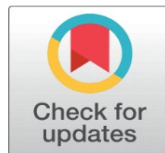


INTERPERSONAL COMMUNICATION CHALLENGES ARISING FROM KNOWLEDGE HIDING IN PRE-SERVICE STUDENT TEACHERS

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ABSTRACT

Knowledge sharing is a crucial aspect of an educational organization. It assists in the growth and development of an institution as a whole. But recently, the topic of knowledge hiding, where people suppress information or expertise, has emerged. Knowledge hiding in education, specifically among pre-service teachers, has serious implications for student learning as well as professional growth. This article examines the prevalence and predictors of knowledge hiding behavior among Pre-Service student teachers and its impact on the quality of interpersonal interactions among peers, mentors, and students in teacher education program. Data collection uses survey method with questionnaire as instrument, and sample was Pre-Service student teachers in teacher education programs. Knowledge hiding behavior are not rare among Pre-Service student teachers, with competition, fear of judgement, and lack of trust being among the reasons why they choose to withhold information. The present study points out that knowledge hiding can impede effective communication and cooperation among student teachers, jeopardizing their learning experience and professional development. The research supports the teacher education institutions to combat knowledge hiding behavior and encourage an open collaboration and knowledge sharing culture. 173 Pre-Service student teachers were sampled. Questionnaire was designed which was again transformed into google form and then distributed to various education institutions of north India. Level of knowledge hiding behaviour was calculated based on responses. If the causes of knowledge hiding behavior are known, then intervention is possible to promote an open and cooperative learning culture.

Keywords: Knowledge Sharing, Knowledge Hiding, Pre-Service Teachers, Prevalence, Determinants

1. INTRODUCTION

Pre-service teachers are those who seek professional education to become educators. They are most often students in teacher education programs in colleges or universities where they learn rudimentary knowledge and skills to equip themselves for teaching professions. They are the upcoming teachers who will mold the mind of generations to come. Pre-service teachers provide new ideas, latest teaching methods and new perspectives in teaching fields. They get chances of taking part in learning and community service activities. Knowledge sharing here turns out to be an important factor for future development of academic institutions. Organizational settings, including higher education institutions, face a problematic issue of knowledge concealment and it is, by definition, the wilful withholding of information necessary for others. Knowledge-concealing was, according to Connelly et al., (2012) "an intentional attempt by an individual to withhold or hide knowledge that another person has asked." Concealing of information can be detrimental to employee collaboration. For example, if a person conceals knowledge, he may not be fully engaged in the task, which

may hinder new knowledge creation. Kidwell et al. (2000), define knowledge-management as the act of transforming rational talents, and knowledge into long-term value additions. The concept of sharing knowledge is very important to an organization's overall development. Withholding information is not equivalent to ignorance. Such behaviors do not create a safe environment for pre-service student teachers who are concluding their teacher education programs. The effectiveness of interpersonal communication within their learning setting and professional growth among pre-service teachers can be significantly affected by concealment of information. Sharing knowledge is one of the most crucial components, that contribute to an educational institution's development. As per Howell and Annansinghi (2013), Sharing our knowledge is a necessary and acceptable aspect of knowledge-development (Tang & Martins, 2021) but, knowledge-hiding is utilized generally in the companies, instead of knowledge sharing. As per Babcock (2004), The companies of the fortune 500 companies have to suffer the least of USD 31.5 billion each year due to employees' failure to develop knowledge sharing. Besides, in a study conducted in Besides, in a survey conducted in China, 46% of the respondents acknowledged ever possessing knowledge, and 76% of US respondents reported ever hiding knowledge (Connelly et al., 2012). Organizations that aim to improve knowledge sharing need to understand why workers hide information in the workplace (Tang & Martins, 2021).

Most prevalent types of knowledge-hiding in academia are "Playing Dumb (PD-KH), Rationalized Knowledge-hiding (R-KH), and Evasive Knowledge-hiding (E-KH)". When a knowledge source provides a knowledge seeker with false information, this is referred to as "Evasive knowledge hiding (E-KH)". When a knowledge provider poses as ignorant of the circumstance in order to conceal their expertise, this is referred to as "Playing dumb knowledge-hiding (PD-KH)". When the information provider describes withholding information, it may be labeled rationalized knowledge-hiding, or R-KH. Evasive concealment is when an individual provides false or incomplete information or promises to provide the required information at a subsequently without really intending to. The act of the hider not knowing the desired information is known as "playing dumb.". "Playing dumb and Evasive hiding" both involve deception, and rational hiding does not, (Offergelt et al., 2019; Zhao et al., 2016). Besides the above-stated three categories, two other dimensions have been proposed recently: "Bullying Concealment and Counter-Questioning" (Jha & Varkkey 2018; Yuan et al., 2020). If a knowledge provider decides to counter-question or clarify by themselves rather than reply to a knowledge seeker, this is referred to as counter-questioning. Hiding information is an emotionally driven behavior. In Lazarus's (1991a, 1991b, 1991c) cognitive-motivational-relational (CMR) theory of emotion, individuals assess their environment or events or get exposed to them relative to their goals, drives, or worldviews. People are motivated to react when their assessment of the situation or exchange has personal relevance. When an information request is understood as threatening or risky, it must be explored because the emotional response is likely psychological in origin. To the researchers' best knowledge, no previous studies have provided pre-service student teachers with a detailed understanding of the psychological process behind Knowledge-hiding. Knowing the psychology behind why students do things is important to the betterment of overall organizational knowledge.

The "Conservation of Resources Theory" (COR) set a definition of resources as "Those objects, personal characteristics, conditions, or energies that are valued by the individual or that serve as a mean for attainment of these objects, personal characteristics, conditions, or energies" (Hobfoll, 1989). According to the theory, the problem emerges when there is a loss of funds and resources. When workers are subjected to stressors such as tension or anxiety, they start accumulating additional resources, which can assist them to navigate the

situation. But if they are not safeguarded against damage to their reputation, they can face workplace exclusion or may be faced with uncivil behavior by their colleagues, forcing them to hide knowledge from others. In this research, information is obtained through the COR theory.

It is compiled here in this research by perceiving T-shaped ability, incivility, and work exclusion as assets. When students observe the same activities within their workplaces, they also react by protecting their assets, including knowledge. They won't share the knowledge others expect them to share if they feel that others are ignoring them. The diminution in an employee's resources will encourage them to hold their expertise to themselves. Ongoing rudeness can potentially decrease the resources required to stimulate employees. Attitudes of psychological ownership among employees, which they depend on to protect their information, are one of the core reasons for knowledge concealment in schools (Koay et al. 2020). Pupils who own something are likely to hide knowledge from their classmates. They feel they own the information and have the liberty to behave anyway they want. Knowledge of the invention may inspire an individual to learn more about it with the aim of adopting it in the future. But it slows down the pace of innovation if pupils practice knowledge concealment. Since they are likely to conceal knowledge, individuals shun knowledge

concerning innovation and do not like to learn. Such behaviour is harmful to the academic performance of a school as well as the learning process of its students. Enabling the effective exchange of knowledge and information is very important to enhance professional development and learning. A key role in this exchange is played by pre-service student teachers, who are in the process of education. Preoccupation with pre-service student teachers' propensity to hide information and its potential impacts on classroom interpersonal communication is emerging.

The aim of this research is to establish the impact of information hiding behavior on interpersonal communication in educational environments and examine how prevalent it is among pre-service student instructors. For the welfare of schools, the research can also assist in the formulation of strategies and therapy that reduce knowledge hiding and enhance communication. To ascertain the ideal explanations for pre-service student teachers' knowledge hiding behavior, this research drew upon literature in the area. The following contribution to the issue of knowledge concealing in an organization is provided by this paper. To begin with, it presents a comprehensive and detailed synopsis of the latest KH literature. Secondly, the combined research results on the precursors of Knowledge-hiding offer an account of the prevalent psychological process of knowledge-hiding. Thirdly, the cumulative findings direct future research.

2. LITERATURE REVIEW

Knowledge-hiding behavior is not a common occurrence in today's scholastic world. Even though knowledge exchange among the employees, has been highlighted in different workplace settings, hardly any investigation is done regarding the knowledge-hiding practices in the educational institutions. Majority of the teachers who engage in knowledge-hiding behaviors are associated to "rationalized hiding" which is further adhere to "evasive hiding" and "playing dumb". The pedants "play dumb" with the seniors and they react "rationalized" with their colleagues. According to "Mohayidin, Azirawani, Kamaruddin and Idawati (2007)", "primary concern of all the universities is to encourage quality over quantity, with students having critical, reflective and communicative skills as part of their academic performance, which thereby, contributes towards the Nation's goal of developing an information model for the society". According to "Servin and De Brun (2005)", outcomes, that the employees gave preference to learn from their peers rather than from their seniors. Furthermore, "Husted and Michailova (2002)", claimed that because they believe that their bosses dislikes' the subordinates, as they seems' to know more than they do, juniors purposefully hoard knowledge to themselves". In educational contexts, knowledge-hiding combines cooperation and rivalry. While knowledge-hiding has not yet been broadly examined in the educational environment, the study aims to deepen the understanding of the personal (individual-level) and conditional (job-related) factors that affect evasive knowledge-hiding (EKH) within academia. The findings reveal that one's own motivation is a major reason of knowledge-hiding in disrespectful academic relationships and also explores how interaction between individual and situations may influence the severity of organizational misbehavior. The study focuses on transmission of knowledge in the educational institutions by focusing on those situations, where colleagues respond to the direct requests by hiding their knowledge. The mediating role of teamwork, offers practical solutions on how knowledge transfer can be improved between erroneous and knowledgeable scholars, as stated by Tomislav Hernaus et al. (2018). In lieu of sharing knowledge with the colleagues, employees feel hesitant to do so and there can be variety of reasons behind their hesitance, like fear of losing power, authority or their status. Employees may be hesitant of being judged by their colleagues and they make an adjustment in their behavior according to the situation. Due to the employees' actions, it is necessary to work and investigate in the field of "knowledge' hiding" (Muqadas et al., 2017). Evasive hiding is more effective when interaction between individuals and mistrust are present. Employees who make false promises to provide the required information later, foster interpersonal mistrust among colleagues, which results in "knowledge-hiding". When coworkers don't trust each other with regard to expertise or necessary information, creates negative feedback that encourages employees to engage in counterproductive work practices. Employees react equally in an unfavorable way (Poortvliet & Giebels, 2012). It also encourages and leads to development of a feeling of fulfillment by punishing others in an unfair way (Zhou & Shipton, 2012; Min, 2018). According to the study, there is a considerable beneficial moderating effect of perceived supervisory support on both evasive and reasoned knowledge-hiding. The study is predicated on two key theories: Gouldner's (1960) "Conception of the Norm of Reciprocity" and Blau's (1964) "Social Exchange Theory". These theories had a noteworthy influence on the relationship between employee innovation and knowledge concealing. According to Fong et al. (2018), creativity is essential for improving both individual and organizational performance. As a result, knowledge concealing has the unintended consequence of reducing both individual and organizational creativity, Hina Samdani et al., (2019). The Psychology of Knowledge-hiding trailing in an organization is considered threatening or harmful and reasons for

knowledge-hiding should be investigated. No integrated study is provided earlier for knowledge-hiding behaviour. The study stated that “it is necessary to understand the psychology of employees, as why they are responding with knowledge in this way”, Rezwan et al. (2021). Studies based on the concept of social exchange theory identified that workplace bullying with a humorous tone would result in poor interpersonal relationships between employees, and this encouraged the knowledge-hiding attitude between them. While working on a new project employees tend to hide knowledge with their colleagues. When employees of an organization are found to be primarily engaged in “knowledge-hiding”, that organization can become a “knowledge-hiding organization”. The performance of a team can be measured by, how closely the employees adhere to an organization’s objectives, which includes performance, cost, and timeliness. Creative ideas of an employee have an influence on the success of the team’s performance. If the needed information is confidential and cannot be shared because the seniors have not allowed to share this information, then rationalized hiding takes place in an organization, Yin Hang (2021). Information hiding has a favourable relationship with performance drive, which has no connection with information hiding. It additionally has a positive association with students’ achievement in school and a sense of relatedness. It was found that while students’ academic performance was adversely affected by “evasive” and justified information hiding, “playing dumb” has less influence on them. The research found no evidence of a stabilizing relationship between academic achievement and academic self- confidence or all the three forms of knowledge-hiding. A person's motivation is obstructed only when the individual feel the moral gap between himself and fellow team members to share information actively, which leads to low information exchange ratings in the team. There has been a positive correlation between honesty and knowledge-hiding. It was shown that friendship at workplace tempered the connection between integrity and team knowledge-hiding. Knowledge-hiding behaviour at team-level affects the effective working strategy of an organization, Shuo Xing (2022). According to earlier research, abuse at work is linked to knowledge concealment behaviour, or “playing dumb” (Zhao et al., 2016). Furthermore, rudeness can incite victims' bad feelings, which may lead them to exact revenge by refusing to provide other beings the information they have been asked for, claiming not to have it or not to possess it. In other words, victims of rudeness may find it legitimate to choose to remain silent in such situations. Social exchanges require interpersonal interactions, and previous research suggests that information concealment is encouraged in the workplace when there are weak personal relationships (Butt & Ahmad, 2020). The frequency of mistrust among employees at workplace indicates an absence of satisfying relationships, that undermine respect and trust between people and encourage them to hide information. Research has shown that when workers witness workplace incivility, they often hide information about it.

2.1. OBJECTIVES

- To explore the influence of knowledge-hiding behaviour on interpersonal communication among pre-service student teachers.
- To find out the level of knowledge-hiding behaviour of student teachers.

HYPOTHESIS

H0 – There is no significant influence of Knowledge-hiding behaviour on Interpersonal communication.

3. METHODOLOGY

Research Method

This study will employ a quantitative research design i.e. survey method to collect and analyse data related to knowledge-hiding behaviour and interpersonal communication. The primary data collection method will be a structured questionnaire. The questionnaire was sent to different educational institutions of North India.

Sample/ Sampling Area

The study group consisted of 173 Pre-Service student teachers of different educational institutions in the northern region of India. Participants percentage was female (90.2%) and males (9.8%).

Tool

Questionnaire instrument was prepared which further was transformed into google form is sent for verification. Google form was mailed to pre service teachers of various education institutions. Data collection was based on the responses. It comprises questions to evaluate knowledge-hiding behavior, interpersonal communication ability, and the

factors affecting both. The participants were informed that confidentiality would be guaranteed and that the data collected would be used for educational research purposes only. Through personal and professional connections, participants were invited to assess their level of awareness concealment behavior and how this affected them in terms of their communication with other people. It was made sure that the questions are precise, pertinent, and in concurrence with the goals of research. Participate in participant observation and interact with Pre-Service students' teachers in their natural environments to gain insight into their behaviour, interaction and knowledge-hiding context and its impact on interpersonal communication.

Knowledge-hiding scale:

Student teachers' knowledge-hiding behavior in educational institutions were measured on a Likert scale of five-point from "Strongly Disagree" to "Strongly Agree". There are 21 items of this scale which measure "Rationalized hiding, Playing Dumb and Evasive-hiding ability". The scale includes items like "I like to work independently on my classroom assignments without sharing anything with my peers" (Evasive-Hiding)", "I pretend I don't know the information (Playing Dumb)", "I like to help my classmates but instead give them different information from what they asked for". The components were translated into proper terms by the researcher and the field experts, assessed the translation to find its applicability and suitability, in order to validate the scale. Expert views have been analyzed independently and a proper design was selected through consensus.

Interpersonal communication

Interpersonal communication at schools was assessed on a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree". To evaluate the impact of knowledge-hiding on interpersonal communication, the scale was combined with the knowledge-hiding scale. The scale includes product such as "I feel that my group members' poor listening made me unable to communicate with other members", "social anxiety prevents me from communicating with other members". This amount of feedback was also independently reviewed by experts.

Statistical Technique

Descriptive statistical method is employed to condense data and to present an overview of knowledge-hiding behavior and communication between people. Sample of 173 was kept in view. A survey was designed which was further transformed into google form and shared with various educational institutions of North Indian region. As per the provided objectives, the degree of knowledge-hiding behavior must be computed. Responses obtained were classified further into codes in order to compute the amount of knowledge-hiding behaviour. The scores were then collated and presented in Table 1.

Table 1

Level	Range	Percentage
Low level of Knowledge-hiding Behaviour	Dec-23	25%
Average level of Knowledge- hiding Behaviour	24-37	49%
High level of Knowledge- hiding Behaviour	38-63	24%

The above table indicates the frequency of knowledge-hiding behavior at three levels: low, average, and high. The score range for each level of knowledge-hiding behavior is indicated in the "Range" column". The range for "low level of knowledge hiding behaviour" is 12-23; "average level of knowledge hiding behaviour" is 24-37; "high level of knowledge hiding behaviour" is 38-63. The "Percentage" column indicates the percentage of individuals who fall within each level. It can be observed that most individuals (49%) have an average level of knowledge-hiding behavior. Fewer individuals have a low level (25%) or high level (24%) of knowledge-hiding behavior. In addition to that, the data implies that most pre-service teachers demonstrate an average level of knowledge-hiding behavior. This may be the result of various reasons including fear of criticism, wanting to look competent, or lack of support.

4. DATA ANALYSIS AND INTERPRETATION

Objective of this research is to find out how interpersonal communication and knowledge-hiding behaviour are interconnected in educational institutions. Knowledge-hiding is a workplace social stressor and there are some negative effects associated with it. Range and percentage were determined on the basis of quartile in above table. From the given above Table (i.e. Table 1) it is observed that less knowledge-hiding behaviour was done by 44 student teachers which in

percentage was 25%. Therefore, it is seen that 25% students don't hide knowledge. For average level of knowledge-hiding behaviour 86 student teachers which were in percentage was 49%. Therefore, it is seen that 49% students hide knowledge. For High level of knowledge-hiding behaviour 43 student teachers which were in percentage was 24%. The percentage was done based on the quartile. In the above table after percentage calculation was done, the correlation was worked out to realize the level of knowledge-hiding behaviour. After tabulation of data for correlation it was revealed that there exists very little difference between low level of knowledge-hiding behaviour and high level of knowledge-hiding behaviour.

5. DISCUSSION

Findings of the given study indicates that knowledge-hiding in pre-service education institutions can directly affect academic interpersonal communication and turnover intention. Educational institutions' culture and environment must promote and support knowledge sharing. It is found that Pre-service teachers primarily feared getting negative feedback if they express their lack of knowledge.

This can direct them towards concealing their know-how which can prevent their ability to grow. Pre-service teachers who are insecure of their abilities might hide their proficiency for the fear of appearing dumb. This might prevent people from seeking advice or support, which would hinder their ability to grow professionally. Pre-service teachers can unknowingly mislead their students, which can result in misconceptions. As a result of the unhealthy learning environment and lack of trust that students might experience, they might be discouraged from active participation. By keeping their knowledge hidden, pre-service teachers might miss out on chances to develop as a teacher and correct their mistakes. In the study on "knowledge-hiding in organisation, Connelly et al., (2012) concluded that a lack of trust among colleagues can result in undesired behavior of knowledge-hiding". Some of the researchers also discovered that people who are required to hide evasively and act dumb at times feel betrayed and want to exact revenge. It was found that when pupils experience a sense of possession, they are more likely to keep information from others.

6. CONCLUSION

From the above data it can be infer that since most of the data lies in average range. It indicates there is good positive correlation in average range. It can be stated that most of the student teachers in educational institutions conceal knowledge based on the circumstance which they are comfortable. If they find this knowledge can be communicated they can. If they realized that's it's better to conceal knowledge instead of sharing, they conceal the knowledge. The present study found knowledge-hiding behaviour among Pre-Service student teachers to have an average effect interpersonal communication. It was seen that when student teachers hide knowledge, it generates distrust, prevent exchange of ideas and eventually impact the quality of their interpersonal relationship. Consequently, it can generate a culture of distrust within classrooms. By not sharing knowledge student teachers lose out on the learning opportunities generated from their peers as well as mentors, which contributes to gap in knowledge and skills. Knowledge-hiding can sabotage the interpersonal relations which lowers student teachers' morale. It inhibits the acquisition of collaborative skills which is a core component of the teaching profession. Awareness and intervention of reasons for knowledge-hiding can assist institutions in recognizing issues like lack of trust and support system as well as promoting a more collaborative and open learning culture. It also results in enhanced teacher training programs, better trained teachers and enhance the education outcomes for the student teachers.

CONFLICT OF INTERESTS

None.

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