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Original Research Article

A Descriptive Study of Organizational Management Factors in Nanning University: Leadership Effectiveness, Organizational Culture Teacher Competency and Knowledge Sharing

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ABSTRACT

This study aimed to examine the level of organizational management factors at Nanning University. The research focused on four dimensions: leadership effectiveness, organizational culture, teacher competency, and knowledge sharing. A descriptive research design was employed to describe the current condition of organizational management based on the perceptions of university employees. The sample consisted of 276 academic and administrative staff members from Nanning University, selected from a population of 890 lecturers using Yamane's formula at a 95% confidence level. A structured questionnaire was used as the research instrument, and the data were analyzed using frequency, percentage, mean, and standard deviation.

The findings revealed that the overall level of organizational management factors at Nanning University was at a high level, with a mean score of 3.86 and a standard deviation of 0.77. Among the four dimensions, leadership effectiveness had the highest mean score ($M = 4.09$, $S.D. = 0.72$), followed by teacher competency ($M = 4.02$, $S.D. = 0.73$), organizational culture ($M = 3.77$, $S.D. = 0.77$), and knowledge sharing ($M = 3.58$, $S.D. = 0.75$). All dimensions were interpreted at a high level, indicating that employees generally perceived the university's organizational management positively. However, knowledge sharing received the lowest mean score among the four dimensions, suggesting that the university may further strengthen opportunities for staff members to exchange professional knowledge, teaching experience, and work-related information. The results of this study provide useful information for university administrators to improve internal management, enhance staff collaboration, support teacher development, and promote institutional effectiveness.

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Introduction

Organizational management is an important foundation for the effective development of higher education institutions (Comstock et al., 2023). In the context of university management, strong organizational management helps institutions improve internal coordination, support teaching quality, enhance staff participation, and create a positive working environment. For universities, especially institutions that are responsible for cultivating skilled and professional talents, organizational management is closely connected with the daily work of teachers, administrative staff, and academic departments. Therefore, understanding the current condition of organizational management factors is necessary for identifying strengths and areas that may require improvement (Williams III et al., 2023). Nanning University, as a higher education institution in China, plays an important role in providing education, developing talents, and supporting regional social and economic development. As the university continues to develop, the effectiveness of its internal management becomes increasingly important. Good organizational management can help the university strengthen communication, improve work efficiency, support teachers' professional growth, and create a collaborative organizational culture (Jang & Alexander, 2022). However, different staff members may have different perceptions of the current management situation. Therefore, it is useful to examine the level of organizational management factors from the perspective of teachers and administrative staff.

This study focuses on four major dimensions of organizational management factors: leadership effectiveness, organizational culture, teacher competency, and knowledge sharing. Leadership effectiveness refers to the ability of leaders to provide direction, make appropriate decisions, support staff, communicate clearly, and solve problems effectively (Henshaw, 2022). Effective leadership can help guide teachers and staff toward common institutional goals and create confidence in university management. Organizational culture refers to the shared values, beliefs, working atmosphere, teamwork, and level of trust within the university. A positive organizational culture can encourage cooperation, responsibility, and commitment among staff members (Brown et al., 2022). Teacher competency is another important dimension of organizational management. It refers to teachers' professional knowledge, teaching skills, technical ability, and capacity to perform teaching responsibilities effectively (Miller-Cotto et al., 2022). In a university setting, teacher competency directly supports the quality of education and student development. Knowledge sharing refers to the willingness and behavior of staff members to exchange ideas, teaching experiences, professional knowledge, and work-related information. When knowledge sharing is encouraged, teachers and administrative staff can learn from one another, improve their work performance, and support institutional development.

This research is designed as a descriptive study. It does not aim to test causal relationships or examine the impact of one variable on another. Instead, the purpose is to describe the current level of organizational management factors in Nanning University. By using descriptive analysis, the study can present the overall level of organizational management factors and the level of each dimension. The findings can provide useful information for university administrators, department leaders, teachers, and staff members to better understand the existing management condition of the university. In summary, this study is important because it provides a clear picture of organizational management factors in Nanning University. By examining leadership effectiveness, organizational culture, teacher



competency, and knowledge sharing, the study can help identify the strengths of the university's internal management and provide a basis for future improvement. The results may also support the development of practical management strategies that enhance institutional effectiveness, staff collaboration, and educational quality.

Literature Review and Theoretical Framework

Concept of Organizational Management

Organizational management factors refer to the internal conditions, systems, practices, and human elements that support the effective operation of an organization (Huey Jr et al., 2023). In the context of educational institutions, organizational management factors are especially important because schools, colleges, and universities depend not only on physical resources and formal policies, but also on people, leadership, culture, professional capability, and knowledge exchange. For this study, organizational management factors are examined through four dimensions: leadership effectiveness, organizational culture, teacher competency, and knowledge sharing (Hyter, 2022). These four dimensions are consistent with the approved descriptive direction of the study, which focuses on examining the level of organizational management factors rather than testing organizational performance as a separate dependent variable (Wang et al., 2022). Organizational management is not limited to administrative control or formal rules. It also includes the ways in which leaders guide staff, how staff members work together, how professional knowledge is developed, and how information is shared across departments (Abdalla & Moussa, 2024). In educational institutions, management is closely connected with teaching, learning, curriculum implementation, staff development, student services, and institutional planning. When organizational management is strong, teachers and staff are more likely to understand their responsibilities, cooperate with one another, and contribute to institutional goals. When organizational management is weak, communication problems, unclear responsibilities, lack of cooperation, and low professional motivation may occur (Nadeem, 2024). Descriptive research is useful when the researcher aims to understand the present situation of a phenomenon. In this study, the present situation refers to the level of organizational management factors in Nanning University. The study can show whether the overall level is high, moderate, or low, and it can also show the level of each dimension (Banwo et al., 2022). This type of information is useful for administrators because it provides evidence for reflection and improvement. For example, if leadership effectiveness is rated highly, it may suggest that staff members perceive leaders as supportive and capable. If knowledge sharing is rated lower, the university may need to create more opportunities for communication and collaboration.

Dimensions of Organizational Management

1. Leadership effectiveness is a key dimension of organizational management in vocational colleges. It refers to leaders' ability to guide, support, communicate with, and coordinate teachers and administrative staff to achieve institutional goals (Fitrianto & Farisi, 2025). Effective leaders provide clear direction, make sound decisions, solve problems, and create a supportive work environment. In vocational colleges, leadership is particularly important because it must balance academic development with practical skills training



(Oladejo et al., 2022). Communication is a central aspect of leadership effectiveness, enabling leaders to explain policies, clarify responsibilities, and encourage staff participation (Haskins & Roets, 2022). Effective leaders also support staff by addressing challenges related to teaching, administration, curriculum changes, and technology while promoting professional development (Chang & Viesca, 2022). Strong problem-solving skills help institutions respond to operational issues, improve training facilities, and adapt to labor market demands (Krejcie & Morgan, 1970). In this study, leadership effectiveness is examined descriptively to determine how teachers and administrative staff perceive its current level (high, moderate, or low), rather than to test its effect on organizational performance (Fonsén et al., 2023).

2. Organizational culture refers to the shared values, beliefs, norms, and working environment that shape interactions within an institution (Arar et al., 2022). In vocational colleges, a positive culture promotes teamwork, trust, communication, and collaboration among teachers and administrative staff, supporting teaching, student development, and institutional improvement. Conversely, a weak culture may result in poor communication, limited cooperation, and unclear work values (Xu et al., 2025). Open communication, shared responsibility, and continuous improvement are essential elements of organizational culture. Vocational colleges must adapt to changes in educational policies, technology, and industry needs, making collaboration and innovation particularly important (Xia, 2023). A supportive work environment also encourages staff commitment and enhances institutional effectiveness (Shiferaw et al., 2023). This study examines teachers' and administrative staff's perceptions of organizational culture to describe its current level and identify areas for improvement rather than establish causal relationships (Tan et al., 2023).

3. Teacher competency is an important dimension of organizational management because competent teachers contribute to instructional quality, professional development, and institutional improvement. It includes subject knowledge, teaching skills, classroom management, collaboration, and continuous learning (Tierney, 2023). Previous studies show that competent teachers improve educational quality by participating in curriculum development, mentoring colleagues, and adopting effective teaching practices (Arifin et al., 2024). In higher education, collaboration through team teaching, research, and professional learning strengthens teaching effectiveness and knowledge sharing (Sirathanakul et al., 2023). However, teachers' participation in institutional decision-making is often limited, reducing their sense of ownership and engagement (Idris et al., 2023). In this study, teacher competency is examined descriptively to understand how teachers and administrative staff perceive the current competency level within the university.

4. Knowledge Sharing Knowledge sharing refers to the exchange of knowledge, skills, experiences, and professional practices among teachers and administrative staff (Shiferaw et al., 2023). In vocational colleges, it supports continuous learning, improves teaching quality, and strengthens collaboration in response to changing educational and industry needs. Knowledge sharing occurs through formal activities such as meetings, workshops, and training, as well as informal interactions among colleagues (Olan et al., 2022). Its effectiveness depends on trust, communication, leadership support, and organizational culture. Regular knowledge exchange enables staff to improve teaching methods, solve workplace problems, and share best practices (Clark et al., 2023). Knowledge sharing is also valuable for supporting new teachers by helping them understand institutional procedures, teaching strategies, and classroom management through guidance from experienced colleagues (Hava & Babayiğit,

2025). This study assesses the perceived level of knowledge sharing among teachers and administrative staff to describe current organizational management practices.

Objectives

1. To examine the overall level of organizational management factors in vocational colleges.
2. To examine the level of each dimension of organizational management factors, including leadership effectiveness, organizational culture, teacher competency, and knowledge sharing.

Methodology

Research Design

This study employed a quantitative descriptive research design to examine the level of organizational management factors at Nanning University. The descriptive approach was appropriate because the study aimed to describe the current organizational management conditions rather than to test hypotheses or examine causal relationships. The study focused on four dimensions of organizational management: leadership effectiveness, organizational culture, teacher competency, and knowledge sharing. Data were collected from teachers and administrative staff using a structured questionnaire with a five-point Likert scale. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyze the data and describe the overall level of organizational management factors and each individual dimension.

Population and Sample

The population comprised academic and administrative staff at Nanning University, with a total of 890 academic personnel. The sample size was determined using Yamane's (1973) formula at a 95% confidence level and a 5% margin of error, resulting in a sample of 276 respondents. A simple random sampling technique was employed to ensure that each member of the population had an equal chance of selection.

Research Instrument

Data were collected using a structured questionnaire consisting of two sections. The first section gathered demographic information, including gender, age, educational qualification, work position, and years of work experience. The second section measured four dimensions of organizational management: leadership effectiveness, organizational culture, teacher competency, and knowledge sharing. Responses were rated on a five-point Likert scale ranging from 1 (Very Low) to 5 (Very High). The questionnaire was reviewed by experts to establish content validity and was pilot-tested to assess reliability using Cronbach's alpha coefficient.

Data Collection Procedure

After obtaining approval from the university, questionnaires were distributed to the selected respondents. Participation was voluntary, and respondents were informed about the purpose of the study, confidentiality, and anonymity of their responses. Completed questionnaires were screened for completeness, coded, and entered into the Statistical Package for the Social Sciences (SPSS) for analysis.

Data Analysis

The data were analyzed using SPSS. Frequency and percentage were used to summarize respondents' demographic characteristics, while mean and standard deviation were used to determine the overall level of organizational management factors and each of the four dimensions. The findings were presented in tables and interpreted according to predefined mean score ranges.

Results

Table 1 The summary of total levels of organizational management

Variable	Mean	S.D.	Cronbach's Alpha	Interpretation
Leadership Effectiveness	4.09	0.72	0.842	High
Organizational Culture	3.77	0.77	0.836	High
Teacher Competency	4.02	0.73	0.806	High
Knowledge Sharing	3.58	0.75	0.797	High
Overall Scale	3.86	0.77	0.855	High

Table 1 presents the summary of the total levels of organizational management at Nanning University. The overall scale had a mean score of 3.86 and a standard deviation of 0.77, which was interpreted as a high level. This indicates that employees generally perceived organizational management at the university positively. Among the four dimensions, Leadership Effectiveness had the highest mean score ($M = 4.09$, $S.D. = 0.72$), followed by Teacher Competency ($M = 4.02$, $S.D. = 0.73$), Organizational Culture ($M = 3.77$, $S.D. = 0.77$), and Knowledge Sharing ($M = 3.58$, $S.D. = 0.75$). Although all dimensions were at a high level, knowledge sharing received the lowest score, suggesting that it may need further improvement. The Cronbach's Alpha values ranged from 0.797 to 0.855, indicating acceptable reliability.

Discussion

The findings indicate that the overall level of organizational management factors at Nanning University was high ($M = 3.86$, $SD = 0.77$), suggesting that teachers and administrative staff generally perceived the university's management practices positively. This finding addresses the first research objective and indicates that the institution has established a supportive organizational environment characterized by effective leadership, collaborative organizational culture, competent teaching staff, and active knowledge-sharing practices. In

vocational higher education, these organizational management factors are widely recognized as essential foundations for improving institutional effectiveness, employee commitment, and educational quality (Van Knippenberg & Hogg, 2003).

The high overall organizational management level is consistent with previous research demonstrating that effective organizational management contributes to a supportive institutional climate that enhances collaboration, staff engagement, and continuous organizational development (Scherzinger & Brahm, 2023). Although this study employed a descriptive research design and therefore does not establish causal relationships, the findings suggest that the existing management practices at Nanning University have been positively recognized by employees. Such positive perceptions are important because staff attitudes toward organizational management often influence their willingness to cooperate, participate in institutional initiatives, and support organizational change.

Regarding the second research objective, all four dimensions of organizational management were rated at a high level. Leadership effectiveness obtained the highest mean score, followed by teacher competency, organizational culture, and knowledge sharing. This pattern suggests that leadership is perceived as the strongest organizational management component within the university. Effective leadership provides strategic direction, facilitates communication, supports employee development, and promotes organizational stability, all of which are essential characteristics of successful higher education institutions (Assoratagoon & Kantabutra, 2023). The finding also supports Deng et al. (2023), who argued that leadership effectiveness strengthens organizational coordination and encourages employees to perform their responsibilities more effectively.

Teacher competency was identified as the second-highest dimension, indicating that respondents perceived teachers as possessing adequate professional knowledge, pedagogical skills, and technological competence. This finding is consistent with previous studies suggesting that teacher competency is a critical organizational resource that enhances instructional quality and institutional competitiveness, particularly in vocational education where practical and industry-related competencies are highly valued. Continuous professional development and lifelong learning therefore remain essential for sustaining educational quality in rapidly changing educational and technological environments.

Although organizational culture was also evaluated at a high level, its mean score was comparatively lower than leadership effectiveness and teacher competency. This finding may indicate that while respondents generally perceive a positive organizational climate, opportunities remain to strengthen shared values, collaboration, trust, and employee engagement across departments. Previous studies have demonstrated that a strong organizational culture enhances communication, promotes teamwork, and facilitates institutional adaptation to environmental changes, thereby contributing to sustainable organizational performance (Scherzinger & Brahm, 2023).

Knowledge sharing received the lowest mean score among the four dimensions, although it remained within the high-level category. This result suggests that knowledge exchange practices may not yet be fully institutionalized throughout the university. Effective knowledge sharing enables organizations to transfer tacit and explicit knowledge, improve problem-solving, support innovation, and strengthen organizational learning (Arif et al., 2025; Kessi et al., 2025). The comparatively lower score may reflect barriers such as limited cross-departmental collaboration, insufficient knowledge management systems, or inadequate incentives for sharing professional expertise. Similar challenges have been reported in higher



education institutions where knowledge sharing depends not only on technological infrastructure but also on organizational culture, trust, and leadership support.

Overall, the findings demonstrate that Nanning University possesses relatively strong organizational management practices across all measured dimensions. Leadership effectiveness appears to provide the organizational foundation supporting teacher competency, organizational culture, and knowledge-sharing activities. Nevertheless, strengthening organizational culture and knowledge-sharing mechanisms may further enhance institutional collaboration and organizational learning. Because this study is descriptive, these findings should be interpreted as reflecting employees' perceptions rather than demonstrating causal relationships. Future studies employing inferential statistical techniques could examine how organizational management factors influence institutional effectiveness, employee performance, and educational outcomes.

Practical Implications

The findings offer several practical implications for university administrators and policymakers seeking to strengthen organizational management in vocational higher education. First, the university should continue strengthening leadership effectiveness through participatory leadership, transparent communication, and evidence-based decision-making while providing ongoing professional development and greater staff involvement in institutional decisions. Second, organizational culture should be reinforced by promoting collaboration, mutual trust, and shared values through interdisciplinary projects, professional learning communities, mentoring, and team-building activities. Third, teacher competency should remain a strategic priority through continuous professional development, digital pedagogy, industry partnerships, and research capacity building to improve teaching quality and curriculum relevance. Finally, knowledge sharing requires greater attention, as it received the lowest mean score. The university should establish knowledge management systems, including digital repositories, communities of practice, mentoring, and incentive programs to promote organizational learning, innovation, and long-term sustainability.

From a research perspective, this study contributes empirical evidence on organizational management in a Chinese vocational university. However, because it was limited to a single institution and employed a descriptive cross-sectional design, future research should include multiple institutions and use more advanced methods, such as structural equation modeling, multilevel analysis, longitudinal designs, or mixed methods, to better examine the relationships among organizational management, employee outcomes, and institutional performance.

Conclusion

This study found that the overall level of organizational management factors at Nanning University was high, indicating positive employee perceptions across all examined dimensions. Specifically, leadership effectiveness, organizational culture, teacher competency, and knowledge sharing were all rated at high levels. Among these, leadership effectiveness achieved the highest mean score, suggesting that university leaders were perceived as supportive, competent, and effective in guiding institutional development. Teacher competency was also highly rated, reflecting strong professional capabilities among the academic staff. Despite the generally positive findings, knowledge sharing received the lowest



mean score among the four dimensions, although it remained within the high-level range. This suggests that there is still room for improvement in fostering a more collaborative environment that promotes communication, the exchange of professional experiences, and collective learning among staff members.

Overall, the findings align with the study's objectives by providing a comprehensive assessment of organizational management factors at Nanning University. The results contribute to the understanding of organizational effectiveness in higher education and highlight the critical role of effective leadership, a supportive organizational culture, competent faculty, and knowledge-sharing practices in strengthening institutional performance. Future institutional development initiatives should prioritize strategies that enhance knowledge-sharing mechanisms to further improve organizational effectiveness and sustainable academic excellence.

Recommendations

Based on the findings, Nanning University should continue strengthening effective leadership, organizational culture, and teacher competency to enhance institutional performance. Since knowledge sharing received the lowest mean score, the university should promote greater collaboration through professional learning activities, communication platforms, and opportunities for experience exchange among staff.

This study contributes to the body of knowledge by demonstrating the importance of leadership effectiveness, organizational culture, teacher competency, and knowledge sharing as key factors influencing organizational management in higher education.

Future research should examine these factors in different institutional contexts and explore additional variables, such as organizational commitment, innovation, and employee engagement, to further understand higher education effectiveness.

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