

THE RELATIONSHIP BETWEEN KNOWLEDGE MANAGEMENT PRACTICES AND JOB PERFORMANCE AMONG POLYTECHNIC LECTURERS IN SELANGOR AND THE FEDERAL TERRITORY

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Article history

Received date : 19-6-2026

Revised date : 20-6-2026

Accepted date : 25-7-2026

Published date : 1-8-2026

To cite this document:

Mad Adim, F. A., & Syariff M. Fuad, D. R. (2026). The relationship between knowledge management practices and job performance among polytechnic lecturers in Selangor and the Federal Territory. *Journal of Islamic, Social, Economics and Development (JISED)*, 11 (85), 450 – 469.

Abstract: Knowledge management (KM) has been widely recognised as a strategic organisational capability that supports performance, innovation, and sustainability in higher education. Within Malaysia's Technical and Vocational Education and Training (TVET) system, polytechnic lecturers play a critical role in translating institutional knowledge into effective teaching and professional practice. However, empirical evidence on the level of KM practices and their relationship with job performance in Malaysian polytechnics remains limited. This study employed a quantitative, cross-sectional survey design involving 320 full-time lecturers from four public polytechnics in Selangor and the Federal Territory. Data were collected using a validated questionnaire adapted from Kianto et al. (2016) for knowledge management practices and Koopmans et al. for job performance. Descriptive statistics were used to examine the level of KM practices, while Pearson's product-moment correlation analysis was conducted to determine the relationship between KM practices and job performance. The findings revealed that the overall level of knowledge management practices among polytechnic lecturers was high ($M = 4.09$, $SD = 0.48$), with consistently high scores across organisational knowledge, knowledge reliability, and communication and knowledge-sharing dimensions. Correlation analysis demonstrated a statistically significant positive relationship between knowledge management practices and job performance ($r = 0.507$, $p < 0.001$), indicating that higher engagement in KM practices was associated with higher levels of lecturer job performance. This study provides empirical evidence that knowledge management practices are both well-established and positively associated with job performance among Malaysian polytechnic lecturers. The findings underscore the importance of strengthening institutional knowledge systems and supportive KM environments to enhance lecturer performance within the TVET sector. By focusing on KM as an organisational practice, this study contributes to the growing body of literature on performance enhancement in higher education and offers practical insights for policymakers and institutional leaders seeking to promote sustainable academic excellence in Malaysian polytechnics.

Keywords: *Knowledge management; Job performance; Polytechnic lecturers; TVET; Malaysia*

Introduction

In the contemporary knowledge economy, higher education institutions are increasingly evaluated not only by their physical resources but also by their ability to manage, mobilise, and apply knowledge effectively (Fernández-López et al., 2018). Consequently, knowledge management (KM) has become a strategic organisational capability that supports institutional performance, innovation, and long-term sustainability (Donate & de Pablo, 2021; Farooq et al., 2023). Within higher education, KM extends beyond information storage to encompass the systematic acquisition, dissemination, and utilisation of organisational knowledge that enables academic staff to perform their professional responsibilities effectively (Luthra et al., 2025; Vyas et al., 2024). As institutions continue to respond to rapid technological advancement, increasing accountability, and evolving labour market demands, the strategic importance of effective KM has become even more pronounced (Iqbal, 2021).

The significance of KM is particularly evident within the Technical and Vocational Education and Training (TVET) sector, where lecturers are expected to integrate academic knowledge with current industry practices. In Malaysian polytechnics, lecturers play a pivotal role in producing competent graduates by continuously updating their knowledge, adapting teaching practices, and collaborating with colleagues to ensure curriculum relevance and instructional quality (Omerzel et al., 2011). These responsibilities align closely with the aspirations of the *Malaysia Education Blueprint (Higher Education) 2015–2025*, which emphasises knowledge-based development, innovation, and continuous improvement across higher education institutions (Ganapathy, 2016). Consequently, effective KM has become an essential organisational capability for enhancing lecturer effectiveness and supporting institutional excellence within Malaysia's TVET system.

Given the strategic role of lecturers in achieving institutional objectives, identifying the organisational factors that influence job performance has become an important research priority. Knowledge management is widely recognised as one such capability because it facilitates access to knowledge resources, promotes collaboration, and supports evidence-informed decision-making within educational institutions (Wahyudi, 2022; Zulkifli, 2024). Nevertheless, empirical evidence on KM practices among Malaysian polytechnic lecturers remains limited, particularly within public TVET institutions.

Accordingly, this study examines the level of knowledge management practices among polytechnic lecturers in Selangor and the Federal Territory and investigates the relationship between knowledge management practices and lecturers' job performance. The findings are expected to contribute empirical evidence that informs institutional strategies for strengthening KM initiatives and enhancing lecturer performance within Malaysia's public polytechnic system.

Literature Review

Knowledge Management Practices

Knowledge management (KM) has become an increasingly important organisational capability in the knowledge economy, where institutional success depends not only on tangible resources but also on the effective creation, organisation, sharing, and utilisation of knowledge. Within higher education institutions, KM facilitates the systematic management of both explicit and tacit knowledge, enabling academic staff to access relevant information, collaborate effectively, and continuously improve teaching, research, and professional practice (Luthra et al., 2025; Wahyudi, 2022). As universities and polytechnics operate in increasingly dynamic and technology-driven environments, effective KM has been recognised as a strategic mechanism for enhancing organisational adaptability, innovation, and long-term sustainability (Janib et al., 2021; Zamri et al., 2024).

Although the concept of KM has been widely adopted across various organisational settings, its application within higher education possesses several distinctive characteristics. Unlike many business organisations, higher education institutions function primarily as knowledge-producing and knowledge-disseminating organisations, where academic staff simultaneously generate, acquire, share, and apply knowledge through teaching, research, community engagement, and professional collaboration (Omerzel et al., 2011; Fernández-López et al., 2018). Consequently, the effectiveness of KM within educational institutions depends not only on technological infrastructure but also on organisational culture, institutional support, and collaborative practices that encourage continuous knowledge exchange among academic staff (Al-Kurdi et al., 2022).

The present study adopts the knowledge management practices framework developed by Kianto et al. (2016), which conceptualises KM as a multidimensional organisational capability rather than as isolated knowledge-sharing activities. Andreeva & Kianto (2011) conceptualised knowledge management as comprising five interrelated dimensions: organisational knowledge, knowledge reliability, communication and knowledge sharing, knowledge acquisition, and knowledge codification. However, consistent with the objectives and measurement model of the present study, only organisational knowledge, knowledge reliability, and communication and knowledge sharing were operationalised for empirical analysis. Organisational knowledge refers to the institutional structures and practices that facilitate access to organisational expertise and collective learning (Alzghoul & Alrawashdeh, 2024). Knowledge reliability reflects the availability, accuracy, and trustworthiness of organisational knowledge resources. Communication and knowledge sharing describe the extent to which knowledge is exchanged among organisational members through formal and informal interactions. Knowledge acquisition involves obtaining new knowledge from internal and external sources, whereas knowledge codification focuses on documenting and storing organisational knowledge to facilitate future access and utilisation (Awan et al., 2024). Collectively, these dimensions represent complementary organisational processes that support effective knowledge management within institutions.

Previous empirical studies have consistently reported positive organisational outcomes associated with effective KM practices. In higher education settings, well-developed KM systems have been linked to improved collaboration among academics, enhanced innovation capability, stronger organisational learning, and greater institutional effectiveness (Fernández-López et al., 2018; Donate & de Pablo, 2021; Ramlee & Bakar, 2020). Similarly, studies

conducted in various educational contexts have shown that institutional support for knowledge sharing and reliable knowledge systems facilitates lecturers' professional development and improves their capacity to respond to evolving educational and industry demands (Ather & Awan, 2021; Li & Zhang, 2023). These findings suggest that effective KM extends beyond the management of information by creating organisational environments that promote continuous learning and collective problem-solving.

Despite the growing body of literature, existing evidence remains concentrated primarily within research-intensive universities and other higher education institutions, while comparatively fewer studies have examined KM practices within Technical and Vocational Education and Training (TVET) institutions, particularly Malaysian public polytechnics (Ismail et al., 2024; Nair et al., 2020). Furthermore, many previous studies have focused on individual KM processes, such as knowledge sharing or knowledge acquisition, rather than examining KM practices as an integrated organisational capability comprising multiple interrelated dimensions. This suggests the need for further empirical investigation of KM practices within the Malaysian polytechnic context, where lecturers operate in teaching-intensive environments that require continuous knowledge updating, industry engagement, and collaborative professional practice.

Job Performance

Job performance is widely recognised as a multidimensional construct that reflects the extent to which employees successfully fulfil their work responsibilities and contribute to organisational objectives. Contemporary perspectives view job performance as encompassing not only the execution of core job tasks but also behaviours that support the organisational and social environment in which work is performed (Koopmans et al., 2016). Within higher education institutions, lecturers' job performance extends beyond classroom teaching to include curriculum development, student supervision, research activities, administrative responsibilities, professional development, and collaborative engagement with colleagues and external stakeholders. Consequently, lecturer performance represents a critical determinant of institutional effectiveness and educational quality (Wahyudi, 2022).

This study adopts the individual work performance framework proposed by Koopmans et al. (2016), which conceptualises job performance as comprising three interrelated dimensions: task performance, contextual performance, and counterproductive work behaviour. Task performance refers to behaviours directly related to the completion of formal job responsibilities, including the quality and efficiency of assigned duties. Contextual performance encompasses discretionary behaviours that contribute to organisational functioning, such as cooperation, initiative, and organisational citizenship. In contrast, counterproductive work behaviour refers to behaviours that may hinder organisational effectiveness or negatively affect colleagues and institutional performance. Together, these dimensions provide a comprehensive assessment of employee performance by recognising that effective work behaviour involves both task accomplishment and positive contributions to the organisational environment.

Within higher education, lecturers are increasingly expected to demonstrate high levels of performance in response to rapid technological advancement, evolving pedagogical approaches, and growing accountability for educational outcomes. In Malaysia, these expectations are particularly evident within the Technical and Vocational Education and Training (TVET) sector, where lecturers are responsible for producing industry-ready graduates while maintaining curriculum relevance and professional competence (Ganapathy, 2016;

Ministry of Higher Education [MOHE], 2015). Achieving these expectations requires not only individual expertise but also organisational environments that support continuous learning, collaboration, and access to reliable knowledge resources.

Previous studies have identified numerous organisational factors that influence lecturers' job performance, including leadership, organisational culture, employee engagement, workload, professional development, and knowledge management practices (Chen & Lee, 2022; Obeng et al., 2024; Zulkifli, 2024). Within higher education settings, institutional support mechanisms that facilitate knowledge access, communication, and collaboration have been associated with improved teaching effectiveness, greater professional engagement, and enhanced organisational performance (Demir et al., 2023; Li & Zhang, 2023). Although these studies consistently highlight the importance of organisational support for improving employee performance, empirical evidence focusing specifically on polytechnic lecturers within Malaysia remains comparatively limited. This indicates the need for further investigation into the organisational factors that contribute to lecturer job performance in the Malaysian TVET context.

Knowledge Management Practices and Job Performance

The relationship between knowledge management (KM) practices and job performance has received increasing scholarly attention as organisations recognise knowledge as a strategic resource for enhancing employee effectiveness and organisational competitiveness. Across diverse organisational settings, empirical evidence consistently demonstrates that well-established KM practices contribute positively to employee performance by facilitating knowledge accessibility, improving collaboration, strengthening organisational learning, and supporting informed decision-making (Farooq et al., 2023; Obeng et al., 2024; Mohamad et al., 2025). These findings suggest that employees who operate within organisations characterised by effective knowledge management systems are better equipped to perform their responsibilities efficiently and adapt to changing organisational demands.

Within higher education institutions, the positive influence of KM practices on academic performance has also been widely reported. Previous studies have shown that institutional mechanisms supporting knowledge sharing, organisational learning, and effective communication contribute to improved teaching quality, professional development, innovation, and academic productivity among lecturers (Ather & Awan, 2021; Demir et al., 2023; Li & Zhang, 2023). Similarly, studies conducted in Malaysian higher education have highlighted that lecturers benefit from collaborative knowledge-sharing environments and accessible institutional knowledge resources that facilitate teaching, curriculum development, and professional engagement (Hassan et al., 2021; Nair et al., 2020). Collectively, these findings indicate that KM practices represent an important organisational capability for enhancing lecturer performance within knowledge-intensive educational environments.

Despite the growing body of evidence supporting the positive association between KM practices and employee performance, several limitations remain within the existing literature. First, much of the available evidence has been generated from corporate organisations, healthcare institutions, or research-intensive universities, where organisational structures, institutional priorities, and performance expectations differ substantially from those of Technical and Vocational Education and Training (TVET) institutions. Second, previous studies have frequently examined individual KM processes, such as knowledge sharing or organisational learning, rather than evaluating knowledge management practices as a

comprehensive organisational capability encompassing multiple interrelated dimensions. Finally, although several Malaysian studies have explored knowledge management within higher education, empirical investigations focusing specifically on public polytechnics remain relatively limited, particularly those employing large-scale quantitative approaches to examine the relationship between KM practices and lecturers' job performance (Ismail et al., 2024).

These observations indicate that the existing evidence cannot be readily generalised to the Malaysian polytechnic context, where lecturers operate within teaching-intensive environments requiring close integration between academic knowledge, industry practices, and institutional collaboration. Consequently, further empirical investigation is needed to determine whether knowledge management practices are associated with lecturer job performance within Malaysia's public polytechnic system. Addressing this gap will contribute to a more comprehensive understanding of the role of KM practices in supporting organisational effectiveness within the TVET sector and provide evidence to inform institutional strategies aimed at enhancing lecturer performance.

Theoretical Framework

This study is guided by the knowledge management practices framework developed by Kianto et al. (2016) and the individual work performance framework proposed by Koopmans et al. (2016). Together, these frameworks provide the conceptual basis for examining how organisational knowledge management practices are associated with lecturers' job performance within Malaysian public polytechnics.

Kianto et al. (2016) conceptualised knowledge management as an organisational capability comprising multiple interrelated practices that facilitate the creation, accessibility, sharing, and utilisation of organisational knowledge. In the present study, knowledge management practices were operationalised using three organisational dimensions: organisational knowledge, knowledge reliability, and communication and knowledge sharing. Rather than focusing solely on individual knowledge-sharing behaviour, the framework emphasises the organisational environment that enables employees to obtain reliable knowledge, collaborate effectively, and perform their work efficiently. In educational institutions, these practices support lecturers by improving access to institutional knowledge, encouraging professional collaboration, and facilitating continuous learning, thereby enhancing their capacity to fulfil academic responsibilities.

The outcome variable of this study is based on the individual work performance framework developed by Koopmans et al. (2016), which conceptualises job performance as comprising task performance, contextual performance, and counterproductive work behaviour. This multidimensional perspective recognises that employee performance is influenced not only by individual competence but also by organisational conditions that enable employees to perform effectively. Within the context of Malaysian polytechnics, organisational knowledge management practices are expected to support lecturers' professional responsibilities by facilitating access to relevant knowledge, improving communication and collaboration, and strengthening institutional support systems. Accordingly, the present study proposes that higher levels of knowledge management practices are associated with higher levels of lecturers' job performance.

Research Gap and Hypothesis Development

Previous studies have consistently demonstrated that knowledge management practices contribute positively to organisational and employee performance across various sectors, including business organisations, healthcare institutions, and higher education (Awan et al., 2024; Farooq et al., 2023; Vyas et al., 2024). Within higher education, existing evidence suggests that organisational support for knowledge sharing, knowledge accessibility, and collaborative learning enhances teaching effectiveness, innovation, and professional engagement among academic staff (Ather & Awan, 2021; Demir et al., 2023; Li & Zhang, 2023). These findings collectively indicate that knowledge management represents an important organisational capability for improving employee performance.

Despite this growing body of evidence, several empirical gaps remain. First, much of the existing literature has focused on research-intensive universities or non-educational organisations, with comparatively limited attention given to Technical and Vocational Education and Training (TVET) institutions. Second, studies conducted within the Malaysian context have largely examined specific knowledge management activities, such as knowledge sharing, rather than evaluating knowledge management practices as a multidimensional organisational capability. Third, large-scale quantitative evidence examining the relationship between knowledge management practices and lecturers' job performance in Malaysian public polytechnics remains limited. Consequently, it remains uncertain whether the positive relationship reported in other organisational and educational settings can be generalised to the Malaysian polytechnic context.

Addressing these gaps is important because polytechnic lecturers operate within teaching-intensive environments that require continuous knowledge updating, collaboration, and close alignment between academic practice and industry needs. Understanding whether knowledge management practices are associated with lecturers' job performance will provide empirical evidence to support institutional strategies aimed at strengthening knowledge management initiatives and enhancing organisational effectiveness within Malaysia's TVET sector.

Based on the literature and the theoretical framework underpinning this study, the following hypothesis is proposed: There is a significant positive relationship between knowledge management practices and job performance among polytechnic lecturers in Selangor and the Federal Territory.

Methodology

Study Design

This study employed a quantitative, cross-sectional survey design to examine the level of knowledge management (KM) practices and their relationship with job performance among polytechnic lecturers in Malaysia. A cross-sectional approach was considered appropriate as it enables the assessment of descriptive patterns and associations between organisational constructs at a single point in time, which is common in educational and organisational research.

Research Setting and Participants

The study was conducted across four public polytechnics located in Selangor and the Federal Territory, representing major urban centres within Malaysia's Technical and Vocational Education and Training (TVET) system. These institutions offer diverse academic programmes,

including engineering, business, information technology, and design, thereby reflecting the multidisciplinary nature of Malaysian polytechnic education.

The target population included full-time polytechnic lecturers employed at the selected institutions during the data collection period. Participants were required to be permanent academic staff with a minimum of one year of teaching experience and to be actively involved in instructional and curriculum-related activities. Part-time lecturers and administrative personnel were excluded, as their engagement with institutional knowledge management systems differs from that of full-time academic staff.

Sample Size and Sampling Technique

Sample size determination was guided by Krejcie and Morgan's (1970) table for finite populations. Based on an estimated population of approximately 2,000 lecturers across the selected polytechnics, a minimum sample size of 320 respondents was required to achieve a 95% confidence level with a 5% margin of error.

A stratified random sampling technique was employed to enhance representativeness. Stratification was based on academic departments (engineering, business, information technology/design, and general studies). Within each stratum, participants were randomly selected using departmental staff lists provided by institutional administrators. A total of 450 questionnaires were distributed, of which 320 usable responses were returned, yielding a response rate of 71%, which exceeds typical response rates reported in organisational research.

Instrumentation

Data were collected using a structured self-administered questionnaire consisting of three sections.

Section A collected respondents' demographic information, including gender, age, workplace location, academic qualification, and years of teaching experience.

Section B measured knowledge management (KM) practices using an instrument adapted from Kianto et al. (2016), which was originally developed to assess organisational knowledge management practices. For the purpose of this study, the adapted instrument consisted of 15 items representing three dimensions of KM: organisational knowledge, knowledge reliability, and communication and knowledge sharing. Responses were measured using a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree).

Section C measured job performance using an instrument adapted from the Individual Work Performance framework developed by Koopmans et al. (2016). The questionnaire incorporated 20 items measuring three dimensions of job performance: task performance, contextual performance, and counterproductive work behaviour. Responses were also recorded using a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree).

Both measurement instruments were selected because they have been widely applied in organisational and higher education research and demonstrate established evidence of construct validity and reliability. For the purpose of the present analysis, composite scores were computed for overall knowledge management practices and overall job performance, consistent with the objectives of the study.

Validity and Reliability

Because the questionnaire was adapted from previously validated instruments developed by Kianto et al. (2016) and Koopmans et al. (2016), the instrument was subjected to content adaptation and psychometric evaluation before its administration in the main study. The adaptation process ensured that the wording and contextual relevance of the items were appropriate for Malaysian public polytechnic lecturers while preserving the conceptual meaning of the original constructs.

A pilot study involving 30 lecturers from a public polytechnic outside the main study area was conducted to evaluate the clarity, suitability, and psychometric properties of the adapted questionnaire. The pilot respondents possessed characteristics comparable to those of the target population but were excluded from the main survey to avoid sampling bias.

Construct validity was assessed using Exploratory Factor Analysis (EFA), which was considered appropriate because the original instrument was adapted for application within the Malaysian public polytechnic context. Although the instrument was adapted from a previously validated scale, EFA was performed to verify that the retained items adequately represented the underlying knowledge management and job performance constructs within the present study population. Items with factor loadings below 0.50 were excluded, while retained items demonstrated satisfactory construct validity.

The internal consistency of the retained constructs was evaluated using Cronbach's alpha coefficient. All constructs recorded Cronbach's alpha values exceeding 0.80, indicating good internal consistency and satisfactory reliability. The final instrument consisted of three dimensions of knowledge management practices and three dimensions of job performance, providing adequate psychometric properties for the main survey.

Data Collection Procedure

Ethical approval was obtained from the relevant Research and Ethics Committees of the participating polytechnics and the Ministry of Higher Education Malaysia. Permission letters were issued to institutional directors, who facilitated access to lecturers. Data collection was conducted between May and August 2024 using both printed and online survey formats.

Participation was voluntary, and respondents were informed that their responses would remain anonymous and confidential and would be used solely for research purposes. To minimise potential common method bias associated with self-reported survey data, participants were encouraged to respond honestly, were assured that there were no right or wrong answers and were informed that their responses would not affect their employment or performance evaluation. These procedural measures were intended to reduce evaluation apprehension and encourage unbiased responses. Completed questionnaires were returned directly to the researcher or submitted through a secure online platform.

Data Analysis

Data were analysed using IBM SPSS Statistics (Version 29). Preliminary data screening was conducted to assess missing values, normality, and outliers. Descriptive statistics, including means and standard deviations, were used to examine the level of knowledge management practices. To address the primary analytical objective, Pearson's product-moment correlation analysis was performed to determine the relationship between overall knowledge management practices and overall job performance. Statistical significance was set at $p < .05$.

Ethical Considerations

The study adhered to the ethical principles outlined in the Belmont Report, including respect for persons, beneficence, and justice. Participants were provided with an information sheet detailing the study's purpose, procedures, and confidentiality safeguards. Informed consent was implied through voluntary participation. All data were stored securely in password-protected files and reported in aggregate form to ensure participant anonymity.

Results And Discussion

Respondent Characteristics

Table 1 presents the sociodemographic characteristics of the respondents. A total of 320 full-time lecturers from four public polytechnics in Selangor and the Federal Territory participated in this study. The respondents represented diverse demographic backgrounds in terms of gender, campus location, age, academic qualification, and teaching experience, thereby providing a representative overview of the academic workforce within the selected institutions.

Table 1: Sociodemographic Characteristics of Respondents (n = 320)

Variable	Category	n	%
Gender	Male	140	43.7
	Female	180	56.3
Workplace Location	Urban	165	51.6
	Suburban	155	48.4
Age (years)	≤ 30	40	12.5
	31–40	125	39.1
	41–50	101	31.6
	≥ 51	54	16.9
Academic Qualification	Bachelor's degree	204	63.8
	Master's degree	94	29.4
	Doctoral degree	22	6.8
Teaching Experience (years)	≤ 5	87	27.2
	6–10	104	32.5
	11–15	76	23.8
	> 15	53	16.5

As shown in Table 1, female lecturers constituted a slight majority of the respondents (56.3%), while male lecturers accounted for 43.7%. Respondents were almost evenly distributed between urban (51.6%) and suburban (48.4%) polytechnic campuses. In terms of age, most lecturers were between 31 and 40 years (39.1%), followed by those aged 41–50 years (31.6%). The majority possessed a bachelor's degree (63.8%), whereas 29.4% held a master's degree and 6.8% possessed doctoral qualifications. Regarding teaching experience, lecturers with six to ten years of experience formed the largest group (32.5%), followed by those with five years or less (27.2%) and those with eleven to fifteen years of experience (23.8%). The demographic distribution indicates that the respondents represented a mature and experienced academic workforce capable of providing informed perspectives on institutional knowledge management practices and job performance.

Knowledge Management Practices among Polytechnic Lecturers

The level of knowledge management (KM) practices among polytechnic lecturers in Selangor and the Federal Territory was examined using descriptive statistics. The analysis focused on

the overall implementation of KM practices and three organisational dimensions operationalised in this study, namely organisational knowledge, knowledge reliability, and communication and knowledge sharing. Higher mean scores indicate greater perceived implementation of organisational knowledge management practices within the participating polytechnics.

Table 2: Descriptive Statistics for Knowledge Management Practices (n = 320)

Construct / Dimension	Mean (M)	SD	Interpretation
Knowledge Management (Overall)	4.09	0.475	High
Organisational Knowledge	4.08	0.588	High
Knowledge Reliability	4.14	0.533	High
Communication and Knowledge Sharing	4.06	0.687	High

The overall mean score for knowledge management practices was 4.09 (SD = 0.475), indicating a high level of implementation across the participating polytechnics (Table 2). Among the three dimensions, Knowledge Reliability recorded the highest mean score (M = 4.14, SD = 0.533), followed by Organisational Knowledge (M = 4.08, SD = 0.588) and Communication and Knowledge Sharing (M = 4.06, SD = 0.687). These findings suggest that lecturers generally perceived their institutions to provide supportive organisational environments characterised by accessible knowledge resources, reliable information systems, and effective communication mechanisms. To provide a more detailed understanding of these dimensions, item-level analyses were subsequently conducted.

The consistently high mean scores observed across all three dimensions indicate that knowledge management practices have become an integral component of organisational functioning within the participating polytechnics. These findings suggest that Malaysian polytechnics have progressed towards operating as knowledge-oriented institutions, where organisational systems, institutional support, and collaborative practices collectively facilitate lecturers' professional responsibilities. Such an environment is particularly important within the Technical and Vocational Education and Training (TVET) sector, where lecturers are required to continuously update their professional knowledge while integrating academic content with evolving industry practices.

The findings are consistent with previous studies conducted in higher education institutions, which reported that organisational support, reliable knowledge systems, and structured communication mechanisms represent fundamental components of effective knowledge management and contribute to organisational effectiveness (Al-Kurdi et al., 2022; Fadaie et al., 2023; Mazlan et al., 2021; Zulkifli, 2024). Within the Malaysian context, the high level of KM practices observed may also reflect the cumulative influence of national higher education reforms emphasising digitalisation, knowledge sharing, and institutional performance improvement under the Malaysia Education Blueprint (Higher Education) 2015–2025 (Ministry of Higher Education [MOHE], 2015; Ganapathy, 2016). Similar observations have been reported in Malaysian and regional studies, which found that institutional investment in information and communication technology (ICT) infrastructure and knowledge management systems has strengthened lecturers' access to organisational knowledge and professional resources (Hassan et al., 2021; Nair et al., 2020; Aziz et al., 2016).

Table 3: Item-Level Descriptive Statistics for Organisational Knowledge

Item	Mean (M)	SD	Interpretation
Coaching methods are used to familiarise new staff with their tasks	4.18	0.884	High
Mentoring techniques are used to familiarise new staff with their duties	4.28	0.981	High
I find it easy to cooperate with colleagues from other units and management	4.25	0.808	High
I can easily locate the files required for my work	3.99	0.788	High
I find it easy to communicate with colleagues from other units and management	3.96	0.875	High
Colleagues across polytechnics frequently exchange ideas and opinions	3.83	0.946	High
Overall Mean	4.08	0.588	High

Table 3 indicates that the Organisational Knowledge dimension achieved a high overall mean score ($M = 4.08$, $SD = 0.588$). The highest-rated item was "Mentoring techniques are used to familiarise new staff with their duties" ($M = 4.28$, $SD = 0.981$), whereas the lowest-rated item was "Colleagues across polytechnics frequently exchange ideas and opinions" ($M = 3.83$, $SD = 0.946$). Nevertheless, all items remained within the high interpretation category, suggesting that respondents generally perceived strong organisational support for knowledge acquisition and dissemination.

The prominence of mentoring activities demonstrates that institutional knowledge within Malaysian polytechnics is transferred not only through formal documentation but also through interpersonal interactions and professional guidance. Effective mentoring enables experienced lecturers to transfer tacit knowledge, facilitate professional socialisation, and support newly appointed academic staff in adapting to institutional practices (Awan et al., 2024). Such organisational mechanisms strengthen institutional learning and promote continuity of professional expertise, which are essential characteristics of knowledge-oriented organisations as conceptualised by Kianto et al. (2016). However, the comparatively lower score for inter-polytechnic exchange of ideas suggests that opportunities for broader institutional collaboration could still be strengthened to further enhance organisational learning across the Malaysian polytechnic system.

Table 4 : Item-Level Descriptive Statistics for Knowledge Reliability

Item	Mean (M)	SD	Interpretation
Lecturers are provided with Microsoft 365 software and other tools to expand their knowledge	4.55	0.707	Very High
The polytechnic encourages the production of publications (e.g. e-books) to enhance knowledge dissemination	4.50	0.638	Very High
I can easily find documents needed for my work	3.83	0.901	High
The polytechnic has an effective information system for storing existing knowledge	3.69	0.960	High
Overall Mean	4.14	0.533	High

This study found that Knowledge Reliability recorded the highest overall mean among the three dimensions of knowledge management practices ($M = 4.14$, $SD = 0.533$) (Table 4). The highest-rated items were "Lecturers are provided with Microsoft 365 software and other tools to expand their knowledge" ($M = 4.55$, $SD = 0.707$) and "The polytechnic encourages the production of publications (e.g., e-books) to enhance knowledge dissemination" ($M = 4.50$, $SD = 0.638$), both of which were interpreted as Very High. In contrast, the item "The polytechnic has an effective information system for storing existing knowledge" recorded the lowest mean score ($M = 3.69$, $SD = 0.960$), although it remained within the High category.

The finding that Knowledge Reliability emerged as the strongest dimension suggests that lecturers have considerable confidence in the accessibility and credibility of institutional knowledge resources. The widespread availability of digital platforms such as Microsoft 365, coupled with institutional encouragement to develop scholarly outputs, indicates that the participating polytechnics have established supportive technological and organisational infrastructures that facilitate knowledge accessibility and dissemination. Such infrastructures enable lecturers to obtain timely information, collaborate more effectively, and continuously update their professional knowledge, thereby supporting both individual and organisational learning.

These findings are consistent with previous studies reporting that reliable organisational knowledge systems constitute a fundamental prerequisite for effective knowledge management. Al-Kurdi et al. (2022), Donate and de Pablo (2021), Fadaie et al. (2023), and Vyas et al. (2024) similarly observed that organisations investing in reliable knowledge repositories and digital collaboration platforms tend to achieve higher organisational effectiveness because employees can readily access accurate information required for decision-making and professional practice. Within higher education, the availability of dependable knowledge systems enables lecturers to prepare teaching materials, coordinate academic activities, and engage in scholarly collaboration more efficiently.

The comparatively lower rating for institutional information storage systems, although still categorised as high, suggests that opportunities remain for strengthening organisational knowledge repositories. This finding may indicate that while lecturers experience strong access to operational knowledge and digital tools, institutional mechanisms for systematically preserving and retrieving organisational knowledge could be further enhanced. Continuous investment in integrated knowledge repositories, document management systems, and institutional databases would therefore strengthen long-term organisational memory and reduce the potential loss of institutional knowledge associated with staff turnover. Such improvements are particularly relevant within Malaysian TVET institutions, where continuous curriculum updating and industry collaboration require efficient preservation and retrieval of organisational knowledge.

Table 5: Item-Level Descriptive Statistics for Communication and Knowledge Sharing

Item	Mean (M)	SD	Interpretation
The communication methods adopted within my team are efficient	4.08	0.826	High
I find it easy to search for new information required for my daily work	3.66	1.272	High
I enjoy seeking additional information	4.22	1.090	High
The communication methods used benefit other team members	4.28	0.708	High
Overall Mean	4.06	0.687	High

The Communication and Knowledge Sharing achieved a high overall mean score ($M = 4.06$, $SD = 0.687$). The highest-rated item was "The communication methods used benefit other team members" ($M = 4.28$, $SD = 0.708$), whereas "I find it easy to search for new information required for my daily work" recorded the lowest mean score ($M = 3.66$, $SD = 1.272$) (Table 5). Despite this variation, all items were interpreted as High, indicating that lecturers generally perceived communication and knowledge-sharing practices within their institutions to be effective.

The consistently high ratings across this dimension suggest that collaborative communication has become an established organisational practice within the participating polytechnics. Effective communication enables lecturers to exchange professional knowledge, coordinate academic activities, share teaching experiences, and collectively address challenges encountered in instructional practice. Such collaborative environments facilitate organisational learning and strengthen lecturers' capacity to respond to evolving educational and industry requirements (Akosile & Olatokun, 2020; Migdadi, 2020). Within knowledge-intensive organisations such as higher education institutions, communication serves as an important mechanism through which organisational knowledge is disseminated, refined, and transformed into professional practice.

These findings are consistent with previous research demonstrating that organisational communication and knowledge-sharing practices contribute significantly to employee learning, teaching effectiveness, innovation, and professional engagement (Ather & Awan, 2021; Demir et al., 2023; Li & Zhang, 2023). Malaysian studies have similarly reported that collaborative organisational cultures and accessible knowledge-sharing platforms enhance lecturers' professional development, curriculum innovation, and institutional effectiveness (Hassan et al., 2021; Nair et al., 2020). Collectively, these findings reinforce the proposition that communication represents an essential organisational mechanism through which knowledge management practices contribute to institutional performance.

Nevertheless, the comparatively lower mean score for searching new information required for daily work suggests that information retrieval remains relatively more challenging than interpersonal communication. Although the score remains within the high category, this finding may indicate differences in lecturers' familiarity with institutional information systems or the organisation of available digital resources. Consequently, institutions may benefit from continuously improving search functionalities, information organisation, and user-friendly digital knowledge platforms to further strengthen lecturers' access to organisational knowledge and support evidence-informed teaching and decision-making (Alzghoul & Alrawashdeh, 2024).

Taken together, the findings from Tables 2–5 demonstrate that knowledge management practices are well established across the participating polytechnics. High levels of organisational knowledge, knowledge reliability, and communication and knowledge sharing indicate that the institutions have developed organisational environments that support continuous learning, collaboration, and knowledge accessibility. These organisational conditions are expected to facilitate lecturers' professional responsibilities and provide a strong foundation for enhancing job performance. Consequently, the next section examines whether the observed organisational knowledge management practices are statistically associated with lecturers' job performance.

Relationship Between Knowledge Management Practices and Job Performance

To examine the relationship between knowledge management practices and job performance among polytechnic lecturers, Pearson's product-moment correlation analysis was performed. The analysis evaluated the association between the overall knowledge management practices score and the overall job performance score.

Table 6: Pearson Correlation Between Knowledge Management Practices and Job Performance

Variables	r	p-value
Knowledge Management Practices – Job Performance	0.507	< 0.001

As presented in Table 6, a statistically significant positive correlation was observed between knowledge management practices and job performance ($r = 0.507$, $p < 0.001$). Based on Cohen's guidelines, this represents a moderate-to-strong positive relationship, indicating that lecturers who perceived higher levels of organisational knowledge management practices also reported higher levels of job performance. The finding therefore supports the study hypothesis that knowledge management practices are positively associated with lecturers' job performance within Malaysian public polytechnics.

The present finding represents the principal contribution of this study by providing empirical evidence that organisational knowledge management practices are significantly associated with lecturers' job performance within the Malaysian Technical and Vocational Education and Training (TVET) sector. While previous studies have consistently recognised knowledge management as an important organisational capability, empirical evidence from Malaysian public polytechnics has remained limited. The present study therefore extends the existing literature by demonstrating that the positive association between knowledge management practices and employee performance is equally applicable within teaching-intensive vocational higher education institutions.

The observed relationship supports the conceptual framework proposed by Kianto et al. (2016), which emphasises that organisational knowledge management practices facilitate employees' access to reliable knowledge, encourage communication and collaboration, and create organisational conditions that enable employees to perform their responsibilities more effectively (Luthra et al., 2025). In the present study, lecturers who perceived stronger organisational knowledge, greater knowledge reliability, and more effective communication and knowledge-sharing practices also reported higher levels of job performance. These findings suggest that organisational knowledge management functions not merely as an administrative process but as an organisational capability that supports lecturers in fulfilling their academic

responsibilities. This interpretation is also consistent with the multidimensional job performance framework of Koopmans et al. (2016), which recognises that employee performance is influenced not only by individual competencies but also by organisational environments that facilitate effective work behaviour.

The findings are consistent with previous empirical studies conducted across higher education institutions and other knowledge-intensive organisations. Earlier research has demonstrated that effective knowledge management practices improve employee performance by facilitating knowledge accessibility, strengthening organisational learning, encouraging collaboration, and supporting evidence-informed decision-making (Farooq et al., 2023; Obeng et al., 2024; Vyas et al., 2024). Similarly, studies within higher education have reported that institutional environments characterised by effective communication, knowledge-sharing practices, and organisational learning contribute positively to teaching effectiveness, professional engagement, innovation, and academic productivity (Ather & Awan, 2021; Demir et al., 2023; Li & Zhang, 2023). Within the Malaysian context, Hassan et al. (2021) and Nair et al. (2020) likewise observed that collaborative organisational cultures and institutional knowledge-sharing initiatives enhance lecturers' professional development and teaching effectiveness. Collectively, these findings reinforce the present study by demonstrating that organisational knowledge management practices consistently contribute to improved employee performance across diverse educational settings.

The moderate-to-strong correlation observed in this study suggests that organisational knowledge management practices provide an important enabling environment for lecturers to perform their professional responsibilities effectively. When lecturers have access to reliable institutional knowledge, supportive communication channels, and collaborative learning opportunities, they are better positioned to develop teaching materials, exchange pedagogical ideas, solve work-related problems, and respond to changing educational and industry requirements (Abubakar et al., 2019; Migdadi, 2020). These organisational conditions are particularly important within Malaysian polytechnics, where lecturers are expected to integrate academic knowledge with current industry practices while maintaining high standards of teaching quality and professional competence. Consequently, strengthening organisational knowledge management systems may represent an effective institutional strategy for enhancing lecturer performance and supporting continuous quality improvement within the TVET sector.

Although the relationship observed in this study was statistically significant, the correlation coefficient indicates that knowledge management practices represent one of several organisational factors associated with lecturers' job performance. Lecturer performance is likely influenced by a combination of organisational and individual factors, including leadership, organisational culture, motivation, workload, professional development opportunities, and institutional resources. Nevertheless, the findings demonstrate that knowledge management practices constitute an important organisational capability that should not be overlooked when developing strategies to improve lecturer effectiveness. Future research employing longitudinal or multivariate research designs would be valuable in examining the relative contribution of knowledge management alongside other organisational determinants of job performance.

Conclusion

This study examined the relationship between knowledge management (KM) practices and job performance among polytechnic lecturers in Selangor and the Federal Territory. The findings demonstrate that KM practices are well established across the participating polytechnics, with

lecturers reporting high levels of organisational knowledge, knowledge reliability, and communication and knowledge sharing. Furthermore, a statistically significant moderate-to-strong positive relationship was identified between KM practices and job performance, indicating that lecturers who perceived stronger organisational knowledge management practices also reported better work performance. These findings extend the existing literature by providing empirical evidence from the Malaysian Technical and Vocational Education and Training (TVET) context, where such evidence has remained relatively limited. By supporting the conceptual propositions of Kianto et al. (2016) and the multidimensional work performance framework of Koopmans et al. (2016), this study contributes to a better understanding of how organisational knowledge management practices facilitate lecturer performance within teaching-oriented higher education institutions.

The findings also provide practical insights for polytechnic administrators and policymakers by highlighting the importance of strengthening organisational knowledge management through reliable knowledge systems, collaborative communication, mentoring practices, and accessible digital platforms to enhance lecturer effectiveness and institutional performance. These findings suggest that knowledge management should be regarded not merely as an administrative function but as a strategic organisational capability that supports continuous professional learning and organisational excellence within the TVET sector. Nevertheless, this study should be interpreted in light of several limitations. The cross-sectional design precludes causal inference, the findings were derived from self-reported data, and the sample was limited to four public polytechnics in Selangor and the Federal Territory, which may limit the generalisability of the results to other institutional contexts. Future research is therefore encouraged to employ longitudinal or mixed-methods designs, include broader institutional settings, and examine additional organisational factors, such as leadership, organisational culture, and digital readiness, that may further explain the relationship between knowledge management practices and lecturers' job performance.

Acknowledgement

The author extends sincere gratitude to the Department of Polytechnic and Community College Education (DPCCE), Ministry of Higher Education Malaysia, for granting permission to conduct this research. Special appreciation is also conveyed to the directors, lecturers, and administrative staff of the participating polytechnics in Selangor and the Federal Territory for their invaluable cooperation and participation.

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