ROLE OF KNOWLEDGE MANAGEMENT PRACTICE IN HIGHER EDUCATION INSTITUTIONS FOR SUSTAINABLE DEVELOPMENT AMONG FACULTY MEMBERS

¹MUHAMMAD WAQAS NAZIR ARIAN, ²MUHAMMAD ALI KHAN, ³DILEEP KUMAR, ⁴ALI RAZA ZAIDI, ⁵LIAQUAT ALI RAHOO

¹Ph.D. Scholar, School of Management and Economics, Xidian University of Electronic Science and Technology, China

waqasarain4@gmail.com ²Mehran University of Engineering and Technology, Jamshoro, Pakistan muhammad.nagar@faculty.muet.edu.pk ³Lecturer, Government Model College, Mirpurkhas Sindh Pakistan dilipharani@gmail.com ⁴Lecturer, Government College University Hyderabad, Pakistan syed.aliraza@hotmail.com ⁵I.T Officer, Mehran University of Engineering and Technology, Jamshoro liaquatalirahoo2003@gmail.com

Abstract:

Academic staff plays an energetic leadership role in higher education institutions by applying knowledge management practices for society development. The aim of the study is to identify the impact of knowledge management practices on sustainable development in higher education institutions at public sector of Pakistan: A case study of Sindh province. Strategies of integrating knowledge management, employees play an energetic leadership role in higher education institutions. Quantitative approach of study was used, a convenience sampling strategy concentrating on faculty members and a survey were used to collect data from 335 faculty members working in different departments of higher education intuitions. PLS structural equation modeling technique was used to examine the knowledge management cycle effects on sustainability development in higher education institutions from the perspective of faculty members. The results showed that the studied knowledge management procedures had a positive and significant link with one another, public sector higher education institutions found some minor variations. For strategic and knowledge management professionals interested in female's leadership and the adoption of knowledge management approaches in higher education institutions for sustainability, the study's findings are helpful.

Keywords: knowledge management practices; sustainability development; higher education institution

1. INTRODUCTION

Female make up 50% of the world's population and are vital to both social and economic development (Raman, et al, 2022). Yet, there are still a lot of challenges for female in leadership roles to overcome (Bulmer, 2021). They include low self-esteem, low expectations of oneself, limited access to education and political representation, and under appreciation of their accomplishments. Target five of the sustainable development agenda seeks to empower women and achieve gender equality. However, few researches (Merma, 2022) have examined the advantages of long-term female leadership in academic administration of higher education institutions (HEIs). The gender sustainability factor has also received less attention in knowledge management theory and practice than it has in other scientific fields. This study aims to fill this gap in the knowledge management practices by evaluating the viewpoints of female managers in HEIs as the commitment to guaranteeing female representation in the workplace rises (Gutiérrez, 2020).

One of the goals of HEIs is to provide people with the tools they need to solve problems by encouraging lifelong learning (Compagnucci, 2020). The entire world's population is guaranteed a happy and peaceful future by all 17 sustainable development objectives, and HEIs are essential to accomplishing this (Torre, 2022). In this context, knowledge management strategies are applied effectively and efficiently in HEIs, which aids in achieving sustainable development objectives and strengthens mangers capabilities, individuality, and leadership. These results advance a culture of lifelong learning and are advantageous to the company and the overall economy (Mikalauskiene, 2019). To maintain knowledge management methods in HEIs, this study takes a process-oriented approach (Mao, 2020). According to this viewpoint, a company can develop a distinctive knowledge potential (Raudeliunien, 2020) by strategically implementing a knowledge strategy built around the integration of the knowledge management cycle, which will result in long-term organizational performance and leadership. In another study that examining how each knowledge management process affects the processes that come after it contributes to understanding how each process affects the knowledge management cycle in HEIs, which helps to ensure the sustainability of the flow of knowledge within an organization and its application. The purpose of this study compares knowledge management techniques across higher education institutions of Pakistan in order to improve collaboration, the dissemination of best practices, and leadership among female managers.

2. LITERATURE REVIEW

According to the knowledge-based view (Nguyen, 2019), knowledge—both concrete and abstract—should be the primary component of resources, and an institution's structure should be designed to maximize the creation and use of knowledge. Knowledge is a prerequisite for growth at the individual, organizational, and societal levels (Zhang, 2021).

An organization's unique resource for fostering individuality and leadership is knowledge. An organization must therefore systematize, manage, and sustain its knowledge (Centobelli, 2017). This can be done by taking a process-oriented approach. Systematically managing an organization's knowledge capacity to produce value in accordance with its strategic needs is known as knowledge management. It includes knowledge processes, methodologies, and other aspects of knowledge management that are crucial to sustainability (Tajpour, 2022). The HEI's knowledge management system fills a crucial role in this situation. According to HEIs, research on women managers' perspectives, knowledge development, application, preservation, and sharing can all help an organization become more sustainable. By creating the necessary organizational and individual knowledge through knowledge networks within organizations, the learning community should start at the individual level (Pham, 2021).

The study Identify factors related to faculty members' intentions for public sector computing. This study examined organizational, individual, and technological factors in knowledge-sharing behaviors among faculty members. The research method was quantitative. A convenient sampling technique was used to distribute the questionnaire via Google Forms to email addresses. 550 questionnaires were sent to respondents, 335 were returned and used for analyses. PLS-SEM was used to evaluate the structural equation model data (Channar, P. B, 2023).

The aim of this study is to examine the impact of information technology on knowledge sharing between teachers at public sector colleges in Sindh Province, Pakistan. Methods: This is a quantitative study in which the authors used a survey questionnaire to collect cross-sectional data from the faculty of public higher education institutions (HEIs) in Sindh. Using structural equation modeling (AMOS), of the 335 valid questionnaires were examined. The questions consisted of four key factors including SC, management support, IT infrastructure and IT skills as independent variables. Results: Analysis of the structural equation model (SEM) shows that IT infrastructure, management support and IT skills have a positive and significant impact on knowledge sharing. Originality/Value(Rahoo, L.A, et al. , 2022).

This study focuses on learning about faculty member's perspectives on the organizational level at HEIs regarding managing knowledge for five knowledge management processes, starting at the personal level. In order to strengthen the network of knowledge among between mangers, HEIs based

in them must engage in processes of knowledge creation, application, storage, sharing, and acquisition at varying levels.

The objective is to learn information or close a knowledge gap in order to increase the organization's capacity to produce value. Managing the processes by which an organization acquires new and permanent knowledge is therefore becoming more and more crucial. As organizations can attain sustainability by acquiring new competencies and transferring them across various organizational levels, it helps the organization to improve its performance. In order to implement knowledge strategy, businesses must not only be concerned with how to acquire information but also effectively manage the knowledge acquisition process (Ugalde, 2020). Emphasized the need to codify and maintain the gained knowledge in order to incorporate it into the organization's current knowledge base because technological advancements enable enterprises to easily codify, digitalize, and automate processes (Al Yami, 2021).

Knowledge Retention The explicit knowledge of an organization's personnel is the source of its cumulative knowledge acquired through execution, which results in learnt lessons regarding certain management practices, techniques, tools, etc. When a company has enough information recorded and stored, it can share it (Raudeliunien, 2017). A company's ability to expand sustainably is dependent on its capacity to amass important knowledge, which enhances the effectiveness of the knowledge management cycle. As a result, the knowledge management process depends heavily on knowledge storage (Shang, 2019). In order to make the knowledge is considered as the systematization and structuring of that knowledge pool. So, when knowledge is properly systematized and preserved, it can only be shared and accessed. Yet, the impact of knowledge storage on knowledge sharing is rarely covered in scientific studies (Cordeiro, 2022).

The process of sharing knowledge involves collaborating and helping others to solve problems, come up with new ideas, put policies into place, and realize knowledge strategy (Jeon, 2020). By promoting information sharing among employees and outside partners, organizations can maximize the use of their knowledge-based resources. As a result, this is a crucial activity that institutions should consistently pursue to sustain their long-term development and leadership (Zhang, 2019). Sharing internal knowledge within an organization can have significant value. Organizations start the process of knowledge transfer so that individual knowledge can be applied effectively and efficiently at the organizational level. Organizations must therefore incorporate information sharing processes into the entire knowledge management cycle, which should reflect a continuous cycle of knowledge sharing may be the cause of several barriers to successfully implementing knowledge strategies within businesses. Knowledge sharing should result in knowledge application (Adeinat, 2019).

The process that determines how effectively and efficiently knowledge is employed in the form of problem solving, decisions, the production of new ideas or changes in behaviour is known as knowledge application, also known as knowledge utilization (Sahibzada, 2020). The process of producing new information and upgrading existing expertise within an organization is referred to as knowledge production, in contrast. As a result, both on an individual and an organizational level, this process produces new knowledge. Hence, by combining current information into activities and processes, knowledge application enables an organization to react quickly to changing macro- and micro-environment conditions (Taherdoost, 2016).

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Figure 1: Conceptual research framework

3. RESEARCH HYPOTHESES

- There is a significant impact of Knowledge acquisition for Sustainable Development.
- There is a significant impact of Knowledge application for Sustainable Development.
- There is a significant impact of Knowledge creation for Sustainable Development.
- There is a significant impact of Knowledge sharing for Sustainable Development.
- There is a significant impact of Knowledge storage for Sustainable Development.

4. RESEARCH METHODOLOGY

The quantitative research approach was used to conduct this study. Questionnaire was used as an instrument for data collection. There were two components of the questionnaire for data collection. In the first section demographic related questions, in second part of questionnaire, all questions were asked related to the knowledge management practices which has five items as independent variables and sustainability development is dependent variable. In the Likert scale was used from one (strongly disagree) to five (strongly agree) was created to gather the data from the respondent. A questionnaire was adapted. Population of the study was Public sector higher education intuitions of Sindh province. A convenience sampling techniques was used; online questionnaire Google form distributed through email address to the 550 faculty members, and filled returned responses 335 were used for final data analysis. The Smart-PLS 4 Version was used for measurement model and structural model.

5. RESULTS

5.1 Demographic Information

According to the faculty members from higher education institutions who responded to the survey, 64.8% male, 35.2% were female, 49.9% of respondents age from 25 to 35, 39.6% were between the age of 36 to 45, and 8.7% were between 46 to 55, 1.8 % were older than 56. According to the respondents' educational backgrounds, 14.9% had a bachelor/master degree (16 years), 49.3% had a S/M.Phil., 32.2% had a doctorate, and 3.65% has post doctorate. In the experience, 4.2% teaching Assistant, and 23.6 Lecturers, 11.9Assistant Professors, 4.8 Associate Professors, 1.5 were professors worked in academic departments. (Table 1).

Category	Frequency	%Per
Gender		

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	Male	217	64.8
	Female	118	35.2
	Total		
Age			
	25 to 35 years	167	49.9
	36 to 45 years	133	39.6
	46 to 55 years	29	8.7
	56 & above	6	1.8
	Total	335	100
Qualification			
	Master (16 years)	50	14.9
	MS/M.Phil.	165	49.3
	PhD	108	32.2
	Post Doctorate	12	3.6
	Total	335	100
Work Experience			
	Teaching Assistant	14	4.2
	11 to 15 years	79	23.6
	16 to 20 years	40	11.9
	21 to 25 years	16	4.8
	26 & above	5	1.5
	Total	335	100

5.2 Model Assessment by SEM

SEM (structural equation modeling) approach is employed in this study to analyze quantitative data. It displays the statistical relationships between many types of independent or dependent variables, whether they are discrete or continuous. SEM is also known as path evaluation, confirmatory evaluation, and casual modeling (Tabachnick et al., 2007). SEM has a double action, but fine-grained constants loading measurements of size and consequently, object inspection and hypotheses are noticed within the same segment, as well as measuring the lengthiest link between independent and dependent variables (Hair, 2007).

Factor Loading

Factor loading, also known as cross loading or factor variable co-relations, refers to the characteristics that describe how closely the factors are related to each and every component observed. As a result, it is crucial to capture what the components suggest in a protest (Kothari, 2004). There is no indicator loading in less than 0.700 in Figure 2.

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Figure 2: Factor loadings

Discriminant validity

Reliability

Using Cronbach's alpha and composite reliability, the constructs' reliability was evaluated, and all calculations revealed good reliability because the values for each construct were all over 0.7 (Alyoubi, 2018). Each construct's AVE value in Table 3 was greater than 0.5, demonstrating convergent validity.

Variable	Cronbach's Alpha	Composite Reliability	AVE		
KAC	0.832	0.921	0.704		
KAP	0.864	0.911	0.689		
KCR	0.631	0.894	0.642		
KSR	0.883	0.891	0.672		
KST	0.857	0.883	0.659		
SD	0.878	0.918	0.770		
KAC= Knowledge Accusation, KAP=Knowledge Applications, KCR=Knowledge					
Creation, KSR=Knowledge Sharing, KST=Knowledge Storage, SD=Sustainable					
Development.					

Table 3: Reliability of Constructs

Fornell and Larcker Discriminant Validity

Discriminant Validity: A adequate AVE analysis is required to determine whether or not discriminant validity is established. The squire root of each AVE value linked with each latent construct was examined during an AVE analysis to see if it was significantly larger than any correlation between any two latent constructs (Zait, 2011).

	КАС	KAP	KCR	KSR	KST	SD
KAC	0.821					
KAP	0.752	0.712				
KCR	0.467	0.585	0.814			
KSR	0.560	0.517	0.598	0.731		

KST	0.451	0.401	0.455	0.389	0.761	
SD	0.531	0.475	0.535	0.523	0.349	0.811

Table 4: Fornell and Larcker Validity

Heterotrait-Monotrait Ratio (HTMT)

For discriminant validity, the HTMT is also utilized. A predetermined threshold is employed as the criterion, which is measured via HTMT. If the HTMT value is more than the threshold, it is viable to do discriminant validity analysis since the HTMT values are close to 1. The HTMT ratio was calculated in Table 5. Less than 0.9 was suggested for HTMT values (Yusoff, 2020).

Table 5:

		КАС	KAP	KCR	KSR	KST	SD
- .	KAC						
:	KAP	0.752					
	KCR	0.467	0.585				
	KSR	0.560	0.517	0.598			
	KST	0.451	0.401	0.455	0.389		
	SD	0.531	0.475	0.535	0.523	0.349	

Heterotrait-Monotrait Ratio (HTMT)

5.3 Structural Model and Hypothesis Testing

In order to generate 5000 subsamples of the original sample size with replacement and to provide approximate t values for the meaning of the test structure path, structural relationships were tested using a nonparametric test bootstrap technique at a significance level of 0.05 (Sánchez, 2021). The p-value of a structural path must be less than 0.05 in order for it to be deemed significant.



Figure 3: Structural Model

The results of the structural model test in Table 6 showed important positive associations between all the construct of knowledge management practices on the sustainable development.

Path	Coefficient (B)	T Statistics	P Value	Result
KAC→SD	0.541	8.504	<0.001	Supported
KAP→SD	0.493	7.806	<0.001	Supported
KCR→SD	0.592	9.564	<0.001	Supported
KSR→SD	0.504	8.943	<0.001	Supported
KST→SD	0.582	9.484	<0.001	Supported

Table 5: Structural model test summary

Result shows the R2 value of 0.867 which indicates that 86.5% variation in sustainable development by whole model (see Table 6).

	R Square	R Square Adjusted		
SD	0.867	0.865		
Table 6: Coefficient of deter				

6. DISCUSSION AND CONCLUSIONS

This study evaluated knowledge management practices in HEIs from the viewpoint of faculty members, who were seen as knowledge-oriented leaders (Raudeli, 2013) and were capable of prioritizing knowledge by articulating a compelling vision and providing instructions for putting knowledge strategy into practice in HEIs for long-term leadership (Latif, 2020).

The study's sample size of 335 faculty members was sufficient, and the partial least squares structural equation modeling method was used. The results showed that the measuring model complies with all requirements. The constructs' validity and reliability were attained. The analysis of the knowledge management procedures also showed a strong positive significance from the structural model test. HEIs should encourage staff to use current organizational knowledge to address problems or create techniques to stimulate knowledge creation in order to identify novel solutions and inventive knowledge potential for new educational programs.

Hence, it should be a top priority to store knowledge effectively in HEI databases and make it accessible.

By integrating the influence of each knowledge management practices on the subsequent process in the knowledge management cycle within the HEI environment from the viewpoints of faculty members, this study makes a contribution to the field of knowledge management. The findings of this study should serve as guidance for executing the entire knowledge management cycle as a tool for sustainable development and leadership; it is advised for Pakistan and n HEIs.

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