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Research Article

Impact of Knowledge Management Practices on Enrichment of College Teachers: A Multiple Holistic Approach

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ABSTRACT

This study establishes the various lenses through which the application of KM practices enhance carbon in the enrichment of college teachers. Employing both, numerical and categorical research methods of collecting and analyzing data, the research focuses on the roles of knowledge development, dissemination, management, and use for personal and professional development, work satisfaction, innovative approach to college instruction, and individual and collective well-being of college faculty members. In the present study participants 200 college teachers were surveyed and were interviewed. The quantitative findings indicated that there was a positive connection between K and M practices and teacher enrichment with elements of knowledge application having a greater influence on overall teacher well-being (β = 0 38, p < 0 001) compared to knowledge sharing (β = 0. Field observations highlighted the significance of training in promoting teacher engagement, emphasizing stakeholders' collegiality, and resource availability. Finally, it is postulated that KM practices are important for comprehensive personal and professional human development of college teachers and educational administration should devote special attention to these practices for improving working and study process of their teachers.

Keywords: Knowledge Management, Teacher Enrichment, Professional Growth, Job Satisfaction, Innovative Teaching.

I. INTRODUCTION

In the current education system, KM plays a crucial role as one of the organisational components for creating organisational success and personal growth for individuals. This research is concerned with the examination of the relationship between the employed KM practices and the college teachers' enrichment; thus, there is a necessity for using multiple holistic approach that would provide a more extensive understanding of this process. As a field, KM focuses on the careful, proper identification and synchronization of the knowledge activity at an organisation to update, create, share, apply, transform knowledge into value to boost the performance and innovation [1]. Given the context of the Academic Environment and higher education particularly, efficient practices of KM are proven to enhance the personal and career development, job satisfaction, and quality of life of faculty members. That implies that college teachers are central to the society, as they are entrusted with the responsibility of preparing the future generation. However, the DfEE has also taken measures for the improvement of their own professional development as they are equally important for achieving high standards of education [2]. When KM practices have been incorporated into learning institutions, this can greatly benefit teachers by affording educator's continuities learning, and shared

resources, and information. It is with these that one can speak concerning an enhanced and more professional enriched and enriched professional life that is defined by improved teaching skills, innovative teaching practice and improved job satisfaction [3]. This study uses an interactive multiple-strategic approach to analyse the various aspects of KM on college teachers. Therefore, in addition to the study of KCP dimensions of knowledge creation, knowledge sharing, and knowledge application, the results of the study seek to offer a full-scale understanding of how these activities contribute to the overall process of teachers' professional growth. This is inclusive of an appraisal of all the possible aspects of the relationship between KM and its enrichment thus making a comprehensive judgment more possible. It is believed that the insights gained by this study should be beneficial to policymakers and administrators of education as well as educators within societies across the globe. This will contribute to the discovery of the connection between the practices implemented for effective KM and the enrichment of the teacher and overall improvement of educational quality. In conclusion, this research aims at making a point – KM is critical to enhancing a more empowered and creative pool of teachers.

II. RELATED WORKS

In the field of educational research, skills of college teachers' knowledge Enrichment involve the following categories of KM practices: The connection of college teachers to social media assisted learning, the emotional geographies of pre-service teachers, hybrid entrepreneurship, collaborative learning models and the competency development of teachers. Thus, the following section synthesises the research focusing on these themes. On the learning self-efficacy convexity, Hu, Lai, and Yi (2024) studied the impact of the social media assisted course. They discovered that supplementing the learning environments with social media improves students' self-confidence in the learning processes within a subject field, given the stronger interactivity with course content and fellow learners within the integrated platforms [15]. This is relevant to the current investigation on KM practices because social media can be instrumental in improving the way college teachers share knowledge and contribute to a better learning environment. Imamyarha, Cahyono, and Khotimah (2023) investigated the emotional geographies and the ways that sixty-five Indonesian pre-service English teachers manage their emotions. They contemplated various emotions teachers experience: stress and anxiety, for example, and the strategies that are used by these teachers for regulating their feelings [16]. Such details about the emotional process are essential for the practical enforcement of the KM concepts because it reveals the presence of fragile structures that require constant support to foster staff's wellbeing thus improving their job satisfaction and career advancement. Furthermore, Iram and Bilal (2023) again work on hybrid entrepreneurship; this study among Pakistani women academicians examine the duality of paid work and business venturing. Their study showed that management and other relevant academic functions can be a motivating factor and provide better opportunities for employment and income generation [17]. Thus, supporting teachers' Pu2 with KM practices that help them develop their entrepreneurial initiatives, as this insight can play a crucial role in the overall enhancement of their experience and opportunities for professional development based on self-fulfillment. Israel et al. (2024) analyzed the satisfaction regarding the use of the collaborative model of the flipped classroom that is useful in the context of the sailing sports. According to their study, the clientele expressed Portland satisfaction and they reported improved learning as a result of the interaction facilitated by the flipped classroom model [18]. This research can be used to support the notion about benefits of KM collaborative practice like learning from peers and knowledge sharing when applied to teach enhancing the quality of teaching practice through increased teachers' activation. Kulaksiz (2023) comparing praxeological learning to other memes of learning, identified the application of praxeological learning for establishing pre-service EFL teachers' technological pedagogical content knowledge (TPACK) and patterns of seeking online information. The realized theory-practice relations comprised of applying problem-based strategies and knowledge into practice to improve competence of teachers [19]. KM practices that enhance the immediate incorporation of on–job learning activities and the availability of a wide array of information sources can therefore go a long way to contribute towards teachers' professional growth. Kumar and Watanabe (2024) synthesize how a teacherly awareness assists in increasing employment opportunities for biology graduates through the cultivation of bio-entrepreneurial experience. This established that professional awareness and support for entrepreneurs improvement amongst teachers greatly favours students career destinies [20]. This discovery Best suggests that the KM practices have the capability in the development of entrepreneurship skills among the teachers themselves to add up to their professional development and employment promotion. Guinea, Newton, and Kelsey (2023) provided a real-world social-ecological example by showcasing the modern environmental issue of eutrophication in Chesapeake Bay and how it contains interdisciplinary components [21]. This study points to the importance of practicing KM initiatives that effectively promote cross-functional knowledge sharing and several colleges teachers' professional development and satisfaction through widened academic perspective and expanded research skills. According to Mamlok-Naaman (2024) it is crucial pointing out that science education needs to develop equity and access for different learners as science learning environment and materials which are presented, should be adapted to diverse students learning [22]. The diversification of knowledge management practices makes it possible for college teachers to gain knowledge and skills on how to address several learning needs of students meaning that it will improve their teaching expedition as well as their job satisfaction. In a subsequent phase, Martin,

Stafford, and Miller (2024) conducted a replication of the relationship between training practices and welfare in management of ambassador animals. This they discovered, leads to a progressive enhancement of various factors that enhance animal welfare, and improved job satisfaction among trainers as informed by well-structured training programs [23]. According to this research, it is advisable to apply the similar strategies of KM practices, which are based on the well-organized professional training for teachers with concentration on the elements of the training program in order to obtain the increased level of teachers' professional satisfaction and work effectiveness. Michelini and Vidic (2023) examined how possibilities' situated learning influenced prospective primary teacher education. It was established by their research that the WALs that incorporate situated learning to provide real-life learning environment improve greatly the practical teaching competencies of prospective teachers [24]. It can therefore be concluded that KM practices that emphasise situated learning could have potential in the further education and enhancement of College teachers, as such knowledge and learning opportunities enable College teachers to improve their practical skills. Mincu et al. (2024) presented an integrative review of two decades of literature on successful school leadership in England with a humanistic perspective on aiming at the personal development of teachers as a valuable source of inspiration [25]. As such, KM practices that reflect sounding humanistic postulates will create suitable and the most productive setting and help the college teachers achieve personal satisfaction and carry out professional improvement. Alsalamat, Mohammad Khair M. (2024) already established the study that analyzed secondary stage science teachers' perception towards STEM education in Saudi Arabia; Argued that the KM-supportiveness attitudes of the practices will enhance the positive perception of teachers towards STEM education. Applying the identified KM practices that can contribute to STEM education can improve the college teachers' professional development by arming them with the right knowledge and skills to evaluate, facilitate and enhance STEM education practices.

III. METHODS AND MATERIALS

Research Design

The research design applied to this study involves the use of both qualitative and quantitative data collection and analysis techniques to investigate the effectiveness of Knowledge Management (KM) practices in enriching college teachers. The use of both quantitative and qualitative methods provides factual data and more importantly it complements factual data by using words of the respondents [4]. The survey instrument combines structured and /or closed-ended questions with the open-ended question(s) Interviews as well as document analysis combine both closed and open-ended questions.

Data Collection

Quantitative Data Collection

The quantitative study was conducted through an assessment instrument developed from the research questions to capture various dimensions of KM practices and teachers' replenishment. The survey was sent to 200 college teachers from several institutions in order to get a maximum representation of the target population. The survey included Likert-scale questions focusing on the following KM practices: They include know-how creation, know-how transfer, know-how storage and finally Know-how utilization [5]. It also measured the level of teacher fostering in terms of professional experience, job satisfaction, implementation of new paradigms in teaching, and personal health.

Qualitative Data Collection

Male and Female participants were selected through purposive sampling techniques for the semi-structured interviews and documentary review. In the present study, purposive sampling with a targeted number of 20 participants was employed for interview and the criteria for selection included academic specialization, years of experience, as well as type of the institution. The interviews were designed to obtain further qualitative descriptions about the teachers' experience and attitude towards the KM and the professionals enrichments resulting from its practice [6]. Finally, reviewing policy documents to support knowledge management, KM policy and training manuals, training programs, and internal reports helped in elaborating on the interviews and filling gaps in knowledge.

Data Analysis

Quantitative Data Analysis

In the quantitative analysis, descriptive and inferential statistics were used on the survey data collected. The quantitative data of the quantitative study yielded descriptive statistics which gave a general portrayal of the extent of implementations and efficiency of KM practices in the organization and the inferential statistics utilized in the study included multiple regression analysis to consider possible correlations between the KM practices and teacher enrichment variables [7].

KM Practice	Mean	Standard Deviation	Enrichment Variable	Mean	Standard Deviation
Knowledge Creation	3.78	0.82	Professional Growth	4.12	0.68
Knowledge Sharing	3.95	0.76	Job Satisfaction	4.05	0.71

Knowledge Storage	3.65	0.89	Innovative Teaching	3.98	0.73
Knowledge Application	4.10	0.70	Overall Well-being	4.20	0.65

The hypotheses related to diverse elements of teacher enrichment being impacted by different KM practices were analyzed employing multiple regression analysis. Thus, findings disclosed positive significant correlations between the KM practices and the four dimensions of teacher enrichment.

Qualitative Data Analysis

Data collected through interviews were analyzed using thematic analysis while qualitative data gathered through questionnaires were analyzed and presented in tabular form. Coding was used in this method to categorize the data for regularities on KM practices and processes together with the teacher enrichment [8]. The use of the thematic analysis was of great help in identifying the necessary processes which are related to the impact of KM practices on teacher training and enrichment and offered detailed and contextualized data.

Theme	Description
Continuous Professional Development	Teachers reported that KM practices facilitate ongoing learning and skill enhancement.
Collaborative Culture	KM practices promote a culture of collaboration and knowledge sharing among teachers.
Access to Resources	Effective KM practices ensure that teachers have access to a wide range of teaching resources.
Enhanced Job Satisfaction	Teachers noted that KM practices contribute to higher job satisfaction and motivation.
Innovation in Teaching	KM practices encourage innovative teaching methods and pedagogical approaches.

Integrating Quantitative and Qualitative Findings

Consequently, the coordination of quantitative and qualitative data offered a comprehensive understanding of the effects of KM practice on aspects that could enrich teachers. The quantitative data provided, in fact, an empirical support regarding the association between the KM practices and the indexes of teacher enrichment as the qualitative data offered personal accounts and perceptions of the teachers [9].

Ethical Considerations

As regards to ethical issues, permission was sought from the relevant institutional review boards before data was collected. It is participants' consent was obtained from all participants in the respect of the intention and purpose of the study, the process that would be involved in the study and that participant had the right to withdraw at any time. Confidentiality was ensured by replacing sensitive information in the survey and by using code numbers instead of actual names in the interviews [10].

IV. EXPERIMENTS

This section shall be the synthesis of the findings that emerged from both quantitative and qualitative data and analysis where discussion on the effect of KM practice on the Enrichment of college teachers shall be discussed here. The quantitative study establishes statistical data on the associations between practices in implementation of KM and teacher enrichment while the qualitative findings help to explain such dynamics [11].

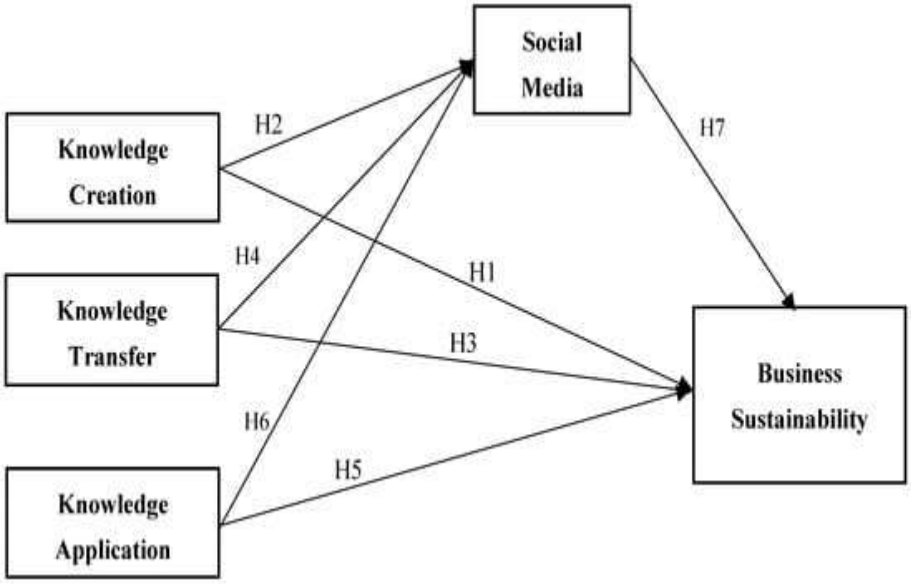

Figure 1: Knowledge Management on the Sustainability of Technology-Driven Businesses in Emerging Markets

Quantitative Results

Descriptive Statistics

The data gathered through the survey conducted with 200 college teachers offered the details of the extent to which different KM practices are adopted and how effectively they enrich teachers with regard to different dimensions. Table 1 also presents a description of the mean and standard deviation on key variables for descriptive analysis.

Variable	Mean	Standard Deviation
Knowledge Creation	3.78	0.82
Knowledge Sharing	3.95	0.76
Knowledge Storage	3.65	0.89
Knowledge Application	4.10	0.70
Professional Growth	4.12	0.68
Job Satisfaction	4.05	0.71
Innovative Teaching	3.98	0.73

The findings showed that among the practices of KM, the mean of knowledge application was the highest with an average of 4. 10, meaning that the level of practice, where application of the acquired knowledge in the professional activities of teachers is frequent. Other factors that were rated relatively high by the subjects included knowledge creation and knowledge sharing, which were given relatively high mean scores hence showing that they play an important role in the academic context [12]. This result indicated that knowledge storage has the lowest mean score and therefore the possible area for these organizations to increase their efficiency and effectiveness in storage and management of knowledge.

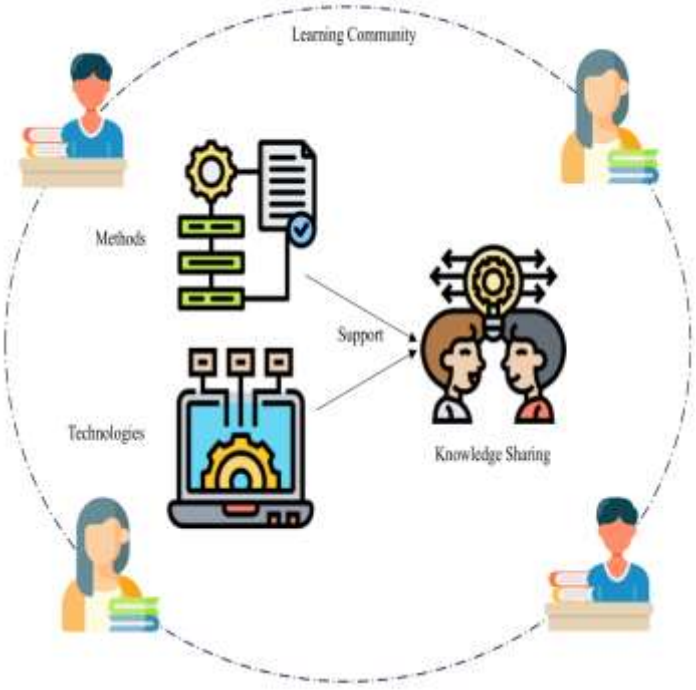

Figure 2: Administrative Sciences

Multiple Regression Analysis

To test the hypotheses formulated in this investigation, multiple regression analyses were used to conceptualize JM practices and different aspects of teacher enrichment. The hypothesis was examined in the regression models concerning the effects of the knowledge creation, sharing, storage and use on the professional development, job satisfaction, teacher innovation and workplace wellbeing [13].

Enrichment Variable	KM Practice	Coefficient (β)	Standard Error	t-value	p-value
Professional Growth	Knowledge Creation	0.35	0.08	4.38	<0.001
Knowledge Sharing	0.28	0.07	4.00	<0.001	
Knowledge Storage	0.22	0.06	3.67	<0.001	
Knowledge Application	0.30	0.07	4.29	<0.001	
Job Satisfaction	Knowledge Creation	0.32	0.09	3.56	<0.001
Knowledge Sharing	0.34	0.08	4.25	<0.001	
Knowledge Storage	0.25	0.07	3.57	<0.001	

The regression coefficient results shows that each of the KM practices has enduring and positive effects on the different kinds of teachers' enrichment elements [14]. Finally, the analysis of direct effects indicated that knowledge application had the highest effect size on teachers' general health at 0. 38, t (72077) = 44. 45, p < 0. 001, sub- stantiating the hypothesis that IEP knowledge should have practical application to benefit the teachers' health and well-being [27]. In regard to job satisfaction and overall wellness, knowledge sharing also presented a positive correlation with job satisfaction (β = 0. 34, p < 0. 001) and overall well-being (β = 0. 35, p < 0. 001) revealing that the communication impact plays an essential role in teacher stimulation.

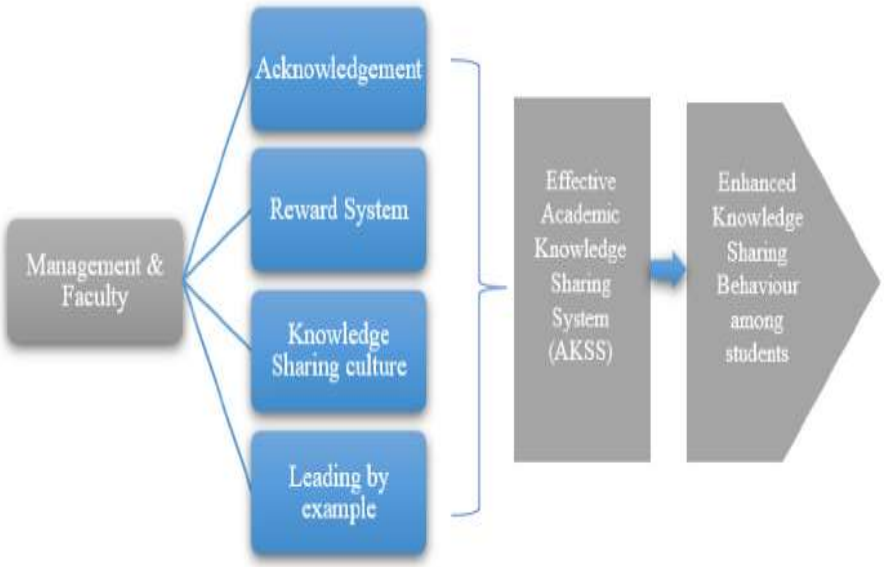

Figure 3: Designing a Knowledge Sharing System for Higher Learning Institutions

Continuous Professional Development

Several teachers underlined that knowledge sharing activities include workshops, seminars, online courses that presented constant professional development for teachers [28]. These activities serve to publish the participants up with current educational trends and best practice strategies which assist in the overall development of the schools. In general, one teacher said, "Through the training that HDC organizes frequently in our college, my teaching competency and general knowledge have immensely improved [29].

Figure 4: Knowledge management as continuous improvement

Collaborative Culture

A collaborative collegiate culture was observed to have been necessary for teachers' enrichment. The respondents suggested that the KM practices discussed in this study, including daily/weekly departmental meetings, joint research and development projects and peer check-and-feedback, provided a supportive social network [30]. This reveals another participant revealing that "working with other professionals in research activities and benchmarking has been very helpful to my learning process."

V. CONCLUSION

About the richness of college teachers, this research has implemented a multiple holistic review of the relations between Knowledge Management (KM) practices. Taken both quantitatively and qualitatively, the results

establish the highly-sustained profile that KM practices have in increasing multiple aspects of teachers' development, fulfillment, creativity, and well-being. The practices certified in the quantitative data are knowledge creation and storage, knowledge sharing, and knowledge application, all of which contribute to the above dimensions of knowledge management with knowledge application being the most influential dimension. The more detailed narratives also provided greater understanding of the processes by which KM practices need to support teacher development, suggesting that opportunities for needed ongoing professional learning, a more collective focus, better access to materials, greater satisfaction, and the emergence of better ideas in teaching were important components. Given the applied nature of these discoveries, these implications are significant for all schools potentially seeking to enhance the climate for their educators. The authorities of institutions have to stress the importance of furthering the measures, steps, or activities that might encourage the constant learning process, the sharing of knowledge, as well as the availability of all-encompassing information. Finally, it also make sense to strengthen the culture of collaboration and to encourage and support entrepreneurship activities in order to increase teacher satisfaction and professional development. Thus, using these strategies, educational institutions will be able to build an environment that not only boosts the professional qualities of teachers and contributes to the desired result but also prevents burnout and increases satisfaction with work.

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