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Causal Factors of Intellectual Capital Management Affecting the Innovation Capability and Organizational Performance of Temples with Monastic Schools and Religious Education Institutes

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Abstract

In the contemporary knowledge-driven economy, knowledge management, organizational learning culture, and intellectual capital management have become critical foundations for organizational adaptation, innovation, and organizational performance. Although extensive research has examined these knowledge-based resources in business and industrial contexts, empirical studies in religious and non-profit educational institutions remain limited. This qualitative study aims to explore how knowledge management, organizational learning culture, and intellectual capital management are perceived and practiced, how innovation capability develops, and how these factors influence organizational performance in temple-based educational institutions. Data were collected through in-depth interviews and document analysis involving administrators and teachers and were analyzed using qualitative content analysis using a thematic approach. The findings indicate that intellectual capital management is predominantly informal and culturally embedded, relying heavily on shared values and religious traditions rather than formal systems. Human capital, particularly knowledge, experience, and moral values, emerged as the most salient dimension, while structural capital was reflected through routines, traditions, and religious regulations. Relational capital, especially trust-based relationships with communities and stakeholders, played a crucial role in sustaining organizational activities. Innovation capability was perceived as an incremental and adaptive process rooted in collective learning and knowledge sharing within a supportive organizational learning culture. Organizational performance was primarily understood in non-financial terms, emphasizing educational effectiveness, moral development, community satisfaction, and long-term sustainability. This study contributes to the literature by offering a contextualized understanding of knowledge-based resources and innovation in temple-based educational institutions.

Keywords: Knowledge Management, Organizational Learning Culture, Intellectual Capital Management, Innovation Capability, Organizational Performance

1. Introduction

1.1 Background and Importance of the Problem

In the contemporary knowledge-driven economy, organizational performance and long-term competitiveness increasingly depend on the effective management of intangible resources rather than on physical assets alone. Knowledge, skills, experience, organizational routines, and relationships have become strategic resources that enable organizations to adapt to environmental changes, foster innovation, and achieve sustainable performance. These resources are commonly examined through the lenses of knowledge management, organizational learning culture, and intellectual capital management, which together explain how knowledge is created, shared, and institutionalized within organizations (Bontis, 1998; Edvinsson et al., 1997). Intellectual capital management encompasses three interrelated components: human capital, structural capital, and relational capital. Human capital refers to employees' knowledge, competencies, experience, and values; structural capital includes organizational systems, routines, processes, and databases; and relational capital represents relationships with stakeholders such as communities, partners, and beneficiaries. Prior studies have demonstrated that organizations that systematically manage intellectual capital and promote a strong organizational learning culture tend to achieve superior outcomes in terms of innovation capability, productivity, service quality, and overall organizational performance (Bontis et al., 2014; Kianto et al., 2013). Through effective knowledge management practices, individual knowledge can be transformed into organizational knowledge and embedded within structures and relationships that support sustainable value creation (Nonaka et al., 1995; Davenport et al., 1998).

One of the key mechanisms through which knowledge management and intellectual capital management contribute to organizational success is innovation capability. Innovation capability refers to an organization's ability to generate, adopt, and implement new ideas, practices, processes, or services in response to changing environments and stakeholder expectations (Lawson et al., 2001; Crossan et al., 2010). Empirical evidence consistently indicates that intellectual capital and organizational learning culture have a significant positive influence on innovation capability, as knowledge acquisition, sharing, and learning processes form the foundation of innovative activities (Chen et al., 2005; Hsu et al., 2012). Moreover, innovation capability has been identified as a critical mechanism linking intellectual capital management to organizational performance (Aljuboori et al., 2022; Rahman et al., 2022). Organizational performance is a multidimensional construct encompassing financial outcomes, operational efficiency, service quality, stakeholder satisfaction, and long-term sustainability (Venkatraman et al., 1986; Kaplan et al., 1992). In non-profit and educational organizations, including religious educational institutions, performance assessment often emphasizes educational effectiveness, learning outcomes, service quality, moral development, and social value rather than purely financial indicators (Dess et al., 1984; Neely et al., 1995). As a result, understanding organizational performance in such contexts requires particular attention to knowledge management practices, learning culture, and intellectual capital management.

Despite extensive research on knowledge management, intellectual capital management, and innovation capability in business and industrial settings, empirical studies focusing on educational and religious organizations remain limited. Temple-based educational institutions play a vital role in human capital development, moral education, and social cohesion. These institutions function not only as religious centers but also as learning organizations that manage knowledge, foster learning culture, and coordinate educational processes (Sangboon et al., 2021; Panyasophonlert, 2020). However, they face significant challenges, including limited financial resources, declining numbers of learners, rapid technological change, and increasing expectations regarding accountability and educational quality. Previous studies in the Thai context have emphasized the importance of knowledge management, organizational learning culture, and organizational culture in enhancing effectiveness and performance in educational institutions (Kasem, 2020; Woraporn et al., 2020).

Additionally, research has demonstrated that innovation capability and creative organizational culture significantly influence employee performance and organizational outcomes in public and educational organizations (Chonthicha et al., 2021; Sirikate et al., 2026). Nevertheless, there remains a lack of integrated empirical investigations examining how knowledge management, organizational learning culture, and intellectual capital management jointly influence innovation capability and organizational performance in temple-based educational institutions.

This research gap limits both theoretical development and practical application. From a theoretical perspective, the applicability of knowledge-based and intellectual capital theories to religious and non-profit educational contexts remains underexplored. From a practical perspective, administrators of temple-based educational institutions lack empirical evidence to guide strategic decision-making related to knowledge management, learning culture development, innovation capability, and performance improvement. Therefore, a systematic qualitative investigation of the relationships among knowledge management, organizational learning culture, intellectual capital management, innovation capability, and organizational performance in temple-based educational institutions is both necessary and timely.

1.2 Research Question

This study adopts a qualitative approach to gain an in-depth understanding of how knowledge management, organizational learning culture, and intellectual capital management are perceived, practiced, and experienced within temple-based educational institutions. Rather than testing causal relationships, the study seeks to explore meanings, processes, and contextual factors that shape innovation capability and organizational performance. The qualitative research questions are as follows.

The first research question asks how administrators, teachers, and staff in temple-based educational institutions understand and interpret knowledge management, organizational learning culture, and intellectual capital management within their organizational context. The second question examines how intellectual capital, including human, structural, and relational capital, is developed, shared, and applied through daily educational and administrative practices. The third research question explores how organizational members perceive the emergence and development of innovation capability within temple-based educational institutions. The fourth question investigates which organizational practices, cultural factors, and contextual conditions support or constrain innovation capability in these institutions. The final research question seeks to understand how stakeholders perceive the influence of knowledge management, organizational learning culture, intellectual capital management, and innovation capability on organizational performance, particularly in terms of educational effectiveness, service quality, and long-term institutional sustainability.

Together, these research questions aim to capture the lived experiences and perspectives of organizational members, providing rich qualitative insights into how knowledge-based resources and learning processes contribute to innovation and performance in temple-based educational institutions.

1.2 Research Question

This study adopts a qualitative approach to gain an in-depth understanding of how knowledge management, organizational learning culture, and intellectual capital management are perceived, practiced, and experienced within temple-based educational institutions. The research seeks to

explore meanings, processes, and contextual factors that shape organizational behavior rather than testing causal relationships. The qualitative research questions are as follows:

- 1) How do administrators, teachers, and staff in temple-based educational institutions understand and interpret the concepts of knowledge management, organizational learning culture, and intellectual capital management within their organizational context?
- 2) How are knowledge management practices and intellectual capital components (human, structural, and relational capital) developed, shared, and utilized in daily educational and administrative activities?
- 3) How do organizational members perceive the development and manifestation of innovation capability within temple-based educational institutions?
- 4) What organizational practices, cultural characteristics, and contextual conditions support or hinder the development of innovation capability in temple-based educational institutions?
- 5) How do stakeholders perceive the influence of knowledge management, organizational learning culture, intellectual capital management, and innovation capability on organizational performance, including educational effectiveness, service quality, and institutional sustainability?

These questions aim to capture the lived experiences, perceptions, and interpretations of organizational members, thereby providing rich qualitative insights into the underlying mechanisms that shape innovation capability and organizational performance in temple-based educational institutions.

1.3 Research Objective

In accordance with the qualitative research approach, the objectives of this study emphasize exploration, understanding, and interpretation rather than measurement or hypothesis testing. The qualitative research objectives are as follows:

- 1) To explore stakeholders' perceptions and understandings of knowledge management, organizational learning culture, and intellectual capital management and their application in organizational practices and educational activities within temple-based educational institutions.
- 2) To investigate the processes through which knowledge management and intellectual capital are developed, shared, and utilized to support the emergence and enhancement of innovation capability.
- 3) To identify organizational, cultural, and contextual factors that facilitate or constrain the development of innovation capability in temple-based educational institutions.
- 4) To understand how knowledge management, organizational learning culture, intellectual capital management, and innovation capability are perceived to influence organizational performance and long-term sustainability, and to develop a contextualized conceptual framework based on these perceptions.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Intellectual Capital Management

Intellectual capital refers to the collective knowledge-based resources that create value for an organization. It is commonly classified into three main components: human capital, structural capital, and relational capital (Bontis, 1998; Edvinsson et al., 1997). Human capital encompasses employees' knowledge, skills, competencies, and experience; structural capital includes organizational systems, processes, databases, and routines; and relational capital refers to relationships with stakeholders such as customers, communities, and partners (Sveiby, 1997; Youndt et al., 2004). Intellectual capital management involves systematic processes for developing, organizing, sharing, and leveraging these intangible assets to enhance organizational effectiveness (Wiig, 1997; Kianto et al., 2013). Effective management of intellectual capital enables organizations to transform individual knowledge into collective organizational knowledge embedded within structures and routines (Nonaka et al., 1995; Davenport et al., 1998). Previous studies indicate that intellectual capital management plays a crucial role in fostering innovation, improving performance, and sustaining competitive advantage across various organizational contexts (Bontis et al., 2014; Abeysekera, 2021). In educational and non-profit organizations, intellectual capital management is particularly important due to the central role of knowledge creation, learning, and social value generation (Kasem, 2020; Woraporn et al., 2020). These organizations rely heavily on human expertise, shared values, and institutional knowledge rather than financial capital, making intellectual capital a key strategic resource.

2.1.2 Innovation Capability

Innovation capability refers to an organization's ability to continuously transform knowledge and ideas into new or improved products, services, processes, or administrative practices (Lawson et al., 2001; Crossan et al., 2010). It reflects not only the capacity to generate novel ideas but also the ability to implement and institutionalize innovation within organizational routines (Damanpour, 1991). Innovation capability is closely linked to organizational learning and knowledge management. Organizations that promote learning, knowledge sharing, and experimentation are more likely to develop strong innovation capability (Hurley et al., 1998; Garvin et al., 2008). Empirical studies consistently demonstrate that intellectual capital, particularly human and structural capital, has a significant positive influence on innovation capability (Chen et al., 2005; Hsu et al., 2012; Almeida et al., 2024). In educational and public-sector contexts, innovation capability often manifests in the form of pedagogical innovation, curriculum development, digital learning adoption, and administrative improvements rather than technological products (Chonthicha et al., 2021; Sangboon et al., 2021). Consequently, innovation capability in such organizations must be understood within their unique social, cultural, and institutional environments.

2.1.3 Organizational Performance

Organizational performance is a multidimensional construct reflecting the extent to which an organization achieves its objectives efficiently and effectively (Venkatraman et al., 1986). Traditional performance measurement emphasizes financial outcomes; however, contemporary perspectives highlight non-financial dimensions such as service quality, stakeholder satisfaction, learning outcomes, and sustainability (Kaplan et al., 1992; Neely et al., 1995). In educational and non-profit organizations, performance is commonly evaluated through indicators such as educational effectiveness, quality of service delivery, organizational learning, social impact, and long-term

institutional sustainability (Dess et al., 1984). Prior research suggests that intangible assets, including intellectual capital and innovation capability, play a central role in driving organizational performance in such contexts (Kianto et al., 2017; Rahman et al., 2022).

2.1.4 Theoretical Foundations

This study is grounded in the Knowledge-Based View of the Organization, which posits that knowledge is the most strategically significant resource of an organization (Grant, 1996). According to this perspective, intellectual capital constitutes the primary source of value creation and innovation. Additionally, Organizational Learning Theory emphasizes the role of learning processes, knowledge sharing, and collective sense-making in enabling innovation and performance improvement (Crossan et al., 1999; Senge, 1990). These theories collectively suggest that effective management of intellectual capital fosters innovation capability, which in turn enhances organizational performance.

2.2 Literature Surveys

Previous empirical studies have extensively examined the relationships among intellectual capital, innovation capability, and organizational performance. Research in business and industrial settings consistently reports positive associations between intellectual capital management and organizational performance (Bontis et al., 2000; Chen et al., 2005; Singh et al., 2022). Several studies highlight the mediating role of innovation capability in this relationship. For example, Aljuboori et al. (2022) found that innovation capability significantly mediates the effect of intellectual capital on firm performance in manufacturing SMEs. Similarly, Rahman et al. (2022) demonstrated that organizations with strong intellectual capital achieve superior performance through enhanced innovation capability.

In educational and public-sector contexts, studies emphasize the importance of knowledge management, learning culture, and organizational culture in fostering innovation and performance (Kasem, 2020; Sirikate et al., 2026). However, most existing studies focus on formal educational institutions or business organizations, with limited empirical evidence from religious or temple-based educational institutions. Moreover, prior research often adopts quantitative approaches, leaving a gap in qualitative insights into how intellectual capital and innovation capability are perceived, enacted, and experienced by organizational members. This gap underscores the need for a contextualized investigation that integrates intellectual capital management, innovation capability, and organizational performance within temple-based educational institutions.

2.3 Conceptual Framework

Based on the reviewed theories and empirical studies, this research proposes a conceptual framework in which intellectual capital management serves as a foundational organizational resource that influences innovation capability, which in turn affects organizational performance. Intellectual capital management, encompassing human, structural, and relational capital, is expected to facilitate knowledge creation, sharing, and application. These processes support the development of innovation capability by enabling organizations to generate and implement new ideas. Innovation capability then acts as a mechanism through which intellectual capital contributes to improved organizational performance, including effectiveness, service quality, and sustainability. This framework is informed by the Knowledge-Based View and Organizational Learning Theory and is adapted to the specific context of temple-based educational institutions, where social values, learning processes, and community relationships play a critical role.

2.4 Research Hypothesis

Based on the conceptual framework and the reviewed literature, the following research hypotheses are proposed:

H1: Intellectual capital management has a positive influence on innovation capability. (Bontis, 1998; Chen et al., 2005; Hsu et al., 2012)

H2: Innovation capability has a positive influence on organizational performance. (Damanpour, 1991; Saunila, 2017; Rahman et al., 2022)

H3: Intellectual capital management has a positive influence on organizational performance. (Bontis et al., 2014; Kianto et al., 2013)

H4: Innovation capability mediates the relationship between intellectual capital management and organizational performance. (Aljuboory et al., 2022; Rahman et al., 2022)

3. Research Methodology

3.1 Research Design

This study adopts a qualitative research design to gain an in-depth understanding of intellectual capital management, innovation capability, and organizational performance within temple-based educational institutions. A qualitative approach is appropriate for this research because it allows the exploration of participants' perceptions, experiences, and interpretations of complex organizational phenomena within their natural context (Creswell, 2013; Merriam et al., 2016).

Specifically, this study employs a multiple-case study design, enabling a holistic examination of how intellectual capital is managed and how innovation capability is developed across different temple-based educational institutions. The case study approach facilitates a rich and contextualized understanding of organizational processes, cultural influences, and managerial practices that cannot be adequately captured through quantitative methods (Yin, 2018). By focusing on real-life settings, the research aims to uncover patterns and meanings that explain how intellectual capital contributes to innovation and organizational performance.

3.2 Population and Sample

The population of this study comprises temple-based educational institutions that provide formal or non-formal education services. These institutions are selected due to their dual role as religious and educational organizations, which make them a unique context for examining intellectual capital and innovation capability.

The sample is selected using purposive sampling, a common technique in qualitative research that enables the selection of information-rich cases relevant to the research objectives (Patton, 2015). Key informants include administrators, monks involved in educational management, teachers, and staff members who possess direct experience with knowledge management, innovation initiatives, and organizational operations.

The sample size is determined by the principle of data saturation, whereby data collection continues until no new themes or insights emerge from additional interviews (Guest et al., 2006). This approach ensures depth and richness of data rather than representativeness or generalizability.

3.3 Research Instruments

The primary research instrument used in this study is a semi-structured interview guide. Semi-structured interviews allow flexibility in probing participants' experiences while ensuring that key topics related to intellectual capital management, innovation capability, and organizational performance are systematically covered (Kallio et al., 2016).

The interview guide is developed based on the conceptual framework and relevant literature and consists of open-ended questions addressing:

- 1) Participants' understanding of intellectual capital and its management.
- 2) Practices related to knowledge development, sharing, and utilization.
- 3) Processes and experiences related to innovation capability.
- 4) Perceived impacts on organizational performance and sustainability.

In addition to interviews, document analysis is employed as a supplementary instrument. Relevant documents such as organizational policies, curricula, strategic plans, reports, and meeting records are analyzed to triangulate interview data and enhance the credibility of the findings (Bowen, 2009).

3.4 Data Collection

Data collection is conducted in multiple stages. First, permission is obtained from institutional authorities, and participants are informed about the purpose of the study, confidentiality measures, and their right to withdraw at any time. Ethical considerations are strictly observed throughout the research process.

Primary data are collected through in-depth, face-to-face or online interviews, each lasting approximately 45–60 minutes. Interviews are audio-recorded with participants' consent and later transcribed verbatim to ensure accuracy. Field notes are also taken to capture contextual information and non-verbal cues.

Secondary data are collected through document analysis, which provides contextual background and supports the interpretation of interview findings. The use of multiple data sources enables methodological triangulation, thereby enhancing the trustworthiness of the study (Lincoln et al., 1985).

3.5 Statistics Used for Data Analysis

As this study employs a qualitative research approach, statistical analysis is not applied. Instead, data are analyzed using qualitative data analysis techniques, specifically thematic analysis. The analysis process follows several systematic steps:

- 1) Familiarization with the data through repeated reading of interview transcripts.
- 2) Initial coding to identify meaningful units of data.
- 3) Categorization of codes into broader themes related to intellectual capital management, innovation capability, and organizational performance.
- 4) Interpretation of themes in relation to the research objectives and conceptual framework.

This analytical process is conducted iteratively to ensure depth and rigor (Braun et al., 2006). To enhance the credibility and dependability of the findings, techniques such as peer debriefing, member checking, and audit trails are employed where appropriate (Lincoln et al., 1985).

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the results of the qualitative data analysis conducted to address the research objectives of the study. The purpose of this chapter is to analyze and interpret the data obtained from in-depth interviews and document analysis in order to gain a comprehensive understanding of intellectual capital management, innovation capability, and organizational performance in temple-based educational institutions. The findings are derived from a qualitative content analysis of interview transcripts and relevant organizational documents. The analysis focuses on identifying recurring patterns, meanings, and themes that reflect participants' perceptions, experiences, and interpretations.

4.2 Data Analysis of the Qualitative Data

Qualitative data were analyzed using content analysis with a thematic approach. The analysis involved systematically coding meaningful units of text from interview transcripts and documents, grouping similar codes into categories, and synthesizing these categories into sub-themes and overarching themes. This iterative process enabled the identification of shared patterns, meanings, and interpretations across participants. Three major themes emerged from the analysis:

- 1) Intellectual Capital Management Practices.
- 2) Innovation Capability Development.
- 3) Perceived Organizational Performance and Sustainability.

The results of the content analysis are presented below using analytic tables to enhance transparency and rigor.

4.2.1 Intellectual Capital Management Practices

The content analysis revealed that intellectual capital was perceived as a critical organizational resource, although its management was largely informal and embedded in cultural and religious practices. Intellectual capital management practices were reflected across three interrelated dimensions: human capital, structural capital, and relational capital shown in Table 1.

Table 1 Content Analysis of Intellectual Capital Management Practices

Dimension	Sub-theme	Category	Description of Meaning
Human Capital	Knowledge and Experience	Teaching expertise	Emphasis on accumulated teaching experience, doctrinal knowledge, and pedagogical skills
	Moral and Ethical Values	Religious commitment	Importance of moral discipline, religious principles, and role modeling
	Learning Processes	Informal learning	Learning through mentoring, observation, and daily religious practice
Structural Capital	Organizational Routines	Teaching practices	Shared teaching methods and routines developed through tradition
	Knowledge Storage	Informal systems	Limited formal documentation; reliance on memory, rituals, and shared norms
	Institutional Rules	Religious regulations	Use of monastic rules and traditions as guiding structures
Relational Capital	Community Relationships	Local engagement	Strong ties with communities, parents, and donors
	Trust and Reputation	Social legitimacy	Long-term trust as a basis for support and sustainability
	Religious Networks	Institutional cooperation	Collaboration within religious and educational networks

The findings indicate that intellectual capital management in temple-based educational institutions relies heavily on human relationships, shared values, and religious traditions rather than formalized management systems. Cultural embeddedness plays a central role in sustaining knowledge and organizational continuity.

4.2.2 Innovation Capability Development

Innovation capability was perceived as the organization's ability to adapt educational and administrative practices in response to social change, technological development, and stakeholder expectations. Innovation was predominantly understood as incremental, contextual, and value-consistent, rather than radical or technology-driven shown in Table 2.

Table 2 Content Analysis of Innovation Capability Development

Sub-theme	Category	Description of Meaning
Adaptive Practices	Educational adaptation	Modification of teaching methods and learning activities
	Curriculum adjustment	Inclusion of contemporary social and ethical issues
Knowledge Processes	Collective learning	Learning through discussion, shared problem-solving, and reflection
	Knowledge sharing	Exchange of ideas among monks, teachers, and staff
Cultural Context	Supportive environment	Openness, respect, and encouragement of ideas
	Shared values	Alignment with religious and moral principles
Constraints	Organizational hierarchy	Hierarchical decision-making limiting experimentation
	Resistance to change	Preference for traditional practices

The analysis suggests that human capital and relational capital serve as the foundation of innovation capability. Knowledge, experience, and trust enable organizational members to collaboratively introduce changes while respecting religious traditions and institutional norms.

4.2.3 Perceived Organizational Performance and Sustainability

Organizational performance was primarily interpreted in non-financial terms, reflecting the mission-driven nature of temple-based educational institutions. Performance was associated with educational quality, moral development, community trust, and institutional continuity shown in Table 3.

Table 3 Content Analysis of Organizational Performance and Sustainability

Dimension	Category	Description of Meaning
Educational Performance	Teaching effectiveness	Improvement in teaching quality and learning engagement
	Moral outcomes	Development of ethical and moral values among learners
Social Performance	Community satisfaction	Positive perception and support from local communities
	Social contribution	Contribution to social cohesion and moral education
Organizational Sustainability	Institutional continuity	Ability to maintain operations over time
	Value preservation	Transmission of religious values across generations
Adaptive Capacity	Organizational flexibility	Ability to respond to environmental and social changes

Participants perceived that effective intellectual capital management and innovation capability jointly enhance organizational performance by improving educational quality, strengthening community relationships, and supporting long-term sustainability. The content analysis demonstrates that intellectual capital management, innovation capability, and organizational performance are interconnected and mutually reinforcing. Intellectual capital provides the foundational resources, innovation capability enables adaptive change, and organizational performance reflects the outcomes of these processes within a religious and educational context.

4.3 Summary of the Results

This qualitative study provides in-depth insights into how intellectual capital management, innovation capability, and organizational performance are perceived and enacted within temple-based educational institutions. The findings indicate that intellectual capital management is predominantly informal and culturally embedded, with strong emphasis on human and relational capital. Innovation capability emerges through collective learning, shared values, and adaptive practices rather than through formal innovation systems. Organizational performance is understood primarily in terms of educational quality, moral outcomes, community trust, and long-term sustainability. Importantly, the analysis reveals that intellectual capital management and innovation capability are perceived as mutually reinforcing processes that together support organizational performance. These findings support the conceptual framework proposed in Chapter 2 and provide a contextualized understanding of organizational dynamics in temple-based educational institutions. The results of this chapter lay the foundation for the discussion in the next chapter, where the findings will be interpreted in relation to existing theories and empirical studies, and their theoretical and practical implications will be examined.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This qualitative study aimed to explore how intellectual capital management is perceived and practiced in temple-based educational institutions, how innovation capability develops within this context, and how these factors influence organizational performance and long-term sustainability. Through qualitative content analysis of interview data and document analysis, the study provides an in-depth understanding of organizational processes embedded in religious, cultural, and educational settings. The findings indicate that intellectual capital management in temple-based educational institutions is predominantly informal and deeply rooted in cultural and religious practices. Human capital, particularly knowledge, experience, and moral values, emerged as the most significant component of intellectual capital. Structural capital was largely embedded in traditions, routines, and informal organizational practices rather than formalized systems. Relational capital, especially trust-based relationships with communities and stakeholders, played a critical role in sustaining organizational operations and legitimacy.

Innovation capability was found to emerge through collective learning, knowledge sharing, and adaptive problem-solving rather than through formal innovation systems. Innovation was primarily incremental and context-specific, focusing on improving educational practices, curriculum relevance, and community engagement while maintaining alignment with religious values. Organizational culture and shared values were identified as key enablers of innovation capability, whereas rigid hierarchies and resistance to change acted as constraints. Organizational performance was perceived mainly in non-financial terms, including educational effectiveness, moral

development of learners, community satisfaction, and institutional continuity. The findings suggest that intellectual capital management and innovation capability jointly contribute to enhanced organizational performance and long-term sustainability by enabling institutions to balance tradition with adaptation.

5.2 Discussion

The findings of this study reinforce the relevance of intellectual capital theory in non-profit and religious educational contexts. Consistent with the Knowledge-Based View of the organization, intellectual capital emerged as a foundational resource that supports learning, innovation, and performance. However, unlike commercial organizations, temple-based educational institutions rely less on formal systems and more on socially embedded practices, shared values, and relational trust. The prominence of human and relational capital aligns with organizational learning theory, which emphasizes learning through interaction, experience, and socialization. The findings suggest that innovation capability in this context is not driven by technological advancement alone but by collective sense-making and culturally grounded learning processes. This supports the notion that innovation is a socially constructed process shaped by organizational culture and values.

The results also extend existing literature by highlighting how innovation capability functions as a mediating process between intellectual capital and organizational performance in a qualitative sense. Rather than acting as a measurable output, innovation capability operates as an ongoing adaptive process that enables institutions to remain relevant and effective in changing environments. Furthermore, the emphasis on non-financial performance indicators reflects the mission-driven nature of temple-based educational institutions. Performance is evaluated through educational quality, moral outcomes, and social contribution, underscoring the need to contextualize performance frameworks when studying non-profit and religious organizations.

Overall, this study contributes to the literature by providing a contextualized understanding of intellectual capital management and innovation capability within temple-based educational institutions, an area that has received limited empirical attention.

5.3 Recommendation

Based on the findings and discussion, several recommendations are proposed for practice, policy, and future research.

5.3.1 Recommendations for Practice

Based on the findings of this study, several practical recommendations are proposed to enhance intellectual capital management, innovation capability, and organizational performance in temple-based educational institutions.

First, strengthening human capital development should be a strategic priority. Institutions are encouraged to invest in continuous learning opportunities, mentoring systems, and structured knowledge-sharing activities that support both pedagogical competence and moral development. Such initiatives can help preserve institutional knowledge while fostering professional growth and ethical awareness among administrators and teachers.

Second, the development of structural capital should be approached through appropriate and context-sensitive formalization. While it is essential to preserve cultural and religious traditions that

form the foundation of these institutions, the gradual introduction of simple documentation systems, digital tools, and knowledge repositories can support organizational continuity and learning. These mechanisms can help institutionalize knowledge, reduce dependence on individuals, and enhance the efficiency of educational and administrative processes without undermining religious values.

Third, relational capital should be strategically leveraged to support innovation. Strong and trust-based relationships with local communities, parents, donors, and religious networks represent valuable resources that can facilitate innovation initiatives and resource mobilization. By actively engaging stakeholders in educational development and decision-making processes, institutions can enhance legitimacy, secure support, and co-create innovative practices that respond to community needs.

Finally, fostering an innovation-supportive organizational culture is critical. Administrators should encourage openness, dialogue, and participatory decision-making to reduce resistance to change and create a supportive environment for experimentation and learning. Such a culture can empower organizational members to contribute ideas, adapt practices, and collectively address challenges while remaining aligned with institutional missions and values.

5.3.2 Recommendations for Policy

At the policy level, this study suggests that educational authorities and religious organizations should support context-sensitive capacity-building initiatives for temple-based educational institutions. Development programs should be designed to respect religious principles and cultural traditions while enhancing intellectual capital management and innovation capability. Policies that recognize the unique nature of religious educational institutions can facilitate more effective and sustainable development interventions. In addition, policymakers should promote knowledge networks and collaborative platforms among temple-based educational institutions. Facilitating inter-institutional collaboration and knowledge exchange can enhance collective learning, disseminate best practices, and strengthen innovation capability across the sector. Such networks can also reduce isolation and resource constraints by enabling shared problem-solving and mutual support.

5.3.3 Recommendations for Future Research

This study also identifies several directions for future research. Comparative studies between temple-based educational institutions and other non-profit or public educational organizations could provide deeper insights into contextual similarities and differences in intellectual capital management and innovation capability. Such comparisons would contribute to theory development and improve the generalizability of findings. Future research is also encouraged to adopt mixed-methods approaches that combine qualitative insights with quantitative analysis. Integrating multiple methods can provide a more comprehensive understanding of causal relationships and enhance the robustness of empirical findings. Furthermore, additional studies should examine leadership and governance factors in greater depth, as leadership styles and governance structures are likely to play a significant role in shaping intellectual capital management, innovation capability, and organizational performance in religious and educational contexts.

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