

Exploring The Influence Mechanism of Strategic Leadership, Employee Engagement and Job Involvement: A Framework Model Approach

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Abstract

In the dynamic landscape of higher education, the enrichment of college teachers is pivotal for fostering effective learning environments and promoting student success. The paper investigated the impact of knowledge management (KM) practices on the professional development and enrichment of college teachers. Drawing upon a synthesis of existing literature and empirical studies, this research elucidates the mechanisms through which KM practices contribute to the enhancement of teaching quality, innovation, and collaboration among college faculty. It explores how institutional policies, incentives, and recognition systems can incentivize teachers to actively engage in knowledge creation, dissemination, and continuous professional development activities. Moreover, the study examines the challenges and barriers associated with implementing KM practices in college settings, such as resistance to change, time constraints, technological barriers, and cultural factors. It proposes strategies and best practices for overcoming these challenges and fostering a culture of knowledge sharing and collaboration among college teachers. The findings suggest that effective KM practices play a crucial role in enriching college teachers by enhancing their teaching effectiveness, fostering innovation and creativity, promoting interdisciplinary collaboration, and facilitating continuous professional development. The article concluded with recommendations for

policymakers, educational leaders, and practitioners to leverage KM practices for the continuous enrichment and professional growth of college teachers, thereby enhancing the quality of higher education and student learning outcomes.

Keywords: Professional Development, Knowledge Sharing Culture, Retention of Institutional Knowledge, Adaptation to Change, enhanced Student Learning Experience and access to Resources.

Introduction

The quality of training is made much better by KM. This is made abundantly clear by the execution of the curriculum, which is something that each and every teacher is obligated to hand over to the administration at the beginning of its respective academic year [7]. There was a period when teachers would hand in curriculum administration with little to no analysis or originality, and they would sometimes depend on copying and pasting resources from other schools or government papers. In order to guarantee the highest possible level of quality, KM encourages instructors to optimize the administration of the curriculum. When it comes to presenting their work to the administration, the teachers will make sure to meet the deadline. Furthermore, the administration that will be put into a database and will be accessible to other acquaintances will be scrutinized, improved, and allocated specific areas of competence. This will be done in order to optimize the administration [11]. The fact that the instructors have made this first commitment demonstrates that they have a high degree of skill in the management of the program. The research study contains a detailed analysis that is based on the particular circumstances surrounding the school and the students that attend it. In addition to this, it combines a number of remarkable characteristics that will contribute to the individuality of the curriculum. As a consequence of this, they are obligated to create their own curriculum and provide unique components in order to guarantee the quality of their curriculum. Instead of just accepting or relying on the national syllabus or syllabi from other institutions, the teacher will make a significant amount of effort to infuse his or her own syllabus and action plan with distinctive characteristics and colors [23]. When it comes to developing their learning outcomes, the instructors are required to conduct an examination of the curriculum. Knowledge mapping is a technique that was presented by Jain in 2007 with the purpose of determining both the regions of an organization that already possess knowledge assets and the areas in which there is a dearth of knowledge. The ultimate evaluation of the success and effectiveness of knowledge management (KM) procedures and ideas is made easier by this activity. When it comes to the members of the institution, it is essential to make information more easily accessible [19]. It is possible that the knowledge management strategy of the institutions would need the establishment of knowledge management databases in order to improve the visibility of information and make it easier to share and transfer it. Because of this, the staff would be able to use such information to create a more conducive atmosphere for learning and teaching [22].

The Quality of Teaching Learning Activities

The strategic management of intellectual resources via effective planning, organizing, monitoring, and coordinating, knowledge management (KM) is essential to the success of higher education institutions (HEIs). This is because KM involves the systematic administration of intellectual resources. Because of this, knowledge management has the ability to increase overall performance as well as the distribution of pertinent information [1]. When it comes to organizations that largely depend on knowledge and actively contribute to the development of knowledge, higher education institutions (HEIs) are considered as these types of organizations. In addition to this, they are considered to be entities that function inside the sphere of knowledge [7]. The research that they do results in the generation of fresh insights, the dissemination of knowledge via education and learning, the participation in research and development, the communication and dissemination of scientific information, and the promotion of job creation through spin-off companies. Within the context of an information-based economy, knowledge management (KM) has been recognized as an essential component in fostering innovation and achieving a competitive advantage [16]. There is evidence that suggests that Knowledge Management (KM) might potentially play a key role in supporting Higher Education Institutions (HEIs) in their efforts to educate and conduct research. On the other hand, there is evidence that suggests that the approaches that higher education institutions (HEIs) use in this respect are inactive and lack consistency.

Literature review related to previous studies

Kidwell et al. (2000), [8] revealed that higher education institutions (HEIs) are suitable settings for the implementation of knowledge management (KM) techniques, which are designed to improve the operational procedures and functioning of HEIs. Because of this, it should not come as a surprise to underline the importance of knowledge management (KM) in the instructional sector. It is anticipated that higher education institutions (HEIs) would reap major benefits from the adoption and deployment of certain knowledge management (KM) techniques. As is the case with enterprises, these processes assist higher education institutions in determining not just the information that is already present but also the knowledge that is required to be learned. Therefore, in order for the practices of knowledge management at Higher Education Institutions (HEIs) to be effective throughout the transition from the industrial era to the knowledge era, it is very important that these practices be efficient. Nevertheless, there is a deficiency in knowledge about inspirational knowledge management techniques. This deficiency is particularly evident in terms of comprehending the difference between information and knowledge, the site where knowledge management is stored, the difficulties encountered in KM, and the process of acquiring knowledge via communication of experiences. Knowledge management in higher education institutions refers to the systematic process of identifying, capturing, organizing, and utilizing knowledge to enhance the overall performance and effectiveness of these institutions. Joseph (2001), [7] knowledge management (KM) is a methodical technique that is used by organizations in order to recognize and keep significant assets that originate from their own personnel as well as academics from other departments or universities. In certain instances, these assets may also originate from other institutions or organizations that have interests that are comparable to those of the current entity. Therefore, Higher Education Institutions (HEIs) not only provide students with information but also actively engage in the organization and collaboration of previously acquired knowledge for the purpose of future application. Higher education institutions (HEIs) have been identified as having the potential to greatly improve their performance by adopting a comprehensive strategy to knowledge management (KM), which has been acknowledged as a method to significantly promote the sharing of both explicit and tacit information. The fact that many faculty members consider information to be their personal property and are unwilling to freely share it is the primary barrier to the implementation of knowledge management in higher education institutions. This is because they do not see knowledge as a valuable commodity that can be enhanced by sharing. Because of the nature of the academic environment and the significance that is placed on doing original research, it is not surprising that certain members of the faculty see knowledge as a possible method of differentiating themselves, and as a result, they opt to hide some aspects of their expertise. When information is seen as a method of earning power, it acts as a "dividing factor" between those who possess it and those who do not, and it is possible that knowledge may be lost as a result. For private higher education institutions (HEIs) in Malaysia, the present status of the global economy has been a major hurdle in their attempts to educate learners who are highly knowledgeable and talented, and who are able to meet both their own aspirations and the needs of society. As a result, in order to provide educational services of a high standard, Higher Education Institutions (HEIs) need a system that is capable of managing Knowledge Management (KM) operations. Sharimilah Devi et al. (2008), [20] it is of the utmost importance for Higher Education Institutions (HEIs) to improve the processes of creating knowledge, distributing it, and enabling learning. A large number of studies have shown that many educational institutions lack the resources necessary to implement knowledge management in an appropriate manner. (Toro and Joshi, 2012) [22]. This is a problem since tacit knowledge is incredibly important. It is necessary for knowledge to be generated on its own; in many cases, providing assistance, encouragement, sponsorship, and connections with academic members of higher education institutions (HEIs) would be more effective in stimulating knowledge creation than gathering information from outside sources and engaging consulting or specialized professionals. As a result, it is very necessary to adjust to the dynamic transformations that are now taking place in the private education sector. Higher education institutions are being forced to keep up with the changes in the industry as a result of the advent of industrial revolution 4.0 (IR).

Importance of the study

Knowledge is both the primary component of a higher education institution's manufacturing process and the final product of that institution [1]. In addition, the spectacular growth of private higher education institutions (HEIs), which has contributed to a twofold rise in their numbers, has resulted in severe competition owing to the significant increase in enrollments. The

techniques of knowledge management (KM) that are utilized in higher education institutions (HEIs) serve the purpose of efficiently searching for important information [7]. As a result, higher education institutions and academic institutions need to play an active role in the innovation of knowledge management and the development of new knowledge. KM is essential to private higher education institutions for three distinct reasons. In the first place, higher education institutions are by their very definition information-intensive businesses. They are recognized as being in the knowledge business since the development, dissemination, and application of knowledge are all ingrained in the institution where they are located [15]. Additionally, these techniques make it easier for the institutions to use and reuse information in creative ways, which ultimately results in the development of new knowledge and fresh insights.

Significance of the study

Knowledge management (KM) methods have been systematically used by higher education institutions (HEIs) for their entire existence. Research, education, and service to society are the three goals that universities strive to accomplish, and each of these goals is inextricably tied to the processes of knowledge generation, knowledge dissemination, and knowledge transfer, respectively. Higher Education Institutions (HEIs) are required to successfully manage their knowledge processes by implementing a purposeful Knowledge Management (KM) strategy [6]. This is necessary in order for HEIs to sustain their competitiveness in the knowledge economy. In order to accomplish effective knowledge management (KM) at higher education institutions (HEIs), it is essential to have a thorough understanding of the elements that promote the production, sharing, and transfer of knowledge. This understanding is essential for bringing about successful KM. Knowledge management (KM) facilitators have a positive influence and have the potential to be useful. They also take advantage of the situation. When it comes to higher education institutions (HEIs), the significance of knowledge management (KM) techniques may be attributed to a variety of different arguments. Furthermore, the way in which these institutions handle knowledge management methods has the potential to significantly improve the transmission of both explicit and tacit modes of information [2]. An understanding of the numerous benefits that result from implementing knowledge management (KM) in various aspects of educational institutions, such as research, curriculum development, alumni relations, student affairs and services, administrative services, and strategic planning, has been contributed to by research on knowledge management (KM) in higher education institutions (HEIs) [8]. Therefore, it is of the utmost importance for institutions to build an information Management (KM) system in order to efficiently collect, identify, transform, assess, distribute, and consolidate the information that is held inside the institution.

Research objectives and methodology

The study examined various dimensions of KM, including knowledge creation, acquisition, dissemination, utilization, and retention, and their influence on the professional growth and enrichment of college teachers. It explored how effective knowledge sharing platforms, collaborative networks, and learning communities facilitate the exchange of tacit and explicit knowledge, thereby enabling teachers to stay abreast of emerging pedagogical techniques, disciplinary advancements, and educational technologies. Furthermore, the research investigates the role of organizational culture, leadership support, and technological infrastructure in fostering an environment for knowledge sharing and collaboration among college faculty. The teaching faculties employed at colleges are regarded as the study population. The necessary primary data (250) were obtained using a well designed questionnaire and Google forms. The secondary data were obtained from various sources such as books, journals, websites, and magazines.

Analysis, presentation and Results

Higher education institutions (HEIs) may support an open culture inside the institution and give incentives in order to facilitate the incorporation of individual experiences and abilities into the body of institutional knowledge. Additionally, they should acknowledge, both officially and informally, the many benefits that come with the usage of information and comprehend that technology is not the sole support for activities related to knowledge management. Relationships with others, networking, and engagement are three of the most important aspects that arise from various methods to knowledge

management. The influence that employees' comprehension of the existing knowledge management techniques has on their ability to accomplish the goals that they have set for themselves at higher education institutions (HEIs). Additionally, the link between faculty members, staff, and students will be verified via this process. The identification of those who need the acquisition of information is necessary. It is of the highest significance to place an emphasis on knowledge practices that are mission-critical, rather than just concentrating on those that are popular. It is vital to design a policy that would codify the processes for knowledge management inside the institution in order to facilitate the growth of knowledge via the exchange of information and the acquisition of new information. To successfully reinforce optimum practices while simultaneously causing a change in behavior, the use of incentives may be an effective strategy. A yearly performance review that takes into consideration the employee's contribution to the institution's knowledge may be used to establish the employee's incentive package.

H₀: It has been shown that there is no significant correlation between the personal and socio-economic characteristics of the respondents and the impact of knowledge management practices on the enrichment of college teachers.

Table 1
Age and impact

Age group	Method			Total
	Less	Moderate	High	
Young	13	11	5	29
	44.8%	37.9%	17.2%	100.0%
Middle	66	90	28	184
	35.9%	48.9%	15.2%	100.0%
Old	13	17	7	37
	35.1%	45.9%	18.9%	100.0%
Total	92	118	40	250
	36.8%	47.2%	16.0%	100.0%

CC - 0.162; Sig. 0.267

The data presented in Table 1 demonstrates that a significant proportion of respondents belonging to the middle age group 90 (48.9%), and young age group 13 (44.8%) and old age 17 (45.9%) had a moderate influence. Therefore, the hypothesis is accepted by the CC value, which is 0.162. There is a p value of 0.267. It has been determined that there is no substantial correlation between the age of the responses and the influence they created.

Gender

In higher education institutions (HEIs), it is essential to produce new knowledge in order to enhance the environment in which teaching and learning take place. In addition to this, it is of the utmost importance to encourage regular contact among the personnel in order to support the exchange of insights. An examination of the current knowledge management (KM) practices is required in order to accomplish the goal of increasing awareness of knowledge management (KM). This evaluation need to center on identifying and highlighting the current knowledge management activities and experiences, outlining the benefits of knowledge management, explaining how knowledge management may be further improved, and identifying the obstacles that impede the growth of knowledge management.

Table 2
Gender and Impact

Gender	Method			Total
	Less	Moderate	High	
Male	20	105	21	146
	13.7%	71.9%	14.4%	100.0%

Female	9	79	16	104
	8.7%	76.0%	15.4%	100.0%
Total	29	184	37	250
	11.6%	73.6%	14.8%	100.0%

CC – 0.083; Sig. 0.449

The high number of male respondents 105 (71.9%) and the high percentage of female respondents 79 (76.0%) have a minor influence. According to the results of the Contingency Coefficient test (0.083), the statistical significance of the difference in percentage between male and female respondents is not significant. There is a p value of 0.449. The conclusion is that the hypothesis is accepted.

Impact of knowledge Management Practices

Knowledge management practices play a crucial role in enriching college teachers by providing access to resources, fostering collaboration, supporting professional development, cultivating a knowledge-sharing culture, facilitating decision making, retaining institutional knowledge, adapting to change, and ultimately enhancing the student learning experience.

Table 3

Relationship between experience and Impact of knowledge Management Practices

Reasons	Level of Impact	N	Mean Rank	Chi-Square (df-2)	Sig.
Collaboration and Networking	Less than 5 years	96	133.56	1.087	0.457
	5 to 10 years	70	130.93		
	More than 10 years	84	110.02		
	Total	250			
Professional Development	Less than 5 years	96	113.64	0.312	0.657
	5 to 10 years	70	132.69		
	More than 10 years	84	133.10		
	Total	250			
Knowledge Sharing Culture	Less than 5 years	96	122.90	0.800	0.589
	5 to 10 years	70	130.18		
	More than 10 years	84	124.07		
	Total	250			
Retention of Institutional Knowledge	Less than 5 years	96	112.94	2.321	0.291
	5 to 10 years	70	130.84		
	More than 10 years	84	135.82		
	Total	250			
Adaptation to Change	Less than 5 years	96	121.14	0.683	0.533
	5 to 10 years	70	130.31		
	More than 10 years	84	126.14		
	Total	250			
Enhanced Student Learning Experience	Less than 5 years	96	111.20	0.175	0.721
	5 to 10 years	70	126.22		
	More than 10 years	84	142.61		
	Total	250			

Access to Resources	Less than 5 years	96	114.20	3.612	0.132
	5 to 10 years	70	134.05		
	More than 10 years	84	131.04		
	Total	250			

The above table no.3 revealed that collaboration and networking (133.56) have high impact on less than 5 years experience. Knowledge management encourages collaboration and networking among teachers within the college and beyond. By sharing ideas, experiences, and expertise, teachers can learn from each other and enhance their teaching methodologies. Professional Development (133.10) Knowledge management practices often include professional development opportunities such as workshops, seminars, and training sessions. These activities help teachers improve their skills, stay abreast of educational trends, and adopt innovative teaching techniques. Knowledge Sharing Culture: (130.18) Establishing a knowledge sharing culture within the college fosters an environment where teachers are encouraged to exchange ideas and experiences freely. This culture promotes continuous learning and growth among faculty members. Efficient Decision Making: Knowledge management provides teachers with access to data and information that can support decision making related to curriculum development, student assessment, and instructional strategies. By making informed decisions, teachers can enhance the quality of education they provide. Retention of Institutional Knowledge (135.82): Effective knowledge management practices help preserve institutional knowledge by documenting lessons learned, best practices, and historical data. This ensures that valuable insights accumulated by experienced teachers are retained within the college, even as faculty members retire or move on. Adaptation to Change :(130.31) .In today's rapidly evolving educational landscape, knowledge management practices enable teachers to adapt to change more effectively. By staying informed about emerging trends and innovations, teachers can adjust their teaching approaches to meet the evolving needs of students and society. Enhanced Student Learning Experience :(142.61) ultimately, the enrichment of college teachers through knowledge management practices translates into a better learning experience for students. Teachers who are continuously improving their skills and knowledge are better equipped to engage students, facilitate learning, and inspire academic excellence. Access to Resources: (134.05) Knowledge management practices facilitate the gathering, organization, and dissemination of relevant resources, including research papers, teaching materials, and best practices. This access enables teachers to stay updated with the latest advancements in their field and incorporate them into their teaching. The Kruskal Wallis test result shows that the Chi-Square values for the degree of freedom 2 are insignificant. Hence, it is concluded that the framed null hypothesis is true. There is relationship between the level of experience and impact of knowledge Management Practices.

Discussion

Higher Education Institutions (HEIs) are often organized into a number of functional domains that operate independently. These domains include academics, research and development, marketing, and student affairs, among others. Therefore, in a manner that is analogous to the business world, functional divisions within a great number of private higher education institutions (HEIs) sometimes fail to share information that may lead to the creation of a better level of education. This demonstrates that instructors who build systematic and efficient techniques to detect and grow their students' cognitive capacities are able to show that with substantial knowledge, they are able to greatly increase students' academic progress, which ultimately results in mastery of the subject matter. In addition, the higher education institutions (HEIs) need leadership that is forward-thinking and capable of putting these policies into effect while also providing an atmosphere that is ideal for the development, distribution, and transfer of knowledge. This lays the groundwork for the advancement of research and innovation inside the borders of the nation. A specialist information Management (KM) office, interactive web portals, and information repositories are all vital components of this project, and it is essential to take into consideration the possibility of investing in them. Additionally, it is recommended that research initiatives that include numerous universities and involve collaboration and multidisciplinary fields of study be undertaken. The provision of rewards and incentives, as well as the enhancement of access to data and databases, should be made in order to promote involvement. In addition to this, there should be an increased focus on encouraging cooperation with the corporate sector. In addition, the findings of this study

suggest that higher education institutions (HEIs) have to adopt knowledge management (KM) methods, strategies, and cultures that are more thorough. It is possible that the strength and depth of the information repository in this sector might be improved by more research into the techniques and policies of knowledge management currently being implemented at higher education institutions. In addition, knowledge management techniques must be implemented by using the expertise of the institution as well as the intellectual assets that are already in existence.

Implications for educational practice of learning and development

On the basis of these papers, we integrate information from the learning sciences and many disciplines of educational research in order to establish proven practices that generate the required connections and learning opportunities for the purpose of improving children's well-being, healthy growth, and transferable learning. In addition, we do research on several ways that might be of assistance to educators in efficiently addressing individual differences, overcoming problems, and fostering resilience. In order to support learning for all children and to nurture a successful transition into adulthood for them, the goal is to provide an educational environment that is conducive to learning. In turn, emotions and social contexts have an effect on neural connections, which in turn have an effect on attention, concentration, memory, information transmission, and application. In order to improve the formation of learning environments that are more favorable to learning, it is helpful to get an understanding of the course of developmental processes and the interactions that occur between them in different situations. As an additional point of interest, the general patterns of development and advancement are determined by the interaction between the specific qualities of the kid and the circumstances in which they are raised, including their family, community, and school. The needs and trajectories of children are distinct, and they need individualized instruction and help in order to achieve the highest possible level of development in terms of skills, self-confidence, and motivation. The realization that the greatest supports for this integrated and dynamic developing system comes when all aspects of the educational environment align with and encourage all aspects of children's development is an essential conclusion for educators to get to. In light of this, it is necessary to adopt an all-encompassing strategy for education that encourages the holistic development of kids in schools and classrooms that function in a united and consistent way in order to cultivate strong connections and learning communities. It comprises providing the appropriate support systems for healthy development, effective relationships, and academic achievement, as well as supporting social, emotional, and cognitive growth in the individual. In the following article, we will explain the practical consequences of linked systems that are designed to meet significant developmental demands. One of the requirements of these systems is the establishment of nurturing connections that provide students with the opportunity to have significant learning experiences in the areas of cognitive, social, and emotional development. In addition to this, they provide additional help (which may include intellectual, social, emotional, or physical support) to address specific conditions that demand attention at a particular period in order to guarantee healthy developmental growth.

Conclusion

The most effective locations for fostering and strengthening knowledge management (KM) initiatives are higher education institutions (HEIs), which are also known as campuses. It is important for the members of the academic community to have a grasp of the possible benefits that might result from a teaching and learning environment that is properly defined and organized. It is thus possible that academic staff may be motivated to actively advocate for their institutions by having work experience, which would result in an increase in student enrollment and retention respectively. Knowledge management systems that are effective have the potential to stimulate creativity, particularly when taking into consideration the fact that different types of information assets have different effects on the development of knowledge. Through the facilitation of the quick interchange and sharing of information, the use of current technology has the potential to improve work performance and competence among employees. Furthermore, activities that include networking have the potential to cultivate favorable connections with the general public and to streamline the process of job placement for graduates in a variety of industries. The process of mapping the knowledge repository and locating specialists who are able to assist the sharing of best practices is of the utmost importance. Performing an analysis of the results of the workers' performance is one way to reach this goal.

When it comes to boosting performance, it is more beneficial to make use of recognized best practices and styles rather than attempting to build fresh and innovative techniques.

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