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**INTELLECTUAL CAPITAL, KNOWLEDGE MANAGEMENT
AND HIGHER EDUCATION INSTITUTIONS PERFORMANCE
IN PAKISTAN: ROLE OF INNOVATION AS MEDIATOR**



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**DOCTOR OF PHILOSOPHY
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**INTELLECTUAL CAPITAL, KNOWLEDGE MANAGEMENT
AND HIGHER EDUCATION INSTITUTIONS PERFORMANCE
IN PAKISTAN: ROLE OF INNOVATION AS MEDIATOR**



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ABSTRACT

In the economic development and growth higher education plays a vital role particularly in the context of Pakistan. In spite of this higher education performance is seldom hindrance due to limited knowledge resources, lack of innovation capabilities and lack of knowledge management practices. The aim of this study is to investigate the influence of components of intellectual capital (human capital, structural capital, and relational capital) and knowledge management (knowledge acquisition, knowledge sharing, and knowledge application) on higher education performance with mediating variable innovation. The research framework was developed based on the integration of Resource-Based-View and Knowledge-Based-View theories. The nature of the study is quantitative, and the study used proportionate stratified random sampling technique, and the questionnaire was adapted and distributed among top level managers such as VC's, HoD's, Deans and Directors. Thus, 155 questionnaires were distributed with a response rate 93%. The partial least square structural equation modelling (PLS-SEM) applied to test the hypothesis and for data screening SPSS28 was used. The findings revealed that human capital and knowledge sharing have a direct relationship with higher education institutions' performance. However, structural capital, relational capital, knowledge acquisition, and knowledge application have no direct relationship with higher education institution' performance. Additionally, innovation mediates the relationship between human capital, structural capital, knowledge application, and performance of higher education institutions in Pakistan. Also, this study provides the practical implication to the managers of higher education institutions of Pakistan, establishing intellectual capital (human capital, structural capital, relational capital) and entrenching knowledge management practices (knowledge acquisition, knowledge sharing and knowledge application with fostering innovation are important for the higher education performance of Pakistan.

Keywords: Intellectual Capital, Knowledge Management, Innovation, Higher Education Performance

ABSTRAK

Dalam konteks pembangunan dan pertumbuhan ekonomi, pendidikan tinggi memainkan peranan yang amat penting, khususnya di Pakistan. Namun, prestasi institusi pendidikan tinggi sering terjejas oleh kekangan sumber pengetahuan, tahap keupayaan inovasi yang rendah serta amalan pengurusan pengetahuan yang terhad. Oleh itu, kajian ini bertujuan untuk meneliti pengaruh komponen modal intelek (modal insan, modal struktur dan modal perhubungan) dan pengurusan pengetahuan (pemerolehan pengetahuan, perkongsian pengetahuan, dan penerapan pengetahuan) terhadap prestasi pendidikan tinggi dengan inovasi sebagai pemboleh ubah pengantara. Kerangka penyelidikan ini dibangunkan berasaskan gabungan teori Pandangan Berasaskan Sumber dan Pandangan Berasaskan Pengetahuan. Kajian ini menggunakan pendekatan kuantitatif dengan teknik persampelan rawak berstrata mengikut perkadaran. Instrumen soal selidik telah disesuaikan dan diedarkan kepada pengurus peringkat tertinggi, termasuk Naib Canselor, Ketua Jabatan, Dekan dan Pengarah. Sebanyak 155 soal selidik telah diedarkan dengan kadar maklum balas sebanyak 93 peratus. Kaedah Pemodelan Persamaan Struktur Separa Kuasa Dua Terkecil (PLS-SEM) digunakan untuk menguji hipotesis, manakala SPSS versi 28 digunakan untuk penyaringan data. Dapatan kajian menunjukkan bahawa modal insan dan perkongsian pengetahuan mempunyai hubungan langsung yang signifikan dengan prestasi institusi pendidikan tinggi. Walau bagaimanapun, modal struktur, modal perhubungan, pemerolehan pengetahuan dan penerapan pengetahuan tidak menunjukkan hubungan langsung yang signifikan dengan prestasi institusi pendidikan tinggi. Selain itu, inovasi didapati berperanan sebagai pemboleh ubah pengantara dalam hubungan antara modal insan, modal struktur, penerapan pengetahuan dan prestasi institusi pendidikan tinggi di Pakistan. Kajian ini turut memberikan implikasi praktikal kepada pengurus institusi pendidikan tinggi di Pakistan bahawa pembangunan modal intelek yang merangkumi modal insan, modal struktur dan modal perhubungan serta pengukuhan amalan pengurusan pengetahuan yang melibatkan pemerolehan, perkongsian dan penerapan pengetahuan dengan memperkukuh budaya inovasi adalah penting bagi meningkatkan prestasi institusi pendidikan tinggi di negara tersebut.

Kata kunci: Modal Intelek, Pengurusan Pengetahuan, Inovasi, Prestasi Pendidikan Tinggi.

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TABLE OF CONTENTS

PERMISSION TO USE	i
ABSTRACT	ii
ABSTRAK	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Problem Statement	4
1.4 Research Objectives	14
1.5 Significance of the Study	15
1.5.1 Theoretical Significance	16
1.5.2 Practical Significance	18
1.6 Scope of the Study	20
1.7 Definitions of Key Terms.....	21
1.7.1 Intellectual Capital (IC)	21
1.7.2 Human Capital	21
1.7.3 Structural Capital	21
1.7.4 Relational Capital	21
1.7.5 Knowledge Management (KM)	21
1.7.6 Knowledge Acquisition	22
1.7.7 Knowledge Sharing.....	22
1.7.8 Knowledge Application	22
1.7.9 Innovation	22
1.7.10 Organization Performance	23
1.8 Organization of the Thesis	23
CHAPTER TWO LITERATURE REVIEW	24
2.1 Introduction	24

2.2 Higher Education Performance	24
2.2.1 Teaching Performance	25
2.2.2 Teaching Performance in HEIs	26
2.2.3 Measuring Teaching Performance in HEIs	30
2.2.4 Research Performance.....	32
2.2.5 Research Performance in HEI.....	32
2.2.6 Measuring Research Performance in HEI.....	35
2.2.7 Service Performance	36
2.2.8 Service Performance in HEI.....	37
2.2.9 Measuring Service Performance in HEI	40
2.3 Concept of Intellectual Capital and its Dimensions	43
2.3.1 Human Capital	45
2.3.2 Structural Capital	46
2.3.3 Relational capital.....	47
2.3.4 The Relationship between Human Capital and HE Performance	49
2.3.5 The Relationship between Structural Capital and HE Performance	52
2.3.6 The Relationship between Relational Capital and HE Performance	55
2.4 Concept of Knowledge Management and its Dimensions	62
2.4.1 Knowledge Acquisition.....	65
2.4.2 Knowledge Sharing.....	66
2.4.3 Knowledge Application	67
2.4.4 The Relationship between Knowledge Acquisition and HE Performance	68
2.4.5 The Relationship between Knowledge Sharing and HE Performance.....	73
2.4.6 The Relationship between Knowledge application and HE Performance	75
2.5 Concept of Innovation.....	81
2.5.1 Innovation and HE Performance	83

2.5.2 Innovation as mediator on the relationship between human capital and Higher Education Performance	85
2.5.3 Innovation as mediator on the relationship between structural capital and Higher Education Performance	87
2.5.4 Innovation as mediator on the relationship between relational capital and Higher Education Performance	89
2.5.5 Innovation as mediator on the relationship between knowledge acquisition and HE performance	91
2.5.6 Innovation as mediator on the relationship between knowledge sharing and HE performance.....	93
2.5.7 Innovation as mediator on the relationship between knowledge application and HE performance	94
2.6 Underpinning theory	97
2.6.1 Resource-Based View Theory (RBV).....	97
2.6.2 Knowledge-Based View Theory (KBV).....	100
2.7 Research Framework.....	103
2.8 Summary	104
CHAPTER THREE RESEARCH METHODOLOGY.....	105
3.1 Introduction.....	105
3.2 Research Paradigms	105
3.3 Research Design.....	107
3.4 Population and Sampling	109
3.4.1 Population of the Study	109
3.4.2 Sampling Frame	110
3.4.3 Sample size.....	110
3.4.4 Sampling Technique.....	112
3.5 Unit of analysis	114
3.6 Operationalization of the Constructs.....	114
3.7 Measurement of the Variables	115

3.7.1 Intellectual capital	115
3.7.2 Knowledge Management	117
3.7.3 Innovation	118
3.7.4 Higher Education Performance	119
3.8 Questionnaire Design	121
3.9 Pre-Testing	122
3.10 Pilot Test	123
3.11 Data Collection Procedure	124
3.11.1 Data Screening and Cleaning	126
3.12 Data Analysis	126
3.12.1 Descriptive Analysis	128
3.12.2 Partial Least Square Structural Equation Modeling (PLS-SEM).....	128
3.13 Summary	130
CHAPTER FOUR DATA ANALYSIS AND RESULTS	131
4.1 Introduction.....	131
4.2 Response Rate	131
4.3 Data Screening and Cleaning	132
4.3.1 Missing Data	133
4.3.2 Outliers.....	134
4.4 Normality Tests.....	136
4.4.1 Tests of Skewness and Kurtosis.....	137
4.4.2 Test of Harman's Single-Factor	138
4.4.3 Multi-Collinearity Test.....	140
4.5 Exploratory Factor Analysis (EFA)	141
4.6 Respondents Demographic Profile.....	142
4.6.1 Province	142
4.6.2 Sector	142
4.6.3 Gender	143

4.6.4 Age	143
4.6.5 Designations.....	143
4.7 Measurement Model Assessment.....	144
4.7.1 Construct Reliability and Validity	148
4.7.2 Convergent Validity	149
4.7.3 Discriminant Validity.....	150
4.8 Structural Model Assessment.....	151
4.8.1 Hypothesis Testing.....	153
4.8.2 Direct Relationship.....	153
4.8.3 Indirect Relationships (Mediation)	156
4.9 Path Coefficient Analysis.....	162
4.9.1 Coefficient of Determination (R^2).....	162
4.9.2 Effect Size (f^2).....	163
4.9.3 Predictive Relevancy (Q^2).....	165
4.10 Summary	167
CHAPTER FIVE DISCUSSION, RECOMMENDATIONS, AND	
CONCLUSIONS	169
5.1 Introduction	169
5.2 Recapitulation of the Study	169
5.3 Discussion on the Findings	170
5.3.1 Human Capital and HE Performance	170
5.3.2 Structural capital and HE Performance.....	171
5.3.3 Relational capital and HE Performance	173
5.3.4 Human capital and innovation	174
5.3.5 Structural capital and innovation	175
5.3.6 Relational capital and innovation.....	176
5.3.7 Knowledge acquisition and HE Performance	177
5.3.8 Knowledge sharing and HE Performance	178

5.3.9 Knowledge application and HE Performance	179
5.3.10 Knowledge acquisition and innovation	180
5.3.11 Knowledge sharing and innovation.....	181
5.3.12 Knowledge application and innovation.....	181
5.3.13 Innovation and HE performance	182
5.3.14 Innovation mediates the relationship between human capital and HE performance.....	183
5.3.15 Innovation mediates the relationship between structural capital and HE performance.....	184
5.3.16 Innovation mediates the relationship between relational capital and HE performance.....	185
5.3.17 Innovation mediates the relationship between knowledge acquisition and HEI performance.....	186
5.3.18 Innovation mediates the relationship between knowledge sharing and HEI performance.....	187
5.3.19 Innovation mediates the relationship between knowledge application and HEI performance.....	188
5.4 Limitation.....	189
5.5 Implications of the study	190
5.6 Recommendations and Future Directions	196
5.7 Conclusions	197
REFERENCES.....	199
Appendices	235
Appendix A: Letter of Recommendation for Data Collection and Research Work	235
Appendix B: Sample of Questionnaire	236
Appendix C: Content and face validation	242

LIST OF TABLES

Table 2.1 Summary of Higher Education Performance.....	42
Table 2.2 Summary of Intellectual Capital.....	59
Table 2.3 Summary of Knowledge Management.....	75
Table 2.4 Summary of Innovation.....	90
Table 3.1 Philosophical Assumptions of Research Paradigms.....	106
Table 3.2 Number of universities according to the region.....	110
Table 3.3 Sample size- Stratified Random Sampling	113
Table 3.4 Operational Definitions.....	114
Table 3.5 Items of Intellectual Capital.....	116
Table 3.6 Items of Knowledge Management	117
Table 3.7 Items of Innovation	119
Table 3.8 Items of Higher Education Performance.....	120
Table 3.9 Content and face validation.....	242
Table 3.10 Pilot Study.....	124
Table 4.1 Response rate	132
Table 4.2 Skewness and Kurtosis for normality test.....	138
Table 4.3 Harman's Single-Factor	139
Table 4.4 Multicollinearity Test Results.....	141
Table 4.5 Demographic Information.....	143
Table 4.6 Factor Loadings.....	146
Table 4.7 Construct-Reliability and Validity	149
Table 4.8 Convergent Validity	149
Table 4.9 Discriminant-Validity (HTMT)	150
Table 4.10 Results of direct relationships	155
Table 4.11 Results of indirect relationships (Hypothesis 14 to 19)	161
Table 4.12 Coefficient of Determination (R- Square)	163
Table 4.13 Effect Size f-square values.....	164
Table 4.14 Predictive Relevance- Cross-validated Redundancy	166

LIST OF FIGURES

Figure 1.1 Organization of Thesis.....	23
Figure 2.1 Research Framework	104
Figure 3.1 Sample size calculated by G-Power	111
Figure 4.1 Measurement Model	148
Figure 4.2 Structural Model	152



LIST OF ABBREVIATIONS

RBV	Resource-Based View Theory
KBV	Knowledge-Based View Theory
IC	Intellectual Capital
HC	Human Capital
SC	Structural Capital
RC	Relational Capital
KM	Knowledge Management
KA	Knowledge Acquisition
KS	Knowledge Sharing
KAP	Knowledge Application
HEP	Higher Education Performance
RP	Research Performance
TP	Teaching Performance
SP	Services Performance
PLS-SEM	Partial Least Square Structural Equation Modeling
AVE	Average Variance Extracted
CR	Composite Reliability
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The history of higher education in Pakistan has been very old since its independence in 1947, when there were only a few institutions, where Quaid-e-Azam University is known as the oldest university after its independence (Fatima et al., 2020). However, when discussing education, it enables citizens to empower and contribute to the economic growth of the country; for any nation, higher education is the key determinant of economic growth (Abid, 2022).

Unfortunately, Pakistan is facing a challenging situation in the education sector, because spending on education is its biggest challenge. According to the Economic Survey of Pakistan (2023), the current budget (2022-2023) for education is only 1.77% of GDP which is the lowest in the region, and the literacy rate in (2022-2023) was 62.3%. From the various United Nations agencies' views, they recommended that the budget for education must be 4% of the GDP. In recent years, the highest percentage of GDP in Pakistan was spent on education in 2017-18, when education expenditures were raised to 2.12%. The usual argument given for a lack of spending on education has always been, and still is, a lack of resources (Shaheen et al., 2024).

This lack of resources poses numerous challenges for the survival of higher education institutions (HEIs). For instance, researchers have argued that globalisation and internationalisation of higher education have raised concerns about academic quality (Murtaza & Hui, 2021) and the international rankings of HEIs (Haq & Faridi, 2020). Universities in Pakistan face the same challenges as universities in other developing

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Appendices

Appendix A: Letter of Recommendation for Data Collection and Research

Work



UNIT PENGAJIAN SISWAZAH
POSTGRADUATE STUDIES UNIT (PSU)
UUM College of Business
Universiti Utara Malaysia
06010 UUM SINTOK
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UUM/COB/P-40
24 October 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that **QALANDER BUKSH ALI (Matric No. 903965)** is a student at the UUM College of Business, Universiti Utara Malaysia, pursuing his Doctor of Philosophy (Human Resource Management). He is conducting research entitled ***“Examining Intellectual Capital, Knowledge Management, and Mediating Role of Innovation Towards Organization Performance of Higer Education Institutions in Pakistan”*** under the supervision of Assoc. Prof. Dr. Md. Lazim bin Mohd Zin and Dr. Saiful Azizi bin Ismail.

In this regard, we hope that you can kindly provide him with assistance and cooperation to enable him to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance are very much appreciated.

Thank you.

“MALAYSIA MADANI”
“BERKHIDMAT UNTUK NEGARA”
“KEDAH SEJAHTERA - NIKMAT UNTUK SEMUA”
“ILMU BUDI BAKTI”

Upholding the principles of trust and integrity

NURUL NADIAH RUSLE
Assistant Registrar
for Director
Postgraduate Studies Unit
UUM College of Business

c.c. - Supervisors
- Student's File (903965)

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix B: Sample of Questionnaire

SECTION A:

Demographic information

The following section will ask about the profile of your Institution. Kindly fill in the required information.

Please read the following statements and TICK (✓) in the appropriate box.

Sector	Province	Designation
☐ Public Sector	☐ Punjab	☐ Vice Chancellor
☐ Private Sector	☐ Sindh	☐ Dean
	☐ Baluchistan	☐ HOD/Directors
	☐ Islamabad	☐ Others
	☐ Khyber Pakhtunkhwa (KPK)	
	☐ Azad Jammu Kashmir (AJK)	
	☐ Gilgit Baltistan (GB)	
Gender	Age	Name of University
☐ Male	☐ Less than 30 years	
☐ Female	☐ 30- 39	
	☐ 40 – 49	
	☐ 50 and over	

SECTION B: Intellectual Capital Scale

Please read the following statements and **TICK (✓)** the number. Using the 5-point Likert scale where (1) strongly disagree (2) Disagree (3) Neutral (4) Agree (5) strongly Agree, below:

SR #	Intellectual Capital	1	2	3	4	5
		SD	D	N	A	SA
Human Capital						
HC1	Our university faculty have the knowledge necessary to perform their duties in the best way possible.	1	2	3	4	5
HC2	Our university faculty members are keen to search for and acquire knowledge required in their field.	1	2	3	4	5

HC3	Our university faculty is keen to confirm the availability of the necessary skills and capabilities during the attract and recruit operations.	1	2	3	4	5
HC4	Our university has a sufficient number of scientifically and professionally qualified employees to perform the functional tasks assigned to them.	1	2	3	4	5
HC5	Our university faculty members practical and scientific experience possess contribute in providing best solutions to the problems they face.	1	2	3	4	5
Structural Capital						
SC1	Our university administration is keen to clarify the rules and regulations for its employees since joining the work.	1	2	3	4	5
SC2	The employees are obliged to follow reporting lines according to the university's organizational structure.	1	2	3	4	5
SC3	There is a specific job description for the tasks, duties, and responsibilities required of the university employee.	1	2	3	4	5
SC4	The university has a procedures guide that explains and defines the steps for implementing the work.	1	2	3	4	5
SC5	There are specific and standardized methods for everyone who exercises the same function.	1	2	3	4	5
Relational Capital						
RC1	Our university encourages teamwork and a team spirit method.	1	2	3	4	5
RC2	Our university employees work in teams to contribute to creating innovative ideas.	1	2	3	4	5
RC3	Our university employees work to provide a stimulating environment for the development of positive communication networking among all its employees.	1	2	3	4	5
RC4	Our university employees have distinguished social relations with workers in competing universities.	1	2	3	4	5
RC5	The social relations of our university employees are characterized by respect and appreciation with officials and workers in different institutions.	1	2	3	4	5

SECTION C: Knowledge Management Scale

Please read the following statements and **TICK (✓)** the number. Using the Likert scale where (1) strongly disagree (2) Disagree (3) Neutral (4) Agree (5) strongly Agree, below:

SR #	Knowledge Management	1 SD	2 D	3 N	4 A	5 SA
Knowledge Acquisition						
KA1	Our university encourages and has processes for the exchange of ideas and knowledge between individuals and groups.	1	2	3	4	5

KA2	Our university has a mechanism for creating and acquiring knowledge from different sources such as customers, employees, business partners and competitors.	1	2	3	4	5
KA3	Our university responds to our ideas and documents them for further development.	1	2	3	4	5
KA4	Our university sets up regulations to encourage staff to further study after a certain period working for the institution.	1	2	3	4	5
KA5	Our university recruits and hires quality professionals or teaching staff to increase grey matter in the organization.	1	2	3	4	5
KA6	Our university annually spends certain amount of budget to purchase learning and research materials.	1	2	3	4	5
Knowledge Sharing						
KS1	Our university has libraries, resource centers and other forums to display and share knowledge.	1	2	3	4	5
KS2	Our university has knowledge in the form that is readily accessible to us when needed.	1	2	3	4	5
KS3	Our university has different publications to display the captured knowledge.	1	2	3	4	5
KS4	Our university has regular symposiums, lectures, conferences, and training sessions to share knowledge.	1	2	3	4	5
KS5	Our university utilizes various written devices such as newsletters, manuals to store the knowledge what they capture.	1	2	3	4	5
KS6	Our university utilizes databases, repositories, and info technology applications to store knowledge for easy access by staff.	1	2	3	4	5
KS7	Our university runs apprenticeship, mentor, or coaching programs for the development of young staff.	1	2	3	4	5
KS8	Our university provides space and occasion for employees to talk and to listen to one another and interact informally.	1	2	3	4	5
KS9	Our university often forms up team with members from different departments to involve in a special project.	1	2	3	4	5
KS10	Our university has virtual space (i.e., website, forum, intranet, internal e-mail system).	1	2	3	4	5
KS11	Our university sends out timely reports with appropriate information to us and other relevant institutions.	1	2	3	4	5

Knowledge Application						
KAP1	Our university has methods to analyze and critically evaluate knowledge to generate new patterns and knowledge for future use.	1	2	3	4	5
KAP2	Our university applies knowledge to critical competitive needs.	1	2	3	4	5
KAP3	Our university has a mechanism to protect knowledge from inappropriate or illegal use inside and outside of the institution.	1	2	3	4	5
KAP4	Our university has different methods to further develop the knowledge and apply them to new situations.	1	2	3	4	5
KAP5	Our university has mechanism for filtering, cross-listing, and integrating different sources and type of knowledge.	1	2	3	4	5

SECTION D: Innovation Scale

Please read the following statements and **TICK (✓)** the number. Using the Likert scale where (1) strongly disagree (2) Disagree (3) Neutral (4) Agree (5) strongly Agree, below:

SR #	Innovation	1 SD	2 D	3 N	4 A	5 SA
INNO1	Our university is keen to provide creative and innovative services.	1	2	3	4	5
INNO2	Our university provides all facilities to encourage its employees to be creative.	1	2	3	4	5
INNO3	Our university is inspired by creative and innovative ideas by communicating with students, their families, and listening to their suggestions.	1	2	3	4	5
INNO4	Our university provides material and moral incentives for innovative ideas.	1	2	3	4	5
INNO5	Our university officials possess a high ability to perceive future ideas.	1	2	3	4	5

SECTION E: Higher education performance Scale

Please read the following statements and **TICK (✓)** the number. Using the Likert scale where (1) strongly disagree (2) Disagree (3) Neutral (4) Agree (5) strongly Agree, below:

SR #	Higher education performance	1 SD	2 D	3 N	4 A	5 SA
Teaching Performance						
TP1	The faculty member of our university communicates clearly about practical matters and course organization.	1	2	3	4	5
TP2	The faculty members of our university make it clear what knowledge and skills students acquire to pass their courses.	1	2	3	4	5
TP3	The faculty members of our university use a variety of teaching methods to help students learn.	1	2	3	4	5
TP4	The study material (slides, notes, books, etc.) helps students to understand the course material.	1	2	3	4	5
TP5	The feedback and assignments from the faculty members help students to do better.					
Research Performance						
RP1	Our university has increased its ability to obtain research grants.	1	2	3	4	5
RP2	Our university has increased its ability to complete research on time as planned.	1	2	3	4	5
RP3	Our university has increased its ability to produce research that meets objectives respectively.	1	2	3	4	5
RP4	Our university has increased its ability to involve students in research work.	1	2	3	4	5
RP5	Our university has an increased its ability to produce impactful research that attracts citations.	1	2	3	4	5
Service Performance						
SP1	Our university faculty members provide services in designing new academic programs.	1	2	3	4	5
SP2	Our university faculty members provide services in curriculum development.	1	2	3	4	5
SP3	Our university faculty participate in academic committees (e.g., departmental, advisory, budget, hiring and recruitment)	1	2	3	4	5
SP4	Our university faculty responds immediately to colleagues' urgent requests.	1	2	3	4	5
SP5	Our university faculty voluntarily assists staff members from other departments	1	2	3	4	5
SP6	Our university faculty assists new staff members in work-related tasks and operations	1	2	3	4	5
SP7	Our university faculty members resolve conflicts among staff members	1	2	3	4	5

SP8	Our university faculty assists colleagues when they encounter job difficulties	1	2	3	4	5
SP9	Our university faculty members provide services in student counselling	1	2	3	4	5
SP10	Our university faculty are engaged in community service (e.g., providing field/discipline-related consulting service to third parties)	1	2	3	4	5
SP11	Our university faculty willingly listens to students' request.	1	2	3	4	5
SP12	Our university faculty responds to students' requests that go beyond what was promised	1	2	3	4	5
SP13	Our university faculty members provides standardized (uniform) service to students	1	2	3	4	5
SP14	Our university faculty members provide unique services as compared to other universities.	1	2	3	4	5
SP15	Our university faculty members stay late to provide service	1	2	3	4	5



Appendix C: Content and face validation

Items	Rating				Remarks
	1 Not relevant and clear.	2 It needs major revision	3 It needs minor revisions	4 It is relevant and clear	
Intellectual Capital					
Human Capital					
Item no. 1				10 (R1-R10)	For item no. 1 all the experts gave similar reviews and marked the item as relevant and correct. For Item no. 2 one expert share his opinion that the item is not relevant, and one suggest it need minor revision and remaining suggests items are clear and relevant. For Item no. 3 one expert suggest major revision and remaining suggests items are relevant and clear. For Item no. 4 All the experts suggests that items are relevant and clear For Item no. 5 one expert suggest that item is not relevant and clear and one expert suggests minor revision remaining suggests that the item is relevant and clear. For Item no. 1 one expert suggest
Item no. 2	1 (R3)	1 (R4)		8 (R1, R2-R5-R10)	
Item no. 3		1 (R2)		9 (R1, R3-R10)	
Item no. 4				10 (R1- R10)	
Item no. 5	1 (R9)		1 (R10)	8 (R1-R8)	
Structural Capital					
				9	

Item no. 1		(R2)	(R1, R3-R10)	minor revisions and remaining suggests item is clear and relevant.
Item no. 2	1 (R5)	1 (R7)		For item no. 2 one expert suggest that item is not clear and relevant, and one expert suggests it needs minor revision and remaining experts suggests that item is relevant and clear.
Item no. 3		1 (R2)	9 (R1, R3-R10)	For Item no. 3 one expert suggest minor revision and remaining suggests item is relevant and clear.
Item no. 4		1 (R6)	9 (R1-R5, R7-R10)	For Item no. 4 one expert suggest minor revision and remaining suggests item is relevant and clear.
Item no. 5		1 (R2)	9 (R1-R3, R7-R10)	For Item no. 5 one expert suggest minor revision and remaining suggests item is relevant and clear.
Relational Capital				
Item no. 1			10 (R1-R10)	For Item no. 1 all the experts suggests that the item is relevant and clear.
Item no. 2		2 (R3, R4)	8 (R1, R2, R5-R10)	For Item no. 2 two experts suggest that item needs minor revision and remaining suggests that items are relevant and clear.
Item no. 3			10 (R1-R10)	For Item no. 3 all the experts suggest that the item is relevant and clear.
Item no. 4			10 (R1-R10)	
Item no. 5		2 (R2, R5)	8 (R1, R3, R4, R6-R10)	

**Knowledge
Management
Knowledge
Acquisition**

Item no. 1

1
(R2)

9
(R1, R3-
R10)

For Item no. 4 all the experts suggest that the item is relevant and clear.
For Item no. 5 only two experts suggest minor revision and remaining suggests item is relevant and clear.

For Item no. 1 only one expert suggests minor revision and remaining suggest that item is relevant and clear.

Item no. 2

1
(R1)

1
(R3)

8
(R2, R4-
R10)

For Item no. 2 only one expert suggest that item is not relevant and clear and only one expert suggest that it need minor revision and remaining suggest that item is relevant and clear.

Item no. 3

1
(R2)

9
(R1, R3-
R10)

For Item no. 3 only one expert suggests minor revision and remaining suggest that item is relevant and clear.

Item no. 4

1
(R4)

9
(R1-R3,
R5-R10)

For Item no. 4 only one expert suggests minor revision and remaining suggest that item is relevant and clear.

Item no. 5

1
(R1)

9
(R2-R10)

For Item no. 5 only one expert suggests minor revision and remaining suggest that item is relevant and clear.

Item no. 6

10
(R1-R10)

For Item no. 6 all the experts suggest

			that the item is relevant and clear.
Knowledge Sharing			
Item no. 1		10 (R1-R10)	For Item no. 1 all the experts suggest that the item is relevant and clear.
Item no. 2		10 (R1-R10)	For Item no. 2 all the experts suggest that the item is relevant and clear.
Item no. 3		10 (R1-R10)	For Item no. 3 all the experts suggest that the item is relevant and clear.
Item no. 4	1 (R1)	9 (R2-R10)	For Item no. 4 only one expert suggests minor revision and remaining suggest that item is relevant and clear.
Item no. 5		10 (R1-R10)	For Item no. 5 all the experts suggest that the item is relevant and clear.
Item no. 6	1 (R1)	9 (R2-R10)	For Item no. 6 only one expert suggests minor revision and remaining suggest that item is relevant and clear.
Item no. 7	1 (R1)	9 (R2-R10)	For Item no. 7 only one expert suggests minor revision and remaining suggest that item is relevant and clear.
Item no. 8		10 (R1-R10)	For Item no. 8 all the experts suggest that the item is relevant and clear.
Item no. 9		10 (R1-R10)	For Item no. 9 all the experts suggest that the item is relevant and clear.
Item no. 10		10 (R1-R10)	For Item no. 10 all the experts suggest

			that the item is relevant and clear.
Item no. 11	10 (R1-R10)	For Item no. 11 all the experts suggest that the item is relevant and clear.	
Knowledge Application			
Item no. 1	10 (R1-R10)	For Item no. 1 all the experts suggest that the item is relevant and clear.	
Item no. 2	10 (R1-R10)	For Item no. 2 all the experts suggest that the item is relevant and clear.	
Item no. 3	10 (R1-R10)	For Item no. 3 all the experts suggest that the item is relevant and clear.	
Item no. 4	10 (R1-R10)	For Item no. 4 all the experts suggest that the item is relevant and clear.	
Item no. 5	10 (R1-R10)	For Item no. 5 all the experts suggest that the item is relevant and clear.	
Innovation			
Item no. 1	10 (R1-R10)	For Item no. 1 all the experts suggest that the item is relevant and clear.	
Item no. 2	10 (R1-R10)	For Item no. 2 all the experts suggest that the item is relevant and clear.	
Item no. 3	10 (R1-R10)	For Item no. 3 all the experts suggest that the item is relevant and clear.	
Item no. 4	10 (R1-R10)	For Item no. 4 all the experts suggest that the item is relevant and clear.	
Item no. 5	10 (R1-R10)	For Item no. 5 all the experts suggest that the item is relevant and clear.	
Higher education performance			

Teaching Performance

Item no. 1		10 (R1-R10)	For Item no. 1 all the experts suggest that the item is relevant and clear.
Item no. 2		10 (R1-R10)	For Item no. 2 all the experts suggest that the item is relevant and clear.
Item no. 3	1 (R4)	9 (R1-R3, R5-R10)	For Item no. 3 only one expert suggests minor revision and remaining suggest that item is relevant and clear.
Item no. 4		10 (R1-R10)	For Item no. 4 all the experts suggest that the item is relevant and clear.
Item no. 5		10 (R1-R10)	For Item no. 5 all the experts suggest that the item is relevant and clear.

Research Performance

Item no. 1		10 (R1-R10)	For Item no. 1 all the experts suggest that the item is relevant and clear.
Item no. 2		10 (R1-R10)	For Item no. 2 all the experts suggest that the item is relevant and clear.
Item no. 3		10 (R1-R10)	For Item no. 3 all the experts suggest that the item is relevant and clear.
Item no. 4		10 (R1-R10)	For Item no. 4 all the experts suggest that the item is relevant and clear.
Item no. 5	1 (R1)	9 (R2-R10)	For Item no. 5 only one expert suggests minor revision and remaining suggest that item is relevant and clear.

Service Performance

	10 (R1-R10)	For Item no. 1 all the experts suggest
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Item no. 1		that the item is relevant and clear.
Item no. 2	10 (R1-R10)	For Item no. 2 all the experts suggest that the item is relevant and clear.
Item no. 3	10 (R1-R10)	For Item no. 3 all the experts suggest that the item is relevant and clear.
Item no. 4	10 (R1-R10)	For Item no. 4 all the experts suggest that the item is relevant and clear.
Item no. 5	10 (R1-R10)	For Item no. 5 all the experts suggest that the item is relevant and clear.
Item no. 6	10 (R1-R10)	For Item no. 6 all the experts suggest that the item is relevant and clear.
Item no. 7	10 (R1-R10)	For Item no. 7 all the experts suggest that the item is relevant and clear.
Item no. 8	10 (R1-R10)	For Item no. 8 all the experts suggest that the item is relevant and clear.
Item no. 9	10 (R1-R10)	For Item no. 9 all the experts suggest that the item is relevant and clear.
Item no. 10	10 (R1-R10)	For Item no. 10 all the experts suggest that the item is relevant and clear.
Item no. 11	10 (R1-R10)	For Item no. 11 all the experts suggest that the item is relevant and clear.
Item no. 12	10 (R1-R10)	For Item no. 12 all the experts suggest that the item is relevant and clear.
Item no. 13	10 (R1-R10)	For Item no. 13 all the experts suggest that the item is relevant and clear.



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Item no. 14	10 (R1-R10)	For Item no. 14 all the experts suggest that the item is relevant and clear.
Item no. 15	10 (R1-R10)	For Item no. 15 all the experts suggest that the item is relevant and clear.

