

Knowledge Management Orientation and Organizational Justice as Predictors of Organizational Effectiveness of Private Colleges in Davao Del Norte

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Abstract

This study examined how knowledge management orientation and organizational justice influence the organizational effectiveness of private colleges in Davao del Norte. Anchored in the Knowledge-Based View (KBV) of Grant (1996) derived from the Resource-Based View (RBV) of Wernerfelt (1984), and supported by Adams' Equity Theory and Social Exchange Theory, the research investigated how knowledge resources and perceptions of fairness contribute to institutional performance. A non-experimental quantitative design using a descriptive-correlational approach was employed to examine relationships among the variables. Data were collected from employees of private colleges in Davao del Norte using a structured survey questionnaire adapted from established instruments: the Organizational Effectiveness Scale (Kareem & Alameer, 2019), the Knowledge Management Orientation Scale (Vij & Sharma, 2004), and the Organizational Justice Scale (Purwanto & Bagyo, 2019). Statistical analyses included mean, Pearson correlation, and multiple regression. Results indicated that knowledge management orientation, organizational justice, and organizational effectiveness were all manifested at high levels. Knowledge management orientation was characterized by strong innovation, learning, knowledge sharing, and information technology practices. Organizational justice was also highly manifested, particularly in interactional justice. Organizational effectiveness was similarly rated high across the competing values, goal, and system resource approaches. Correlation analysis revealed significant positive relationships between knowledge management orientation and organizational effectiveness ($r = .821, p < .01$) and between organizational justice and organizational effectiveness ($r = .846, p < .01$). Regression analysis further showed that knowledge management orientation and organizational justice jointly explained 75.7% of the variance in organizational effectiveness, with organizational justice demonstrating the stronger influence. The findings highlight the importance of knowledge sharing systems, innovation practices, and fair organizational processes in strengthening institutional performance. The study recommends strengthening knowledge-sharing mechanisms, enhancing transparency in management practices, and expanding professional development initiatives to sustain organizational effectiveness. This research supports Sustainable Development Goal (SDG) 4 on Quality Education by promoting effective educational institutions and SDG 8 on Decent Work and Economic Growth through fair organizational practices and improved institutional productivity. By strengthening governance, knowledge management, and organizational fairness in higher education institutions, the study contributes to institutional sustainability, improved workforce engagement, and long-term socio-economic development in educational communities.

Keywords: Knowledge management orientation, Organizational effectiveness, Organizational justice, Private colleges, Sustainable development goals, Workplace fairness

1. Introduction

Organizational effectiveness is a critical determinant of institutional sustainability, productivity, and long-term performance. Ineffective organizations negatively affect employees, operational performance, and the broader economic environment. Within educational institutions, organizational effectiveness becomes particularly important because schools contribute directly to the development of human capital and societal progress. In higher education institutions, effective management, knowledge utilization, and fair organizational practices are essential to achieving institutional goals and maintaining educational quality. Consequently, this study examines how knowledge management orientation and organizational justice influence the organizational effectiveness of private colleges in Davao del Norte.

1.1 Organizational Effectiveness Challenges in Private Higher Education Institutions

Organizational inefficiency can significantly affect communities and the global economy. Studies show that ineffective organizations experience high levels of employee disengagement, 15% lower profitability, and 18% reduced productivity (Kirwan, 2023, para 9). Declining financial performance is also a common consequence, as organizations with weak health indicators perform significantly worse than their healthier counterparts (Camp et al., 2024, p. 3). Organizations that fail to

implement appropriate policies for becoming learning organizations risk developing ineffective structures and widening the gap in achieving systematic learning and institutional effectiveness (Olaore, Adejare, & Udofia, 2020, p 112). Organizational inefficiency also affects employees by reducing job satisfaction, commitment, and performance while increasing stress and burnout (Zhenjing et al., 2022, p. 1; Narciso & Guhao, 2020, p. 92). In educational institutions, inefficiency may manifest through poor research output, weak organizational culture, and ineffective leadership practices (Duressa & Kidane, 2024, p. 1). Private schools experiencing organizational challenges often demonstrate low enrollment and retention, high staff turnover, weak academic performance, inefficient resource utilization, and unclear leadership directions (Alsarayrah & Alsarayrah, 2021, p. 154). These organizational challenges directly affect teaching and non-teaching personnel. Ineffective organizational structures can lead to teacher dissatisfaction, reduced commitment, decreased instructional performance, and increased stress caused by excessive workloads and limited organizational support (Jintalan & Velasco, 2023, p 38; Arsenal et al., 2021, p 451). Consequently, organizations must implement employee-oriented policies and supportive work environments to enhance organizational effectiveness and productivity (Malik, Ghafoor, & Naseer, 2023, pp. 37, 38, 47). Strengthening management capacity and organizational performance also contributes to program sustainability, development, and institutional growth (Lee, 2020, p. 28). For this reason, achieving organizational effectiveness remains essential for organizations operating locally and globally (Naqshbandi, Thuraya, & Hisa, 2024, p 6).

1.2 Knowledge Management Orientation as a Driver of Organizational Effectiveness in Private Colleges

Knowledge management has emerged as a critical factor influencing organizational effectiveness in modern institutions. Knowledge management refers to the systematic management of organizational knowledge resources to enhance learning, innovation, and performance (Ali, Zin, & Ismail, 2024, p. 1). Effective knowledge management systems improve organizational processes and foster environments that support continuous learning and collaboration (Bezzina, Baldacchino, & Cassar, 2020, p. 111; Naseer et al., 2022, p. 16). Knowledge management enhances decision-making by ensuring access to relevant and updated information. It also promotes innovation by enabling employees to exchange ideas and experiences that contribute to improved solutions and institutional practices. As a result, knowledge management orientation strengthens organizational competitiveness, encourages continuous improvement, and enables institutions to adapt to rapidly changing environments (Jacqueline, Senjaya, Firli, Yadila, 2024, p. 50). In this study, knowledge management orientation consists of innovation, learning, knowledge sharing, and information technology. These elements collectively support the identification, development, and dissemination of knowledge resources that are essential to institutional effectiveness.

1.3 Organizational Justice and Its Influence on Institutional Performance in Higher Education

Organizational justice plays a crucial role in shaping employee attitudes and behaviors in educational institutions. In school organizations, employees' perceptions of fairness significantly influence their work commitment and organizational participation (Aryani, Widodo, & Chandrawaty, 2021, pp 1171-1181). Organizational justice refers to fairness in decisions, actions, and the distribution of outcomes within organizations (Donglong et al., 2020, p 169). Fair treatment and transparent procedures help organizations build trust and improve employee engagement. Studies indicate that organizational justice predicts positive work outcomes and contributes to stronger institutional performance (Matteson et al., 2021, p 16). When employees perceive fairness in policies, communication, and reward systems, they respond with increased motivation, commitment, and productivity (Rahman & Karim, 2022, p 3). In this study, organizational justice is examined through distributive justice, procedural justice, and interactional justice, which collectively represent fairness in resource distribution, organizational processes, and interpersonal treatment within institutions.

1.4 Context of Private Colleges in Davao del Norte within the Global Higher Education Environment

Higher education institutions worldwide are increasingly adopting innovative management approaches and technologies to improve institutional performance within the framework of Education 4.0. Knowledge management practices support institutional learning, collaboration, and innovation in modern educational environments (Ali, Zin, & Ismail, 2024, p. 1). However, educational institutions have faced significant challenges, particularly following the COVID-19 pandemic. Schools experienced operational disruptions that affected financial stability and employee welfare (Koc & Fidan, 2022, p 27; Squire, 2020, p 1). Private schools were especially vulnerable due to financial limitations, resulting in layoffs, employment insecurity, and uncertainty among staff members (Gumarang, 2021, p. 170). Salary disparities between private and public schools have also contributed to staff migration toward public institutions (Fabella & Arandia, 2021, p. 29). Additionally, financial constraints have limited training and professional development opportunities for educators (Gonzales, 2020, p 87). These challenges have contributed to increased stress, burnout, and declining instructional quality in private educational institutions. Given these issues, examining the organizational effectiveness of private colleges in Davao del Norte is essential to ensure institutional sustainability and maintain their role in supporting national education systems.

1.5 Theoretical Foundations Linking Knowledge Management Orientation, Organizational Justice, and Organizational Effectiveness

This study is anchored in the Knowledge-Based View (KBV) theory of the firm developed by Grant (1996, p. 110), which extends the Resource-Based View (RBV) proposed by Wernerfelt (1984, p. 172). While RBV emphasizes organizational resources as sources of competitive advantage, KBV highlights knowledge as the most strategic resource for achieving institutional competitiveness. According to KBV, organizational effectiveness depends on how knowledge is created, shared, and utilized within an organization. Effective knowledge management systems encourage information sharing and innovation, which contribute to improved institutional performance (Mer, Saini, Lakhera, & Gutang, 2023, para 1). Empirical findings also indicate that knowledge management orientation significantly influences organizational effectiveness by enhancing adaptability, integration, motivation, and productivity (Frinses, Laba, & Reni, 2021, para 1). The study also draws from Adams' Equity Theory (1965, pp. 270-272), which explains how individuals evaluate fairness in workplace relationships. The theory builds on Homans' (1958, p. 598) Social Exchange Theory and emphasizes fairness and justice in organizational interactions. Equity Theory suggests that employees' perceptions of fairness influence motivation, satisfaction, and productivity. Supporting this view, research shows that organizational justice has a positive relationship with organizational effectiveness.

1.6 Research Gap on Organizational Effectiveness in Private Colleges of Davao del Norte

Despite extensive literature on knowledge management and organizational justice, limited studies examine how these variables simultaneously influence organizational effectiveness in private higher education institutions, particularly within the Philippine context. Private colleges play an essential role in supporting national education systems by providing additional educational opportunities beyond public institutions. However, many private colleges face organizational challenges related to leadership, financial stability, employee welfare, and institutional performance. Post-pandemic conditions have further intensified these challenges. Therefore, this study investigates the influence of knowledge management orientation and organizational justice on the organizational effectiveness of private colleges in Davao del Norte to provide empirical insights that may guide institutional improvements.

1.7 Alignment of the Study with Sustainable Development Goals (SDGs)

This study aligns primarily with SDG 4 – Quality Education, which promotes inclusive and equitable quality education and lifelong learning opportunities. Strengthening the organizational effectiveness of private colleges supports improved teaching quality, institutional management, and educational access. The study also relates to SDG 8 – Decent Work and Economic Growth, as promoting organizational justice and effective knowledge management fosters fair working environments, employee engagement, and improved institutional productivity. These factors contribute to stronger educational institutions capable of supporting economic and social development.

1.8 Contribution of the Study to Educational and Institutional Sustainability

This study contributes to educational sustainability, socio-economic sustainability, and institutional sustainability. Improving organizational effectiveness in private colleges supports the long-term viability of educational institutions and strengthens their ability to complement public education systems. From an educational sustainability perspective, knowledge management practices enhance institutional learning and innovation. In terms of socio-economic sustainability, fair organizational practices promote employee well-being and productivity. Institutional sustainability is strengthened through improved governance, efficient resource management, and effective organizational structures. The findings may provide educational leaders, policymakers, and institutional managers with evidence-based strategies for strengthening private higher education institutions while also serving as a reference for future research on organizational effectiveness in educational settings.

2. Materials and methods

2.1 Research Design

This study employed a non-experimental quantitative research design using a descriptive–correlational approach. The design was appropriate because the research aimed to examine relationships among knowledge management orientation, organizational justice, and organizational effectiveness without manipulating any variables. Descriptive–correlational studies measure and analyze the relationships between variables within a defined population. According to Seeram (2019, p. 176), descriptive-correlational research examines the extent to which two or more variables are related and provides insights into conditions occurring within a particular population.

2.2 Locale of the Study

The study was conducted in private colleges located in Davao del Norte. The province is considered a dynamic area due to its expanding agricultural sector, developing ecotourism industry, and presence of gold mining activities. Continuous infrastructure development, corporate investments, and cultural initiatives also contribute to its modernization and economic growth. Private colleges in Davao del Norte play an important role in the community by delivering quality

education, generating employment, and contributing to local development. These institutions also support economic expansion by attracting investments, enhancing infrastructure, and aligning educational programs with regional industry needs. For these reasons, the researcher selected Davao del Norte as the study location.

2.3 Respondents of the Study

The respondents of the study were employees working in private colleges in Davao del Norte. These participants were considered appropriate for the study because the research focused on examining organizational effectiveness within private higher education institutions. Employees were selected as respondents because their perceptions and experiences provide valuable insights into the organizational practices, management processes, and fairness within their institutions, which are directly related to organizational effectiveness.

2.4 Sample and Sampling Procedure

The study focused on employees from selected private colleges in Davao del Norte. Respondents were chosen because they represent the population capable of providing relevant information regarding organizational effectiveness, knowledge management orientation, and organizational justice within private educational institutions. The researcher coordinated with school administrators and human resource personnel to facilitate access to the respondents and ensure that participation did not disrupt work responsibilities.

2.5 Research Instrument

The study utilized a survey questionnaire adapted from previously published instruments. Three instruments were used to measure the variables of the study: the Organizational Effectiveness Scale, the Knowledge Management Orientation Scale, and the Organizational Justice Scale. The Organizational Effectiveness Scale (OES) was based on the work of Kareem and Alameer (2019, p 417). The instrument contained twelve items categorized into three dimensions: the Competing Values Approach, the Goal Approach, and the System Resource Approach. These items assessed employees' perceptions of organizational performance and the institution's ability to achieve its goals. The Knowledge Management Orientation Scale (KMOS) was adapted from Vij and Sharma (2004, pp 77-83). The instrument consisted of twenty-two items grouped into four dimensions: innovation, learning, knowledge sharing, and information technology. These dimensions measured how organizations create, manage, and distribute knowledge resources that support institutional performance. The Organizational Justice Scale (OJS) was adapted from Purwantoro and Bagyo (2019, pp 98-99). The instrument included twelve items categorized into distributive justice, procedural justice, and interactional justice, which assessed employees' perceptions of fairness in outcomes, procedures, and interpersonal treatment within the organization. Responses to the three instruments were measured using a five-point scale that described the degree to which knowledge management orientation, organizational justice, and organizational effectiveness were manifested among employees in private colleges in Davao del Norte. Before administration, the questionnaire was contextualized and modified to ensure its relevance to the respondents. The research adviser reviewed the manuscript and provided feedback for improvement, after which the instrument was evaluated by experts for validation and reliability.

2.6 Data Gathering Procedure

Data collection followed a structured procedure. The researcher first submitted a letter requesting permission to conduct the survey among employees of private colleges in Davao del Norte to the respective school presidents or administrators. The request was formally endorsed by the dean of professional schools. After receiving permission, the research adviser reviewed the questionnaire to provide feedback and necessary revisions. The finalized questionnaire was then submitted to an expert panel for validation and reliability assessment. After approval, the researcher personally distributed the survey questionnaires to employees. In some cases, school administrators coordinated the distribution process to ensure that work operations were not disrupted. Completed questionnaires were collected either through the human resource office or through personal retrieval by the researcher. The survey was conducted in 2025. A certificate of appearance confirming the researcher's presence and data collection activities was signed by the college human resource staff to ensure transparency and authenticity in the research process. After collecting the responses, the researcher organized, tabulated, analyzed, and interpreted the data according to the objectives of the study.

2.7 Data Analysis Techniques

Data were analyzed using statistical techniques appropriate for the research objectives, and hypotheses were tested at an alpha level of 0.05. The mean was used to determine the level of organizational effectiveness, knowledge management orientation, and organizational justice among employees of private colleges in Davao del Norte. Pearson correlation coefficient (r) was employed to determine whether significant relationships existed between knowledge management orientation and organizational effectiveness and between organizational justice and organizational effectiveness. Finally, multiple regression analysis was used to determine whether the domains of knowledge management orientation and organizational justice significantly influenced organizational effectiveness.

3. Results and Discussion

3.1 Knowledge Management Orientation of Private Colleges in Davao del Norte

3.1.1 Innovation Orientation

The results showed that the knowledge management orientation of private colleges in Davao del Norte in terms of innovation orientation obtained an overall mean of 4.15, interpreted as high. This indicates that innovation practices are often manifested in these institutions. Among the indicators, cultivating and promoting innovation obtained the highest mean score of 4.27 and was interpreted as very high. Other indicators, including recognizing honest and original mistakes as a sign of initiative, establishing guidelines that allow employees to pursue innovative ideas, providing established channels that support innovation, and allowing employees to explore new ideas without permission, all received high mean ratings ranging from 4.08 to 4.17. These findings suggest that private colleges in Davao del Norte foster a culture that supports innovation and encourages the development of new ideas. The strong emphasis on innovation reflects the institutions' recognition of its importance in sustaining academic and administrative effectiveness. Promoting innovation also strengthens institutional adaptability and creativity, which are essential for maintaining organizational competitiveness and improving institutional performance.

3.1.2 Learning Orientation

The results revealed that the level of knowledge management orientation in terms of learning orientation obtained an overall mean of 4.06, interpreted as high. This indicates that learning practices are often manifested within private colleges. Among the indicators, providing sufficient opportunities for learning received the highest mean rating of 4.17. Other indicators, including providing electronic and paper-based tools for accessing resources and offering training on new systems or technologies, both obtained mean scores of 4.11. Additional indicators such as access to experts for decision-making and open communication across organizational levels received mean scores of 4.03, while rewarding breakthroughs and initiative obtained a mean of 4.00. The lowest mean score of 3.93 was observed in the indicator stating that colleagues rarely repeat mistakes. These results indicate that private colleges actively promote continuous learning and professional development among employees. The presence of learning opportunities, access to information resources, and training programs demonstrates the institutions' commitment to developing employee competencies. Such learning-oriented environments contribute to improved institutional performance by encouraging knowledge acquisition, innovation, and the continuous improvement of organizational practices.

3.1.3 Knowledge Sharing Orientation

The results showed that knowledge sharing orientation among private colleges obtained an overall mean score of 3.92, interpreted as high. This indicates that knowledge sharing practices are often manifested. The highest mean score of 4.11 was recorded for helping employees express their knowledge so that others can understand it. This was followed by integrating knowledge sharing into performance appraisal systems with a mean score of 4.02 and publicly recognizing knowledge sharing with a mean of 3.95. Rewarding employees for sharing knowledge received a mean score of 3.90, while depriving employees of benefits for not sharing knowledge obtained the lowest mean score of 3.63. The findings suggest that private colleges promote systems and practices that encourage knowledge sharing among employees. Mechanisms such as recognition, performance evaluation, and communication support the exchange of knowledge within institutions. Knowledge sharing enhances collaboration and strengthens collective learning within the organization, which contributes to improved institutional effectiveness.

3.1.4 Information Technology Orientation

The findings indicated that information technology orientation obtained an overall mean score of 4.13, interpreted as high. This suggests that technological support and digital capabilities are often manifested in private colleges. Assisting employees in using online tools, including the internet, received the highest mean rating of 4.19. This was followed by using technology to support communication and learning and recognizing new technologies with minimal resistance to change, both with mean scores of 4.16. Automating organizational processes obtained a mean score of 4.09, while investing in technologies that improve employee learning speed received the lowest mean score of 4.07. These findings indicate that private colleges demonstrate strong support for technological development and digital learning tools. The integration of technology in communication, knowledge sharing, and operational processes reflects the institutions' commitment to improving efficiency and institutional performance. Technological orientation enhances knowledge accessibility and supports the continuous development of organizational capabilities.

3.1.5 Overall Knowledge Management Orientation

The overall level of knowledge management orientation in private colleges in Davao del Norte obtained a mean score of 4.06, interpreted as high. Among the indicators, innovation orientation obtained the highest mean rating of 4.15, followed by information technology orientation with 4.13, learning orientation with 4.06, and knowledge sharing orientation with 3.92. These findings indicate that private colleges in Davao del Norte demonstrate a strong knowledge management culture that prioritizes innovation, learning, technology use, and knowledge exchange. Such practices support organizational

adaptability and promote institutional growth, which are essential for maintaining competitiveness and effectiveness in higher education institutions.

3.2 Organizational Justice in Private Colleges in Davao del Norte

3.2.1 Distributive Justice

The results showed that distributive justice obtained an overall mean score of 4.05, interpreted as high. This indicates that fairness in the distribution of rewards and outcomes is often manifested in private colleges. Indicators related to fairness in rewards based on work contributions and performance received mean scores ranging from 4.03 to 4.06. These results indicate that employees generally perceive fairness in how rewards and benefits are distributed within their institutions. When employees believe that compensation and recognition correspond to their efforts and contributions, they are more likely to develop positive attitudes toward their organization. Fair distribution of rewards strengthens employee satisfaction and encourages greater commitment to institutional goals.

3.2.2 Procedural Justice

The findings showed that procedural justice obtained an overall mean score of 4.07, interpreted as high. Among the indicators, the perception that regulations uphold high moral standards obtained the highest mean score of 4.20. Other indicators, including decisions based on accurate information and consistent application of rules, received mean scores between 4.05 and 4.09. The lowest mean score of 3.94 was associated with the perception that no privileged individuals or groups exist in the implementation of regulations. These findings suggest that employees generally perceive organizational procedures as fair, ethical, and consistently implemented. Transparent decision-making processes contribute to employee trust and strengthen the legitimacy of organizational governance. Maintaining fairness in institutional procedures is essential in promoting accountability and ensuring employee confidence in management decisions.

3.2.3 Interactional Justice

The results revealed that interactional justice obtained an overall mean score of 4.25, interpreted as very high. Treating employees with dignity received the highest mean score of 4.31, followed by treating employees politely with a mean of 4.25. Explaining rules and procedures thoroughly and communicating in detail whenever needed both obtained mean scores of 4.22. These findings indicate that employees highly value respectful communication and interpersonal treatment within their institutions. Positive interpersonal relationships between management and employees contribute to higher levels of trust, morale, and organizational commitment. Effective communication and respectful interactions foster a supportive organizational climate that strengthens employee engagement and overall institutional performance.

3.2.4 Overall Organizational Justice

The overall level of organizational justice obtained a mean score of 4.11, interpreted as high. Interactional justice obtained the highest mean rating of 4.25, followed by procedural justice with 4.07 and distributive justice with 4.05. These findings suggest that private colleges perform particularly well in interpersonal treatment and communication practices. However, perceptions of fairness in resource distribution and decision-making processes may still require reinforcement. Strengthening fairness across all aspects of organizational justice is important in sustaining employee trust and institutional effectiveness.

3.3 Organizational Effectiveness of Private Colleges in Davao del Norte

3.3.1 Competing Values Approach

The results showed that organizational effectiveness based on the competing values approach obtained an overall mean score of 4.12, interpreted as high. Ensuring optimal use of resources in support of institutional effectiveness obtained the highest mean score of 4.16. Other indicators, including maintaining operational stability while encouraging innovation and implementing strategies to improve productivity, received mean scores ranging from 4.10 to 4.12. These findings indicate that private colleges effectively balance operational stability with innovation and productivity. Efficient resource management and adaptability contribute to organizational performance and ensure that institutions remain responsive to changing academic and administrative demands.

3.3.2 Goal Approach

The findings revealed that the goal approach to organizational effectiveness obtained an overall mean score of 4.15, interpreted as high. Continuously improving academic and administrative outputs obtained the highest mean score of 4.17. Other indicators, including promoting innovation to improve service delivery and maintaining clear strategic planning, received mean scores ranging from 4.13 to 4.15. These results suggest that private colleges maintain strong strategic planning and performance monitoring systems that support institutional goal attainment. Effective goal-setting and continuous improvement practices contribute to sustained organizational performance and ensure that institutional objectives are consistently achieved.

3.3.3 System Resource Approach

The results showed that organizational effectiveness based on the system resource approach obtained an overall mean score of 4.09, interpreted as high. Promoting a healthy organizational climate that supports staff performance obtained the highest mean rating of 4.15. Other indicators related to resource acquisition, infrastructure adequacy, and compliance with accreditation standards received mean scores ranging from 4.06 to 4.09. These findings indicate that private colleges maintain strong organizational environments that support employee performance and institutional operations. Effective resource acquisition and infrastructure management are essential for sustaining institutional effectiveness and ensuring continuous improvement in educational services.

3.3.4 Overall Organizational Effectiveness

The overall level of organizational effectiveness obtained a mean score of 4.12, interpreted as high. Among the indicators, the goal approach obtained the highest mean score of 4.15, followed by the competing values approach with 4.12 and the system resource approach with 4.09. These findings suggest that private colleges in Davao del Norte effectively achieve institutional goals, maintain operational stability, and utilize resources efficiently. The consistent performance across these dimensions demonstrates the institutions' ability to sustain organizational effectiveness and deliver quality academic and administrative services.

3.4 Relationship Between Knowledge Management Orientation, Organizational Justice, and Organizational Effectiveness

The results revealed a strong and significant relationship between knowledge management orientation and organizational effectiveness, with a computed correlation value of $r = .821$ and a significance level of $p < .01$ (2-tailed). This result indicates that increases in knowledge management orientation correspond to higher levels of organizational effectiveness in private colleges. Similarly, organizational justice showed a strong and significant relationship with organizational effectiveness, with a computed correlation value of $r = .846$ and $p < .01$ (2-tailed). These findings indicate that both knowledge management orientation and organizational justice play important roles in strengthening organizational effectiveness. Effective knowledge management supports knowledge sharing, innovation, and learning, which contribute to improved institutional performance. At the same time, fair organizational practices promote employee motivation, trust, and commitment, which further enhance overall organizational effectiveness.

3.5 Combined Influence of Knowledge Management Orientation and Organizational Justice on Organizational Effectiveness

The results of the multiple regression analysis indicated that knowledge management orientation and organizational justice together significantly influence organizational effectiveness. The model produced a multiple correlation value of $R = 0.870$ and an R^2 value of 0.757, indicating that these two variables explain 75.7% of the variance in organizational effectiveness. The remaining 24.3% of the variance may be attributed to other factors not examined in the study. Further analysis showed that both predictors significantly contributed to organizational effectiveness. Knowledge management orientation had a standardized beta coefficient of 0.374 and an unstandardized coefficient of 0.417, indicating that increases in knowledge management orientation lead to corresponding increases in organizational effectiveness. Organizational justice demonstrated a stronger influence, with a standardized beta coefficient of 0.532 and an unstandardized coefficient of 0.544, confirming that it is the strongest predictor in the model. These findings suggest that while both knowledge management practices and fairness in organizational processes are essential for institutional success, organizational justice plays a more influential role in improving effectiveness. When employees perceive fairness, transparency, and respectful treatment within the organization, they are more motivated and committed, which ultimately strengthens overall organizational performance.

4. Conclusion & Recommendations

The findings indicate a high level of agreement among respondents across all variables and indicators, showing that knowledge management orientation (KMO) and organizational justice (OJ) are highly manifested in private colleges in Davao del Norte, which corresponds with a high level of organizational effectiveness (OE). The results reveal significant positive relationships among KMO, OJ, and OE, demonstrating that increases in knowledge management orientation and perceptions of organizational justice correspond with increased organizational effectiveness. Furthermore, KMO and OJ jointly explain 75.7% of the variance in organizational effectiveness, confirming their substantial influence on institutional performance. These findings support the theoretical foundations of the study, particularly the Knowledge-Based View (KBV) of Grant (1996, p. 110) derived from the Resource-Based View (RBV) of Wernerfelt (1984, p. 172), which emphasizes knowledge as a strategic resource for achieving competitive advantage. The results also align with prior research emphasizing the role of knowledge systems in improving institutional performance (Mer, Saini, Lakhera, and Gutang, 2023, para. 1) and the positive impact of knowledge sharing and reflection on employee productivity and engagement (Frinses, Laba, and Reni, 2021, para. 1). In addition, the findings support Adams' Equity Theory (1965, pp. 270-272), grounded in Homans' (1958, p. 598) Social Exchange Theory, which explains how perceptions of fairness

influence motivation and behavior in organizations, and further reinforce the significant relationship between organizational justice and organizational effectiveness.

Based on the findings, private college administrators may strengthen knowledge management practices by implementing structured knowledge-sharing platforms such as peer mentoring programs, interdepartmental forums, and online repositories where faculty and staff can share best practices, teaching resources, and research outputs. Management may also enhance perceptions of fairness by ensuring transparent allocation of rewards, responsibilities, and recognition through feedback surveys and clearly communicated performance metrics. Private colleges may further support a culture of continuous learning by offering accessible professional development opportunities such as faculty exchange programs, skills workshops, and online certifications while maximizing the use of information technology platforms such as collaborative digital systems and knowledge management tools to facilitate communication and knowledge exchange. In addition, administrators may encourage open communication and knowledge-sharing initiatives through workshops, seminars, and institutional knowledge repositories, integrating these practices into performance evaluations and professional development programs. Finally, administrators may organize regular meetings or dialogue sessions that allow employees to express concerns and suggestions regarding policies and procedures, thereby strengthening procedural and interactional justice while promoting transparency and organizational effectiveness.

This study focused on employees from private colleges in Davao del Norte and examined only the influence of knowledge management orientation and organizational justice on organizational effectiveness. Although the findings indicate that these variables significantly contribute to organizational effectiveness, they account for 75.7% of the variance, suggesting that other factors not included in the study may also influence organizational effectiveness. Consequently, the scope of the findings is limited to the variables and respondents included in the research context.

Compliance with ethical standards

This study followed standard research procedures to ensure responsible data collection and reporting. Permission to conduct the survey was formally requested from the presidents or administrators of the private colleges involved, with endorsement from the dean of professional schools. The questionnaire was reviewed by the research adviser and subsequently evaluated by experts to ensure validity and reliability before administration. Data collection was conducted in coordination with school administrators and human resource personnel to avoid disruption of institutional operations. A certificate of appearance signed by college human resource staff confirmed the researcher's presence and the authenticity of the data-gathering process.

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