



INTERNATIONAL JOURNAL OF  
MODERN EDUCATION  
(IJMOE)  
[www.ijmoe.com](http://www.ijmoe.com)



# THE DETERMINANT FACTORS IN PERFORMANCE OF PRIVATE HIGHER EDUCATION IN GUANGDONG PROVINCE CHINA

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## Article Info:

### Article history:

Received date: 26.10.2025

Revised date: 17.11.2025

Accepted date: 02.12.2025

Published date: 09.12.2025

### To cite this document:

Ma, Z., & Azlan, S. N. (2025). The Determinant Factors in Performance of Private Higher Education in Guangdong Province China. *International Journal of Modern Education*, 7 (28), 520-535.

DOI: 10.35631/IJMOE.728038

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## Abstract:

As the world economy and society have undergone rapid structural changes, colleges have been faced with a new set of crises and challenges. Among those are not only the challenges of structural knowledge changes but also those of management changes. This study is mainly research on the determinant factors of performance of private higher education in Guangdong province China. In addition, in this research mainly focus on the private higher education institutions (PHEI) in Guangdong Province, China, as Guangdong offers 67 undergraduate colleges and universities (including PHEIs), 87 specialized colleges and universities, and 14 adult colleges and universities as of June 30, 2020. The number of staff at China's colleges and universities was around 177,900 in 2020. Hence, in this research target adopt quantitative method by using questionnaire to collect 750 respondents to examine the relationship of independence variables such as knowledge management, leadership and organizational culture towards dependence variable of corporate performance of PHEIs while mediation role of innovation. All data collected to test hypotheses using the statistical technique SmartPls 4.0. This study will enrich the theoretical research on the heterogeneity of the senior management team of Chinese higher education groups and performance in Guangdong Province

## Keywords:

Corporate Performance, Innovation, Knowledge Management, Leadership, Organizational Culture, PHEI

## Introduction

Private higher education institutions (PHEIs) are one of the significant contributors to the country's gross domestic product (GDP). This circumstance has had a significant impact on China's desire to improve the service sector, which is the industry that makes the greatest contribution to the nation's overall gross domestic product (GDP). Higher education institutions in China have been instrumental in facilitating access to postsecondary education and contributing to the realisation of the country's goal of building a "high income, knowledge-based economy" (Lee & Lean, 2021).

The influence and impact on the institutions of higher education is nonetheless significant, with many of them facing a severe test of resuming work, resumption of production, or resuming work. Inadequate resumption of production in higher education institutions will affect not only the steady employment as well as income of residents, and also the efficiency to resume work for the large enterprises. (Chen et al, 2021) However, most of China's higher education institutions have faced challenges (e.g., constraints in the intellectual sources, professors, and capital). This demonstrates that Chinese higher education institutions are required to realize on the importance of evolving knowledge, corporate culture, as well as innovation-driven leadership styles and management of their clients' knowledge for enhancing the performance on their higher education institutions.

There is also a need for more studies that investigate the mechanisms through which transactional leadership and ethical leadership influence innovation and corporate performance. This is another area in which research is lacking. Even though certain mechanisms through which these leadership styles influence innovation and corporate performance have been discovered in some studies, more research is required to fully understand these mechanisms. (S. Jameel & Ahmad, (2020). The work done by Jha, Kumar, and Kumar is an excellent illustration of a study that fills in these voids in the existing research (Rosenbloom, 2021). They analysed and contrasted the efficacy of transactional leadership and ethical leadership in Indian organisations in fostering innovative practises and high levels of corporate performance. (Xu et al, 2023) They discovered that both styles of leadership were effective; however, ethical leadership had a significantly more significant positive influence on innovation and corporate performance. They also identified confidence in the leader and employee motivation as key mechanisms through which ethical leadership has an impact on innovation and the performance of the corporation.

The impact of innovation on firm performance has been a classic research topic since innovation can bring competitive advantage to organizations of any size. Therefore, we also emphasize the role of the quantity of innovation in our research model of Chinese higher education institutes. This study will enrich the theoretical research on the heterogeneity of the senior management team of Chinese higher education groups and performance in Guangdong Province

## Literature Review

### *Leadership Style*

Leadership has been the subject of social scientists' research throughout most of the twentieth century, however there has been no agreement on a consensus on a definition of leadership (Specchia, 2021; Sofi & Devanadhen, 2015). Leadership plays an instrumental role in the

organization which is defined as process of influencing an individual or a group of people to accomplish a specified goal (Alblooshi et al., 2020) which may be innovative in its objective. The leaders can then encourage innovation, the performance and strategy of an organization as they have the power to set a common goal within their company and to influence the innovativeness through their values and behaviour (Khassawneh et al., 2022).

### ***Ethical Leadership***

The role of emerging businesses has now greatly expanded from achieving organizational prosperity to delivering great personal benefits. This evolving perception has given global corporations a tremendous advantage, compelling them to use moral and ethical considerations as an important tool in promoting organizational well-being. Probably, in keeping with the demand for continued progress in workplace morals, this research calls for both public and privately owned organizations from embracing the ethical leadership concept of ethical leadership (EL) in the process of realizing global social and economic prosperity (Guo, 2022).

Synthesized, ethical leadership is defined as the activation of two-way relationship, communications, and decision making by the individual through the ethical behaviors (Brown et al., 2005). The ethical leadership enhances the performance of the organisation by embedding ethical values into organizational practises. Morality plays a crucial role in developing the sound perceptions, ideas and principles which influence an individual's work behaviors, conducted and operations (Rabie and Abdul Malek, 2020). Particularly, the toughness of the leader's disposition requires consistency with moral virtues. Good leadership requires not only the managers' professional skills, intellectual and strategic competence, but also the leader's character of morality. In light of this, the EL's ethical traits reveal moral responsibilities, vision in leaders, and their honesty. Nevertheless, such moral aspects enhance the ability of an employee to behave in a manner that affects their positivity, performances, and contentment.

The ethical leadership is a peculiar concept that helps the efforts of the employees and consequently increases employees' satisfaction (ES). Employee satisfactions are pleasure emotions (i.e., both psychological and social emotions are associated with the employee's accomplishments (Gazi et al., 2024). An ethical leadership can strongly accelerate the productivity of employees, which reports higher levels in satisfaction (Freire et al, 2020). The integrative effects of the ethical leadership stretch far beyond influence on employee behaviour to address individual goals and desires. Researches have shown that the ethical leadership is able to guide the behaviour, actions and attitudes of the employees, which in turn increases the satisfaction of their jobs (Kaffashpoor and Sadeghian, 2020).

### ***Organizational Culture***

The definition of culture that is most commonly used is "the behaviours of an entire society." A firm's culture can be defined as "a prevalent pattern of basic assumptions knowledge gained by a group in solving it's own external adaptation as well as internal integration problems, that either works well enough to be taken into account effective and is consequently taught to potential comers as the correct method for perceiving, pondering, and feeling in relation to these problems.( Abu-Jarad et al, 2010) This definition suggests that culture is "a common pattern of basic assumptions learned by a group in solving its external adaptation and internal integration problems," and that it "works well enough to be considered effective and is therefore taught to new members as (Abu-Jarad et al, 2010; Kucharska ,2025).

To put it another way, over the course of their existence, groups must face two fundamental challenges: first, integrating its members into a cohesive whole, and second, successfully adjusting to its surrounding environment in order to maintain its existence. The term 'culture' refers to the shared set of assumptions and beliefs that are formed when a group engages in some sort of collective learning through time. This leads to the formation of a shared worldview that can be used to address the challenges faced by the group. Employees' thoughts, feelings, and actions in the workplace are shaped by a set of values, beliefs, and conventions that are held in common by the entire workforce (Yan et al., 2022). Culture is the social glue that holds an organisation together and in control through informal, unstructured ways; it consists of values, beliefs, understandings, and norms that are shared by the members of the organisation.

## Hypothesis Development

### *Transactional Leadership*

Transactional leadership as first described by Weber (1947) while studying the transformational leadership (Barbuto, 1977). A transformational leader is characteristically characterized by the ways in which leadership benefits from the employees by the way in which followers obey their leader in an exchange for rewards (Alblooshi et al., 2020). Such leadership style occurs when the individual actively interacts with other people to obtain a valuable quid pro quo (Noruzi et al., 2013). The values are critical to the exchange procedure like integrity, responsibility, or reciprocity. In addition, these are values based on the demands of their followers and are correlated with the performance of their work (Fakhri et al., 2020; Pasamar et al., 2019). The rewards and administration include two indications: active management of exception or passive management of exception, i.e., leader characteristics can be analyzed through contingent rewards, management of exceptions, and laissez-faire (Fakhri et al., 2020). Thus, the transactional leader focuses on the transactions between the commander and the followers in regard to benefits, awards, incentives and the self-interests (Donate and Guadamillas, 2011). This leads to penalties if subordinates do not realize their objectives (Abdullahi et al., 2020).

Transactional leadership hinders innovation and is not beneficial to organization learning (Siswadhi & Rony, 2024). In addition, this leadership style focuses on the context and is based on micro-managing or tradition management once they are scared to try out new approaches (Thanh & Quang, 2022). These leaders seek to preserve control in order to avoid risks in projects or daily tasks. The relationship between leaders and their subordinates leads to a perception of obligation; this arises because the descendants must display high-quality results and endeavors through the leaders' prudent actions (Echebiri & Amundsen, 2021).

In relation to human capital, their preference is to develop a specialized human capacity by focusing on their individual responsibilities over teamwork (Jia et al., 2018; Pasamar et al., 2019). Likewise, these leaders would prefer to invest in their existing talent over outsourcing because it would be important to utilize available resources (Fahmi & Lima Krisna, 2021). Therefore, once creativity is restricted, transactional leaders will reduce innovation performance because goals have already been set (Alblooshi et al., 2020). However, when companies want to quickly achieve short-term goals, the transactional leadership is particularly significant and can also work well in large scale organizations (Cahyadi et al., 2022).

H1 : Innovation has mediating effect on transactional leadership style towards corporate performance of PHEI in Guangdong Province, China.

### ***Ethical Leadership***

From a social exchange theory perspective, the subordinates will recognize the leaders' motivation or support and respond positively in accordance with the reciprocity principle. In addition, the Social Exchange Theory suggests subordinates are most productive when they maintain a healthy relationship with leaders. Subordinates may perceive good treatment by their leaders, build up emotional bonds, as well as develop a sense of commitment to their managers if their ethical leaders can provide meaning to subordinates' roles in their workplaces, make it more meaningful, and encourage them to be more innovative and inspire them to better accommodate to changes. This process may consequently lead to high motivational and innovative conduct (Sorakraikitikul et al., 2024). In addition, the recognition of social exchange relationship by the organization members is also improved through the balanced decision and fairness of an ethical leader (Jin et al., 2024), which results in subordinates' acceptance of their actions and the innovative work behaviors. In addition, ethical leaders communicate with their subordinates by championing two-way open communications; they always listen to the subordinates with sincerity and encourage them to voice their concerns and views, which in its turn stimulates the subordinates to come up with new ideas to improve their existing work strategies, procedures, and process (Pekkan & Bicer, 2022). Therefore, the ethical leadership acts as a positive factor in facilitating innovative behavior.

H2: Innovation has a mediating effect on ethical leadership style towards corporate performance of PHEI in Guangdong Province, China.

### ***Organizational Culture***

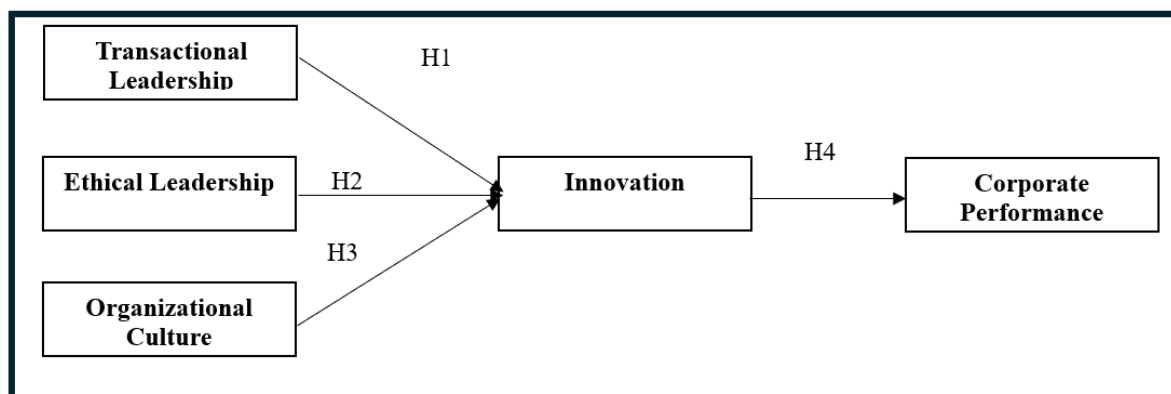
Organizational literature is among the most motivating factors for organizational players to be innovative in their behavior. Since an innovation culture can influence the behaviors of its employees, it may guide them to accept innovation as a basic value of their organization and to make them feel more involvement in their businesses (Gürlek, 2020).

Most firms have an automated culture of innovation in which a wide range of norms, standards, values, hypotheses, or beliefs are in competition to impact the actual actions of its employees. An innovative culture can be considered as a multi-dimensional circumstance which includes the intention of innovation, an infrastructure to perpetuate it, the operative level of behavior required to impact the market place and value orientation, and an environment in which innovation is being implemented (Shkeer & Awang, 2019). One of the main determining factors of an innovation, is cultural. Positive culture characteristics provide organizations with the fundamental components of innovation. A positive organization can incorporate innovation into the organization's culture and the processes of organizational administration. The various factors in a culture can augment or dampen the innovation propensity.

Mason et al. (2019) indicated that a culture influences the innovations as it shapes the models for addressing the novelties, personal initiatives, collective operations, understanding of risks and the opportunities, and the behavior. The proposed study established a new paradigm and compared it to the theoretical model. In that new paradigm, there was a change in the emphasis of factors like trusting relationship, job environment, support from management and business level customer orientation. Especially the trust relationships show that the trust is reflected in openness and sincerity.

H2: Innovation has a mediating effect on organizational culture towards corporate performance of PHEI in Guangdong Province, China.





**Figure 1: Conceptual Framework**

### Research Methodology

The research design is the overarching methodology that you employ to integrate and examine a variety of study components in a logical and appropriate manner, thereby guaranteeing that you can effectively address the research question. The qualitative research method and the quantitative research method are two distinct types of research designs. Quantitative research is implemented in our investigation. Quantitative research entails the collection and examination of numerical data. It is distinguished from qualitative research in that it can also be employed to disseminate findings to a broader audience, explore relationships, make predictions, and calculate averages (Bhandari, 2022). Higher education institutions in Guangdong Province are listed by the Guangdong Province part of the list of higher education institutions in China as a whole. Guangdong offers 67 undergraduate colleges and universities (including independent colleges), 87 specialized colleges and universities, and 14 adult colleges and universities as of June 30, 2020. Hence, total population of the Guangzhou PHEI was 178 universities. Over the last 20 years, Guangdong has seen an impressive increase in the number of colleges and universities. We selected the staff from 90 PHEI in Guangdong as research respondents which cover 50% of PHEI in Guangdong Province. From the target population provided by the institutions of higher learning, the simple random sampling was used to sample a sample of 750 respondents from the states of 25% Zhongshan, 25% Dongguan, 25% Shunde, and 25% Nanhai, respectively. The researcher utilized SPSS version 24 to conduct a descriptive analysis of the respondents' profile. Additionally, SmartPLS 4.0 was employed to perform all the PLS-SEM analyses in order to evaluate the research framework and make inferences regarding the study hypotheses. The discussion focused on the assessment of the measurement model, as well as the estimation and validation procedure of the structural model.

### Discussion

#### *Demographic Profile*

From the finding presents the demographic and professional data of the sample population, categorised by gender, age, education, employment status, and work experience. From the standpoint of gender distribution, 58.15% (439) of the population is male, while 41.85% (316) is female. This indicates a marginally higher number of males in the sample.

The age distribution indicates that the predominant age group is 31–35 years, comprising 37.88% (286 individuals) of the population. The subsequent group, aged 36–40, comprises 19.34% (146), followed by the 18–25 group at 20.26% (153). Individuals under 18 years and over 50 years were even less represented, with only 1.59% (12 individuals) and 1.85% (14 persons), respectively. This signifies that the majority of the sample comprises working-age individuals, particularly those in their early to late 30s.

The educational qualifications of the population are as follows: the majority, comprising 62.52% (472 individuals), possess an undergraduate degree. Postgraduate qualifications was the subsequent most prevalent category, accounting for 25.56% or 193 individuals. Citizens possessing a high school diploma (3.05%, 23 individuals) or a diploma (6.36%, 48 individuals) constitute a minor segment of the population. “Others”: 2.52% (19 individuals): This group has probably undergone vocational or alternative education. This signifies that the sample is highly educated, nearly 90 percent possess at least an undergraduate degree.

**Table 1: HTMT**

Variable	Corporate Performance	Innovation	Leadership	Organizational Culture
Corporate Performance				
Innovation	0.890			
Leadership	0.84	0.81		
Organizational culture	0.90	0.86	0.88	

The corporate performance indicates an HTMT value of 0.890 for innovation, transitioning to 0.880 for knowledge exchange, followed by 0.840 for leadership, and concluding with an HTMT value of 0.900 for organisational culture. All values, with the exception noted, fall within the threshold of 0.9; nevertheless, each construct remains within this range and does not exceed it, indicating that corporate performance is conceptually separate from other constructs. However, a high value suggests a stronger relationship, particularly for Organisational Culture (0.90), it may show some conceptual overlap.

Corporate Performance has HTMT values of 0.890 for Innovation, 0.890 for Knowledge Sharing, 0.810 for Leadership, and 0.860 for Organisational Culture. All of these numbers are below but near the 0.90 threshold, indicating that Innovation is not closely aligned with other constructs such as Knowledge Sharing (0.89), but remains autonomous. Leadership exhibits HTMT values of 0.84 with Corporate Performance, 0.81 with Innovation, 0.79 with Knowledge Sharing, and 0.88 with Organisational Culture. These values are evidently below the 0.90 criterion, indicating that Leadership is a distinct concept with moderate to high correlations with the relevant dimensions.

The HTMT values for Organisational Culture were 0.90 with Corporate Performance, 0.86 with Innovation, 0.87 with Knowledge Sharing, and 0.88 with Leadership. These findings indicate little construct overlap, approaching but not beyond the typical threshold of 0.90, implying that Organisational Culture is a distinct construct that is significantly influential and interconnected with other constructs.

The HTMT results substantiate discriminant validity in this investigation, as all values fall below the established threshold of 0.90. Each construct is distinct and measures a specific component of the study model, which is essential for ascertaining the validity of the results.

**Table 2: HTMT**

Variable	Corporate Performance	Innovation	Knowledge Sharing	Leadership	Organizational Culture
Corporate Performance					
Innovation	0.890				
Knowledge sharing	0.880	0.80			
Leadership	0.84	0.81	0.79		
Organizational culture	0.90	0.86	0.87	0.88	

The Table 2 demonstrates that the Heterotrait-Monotrait Ratio of Correlation (HTMT) is utilised as a metric to assess discriminant validity in the statistical analysis of structural equation modelling (SEM) and partial least squares (PLS). Discriminant validity ascertains that the variables inside the model are distinct and do not assess the same underlying construct. The table indicated that, based on the HTMT value, there is a level of distinction among the constructs of Innovation, knowledge sharing, leadership, corporate performance, and organisational culture. A threshold greater than 0.85 is typically accepted for a conceptually similar construct, whereas a threshold of 0.9 is standard for a conceptually distinct construct in HTMT analysis. The table demonstrates that strong discriminant validity signifies that the constructs are distinctly different and not overly connected.

The corporate performance indicates an HTMT value of 0.890 for innovation, transitioning to 0.880 for knowledge exchange, followed by 0.840 for leadership, and concluding with an HTMT value of 0.900 for organisational culture. All values, with the exception noted, fall within the threshold of 0.9; nevertheless, each construct remains within this range and does not exceed it, indicating that corporate performance is conceptually separate from other constructs. However, a high value suggests a stronger relationship, particularly for Organisational Culture (0.90), it may show some conceptual overlap.

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Knowledge Sharing: Corporate Performance 0.880; Innovation 0.890; Leadership 0.790; Organisational Culture 0.870. These ideals, however, underscore the importance of Knowledge Sharing as distinct from other conceptions, while yet maintaining substantial linkages with Innovation and Organisational Culture.



Leadership exhibits HTMT values of 0.84 with Corporate Performance, 0.81 with Innovation, 0.79 with Knowledge Sharing, and 0.88 with Organisational Culture. These values are evidently below the 0.90 criterion, indicating that Leadership is a distinct concept with moderate to high correlations with the relevant dimensions.

The HTMT values for Organisational Culture were 0.90 with Corporate Performance, 0.86 with Innovation, 0.87 with Knowledge Sharing, and 0.88 with Leadership. These findings indicate little construct overlap, approaching but not beyond the typical threshold of 0.90, implying that Organisational Culture is a distinct construct that is significantly influential and interconnected with other constructs.

The HTMT results substantiate discriminant validity in this investigation, as all values fall below the established threshold of 0.90. Each construct is distinct and measures a specific component of the study model, which is essential for ascertaining the validity of the results.

### *Regression Analysis*

**Table 3: Regression Analysis of Variable on Corporate Performance**

Variable	Unstandardized coefficient		Standardized coefficient	t	P value	R <sup>2</sup>	Modified R square
	Beta	Standard Error	Beta				
Knowledge sharing > innovation	0.098	0.202	0.027	5.615	0.000	0.904	0.903
Leadership > Innovation	0.367	0.504	0.035	12.424	0.000		
Organizational culture > Innovation	0.322	0.455	0.034	11.373	0.000		
Innovation > corporate performance	0.929	0.943	0.004	25.944	0.000	0.923	0.923

These results provide empirical data on the variability and underlying tendencies of essential organizational characteristics like corporate performance, innovation, and leadership, which advances organizational research. These data are from 755 observations. Standardized data make direct comparisons between dimensions straightforward, which helps us understand how different parts of an organization interact and influence each other.

Second, the negative skewness across all dimensions highlights structural or systematic challenges that firms may face in improving these measurements. In leadership and innovation, left-skewed distributions are especially prominent.

Third, information sharing between firms differs greatly, highlighting its importance in separating successful from unsuccessful companies. Information sharing is often considered the foundation of innovation and collaboration in businesses, so its scope shows that some companies excel at creating cooperative environments, while others lag behind by a lot.

Fourth, the Cramér-von Mises test found deviations from normality, suggesting that parametric assumptions may not apply to leadership or business success. It's important to apply reliable statistical methods that account for non-normality when analyzing these variables, which has consequences for future research approach.

Our findings finally support practical applications by suggesting areas where organizations should focus their development efforts. These include removing information barriers and fixing leadership flaws that hurt performance.

### Conclusion

Higher education institutions can significantly contribute to influencing society and promote sustainable development through the creation of an intrapreneurial environment. This study examines the perceptions of management of private universities towards corporate performance. It examined the perception of management employees at private HEIs towards corporate performance in the four dimensions of leadership, knowledge sharing, organisational culture, innovation and corporate performance practices. In summary, the commitment to protect resources for the benefit of future populations was of greatest significance to the workforce of these private higher education institutions, and was followed by the role that universities play in fostering the transformation of innovations. Contrary to prior studies, these studies perceived innovation performance as a top priority, while promotion of and enhancement of CP was given the highest priority. The studies have also found that there was a lack of willingness among students to actively engage in the practices of sustainable activities in their daily lives, and that the integration of CP into courses, projects and research was generally perceived to be of the lowest importance.

The present study provides several insights for promoting sustainable development in Chinese universities. Firstly, top-down approaches to solving sustainability have been criticised for lacking an organisational culture that facilitates innovative thinking. Policies or action plans developed solely by the university administration are hardly representative of the students' perspectives on sustainable development. Instead, a bottom-up approach is more appropriately used by devolving decision-making to the students, faculty and staff. The university administration has less understanding of courses, projects, plans addressing sustainability issues, and daily campus sustainability, as compared to self-developed sustainable development plans and regulations that are more accurate and reliable. A bottom up approach also facilitates the building of a dynamic environment where the interaction between university management and its students is efficient and positive. In this respect, several communication tools, such as an anonymous questionnaire relating to the performance of the organisation, can be used to build a bridge between the university administration and the students. Staff engagement incentives may also be developed. Second, the relatively low level of student attention to sustainability-related courses and researches provides an opportunities for universities in considering the implementations of inclusive education, such as offering a wide range of sustainable development course choices and incorporating some sustainable development credits in the total graduate credits. In particular, students at public universities

have a lower awareness of sustainable development courses, which reflects the need for public universities to incorporate environmental protection and social well-being for the purposes of general education. Third, the regulatory bodies need to introduce policy guidelines to mandate university administration to promote sustainable development. For instance, the Ministry of Education (MOE) could develop a set of sustainability best practices to assist Chinese universities in setting benchmarks. In addition, local education bureaus could set up an independent department to regularly monitor and evaluate the sustainability practices of universities. Awards and prizes may also be given to the higher education institutions with best sustainability practices.

### ***Theoretical Implication***

This research paper addresses the research gap in relation to knowledge sharing practices and their effects on the performance of organisations in the context of knowledge-intensive commercial services. In particular, the paper presents evidence on the role of managerial perceptions that play a role in the formation of knowledge sharing practices and its impact on the organisation's performance. The results of this paper have several implications for knowledge sharing practices that support organisational performance, especially since rapid change requires innovative approaches to gain competitive advantage. The evidence section examines knowledge sharing practices' role in the performance of organisations, by considering financial performance, innovative capabilities as well as market efficiencies. In comparison, Massingham and Massingham (2014) concluded that knowledge sharing as part of job duties and knowledge sharing to help colleagues is not very significant in increasing corporate performance of organizations. This could be due to differences in multi-generational workforce dynamic in knowledge-intensive organisations with varying attitude towards the knowledge and performance (Venkitachalam et al., 2023).

The research helps to enhance the first knowledge-based perspective, the Resource-based Perspective (RBP), to be developed. The resource-based view suggests that organisations need to develop the unique resources that are their core competencies for superior business performance (Sulistiyani et al., 2021). These core competences are contained in human resources, i.e. in knowledge, skills and actions that are not easy to be imitated from competitors.

### ***Practical Implication***

The research enriches the literatures on leadership styles, organizational culture and organizational performance in the higher education environment. In striving to improve the performance and culture of higher education institutions, leaders cannot do without focusing on stakeholders, including faculty, staff, students, and lecturers, as well as even the needs of the community environments and industries towards their graduates and their implications for the image of their institutions in the global and sustainable contexts. This meant that leadership in academic institutions had to be equipped with different types of leadership skills to make a difference in the institutions. The conference also emphasized that the style of leaders in institutions of high education is distinct from that of a typical business organization.

In support of Ibidunni et al. (2023), this research makes the case that managers' knowledge-sharing procedures and knowledge-sharing during meetings are crucial elements of group initiatives to boost market efficiency and creativity. Employee communication may be facilitated by meetings, which could result in a more intricate organizational culture of innovation. Although more proof is required to support their importance, educational activities

do have a favorable impact on information sharing behaviors. Employee communication and teamwork are key components of organizational effectiveness, however sharing expertise to support colleagues was found to have the least impact. When organizational performance was divided into three categories—financial performance, innovation capability, and market efficiency—the impact of this element was judged to be less.

The necessity of efficient knowledge exchange to promote organizational performance reflects the effects on managers. These effects demonstrate that knowledge sharing is linked to complexity in organizational performance by highlighting the beneficial role and strategic trajectory of information sharing and facilitating meetings (Carayannis et al., 2021; Zhang et al., 2024). More significantly, meetings can help employees communicate with one another, which can result in a more intricate organizational culture of innovation—a characteristic of an inventive culture. Employees and their interactions with coworkers also affect how well an organization performs. This shows itself as employees exchanging and profiting from work-related information, giving feedback, complimenting one another, or pointing out inefficiencies. Knowledge exchange methods can be improved by using these activities for developmental goals. Overcoming obstacles and opposition to knowledge-sharing techniques aimed at enhancing organizational performance requires regular attendance at workshops to share knowledge and methodical attempts to distribute findings across staff members.

### ***Limitation***

Some limitations need to be admitted, as usual. To begin with, the cross-sectional research investigation was used in this research. The biggest limitation of the study is that it used only a quantitative method to collect data. Therefore, the researcher was not able to ask in-depth questions in a qualitative manner in order to understand management level opinion on corporate performance. Another limitation is that the study only focused on PHEI in Guangzhou and it did not look at other regions in China, which implied that the scale of the research was not sufficient to encompass all aspects of PHEI in China. Secondly, the selection of universities in the present study was insufficient. This could result from sample bias as it only compared one private university in Guangzhou, China. More universities should ideally be participated for more representative and more reliable results. Third, only a fraction of the academic staff participated in the questionnaires, which created a deviation in representing all PHEIs from different backgrounds. The future research may be expanded to include how colleges and universities can actually incorporate environment protection and social wellbeing for the general education purpose. Other relevant stakeholders such as staff and alumni could also be investigated, as well as the different types as research universities and vocational universities. The future direction of the researches could also be linked to a cross-country analysis of the sustainability of higher education. From a practitioners' perspective, the managements of Chinese higher education institutions can operate a handful of communication mechanisms that are relevant to corporate performances, such as checking the implementations of campus sustainability goals on a periodical basis, and assessment of feedbacks on corporate performances issues. The leadership style of HEIs is different from that of a typical corporate organization, and they may have different vulnerabilities and pressures in reinforcing and influencing their organizational culture or institutional performance. This was not explained in detail in this research and hence could be considered as a future research direction.

### **Recommendation**

Overall, because of the small sample size and the fact that the data was gathered from a single source—KlangValley PHEI personnel in Malaysia—the study does not meet the generalizability criterion. On the other hand, there may be additional aspects of job satisfaction that can also predict differences in organizational commitment. Future studies should therefore take into account additional aspects of job satisfaction and examine how they relate to organizational commitment. Therefore, given that Malaysia is a multicultural nation, more research should be done to study the differences between different races while taking ethnicity into account as a control variable.

### **Acknowledgement**

I want to convey the most heartfelt gratitude and thanks to one of my thesis supervisors, Dr. Shakirah Noor Azlanb for all his guidance, encouragement, support with patience during the entire process of research and writing of the thesis. This task would not have been achieved without his informative and helpful feedbacks. I also thank my colleagues for their precious suggestions and advice that enabled me to polish this thesis. I would want to convey my great gratitude to the consistent support and encouragement that my spouse has offered to me throughout my academic journey. The love and concern he has shown has been a constant source for my strength with motivation.

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