Organisational Code-Switching as a Catalyst: Unveiling the Effect of Mixed-Curriculum Management on English-Medium School Performance

Stefy Akuba, Poltak Sinaga, Gracia Ugut, Sidik Budiono

Abstract

This study employs a quantitative research design to comprehensively investigate the integrative knowledge-based theory approach to mixed curriculum management and the performance of English-medium schools. It proposes a model incorporating organisational code-switching to mediate between mixed-curriculum management and school performance. English-medium schools, spanning from kindergarten to high school levels and employing national and international curricula, serve as the focal point of this research. A structured survey instrument collected data from 457 senior leadership team members representing 119 English-medium schools. The analysis employed Partial Least Square Structural Equation Modelling (PLS-SEM), with the AMOS 24 data analysis software utilised for processing. The findings indicate a direct connection between curriculum acquisition and school performance did not yield a significant result. Consequently, the study emphasises the importance of involving organisational code-switching as a mediator to enhance school performance in this context.

Keywords: *English-medium School, Mixed Curriculum Management, Organisational Code-Switching, School Performance.*

INTRODUCTION

English-Medium Schools (EMS) in Indonesia must maintain both national and international curriculum accreditations to preserve their status. Failing to meet accreditation criteria risks losing the privilege of offering an international curriculum, which could harm the school's reputation. Balancing and managing two different curricula with distinct objectives poses significant challenges.

Implementing a mixed curriculum effectively requires careful planning to align with the school's values and educational goals (Nevenglosky et al., 2019). However, determining the right balance and content can be complex, as different stakeholders have varied expectations (D'cruz, 2022; Jeynes, 2022). Moreover, regulatory constraints further complicate curriculum design, potentially leading to overload and stress for teachers and students.

Effective Knowledge Management (KM) is crucial for enhancing overall school performance (Iqbal et al., 2019; Sahibzada et al., 2020). While KM can theoretically boost competitiveness, its impact on performance remains inconsistent in practice. Decision-making and sensemaking play vital roles in KM (Abubakar et al., 2019), but in the context of EMS with regulatory limitations, sensemaking may offer a more suitable approach (Burstein & Holsapple, 2008). Integrating sociolinguistic theories, particularly regarding code-switching, can enrich sensemaking processes within EMS, aiding in navigating social identity negotiations. The concept of Organisational Code Switching

(OCS) emerges as a potential solution to bridge the gap between theory and practice, facilitating adaptive responses to changing environments while maintaining performance and social identity preferences.

METHOD

This study used a quantitative questionnaire to measure school leaders' perception of schools' performance, mixed-curriculum management (curriculum acquisition, curriculum integration and curriculum application) and organisational code-switching in EMS in Greater Jakarta. The sampling technique was carried out using purposive sampling. The respondents who became the sample of this study were the senior management team of EMS, located in Greater Jakarta, and registered in MoEC. There are 301 EMS schools in Greater Jakarta, as per data from data.sekolah-kita.net. The survey was completed by respondents from 119 of these EMS schools (see Table 1).

Table 1. Research Respondent

Districts		Educational Stage							Total
		K.G.	P	KG + P	LS	US	S (LS+USS)	P + S	
West Jakarta	School	1	9	10	3	1	6	1	31
	%	0.8	7.6	8.4	2.5	0.8	5	0.8	26
Central Jakarta	School	0	0	1	0	0	1	0	2
	%	0	0	0.8	0	0	0.8	0	1.7
South Jakarta	School	0	7	5	2	1	9	2	26
	%	0	5.9	4.2	1.7	0.8	7.6	1.7	21.8
East Jakarta	School	0	1	2	1	0	2	0	6
	%	0	0.8	1.7	0.8	0	1.7	0	5
North Jakarta	School	0	6	5	2	0	7	3	23
	%	0	5	4.2	1.7	0	5.9	2.5	19.3
Bekasi	School	0	1	0	0	0	2	0	3
	%	0	0.8	0	0	0	1.7	0	2.5
Bogor	School	0	2	0	0	0	2	0	4
	%	0	1.7	0	0	0	1.7	0	3.4
Tangerang	School	0	7	3	1	1	11	1	24
	%	0	5.9	2.5	0.8	0.8	9.2	0.8	20.2
Total	School	1	33	26	9	3	40	7	119

	%	0.8	27.7	21.8	7.6	2.5	33.6	5.9	100

Tanaka (1987) suggested a different approach, recommending a sample size of the number of free parameters ratio of 4:1. According to the research model, there are 87 distinct parameters, so the study requires at least 348 samples (87×4). The study contacted 255 EMS in Greater Jakarta to participate in the survey, and 47.6% responded. Four hundred fifty-seven senior leadership team members from 119 EMS completed the survey, which falls within an acceptable range. It can be concluded that the sample size is sufficient for the study. The profile can be observed in Table 2.

Table 2. Profile of Respondent

Positions		Respondent Age (Year)					Total	Length of work (years)		Total
		≤ 25	26-35	36-45	46-55	> 55		< 5	≥ 5	
Head of School	Number	0	0	0	3	2	5	4	1	5
	%	0	0	0	0.7	0.4	1.1	0.9	0.2	1.1
Principal	Number	0	15	28	51	22	116	45	71	116
	%	0	3.3	6.2	11.2	4.9	25.5	9.9	15.6	25.5
Vice Principal	Number	5	39	76	38	5	163	65	98	163
	%	1.1	8.6	16.7	8.4	1.1	35.8	14.3	21.5	35.8
Academic Coordinator	Number	0	3	5	6	0	15	5	9	15
	%	0	0.7	1.1	1.3	0	3.1	1.1	2.0	3.1
Subject Coordinator	Number	12	24	23	24	2	85	48	37	85
	%	2.6	5.3	5.1	5.3	0.4	18.7	10.5	8.2	18.7
Level Coordinator	Number	5	9	22	24	13	73	56	16	73
	%	1.1	2.0	4.8	5.3	2.6	15.8	12.3	3.5	15.8
Total	Number	22	90	154	146	43	457	223	232	457
	%	4.9	19.7	33.8	32.1	9.5	100	49.0	51.0	100

Using data on all variables, quantitative research using path analysis methodologies determines the effect of independent variables on dependent variables. Therefore, the impact of independent variables on dependent variables was statistically assessed in this study. Data analysis must be done to process the data obtained to generate a conclusion. This study will use a measurement model (outer model), structural model (inner model), and hypothesis test as data analysis techniques. Partial Least Square Structural Equation Modeling (PLS-SEM) and the AMOS 24 data analysis software will be used to process the data.

FINDINGS AND DISCUSSION

Outer Model Test

Forty-four items underwent EFA, where only factor loadings of 0.60 or higher on a specific factor and 0.35 or lower on other factors were used to support the validity of the factor. Two items (SP6 and SP10) were eliminated during the validation process because their factor loadings on their respective unobserved or latent variable were below 0.60 and considered inadequate. Additionally, the KMO measure of sampling adequacy for all items was above 0.60, with most analyses falling within the range of 0.910 to 0.945,

indicating satisfactory inter-correlations. To summarise, it is indisputable that each item is a dependable indicator of the constructs. Additionally, the internal consistency of the measures was assessed with Cronbach's alpha, and all the values exceeded the suggested threshold of 0.60.

Table 3. Exploratory Factor Analysis

Variables	No. of items	Indicators	Mean	Std. Deviation	Factor Loadings	KMO	Eigen value	% of variance	Cronbach's Alpha	Bartlett's Test of Sphericity
School Performance (S.P.)	10	SP1	3.59	1.089	.844	.927	5.418	54.175	.904	2328.8
		SP2	3.67	.927	.794					
		SP3	3.57	1.028	.809					
		SP4	3.52	1.047	.765					
		SP5	3.53	1.063	.778					
		SP6	3.80	.919	.571					
		SP7	3.55	1.044	.745					
		SP8	3.66	.947	.718					
		SP9	3.50	1.036	.750					
		SP10	3.76	.945	.520					
Curriculum Acquisition (CAC)	8	CAC1	4.04	.780	.741	.931	4.726	59.073	.901	1755.5
		CAC2	4.07	.765	.781					
		CAC3	4.03	.782	.766					
		CAC4	3.90	.781	.741					
		CAC5	4.02	.791	.801					
		CAC6	3.93	.749	.808					
		CAC7	4.05	.763	.746					
		CAC8	3.92	.784	.762					
Curriculum Integration (CI)	8	CI1	3.85	.828	.728	.925	4.411	55.134	.883	1479.7
		CI2	3.80	.833	.742					
		CI3	3.86	.849	.735					
		CI4	3.88	.808	.744					
		CI5	3.82	.880	.763					
		CI6	3.87	.846	.754					
		CI7	3.78	.886	.740					
		CI8	3.80	.909	.732					

Curriculum Application (CAP)	8	CAP1	3.86	.893	.778	.938	4.915	61.434	.910	1916.5
		CAP2	3.89	.924	.791					
		CAP3	3.89	.893	.793					
		CAP4	3.89	.882	.792					
		CAP5	3.91	.903	.792					
		CAP6	3.82	.959	.789					
		CAP7	3.86	.913	.807					
		CAP8	3.81	.951	.724					
Organisational Code Switching (OCS)	10	OCS1	3.63	.953	.771	.945	5.415	54.151	.906	2440.1
		OCS2	3.69	.910	.750					
		OCS3	3.66	.936	.763					
		OCS4	3.69	.914	.775					
		OCS5	3.70	.933	.740					
		OCS6	3.64	.972	.765					
		OCS7	3.66	.946	.792					
		OCS8	3.65	.924	.754					
		OCS9	3.63	.943	.757					
		OCS10	3.60	.938	.768					

The research variables were subjected to Confirmatory Factor Analysis to examine the underlying structure of the factors associated with other variables. The standardised solution of the final measurement model is depicted in Figure 1. The goodness-of-fit indices for this research framework are as follows: normed chi-square ($\chi2/df$) value of 2,408, RMR = 0.035, GFI = 0.846, AGFI = 0.825, NFI = 0.851, CFI = 0.907, and RMSEA = 0.056. Most fit indices meet the recommended threshold for a good fit, indicating that the data has been successfully verified to align well with the model.
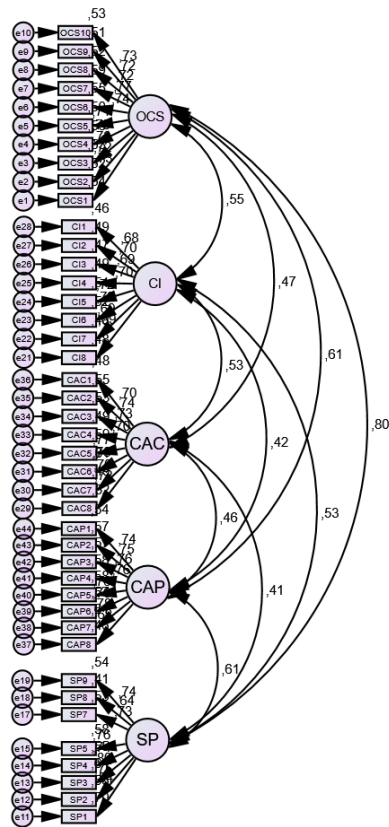
Figure 1. Confirmatory Factor Analysis Diagram

Inner Model Test

Figure 2 illustrates the research model analysed through Structural Equation Modeling (SEM). Table 4 presents the comprehensive outcomes of the structural model investigation. Based on the chi-square ratio ($\chi2$ statistic divided by degrees of freedom) of 2.415, with a corresponding p-value of 0.000 (<0.05), although the GFI, AGFI, and NFI values fall below 0.9, which is the typical threshold, they still adhere to Doll et al. (1994) and Kline's (2015) recommendations of acceptability when exceeding 0.8. Furthermore, the RMSEA value of 0.056 is lower than 0.08, and the RMR value of 0.035 is below 0.1. In conclusion, these results affirm that the model fits well with the dataset.
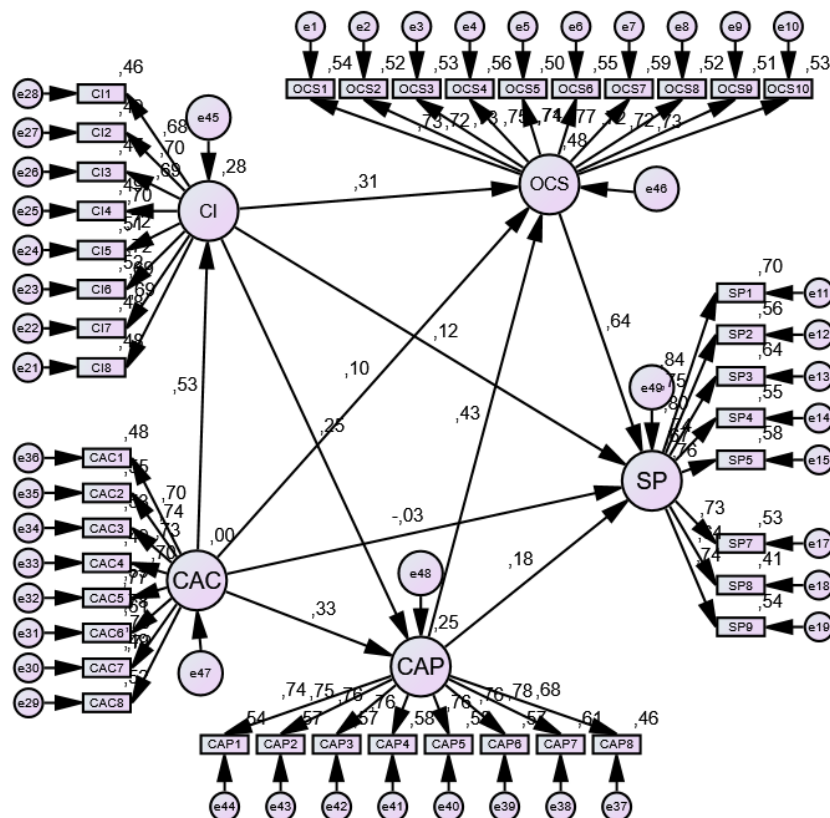
Figure 2 Research Model in Amos After Calculate Estimates

Table 4 Measures of Model Fit

Goodness of Fit Measures	χ^2 test statistics/df	p-value	GFI	AGFI	CFI	NFI	RMSEA	RMR
Recommended Value	≤ 3.00	< 0.05	≥ 0.80	≥ 0.80	≥ 0.90	≥ 0.85	≤ 0.08	≤ 0.1
Structural Model	2.415	0.000	0.850	0.830	0.908	0.854	0.056	0.035

Hypothesis Test

In the phase of testing hypotheses, the validity of the proposed path is confirmed by examining the statistical significance of each value associated with the structural parameters. Based on the outcome set (refer to Table 5), the results led to the acceptance of hypotheses H1, H2, H3, H4 H5, H6, H8, H9 and H10. On the contrary, the effect of curriculum acquisition (β = -0.119, p > 0.05) on school performance was insignificant, resulting in the lack of support for hypothesis H7.

Table 5. Hypothesis Testing Results

Hypothesis	Path	Estimate	Std. Error	Critical Ratio	P-value	Remarks
H1: Curriculum acquisition management affects curriculum integration	CAC → CI	0.595	0.066	9.065	0.000	Supported

H2: Curriculum acquisition management affects curriculum application	CAC → CAP	0.376	0.070	5.390	0.000	Supported
H3: Curriculum integration management affects curriculum application	CI → CAP	0.251	0.061	4.101	0.000	Supported
H4: Curriculum acquisition management affects organisational code-switching	CAC → OCS	0.127	0.064	1.980	0.048	Supported
H5: Curriculum integration management affects organisational code-switching	CI → OCS	0.349	0.060	5.800	0.000	Supported
H6: Curriculum application management affects organisational code-switching	CAP → OCS	0.467	0.059	7.845	0.000	Supported
H7: Curriculum acquisition management affects the school performance	CAC → SP	-0.057	0.071	-0.798	0.425	Not Supported
H8: Curriculum integration management affects the school performance	CI → SP	0.169	0.067	2.508	0.012	Supported
H9: Curriculum application management affects the school performance	CAP → SP	0.258	0.066	3.883	0.000	Supported
H10: Organisational code-switching affects the school performance	OCS → SP	0.836	0.078	10.691	0.000	Supported

Statistical evidence demonstrates that CAC does not directly affect S.P., but its effect is mediated through CI and OCS, with the most significant path coefficient value being 0.109. Hence, OCS and CI fully mediated the relationship between CAC and S.P. Therefore, curriculum acquisition needs to be mediated by curriculum integration and organisational code-switching to enhance the performance of EMS.

Table 6. Mediation Analysis Summary

Relationship	Direct Effect	Indirect Effect	Confidence Interval		P-Value	Conclusion
			Lower Bound	Upper Bound		
CAC → CI → OCS → SP	-0.035 (.430)	0.192	0.358	0.531	.000	Fully Mediation

Discussion

Mixed Curriculum Management Variables

The effect relationships among mixed curriculum management variables (H1, H2 and H3) are statistically verified, these findings align with previous studies that have asserted a connection between knowledge acquisition – knowledge integration (Cheng et al., 2023; Qu & Liu, 2017; Rehman & Iqbal, 2020), knowledge acquisition – knowledge application (Abbas, 2020; Al-Koliby et al., 2022; Ode & Ayavoo, 2020) and knowledge integration-knowledge application(Berri & Donnelly, 2020; Binder et al., 2019; Hafidh et al., 2020) These findings underscore the importance of proficiently acquiring and effectively applying knowledge to enhance organisational performance and maintain competitiveness, transcending geographical boundaries and industry sectors

The results validate that mixed curriculum management plays a pivotal role as a fundamental component in EMS. It cannot function in isolation but requires careful acquisition planning, integration and execution. The significance of curriculum management lies in its comprehensive approach, encompassing the strategic planning, implementation, and evaluation of curriculum activities to yield high-quality outcomes. Within the framework of educational objectives, curriculum management profoundly influences the effectiveness of the learning process within schools. When curriculum management falters, it introduces obstacles to the teaching and learning process, thereby constraining the attainment of educational goals.

Effect of Mixed Curriculum Variables on OCS

The effect of mixed curriculum management variables toward OCS (H4, H5 and H6) are statistically verified. Enhancing proficiency in acquiring specific skills enables an organisation to foster adaptive learning and continuous improvement, bolstering its agility (Bergaoui & Ghannouchi, 2023; Khatri et al., 2023) Furthermore, knowledge Integration exemplified by systemic functional linguistics, which constitutes one dimension in sociolinguistics contributing to OCS, plays a crucial role in bilingual/multilingual education programs. This integration can enhance teachers' proficiency in curriculum development, pedagogy, and assessment (Morton, 2023). Moreover, applying knowledge within an organisation can enhance its ability to formulate innovative strategies, including ambidextrous innovation. Without sociolinguistic considerations, organisations that do not employ code-switching may face challenges in achieving ambidextrous innovation, which pertains to the organisation's capacity to manage various activities or capabilities (Ju et al., 2022).

The impact of curriculum management on code-switching within educational programs has been a subject of considerable scholarly attention. Researchers have underscored the critical role that curriculum design and administration play in shaping linguistic practices within the classroom setting. A well-structured and effectively managed curriculum can provide a framework that encourages or discourages code-switching, influencing the linguistic behaviour of both instructors and students. Studies (Briggs, J.G & Smith, 2017; Vasanthan et al., 2023) have noted that a curriculum geared towards multilingualism and cultural diversity facilitates code-switching to enhance comprehension and communication. Conversely, inadequate curriculum management may inadvertently hinder the development of bilingual proficiency and cultural competence.

Effect of Mixed Curriculum Variables on EMS Performance

The impact of mixed curriculum management variables on school performance (H7, H8, and H9) has not been conclusively confirmed through statistical analysis. While curriculum integration and application have shown a significant effect, no valid evidence supports the impact of curriculum acquisition on EMS performance. This finding is consistent with a knowledge management study conducted in Malaysia, which revealed that talent retention and displacement influence organisational performance, whereas talent harnessing and acquisition do not (Palanisamy et al., 2021).

Conversely, adept curriculum management creates an environment conducive to fostering a high-quality learning experience, ultimately enhancing the overall conditions within the school (Viciana & Mayorga-Vega, 2016). On the other hand, several studies have identified instances where knowledge management does not consistently have a positive impact on organisational performance (Inkinen et al., 2015; Shi et al., 2022; Wang & Hu, 2020). Additionally, knowledge application has been shown to potentially decrease organisational agility (Cegarra-Navarro & Martelo-Landroguez, 2020). Consequently, there is a need to introduce a new variable, such as organisational code-switching, to mediate among these factors.

Providentially, the effect of OCS on EMS performance (H10) is statistically verified. A school that demonstrates adeptness in adapting its organisational structure across functions in response to a swiftly evolving environment while also preserving and accommodating sociocultural values tends to excel in seven pivotal areas: social and emotional learning, academic progress, active participation in school activities, fostering relationships, prioritising the well-being of both the physical and mental aspects, ensuring emotional and physical safety, and maintaining discipline.

The Mediating Effect of OCS

The study indicates that while curriculum integration and application improve EMS performance by supporting student skills, curriculum acquisition does not directly enhance performance. This aligns with prior research suggesting that teacher development may not positively impact student outcomes if training lacks quality or practical relevance. To address this, EMS should reassess curriculum acquisition in three steps: evaluating existing programs, investing in alternative training aligned with educational theory and practice, and redirecting resources if necessary.

To mitigate the negative impact of teacher workload on performance, EMS should adopt student-centered pedagogies like flipped classrooms and project-based learning. These approaches empower students to take ownership of their learning while reducing dependency on teachers. Additionally, incorporating interactive digital tools and promoting collaborative and peer-led learning can further enhance engagement and teamwork skills among students.

OCS significantly improves curriculum acquisition and school performance by aligning internal stakeholders with student-centered goals. By integrating curriculum with OCS, EMS can provide a comprehensive skill set to students across subjects, fostering a holistic

learning environment. This approach enhances social-emotional learning, academic growth, and safety within EMS, prompting senior leadership to prioritize purpose-driven regulation and inclusive leadership.

CONCLUSION

Mixed curriculum management does not fully impact the performance of EMS. Among the variables, curriculum acquisition management is the one that does not affect the performance of EMS. On the other hand, curriculum integration and application have been proven to influence performance. In other words, activities related to seeking and acquiring knowledge in a knowledge-based curriculum have been demonstrated not to affect EMS performance across seven dimensions: social-emotional learning, academic growth, school participation, relationships, physical-mental health, physical-emotional safety, and discipline.

Mixed curriculum integration management affects OCS in EMS. It can be concluded that effective curriculum acquisition, integration and application management within an EMS can positively impact OCS. This involves aligning acquired curriculum knowledge with the school's vision, merging multiple disciplines in studying skills, concepts, and knowledge, and encouraging learners to integrate various fields of study. This, in turn, strengthens the EMS's capacity to strategically adjust its structural organisation (particularly in cross-functional aspects) in response to swiftly changing environments. This adaptation helps maintain or improve the school's performance and aligns with sociocultural values.

OCS affects the performance of EMS; the effect has been indicated because those four dimensions of OCS, which are purpose-driven, cross-functional network, inclusive leadership and psychological safety, and elaborated into indicators, could boost the ability of school management to support and enhance students' cognitive and non-cognitive skills according to the educational objectives.

In conclusion, OCS mediates the relationship between mixed curriculum management and EMS performance. Additionally, it plays a complete mediating role in the connection between curriculum acquisition and school performance. The initial hypothesis proposing a direct link between curriculum acquisition and school performance did not yield a significant result. Therefore, involving code-switching organisations as mediators is crucial for enhancing school performance in this context.

References

Abbas, J. (2020). Impact of Total Quality Management on Corporate Sustainability Through the Mediating Effect of Knowledge Management. Journal of Cleaner Production, 244, 118806. https://doi.org/10.1016/J.JCLEPRO.2019.118806

Abubakar, A. M., Elrehail, H., Alatailat, M. A., & Elçi, A. (2019). Knowledge Management, Decision-Making Style and Organizational Performance. Journal of Innovation and Knowledge, 4(2). https://doi.org/10.1016/j.jik.2017.07.003

Al-Koliby, I. S., Mohd Suki, N., & Abdullah, H. H. (2022). Linking Knowledge Acquisition, Knowledge Dissemination, and Manufacturing SMEs' Sustainable Performance: the Mediating Role of Knowledge Application. Bottom Line, 35(4). https://doi.org/10.1108/BL-12-2021-0123

Bergaoui, N., & Ghannouchi, S. A. (2023). A BPM-based Approach for Ensuring an Agile and Adaptive Learning Process. In Smart Learning Environments (Vol. 10, Issue 1). Springer. https://doi.org/10.1186/s40561-023-00259-5

Berri, B., & Donnelly, R. (2020). The Role of Knowledge Integration in Shaping the Capabilities and Success of a Charity: an In-depth Case Study Analysis. Journal of Knowledge Management, 25(7). https://doi.org/10.1108/JKM-06-2020-0421

Binder, T., Schmiemann, P., & Theyssen, H. (2019). Knowledge Acquisition of Biology and Physics University Students—the Role of Prior Knowledge. Education Sciences, 9(4). https://doi.org/10.3390/educsci9040281

Briggs, J.G & Smith, S. A. (2017). English Medium Instruction and Idiomaticity in English as a Lingua Franca. Iranian Journal of Language Teaching Research, , 5(3).

Burstein, F., & Holsapple, C. (2008). Handbook on Decision Support Systems 1. Handbook on Decision Support Systems 1, April 2016. https://doi.org/10.1007/978-3-540-48713-5

Cegarra-Navarro, J.-G., & Martelo-Landroguez, S. (2020). The Effect of Organizational Memory on Organizational Agility. Journal of Intellectual Capital, 21(3). https://doi.org/10.1108/jic-03-2019-0048

Cheng, X., Xu, Y., & Li, F. (2023). Simmelian Ties for SMEs' Green-Innovation Improvement in Manufacturing Industries: Mediating and Moderating Effects. European Journal of Innovation Management. https://doi.org/10.1108/EJIM-08-2022-0433

D'cruz, C. (2022). The Burden of Compliance for Smaller Schools: So Much to Do, So Few to Do it. . School Governance. https://www.schoolgovernance.net.au/news/the-burden-of-compliance-for-smaller-schools-so-much-to-do-so-few-to-do-it

Doll, W. J., Xia, W., & Torkzadeh, G. (1994). A Confirmatory Factor Analysis of the End-user Computing Satisfaction Instrument. MIS Quarterly: Management Information Systems, 18(4). https://doi.org/10.2307/249524

Hafidh, R., Sharif, M. S., Al-Bayatti, A. H., Alfakeeh, A. S., Alassafi, M. O., & Alqarni, M. A. (2020). An Effective Knowledge-based Modeling Approach Towards a "Smart-School Care Coordination System" for Children and Young People with Special Educational Needs and Disabilities. Symmetry, 12(9). https://doi.org/10.3390/sym12091495

Inkinen, H. T., Kianto, A., & Vanhala, M. (2015). Knowledge Management Practices and Innovation Performance in Finland. Baltic Journal of Management, 10(4). https://doi.org/10.1108/BJM-10-2014-0178

Iqbal, A., Latif, F., Marimon, F., Sahibzada, U. F., & Hussain, S. (2019). From Knowledge Management to Organizational Performance: Modelling the Mediating Role of Innovation and Intellectual Capital in Higher Education. Journal of Enterprise Information Management, 32(1). https://doi.org/10.1108/JEIM-04-2018-0083

Jeynes, W. H. (2022). A Meta-Analysis: The Relationship Between the Parental Expectations Component of Parental Involvement with Students' Academic Achievement. Urban Education. https://doi.org/10.1177/00420859211073892

Ju, X., Wang, G., & Fu, Y. (2022). Linking Networking Capability and Ambidextrous Innovation Strategies: the Mediating Roles of Knowledge Assimilation Application and Knowledge Transformation Application. Journal of Knowledge Management. https://doi.org/10.1108/JKM-12-2021-0951

Khatri, P., Duggal, H. K., Dutta, S., Kumari, P., Thomas, A., Brod, T., & Colimoro, L. (2023). Unveiling Heterogenous Knowledge-Oriented Leadership and Knowledge Acquisition Based Hybrid Work Agility of Knowledge Workers. Journal of Knowledge Management. https://doi.org/10.1108/JKM-10-2022-0793

Kline, R. B. (2015). Principles and Practices of Structural Equation Modelling Ed. 4. In Methodology in the social sciences.

Morton, T. (2023). Afterword: SFL, theoretical pluralism and content and language integration at the levels of curriculum, pedagogy and assessment. International Journal of Bilingual Education and Bilingualism, 26(3), 363–368. https://doi.org/10.1080/13670050.2020.1806781

Nevenglosky, E. A., Cale, C., & Aguilar, S. P. (2019). Barriers to Effective Curriculum Implementation. Research in Higher Education Journal, 36.

Ode, E., & Ayavoo, R. (2020). The Mediating Role of Knowledge Application in the Relationship Between Knowledge Management Practices and Firm Innovation. Journal of Innovation & Knowledge, 5(3), 210–218. https://doi.org/10.1016/J.JIK.2019.08.002

Palanisamy, S., Chelliah, S., & Muthuveloo, R. (2021). Optimization of Organisational Performance among Malaysian Manufacturing SMEs in Digital Age via Talent Farming. Journal of Entrepreneurship, Business and Economics, 9(1).

Qu, X., & Liu, X. (2017). Informational Faultlines, Integrative Capability, and Team Creativity. Group and Organization Management, 42(6), 767–791. https://doi.org/10.1177/1059601117716008

Rehman, U. U., & Iqbal, A. (2020). Nexus of Knowledge-Oriented Leadership, Knowledge Management, Innovation and Organizational Performance in Higher Education. Business Process Management Journal, 26(6). https://doi.org/10.1108/BPMJ-07-2019-0274

Sahibzada, U. F., Jianfeng, C., Latif, K. F., Shah, S. A., & Sahibzada, H. F. (2020). Refuelling Knowledge Management Processes Towards Organisational Performance: Mediating Role of Creative Organisational Learning. Knowledge Management Research and Practice. https://doi.org/10.1080/14778238.2020.1787802

Shi, Q., Wang, Q., & Guo, Z. (2022). Knowledge Sharing in the Construction Supply Chain: Collaborative Innovation Activities and BIM Application on Innovation Performance. Engineering, Construction and Architectural Management, 29(9). https://doi.org/10.1108/ECAM-12-2020-1055

Vasanthan, R., Jeyarani, J., & Karthikeyan, J. (2023). Harnessing the Benefits of Translingualism for English Language Education in India. Journal of Law and Sustainable Development, 11(6). https://doi.org/10.55908/sdgs.v11i6.1195

Viciana, J., & Mayorga-Vega, D. (2016). Innovative Teaching Units Applied to Physical Education - Changing the Curriculum Management for Authentic Outcomes. Kinesiology, 48(1). https://doi.org/10.26582/k.48.1.1

Wang, C., & Hu, Q. (2020). Knowledge Sharing in Supply Chain Networks: Effects of Collaborative Innovation Activities and Capability on Innovation Performance. Technovation, 94–95. https://doi.org/10.1016/j.technovation.2017.12.002