

Achieving Knowledge Excellence through Knowledge Sharing Among Knowledge Workers: Mediating Effect of Emotional Intelligence**S.Vignesh¹, Dr. U. Syed Aktharsha²**¹Full-Time PhD scholar

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ABSTRACT**PURPOSE**

Educational institutions are considered as Knowledge house and teaching professionals are considered as one of the main Knowledge workers. Knowledge sharing is considered as the key enablers of Knowledge Management. On the other side, every organizations goal is working towards excellence. Being Knowledge houses, educational institutions are working towards Knowledge excellence. Emotions plays a vital role in determining any achievements of the individuals. Therefore it has become mandatory for individuals to manage emotions intelligently. The core objective of this study is to focus on the impact of Knowledge Sharing towards knowledge Excellence with Emotional Intelligence as a mediator.

METHODOLOGY

223 academicians who are working as the teaching professionals of various colleges and universities are drawn as sample. The survey instrument is made of three parts with Knowledge Sharing and Knowledge Excellence and Emotional Intelligence with 24 questions. Partial Least Square based Structural Equation Modelling technique is applied.

FINDINGS

The findings clearly show a significant relationship among all the three constructs of the study and Emotional Intelligence partially mediates Knowledge sharing and Knowledge Excellence. It is also clear that Knowledge Sharing is more effective towards Knowledge Excellence if it is mediated through Emotional Intelligence among the employees.

SIGNIFICANCE

The study is considered to add valuable insights for all the academic institutions to capitalize the effective Knowledge Sharing among every teaching professionals and attain maximized Knowledge Excellence. This study finds various insights to be shared towards higher education professionals to attain Knowledge Excellence.

KEYWORDS

Knowledge Sharing (KS), Knowledge Excellence (KE), Emotional Intelligence (EI)

1. INTRODUCTION

Knowledge Sharing is considered as one important enablers of Knowledge management. There has been a verge of arguments that has been passing over few years about the implementation of the knowledge management among the educational institutions. Jennifer Rowley (2000) in her paper discussed the need and importance of educational Institutions to follow Knowledge management processes in their institutions, as she considers higher education institutions are in Knowledge Business where Knowledge creation, Knowledge Dissemination and learning takes place.

On the other hand, Excellence has been the maximized goals or objectives set by any organization in order to set its own competitive advantage. El-Salmi (2002) has referred to excellence as a concept of the holistic, comprehensive and indivisible, in a sense that it cannot differentiate an organization in a special field or arena, while the performance tumbles down in other fields. Equilibrium and tangles are set to be dual characteristics of excellence in the various sectors of different organizations, which involves the two dimensions of modern management axis, such as the real management, which is seeking to achieve excellence. While the other that comes from management side such as acts, decisions, systems and events characterized by excellence are portrayed. The two dimensions are complementary to each other. Therefore Knowledge Excellence is a distinct place of achieving excellence in the context towards Knowledge in the organization, especially where knowledge is the key aspect, like education sectors.

Wherever the concept of emotional intelligence (EI) indulges in managerial discussions (Goleman, 1995), it automatically heats up the need among the knowledge workers in order to pass knowledge efficiently. It also laid its strong foundation in the educational institutions that always seek to focus their operations towards the evolution process constantly. This research paper focusses on the importance of Emotional intelligence as a factor involving in boosting of Knowledge Excellence in educational institutions and highlights the necessity of having high emotional intelligent teachers in the universities to be able to increase Knowledge Sharing capabilities.

THEORETICAL BACKGROUND

Knowledge is always important among organizations, but when shared will boost the competitive advantage and always an increasing value. Nowadays, knowledge sharing has become a notable source of profit generation in business organizations (Cheng et al., 2009). Knowledge sharing studies indicated that in many business organizations where managers used to pay incentives to motivate employees to share their knowledge, which will improve the teams or groups performance (Choi et al., 2008; Yi, 2009). On the other hand, it is also evident that knowledge sharing is important in non-profit organizations such as academic institutions (Isika et al., 2013; Jolaee et al., 2014). Berends (2005) stated that to improvise the organization practice among members in academic institutions, management should concentrate on knowledge sharing among themselves. The impact and results of knowledge sharing among the teachers, learners, organizations and researchers include the sharing of knowledge that may intend to help teachers solve a variety of their problems that they face, usually problem-solving

(Hou et al., 2009), and increase in developing the social relationships, and also thereby enhancing the instructional effectiveness (Marks and Louis, 1997) and also evident in increasing their pro-social commitment among teachers and students (Tseng and Kuo, 2014).

Ali et al. (2014) pinpointed that there is little disproportionate in knowledge sharing research in higher education, when compared to that of the commercial sectors. Their comprehensive review of literature was clearly evident that research on knowledge sharing in higher education in developing economic countries such as Africa, the Middle East Asia was found to be scarce. Moreover, most of the previous studies were focused towards the rewards and monetary incentive factors to enlighten knowledge sharing (Nooshinfard and Nemati-Anaraki, 2014; Majid and Panchapakesan, 2015). Therefore this research also takes up a challenge in examining the non-monetary factors that increase Knowledge sharing. The university has to be the first and foremost institution that must go into the utilization of knowledge management (Nurluo&Birol, 2011).

The term Excellence is a source that is owned by any institution without the others. This source can be either through a distinct human, or through a distinct technology, or a method of work which others cannot imitate it. Higher Education became one of the most vital trend to achieve organizational excellence at the level of giving inputs, processes through Knowledge sharing, and ensure output as knowledge dissemination in line with the specified criteria. El-Sayyed (2007) defines excellence as an intellectual way of style and also as a management philosophy based upon a curriculum that is merged on to accomplish tangible assets for the organization as to achieve a balancing the equilibrium in satisfying the needs of all ends, both of stakeholders or society as a whole towards culture of learning, creativity, and continuous improvement. Shawqi and Al-kharsha (2008) defines Excellence as quality methods of the practices that includes self-evaluation to improve the effectiveness of the organization and its competitive role or the balance to work in, to work together through the understanding of all tasks and work on removing the mistakes, and improvise the process of achieving excellence. Various researchers outlined many of the qualities that distinguish knowledge from other resources of the organization, and these qualities are considered as intangible, unclear and difficult to measure. They usually are energetic, and raising use and can be used in different methods at the same time, and involved among individuals, and with a elaborative effect on the organization, and it can be utilized for a long time (Bollinger & Smith, 2000).

The historical origins of Emotional Intelligence starts back to Binet's (1894) conceptualization of the term total intelligence. Kaufman (2001) in his work on the role of emotions in a person's ability and intelligence, emphasizes that we cannot particulate or segregate ones emotions and cognitive abilities. The term "emotional intelligence" first appeared in Peter Salovey and Jack Mayer's model that defines EI as a cognitive ability which makes humans to rationalize and solve problems (Mayer et al., 1999). This model submerges four types of hierarchical abilities such as, the identification of one's emotion, the use of emotion in facilitating thoughts, the ability to understand emotions by interpreting and communicating emotional information and finally the management of emotions which is the ability to control themselves, understand their feelings.

In any work field, empowering employees with EI proved to be a key success factor, because of the effect on their improvised job performance, cooperation and increased sense of teamwork. Workers with high EI deal better with raising issues and perform more effectively (Wolff et al., 2006). Even Employers are searching for fresh graduates and newly recruited employees with the EI and interpersonal communication skills. This would add value to the corporate

environment (Landau and Meirovich, 2011). Enabled EI can develop leaders that think differently, lead uniquely and are more optimistic (Joyner and Mann, 2011). Hence, the role of teachers is important in adopting the Emotional intelligence.

2. NEED OF THE STUDY

This research has been primarily meant to find out the impact of KS on KE among the Knowledge Workers of various higher educational institutions. From the literature review, it is evident that the concepts of KE have been explored in minimum numbers in reference with KS. So, an attempt has been made to gain deeper examining of the impact of KS in the higher education sector and how it is impacting the KE. The study also focuses on the mediation effect of EI as a construct. The study uses EI as a Mediator between KS and KE.

3. RESEARCH OBJECTIVES

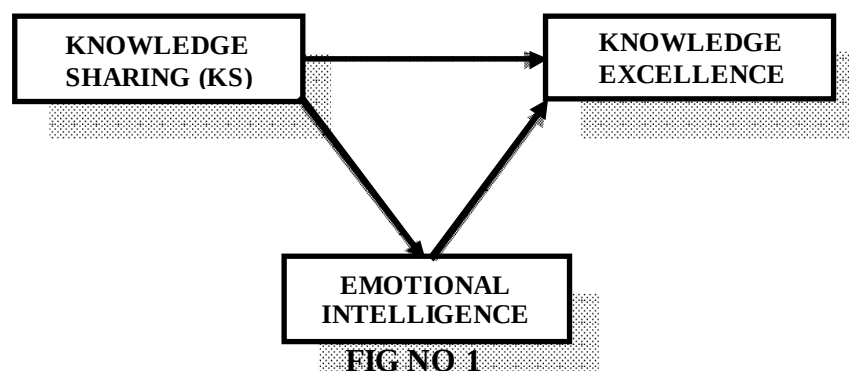
Based on the above discussion, this study attempts to develop a mediation model in which the EI is a mediator between KS and KE. It also focuses to show that knowledge workers of various educational institutions can improve in their KE by utilizing their KS. In addition, EI is believed to improve the KE. This study attempts to pioneer the relationship between KS and KE through the EI of Knowledge workers of various educational institutions.

RESEARCH MODEL

By extensive literature review, very few evident studies are there that could describe the interrelationship between KS and KE. Therefore this study focuses on finding the relationship between KS and KE. Here this relationship is tested using EI as a mediator between KS and KE. Here KS is considered as exogenous variable. KE is considered as the endogenous variable. EI is brought as a mediating variable. A sincere attempt is made to link KS and KE and EI. All three hypothesis determining the direct and indirect effect of the dependent variable over the dependent variable with and without mediating variable is tested using segmentation approach, Rungtusanatham et al., (2014)

- H1. Knowledge Sharing has a positive impact on Knowledge Excellence.
- H2. Knowledge Sharing has a positive impact on Emotional Intelligence.
- H3. Emotional Intelligence has a positive impact on Knowledge Excellence.
- H4. Knowledge Sharing has a positive impact on Knowledge Excellence with Emotional Intelligence as Mediator.

PROPOSED RESEARCH MODEL



4. RESEARCH METHODOLOGY

This research is mainly empirical in nature, therefore it relies basically on observations and experiences as regards with theory. This research gets to conclude on facts based on the findings based on the data gathered from the data bases by observations. Therefore this research reflects both aspects, this is Qualitative and Quantitative in nature.

RESPONDENTS

The respondents of this research are the Knowledge workers who work in various Arts and Science Colleges, Engineering Colleges, Universities and B-Schools as teaching professionals, in district of Tiruchirappalli. The sample size of the study is 223. Snow ballsamplingmethod was adopted. The enrichment of the survey instrument is attained through necessary modifications based on the pilot study, which was undergone with 50 samples. The convergent validity and the reliability of the survey instrument was tested and verified meeting the current scenario. 7 point Likert scale Questionnaire self-administered was distributed among 300teaching professionals of various colleges and the response rate of 77% was achieved.

PROCEDURE

The sample was randomly selected in trial basis, then each reference made by the respondents were met in person and explained the need about the survey. The responses were collected after many attempts, which finally led to achieve the required sample size. Proper permission was attained from the principals and head of the departments of various academic institutions before meeting the teaching professionals.

QUESTIONNAIRE

The Survey instrument consists of four major parts. Part 1 comprises of questions regards to the Demographic factors of the respondents such as Gender, Age, marital status, Teaching Experience, Academic discipline, Designation, Salary. Part 2 Consists of factors relating to KS comprised with eight questions each from Yang J et al (2009). Part 3 comprises of eight questions contributing to the KE from Naser et al (2017). Part 4 comprises of eight questions contributing to the EI from Naseer Z et al (2011). The values of the scales are scaled as 1- Very Strongly Agree; 2- Strongly Agree; 3- Agree; 4- Neutral; 5- Disagree; 6- Strongly Disagree; 7- Very Strongly Disagree.

SAMPLE CHARACTERISTICS

Out of 223 sample, 59 percentage were found to be male. 65 percentage of them are between the age group of 26-35 years. 60 percentage of them are unmarried. 62 percentage of the fall under the category of experience less than 5 years. 63 percent of them are from Arts and Science Discipline. 71 percentage of them are assistant professors and 73 percentage of them are getting a salary less than 25000.

DATA ANALYSIS AND INTERPRETATION

The PLS-SEM algorithm is used and the items are found to be converged within the guideline suggested by Hair et al., (2013). The algorithm should be converged in iteration lower than the

maximum number of iterations (300 as default) as set in the algorithm parameter settings. The path coefficients in the structural equation model has to be examined, before which the indicator reliability, internal consistency reliability, discriminant validity, and convergent validity of the reflective measurement model are to be tested and should be found satisfactory (Wong 2013).

INDICATOR RELIABILITY

Since reliability is a condition for validity, indicator reliability is first checked to ensure the associated indicators have much in common that is captured by the latent construct. After examining the outer loadings for all latent variables, indicators should be removed if their outer loadings are smaller than the 0.4 threshold level (Hair et al., 2013). All the indicators are retained because their outer loadings are higher than 0.4 threshold level.

OUTER LOADINGS

CONSTRUCTS (LATENT VARIABLES)		OUTER LOADINGS
KNOWLEDGE SHARING (KS)		
KS1	My knowledge sharing would strengthen ties between existing members.	0.658
KS2	My college continuously encourages staff to bring new knowledge into the Institution	0.664
KS3	My knowledge sharing would create strong relationship with members	0.851
KS4	My knowledge sharing among individuals is based on trust.	0.864
KS5	Most of my expertise has developed as a result of working together with colleagues.	0.859
KS6	My college specifically rewards knowledge sharing with monetary incentives and non-monetary rewards.	0.842
KS7	My college provides training programs, structured work teams, colloquia etc. to facilitate the knowledge sharing.	0.550
KS8	College infrastructure enables employees to access the shared knowledge effectively.	0.552
KNOWLEDGE EXCELLENCE (KE)		
KE1	Held panel discussions among employees to invest their ideas in intellectual fields of knowledge permanently.	0.759
KE2	The university has a working knowledge of the market requirements in terms of specializations.	0.727
KE3	The university administration supports student participation in local and international competitions.	0.417
KE4	Use of e-learning in support of education programs at the college.	0.850
KE5	The efficiency of our university graduates contribute to the interest of institutions on hiring them.	0.834
KE6	The university management employs scientific research to serve the community.	0.823
KE7	The university administration maintains its training programs to keep up with the cognitive developments.	0.764

KE8	The university administration provides scholarships for talented workers.	0.690
EMOTIONAL INTELLIGENCE (EI)		
EI1	I have good understanding of my own emotions.	0.732
EI2	I always know my team members emotion from their behavior.	0.757
EI3	I am a good observer of other's emotions.	0.871
EI4	I am sensitive to the feelings and emotions of others.	0.864
EI5	I always set goals for myself and then try my best to achieve them	0.803
EI6	I am able to control my temper and handle difficulties wisely.	0.859
EI7	I can always calm down quickly when I am angry.	0.871
EI8	I have good control of my own emotions.	0.602

TABLE NO 1

CONVERGENT VALIDITY

Convergent validity refers to the model's ability to explain the variations among the indicators, simply the variance. The AVE can provide evidence for convergent validity (Fornell and Larcker, 1981). Bagozzi and Yi (1988) suggest an AVE threshold level of 0.5 as evidence of convergent validity. All of our constructs exceeded this level. Since all of these constructs met discriminant validity and other reliability tests, they are kept in the model to maintain content validity. The AVE for the latent construct Knowledge Sharing, Knowledge Excellence, and Emotional Intelligence are 0.550, 0.554, and 0.640 respectively as given in Table 2, well above the required minimum level of 0.50 (Bagozzi and Yi, 1988). Therefore, the measures of the three reflective constructs can be said to have high levels of convergent validity.

VALIDITY AND RELIABILITY STATISTICS

	CRONBACH'S ALPHA	RHO_A	COMPOSITE RELIABILITY	AVERAGE VARIANCE EXTRACTED (AVE)
KS	0.877	0.899	0.904	0.550
KE	0.878	0.888	0.906	0.554
EI	0.917	0.930	0.933	0.640

TABLE NO 2

INTERNAL CONSISTENCY RELIABILITY

In PLS-SEM, composite reliability has to be used, rather than Cronbach's alpha to evaluate the measurement model's internal consistency reliability. It is not suitable for PLS-SEM because it is sensitive to the number of items in the scale, and this measure is also found to generate certain serious underestimation when applied to PLS path-models (Werts, Linn, & Joreskog, 1974). The composite reliability for the constructs Knowledge Sharing, Knowledge Excellence, and Emotional Intelligence are shown to be 0.904, 0.906 and 0.933 respectively as shown in the Table 2, indicating high levels of internal consistency reliability (Nunnally & Bernstein, 1994). Prior research suggests that a threshold level of 0.60 or higher is required to demonstrate a satisfactory composite reliability in research (Bagozzi and Yi, 1988). This should also not exceed the value of 0.95 levels (Hair et al., 2013).

DISCRIMINANT VALIDITY

The Fornell-Larcker criterion (1981) is a common and conservative approach that has to be used to assess discriminant validity. To establish the discriminant validity, the square root of average variance extracted (AVE) of each latent variable should be larger than the latent variable correlations (LVC). Table 3 clearly shows that discriminant validity has met for this research because the square root of AVE for KS, KE, and EI are much larger than the corresponding LVC.

FORNELL-LARCKER CRITERION

	KS	KE	EI	$\sqrt{\text{AVE}} > \text{LVC}$
KS	0.741			Yes
KE	0.672	0.744		Yes
EI	0.666	0.702	0.800	Yes

TABLE NO 3

The square root of AVE values is shown on the diagonal and printed in italics; non-diagonal elements are the latent variable correlations (LVC)

RESULTS BASED ON PLS-SEM

The PLS Structural model and hypothesis were tested by computing path coefficients (β 's). Since, the objective of PLS is to maximize variance explained rather than fit, therefore prediction-oriented measures, such as R^2 , are used to evaluate PLS models (Chin, 1998). According to Chin's (1998) recommendations, a bootstrapping procedure using 1,000 subsamples was performed to evaluate the statistical significance of each path coefficient. Hypothesized path coefficients along with their bootstrap values, t values, and significance levels are presented in Table 4

PATH COEFFICIENT

	ORIGINAL MEAN (O)	MEAN OF RESAMPLE (M)	STANDARD DEVIATION (STDEV)	PATH COEFFICIENT β	T STATISTICS (O/STDEV)	P VALUES
KS -> KE	0.368	0.370	0.059	0.368	6.242	0.000
KS -> EI	0.666	0.670	0.038	0.666	17.478	0.000
EI -> KE	0.457	0.457	0.063	0.457	7.211	0.000
KS -> EI-> KE	0.304	0.306	0.043	0.304	7.108	0.000

TABLE NO 4

The results showed that all hypothesized relationships were significant as shown in Table 4. As predicted, the relationship between Knowledge Sharing (KS) and Knowledge Excellence(KE) was positive ($\beta = 0.368$, $t = 6.242$, $p < 0.05$), thus supporting hypothesis H1. Regarding hypothesis H2, Knowledge Sharing (KS) has significant relationship with Emotional Intelligence (EI) ($\beta = 0.666$, $t = 17.478$, $p < 0.05$). Hence H2 was also supported. Regarding hypothesis H3, Emotional Intelligence (EI) has significant relationship with Knowledge Excellence (KE) ($\beta = 0.457$, $t = 7.211$, $p < 0.05$). Hence H3 also was supported. Regarding Hypothesis H4, Indirect effect of the construct is taken, Since Emotional Intelligence acts as the mediator in the Path between Knowledge Sharing and Knowledge Excellence, The indirect path is found to be significant ($\beta = 0.304$, $t = 7.108$, $p < 0.05$).

PLS-SEM EXHIBITING PATH COEFFICIENT, OUTER LOADING AND R-SQUARE

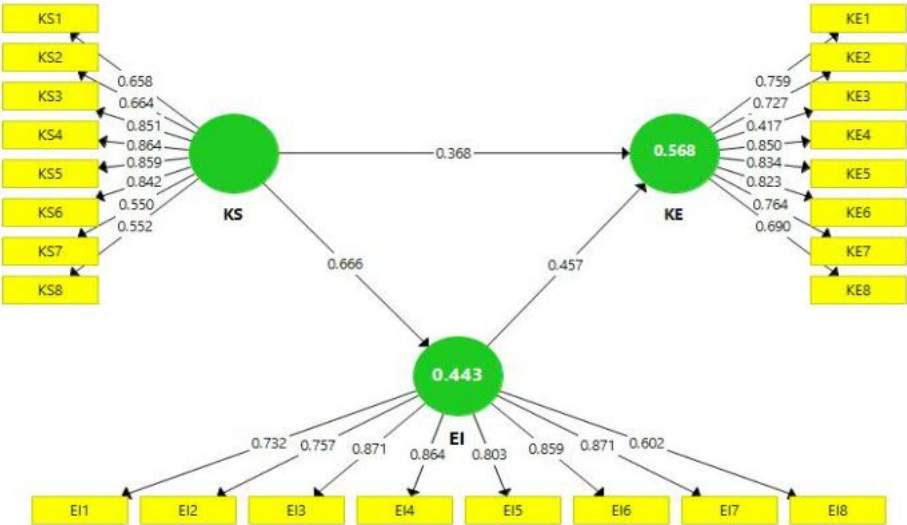


FIG NO 2

The value of multiple R^2 may be decomposed in terms of the multiple regression coefficients and correlations between the dependent variable and the explanatory ones (Tenenhaus et al., 2005). This decomposition allows understanding the contribution of each explanatory variable to the prediction of the dependent one (i.e. KE). KS contributed to 44.30% of R^2 while EI and KS contributed to 56.80%, as shown in Table 5 and Figure 2.

R^2 (R-SQUARE)

	R-SQUARE	ADJUSTED R-SQUARE
KE	0.443	0.441
EI	0.568	0.564

TABLE NO 5
PLS-SEM EXHIBITING T- VALUES

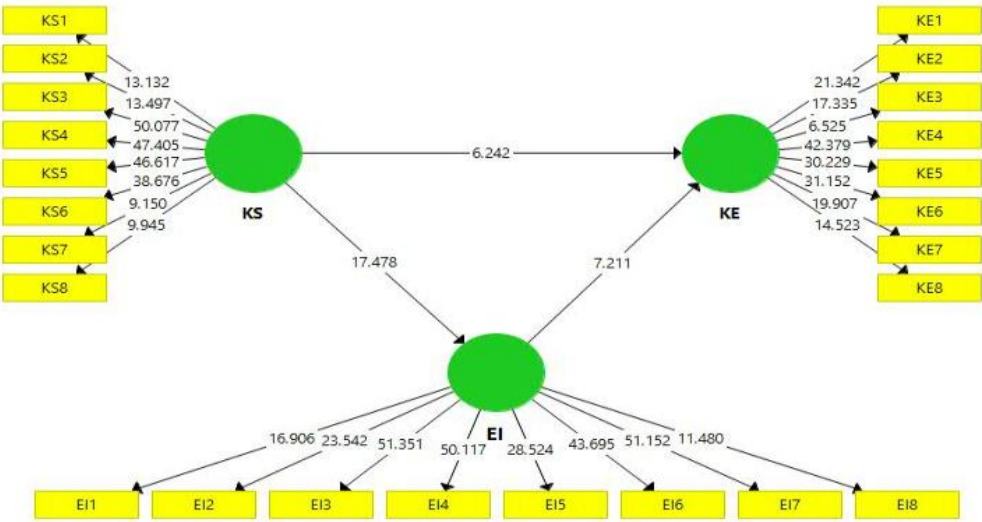


FIG NO 3

COLLINEARITY ASSESSMENT

Collinearity is considered as a potential issue in the structural model and that variance inflation factor (VIF) value of 5 or above typically indicates such problem (Hair et al., 2011). Since indicators are reflective in nature, inner VIF values are taken. Becker, Jan-Michael. (2012). As shown in Table 6, KS to KE has 1.796, KS to EI has 1.000, which are less than 5, there is no Collinearity issues to the model.

COLLINEARITY STATISTICS – VIF

	EI	KE	KS
EI		1.796	
KE			
KS	1.000	1.796	

TABLE NO 6

EFFECTS BASED ON F^2

Cohen's (1988) guideline which states that f^2 values of 0.02, 0.15, and 0.35 are interpreted as small, medium, and large effect sizes, respectively, it can be said that in general, the exogenous variables have medium to large F^2 effect sizes on the endogenous variables. KS and EI are the two exogenous constructs and KE is the endogenous variable. In this model, KS has a F^2 value of 0.175, which is having medium effect on the KE. EI as a Mediator has the F^2 value of 0.269, which is having medium effect size on KE, as shown in Table 7.

F^2 (F-SQUARE)

	KE		
	β	F^2	R^2
EI	0.457	0.269	0.568
KS	0.368	0.175	

TABLE NO 7

MEDIATION EFFECT

To Analyze a Mediation Model, the concept formulated by Zhao et al. (2010) is followed. First Step is to verify the significance of the indirect path, which are the paths between KS and EI, EI and KE. They are found to be Significant. Then as the second step, direct path is tested, which is KS to KE and is also found to be significant. As third step, all the three path coefficients polarity signs has to be checked and is found to be positive. Therefore this model is found to be Complementary Partial Mediation. Hence, EI acts as a Complementary Partial Mediator between KS and KE.

DISCUSIONS

There is no researches available to examine the link between EI and KE, and very few research has empirically tested the relationship KS and KE. There has been a meagre amount of attempts taken by researchers to link KS, KE and EI jointly. There are large number of possibilities left

as mediators between KS and various outcome variables. Therefore a sincere attempt was made, that too in the field of Knowledge workers with higher education teaching professionals.

Overall, the research hypothesis formulated has received a considerable amount of support for the data. The results of the study revealed that KS has a positive impact over the KE of the colleges and Universities. It is also evident that KS contributed in higher amount to EI and EI in return has significant impact over the KE.

The study clearly reveals that KS to KE was successful. Sharing the knowledge among the members of the organization and developing expertise by working with together with the colleagues have resulted in boosting the research activities in the institution, which thereby have directly impacted in the increase in KE. There is also a clear evidence that college infrastructure which supports effective utilization of KS contributes directly support of E-Learning of courses in the institution. This have supported the factor in achieving the excellence towards KE.

The study also reveals that KS supports EI. This is evident because maintain good strong relationship with members in the institution due to the mode of KS have been reflected positively for observing the emotions of the other colleagues who work in the institution contributing to the factor of EI. Sharing is possible only when the trust among the employees are found. This is achieved and supports to the factor that they can easily know the team members emotions through their behavior. This also contributes to the factor that trust of sharing the knowledge impacting EI.

The study explains the relationship among the EI and KE, which is found to be positive. This adds on to the fact, any Excellence in knowledge is achieved only if the people are emotionally intelligent. Handling ones anger and emotions, understanding the feelings of others and

Understanding their own feelings or emotions have reflect in the positive outcomes of KE by enhancing the factors such as holding panel meetings among the employees and supporting to the student participation. This also helps in increasing the interest of the students in the institution and their willingness to be hired in the same institution. Having control over emotions will definitely help in maintain administration of the institutions and and give training programs through which cognitive development is achieved. This helps in the increase in KE

Since this study involves about the mediation effect, it is very clear and evident that the direct path of KS to KE was significant and indirect path of KS to KE via EI as a mediator was also significant. This was supporting to the fact that this model is Complementary Partial mediation. But results further emphasized that the indirect path is more strong and effective than the direct path itself. Which means, KS is strongly impacting KE when mediated through EI, whereas is weaker in direct when compared. Therefore, KS is more effective to KE when the EI is maintained among the teaching professionals in the higher education institutions.

5. CONCLUSION

This research was carried out as an attempt to study the impact of Knowledge Sharing in Knowledge Excellence among the knowledge workers who are the teaching professionals of various colleges and universities. The key specialty of the study was mainly focused on the mediating role of Emotional Intelligence between the relationship between Knowledge Sharing

and Knowledge Excellence. It was evident that Emotional Intelligence acts a mediator by increasing the effect of Knowledge Sharing towards Knowledge Excellence. Every Knowledge based institutions can further increase their Excellence if they could understanding over the importance of Knowledge Sharing and Emotional Intelligence. This will definitely ensure that if the institutions develop between understandings over Emotional Intelligence among their employees, they are assured to get positive outcomes towards their objectives. This study also suggests to the future researchers that the Emotional Intelligence can be studied in Formative construct than reflective, since certain studies hold Emotional Intelligence as a Formative construct.

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