

Knowledge Management and Job Performance of Business Studies Teachers: The Mediating Effect of Work Engagement

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ABSTRACT

Considering the complex and multiple job performed by business studies teachers, there is need to examine the relationships between three dimensions of knowledge management (KM), three

dimensions of work engagement (WE) and two components of job performance (JP). There is need also to examine the mediating effect of WE in the relationship between KM and JP of business studies teachers. A correlational design was used in the study and data were collected from 138 business studies teachers in public universities in Nigeria. The authors applied bivariate correlation, linear regression and path analysis via 5000 re-samples bootstrap method. The results showed that KM dimensions, i.e. knowledge acquisition, knowledge dissemination and responsiveness to knowledge significantly predict WE. It also showed that WE dimensions, i.e. cognitive engagement, emotional engagement and physical engagement significantly predict JP components, i.e. task and contextual performance. The results also showed that knowledge acquisition and knowledge dissemination significantly predict JP, while responsiveness to knowledge did not significantly predict JP. It also showed that WE did not mediate the relationship between KM and JP. The results suggest that knowledge acquisition and knowledge dissemination and responsiveness to knowledge are among the key antecedents of WE. The results also suggest that cognitive engagement, emotional engagement and physical engagement are among the key antecedents of JP. It also suggest that low WE will not bring about the relationship between KM and JP. The results will help stakeholders to understand the salient roles of KM and WE in Nigerian tertiary institutions and their salient roles as human resource management strategies that must be implemented optimally within all work processes. In turn, help tertiary institutions to compete with other organizations through improved performance of staff.

Keywords: Job Performance Components, Knowledge Management Dimensions, Mediation Analysis, Business Studies Teachers, Work Engagement Dimensions.

INTRODUCTION

Business studies teachers are teachers of business education programme trained to perform the job of equipping students with critical thinking skills, creative thinking skills, problem solving skills and decision-making skills among others required to confidently pursue entrepreneurial careers and lifelong learning tasks upon graduation (Edokpolor and Agbonkpolor, 2018; Ile and Edokpolor, 2020). The goals of business education programme were to prepare recipients for the progression in various occupations and professions; equip recipients with the requisite skills for entrepreneurial startup; and provide recipients with the orientation about entrepreneurship (Edokpolor and Egbri, 2017). If business studies teachers performed their jobs as contained in the business education programme, it will foster the attainment of the obligations which would lead to sustainable economic development and student's well-being (Chukwuemeke and Igbinedion, 2021).

Job performance (JP) refers to the execution and control of different job activities that contribute to the attainment of organizational goals (Singh, 2016; Motowidlo and Kell, 2013; Bieńkowska and Tworek, 2020). Within the university context, JP of business studies teachers are in two components: task performance and contextual performance. Task performance refers to the behaviours that directly contribute to core technical activities (Bang and Reio, 2017). Examples of core technical activities are teaching, research and administrative tasks. Contextual performance refers to behaviours that go beyond core technical activities that may impact the culture and climatic condition of work environment (Bang and Reio, 2017; Motowidlo, et al., 2013). Examples of behaviours that go beyond core technical activities are school community services i.e. voluntarily helping

colleagues to complete their job tasks, putting in extra effort to complete given tasks, disclosing illegal practices to individuals who are authorized to take action, voluntarily attending corporate functions of one kind or another, diffusing hostility and conflict, encouraging interpersonal trust, among others.

For business studies teachers to perform their jobs effectively in relation to the descriptions of their jobs, there is need to possess appropriate knowledge of the job because knowledge is a key determinant factor of high work engagement (WE) dimensions and better JP components. In other words, business studies teachers who exert high cognitive engagement, emotional engagement and physical engagement through the integration of knowledge management (KM) dimensions are more successful in acquiring job relevant knowledge, which could help them to accomplish better job-related performances. Chen et al., (2010) saw KM strategy as interpersonal relationships to acquire, share and exchange tacit knowledge across organizations. Similarly, Dinh et al., (2021) state that KM involve acquisition, sharing and exchange of tacit knowledge across organizations, via IT-based systems. Therefore, acquisition, sharing and exchange of tacit knowledge across organizations may provide the opportunities for employees to be cognitively, emotionally and physically engaged on the job.

WE on the other hand represent the level of employees' job satisfaction and commitment to an organization and represent a direct significant and positive link to effective JP (Anitha, 2014). Furthermore, work experience can be significantly influenced by their WE, which will eventually influence the JP of employees (Plaskoff, 2017). This means that employees who are disengaged on the job can also hinder JP of employees (Gallup, 2002). Therefore, the influence of WE on JP could be the reason managers should focus on their employees' job satisfaction and commitment.

Another aspect that is required to be discussed in this study is the relationship between KM and JP of employees. For instance, KM is connected to JP of employees' (Chen et al., 2010). This means that IT is a key solution to KM, as KM alone may not effectively influence the JP of employees. As such, choosing the most appropriate technology can be important for an organization, and with the right linkage, will predict high JP of employees.

Since WE involves the expression of oneself physically, cognitively and emotionally as they perform their jobs, it is presumed in this study, that the relationship between KM and JP will be actualized through WE of business studies teachers. Therefore, WE is utilized in this study as a mediator. However, there are no enough literature that establishes the mediating effect of WE on the relationship between KM and JP. In other words, how does WE bring about or mediate the extent of correlation between KM and JP? Since researchers are rarely involved in studying the mediating effect of WE on the relationship between KM and JP, this study aims to examine the influence of the three dimensions of KM (i.e. acquisition, dissemination and responsiveness to knowledge) and the three dimensions of WE (i.e. cognitive, emotional and physical) on the two components of JP (i.e. task and contextual). In order to actualize this objective, four research questions were posed (1) To what extent do the three dimensions of KM influence the three dimensions of WE among business studies teachers? (2) To what extent do the three dimensions of WE influence the two components of JP of business studies teachers? (3) To what extent do the three dimensions of KM influence the two components of JP of business studies teachers? (4) To what extent do WE mediate the relationship between KM and JP of business studies teachers?

The rest of this paper is organized to focus on the conceptual framework. The next section contains the theoretical perspectives

and hypotheses propositions. The next section focuses on the research methodology. The next section contains the results. The next section focuses on the discussion. And finally, the next section contains the conclusion.

LITERATURE REVIEW

Knowledge management(KM)

Hislop (2013) defined KM as a deliberate effort to manage the knowledge of employees in an organization. Chen et al., (2010) defined KM as a strategy that draws upon interpersonal relationships to exchange and share tacit knowledge across the organization. This means that KM involve the exchange of knowledge across organizations, through IT systems. Therefore, KM can be implemented via a wide range of methods such as direct use of a particular type of IT, or via an indirect method such as management of social processes in organizations (mentorship, coaching among others.) or via the use of particular culture such as people management practices (training, seminars, conferences and workshops, among others). KM focus on connecting people, processes and technology for the purpose of leveraging knowledge, which is a key resource of management.

KM focuses on organizational missions such as improved job performance, competitive advantage, innovation, sharing of lessons learned, as well as integration and continuous improvement of organizations. KM also involves the transformation of knowledge resources by identifying important and appropriate information and disseminating same so that knowledge acquisition can take place effectively. Since business studies teachers serve as sources of knowledge acquisition for students, KM dimensions seek to assist them to acquire competences to perform better on the job. Darroch (2005) developed

a KM scale which can be classified under three clusters: knowledge acquisition, knowledge dissemination and responsiveness to knowledge.

The first dimension of KM is knowledge acquisition. Pinho et al., (2012) defined knowledge acquisition as the search for, identification, selection, mapping, collection and organization of knowledge. Knowledge acquisition entails the creation or discovery of knowledge. It can emerge from a range of different sources in an organization. Knowledge acquisition can come from those employed by an organization. For example, business studies teachers in higher institutions can acquire knowledge acquisition through staff orientation, workshops, seminars, conferences, board meetings and social capital, among others. According to Wilfredo Bohorquez Lopez and Esteves (2013), knowledge acquisition can be fostered through an organization's external and internal networks to promote employee self-actualization within the organization to make employees more motivated and more committed and to improve their WE and JP. For example, customer feedback systems, data mining, business intelligence or collaboration with partners and research institutions are characteristic highly developed knowledge acquisition practices. This implies that the acquired knowledge would help business studies teachers to exert high level of skills and competences in executing their jobs (classroom teaching, course advising, conducting research, teaching practices supervision, Students Industrial Work Experience Scheme (SIWES) supervision, examination supervision, results computation and presentation, internal and external examination and other administrative activities). Furthermore, the acquired knowledge when shared and disseminated may likely lead to effective WE among business studies teachers.

Knowledge dissemination entails how knowledge is dispersed from one person or group to others. Nonaka and Takeuchi (1995) provide a conceptualization of knowledge dissemination with knowledge acquisition spiral of four categories: socialization, externalization, combination and internalization. Socialization is a situation where people acquire knowledge directly from others. Yoshiki (2020) defined socialization as the process of transferring knowledge from existing knowledge to new knowledge. Externalization is a situation where people transform knowledge into tangible form via dialogue. Yoshiki (2020) defined externalization as the transfer of knowledge from tacit to explicit knowledge. Internalization is a situation where people learn or acquire knowledge via experience. Combination involves the addition of explicit knowledge, as contained in documents or databases. Yoshiki (2020) defined combination as the process of transferring knowledge from existing explicit knowledge to new explicit knowledge. Effective knowledge dissemination could lead to better JP of business studies teachers and enable them to respond to knowledge timely. This may be why Nonaka (1991) suggest the need for organizations to encourage constant face-to-face interaction, creation of shared learning experiences and creation of IT-disseminating culture. Thus, some of the key factors that could foster knowledge dissemination among business studies teachers include brainstorming sessions, informal communication, mentoring and coaching.

Responsiveness to knowledge entails how institution manages or responds to knowledge. How this is done could be beneficial to business studies teachers. For instance, business studies teachers can exert quality and timely response to ideas by putting into use the knowledge they have acquired effectively. This may be evident in the way and manner they handle their teaching, research and administrative tasks. This may also be evident in the way and

manner business studies graduates' highly perform their job in the workplace. This may be evident in the way and manner business studies students' perform academically. Thus, business studies teachers' responsiveness to knowledge may lead to effective execution of task and contextual performance in the workplace.

Work engagement(WE)

Kahn (1990) defined WE as the harnessing of knowledge of employees' to link their jobs and whereby employees express themselves physically, cognitively and emotionally during job performance. Wollard and Shucks (2011) defined WE as an employee's cognitive, emotional and behavioral state directed towards achieving desired organizational goals. This could be why, Rich et al. (2010) suggested that WE are characterized by cognitive, emotional and physical state of employees in an organization. It implies that employees could express themselves in three different dimensions: physically, cognitively and emotionally, at different levels as they perform their jobs.

The definitions of WE indicate that employees could be engaged not only in their feeling but also in their thinking and behavior. To assess the expression of oneself cognitively, emotionally and physically in an individual's work role, there is need to develop a scale. Thus, employees' who are involved on the job ranges from low engagement to high engagement, which made WE a unipolar dimension, even though it had three dimensions. Khan (1990) postulated that employees who are work engaged are physically involved, cognitively vigilant and emotionally connected to other employees.

Cognitive engagement is based on the idea of effectiveness that is employees need to work with logic and awareness to be more effective at work. Employees who are cognitively engaged would have more positive thoughts about and pay more attention to their

work. The frequency and intensity of their cognitive processing of work would be high, and, as a result, their effectiveness on the job would increase. Cognitive engagement is defined as an intentional and actively focused awareness of one's job, characterized by willingly calling one's attention to and having positive thoughts about or towards one's work, with the aim of improving one's effectiveness on the job.

Emotional engagement is based on the idea of emotional labour at work, that is, the process of regulating one's feelings at work. Therefore, employees who are emotionally engaged at work would feel happy about their work, and experiencing such positive affect would give them pleasant feelings about their work. As such, emotional engagement is seen as the willing attachment to one's job that is characterized by having positive feelings or thoughts, such as pride, enthusiasm, happiness, joy and excitement about actively executing and completing one's job.

Physical engagement is based on the idea of bodily participation in any kind of job. People exert physical energy to complete job. Even though the amounts of physical effort spent doing the job can vary in different jobs (e.g. research, administration and teaching) the exertion of energy at work is nonetheless a valid concept. For example, a physically engaged business studies teacher would be more energetic during their work shift and would complete the required jobs faster than others. Similarly, a physically engaged researcher will often go to the library for books and expend more effort in writing research articles and in the physical act of research investigation to help students better understand the concept and principles of a course or an academic programme.

Job performance(JP)

There is a general understanding among researchers and practitioners that JP is a salient outcome variable and has become

a salient factor in measuring organizational performance. JP can be measured via combination of expected behaviours (Davidescu, et al., 2020; Hussein, 2020). In reality, JP that is based on an absolute value judgment may reflect overall work responsibilities of employees. JP is defined as actions and behaviours relevant to organizational goals, which includes both productive and counterproductive behaviours that contribute to or detract from organizational goals (Singh, 2016). JP is also defined as behaviours and outcomes, which employees undertake that contribute to organizational goals (Motowidlo and Kell, 2013). This means that JP involves the effectiveness of workers' behaviours that lead to attainment of organizational goals (Bieńkowska and Tworek, 2020). It further means that what workers do at work constitute JP. In addition, the efforts and work are combinations that constitute the JP of employees (Gridwichai et al. 2020).

Koopmans, et al., (2012) noted that there are two types of JP: task performance and contextual performance. Nini (2019) defined task performance as core jobs of employees. Bang and Reio (2017) also defined task performance as a behaviour that directly contribute to technical core activities. Motowidlo et al. (2013) defined task performance as a behaviour that are valued by organizations because they either directly contribute to attainment of organizational goals or directly contribute to the technical core activities of employees. Nini (2019) defined contextual performance as a behaviour that goes beyond formal job responsibilities. Motowidlo et al. (2013) defined contextual performance as a behavioural contribution that are organizationally valued because they improve organizational, social or psychological environment necessary for the technical core activities to function effectively and efficiently. Bang and Reio (2017) defined contextual performance as a behaviour that contribute to the culture and climatic condition of work

environment, which impact organizationally valuable work. This implies that contextual performance can be directed towards the organizations at large and toward employees.

HYPOTHESES PROPOSITIONS

KM and WE relationship

Management is defined as the attainment of organization missions in effective and efficient manner through four functions such as planning, organizing, leading and controlling resources i.e. financial, human, and materials (Daft, 2012; Edokpolor and Imafidon, 2017). Knowledge is defined as expertise, habit, skills, experience and understanding derived from trainings or experiences. Knowledge, therefore, is considered as a key resource that enable a tertiary institution to compete with other tertiary institutions in the 21st century (Ikujiro and Hiroshi, 2013; Maldonado-Guzmán et al. 2016; Shabrina and Silvianita, 2015). KM improve employee skills and knowledge. It causes employees to be more flexible, enhance their engagement at work and sustain employees' their knowledge. Knowledge acquired is enhanced by conversion processes, which are realized via externalization, internalization, socialization and communities of practice. This is because employees may acquire knowledge when they interact with other staff, and they accept change when they interact with other staff. Organizations who retain employees that continually acquire knowledge and disseminate to other staff, are likely to be work engaged. However, knowledge dissemination is expected in this study to significantly predict WE among business studies teachers. Deci and Ryan (1987) posited that information-based working environment that aid the JP of employees is considered as a key resource that predict WE among employees. KM, therefore, can be acknowledged as a key managerial strategy that provide

information-based working environment that influences WE among employees in the workplace.

Those organizations that are implementing different dimensions of KM to have information-based working environment can experience high WE dimensions among their employees. This could be why Juan et al., (2018) argued that the WE dimensions (i.e. cognitive, emotional and physical engagement) are linked with KM dimensions (i.e., knowledge acquisition, dissemination and responsiveness). The linkages between KM and WE describes how employees think and behave in the workplace. Therefore, the inherent linkages between KM and WE emerged as contributing factors toward the achievement of organizational goals. Thus, hypothesis 1 is proposed as follows:

H1. KM dimensions (i.e., knowledge acquisition, dissemination and responsiveness) are significant predictors of WE among business studies teachers.

WE and JP relationship

Wellins et al., (2005) remarked that the concept of WE has extensively received much research attention as WE help organizations to retain high level talented workers, achieve higher productivity and increase profits. Song and Chermack (2008) asserted that WE enable organizations to compete with other organizations because employees are required to experience better JP. This means that high level of WE decrease turnover and foster better job performance. Anitha (2014) opined that WE involve high level of commitment to an organization and WE reflect a direct positive link to JP of employees. To this end, WE represent a salient domain that enable an organization to compete with other organizations (Juan, et al. 2018), especially in terms of better JP.

Kahn (1990) postulated that employees who are highly engaged at work are more likely to keep developing themselves, and thrive at their occupation, while employees who are highly disengaged at work are more likely to quit their job 'physically or psychologically'. This means that WE can positively influence multiple JP. This positive link can be attribute to employees who exert passion, happiness, excitement and joy of providing excellent JP to organizations. Plaskoff (2017) remarked that employees experience in a job can be significantly influenced by WE which, in turn, eventually lead to better JP of employee. Plaskoff also believes that there is a link between WE and JP of employees and argues that, this could be why managers should focus on the engagement of staff members. Therefore, it is worth noting that WE constitutes potential assets, which would improve effective JP of business studies teachers. Thus, hypothesis 2 is proposed as follows:

H2. WE dimensions (i.e., cognitive, emotional and physical engagement) are significant predictors of JP components (i.e., task and contextual performance) of business studies teachers.

KM and JP relationship

KM can provide a more accurate evaluation of JP of employees. Accurate and consistent acquisition of, dissemination of and responses to knowledge are essential ingredients that foster organizational success. KM dimensions (e.g. personal knowledge, job procedure and technology literacy) are expected to significantly and positively related to JP of employees. In other words, it is expected that a significant and positive relations will exist between KM dimensions and JP of employees in the service sector such as education. Sahana and Menon (2018) found that there is a significant and positive correlation between KM and JP of

employees. Chen et al., (2010) argued that technology or IT is a valuable solution to improving KM as KM alone is not enough to enhance better JP. This means that choosing most suitable high-tech solution can be vital for organizations' performance, and with the right alignment, can foster better JP.

Furthermore, there seem to be a significant and positive correlation among KM, human capital and JP of employees. For instance, Mahmudi and Monavvar (2016) found a significant and positive correlation on the effect of KM on JP improvement of employees. Shahraki and Keshtegar (2016) found a significant and positive relationship between KM dimensions and JP of employees. There appear to be a significant and positive correlations among knowledge dissemination, organizational social factors and JP of employees. For instance, the study by Khanal and Poudel (2017) revealed that KM dimensions (knowledge obtaining, knowledge organizing and knowledge applying) had significant and positive link with JP measures in terms of job satisfaction of employees. Similarly, a study by Alyoubi et al. (2018) reported that there exist a significant and positive interplay among KM dimensions (knowledge acquisition, knowledge sharing, knowledge creation and knowledge retention) and JP of employees. Obeidat et al. (2016) found a strong interplay between knowledge dissemination and JP of employees in service organizations; especially when employees in service organization are encouraged to share knowledge within their organizations, it enhances their ability to acquire new knowledge. Therefore, KM is a novel managerial strategy that promote better JP of business studies teachers in tertiary institutions. As a result, hypothesis 2 is proposed as follows:

H3. KM dimensions (i.e., knowledge acquisition, dissemination and responsiveness) are significant predictors of JP

components (i.e., task and contextual performance) of business studies teachers.

WE as a mediator between KM and JP

Khanal and Poudel (2017) reported that KM has a significant and positive relationship with WE and JP of employees in banking and financial sector of Nepal. Emadzade et al., (2012) found that KM dimensions (i.e. knowledge acquiring, knowledge applying, knowledge protecting, and organizational structure) had a significant and positive relationship with JP of employees. Agbim et al., (2013) found that different dimensions of KM were significantly and positively predicted the JP of employees in service sector of Nigeria. The study of Chaudhary (2013) showed that the practice of KM strategy will help employees to use resources more efficiently in banking industry of Nepal. The study of Gholami et al., (2013) reported that KM practice had a direct influence on JP of SMEs staff in Iran. Similar finding was reported by Rasoulinezhad (2013), who indicated that there exists a significant and positive interplay between KM and JP of employees in commercial banks of Iran.

Kianto et al., (2016) noted that knowledge disseminating and work engagement are highly linked to each other which, in turn, improve the JP of employees. Abou-Zeid (2007) suggested that implementing and integrating information-based working environment can play an important role in ensuring WE among employees to achieve high level of JP of employees in tertiary institutions. However, there are three major reasons for adopting WE as a mediator variable in this study. More specifically, WE were depicted as a motivational variable to the JP of employees (Karatepe, 2014). Job resources (which was represented as KM dimensions in this study) have been consistently theorized to be the factors predicting WE (Juan et al., 2018; Karatepe, 2013;

Schaufeli and Bakker, 2004). Moreover, the motivational process of the Job Demand-Resources (JD-R) theory proposes that WE strengthens the relationship between job resources or KM dimension and JP of employees (Bakker and Demerouti, 2008). On the basis of these connections, it is expected that if a business studies teacher consistently acquire, share and receive knowledge dispersed within and outside an organization, he/she may likely be engaged and, in turn, lead to better job performance. This study, therefore, theorizes that WE will bring about or mediate the relationship between KM and JP of business studies teachers in tertiary institutions. Thus, hypothesis 4 is proposed as follows:

H4. WE will significantly mediate the relationship between KM and JP of business studies teachers.

Research model

The authors of this study developed a conceptual model (Figure 1) upon which the research hypotheses were proposed. The model explained the extent of relationships between KM dimensions i.e. knowledge acquisition, knowledge dissemination and responsiveness to knowledge; WE dimensions i.e. cognitive engagement, emotional engagement and physical engagement and JP components i.e. task performance and contextual performance. The model represents a single model that explain the mediating effect of WE in the relationship between KM and JP of business studies teachers.

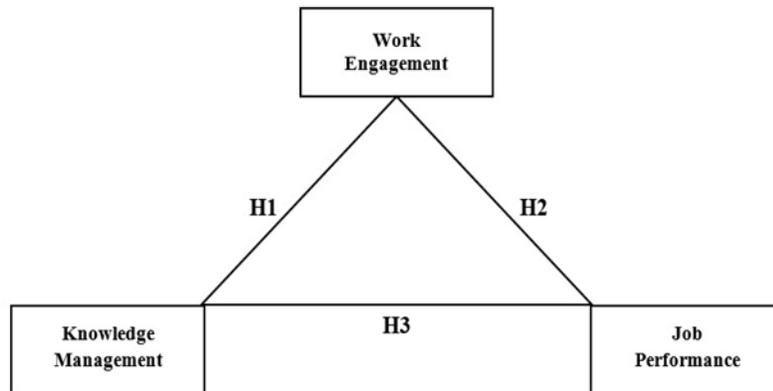


Figure 1. The Proposed Conceptual Model

METHODOLOGY

The study participants comprised of 138 business studies teachers in public universities in South-South Nigeria. There are 12 public universities in the zone, out of which five are managed by the federal government and seven are managed by the state government. We measured the business studies teachers' gender, university work experience, highest academic qualification, area of academic specialization, and age. Gender was represented as male (87, 63%), and female (51, 37%). University work experience was represented as less than 10 years (44, 31.8%), 10 to 20 years (41, 29.7%), 21 to 30 years (42, 30.4%), and 31 years and above (11, 10%). Highest academic qualification was categorized as Bachelor's degree (42, 20.4%), Master's degree (58, 42%) and doctorate degree (38, 27.5%). Area of academic specialization was represented as accounting education (36, 26.08%), office technology and management education (62, 44.9%), entrepreneurship

education (19, 13.8%), and marketing education (21, 15.2%). Finally, age was represented as less than 26 years (20, 14.5%), 26 to 35 years (34, 24.6%), 36 to 45 years (32, 23.2%), 46 to 55 years (28, 20.3%), 56 to 65 years (10, 1%), and 66 years and above (10, 7.2%).

KM dimensions (knowledge acquisition, knowledge dissemination and responsiveness to knowledge) were measured with a scale adapted from Darroch (2005). Knowledge acquisition originally had six sub-factors measuring 21 items but was reduced to one factor with 10 items; knowledge dissemination originally had four sub-factors measuring 16 items but was reduced to one factor with 10 items; and responsiveness to knowledge originally had five sub-factors measuring 20 items but was reduced to one factor with 10 items. A sample of the item for knowledge acquisition is: "My institution encourages employees to attend training seminars and conferences". A sample of the item for knowledge dissemination is: "Employees in my institution know exactly who to ask when they need information on any subject matter relating to them". A sample of the item for responsiveness to knowledge is: "My institution is quick to respond to concerns raised by employees".

WE dimensions was measured by 18 items developed by Rich et al. (2010), reflecting each of the three dimensions of Kahn's (1990) WE sub-scales i.e. cognitive engagement, emotional engagement and physical engagement. A sample of the item for cognitive engagement is: "My mind is fully engaged with my work". A sample of the item for emotional engagement is: "I feel very delighted about what I am doing whenever I am working". A sample of the item for physical engagement is: "I have a great deal of stamina for my work".

A questionnaire of 25 items covering teaching, research and administrative tasks were constructed by the authors to measure

task performance of business studies teachers. A sample of the item for teaching task is: “To what extent does...use PowerPoint for face-to-face lectures”. A sample of the item for research task is: “To what extent does....use the internet to source for information when carrying out research”. A sample of the item for administrative task is: “To what extent does...use multimedia resources for official matters”. A questionnaire of 5 items were constructed by the authors to measure contextual performance of business studies teachers. A sample of the item for contextual performance is: “To what extent does...voluntarily help colleagues to perform their jobs”.

The statistics performed are Cronbach’s alpha, correlational matrix, regression and bias corrected (BC) bootstrap estimate using Hayes (2018) PROCESS Macro for Statistical Package for Social Sciences (SPSS) version 3.4.1 (Model 4). Cronbach alpha were performed to determine the internal consistency of participants’ responses. Correlational matrix were performed to determine the extent of correlation among the variables in the research questions raised. Linear regression were performed to test the unmediated hypotheses. BC bootstrap estimate were performed to test the mediated hypotheses.

The decision criteria for the use of correlational Matrix was based on a range of a coefficient value (r) as recommended by Gay et al. (2011). Coefficients r -value between $\pm .8$ and ± 1.0 means very high correlation; $\pm .6$ and $\pm .8$ means high correlation; $\pm .4$ and $\pm .6$ means moderate correlation; $\pm .2$ and $\pm .4$ means low correlation; $\pm .0$ and $\pm .2$ means very low correlation; ± 1.0 means perfect correlation; and coefficient r -value of 0 means there is no correlation. Note that when a coefficient r -value is a negative value, it is a negative correlation; which means also that as one variable increases the other decreases. When a coefficient r -value

is a positive value, it is a positive correlation; which means that as one variable increases the other increases.

For regression estimates, the probability p-value less than or equal to .05 implies significant (accept H0) while the probability p-value greater than .05 implies not significant (reject H0). For BC bootstrap estimate, if the values of the confidence interval (CI) (lower limit - LL and upper limit - UL) fall within the same axis (i.e. not including zero value), it implies significant (accept H0). If CI values are across axes (i.e. including zero value), it implies not significant (reject H0).

RESULTS

Data analysis for KM-WE relationships

Results in Table 1 depicts that the Cronbach's alpha values for the study variables are relatively high for overall KM ($\alpha = .916$), overall WE ($\alpha = .933$) and overall JP ($\alpha = .944$) which indicated an adequate measure of internal consistency. Similarly, results were obtained for knowledge acquisition ($\alpha = .831$), knowledge dissemination ($\alpha = .804$), responsiveness to knowledge ($\alpha = .858$), cognitive engagement ($\alpha = .805$), emotional engagement ($\alpha = .930$), physical engagement ($\alpha = .928$), task performance ($\alpha = .948$) and contextual performance ($\alpha = .843$). The Table also reveals that the mean responses of business studies teachers range from 26.38 to 24.73 for KM dimensions, 14.60 to 8.33 for WE dimensions, and 43.68 and 10.20 for JP components. The Table also reveals that the overall correlations between KM and WE is positively low ($r = .268$), WE and JP is positively high ($r = .634$), and KM and JP is positively low ($r = .216$). Because there is evidence of correlations between the pairs of variables, KM, therefore, is a positive predictor of WE and JP of business studies teachers.

Table 1. Mean, Standard Deviation and Pearson’s Correlation among the Study Variables (N = 138)

<i>Var.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
KA	(.831)										
KD	.699**	(.804)									
RK	.512**	.589**	(.858)								
OKM	.861**	.882**	.825**	(.916)							
CE	.121	.114	.179*	.162	(.805)						
EE	.221**	.241**	.233**	.270**	.637**	(.930)					
PE	.249**	.270**	.256**	.302**	.516**	.865**	(.928)				
OWE	.214*	.226**	.247**	.268**	.846**	.935**	.865**	(.933)			
TP	.168*	.175*	.101	.172*	.396**	.593**	.677**	.609**	(.948)		
CP	.169*	.280**	.288**	.287**	.292**	.413**	.458**	.428**	.425**	(.843)	
OJP	.186*	.218*	.155	.216*	.416**	.617**	.701**	.634**	.979**	.601**	(.944)
<i>M</i>	24.73	26.38	26.26	77.37	14.60	12.70	8.33	35.64	43.68	10.20	53.88
<i>SD</i>	5.244	4.824	5.377	13.208	3.593	3.358	2.325	8.191	11.620	2.970	13.161

M = Mean, *SD* = Standard Deviations, Cronbach’s alpha values in prentices, KA = Knowledge Acquisition, KD = Knowledge Dissemination, RK = Responsiveness to Knowledge, OKM = Overall Knowledge Management, CE = Cognitive Engagement, EE = Emotional Engagement, PE = Physical Engagement, OWE = Overall Work Engagement, TP = Task Performance, CP = Contextual Performance, OJP = Overall Job Performance.

Table 2: Regression estimates of KM dimensions predicting WE.

KM Dimensions	<i>Work Engagement (WE)</i>				
	B (SE)	<i>T</i>	<i>P</i>	R ²	Adj. R ²
KA (<i>F</i> = 6.531)	.214(.131)	2.556	.012	.046	.039
KD (<i>F</i> = 7.287)	.226(.142)	2.699	.008	.051	.044
RM (<i>F</i> = 8.820)	.247(.127)	2.970	.004	.061	.054

KA: Knowledge Acquisition, KD: Knowledge Dissemination, RM: Responsiveness to Knowledge KM = Knowledge Management, WE = Work Engagement

Results presented in Table 2 reveals the estimates of coefficient of relationships between KM dimensions and WE. The Table reveals that KM dimensions such as knowledge acquisition (*F* = 6.531, $\beta = .214$, $p < .05$), knowledge dissemination (*F* = 7.287, $\beta = .226$, $p < .05$) and responsiveness to knowledge (*F* = 8.820, $\beta = .247$, $p < .05$) are significant positive predictors of WE among business studies teachers. By and large, KM dimensions is found

to be a significant but low predictor of WE among business studies teachers.

Data analysis for WE-JP relationships

Table 3 reveals the estimates of coefficient of relationships between WE dimensions and task performance component. The Table shows that WE dimensions such as cognitive engagement ($F = 25.320$, $\beta = .396$, $p < .05$), emotional engagement ($F = 73.676$, $\beta = .593$, $p < .05$) and physical engagement ($F = 114.845$, $\beta = .677$, $p < .05$) are significant positive predictors of task performance of business studies teachers. All in all, cognitive engagement is found to be a significant but low predictor of task performance of business studies teachers, emotional engagement is found to be a significant but moderate predictor of task performance of business studies teachers, while physical engagement is found to be a significant but high predictor of task performance of business studies teachers.

Similarly, Table 3 reveals the estimates of coefficient of relationships between WE dimensions and contextual performance component. The Table shows that WE dimensions such as cognitive engagement ($F = 12.692$, $\beta = .292$, $p < .05$), emotional engagement ($F = 27.975$, $\beta = .413$, $p < .05$) and physical engagement ($F = 36.182$, $\beta = .458$, $p < .05$) are significant positive predictors of contextual performance of business studies teachers. In all, cognitive engagement is found to be a significant but low predictor of contextual performance of business studies teachers, while emotional engagement and physical engagement are found to be a significant but moderate predictor of contextual performance of business studies teachers.

Table 3. Regression estimates of WE dimensions predicting JP components.

WE Dimensions	Task Performance					Contextual Performance				
	B (SE)	<i>T</i>	<i>P</i>	R ²	Adj. R ²	B (SE)	<i>T</i>	<i>P</i>	R ²	Adj. R ²
CE	.396 (.255)	5.032	.000	.157	.151	.292 (.068)	3.563	01	.085	.097
EE	.593 (.239)	8.583	.000	.351	.347	.413 (.069)	5.289	00	.171	.165
PE	.677 (.316)	10.717	.000	.458	.454	.458 (.097)	6.015	00	.210	.204

WE = Work Engagement, *CE*: Cognitive Engagement, ($F = 25.320$; 12.692), *EE*: Emotional Engagement, ($F = 73.676$; 27.975), *PE*: Physical Engagement, ($F = 114.845$; 36.182),

Data analysis for KM-JP relationships

Table 4 reveals the estimates of coefficient of relationships between KM dimensions and task performance component. The Table reveals that KM dimensions such as knowledge acquisition ($F = 3.931$, $\beta = .168$, $p < .05$), knowledge dissemination ($F = 4.287$, $\beta = .175$, $p < .05$) are significant positive predictors of task performance of business studies teachers. While responsiveness to knowledge ($F = 1.411$, $\beta = .101$, $p > .05$) does not significantly predict task performance of business studies teachers. By and large, knowledge acquisition and knowledge dissemination are found to be a significant but very low predictors of task performance of business studies teachers. While responsiveness to knowledge is found not to be a significant predictor of task performance of business studies teachers.

Table 4: Regression estimates of KM dimensions predicting JP components.

KM Dimensions	Task Performance					Contextual Performance				
	β (SE)	<i>T</i>	<i>P</i>	R ²	Adj. R ²	β (SE)	<i>T</i>	<i>P</i>	R ²	Adj. R ²
KA	.168 (.187)	1.983	.049	.028	.021	.169 (.048)	2.005	.047	.029	.022
KD	.175 (.203)	2.071	.040	.031	.023	.280 (.051)	3.400	.001	.078	.072
RK	.101 (.184)	1.188	.237	.010	.003	.288 (.045)	3.511	.001	.083	.076

KM = Knowledge Management, Knowledge Acquisition ($F= 3.931; 4.020$), Knowledge Dissemination ($F= 4.287; 11.563$), Responsiveness to Knowledge ($F= 1.411; 12.329$)

Table 4 also reveals the estimates of coefficient of relationships between KM dimensions and contextual performance component. The Table reveals that KM dimensions such as knowledge acquisition ($F = 4.020, \beta = .169, p < .05$), knowledge dissemination ($F = 11.563, \beta = .280, p < .05$) and responsiveness to knowledge ($F = 12.329, \beta = .288, p < .05$) are significant positive predictors of contextual performance of business studies teachers. Thus, knowledge acquisition is found to be a significant but very low predictor of contextual performance of business studies teachers. While knowledge dissemination and responsiveness to knowledge are found to be a significant but low predictors of contextual performance of business studies teachers.

Data analysis of WE mediating between KM and JP

Table 5 depicts the regression and bootstrap estimates on the mediating role of WE on the relationship between KM and JP of business studies teachers. The Table depicts that the specific indirect effect of KM via WE is not statistically significant. The total effect of KM on JP is statistically significant ($\beta = .216, p < .05$). Conversely, the Table depicts that the specific indirect effect of KM

($\beta = .166$, LL = .037, UL = .186) via WE is not statistically significant. Since the direct effect of KM ($\beta = .050$, $p > .05$) on JP via WE is not statistically significant, WE is not considered as a mediator in the relationship. All in all, WE is found not to be a significant mediator in the relationship between KM and JP of business studies teachers.

Table 5. Regression estimates for mediating effect of WE on the relationship between KM and JP.

Var	Effects	Pathways	Job Performance (JP)				
			Beta (β)	SE	P	95% CI	
						LL	UL
KM	Total	KM → JP	.216	.083	.0108	.051	.381
	Direct	KM → JP	.050	.069	.4690	-.086	.186
	Indirect	KM → WE → JP	.166	.069	Ns	.037	.186

KM = Knowledge Management, JP = Job Performance, WE = Work Engagement

DISCUSSION

KM and WE relationship

The results of hypothesis one reveals that KM dimensions such as knowledge acquisition, knowledge dissemination and responsiveness to knowledge are significant predictors of WE among business studies teachers. By and large, KM dimensions were found to significantly predict WE among business studies teachers. The finding implies that if business studies teachers acquire, distribute and respond to knowledge, they will be highly engaged on the job. This finding support the study of Rožman et al., (2019) who found that the dimensions of KM analyzed has a significant and positive influence on WE among employees. The finding also support the study of Juan et al., (2018) who found that

KM dimensions significantly and positively influence WE among employees. Knowledge disseminating could enhance WE among employees, Therefore, tertiary institutions that are interested in engaging their academic staff should provide opportunities for them to acquire, disseminate and respond to knowledge within their organization.

WE and JP relationship

The results of hypothesis two reveals that WE dimensions such as cognitive, emotional and physical engagement are significant predictors of JP components such as task and contextual performance of business studies teachers. In all, WE dimensions was found to significantly predict JP of business studies teachers. The finding implies that if business studies teachers are engaged cognitively, emotionally and physically, they will perform better on the job. This finding support the study of Kompas and Sridevi (2010) who found a positive relationship between WE and JP. In their article, they present previous studies that have been done that support this claim. They states that staff members' WE is aligned with their results. Therefore, tertiary institutions that require their staff to perform effectively on the job should endeavour to provide the chances for them to be cognitively, emotional and physically engaged on the job within their organizations. The finding also corroborate the study of Schaufeli and Salanova (2007) who have shown that WE is positively related to JP. The finding also support the study of Schaufeli and Van Rhenen (2006) who found that engaged employees received higher ratings from their colleagues on both task and contextual performance, indicating that engaged employees perform well and are willing to go the extra mile. The finding is also in concordance with the study of Koyuncu et al., (2006) who specifically found that WE is positively related to task performance. Their study further

found that engaged secretaries scored higher on both task and contextual performance.

KM and JP relationship

The results of hypothesis three reveals that KM dimensions such as knowledge acquisition and knowledge dissemination are significant predictors of JP components such as task and contextual of business studies teachers. The result also reveals that KM dimensions such as responsiveness to knowledge is a significant predictor of JP component such as contextual of business studies teachers. The result further reveals that KM dimension such as responsiveness to knowledge does not significantly predict task performance of business studies teachers. This means that the KM dimension such as responsiveness to knowledge were the only dimension of KM found not to significantly predict task performance of business studies teachers. This finding agree with the assertion of Shabrina and Silvianita (2015) who argued that KM dimension such as responsiveness to knowledge among lecturers working at Malaysian universities are experiencing low levels of antecedents that foster management of knowledge within organizations. The finding do not also agrees with the assertion of Chen et al., (2010) that KM dimensions are uniquely connected to JP components of employees. The finding do not also support the study of Masa'deh et al. (2014) who found a correlation among KM capacity, leadership development, JP and human resources management practices.

The results of hypothesis three which reveals that KM dimensions are significant predictors of JP components of business studies teachers. This finding corroborate the study of Poleacovschi and Javernick-Will (2020) who found that there is a significant and positive relationship between knowledge dissemination and JP of staff. This means that knowledge dissemination aided by IT could

significantly predict JP components of employees. Similarly, KM through the effective application of IT skills could significantly correlated with JP of employees. Therefore, tertiary institutions that are interested in enhancing effective JP of their staff should endeavour to provide the opportunities for them to acquire, disseminate and respond to knowledge within and outside their organizations.

Mediating effect of WE

The result of hypothesis four reveals that WE did not significantly mediate the relationship between KM and JP of business studies teachers. The result suggest that WE is a dysfunctional mediator in the relationship between KM and JP of business studies teachers. This implies that a business studies teacher display lower KM, which is equally responsible for low WE and, in turn, led to poor performance on the job. This refers to the existence of poor knowledge acquisition, dissemination and responsiveness trusting as well as poor quality relationships between and among business studies teachers and their employer. Under these circumstances, business studies teachers have lower chances to perform their job effectively. Their minds appear not to be filled with ideas about their jobs. This finding do not conform to the empirical findings of other studies (Abdirahman and Abdul, 2017; Kim, 2017; Dixit and Upadhyay, 2021; Chung and Angeline 2010). Evidence concerning WE as a non-mediator is also not in conformity with the propositions of the JD-R model (Bakker and Demerouti, 2008; Schaufeli and Bakker (2004). Contrarily, business studies teachers working in a tertiary institution where they can take advantage of various KM dimensions will be highly engaged in their work. They will, in turn, exhibit desirable job-related performances. Kianto et al. (2016) acknowledged that KM dimensions and WE dimensions are highly correlated which, in

turn, improves the JP of employees. Abou-Zeid (2007) pointed out that the implementation and integration of knowledge-based working environment can play a salient role in ensuring WE and in achieving high job-related performances of employees in universities.

CONCLUSION

This study examined the relationship between KM, WE and JP of business studies teachers. Specifically, the examined the relationships between the three dimensions of KM (i.e. knowledge acquisition, knowledge dissemination and responsiveness to knowledge), the three dimensions of WE i.e. cognitive engagement, emotional engagement and physical engagement) and the two components of JP (i.e. task performance and contextual performance) business studies teachers. The results showed that all the three dimensions of KM significantly and positively predict WE, suggesting that acquisition of knowledge, dissemination of knowledge and responsiveness to knowledge are among the key antecedents of WE among business studies teachers. The results also showed that all the three dimensions of WE significantly and positively predict JP, suggesting that cognitive engagement, emotional engagement and physical engagement are among the key antecedents of JP of business studies teachers. The results also showed that knowledge acquisition and knowledge dissemination significantly and positively predict JP, while responsiveness to knowledge do not significantly predict JP of business studies teachers, suggesting that acquisition of knowledge and dissemination of knowledge are the only antecedents of JP of business studies teachers. Besides, providing the opportunities for business studies teachers to acquire, share and respond to knowledge within and outside their academic institutions could

promote high level of WE which, in turn, lead to high level of JP. The results further showed WE did not significantly mediate the relationship between KM and JP of business studies teachers. It was evident that low WE will not strengthen the relationship between KM and JP of business studies teachers. However, future studies can be carried out to establish whether KM is a key managerial strategy to achieve effective JP through WE. Additionally, future studies could include longitudinal or experimental studies to provide a more in-depth view of research hypotheses proposed and research questions raised because questionnaire may have captured the surface of the actual issues. Longitudinal or experimental studies could also cover a wider location and attract a higher number of participants.

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