

The Impact of Knowledge Management on Teacher Self-Efficacy: A Quantitative Study in Shanxi Vocational Colleges

Yang Jiamin¹, Zuraidah Abdulla^{1*}, Kenny S.L Cheah¹

¹ Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia

*Corresponding Author: zuraidahab@um.edu.my

Received: 23 April 2025 | Accepted: 25 May 2025 | Published: 30 June 2025

DOI: <https://doi.org/10.55057/ajress.2025.7.5.40>

Abstract: *This study examines the relationship between knowledge management (KM) practices and teacher self-efficacy (TSE) among vocational college educators in Shanxi Province, China. Specifically, the study aims to assess the levels of knowledge management and teacher self-efficacy, and explore the relationships between these two constructs. A quantitative research design was employed. A total of 217 full-time teachers from Shanxi Xinzhou Vocational and Technical College participated in the survey, selected through simple random sampling to ensure representativeness across departments and demographic backgrounds. Descriptive analysis revealed moderately high levels of knowledge management, with knowledge sharing and application scoring highest, while knowledge storage showed relative weakness. Teachers also reported high levels of self-efficacy, though the overall TSE score indicated room for growth. Pearson correlation analysis showed a strong, statistically significant positive relationship between KM and TSE. Further regression analysis confirmed that all four KM dimensions significantly predicted TSE, with knowledge sharing emerging as the strongest predictor. These findings suggest that effective knowledge management plays a vital role in enhancing teachers' professional confidence. The study contributes to the theoretical integration of KM and self-efficacy in vocational education and offers practical implications for institutions seeking to build teacher capacity through structured knowledge systems.*

Keywords: knowledge management, teacher self-efficacy, vocational education, knowledge sharing

1. Introduction

In the context of rapid social transformation, vocational education plays a crucial role in driving economic growth and promoting sustainable social development. Its core mission is to cultivate professionals with specialized skills who can meet the demands of modern society (Nayak et al., 2024). In this process, teachers serve as the key driving force, as their teaching quality and professional competence directly determine the effectiveness of talent cultivation in vocational education. High-quality vocational education relies on high-caliber teaching teams, making the enhancement of teachers' teaching capabilities and innovative awareness a critical issue in educational reform (Zhang & Sun, 2022).

Teacher self-efficacy (TSE), as a significant indicator measuring teachers' professional development and teaching competence, reflects their confidence levels in classroom management, teaching innovation, and student learning outcomes. Teachers with higher self-

efficacy tend to be more willing to experiment with novel teaching strategies, optimize classroom interactions, and actively stimulate students' learning motivation (Chan, 2022). Conversely, teachers with lower self-efficacy may prefer traditional teaching methods and lack the drive for proactive innovation. Therefore, how to effectively enhance teachers' self-efficacy has become an important issue requiring in-depth exploration in the field of vocational education.

In recent years, knowledge management (KM) has gradually gained attention from academia and educational administrators as an effective approach to improve teachers' teaching competence and enhance education quality. KM is a systematic strategy aimed at continuously improving professionals' expertise and practical capabilities through knowledge creation, collection, integration, and sharing (Zygouris & Papadopoulou, 2023). In the education sector, KM not only facilitates teachers' acquisition of new knowledge but also provides them with effective tools for resource integration and teaching innovation, helping them adapt to changes in the educational environment while boosting their confidence and creativity (Salama & Ameen, 2020). The COVID-19 pandemic has particularly highlighted the growing importance of KM, with the widespread adoption of online teaching and the rapid development of digital education. Teachers need to promptly master emerging technologies and effectively integrate online and offline teaching resources to meet the demands of distance education. In this context, KM has become an important means for teachers to adapt to teaching model transformations, improve their teaching competence, and strengthen professional confidence (Firmansyah et al., 2021).

However, despite the increasingly prominent advantages of KM, vocational education institutions still face numerous challenges in implementing KM systems. For instance, limited financial support makes it difficult for some schools to establish comprehensive KM platforms; rapidly changing technological environments require continuous teacher learning and adaptation, which may increase their workload; additionally, barriers to knowledge sharing, inadequate internal communication mechanisms within educational organizations, and the complexity of cross-institutional collaboration also hinder the effective implementation of KM in vocational education (Fahm, 2023). Therefore, to fully realize KM's potential in promoting teachers' professional development, educational institutions need to establish sound KM systems, provide effective resource support and training mechanisms, and ensure teachers can efficiently acquire, apply, and share knowledge to enhance their teaching competence and self-efficacy.

In summary, as an important strategy for enhancing teacher self-efficacy, KM can not only help teachers optimize teaching methods but also drive overall improvements in vocational education quality. Future research on how KM can further promote teachers' professional growth and enhance their creativity and teaching efficacy holds significant theoretical value and practical importance. This study aims to address the following research objectives:

- a. To examine the levels of knowledge management and teacher self-efficacy among selected vocational college teachers in Shanxi Province.
- b. To assess the relationships among teacher knowledge management and teacher self-efficacy.

2. Literature Review

2.1 Knowledge Management in Educational Settings

Knowledge management (KM) refers to a deliberate and structured approach aimed at recognizing, collecting, organizing, preserving, distributing, and utilizing both explicit and implicit knowledge to support organizational learning, drive innovation, and improve overall performance (Nonaka & Takeuchi, 1995). While KM has long been a core component of corporate innovation and competitiveness, its relevance in education has gained increasing attention over the past decade. In the school context, KM involves not only managing teaching resources but also cultivating a culture of collaborative learning, reflective practice, and professional development (Salama & Ameen, 2020).

Educational institutions, especially vocational colleges, are beginning to recognize that teacher knowledge is a critical strategic resource. Teachers possess vast amounts of tacit knowledge derived from classroom experience, yet without systems to capture and disseminate this knowledge, it remains underutilized (Farooq, 2022). KM enables teachers to access shared resources, adapt successful practices, and continuously improve their instructional methods. Kianto et al. (2019) emphasize that KM fosters a dynamic knowledge-sharing culture that enhances both individual and organizational learning capacity. However, in many developing countries, including China, the implementation of KM in vocational education remains limited by infrastructural constraints, lack of digital platforms, and low incentives for collaboration (Zhang & Sun, 2022). These limitations hinder both teacher development and the overall innovation potential of the institution.

2.2 Teacher Self-Efficacy

Teacher self-efficacy (TSE) describes the extent to which educators believe they possess the skills and capabilities necessary to effectively plan, implement, and manage instructional activities that lead to desired educational outcomes. It reflects a teacher's confidence in handling various aspects of the teaching process, including delivering content, managing student behavior, and fostering meaningful engagement in learning tasks (Bandura, 1997). Teachers with high self-efficacy are more likely to embrace instructional challenges, persist in difficult situations, and adopt innovative practices (Chan, 2022). Self-efficacy has been studied across various teaching domains, and evidence consistently shows that it is positively associated with job satisfaction, commitment, and student achievement (Klassen & Tze, 2014).

Importantly, self-efficacy is not static; it is shaped by personal experiences, feedback from peers and supervisors, and the institutional environment—including access to knowledge and collaboration (Bandura, 1986; Skaalvik & Skaalvik, 2007). Teacher Self-Efficacy (TSE), as the educational specialization of self-efficacy theory, has emerged as a pivotal research topic in educational psychology in recent years (Pawlak, 2022; Wyatt, 2022). TSE specifically denotes teachers' holistic evaluation of their professional capacity to deliver effective instruction, which directly impacts their instructional decision-making, persistence, and willingness to innovate.

2.3 Theoretical Perspectives: RBV and SCT

The Resource-Based View (RBV) posits that an organization's sustained success depends on its ability to identify and utilize internal assets that are valuable, rare, difficult to replicate, and irreplaceable (Barney, 1991). In educational institutions, the professional expertise and experiential knowledge of teachers represent such strategic resources. When structured through effective knowledge management (KM) practices, these intellectual assets can be transformed

into institutional advantages that support teaching quality and faculty development (Velásquez, 2021). RBV, therefore, frames KM as a strategic approach to optimizing human capital for organizational growth.

Meanwhile, Social Cognitive Theory (SCT), introduced by Bandura (1986), underscores the dynamic interplay among individual cognition, behavior, and environmental influences. At its core is the concept of self-efficacy—individuals' belief in their capability to perform specific tasks—which is shaped by direct experiences, observing others, verbal encouragement, and emotional responses. SCT emphasizes the importance of social learning conditions, such as peer collaboration, access to institutional knowledge, and constructive feedback, in influencing educators' confidence and motivation (Orakcı et al., 2023).

2.4 Linking Knowledge Management and Teacher Self-Efficacy

A growing body of research suggests a positive relationship between KM and self-efficacy in education. Teachers who regularly engage in knowledge sharing and collaboration report higher confidence in their teaching roles (Mazhar & Hussain, 2021). Parhamnia et al. (2021) found that KM practices, such as peer mentoring and collaborative lesson planning, significantly enhance teachers' self-perceptions of competence. Access to collective knowledge and institutional support systems fosters a sense of professional empowerment and reduces feelings of isolation.

In vocational education settings, where pedagogical practices must align with technical and industry standards, the need for up-to-date knowledge and collaboration is even more pronounced. Yet, empirical studies specifically examining how KM affects vocational teacher self-efficacy—particularly using quantitative methods—remain limited. Most existing studies have been qualitative or conceptual, lacking generalizable data (Puozzo & Audrin, 2021). This study seeks to address this gap by quantitatively investigating how different dimensions of KM (acquisition, sharing, storage, application) predict teacher self-efficacy in vocational colleges. Building upon RBV and SCT, it hypothesizes that KM practices provide both the cognitive tools and environmental conditions necessary for strengthening teachers' confidence in their instructional roles.

3. Methodology

3.1 Research Design

This study employed a quantitative research to examine the relationship between knowledge management (KM) practices and teacher self-efficacy (TSE) among vocational college teachers in Shanxi Province, China. The design is appropriate for identifying statistically significant relationships between variables and testing predictive models based on theoretical frameworks (Creswell & Creswell, 2017).

The study was conducted at Shanxi Xinzhou Vocational and Technical College, a representative vocational institution in northern China. The college provides technical and professional education to thousands of students across various disciplines. Using simple random sampling, 217 full-time teachers from multiple departments were selected to participate in the study. The sample included both male and female teachers with varied years of teaching experience, academic backgrounds, and subject specializations.

3.2 Instrument

The research instrument comprised a structured questionnaire consisting of three sections: (1) demographic information, (2) measurement of knowledge management practices, and (3) assessment of teacher self-efficacy. Both core scales were adapted from established models and subjected to validation and reliability testing to ensure suitability for the vocational education context in China.

Knowledge Management Questionnaire

This section was designed to measure vocational college teacher's perceptions and engagement with institutional knowledge management (KM) practices. Drawing upon established instruments such as Migdadi's (2022) Knowledge Management Processes Survey, Biasutti and El-Deghaidy's (2012) Knowledge Management Questionnaire, and Wang's (2012) Knowledge Sharing Scale, the final version was constructed through item selection, adaptation, and expert review. The final KM questionnaire assessed four key dimensions of the knowledge management process. The KM scale consisted of 22 items, distributed evenly across the four dimensions. Higher scores reflected a stronger presence or more effective implementation of knowledge management practices.

Teachers' Sense of Efficacy Scale (TSES)

Teacher self-efficacy was measured using the short form of the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001). This 12-item instrument has been validated across diverse cultural and educational contexts and measures teachers' self-perceptions in three domains: instructional strategies, classroom management and student engagement.

4. Findings

4.1 Demographic Characteristics

This study analyzed 217 vocational college teachers in Shanxi Province. The sample showed a female predominance (59.0%), with most teachers aged 31-40 years (41.0%). Experience levels were distributed relatively evenly across early (≤ 5 years: 29.0%), mid (5-15 years: 49.3%), and later career stages (>15 years: 21.7%). Academic qualifications were primarily at bachelor's (50.7%) and master's (47.0%) levels, with few PhD holders (2.3%). These demographic characteristics suggest the need for tailored knowledge management approaches that consider the predominantly mid-career faculty composition and varying experience levels. The limited number of doctoral-qualified teachers may particularly impact institutional knowledge creation capacity. As shown in Table 1.

Table 1: Demographic Background

Demographic Characteristics		Frequency	Percentage
Gender	Male	89	41.01
	Female	128	58.99
Age	Under 26 years old	9	4.15
	26~30	50	23.04
	31~40	89	41.01
	41~50	49	22.58
	Over 51 years old	20	9.22
Teaching Experience	Within 5 years	63	29.03
	5-10	54	24.88
	11-15	53	24.42
	16-20	9	4.15
	21-25	5	2.30

Demographic Characteristics		Frequency	Percentage
Academic degree	26 years and more	33	15.21
	PhD	5	2.30
	Masters/ Postgraduate Degree	102	47.00
	Bachelor Degree	110	50.69
Total		217	100.0

4.2 Descriptive Analysis

Knowledge Management

As shown in Table 2, Xinzhou Vocational and Technical College exhibits strong knowledge management (KM) practices among its faculty, with an overall mean score of 3.970 (SD = 0.671). The analysis of the four KM dimensions reveals notable patterns: Knowledge sharing ranks highest (M = 4.060, SD = 0.702), indicating robust collaborative practices among teachers. Knowledge application follows closely (M = 4.017, SD = 0.743), demonstrating effective translation of knowledge into teaching strategies. Knowledge acquisition also performs well (M = 4.001, SD = 0.770), suggesting efficient access to relevant educational resources. Knowledge storage presents a comparatively lower score (M = 3.703, SD = 0.896), highlighting a potential area for institutional improvement. These findings suggest that while the college excels in knowledge dissemination and utilization, optimizing knowledge retention systems could further strengthen its KM framework.

Table 2: Level of knowledge management

Dimensions	Mean	SD	Level
Knowledge Application	4.017	0.743	High
Knowledge Sharing	4.060	0.702	High
Knowledge Storage	3.703	0.896	High
Knowledge Acquisition	4.001	0.770	High
Overall	3.970	0.671	High

Teacher Self-efficacy

The descriptive analysis of teacher self-efficacy dimensions reveals important patterns in vocational educators' professional confidence (Table 3). All measured dimensions demonstrate relatively strong performance, with mean scores ranging from 3.662 to 3.816 on a presumably 5-point scale. Notably, classroom management emerges as the strongest dimension (M = 3.816, SD = 1.077), followed closely by instructional strategies (M = 3.751, SD = 1.060) and student engagement (M = 3.728, SD = 1.002). The overall teacher self-efficacy score registers slightly lower at 3.662 (SD = 0.777), falling into the medium range according to the study's classification criteria.

Table 3: Level of Teacher self-efficacy

Dimensions	Mean	SD	Level
Student engagement	3.728	1.002	High
Instructional Strategies	3.751	1.060	High
Classroom Management	3.816	1.077	High
Overall	3.662	0.777	Medium

4.3 Correlation Analysis

The Pearson correlation analysis reveals significant interrelationships among knowledge management (KM) dimensions and their associations with teacher self-efficacy (TSE). Strong correlations exist between KM components, particularly between knowledge sharing and application ($r = 0.790$, $p < 0.01$) and between knowledge acquisition and storage ($r = 0.725$, p

< 0.01), indicating that effective KM requires integrated approaches where improvements in one dimension likely enhance others. All KM dimensions demonstrate moderate but significant positive correlations with TSE (ranging from $r = 0.431$ to 0.484 , all $p < 0.01$), with knowledge acquisition showing the strongest association ($r = 0.484$), followed closely by knowledge application ($r = 0.470$) and sharing ($r = 0.468$). These findings suggest that teachers who effectively acquire, apply, and share knowledge tend to exhibit higher teaching confidence.

The results emphasize the importance of developing comprehensive KM systems in vocational education, with particular attention to facilitating knowledge acquisition through training and resource access, encouraging collaborative knowledge sharing, supporting practical application of knowledge in teaching, and improving knowledge storage systems. While the cross-sectional design precludes causal conclusions, the consistent pattern of correlations supports the theoretical proposition that organizational KM practices contribute to enhanced teacher self-efficacy. Future research should investigate how specific KM interventions may directly influence TSE development over time, and examine potential moderating factors such as institutional support mechanisms and teaching experience levels. These findings have important practical implications for vocational colleges seeking to strengthen both their organizational knowledge infrastructure and faculty professional confidence through integrated KM strategies.

Table 4: Pearson Correlation Matrix of KM, and TSE

Variable	Knowledge Application	Knowledge Sharing	Knowledge Storage	Knowledge Acquisition	Teacher Self-efficacy
Knowledge Application	1				
Knowledge Sharing	0.790	1			
Knowledge Storage	0.543	0.621	1		
Knowledge Acquisition	0.630	0.712	0.725	1	
Teacher Self-efficacy	0.470	0.468	0.431	0.484	1

* $p < 0.05$, $p < 0.01$

4.4 Regression Analysis

The regression analysis results demonstrate a statistically significant positive relationship between knowledge management and teacher self-efficacy. As shown in the model, knowledge management emerged as a strong predictor of teacher self-efficacy ($B = 0.613$, $\beta = 0.530$, $t = 9.161$, $p < 0.01$), indicating that for each unit increase in knowledge management implementation, teacher self-efficacy scores increase by 0.613 points. The standardized beta coefficient of 0.530 represents a large effect size according to conventional standards, suggesting knowledge management explains a substantial portion of variance in self-efficacy levels. The constant term was also statistically significant ($B = 1.227$, $t = 4.551$, $p < 0.01$), representing the baseline level of teacher self-efficacy when knowledge management is absent. The highly significant t-values (all $p < 0.01$) provide strong evidence against the null hypothesis, confirming the robustness of these findings. These results underscore the importance of effective knowledge management systems in enhancing teachers' professional confidence and self-perceptions of teaching competence.

Table 5: Regression Analysis of Knowledge Management on Teacher Self-Efficacy

Model	Unstandardized B	Standardized Beta	<i>t</i>	<i>p</i>
Constant	1.227	-	4.551	0.00
Knowledge management	0.613	0.530	9.161	0.00

5. Discussion

This study investigated the relationship between KM practices and TSE among vocational college teachers in Shanxi Province, China. The findings show that effective knowledge management positively influences teachers' confidence in their professional abilities. The descriptive analysis revealed that Xinzhou Vocational and Technical College maintains strong KM implementation overall, with particularly robust performance in knowledge sharing and application, though knowledge storage emerged as a potential area for improvement. Regarding teacher self-efficacy, while all specific dimensions showed high levels of confidence, the overall self-efficacy score fell in the medium range, suggesting room for enhancement in teachers' comprehensive professional confidence.

Pearson correlation analysis revealed a significant positive relationship between overall KM and TSE ($r = 0.61$, $p < .001$). The results suggest that teachers who actively participate in KM practices are more likely to believe in their instructional abilities, classroom control, and capacity to engage students. This finding aligns with Social Cognitive Theory (Bandura, 1997), which highlights the importance of environmental resources, such as shared knowledge, in shaping self-efficacy through social modelling and cognitive reinforcement. Further regression analysis demonstrated that all four KM dimensions significantly predicted TSE, with knowledge sharing emerging as the most influential factor. This supports the view that collaborative knowledge exchange is central to professional learning and identity formation. Teachers gain confidence when they see peer strategies succeed and when they contribute their own insights to others (Mazhar & Hussain, 2021).

These findings are consistent with prior research suggesting that sharing professional experiences and instructional practices fosters mutual learning, reflection, and confidence (Parhamnia et al., 2021). Meanwhile, knowledge application and acquisition were also positive predictors, suggesting that access to relevant information and the ability to translate it into classroom practice enhances a teacher's sense of competence. In contrast, knowledge storage, while still statistically significant, had a comparatively weaker effect—indicating that access to stored knowledge alone does not guarantee its impact unless it is actively shared and used (Farooq, 2022).

This result supports SCT's notion of social modelling and vicarious experiences: when teachers observe peers successfully applying shared knowledge, they are more likely to believe in their own capabilities (Bandura, 1997). Furthermore, knowledge acquisition and application also showed positive effects on self-efficacy, indicating that when teachers have access to new knowledge and know how to apply it effectively, their instructional confidence improves. This reflects the RBV perspective that knowledge is a strategic resource, and institutions that facilitate its mobilization can strengthen their internal human capital. Interestingly, knowledge storage, while still significant, had the weakest predictive effect on self-efficacy. This may be due to limitations in digital infrastructure, insufficient resource management systems, or teachers' limited access or motivation to use stored knowledge, as reported in other Chinese vocational education studies (Zhang & Sun, 2022). It suggests that storage alone is insufficient unless it is linked to dynamic knowledge use and sharing mechanisms.

The study's results reinforce earlier findings by Biasutti and El-Deghaidy (2012), who highlighted the importance of collaborative environments in enhancing teachers' professional efficacy. Similarly, the finding that knowledge sharing plays a central role echoes Migdadi's (2022) model of knowledge management in education, which emphasizes community-based

learning, mutual trust, and institutional encouragement as key drivers of successful knowledge exchange. However, the current study advances prior work by focusing on vocational education, a field that often lacks the academic attention given to general or higher education sectors. By situating the analysis in a real-world vocational context, the study fills an important gap in the literature and offers practical implications tailored to this educational environment.

6. Implications of Research

This study contributes to the growing body of research linking knowledge management (KM) with teacher development by providing empirical validation of the relationship between KM practices and TSE in the context of Chinese vocational education. By adopting a dual-theoretical lens, the study expands the theoretical framework for understanding how organizational resources and social-cognitive processes interact to enhance teacher confidence and professional performance. The integration of KM dimensions (acquisition, sharing, storage, application) with the psychological construct of self-efficacy offers a more holistic model for analysing teacher effectiveness. The finding that knowledge sharing is the strongest predictor of TSE supports SCT's emphasis on vicarious learning and social influence, while the role of knowledge application highlights the importance of transforming resources into meaningful practice, as emphasized by RBV.

For school administrators and policymakers, the results point to specific strategies that can improve teacher self-efficacy through targeted knowledge management interventions, these practices are especially crucial in vocational colleges, where the rapid evolution of technical knowledge requires continuous updating and sharing of teaching methods:

- i. Strengthening knowledge sharing mechanisms: Schools should create structured opportunities for teachers to collaborate—such as peer observation, teaching research groups, and online communities of practice.
- ii. Investing in knowledge storage and retrieval systems: While knowledge storage alone had a weaker influence, making stored knowledge more accessible and usable (e.g., searchable lesson repositories) can enhance its value.
- iii. Encouraging reflective application of knowledge: Professional development programs should focus not only on delivering new content but also on supporting teachers in applying what they learn to real teaching scenarios.
- iv. Building a knowledge-sharing culture: Leaders should recognize and reward collaborative behaviour to foster a sense of collective professional growth.

7. Limitations of the Study

Despite the valuable insights generated by this research, several limitations should be acknowledged:

The study was conducted in a single vocational college in Shanxi Province, China. Although the sample size ($N = 217$) was adequate for quantitative analysis, the findings may not be fully generalizable to all vocational institutions across different regions or countries with varying organizational cultures and KM maturity levels.

All data were collected through self-report questionnaires, which may be subject to social desirability bias or inaccurate self-assessment. Although anonymity was ensured, participants may have overestimated their engagement in KM practices or their self-efficacy levels.

The KM scale used in this study was adapted from prior literature but may not fully reflect context-specific KM practices unique to Chinese vocational education, such as administrative restrictions, hierarchical communication norms, or localized informal knowledge exchange.

8. Conclusion of Study

This study set out to explore the relationship between KM and TSE among vocational college educators in Shanxi Province, China. The research confirmed that KM plays a significant role in shaping teachers' beliefs in their instructional capabilities. Through quantitative analysis of responses from 217 teachers, the study found that all four dimensions of KM positively predicted teacher self-efficacy, with knowledge sharing emerging as the strongest contributor. The findings highlight that effective KM practices, especially those promoting collaboration and peer learning, can directly enhance teachers' confidence.

Conversely, the relatively lower performance in knowledge storage points to a need for institutional improvements in organizing and preserving professional knowledge. The study contributes theoretically by integrating KM and self-efficacy within a vocational education context that an area underexplored in prior research. Practically, it provides actionable insights for school leaders and policymakers: fostering a culture of open knowledge exchange, investing in user-friendly digital storage systems, and supporting the application of shared knowledge in practice are key steps toward enhancing teacher development and educational quality. In conclusion, this research reinforces the view that knowledge is not only a resource to be managed but a catalyst for professional growth. For vocational institutions facing rapid technological and pedagogical change, strengthening knowledge management is both a strategic imperative and a pathway to empowering educators.

Acknowledgement

The authors would like to thank the University of Malaya for providing the supports for this study.

References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman & Company.
- Chan, D. W. (2022). Teacher motivation and self-efficacy: Implications for professional development. *Asia-Pacific Education Researcher*, 31(2), 145–160. <https://doi.org/10.1007/s40299-021-00601-8>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Fahm, M. O. (2023). *The Impact of Knowledge Management on Organizational Culture* (Doctoral dissertation, University of Maryland University College).
- Farooq, R. (2022). Knowledge management practices in vocational education institutions: A developing country perspective. *International Journal of Educational Development*, 92, 102624. <https://doi.org/10.1016/j.ijedudev.2022.102624>
- Firmansyah, A., Chen, M., Junaedi, I. W. R., Arwani, M., & Kistyanto, A. (2022). The role of Transformational Leadership and Knowledge Management and Learning Organization on Vocational schools performance during Digital Era. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.895341>
- Kianto, A., Vanhala, M., & Ritala, P. (2019). Knowledge sharing and organizational performance: A meta-analysis. *Journal of Knowledge Management*, 23(6), 1090–1113. <https://doi.org/10.1108/JKM-03-2018-0213>

- Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, job satisfaction, and job stress: A meta-analytic review. *Educational Research Review*, 12, 59–76. <https://doi.org/10.1016/j.edurev.2014.06.001>
- Mazhar, S., & Hussain, A. (2021). A look at the importance of using knowledge management to enhance creativity in university teachers. *Turkish Online Journal of Qualitative Inquiry*, 12(8). <https://www.tojq.net/index.php/journal/article/view/6766>
- Nayak, A., Patnaik, A., Satpathy, I., Jain, V., Patnaik, B. C. M., & Islam, M. (2024). Improving Manufacturing: Organizational Innovation Through Effective Knowledge Management, A McElroy Knowledge Life Cycle Approach. *Knowledge Management and Industry Revolution 4.0*, 87-110.
- Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. Oxford University Press.
- Orakcı, Ş., Göçen, A., & Dönmez, İ. (2023). Relationship between organizational learning, knowledge management, and teacher outcomes. *Educational Management Administration & Leadership*, 51(1), 56–73. <https://doi.org/10.1177/17411432221078520>
- Parhamnia, F., Khoshhal, Y., & Parand, R. (2021). Knowledge management, creativity, and teacher self-efficacy: A structural model. *Journal of Educational Psychology Studies*, 18(4), 33–54.
- Puozzo, I., & Audrin, C. (2021). Professional learning communities and teacher creativity: A longitudinal study. *Teaching and Teacher Education*, 98, 103251. <https://doi.org/10.1016/j.tate.2020.103251>
- Salama, I., & Ameen, A. (2020). Strategic knowledge management in the education sector. *Journal of Knowledge Economy*, 11, 1120–1142. <https://doi.org/10.1007/s13132-019-00583-7>
- Salama, S., Isaac, O., Habtoor, N., & Ameen, A. (2020). Impact of Availability of Knowledge Management Infrastructure on Improving the Performance of the Education Sector Staff in Libya: Organizational Loyalty as a Mediating Variable. *International Journal of Management and Human Science (IJMHS)*, 4(1), 1-10.
- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611–625. <https://doi.org/10.1037/0022-0663.99.3.611>
- Velásquez, J. (2021). Applying the resource-based view in higher education institutions: Toward competitive advantage through human capital. *Educational Management Strategies*, 12(2), 88–104.
- Zhang, L., & Sun, L. (2022). The strategies for the construction of “Double-qualified” teachers in higher vocational colleges. *International Journal of Education and Humanities*, 5(2), 149–152. <https://doi.org/10.54097/ijeh.v5i2.2128>
- Žydzīunaitė, V., & Arce, M. (2021). Creativity and teacher professional development in dynamic school systems. *Creativity Research Journal*, 33(3), 217–226. <https://doi.org/10.1080/10400419.2021.1937331>
- Zygouris¹, F., & Papadopoulou, S. (2023). The Importance of Knowledge Management in Secondary Vocational Education Organizations in Greece. *International Journal of Scientific Research and Management (IJSRM)*, 11(07), 5003-5010.