients. Service quality is a successful strategy of differentiation in service-oriented businesses. Measuring service quality can help management provide reliable data to monitor and maintain developed service quality. Using the SERVQUAL Model to evaluate service quality empowers management to better understand the different aspects and how they affect service quality and client loyalty. SERVQUAL model will assist them in identifying those that have qualities and weaknesses and making necessary improvements (Daniel & Beringyuy 2010). Likewise, the SERVQUAL model is a decent scale for measuring service quality in different specific industries. Subsequently, this study will use the SERVQUAL model to measure service quality (Alkhlaifat & Alshaweesh 2017, p.195).

Furthermore, service quality is mainly affected by the positive relations between the service providers and the clients. This helps in delivering when the service provider knows the client's expectations. This helps in conveying the precise quality characterized by the client's expectations. The supporting elements influencing service quality would include staff friendliness, convenience, mindfulness, reaction, adequacy, and the ability to make wise decisions. This multitude of features is an impression of an engaged staff member. The consequences of an engaged workforce include employee enthusiasm, perseverance, adaptability, and committed consideration toward the job that needs to be done (Mburu, Koome & Gichuhi, 2020, p. 166).

Also, "service quality" is a blend of the two words "service" and "quality." The emphasis was on giving quality end-client services (Bhargava, 2019). In the case of pure service frameworks, service quality is often measured by the result of the service delivery framework. This is because of client satisfaction in light of its insight. Nevertheless, conclusions on the quality of service rely on a solitary asset as well as on many variables. Service quality is also categorized to be segregated into innovation and capacity (Singh et al. 2021, p. 104).

In addition, service quality has become a critical wellspring of the upper hand in the business world as clients look for services and products that address their needs and assumptions. High-quality services result in increased client loyalty and improved business performance. Many marketing studies have since been conducted to investigate service quality in business (Mouzaek et al., 2021, p. 1187).

Moreover, the perplexing idea of services, combined with the developing conspicuousness of the services sector, has also increased the need for organizations to improve service quality. High service quality prompts competitive benefit as clients feel satisfied and more likely to purchase the organization's services, recommend them to others, and disregard rivals' propositions. It is vital to constantly quantify service quality in order to establish those areas that need improvement (Tee, Preko & Tee 2018, p.57).

Subsequently, to further develop service quality, service organizations need to comprehend which parts of client service impact service quality. Service quality is the feeling of monitoring client dissatisfaction and organizations tend to offer types of services that surpass clients' expectations to a moderate degree. Management should drive the clients to suggest how their concerns can be addressed excellently. The firm should provide and support an opportunity for clients to communicate or voice their concerns about failing services rather than let them whine at their groups of friends secretly (Osarenkhoe, Komunda, & Byarugaba 2017, p. 206).

Also, service quality has been a prevailing variable in maintaining an upper hand and supporting fulfilling relationships with clients. Service quality is one of the elements agreeable to clients'

decisions. Service quality in financial sites may boost consumer loyalty because, in internet banking, a client can get an assortment of monetary exchanges (Farooqi 2017, p. 6).

Furthermore, service quality is the foundation of service marketing; whether it is tangible product assembly or the service industry, service quality is the enchanted weapon for ventures to win in the competition. Quality is the combination of characteristics of goods or services that guarantee to meet the express or implied needs of customers. Service quality has been a significant area in the hotel industry for decades. In such a manner, service providers must understand customer expectations and perceptions and the impacts that influence their assessment and fulfillment of the services. Numerous researchers have given various interpretations of the meaning of service quality from different perspectives (Saeed et al., 2021, p. 337).

Locally, service quality is used by Lyceum of the Philippines-Laguna to influence the service of both teaching and administrative support functions and to distinguish the gap between expectations and satisfaction with the services that LPU-Laguna provided. The study is significant as it measured the gap between the quality of the management support services of LPU-Laguna and the level of satisfaction and expectations of the college's graduating students towards the university's offices and departments. Also, this study is ready to infer that the respondents have high expectations and strongly agree with the weighted mean of satisfaction and anticipation of the management support services (Reliability, Assurance, Tangibility, Empathy, and Responsiveness) using the RATER Dimension (Dichoso et al. 2019, p. 73).

The first indicator of service quality is reliability. A high-reliability organization takes on dangerous activities characterized by complexity and uncertainty yet accomplishes moderately high levels of safety. High-reliability organizations work almost error-free in incredibly challenging and uncertain environments, where complex strategies, innovations, and guidelines are used to oversee complex frameworks and conditions. The construction industry, likewise, operates in an uncertain environment due to changes in the workplace, ominous weather patterns, subcontractors, unskilled tradesmen, management issues, and strategies. Construction activities are seldom error or accident-free due to methodologies and strategies for overseeing security (Enya, Pillay & Dempsey 2018, p. 2).

The second indicator of service quality is responsiveness. The responsiveness of willing employees involves telling clients precisely when things will be done, offering them unified consideration, promoting services, and responding to following requests. It implies that the employees of a service organization are prepared to help clients and answer their questions, as well as advise them when service will be provided. Also, to the extent, that other organizations, such as schools, could give a willingness to help their students or stakeholders in support with excellent, quality, and quick services (Haddad et al. 2019, p. 5).

The third indicator of service quality is assurance, which has already been characterized as the employees' courtesy and knowledge, and their ability to transfer confidence and trust to clients. Assurance reflects the employees' opinions informed and paying attention to them, regardless of their educational level, age, and nationality. Assurance reflects the employees' opinions and actions and the staff's ability to deliver friendly, confidential, courteous, and competent services (Pakurar et al. 2019, p. 5).

In addition, assurance relates to confidence and trust which implies that any corporate organization or market expects to have a solid ability in order to inspire clients with reasonable certainty and faith in its clientele. Furthermore, customer trust and confidence in the business sector's products lead to increased productivity, so any market or business must be aware of this issue to gain client loyalty (Ali et al. 2021, p. 66).

The fourth indicator of service quality is empathy. It refers to a company's commitment to offering compassionate, personalized service to its clients. Employees show empathy for clients by understanding the needs of their clients during business hours to persuade the consumers that they meet their requirements throughout business hours. It is essential to have individual attention to convince clients that an organization meets their requirements. Empathy is also a reward, as consumers' confidence and trust improve loyalty simultaneously. Empathy empowers employees, like educators, to think about others' sentiments, particularly when making decisions. Every employee occupies a position within the organization to which a role is attached. This role resembles a solution like a prescription in that it represents the activities and behaviors that are to be performed by that individual position (Singh et al. 2021, p. 106).

Likewise, empathy is attempting to comprehend client needs and emphasizes the work to really focus on every client. The empathy of cruise service is the individual interest in the passengers, whether the business hours are adjusted to the comfort and contemplation of the individual passengers (Yoon & Cha 2020, p. 16).

Empathy refers to the service firm's suppliers and clients' caring, individual consideration. Empathy suggests the specialist organizations' personal attention, best interests at heart, acknowledgment, suitability of products, and convenient working hours (Asraf & Venugopalan 2018, p. 524).

In addition, empathy is characterized as the mindful, individualized consideration provided to clients by their banks or service firms. This aspect tries to convey the importance through customized or individualized services that clients are remarkable and unique to the firm. The aspect focuses on an assortment of services that satisfy different needs of clients, individualized or customized services, etc. In this situation, the service providers need to know the client's individual needs or wants and inclinations (Ramya, Kowsalya & Dharanipriya 2019, p. 40).

The fifth and last indicator of service quality is tangible. Tangibles refer to physical facilities (equipment, personnel, and communications materials). Clients will use the physical image of the service to evaluate quality. Tangibles are related to the physical facilities, tools, and machines used in order to offer the service and representations of the services, like statements, cards (debit and credit), speed, and efficiency of transactions. Empathy and tangibles are both critical. It is contended that it is advisable to consider including opening times of tasks under the empathy aspect; moreover, the reliability dimension may include overdraft privileges, but it feels tangibles as a particular component, showing consistency across cultures (Pakurar et al. 2019, p. 5).

In addition, tangibles are necessary. Even though this is the most significant aspect, appearance matters. But not as much as different aspects. Service providers must ensure that their employees' appearances, uniforms, equipment, and work areas (closets, service offices, etc.) look good. The risk is that suppliers make everything look sharp, and then fall short of reliability or responsiveness (Arlen 2020, p. 5).

Correlation Between Measures

There is a significant relationship between the two variables in which knowledge management significantly influences the service quality among non-teaching personnel. Knowledge management is recognized as a fundamental achievement factor that assists in achieving and supporting a competitive advantage for organizations in service quality. Knowledge is the main asset for the equipment of personnel in organizations to satisfy the client's needs. Organizations are willing to implement knowledge management, whether through direct evaluations of knowledge management programs or by recognizing the variables that aid in upgrading their training, which can provide high levels of quality services (AR Awaja, DS Awaja, & Raju 2018, p. 447).

The success of knowledge management in organizations is viewed as a proportion of the results, such as upgrading the quality of products and services, productivity, development, competitiveness, client loyalty, employee fulfillment, and correspondence. Researchers and practitioners believe that organizations that effectively use knowledge can achieve the following advantages: better services and products; use of comments and creations; better access to modern activity with new philosophies; predominance among rivals in the market; decrease in production costs; presence in the new business sectors and better correspondence; high levels of organizational learning; high levels of responsibility (AR Awaja, DS Awaja & Raju 2018, p. 449).

Another is that clients are the fundamental focal point of organizations in the present competitive world, and their loyalty is the principal factor in gaining a competitive advantage. The increase in competition in the manufacturing and services areas can be seen worldwide. Expanding competition in services, in ventures, for example, hospitality, banking, and insurance are quite evident. This factor makes it harder for clients to keep and increase their loyalty in this space. Providing service quality is a significant challenge for dynamic organizations in this field. Also, in the new business

environment characterized by unpredictability and expanding intricacy, the capacity of an organization to establish and maintain competitive advantage is in its knowledge (Guilaninia, Taleghani & Rouhi, 2016, p. 32).

At long last, one might consider the implementation and management of knowledge to improve organizational performance and dynamic navigation is fundamental. This examination was composed of the motivation behind understanding and focusing on services quality management and knowledge management and cooperation of these two things with the client loyalty of different insurance products (Guilaninia, Taleghani & Rouhi, 2016, p. 32).

The previous presentation and discussion of various literature have helped bring into focus the importance of knowledge management and service quality among non-teaching personnel. The literature presented also helped the researcher realize that knowledge management has a great influence on service quality among non-teaching personnel.

Theoretical Framework

The study was anchored on the proposition of AR Awaja, DS Awaja, and Raju (2018, p. 447), stating that knowledge management has a significant influence on enhancing service quality. It displayed the significance of the idea of knowledge and quality that have turned into the two main forces of competitiveness, with the complexity and increase of the capacities and services given by organizations to dominate a compelling ability to deal with the current information to perform practical tasks. Knowledge management is possibly the main asset for surviving in this modern environment in the operations of organizations because it is a tool to help further develop their service quality. However, the achievement of any organization lies in the capacity to perform better processes of knowledge to create and maintain a competitive advantage

This is supported by Su and Lin (2007, p. 787) who stated that knowledge management upgrades the knowledge-based service quality in the service industries. Knowledge management can provide businesses with many competitive advantages, including normal level knowledge enhancement; service quality enhancements; cost and time decreases; strengthened relationships among colleagues; and quicker knowledge creation. Hence, there must be a profound understanding of the significance of enhancing service quality based on knowledge management to envision a competitive advantage.

It is stated by Guilaninia, Taleghani, and Rouhi (2016, p. 32) that providing service quality is a significant challenge for organizations, so they should increase their capacity for knowledge management to establish and keep a competitive advantage. Communities these days are progressively moving towards being knowledge-based. One might say that the implementation and management of knowledge to improve organizational performance and dynamic direction is fundamental. In this way, focusing on service quality and knowledge management would safeguard the great activity and results of the organization.

Conceptual Framework

The conceptual framework is presented in Figure 1. The independent variable is knowledge management by Sawe & Rotich (2017, p. 893), which is shown by knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture. In this study, knowledge sharing refers to the purposeful trade of data that assists with agility and development. Knowledge transfer implies the dissemination of Knowledge and giving input to critical thinking. Store knowledge refers to the description of repositories-knowledge creation, which refers to the formation of new ideas. Then again, organizational learning refers to creating, retaining, and transferring information. While culture refers to the presentation of top-management responsibility.

Also, Parasuraman, Zeithaml, & Berry (1988, p. 23) measure service quality by reliability, responsiveness, assurance, empathy, and tangibles. In this study, reliability refers to the capacity to deliver the guaranteed service reliably and precisely. Responsiveness refers to the ability to help clients and give prompt.

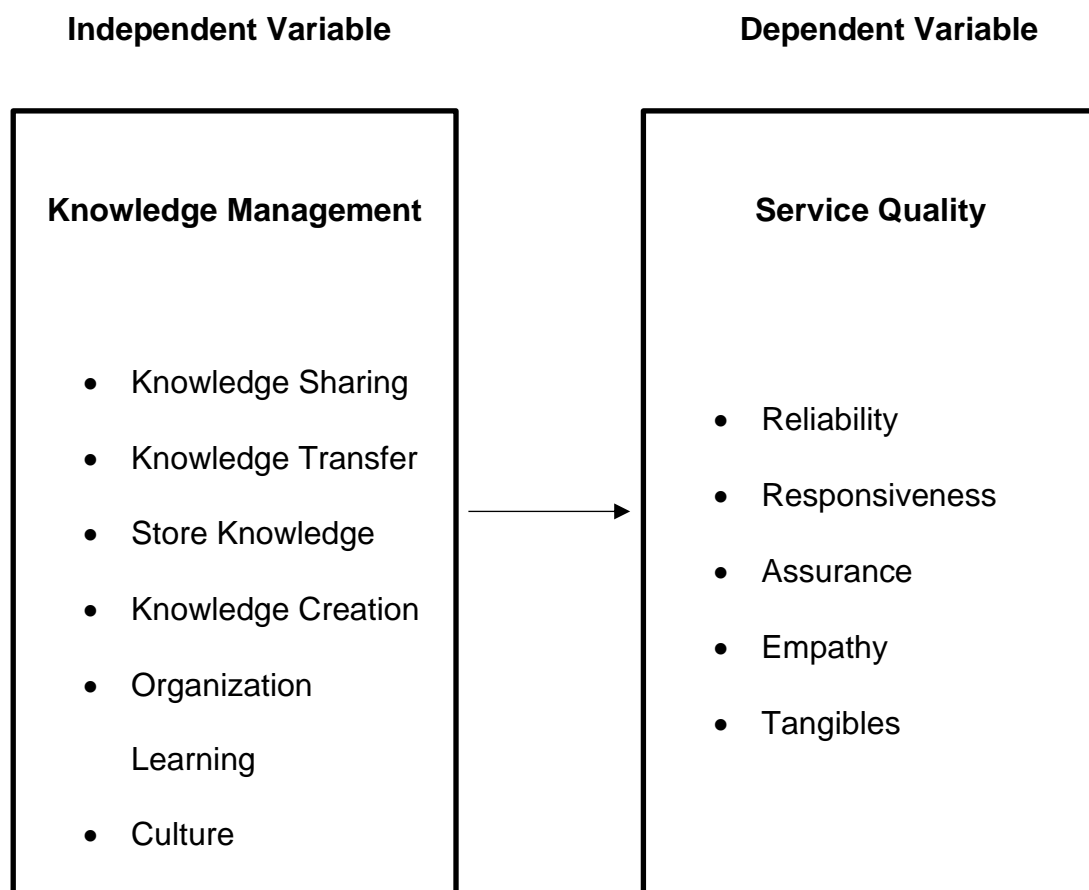


Figure 1. Conceptual Framework of the Study

service. Assurance refers to the knowledge and courtesy of employees and their capacity to inspire trust and certainty. Empathy refers to the mindful, individual consideration and supports a firm provides its clients. Lastly, tangibles refer to the physical facilities, equipment, and presence of personnel. These are the dimensions of service quality.

Significance of the study

The result of the study can be used to develop workplace styles and ensure a higher level of encouraging better work relationships and improving them as they consider their organizational framework. The result of this research can provide insights to all school heads and division superintendents to further develop the service quality among non-teaching personnel to have harmonious relationships within the school, district, and the division of the Department of Education of Davao de Oro. It can provide information to all school administrators, particularly on the organizational behavior and knowledge management of the employees in schools, districts, and the division of the Department of Education in Davao de Oro.

Likewise, it can develop the understanding of administrators of the different cultures, family backgrounds, and Knowledge of the non-teaching personnel. This study's results may motivate the non-teaching personnel so that they may continue participating and working on their daily tasks. It will inform the non-teaching personnel regarding how they should act with dignity and always work effectively. It can help the non-teaching personnel cope with the changes in the atmosphere in the workplace. It provides substantial input to the identified needs of non-teaching personnel to address the gap between employees' required skills and knowledge and their current condition. It is a way to determine the employee's learning needs for the future development program to promote a high level of job performance (Lacsamana, Portugal & Delos Reyes 2018, p. 27).

Finally, the results of the study may benefit the non-teaching personnel in the divisions and schools or districts that function as front-liners in conducting knowledge management in service quality down to the heads in the Davao de Oro Division of the Department of Education due to its dominance or control of the non-teaching personnel in the organization that can encourage and enable them to make more significant progress. Finally, the findings of this study can provide future researchers with a starting point on how to expand the coverage of the research in terms of variables covered in the study.

Definition of Terms

For the reader to better understand the terminologies used in the study, the following terms are defined operationally.

Knowledge Management. As used in this study, it refers to knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and the culture of organizations.

Service Quality. As used in this study, it refers to reliability, responsiveness, assurance, empathy, and tangibles.

Chapter 2

METHOD

This chapter introduces salient features: gathering the necessary data; research design; research locale; population and sample; research instrument; data collection; and statistical tool.

Research Design

This study employed the quantitative non-experimental configuration utilizing the causal effect technique. This method was used to explore the relationship and describe the causes of a particular phenomenon. This method used correlation research and regression analysis, which generally measure if a relationship exists and find out the strength or level of the relationship between two or more quantifiable variables (Gay, Mills, & Airasian 2012, p. 9). Moreover, regression analysis is a statistical tool that employs a quantitative approach to determine the nature of relationships among the studied variables (Dudovskiy 2016, p. 1). It is an appropriate design to use in assessing the influence of knowledge management on service quality among non-teaching personnel in the Department of Education, Davao de Oro. This research design was used to meet the objectives of the study.

The method of gathering data was through the use of questionnaires. The researcher selected and integrated questionnaires from different authors as a primary tool. It was constructed based on the scope of knowledge management and then correlated to the level of service quality. This research design will help determine the level of knowledge management on service quality among non-teaching personnel in the Department of Education, Davao de Oro, and the significant relationship between the two variables.

Research Locale

The findings of this study were specifically tailored to the context of the Division Office, eight (8) secondary schools implementing units of six municipalities: Nabunturan, Compostela, Maco, Mabini, Pantukan, and Monkayo; and five (5) school district offices of four (4) municipalities: Monkayo, Pantukan, Mabini, and Maco in the Department of Education Division of Davao de Oro. The scope and the sample limited the opportunities for the overall applicability of the discoveries.

Presented in Figure 2 is the map of the Philippines, highlighting Davao de Oro within Mindanao. The study was conducted in the Province of Davao de Oro for the school year 2020–2021. Davao de Oro is a province in Mindanao that is located in Region XI. Davao de Oro has been regarded as Mindanao's brilliant region due to its dynamic mining industry and the rich gold mineral deposits found at the foot of its mountains.

The respondents of this study are the non-teaching personnel of the Department of Education in Davao de Oro. In the Davao de Oro Division, there are eight (8) secondary schools with implementing units from six (6) municipalities: Nabunturan, Compostela, Maco, Mabini, Pantukan, and Monkayo; and five (5) school district offices from four (4) municipalities: Monkayo, Pantukan, Mabini, Pantukan, and Maco.

Population and Sample

The respondents of this study were non-teaching personnel in the Department of Education, Davao de Oro. The study included 202 participants: 120.



Figure 2. Map of the Philippines highlighting the Municipalities of Davao de Oro

non-teaching personnel from Division Office A, 51 non-teaching personnel from eight (8) Implementing Units Schools B, and 31 non-teaching personnel from five (5) school District Offices. As an inclusion criterion used in determining the subject of the study, the researcher considered all non-teaching personnel in the Department of Education, particularly in Davao de Oro. This study aims to see how knowledge management influences service quality among non-teaching personnel in the Department of Education.

The study considered only the non-teaching personnel in the Department of Education, Davao de Oro Province as respondents to avoid bias in responding to the questions stated in the survey questionnaire. The study cannot be generalized as the data was restricted to the involved respondents. The teachers in the Department of Education fell under the exclusion criteria and were not included in the study.

The respondents, however, had the choice to answer questions that cause them to feel any mental or passionate pain or can pull out of the study at any time, making them feel sensitive to discussing the information being asked. The researcher values the interest and will put the welfare of the respondents as their highest priority throughout the study. The study was conducted in the school year 2020–2021. Since it is impossible and impractical to survey every member of the population, Slovin's formula was used to get a sample that represented the population being studied. A total of 368 non-teaching personnel were considered respondents. The following shows the distribution of respondents:

Distribution of Respondents

Office	Population	Sample
A	199	120
B	97	51
C	72	31
Total	368	202

Research Instrument

In this study, the instruments employed were two sets of adapted questionnaires to gather the necessary information and data by the researcher based on facts and reading materials. The independent variable is the level of knowledge management with knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture as indicators.

For the interpretation of data, the accompanying continuums were used for the level of knowledge management.

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that knowledge management is very much evident.
3.40 – 4.19	High	This means that knowledge management is much evident.
2.60 – 3.39	Moderate	This means that knowledge management is moderately evident.
1.80 – 2.59	Low	This means that knowledge management is seldom evident.
1.00 – 1.79	Very low	This means that knowledge management is never evident.

For the dependent variable, the second set of questionnaires was used to describe the level of service quality in terms of reliability, responsiveness, assurance, empathy, and tangibles.

Moreover, the following continuums was used for interpretation of the level of service quality among non-teaching personnel:

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that service quality is very much observed.
3.40 – 4.19	High	This means that service quality is much observed.
2.60 – 3.39	Moderate	This means that service quality is sometimes observed.
1.80 – 2.59	Low	This means that service quality is seldom observed.
1.00 – 1.79	Very low	This means that service quality is never observed.

All the indicators consisted of five items. In answering the questionnaire, the respondents were given options from five to one, with five being the highest and one being the lowest. The research instruments were submitted to the research adviser for comments, suggestions, and recommendations. The panel of experts validated the final copy for content validation. The last revision was made by incorporating the correction. The researcher conducted a pilot test to guarantee the legitimacy and unwavering quality of the questionnaires on Cronbach's alpha for the influence of knowledge management on service quality among non-teaching personnel in the Department of Education.

Data collection

The following steps were considered to accumulate the needed data for the study.

In the first step, the researcher prepared two sets of questionnaires. In the second step, the internal and external poll of experts validated the questionnaires. In the third step, corrections and suggestions were incorporated into the questionnaires after validation. In the fourth step, after the verification of questionnaires, a letter of consent to direct review was requested by the researcher from the Graduate School program chairperson and their recommendation.

In the fifth step, the researcher asked permission from the office of the Schools Division Superintendent to conduct a study in the Division Office, Secondary Schools implementing Unit, and Schools District Offices. In the sixth step, after the approval of the Schools Division Superintendent, the approved letter and research form were submitted to the Administrative Officer V, school

principals, and district supervisors. Then, the researcher's manuscript was reviewed by the UM Ethics Review Center. After that, it was pilot-tested for the assurance of its credibility.

In the seventh step, before the survey questionnaire was handed out, the researcher approached the Administrative Officer V of the Division Office, School Principals, and District Supervisors. They then distributed the questionnaire to the non-teaching personnel. In eight steps, the researcher personally submitted the survey and made sense of the exploration instruments and their motivation. In the ninth step, the researcher recovered the study polls after respondents had addressed every one of the things. Ultimately, the researcher counted and classified every bit of the information accumulated from the respondents and exposed it to measurable calculation and investigation. Then, the researcher was broken down and deciphered with the utmost confidentiality.

Statistical tools

The measurable instruments that were utilized for information examinations and undertakings are the following:

Mean. This measurable device was utilized in determining to measure the areas of knowledge management and service quality among non-teaching personnel.

Pearson (r). This measurable instrument was utilized to describe the significance of the relationship between knowledge management and service quality.

Multiple Regression Analysis. This statistical tool was applied to determine the relationship between knowledge management and its influence on service quality.

Ethical Consideration

The main respondents of this study were non-teaching personnel from the Department of Education in Davao de Oro. To avoid bias in the conduct of the study, random sampling was applied to seek the possible responses of all participants. Therefore, the researcher ensured their safety and gave full protection to not lose their trust. The researcher followed ethical standards in conducting this study. The researcher ensured the respondents' participation in this study was voluntary and made decisions from an informed position.

Voluntary participation refers to the activity of volition in involvement in an action (Lavrakas 2008, p. 630). The non-teaching personnel of the Department of Education decided to share without consequence, discipline, or loss of benefits. The privileges of the respondents to the array of data were carefully considered and followed upon.

Privacy and confidentiality are areas in which protection requires regard for and safeguarding of research participants' right to self-assurance and general welfare. While classification implies that the

specialist won't examine the exploration member's data with others (Mayer 2002, p. 3), the analyst kept secret the respondent's particular information required in the assessment with the most extreme secrecy.

The informed consent process provides sufficient data for participants, answer the subject's inquiries, acquire the participants' deliberate arrangement, and guarantee that the participants have comprehended this data (Wiles, et. al. 2007, p. 7). The researcher assumed that the respondents of the study would communicate their volition and ability to partake.

Recruitment refers to choosing appropriate respondents for the study (Patel, Doku & Tennakon 2003, p. 229). Since the respondents were minors, the specialist was exceptional in their honesty in this manner. They set an arbitrary examination method, paying little mind to progress in years, orientation, religion, and competition to the importance of the study.

Risks indicate wrongdoing behavior, distorted research information, harm to nobility, physical image, or blamelessness of respondents (Baccarini & Melville, 2011, p. 46). The study did not imply that respondents might have insight into physical, mental, or socio-financial concerns in high-gambling circumstances. The study was only concerned with knowledge management regarding service quality. The benefit is the positive result or effect of the exploration on the respondents-members, scientists, and commitment of research to knowledge, the economy, society, and the people of the study (Field & Behrman, 2004, p. 11). This study will benefit the Department of Education, Division of Davao de Oro, District, schools administrators, teachers, parents, and students, where the study was conducted. Plagiarism refers to the use of another person's ideas, processes, results, and words without attribution or consent and by introducing them as new or unique (Ballyram 2016, p. 31). This study has no touch or proof of distortion of another person's work. The researcher's manuscript passed a plagiarism check before and after its conduct.

Fabrication and falsification mean controlling exploration materials, processes, and equipment, changing or overlooking data and results without sound support (Ballyram 2016, p. 30). This study has no hint of purposely mutilating the work to fit a model or theoretical supposition and has no evidence of real declaration or deception. Thus, the researcher's composition will go through the approval of panel members.

A conflict of interest (COI) occurs when a primary interest decision is influenced by a secondary interest, such as large financial compensation from a specific industry (Caplan 2007, p. 509). This study has no trace of conflict of interest to protect the study from bias. The researcher guaranteed that the respondents associated with the study were not in connection with establishing fairness.

Deceit refers to any activity intended to mislead others by deceiving them so they are controlled to respond in a specific way (Tai 2012, p. 219). The study has no comment on misleading the respondents to any conceivable harm.

Authorship refers to the significant commitment of a specialist to the concept, achievement, assessment, or explanation of information (Ballyram 2016, p. 33). The analyst of the investigation is a degree holder of a Bachelor of Science in Accountancy and underwent a series of revisions on the paper as per the recommendation of the adviser and research assistant. The study adhered to the norms of the UM Ethics Review Committee for the rules of moral thought.

Chapter 3

RESULTS

This part presents the results, analysis, and interpretation of the discoveries made in the study. The data is presented in both tabular and textual forms. All inferential results were analyzed and interpreted at a 0.05 level of significance. The level of knowledge management and level of service quality among non-teaching personnel in the Department of Education are discussed in this study. The researcher also discussed the significance of the relationship between knowledge management and service quality and the regression analysis on the influence of the domain of knowledge management on service quality. The standard deviation was used to determine the error in unknown samples. The standard deviation ranges from 0.58 to 0.71, less than 1.0 as the average standard deviation for the 5-point Likert scale (Wittink & Bayer 1994). This means that the ratings in the accomplished questionnaires are close to the mean, indicating the consistency of responses among the respondents.

Level of Knowledge Management

One of the variables in this study was knowledge management, with the following indicators: knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture. Table 1 shows the summary of mean scores for the indicators of knowledge management for the Division Office; eight secondary schools implementing units of six municipalities: Nabunturan, Compostela, Maco, Mabini, Pantukan, and Monkayo; and five school district offices of four municipalities: Monkayo, Pantukan, Mabini, and Maco in the Davao de Oro Department of Education Division in terms of knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture.

As shown, the overall mean score is 4.51, meaning knowledge management is very high, with a standard deviation of 0.44. The result implies that knowledge management is very much evident and applied by the non-teaching personnel. Among the six indicators, knowledge sharing and organizational learning got the highest mean of 4.53 with a standard deviation of 0.52, and 0.51, respectively, followed by three indicators with the same mean of 4.52, which are knowledge transfer with a standard deviation of 0.51, and knowledge creation with a standard deviation of 0.52, and culture

with a standard deviation of 0.49, and the indicator with a 4.43 is store knowledge a standard deviation of 0.52. In addition, it shows that all the indicators are described as very high.

Table 1. Level of Knowledge Management

Indicators	Mean	SD	Descriptive Equivalent
Knowledge Sharing	4.53	0.52	Very High
Knowledge Transfer	4.52	0.51	Very High
Store Knowledge	4.43	0.52	Very High
Knowledge Creation	4.52	0.52	Very High
Organization Learning	4.53	0.51	Very High
Culture	4.52	0.49	Very High
Overall	4.51	0.44	Very High

The highest mean score of 4.53 with a standard deviation of 0.52, which described as very high, was gained by knowledge transfer. The data indicated from appended table 1.1 reveal that the respondents have observed the following order of importance: a mean of 4.60 with a standard deviation of 0.56, described as very high for sharing experiences and knowledge with colleagues at the workplace; a mean of 4.60 a standard deviation of 0.53 described as very high for using knowledge which easily shared and acted upon; a mean of 4.59 a standard deviation of 0.67 described as very high for considering open consultation and knowledge sharing in developing services, a mean of 4.59 a standard deviation of 0.57 described as very high for sharing useful knowledge in solving current problems at the workplace; and using formal channels for knowledge sharing such as meetings, deliberation, tours and similar activities a mean of 4.33 with a standard deviation of 0.83 described as very high.

The second highest mean score was gained by organizational learning with a mean score of 4.53 with a standard deviation of 0.51, described as very high. The data stipulated in appended Table 1.5 unveil the following order of importance observed by the respondents: a mean of 4.62 with a standard deviation of 0.54 for supporting formal policy statement of organization, which is described as very high; a mean of 4.60 with a standard deviation of 0.57 for encouraging good communication, teamwork, innovation and lifelong learning, which is described as very high; a mean of 4.50 with a standard deviation of 0.68 for helping establishing clear operational guideline to help staff learning, which is described as very high; a mean of 4.48 and a standard deviation of 0.64 for understanding and manage our ideological work, and participating in a variety of informal learning opportunities attained a mean of 4.46 with a standard deviation of 0.68, described as very high.

Thirdly, the highest mean score was gained by knowledge creation with a mean of 4.52 and standard deviation of 0.52, described as very high. The data shown in appended Table 1.4 bring to light in the respondents have observed the following order of importance: a mean of 4.57 with a standard deviation of 0.55, described as very high for considering knowledge creation as one of the key roles of the administration; a mean of 4.54 with a standard deviation of 0.61, described as very high for

believing knowledge creation as everyone's job and everybody contributes to it, a mean of 4.54 with a standard deviation of 0.60, described as very high for considering knowledge creation as a tool to activate passive knowledge to provide competitive organization, a mean of 4.53 with a standard deviation of 0.59, for knowing that knowledge creation is a driving force of structuring organization for better outcome, and viewing knowledge creation as part of organizational philosophy & Culture both describe as very high, attained a mean of 4.52 with a standard deviation of 0.65, respectively.

Fourthly, knowledge transfer also got a mean score of 4.52 with a standard deviation of 0.51, described as very high. The data stipulated in appended Table 1.2 unveil the following order of importance observed by the respondents: a mean of 4.59 with a standard deviation of 0.53 for making it sure that we can learn from each other's knowledge, which is described as very high; a mean of 4.56 with a standard deviation of 0.61 for applying trust, and openness as the primary key element in transferring knowledge, which is described as very high; a mean of 4.52 with a standard deviation of 0.64 for collaborating with colleagues to have knowledge transfer, which is described as very high; a mean of 4.48 and a standard deviation of 0.63 for defining processes to creation, capture, and acquisition of knowledge for better services, and putting much time to get the knowledge I need a mean of 4.44 with a standard deviation of 0.63, described as very high.

Similarly, culture also got a mean score of 4.52 with a standard deviation of 0.49, described as very high. The data stipulated in appended Table 1.6 unveil the following order of importance observed by the respondents: a mean of 4.58 with a standard deviation of 0.58 for believing that proper education in my certain job can transform organizational culture, which is described as very high; a mean of 4.56 with a standard deviation of 0.58 for understanding that knowledge sharing and learning are valued in my organization's culture, which is described as very high; a mean of 4.52 with a standard deviation of 0.61 for believing that virtual platform where people can contact each other is a suitable option in the organization, which is described as very high; a mean of 4.49 and a standard deviation of 0.61 for knowing that knowledge creation and storing are valued in my organization's culture; and believing corporate culture affects retention a mean of 4.43 with a standard deviation of 0.60, described as very high.

The lowest mean score of 4.43 with a standard deviation of 0.52, described as very high was acquired by store knowledge. The data presented in appended Table 1.3 unmask the respondents have observed the following order of importance: a mean of 4.53 with a standard deviation of 0.56 for storing knowledge because it is quite important and relevant to my current job, which is described as very high; a mean of 4.52 with a standard deviation of 0.60 for filing all documents orderly for easily retrieval, which is described as very high; a mean of 4.57 with a standard deviation of 0.66 for using memory concept structures and formats such as electronic data bases for secured and safe filing of documents, which is described as very high; a mean of 4.45 and a standard deviation of 0.63 for documenting procedures certainly stored for ease of access across the job; and recording all our formal discussion or meeting reaped a mean of 4.17 with a standard deviation of 0.85, described as very high.

Service Quality

Table 2 shows the level of service quality among non-teaching personnel of the Division Office, eight secondary schools implementing units of six municipalities: Nabunturan, Compostela, Maco, Mabini, Pantukan, Monkayo, and five school district offices of four municipalities: Monkayo, Pantukan, Mabini, and Maco in the Department of Education Division of Davao de Oro in terms of reliability, responsiveness, assurance, empathy, and tangibles.

The overall mean score is 4.69, with a descriptive equivalent of very high and a standard deviation of 0.34. It was derived from the successive mean scores computed from the highest to the lowest indicators: Assurance gets a very high of 4.79 with a standard deviation of 0.35, followed by Empathy at 4.76 with a standard deviation of 0.39. Following that is responsiveness, with a mean score of 4.73 and a standard deviation of 0.40; reliability, with a mean score of 4.67 and a standard deviation of 0.38; and tangibles, with a mean score of 4.52 and a standard deviation of 0.47, and all indicators are described as very high. This means that the service quality among non-teaching personnel is very much observed.

Lastly, assurance is another measure with a mean score of 4.79, or very high. The rating is derived based on the mean scores as appended in Table 2 of 4.77 or very high for Instilling confidence in our customers to give better services; 4.77 or very high for Making customers feel safe in terms of transactions; 4.83 or very high for Observe courtesy to deal with people in the workplace; 4.78 or very high for Have to answer client questions related to our services; and 4.79 or very high for Emphasize trustworthiness to our clients. The data implies that the respondents were able to embody service quality such as training, empowerment, and rewards to meet service expectations.

Table 2. Service Quality

Indicators	Mean	SD	Descriptive Equivalent
Assurance	4.79	0.35	Very High
Empathy	4.76	0.39	Very High
Responsiveness	4.73	0.40	Very High
Reliability	4.67	0.38	Very High
Tangibles	4.52	0.37	Very High
Overall	4.69	0.34	Very High

The highest mean score of 4.79 with a standard deviation of 0.35, which is described as very high, was gained by assurance. The data indicated from appended table 2.3 reveal that the respondents have observed the following order of priority: a mean of 4.83, for observing courtesy to deal the people in the workplace, which is described as very high; a mean of 4.78 for emphasizing trustworthiness to our clients, which described as very high; a mean of 4.78 for having to answer client questions related to our services, which described as very high; a mean of 4.77 for making customers feel safe in terms of

transactions, which described as very high; and a mean of 4.77 for instilling confidence in our customers to give better services, which described as very high.

The second highest mean score of 4.76 with a standard deviation of 0.39, which is described as very high, was gained by empathy. The data shown in appended table 2.4 bring to light that the respondents have observed the following order of importance: a mean of 4.80, for paying attention to the customer's need, which is described as very high; a mean of 4.76 for understanding the needs of my customers, which described as very high; a mean of 4.76 for providing convenience the customer as I deliver my function, which described as very high; a mean of 4.75 for giving passionate care in dealing my customers, which described as very high; and a mean of 4.74 for putting my best interest to my customers heartily, which described as very high.

Thirdly, highest mean score of 4.73 with a standard deviation of 0.40, which is described as very high, was gained by responsiveness. The data stipulated in appended table 2.2 unveil the following order of importance observed by respondents: a mean of 4.77, for assuring to record client's inquiries, which is described as very high; a mean of 4.74 for providing services to clients promptly, which described as very high; a mean of 4.74 for responding to our clients' request, which described as very high; a mean of 4.73 for offering to help clients in the office transaction, which described as very high; and a mean of 4.66 for keeping clients services I provide, which described as very high.

The indicator with the fourth highest mean score of 4.67 with a standard deviation of 0.38, which is described as very high, was gained by reliability. The data stipulated in appended table 2.1 the following order of importance were noted by the respondents: a mean of 4.83, for providing services as designated to me, which is described as very high; a mean of 4.72 for handling customers complaints with courtesy, which described as very high; a mean of 4.67 for performing services right in the first time, which described as very high; a mean of 4.64 for performing my job within the set time, which described as very high; and a mean of 4.49 for maintaining error-free records in my work which described as very high.

The lowest mean score of 4.67 with a standard deviation of 0.47, which is described as very high, was acquired by tangibles. The data presented in appended table 2.5 unmask that the respondents have observed the following order of importance: a mean of 4.83, for working at visually appealing facilities at my workplace, which is described as very high; a mean of 4.54 for worn neat and look professional in my appearance, which described as very high; a mean of 4.52 for working in a comfortable and attractive environment, which described as very high; a mean of 4.51 for using modern equipment at my workplace, which described as very high; and a mean of 4.46 for providing physical facilities that are virtually appealing which described as very high.

Significant on the Relationship of the domains of Knowledge Management to Service Quality among Non-Teaching Personnel

Table 3 shows that all the indicators, specifically knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture, illustrate that there is a significant relationship between knowledge management and service quality among non-teaching personnel. Knowledge sharing has an R-value of 0.583* and a p-value of 0.001, indicating a positive correlation of 0.3398. Knowledge transfer has an R-value of 0.585* with a p-value of 0.001 and a positive correlation at 0.3422. Store knowledge has an R-value of 0.607* and a p-value of 0.001, indicating a positive correlation of 0.3684. Knowledge creation has an R-value of 0.538* and a p-value of 0.001, indicating a positive correlation of 0.2894. The next indicator is organizational learning, with an R-value of 0.647*, a p-value of 0.001, and a positive correlation of 0.4186. Culture is the last indicator; its R-value is 0.591* with a p-value of 0.001, indicating a positive correlation of 0.3492.

Table 3. Significance in the Relationship between the Domains of Knowledge Management and Service Quality

Independent Variables	Dependent Variable	r-value	r ²	p-value	Decision
Knowledge Sharing		0.583*	0.3398	0.001	Ho is Rejected
Knowledge Transfer		0.585*	0.3422	0.001	Ho is Rejected
Store Knowledge	Service Quality	0.607*	0.3684	0.001	Ho is Rejected
Knowledge Creation		0.538*	0.2894	0.001	Ho is Rejected
Organization Learning		0.647*	0.4186	0.001	Ho is Rejected
Culture		0.591*	0.3492	0.001	Ho is Rejected

*Significant at 0.05 level of significance.

The table shows that the domains of knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture have a probability level of 0.001 and are less than 0.05 levels of significance. Thus, the null hypothesis, which states that there is no significant relationship between knowledge management and service quality and that there is no domain in knowledge management that significantly predicts service quality, were also rejected. The R2 of

organizational learning has the most significant relationship of 0.4186 to service quality for which store knowledge has 0.3684, culture has 0.3492, knowledge transfer has 0.3422, knowledge sharing has 0.3398, and the last indicator is knowledge creation has 0.2894. Thus, the interdependence of the variables shows that knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture have a significant relationship to the service quality among non-teaching personnel. Further, as presented in the table, the first hypothesis, that there is no significant relationship between knowledge management and service quality among non-teaching personnel, is rejected.

Regression Analysis on the Influence of the Domains Knowledge Management to Service Quality

The regression analysis on the influence of the domain of knowledge management on service quality among non-teaching personnel is presented in Table 4. The computed F-ratio of 31.954 and p-value of 0.001 in the table indicate that knowledge management has a significant impact on service quality among non-teaching personnel.

The R-value of 0.704* indicates that there is a positive relationship between knowledge management and benefits service quality among non-teaching personnel. The overall R² is 0.4956*, indicating that 49.56% of the non-teaching personnel's level of knowledge management is explained by knowledge sharing, knowledge transfer, storing knowledge, knowledge creation, organizational learning, and culture, and the remaining percentage is accountable to the other indicators not included in the study. The indicator of organizational learning has a beta of 0.366* and a p-value of 0.001, indicating that it has a substantial influence in predicting service quality since its probability is 0.001 less than the 0.05 level of significance.

On the other hand, there are three indicators where the p-value is not less than 0.05 level of significance and hence does not significantly predict the service quality; knowledge sharing, knowledge transfer, and knowledge creation.

Table 4. Regression Analysis on the Influence of the Domains of Knowledge Management on Service Quality

Independent Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(constant)	2.309	0.180				
Knowledge Sharing	0.105	0.058	0.159	1.817	0.071	Do not reject H ₀
Knowledge Transfer	0.017	0.064	0.025	0.254	0.792	Do not reject H ₀
Store knowledge	0.131	0.056	0.199*	2.331	0.021	Reject H ₀
Knowledge Creation	-0.107	0.063	-0.161	-1.696	0.091	Do not reject H ₀
Organization Learning	0.245	0.069	0.366	3.566	0.001	Reject H ₀
Culture	0.139	0.055	0.199	2.522	0.012	Reject H ₀
Dependent Variable:			Service Quality			

R = 0.704*
F-ratio = 31.954

R² = 0.4956
P-value = 0.001

Knowledge sharing has a beta of 0.159 and a p-value of 0.071, indicating that it is a positive indicator. Knowledge transfer is an indicator with a beta of 0.025 and a corresponding p-value of 0.792. Knowledge creation has a beta of -0.161 and a p-value of 0.091 as the last indicator. Further, this also means that the three indicators do not significantly influence service quality among non-teaching personnel. Hence, the only focus and majority of attention in the work of the non-teaching personnel are more evident on storing knowledge, organizational learning, and culture, and not much emphasis and seldom observed on knowledge sharing, knowledge transfer, and knowledge creation.

The second hypothesis, which states that no domain exists in knowledge management that strongly predicts the service quality among non-teaching personnel, is rejected on the three indicators, namely; stored knowledge, organizational learning, and culture. While the three indicators are shown in the table and answer the second hypothesis, which states that no domain exists in knowledge management that significantly predicts the service quality among non-teaching, is accepted.

Chapter 4

DISCUSSION

In this chapter, the researcher aims to present additional discussion and related studies to the study's findings, the conclusion, and recommendations the researcher suggest depending on the derived outcome.

Level of Knowledge Management

In the previous chapter, it was found that the level of knowledge management of non-teaching personnel of the Department of Education Division Office, eight-secondary school implementing units, and five school district offices in Davao de Oro was very high. This is due to the high-level rating given by the respondents in knowledge sharing, organizational learning, knowledge transfer, knowledge creation, culture, and storing knowledge, which means that knowledge management among non-teaching personnel was always evident. Specifically, the knowledge management of the non-teaching personnel in terms of organizational learning was always evident. It means that non-teaching was highly able to do its task in its job competently with the advantages of its knowledge enhancement, which is being envisioned.

Moreover, non-teaching personnel must be coordinated and must be flexible in having a job-complex process. As indicated by the educators that participated in the given point, it includes too heavy an investment in resources and time to be viewed as an achievable part of their working processes. From the viewpoint of Marchiori and Franco (2019, p. 2), learning from each other's knowledge is about the participant struggling to manage knowledge transfer. Putting creativity into work should never be difficult; it should be challenging and educational. The most significant impact for non-teaching personnel is that they want to feel that they are improving with the manifestation of solidarity and cooperation in accomplishing the organization's objective.

The result is congruent with the study of AR Awaja, DS Awaja, and Raju (2018, p. 447). They state that knowledge sharing contributes to improving performance and innovation and attaining a competitive advantage in knowledge management, which was also highly observed. It is described as the trading of knowledge between and among individuals. Through achieving a competitive advantage, it identifies five successful common ideas. First, non-teaching personnel must use the knowledge that is easily shared and acted upon. Second, non-teaching personnel may share experiences and knowledge with their colleagues in the workplace. Third, meetings, deliberations, tours, and similar activities can be used as formal channels for knowledge sharing. Fourth, consider open consultation and knowledge sharing to develop services. Fifth and finally, sharing useful knowledge can solve current problems in the workplace.

Additionally, as stated and parallel to the study of Mahajan (2019 p. 52), knowledge sharing is a significant instrument that transforms individual knowledge into a group of organizational knowledge.

It is one of the fundamental knowledge processes for improving organizations in the current dynamic era. Knowledge-sharing practices play a remarkable role in the development and innovation in numerous areas of the organization.

The viewpoint of Castaneda, Manrique, and Cuellar (2018, p. 301) is harmonious with this study. He revealed that knowledge management is considered organizational learning, which was also very highly observed. It is a crucial factor in management and organizational exploration. The idea of organizational learning is in the context of the decision-making model for helping establish clear operational guidelines of the organization and to understand and manage the ideological work within the formal policy statement of the organization. In line with this concept, organizational learning happens as an element of involvement as a function of experience as the integration of knowledge acquisition and organizational change based on action.

Furthermore, it was presented in the studies of Marchiori and Franco (2019, p. 2) that one of the characteristics of knowledge management is knowledge transfer, which was also very highly observed. It is essential to create value in the context of its use in an inter-organization network and a complex process that generally depends on an organization's qualities and the type of management being embraced. Direct contact among employees from various organizations should lead to a more productive transfer of knowledge and, subsequently, a higher absorptive limit. One factor in knowledge transfer is that the knowledge gained is not originally from the owner but, instead, the degree to which the recipient gains that knowledge and utilizes it in activities. That is why there is the application of trust and openness to their colleagues with collaboration to ensure that they can learn from each other's knowledge.

Moreover, as stated and parallel to the study of Barua (2020, p.11), knowledge management in terms of knowledge creation was also very highly observed, which is the result of our everyday activities in our work or group environment. Knowledge creation happens in different and vibrant ways. Some of these arise through some human activities or a few specialized means. New knowledge that arises out of the knowledge creation process assists organizations with fostering their capacity to produce new knowledge and develop and add esteem. This new knowledge cultivates growing new creative items, working on inner cycles, or upgrading organizations' dynamic capacity (Omotayo, 2015). Ramirez et al. (2011) argued that knowledge creation impacts explicitly and indirectly hierarchical getting the hang of demonstrating a more significant presence of the knowledge creation process in the organization. For example, organizational learning enhances endeavors to improve authoritative execution.

In line with this, knowledge creation is considered one of the critical roles of land as viewed as part of organizational philosophy and culture. It also relies on knowledge is personal, subjective, and context-specific. This study is similar to Fiscal (2019, p. 33). The study uncovered the knowledge management (KM) practices of the three state universities on the critical factors of knowledge management:

organizational culture, leadership, information technology, and employee motivation were very frequently evident. The levels of knowledge management practices of the three public higher education institutions (HEI) on knowledge management processes: knowledge generation, storage, sharing, and application were additionally regularly evident. The KM Performance Outcomes of the three public HEIs concerning teaching, research, citations, international outlook, and industry income were generally excellent. Moreover, the review laid out relations between the levels of KM practices on the key factors of KM and KM processes and between KM processes and KM performance outcomes. Key KM Impact Factors KM processes and KM processes impact KM performance outcomes.

Furthermore, in the study conducted and by the study of Morcos (2018, p. 2), knowledge management in terms of culture was also very highly observed, representative experience, and is a consistent setting for each organization's everyday activities. It makes a difference if the organization fosters a great item or plans a unique start-up gathering. Assuming an underlying hidden disposition of repulsiveness, disdain, or fatigue, the drawn-out view of the organization won't be great. Organizational culture is the channel through which all the other things occur. Meanwhile, creating a positive employee experience is a universal objective. But there is more than one way to get there.

Additionally, as stated and parallel to the study of Pathiranga (2020, p.1), organizational culture was also highly observed and profoundly impacted various administrative processes, employees, and performance. This study also describes the various components of organizational culture. Explicit confirmations further show that the absence of social coordination among participating organizations is essential to the disappointment of the corporate gathering. More exploration can be done than here to comprehend the nature and capacity of the way of life in controlling the execution of organizations. Managers and leaders are instructed to foster a solid organizational culture to work on the overall performance of the employees and organizations.

Lastly, in the study conducted and in accordance with Abubakar et al. (2017, p. 2), knowledge management in-store knowledge was also highly observed. This means that the creation of new knowledge isn't adequate; having instruments to store and recover the knowledge when required is more significant. The non-teaching personnel in their workplace must have an organizational memory idea, which essentially implies the presence of expertise in different constructions and configurations like electronic data sets, composed documentation, individual and group tacit knowledge, and codified knowledge. This organizational memory includes individual actions, experiences, observations, and with data files inside and beyond the organization. Because using memory concept structures and formats such as electronic databases can secure and make a safe filing of documents.

Level of Service Quality

The previous chapter revealed the level of service quality of non-teaching personnel in the Department of Education Division Office, seven-secondary school implementing units, and five school district offices in the division of Davao de Oro. It implies that service quality among non-teaching personnel

is always observed. Similar to the study of Parasuraman, Zeithaml, & Berry (1988, p. 23), the level of service quality for this study is also very high and observed at all times. It emphasized that the service quality in an organization is determined by assurance, empathy, responsiveness, reliability, and tangibles. This shows that perceived service quality is the result of the customer's comparison of expected service with perceived service.

This study is similar to that of Dichoso et al. (2019, p. 73), where service quality is used by Lyceum of the Philippines-Laguna in how it influenced the service of both teaching and administrative support functions to distinguish the gap between expectations and fulfillment of the services that LPU-Laguna provided. The study is significant as it is going to measure the level of service quality of the management support services of LPU-Laguna and the level of fulfillment and expectation of the school's graduating students towards the university's offices and departments. This study was able to conclude that the respondents have high expectations and strongly agree with the weighted mean of fulfillment and expectations for the management support services (reliability, Assurance, Tangibility, Empathy, and Responsiveness) using the RATER Dimension.

The study aligns with Pakurar et al. (2019, p. 5) that assurance is the first indicator of service quality of non-teaching personnel, which is very highly rated. Assurance is characterized by employees' courtesy, knowledge, and ability to transfer confidence and trust to clients. Assurance implies keeping clients informed in their local language and paying attention to them no matter what their instructional level, age, and identity. Assurance shows the perspectives of the employees and their ways of behaving and the staff's capacity to provide friendly, confidential, respectful, and competent services.

The second indicator with a very high mean is empathy, in parallel to the study of Singh et al. (2021, p. 106). Empathy refers to an organization's obligation to offer compassionate, personalized support to its clients. Employees exhibit empathy for clients by figuring out the needs of their clients during business hours to persuade them to make purchases that meet their prerequisites throughout business hours. It is pivotal to stand out to convince clients that an organization meets their requirements. Empathy is also a reward, as customers' certainty and trust further develop dedication at the same time. Empathy engages employees, like teachers, to think about others' sentiments while simply deciding. Each worker involves a situation inside the organization to which a job is attached, and this job resembles a remedy in that it addresses the activities and ways of behaving that are to be performed by an individual position.

The next indicator with a very high mean is the responsiveness parallel to Haddad et al.'s study (2019, p. 8). The responsiveness of willing employees includes telling clients precisely when things will be done, offering them undivided attention, advancing services, and answering their requests. It implies that the employees of the service organization are prepared to help clients, co-workers, and other people to respond to their demands and notify them when service will provide support with good, quality, and fast services.

Another indicator with a very high mean is reliability, according to the study by Enya, Pillay, and Dempsey (2017, p. 2). It is characterized by the ability to be a high-reliability organization, one that participates in risky tasks described by complexity and vulnerability, yet accomplishes them relatively with a high level of safety. These are known to operate nearly error-free in extremely challenging environments where complex strategies, innovations, and rules are utilized to oversee complex frameworks and conditions inside the organization or workplace.

The last indicator with a very high mean is fundamental to the study of Pakurar et al. (2019, p. 5). Tangibles are related to the physical facilities, instruments, and machines utilized to provide service, as well as representation of the services, such as statements, speed, and productivity of exchanges. Tangibles have a similar significance to empathy. It is contended that it is advisable to consider including opening times of activities under the empathy dimension. Besides, the reliability dimension might incorporate overdraft honors, but it considers tangibles as a particular component, showing consistency across societies. That is why tangibles are the physical image of the service that clients will be involved in assessing quality in every organization.

Significance of the Relationship between Knowledge Management to Service Quality among Non-Teaching Personnel

The outcomes of the study showed that there is a significant relationship between knowledge management and service quality among non-teaching personnel. The computed R-value indicates the strength of the relationship between the independent variable and the dependent variable, and there is a positive correlation between the variables. This study is anchored on the theory of Guilania, Taleghani, and Rouhi (2016, p. 32). The present study reveals a highly positive and significant relationship between knowledge management and service quality among organizations. The significant relationships among knowledge management include knowledge sharing, organizational learning, knowledge transfer, knowledge creation, culture, and the storing of knowledge. Multiple studies suggest the need for the service quality of non-teaching personnel. Overall, this study of the extent of the literature suggests the need for additional research and empirically supported practices for the service quality of non-teaching personnel.

However, in these efforts, there has been a lack of specific emphasis on the relationships between knowledge management and the service quality of the non-teaching personnel, including various forms of knowledge sharing, knowledge transfer, and knowledge creation. Likewise, in parallel with the study of Parasuraman, Zeithaml, & Berry (1988, p. 23), the relationship of service quality includes the various forms of assurance, empathy, responsiveness, reliability, and tangibles. Correlation analyses indicated that non-teaching personnel with more organizational learning and specialized knowledge were more likely to endorse knowledge management to service quality. This caused them to feel tense and upright and negatively affected their service quality (assurance, empathy, responsiveness, reliability, and tangibles). Non-teaching personnel who have less knowledge sharing, organizational learning, knowledge transfer, knowledge creation, culture, and storing of knowledge may require

additional investigation into factors influencing non-teaching personnel's abilities in knowledge management to service quality.

Regression Analysis on the Influence of the Domains of Knowledge Management to Service Quality among Non-Teaching Personnel

The regression analysis on the influence that significantly predicts knowledge management on the service quality among non-teaching personnel showed that the domain store knowledge influenced the most service quality among non-teaching personnel of the eight-secondary school implementing units and five school district offices in the division of Davao de Oro. The result was supported by the study of Su and Lin (2007, p. 1). The positive relationship between knowledge management and storing knowledge-based service quality in service industries.

Moreover, store knowledge management can provide organizations with many competitive advantages, including average level knowledge enhancement, service quality improvement, cost and time reduction, fortified connections among partners, and quick knowledge creation. Therefore, there must be a deep understanding of the significance of enhancing service quality based on knowledge management to envision a competitive advantage.

The regression coefficient is used to determine whether overall knowledge management has a significant influence on the service quality of the non-teaching personnel in the Department of Education Division Office, eight (8) secondary school implementing units, and five (5) school district offices in the Davao de Oro division. This means that knowledge management influences the service quality of the non-teaching personnel and is also influenced by other factors. The overall result of knowledge management, particularly storing knowledge, organization learning, and culture, predicts service quality.

Therefore, the null hypothesis in the study is rejected. The results of the current study underscore the significance of knowledge management to service quality, which contributes to the current knowledge management since previous research focuses on the business competitive advantage approach. Data also revealed that organizational learning has the highest influence on knowledge management with a beta of 0.245, followed by culture with a beta of 0.139, and then stored knowledge with a beta of 0.131. This means that it affects and influences knowledge management towards service quality among non-teaching personnel.

As stated in the previous section of the study, the result of the computation on the significance of the relationship confirmed the two theories embraced in the study. It could be repeatedly mentioned in this section that the significant influence of the independent variable on the dependent variable emphasizes the integrity of the theories. This is in line with the proposition of Su and Lin (2007, p. 787), which states that knowledge management enhances the knowledge-based service quality in the service industries. Knowledge management can provide businesses with numerous advantages, including

average knowledge enhancement; service quality improvements; cost and time reductions; reinforced connections among associates, and fostering knowledge creation. There must be a deep understanding of enhancing service quality based on knowledge management to envision a competitive advantage. This outcome is also associated with the work of Guilaninia, Taleghani, and Rouhi (2016), which suggests providing service quality is a significant challenge for companies, so they should increase the ability of knowledge management to establish and maintain a competitive advantage. Communities nowadays are progressively moving towards being knowledge-based. One might say that the execution and management of knowledge to improve organizational performance and dynamic direction is fundamental. So, focusing on service quality and knowledge management would ensure the smooth operation and output of the organization.

CONCLUSION

According to the study, knowledge management significantly influenced service quality among non-teaching personnel. The level of knowledge management is very high for knowledge sharing, knowledge transfer, knowledge creation, storing knowledge, organizational learning, and culture, and the overall mean is very high for knowledge management of non-teaching personnel. This simply means that knowledge management was very much evident. The level of service quality is very high for assurance, empathy, responsiveness, reliability, and tangibles, with an overall extremely high level of service quality. This indicates that the service quality was very much observed in the Division Office, eight (8) secondary schools implementing units of six municipalities: Nabunturan, Compostela, Maco, Mabini, Pantukan, Monkayo, and five (5) school district offices of four (4) municipalities: Monkayo, Pantukan, Mabini, and Maco in the Department of Education, Division of Davao de Oro. There is a significant relationship between knowledge management and service quality among non-teaching personnel. Moreover, among the six indicators of knowledge management, it was found that among the six domains (knowledge sharing, knowledge transfer, knowledge creation, storing knowledge, organizational learning, and culture), only three parts (organizational learning, storing knowledge, and culture) have a significant contribution to the service quality among non-teaching personnel.

RECOMMENDATION

Based on the findings and conclusion of the study, storing knowledge has the lowest mean for the level of knowledge management, specifically to the statement first. They record all our informal discussions or meetings with their co-workers to have an open and healthy conversation for a consultation to help their organization develop services. This can be enhanced by clearly communicating to non-teaching personnel that they must secure their information by essentially recording the system halfway through any simple entry across the work. This can be done using memory concept structures and formats such as electronic databases for safe and secured data. The filing of all documents in an orderly fashion for the easy tracking of files and retrieval should be institutionalized. Non-teaching staff may save files using technological tools such as hard drives or software internet servers to secure data.

On the other hand, tangibles are the lowest means of service quality among non-teaching personnel as manifested in the respondents. finishing their tasks using modern equipment at the workplace other than old equipment and handwriting. DepEd officials may provide a comfortable and ergonomic environment and physical facilities that are virtually appealing to their non-teaching personnel to make their work habits better and perform well. It always looks nice and never gets old to wear neat working uniforms to always look professional in the appearance of non-teaching personnel.

Moreover, based on the findings, since there is a significant relationship between knowledge management and service quality, it is suggested that to enhance service quality, knowledge management should be taken into grave account by establishing and enhancing systems and processes that improve knowledge management. However, organizational learning has the lowest r- value among all indicators. Non-teaching personnel can support the formal policy of the organization with its operational guidelines that help staff learn to continue to improve work ethics and, at the same time, build a more harmonious working relationship among their co-workers. This might be raised to a more significant level by encouraging good communication, teamwork, and valuing the organization's culture.

Lastly, the indicators of knowledge management that significantly predict service quality are organizational learning, stored knowledge, and culture. It is recommended that they continue their interest in the learning process, good performance, and instill confidence in all given work to give better service with courtesy when dealing with people in the workplace and be trustworthy with co-workers, employers, and clients.

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