NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
INNOVATION AND KNOWLEDGE MANAGEMENT PROGRAM

THE IMPACT OF KNOWLEDGE MANAGEMENT PROCESSES ON ORGANIZATIONAL COMMITMENT: A CASE STUDY OF CHRISTIAN RELIGIOUS ORGANIZATION

SEBASTIAN CHUKWUEBUKA NLEBEDIM

MASTER'S THESIS

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ACCEPTANCE/APPROVAL

We as the jury members certify the 'The Impact Of Knowledge Management Processes On Organizational Commitment: A Case Study Of Christian Religious Organızatıon' prepared by the Sebastian Chukwuebuka Nlebedim defended on 06/08/2019 has been found satisfactory for the award of degree of Masters

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ABSTRACT

THE IMPACT OF KNOWLEDGE MANAGEMENT PROCESSES ON ORGANIZATIONAL COMMITMENT: A CASE STUDY OF CHRISTIAN RELIGIOUS ORGANIZATION

This study is aimed at examining the impact of knowledge management process on organisational commitment looking at the christian religious organization as a focus. For many years studies have looked at other aspects of organisations such as business organisation and the likes but no much considerations have been made toward christian religious organisations. Religion happens to be one of the things that affects people's lives, behaviour and reasoning. All organisations have people who are effectively committed to its goals and those whose attitudes are partial, continuous and normative. However since it's not possible for organisations to survive without knowledge, today's organisations think that investing in knowledge and making it readily available have a positive impact on their growth.

The purpose of this study is to assess the impact of knowledge management processes on individual commitment. İt is also aimed at discovering the relationship this knowledge processes have with how people behave in churches. Different Congregations have different behavior it is expedient to know the reasons underlying the different commitments.

Keywords: Knowledge sharing, knowledge creation, knowledge auditing, knowledge structuring, knowledge usage, individual commitment, affective individual commitment, Normative, continuous individual commitment, knowledge management

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INTRODUCTION

Knowledge management is a new area of study, though in a state of transition (Wig, 2002). The continuous influx of literature contributing on knowledge management is presumed on the basis of its utility to the wellbeing of organizations (Bhatt,2002) as it places them in competing environment with one another. In this light therefore, organization cannot or may not be effective and successful in a 21st century if knowledge management is not prioritized, for the fact that it gives organizations the opportunity to update and develop new procedures of operation.

Knowledge management as a discipline emerged in the early nineties as entrepreneurial saw the need to manage information for better performance (Chase, 2006). The development of knowledge management was founded on the usage of existing knowledge which when captioned should be distilled through technology. It's basically the management of information as at then, the objective of these according to McElroy(2000) is to enhance the performance of each employee by bringing out the best that is in he or she for the betterment of the organization.

More importantly, in 1999 there was a little shift to focus on potential knowledge or tacit knowledge as how tacit knowledge helps to innovate and shift the positions to a more favorable dimension through developing potentials from the existing knowledge. Knowledge processes such as creation, sharing and diffusion have been aided by technology.

Authors like Metaoxiotis, Ergazakis and psarras (2005) have argued that a third generation is emerging with integrate philosophy, strategy, goals, practices, systems as it helps employees which is impacting greatly on productivity.

Sanit-orge and Wallace (2003) introduced Productive Inquiry (PI) and it is very essential in collaborative processes which in turn drive the access, exchange and creation of knowledge which is essential in many organizations. Productive Inquiry is a dynamic questioning & validations process aimed at drawing out tacit knowledge in individuals to give meaning to explicit knowledge.

Suffices it to say at this point that religious organizations are quite different from business organizations, where business organizations are driven by business goals, such as profit maximization, competition stand out and lot more which are antithetical to religious organizations. There is an already stated rule that is believed to be guided by a supreme deity God almighty. There are people that work in such organizations or are members; hence the study of knowledge management practices in such organization is needed, if it can be applicable so as to enhance individual performance. Knowledge management innovations have triggered an easy life in the modern 21st century daily living, businesses have improved, and there are different ways of doing things. Hence knowledge management increases the rate through which things are done as obsolete procedures are removed for improvement for better performance. The need for companies to innovate, knowledge management is needed through knowledge creations and sharing. It is imperative to say here that religious organization have different motives from business organizations but the role of knowledge management in a religions organization emphatic too as it stands to improve the behavior of the people through the culture of a religious organization in different ways. The work seeks therefore to find out the impact of knowledge management on religious organizations.

Statement of problem

Knowledge management processes such as knowledge creation, knowledge sharing, knowledge structure and usage have all been intrinsically applied in organizations. Knowledge creation, structuring auditing and usage all are knowledge management process. It's important to investigate the relation it has with individual commitment in a christian organisation. There are not many works in the christian organisations in this respect which has precipitated a wide rage of information dysfunction between leaders and followers, so it's important to explore this concept in other to know the relationship between knowledge management processes and individual commitment in a religious organisation.

Independent variable   Dependent variable
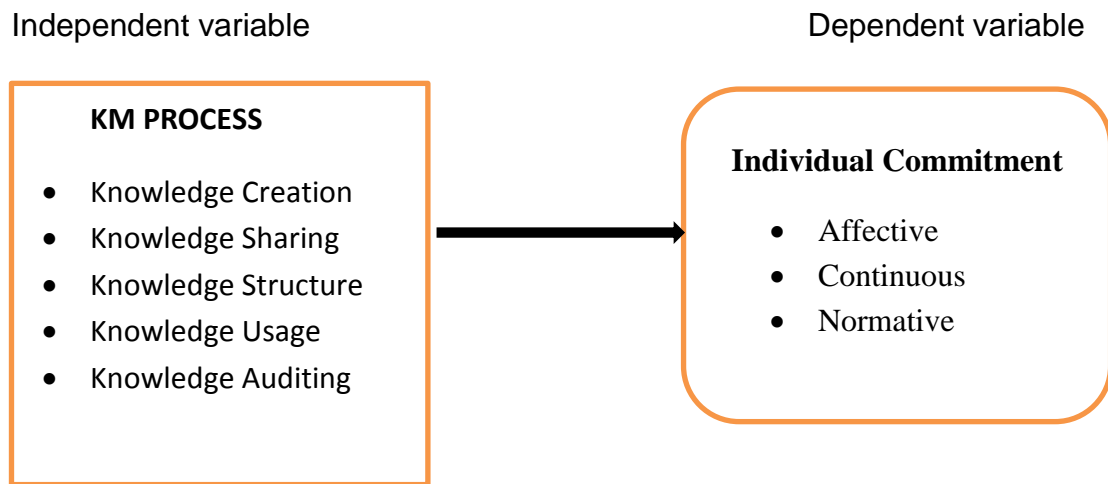
Figure 1: Relationship between Independent and Dependent Variables

Importance of study

The Findings of this research work will give an insight helping to discover if the commitment of the congregants, and the leadership of Christian organizations are affected by knowledge management processes. There are different types of Christian religious organization and each has some distinct beliefs like the evangelicals, the catholic and the Pentecostals amongst them. The present research findings will also help christian organisations strengthened organisation structures and effective information dissemination by applying these processes. The research will fill also fill the literature gap on christian organizations successes through innovations of knowledge management processes.

Research question

1. Does knowledge management processes affect individual commitments?

2. What are the benefits of knowledge management processes to an organization?

Scope and limitations of the research

The scope of the research work is focused on the congregants in the Christian Pentecostal in Northern Cyprus.

There is not much research on this area of interest. But many work is ongoing in some developed world. Northern Cyprus is not a Christian domination area so there may be some challenges as a way of getting the expected options.

Also, many people may not be willing to say anything that is religious because of the supreme believe attached, only a handful may be interested. The researcher will make efforts to obtain the expected data to answer the above research question.

CHAPTER 1

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter reviews literary works in the past concerning knowledge management processes in organizations, how it has benefited organization and increased their production level and competitiveness.

There is still not one definition about knowledge management or consensus (Gupta et al., 2000).

The researcher are in postindustrial era, which by competition is information intensive, and the call to knowledge is sounded across board. people are free to share knowledge in a socially created climate in an organization, the know-how and know what becomes the paramount thing which drives organizations forward. knowledge which is actionable information encapsulated in organizations work practices, skills and heuristics of firm's employees is presently an integral asset that firms who compete in global information intensive e-companies.

Knowledge management is an efficient handling of information and resources within an organization.

It is a systematic management of knowledge assets in an organization with the aim or goal to create values and solve strategic challenges facing the organization's goals and strategies together. organizations should know the form or areas that knowledge exists this will aid them in creating an environment that can promote knowledge sharing, learning and creation. knowing how to generate or make available knowledge needed at any given time, generate new knowledge and avail it for the right people to use in the same organization. KM creates the right culture that encourages learning and stay of knowledge. Theories and work have been developed since the inception of this field.

There are various layers that contribute to the advancing and establishment the discipline of knowledge management as regarding the encyclopedia of knowledge management.

The 1st core layer entails the philosophers that must inform our choice of practical knowledge management processes. The 2nd core layer gives a view of the various stages' cycles and activities that knowledge management entails.

The 3rd core layer shows how the processes must and should be implemented and maintained so that the organizational managerial and social needs would be addressed.

The 4th core layer is focused and centered on the implementation of the basic processes of knowledge management in order to match the organization needs and how it must be supported by and implemented by the aid of a group of helpful information technologies.

Schwartz. Layers and opinion depict, show and inform us that there are basically four fundamental sciences that governs the discipline of knowledge management, which are social science, technology science organization and management science and philosophy.

1.1 Concept of Knowledge Management

For one to talk about knowledge management there should be a clear meaning of the term knowledge, understanding the components and make up of knowledge so there wouldn't be mixed up with the data and information, understanding, insights, know-how and contextualized information.Some knowledge is enshrined in activities and relationships which was created as organizations improves continuously(W.R King,2006). There are different levels of knowledge, know what, know-how and know why levels of knowledge. Knowledge management is aimed at making tacit knowledge explicit so as to be available for use for different persons in an organization, "know why" which is the highest level of knowledge as a result of experiences and interactions and involvement in past events and out of the organization is the mark yet to achieve. Understanding concepts of KM, we need to know the relationship that information has with knowledge as shown below.
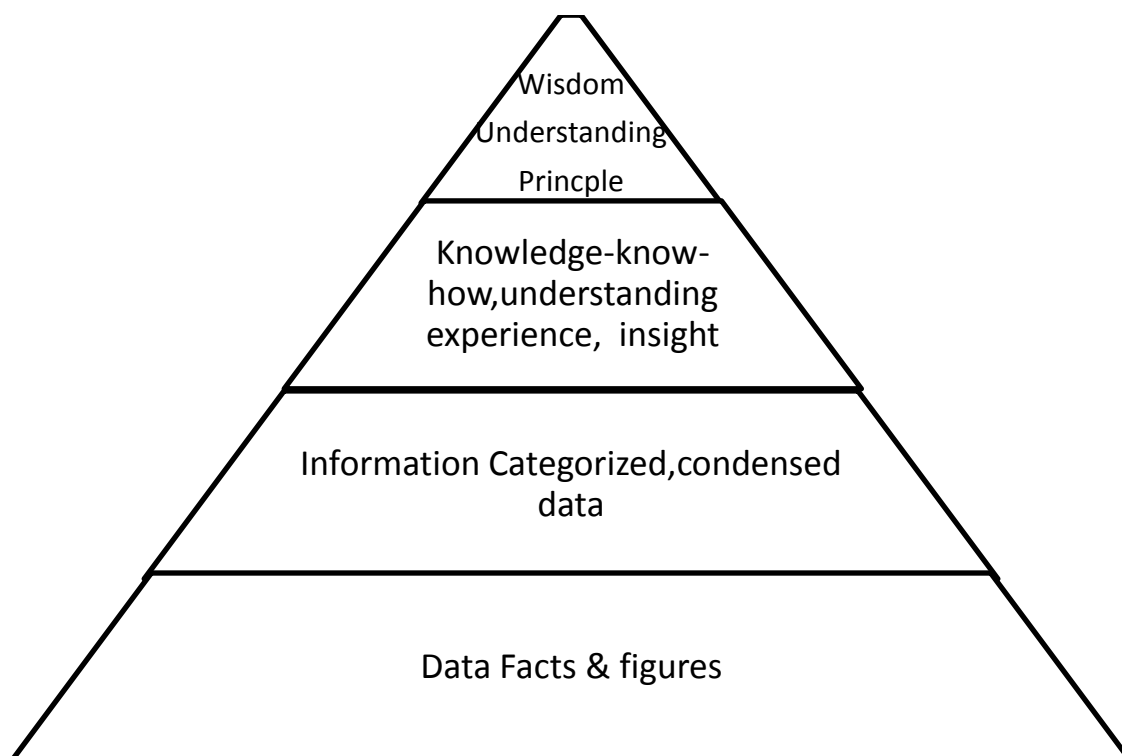
Figure 2: Concept of Knowledge Management(Mustapha Sağsan,2006)

Data: there are figures given because of facts though not organized but they relay something specific. Data does not provide any further information regarding ways, context etc. Thierauf (1999). They have minimal impacts as they are unstructured.

Information is an organized data, which has contextualized categorized and calculated (Davrenport & Prusak 2000). it gives bigger and better picture as it is data with relevance and purpose (Bali et al 2009). Information may convey a trend in the environment or show a pattern for a time frame. Essential information is found in answers to questions that begins with such words as who, what, where, how, (Ackoff, 1999). Bigger organization who generate large amounts of data across multiple departments and functions needs human brains.

Knowledge is about know-how and understanding, and the knowledge possessed by individuals in organizations is a product of experience and encompasses norms through which new inputs are evaluated by the experienced (Davrenport & Prusak, 2000). Knowledge is a fluid mix of framed experience, values, contextual information etc. which provides a framework for evaluating and

incorporating new experiences and information (Gamble and Blackwell 2001), for proper assimilation the need to understand what constitutes knowledge and how it can be applied. (Nonaka, Umemoto & Senoo, 1996) defines knowledge as a belief which people hold to be justifiable and right. (Bouthillier & Shearer, 2002) defined knowledge as the application of information.

1.1.1 Tacit and Explicit Knowledge

It is proven that people in individual basis think and react toward a problem differently using different viewpoints. Knowledge are shared in new creative ways. (Ashkena et al, 1998). Tacit and explicit knowledge are the two types of knowledge. tacit knowledge is being understood without being openly expressed (Random house Dictionary of English language, 1971), they are knowledge that may be difficult to express verbally. Tacit knowledge is embedded inside and so it's automatic it requires little or no helps in applications and its power influences the collective behavior of individuals in the organization (Liebowitz and Beckham, 1998). Polanyi (1967) described this term as knowing much more than we can explain, getting to know what to do, and how to do it without thinking about it like turning on a new model of electric switch which one sees for the first time. This type of knowledge is highly informal and sometimes one can get some light from the statements of others (Sternberg, 1997). usually tacit knowledge cannot be said to exist in textbooks, fills, databases or notes, its components includes implicit mental models that are very important and unnoticed sometimes that they are taken for granted, (Sternberg, 1997). This cognitive tacit knowledge is what makes us communicate the daily activities happening in the world for others to understand, some of those comes in stones, and demonstrations (Stewart, 1997). People listening can make use of the stories and benefit by making use of their own tacit knowledge to apply the analogies to what they do in the organization. Wah, (1999) stated that tacit knowledge is easier to remember as a context than explicit knowledge as content.

Technical tacit knowledge is mastering a specific body of knowledge or using a skill which is developed by master craftsmen. Generally speaking, Mentoring, apprenticeships, and internships are a great way to transfer tacit knowledge to individuals in an organization. in organizations that have a good social climate. interactions based on one on one social charts aimed to exchange ideas in

organizations. managers that are inexperienced uses their tacit knowledge to Navigate the part of responsibilities, aided with common sense they tend to make an impact. Generally speaking orientations are pragmatic and ideal, Pragmatic orientation is when a person who knows how workable his idea is not regarding its qualities, while the idea orientation emphasizes the qualities of a goal not recognizing the practicality like giving negative feedback to an employee in private not public (Wagner & Sternberg, 1987) Some firms like Bauru and company usually apply people methods to personal life tacit knowledge regarding the individual ownership and the process, (Harrson et al, 1999).

Concerning explicit knowledge, usually it is technical, or data described in some formal language examples are copyrights, manuals, parents. This knowledge also called "know what" is systematic in nature and usually communicated in an organization readily through fills, prints, electronic methods. this knowledge most times is technical band may need one to have some literal knowledge of how to use those technical aid data-based information. Knowledge as explicit is meticulously codified and stamped.

This makes it possible for people in an organization to be able to share knowledge and usually many repairs monetary investments.

1.1.2 Knowing Spiral

Knowing how best to share tacit knowledge is the best target to hit in knowledge management development in an organization. Organizations manage knowledge by dealing with both explicit and tacit knowledge; knowledge of what to share during face to face knowledge sharing and what to convert into explicit knowledge is key. There are four types of knowledge conversion (Nonaka, Takenchi, Oxford University Press, 1995).
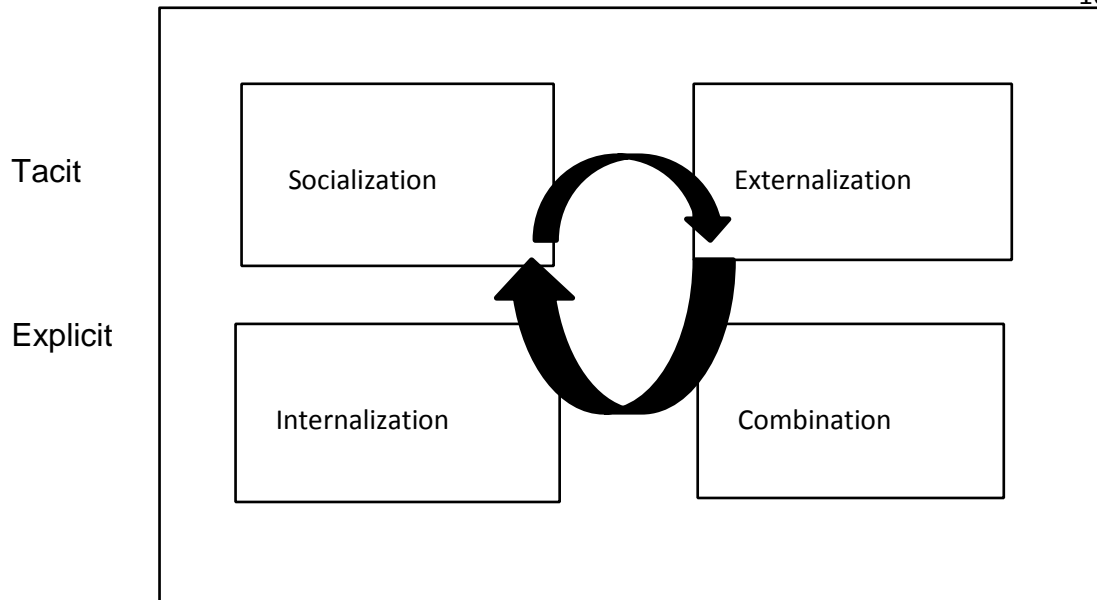
Figure 3: Knowledge Conversion (Nonaka & Takeuchi, 1995)

The key to knowledge creation lies in the mobilization and conversion of tacit knowledge (Nonaka & Takeuchi, 1995). Organizational knowledge they said starts at the industrial level with someone's thoughts or understanding moving up to socialization as individuals are encouraged to dialogue with their team colleagues. The tacit knowledge of an organization is embodied in the people working in that organization (Nonaka and Hintaka Takeuchi, oxford university press). Some organizations frequently get involved in knowledge management initiatives without knowing what they stand to get or benefit as input to the business.

The development in KM sectors have grown in the direction of its process and practices and the potent techniques used in giving a potent support to organizations toward their achieving their given objectives. (Alavi & Leider, 2001) Chatzoudes, however organizations have focused mainly on discovering and maintaining and developing the needed knowledge and applying to the organization.

1.2 Knowledge Management Processes Concepts

Knowledge management is referred as the process of managing knowledge through creation, validation, presentation, distributions and knowledge processes (Mustapha sağsan).

1.2.1 Knowledge Creation

Knowledge creation according to (Markas, 1999) is when organizations develop good and useful ideas with solutions to problems. Organizations that put together background and foreground knowledge can create new relatives and meanings.

Knowledge creation is when inspiration, experimentation and motivation play an important role (Lynn et al, 1996). For knowledge to be taken as novel and impactfully input it must be that an existing problem is solved or at least new innovation is created that will help the organization compete with the rest. Though new impute is needed to solve a problem, however it's not recommended in every case as other ways using existing techniques can be pursued (Bhatt, 2000b). For example, an organization that is faced with marketing challenges may revisit an already existing track and being a recombination to try out the new challenge or focus on its strengths limiting the weakness to solve the problem. Through strengthening its research and development(R&D) capabilities, premising the climate of its external environments. An organization can have a more insightful opinion and insight concerning its knowledge base and may have to import new knowledge from outside(Bhatt,2000b). there are organizations that may choose the way of interpreting an already existing information different from what it used to be. (Lynn et al,1996) explained this using an accounting firm that may choose to use an existing accounting standard applying different methods, procedures of discount, overhead cost and depression calculations.

Explicit knowledge however cannot be converted into tacit knowledge Isaac (1999), some opposes saying that knowledge that is tacit, skills that is embedded, unique talents, experienced based knowledge can be transferred and converted into explicit knowledge through observations and verbal instructions. However, organizations differ in their ways of codifying and personalizing knowledge as it all goes down to how they run the organizations.

Knowledge creation has four basic patterns or routes it follows (Nonaka, 1991):

(i) From tacit knowledge to tacit knowledge - this type is the knowledge gained when there's observation, imitation, socialization that leads one into a specific way of doing things. The knowledge you gain relating with mentors or peers. This cannot be said to be explicit.

(ii) Explicit to Explicit- this is likened to using numerous data sources to write a paper, example using numerous sources to write a thesis.

(iii) Tacit to Explicit- this is the process of finding a way to express that cannot be expressed (Starwat, 1997). The thoughts put on paper so as to be used to add innovation to a firm.

(iv) Explicit knowledge to tacit knowledge- this is using unique ways to explain an explicit knowledge in such a way that it becomes tacit in the minds of others and it is articulated and internalized.

In knowledge creation there is a continuous process of sharing knowledge by individuals within a firm, sharing explicit and tacit knowledge (Bloodgood & Salisbury 2001: Boln, 1994). The ability of organizations to create knowledge is their best form or source of maintaining sustaining competitive advantage (Junnarker, 1997; Nonaka et al 2000, Parent et al 2000). Any organization that cannot share knowledge or does not create a climate that aids knowledge creation and further sharing cannot sustain its goals for long.

(Kidd, 1998; Nonaka et al. 2000; Scott 1998; Krogh & Grand, 2000), argued that the transfer of already existing knowledge and creation of new knowledge are two great tasks that a manager is saddled with.

Nonaka and Takeuchi whose works are widely appreciated in the whole world as long as knowledge management is concerned explores knowledge creation from the eye of movement from tacit to explicit knowledge, through socialization, externalization, combination and internalization otherwise called "SECI".

When at the stage of socialization new tacit knowledge such as technical skills, experiences are shared. Externalization stage is the period of creating concepts which is triggered by dialogue. Combination stage converts explicit knowledge into more systematic sets and the last stage Internalization embodies these explicit knowledge into individual tacit knowledge. Therefore, the crucial task management is to coordinate knowledge through adequate information sharing and exchange.

1.2.2 Knowledge Sharing

Another crucial and vital stage which is the second of knowledge management life cycle is knowledge sharing.

Capar (2005), elaborated and enumerated the different ways and tools that enables effective knowledge sharing which are:

1. Formal social communication network,

2. Informal social communication network,

3. Teamwork,

4. Communities of practice,

5. Organizational learning,

6. Rumors and,

Formal structure technological communication network (E-mail), videoconferencing, teleconferences, mobile communications).

In knowledge sharing, it entails and enquires knowledge creation by individuals and various groups as a result of their interaction in various activities and their affinity in the organization. Social and technical communication channels help in promoting and advancing knowledge sharing. As Capar (2005) attested to the fact that in building and establishing those various channels successfully, the infrastructure of the organization based on stability and durability are essential.

Constructing Social communication infrastructure

This medium needs an effective association and communication between the members of a group in informal ways. The paramount reason behind this infrastructure is not only in translating the knowledge which is tacit to straightforward forms in various individual level but it is also important for conveying information from bottom to up and to bottom in suitable position in the organizational level (Miller, 1999).

In this infrastructure, there are three cardinal networks that should be established

- Oral communication

- Written communication

- Nonverbal communication.

The most vital means of transmitting messages is via oral communication. This includes informal rumor or grapevine mediums, speeches which is built up of formal one-on-one and group decisions.

Written communication is conveyed by the use of words and symbols, such as memos, letters, Email, notices placed on bulletin boards.

The Non-verbal communication deals with movement of body (body language

or, facial expressions, lunations or emphasis given on a word. (Robbin, 2003).

Knowledge management seemingly depends on all three modes of communication in an organization which is effective and guarantee success.

An effective management plan deals with, more particularly grapevine communication network which guarantees success as a result of being persuasive and competent of the transform all communication channels. This is dependent on the transmission of tacit knowledge into various activities and affinity between the workers of the organization. It is very much easier for knowledge that is tacit to be shared explicitly in an organization if people are to cooperate, and if there is a climate of trust which will bring willingness to contribute one's own knowledge resource. When people who use database, technologies to share their knowledge are rewarded and recognized for sharing their tacit knowledge then trust is built on the corporate body. Unlike other resources, knowledge as a resource improves when in use as long a database is maintained and the database must not be outdated. (Wah, 1999b). employees usually are evaluated based on their contribution to the work and more so how they use the organization's base available. Bain & company rewards individuals for sharing knowledge with others based on the amount of help they rendered to their colleagues. (Hansen et al, 1999).

To be able to manage individual knowledge in other to benefit organization, there must be an environment nurtured and prepared for knowledge sharing and integration between members of the organization (Nonaka and Takenchi, 1995). Organizations are saddled with the task of coaching its members to coordinate their interaction so meaningfully that it can bring positive additions to the organization. In order to expand collective knowledge efforts should be made in developing meaningful interactions between the communities of practice. Knowledge management involves changing corporate cultures, cooperate behaviors, beliefs and their procedures to make sharing information possible. When there is a dynamic climate, firms can face an unexpected challenge due to unforeseen circumstances which are difficult to control by a singular person in the organization. Yet when organizations are able to coordinate and control the way they interact as members, the technologies and other factors then they can make a Novel situation out of the circumstance. (Hutchins, 1991) Weick and Roberts (1993) referenced their productive interactions as collective mind of the organization. No one member of an organization can says to possess all the relevant and required knowledge that is suitable in accomplishing a complex task but when there is interactions between people, supports will be generating leading to problem solving in an organization.

1.2.3 Knowledge Structuring

When standardized infrastructural system for sharing knowledge has been established; a structure for the organization's data information and knowledge should be structured orderly in the database for references in the future. Knowledge is been structured as a result of sorting, organizing, codifying, analyzing and reporting information that supplies information that can be accessed in the future. Usually, Knowledge structuring is handled by technical communication infrastructure which "includes structuring database, organizing data for analyzing, clustering/managing database" (Awad and Ghoziri, 2004).

The three vital components of knowledge structure include mapping, storing and retrieving information.

In mapping information, it entails establishing the sources of the organization's information and what various individuals know.

In information storing, it deals with knowledge repositories which includes database, data warehouse and various centers for information. Also deals with the electronic environment of organizational memory.

The third and the crucial component in knowledge structuring is information retrieval. In this level, knowledge is preserved and retrieved through retrieval mediums such as fuzzy logic, Boolean logic, Victor query, User interface. The paramount reason for retrieving information is to have access to backdated information of the organization and Corwey of to all users that are in need of it.

1.2.4 Knowledge Using

Three major reasons why organizations use knowledge

1. It is used for establishing work procedures of the organization and making plans for sustainable competitive advantage.

2. It is used for designing and marketing products.

3. It plays a crucial role in quality services for the organization (Nonaka, 1995)

Knowledge usage can also function through three primary mechanisms.

● Directives: which deals with laid down rules, procedures and instructions enacted by turning of tacit knowledge to explicit knowledge of specialist and integrated knowledge of a comprehensive communication to non-specialist.

● Organization routines: deals with the development of coordination patterns and task performance, interaction protocols and process specification that gives users access to apply and integrate their specialized knowledge without the need to articulate and pass on what they know with others.

Self-contained task team: deals with task uncertainty and complexity prevent the specification of directives and organizational routines, teams of individuals with pre required knowledge and specialty are formed for problem solving (Alavi, 2001).

1.2.5 Knowledge Auditing

This involves the quantity of knowledge that can be used in an organization's products, services and processes. This can also be termed under the knowledge

management life cycle stage as the volume of information processing in an organization that is to say that the weight of information and knowledge are created, displayed, stored and used in an organization at a particular season helps to establish information capacity in organization.

More success and value is achieved in knowledge auditing when the organization is involved in some activities:

● Seeking to leverage its people's assets

● Planning research and development

● Planning and building a knowledge management system

● Devising a knowledge-based strategy

● Architecting a knowledge management blueprint

● Striving to strengthen its own competitive weakness

● Looking for direction for planning a market entry of exit strategy (Tiwana, 2000)

Another important measure for knowledge auditing in an organization is estimating intellectual capital, substantial which include information, knowledge and skills which an organization can establish an asset of equal or greater value than land, labor and capital.

1.2.6 Constructing Technical Communication Infrastructure

This medium deals with information and communication technology which includes intranet, extranet, web-based networks, internet information network and the likes. Individuals and groups can transfer their skilled knowledge via computerized communication networks, emails, telephone conversation (Davrenport and Prusak, 2000). Technical communication infrastructure is also classified and seen as formal communication network. Which enhances conveying, constructing, arranging and organizing tacit/explicit knowledge in her surroundings.

The principal technological infrastructure for the optimal knowledge management

implementation allow a proper flow of knowledge, correct mapping of information; equal distribution of data sources, timely exchange of information and network mining (Tiwana, 2000)

In conclusion, we can transfer knowledge via social and technical communication infrastructure successfully. It should also be noted that sharing of knowledge is voluntary and reciprocal.

1.2.7 Knowledge Management Processes in Organisation

In organizations workers used the available knowledge and skills in solving and performing tasks, and analytically such can be categorized in different ways. Some knowledge activity can be carried out or processed humanely, with computers or even a hybrid. Knowledge flow connects occurrences that proceeds from specific processors. Based on the foundation of knowledge management, there is an advancement of acquiring knowledge from external resources, making selection of knowledge by looking into the organization's own resources, then moving to the point of generating knowledge from the selected resources through the process of deriving it. When these are achieved internalization of knowledge becomes the focus example by storing it and distributing it in the organization further step of externalization can be taken(Hollsopple and Joshi, 2000).

A Knowledge management processes is to ensure that the right type of knowledge is available at the right time and to the right personnel, so as to be able to perform their knowledge activities). These kind of km activities and their kind of knowledge flows is called (KME).

Knowledge management episodes. Decision making, problem solving and experimentation, are all examples of KM Episode. Km activities some impactful returns within the circumference of learning and projection, which two makes up the organization's innovation. Managing knowledge cannot be separated from innovation processes. (Amidon, 1997) defines innovation as buying ideas to market. Ernest and Young(1997a) discovered in their summary that leaders of organizations sees innovation as the greatest pay off from knowledge management, although in the real sense Km offers productivity gains in the organization.

1.3 Individual Commitment in an Organization

Commitment is a strong force bind an individual to a work force. Commitment has a long way in achieving the course of action, it gets the job done. Commitment is more powerful than willpower and it influences our decision to achieve a goal (Maxwell, 1999). Individual commitment in an organization is the willingness and desire of an individual to contribute to the achievement of an organizational goal. It is a point of identifying, assisting in the fulfillment of the goals of the organization. It shows an individual level of involvement, identification and loyalty in an organization (Caught and Shadur, 2000), individual commitment is an emotional attachment that can be described by the individual's behavior, attitude and belief. Meyer and Allen identified types of commitment to be; affective, continuance and normative.

Affective or moral commitment : this is the commitment that an employee takes all the values, objectives, rules and regulations of the organization, the individual becomes emotion with the organization, that he or she does not want to leave the organization and this makes it that they take the organizational work or goal personally. This commitment is seen in the level of their performances, position, work attitude and to be identified with the organization.

Continuance or calculative commitment: continuance or calculative commitment is based on what the individual wants in exchange for their effort and services rendered, this commitment is after they own gain in exchange to be committed to the organization, they compare what they will gain if they remain in the organization and what they will lose if they leave the organization, the effort puts in achieving the organizational goal is the basis of the expectation of the reward to be gotten afterwards.

Normative commitment: this is almost the same as affective commitment, they are into the organization based on the standard of the organization, they value the rules and regulations guiding the organization and they abide by those rules and regulations.

Alienate commitment: this is when an individual feels they have nothing to offer to the organization, they think they cannot control or impact in the organization, this individual sees less of themselves in contributing to achieving the

organizational goal and these feelings is seen in their attitude towards work and performances at work, these individuals end up leaving the organization (Zangaro, 2001).

Individual commitment was later studied based on the attitudinal and behavior perspective, attitudinal perspective shows the events that leads to the contribution and the development of commitment, it is basis on the psychological state of the individual, the conditions at the points in time , these two affect the behavior put on by the individual in the organization , behavior perspective is the behavior sees as a result of altitude (Meyer and Allen, 1991).

1.3.1 Assessment of Individual Commitment

To be able to assess Individual commitment of an organization, and manage it, the organization needs to carry out a survey or an individual or employee, most times, questionnaire is used or commitment scale, to measure and as saw the commitment of the individual to the organization.

Employees of an organization measuring the interest of their employees to the organization, it helps the employees to know the level of commitment of the employees, sometimes it is useful, if it is put in such a way that you don't detect who answer the questionnaire, some maybe scared to fill the questionnaire correctly, if the employee wants to measure the commitment scale is best used to measure the willingness and desire to stay in the organization, questionnaire is best use.

1.3.2 Prerequisites For Individual Commitment In The Organization

Individual commitment in an organization are different and varies, some are highly committed than others, studies shows that that there is some reason for individual commitment in an organization. There are some factors that can be a reason to individual's commitment and those factors are described below (Mathieu and Zajac, 1990).

Personal factors;

Age: individuals that are old in age tend to be more committed than the younger workers, researcher says that the reason for this is because the older workers

have less occupational alternative and are easily satisfied than the younger individual or worker.

Gender: women are more committed to the organization than the man.

Education: highly educated workers tend to pay less commitment to the organization because they feel the organization cannot satisfy, they expectations.

Perceived competence: individual with higher competence always try to use the organization to meet their needs for growth as an individual by accepting and taking challenges in the organization. They put their effort in building the organization knowing full well their growing themselves,

Work ethnic: individual who is interested in the values of the organization tend to give their commitment in achieving the organizational goal.

Job attitudes contribute to the level of the organizational goal and job attitudes comes with factors like;

Job satisfaction: this is how satisfied an individual is with their job based on what they received and what they expect to receive from their job (Spector 1997). Reachers says is when an individual or worker is satisfied with the job, that he/ she will be committed to the organization and others says is the commitment to the organization that brings about satisfaction.

Organizational citizenship behavior: this is the extra role that promotes organizational effectiveness and is not really recognized by the organizational system.

Job characteristics: these traits related to the job in the organizational

High job level shows more organizational commitment than individual with lower position tenure.

Individual with different skills have free will on the job, he finds challenges in the job, and go for it knowing that builds the individual work commitment in the job (Mathieu and Zajac, 1990).

Lack of clarity of the job, stress from the job, role conflict, all these causes low commitment to the organization,

Relationship with coworkers and supervisors

Group cohesiveness: this is the forces that binds a group of individuals together in an organization. For this group cohesiveness to function well, member of the organization must be commitment.

Leadership: the behavior of the leader and how he related with his followers shows how committed the individual will be committed to the organization.

1.3.3 Stages of Individual Commitment

Individual commitment is developed through stages and there are compliances, identification and internalization. The stages are discussed below (O' Reilly, 1989).

Compliance stages: this is when the individual agrees to the influence of others to benefit from through promotion or remuneration (O'Reilly, 1989). This stage brings about behavior and attitude because of shared belief and all this is based on the gain of the individual the compliance stage is related with the continuous commitment, where the individual checks the need to stay and leave the company (Beck and Wilson, 2000). The individual remains in the organization because of what they will gain from the organization.

Identification stage: the individual begins to maintain a satisfying self-define relationship with the organization (O'Reilly, 1989). They are happy and proud to be associated with such as organization as their self-identity (Best 1994). This is based on normative commitment. the individual staying is guided by the duty and loyalty to the organization

Internalization stage: this last stage is when the individual began to see the intrinsic reward in staying in the organization (O'Reilly, 1989). This is based on affective commitment. at this stage they develop passion and a sense of belonging to the organization. The values of the individual are emblemed in these groups and the organization (Suliman and Iles, 2000).

1.3.4 Levels of Individual Commitment

Higher level: this is the entrance to the strong acceptance of the values and the desire to partake in the fulfillment of the organizational goal (Reachers, 1985). The willingness to stay is associated with affective commitment and they are in the organization because they want to contribute their effort and quarter, not necessarily because of What they will receive but that the organizational goal be achieved (Miller, 2003).

Moderate level: the moderate level of the individual commitment, it is the acceptance of organizational goals and values and the willingness to put effort to remain in the organization (Reicher, 1985), it can be seen as an average commitment which is partial commitment. The willingness to stay is linked to the normative commitment (Meyer and Allen, 1997). They are in the organization because they need to be there.

Lower level: the individual is not satisfied with their stay in the organization and they are there because they want to associated with the associated with the organization but any given opportunity to leave, they will leave the organization(Meyer and Allen, 1997), the individual is in the organization because at the moment they have no other option.

1.4 Christianity in Northern Cyprus

In Northern Cyprus, there are different communities of Christianity. The population of the orthodox Christian is about 0.5% of the Northern Cypriot population. The Autocephalous Greek Orthodox church of Cyprus are made up of Greek Cypriots, while Turkish Cypriots are protestants and Anglicans as a small community. Furthermore, there is a small community of Maronite. The Maronite Catholic Archeparchy of Cyprus are made up of Maronite Cypriots and are in communion with the Roman Catholic church.

1.5 Types of Christian Organization

1.5.1 Evangelical Christian Organization

This Christian organization is one of the branches of protestant and the fundamental convictions of their faith are in the bible and having deep commitment to Jesus Christ (Kroff et al., 2018). The evangelical Christian

organization place their authority of the Bible as truth and holds the belief and practices of the bible as the ultimate. They accept the virgin birth of Christ, the death and the resurrection of Christ for the atonement of the sins of the world. The fundamental principles held by the evangelicals are the spreading of the message about the birth, death and resurrection of Jesus Christ. The spirituality of the evangelical Christian organization is defined by prayer to God, worship, obedience, love servanthood to God and to humanity (Polonyi et al., 2011).

1.5.2. Catholic Christian Organization

Catholic share a number of beliefs about Mary, the mother of Jesus and pray to her. Mary is an important female figure in catholic Christianity (Dorian, 2016). The catholic church is espoused to what is acceptable in the organization for the remission of sin through the act of contrition by sinners praying for forgiveness. Above the confession of sin and guilt, the sinner is expected to be involved carrying out sacramental penance. The belief is extended to acquiring virtues by God for the good works and prayers from the saints. Additionally, the temporal punishment of a sin is believed to be paid and cleansed by the time spent in purgatory before entering into heaven. It is believed that salvation is gotten through the church (Inglis, 2007).

1.5.3. Protestant Christian Organization

Protestants have some beliefs and common features with other Christians. The Bible serves as the primary source for guidance and direction for the protestants. They believe in an Omnipotent, Omniscient God and the creation of man by God. Their emphasis is based on the love of Jesus Christ, true faith in Jesus gives virtues such as love, joy, peace and patience in a man, and having a personal relationship with God by faith in Jesus Christ. Furthermore, protestants hold a belief of the death and the resurrection of Jesus which is a provision for forgiveness of sins and reconciliation with God and by grace the sins of men are forgiven. They also believe in man spending eternity with God after the death of man (Pauls & Hutchinson, 2002).

1.6 Christian Spirituality and Knowledge Management

One of the commonly used words in religious organization is spirituality, the word

spirituality is not just limited to praying, meditating or even dressing but spirituality or physical things, these shape the lives of the people. Although the word spirituality usually is also used in other religions but its origin traces to Christianity which means a life influenced by the spirit of God. Christian spirituality is when one follows all the teachings of Jesus Christ actively living out his life. Discipleship has two components, (i) Personal transformation of the person discipled and (ii) confirmation of discipling by the disciples in order to influence the world (Philip Sheldrake, 2016).

The notion of Christianity sometimes is detached from its original religious belief; sometimes it expresses the fundamentals of the nature of human beings. (Evelyn Underhill) suggested in her book titled the Nature and Development of spiritual consciousness, that humans all over the world are vision-creating beings and not tool -making animals. Inferring that human beings are driven by their goals and not just success or physical wellbeing. Her book teaches how humans' lifestyles, behaviors, likes and dislikes connects them to God and the world striking personal understanding about their God.

The modern-day concept of spirituality does not only reference spiritual practices, but talks also of framework of values, which usually is tacit rather than explicit. Spirituality engages life as a whole not just aspects of life, this is often an involvement of a guest for the sacred things. The sacred things are those things one believes about God, in a wider sense it refers to the understanding one has of the numinous, the insight and understanding available concerning the cosmos or the existence of the world.

1.7 Christian Spirituality, Its Origin

The word spirituality is derived from the Greek word pneuma spirit. St Paul in the New testament letters showed that spirit and spiritual is not opposed to material and physical. Spirituality is the opposite of the flesh or fleshiness. The new testament was written in Greeks. Flesh mean anything that is contrary to spirituality. (1Cor. 2:14-15) spiritual man lives under the influence of God's spirit. This definition by apostle Paul was in use until the 12th century CE. When it was used to differentiate between intelligent humanity and non-retrieval creations, but the moral sense continued in the writings of theologians in the 3th century (St

Thomas Aquinas). The use of spirituality outside Christianity is not entirely new. The world religions, after some reflections that is due to different cultures and historical contexts, making them to develop a concept that we now refer to as spirituality, but the adoption of that concept outside the already Christian concept began from 19th century as a result of the interactions between the Indians and the Europeans. Religious figures, the Hindu thinker Surami Vivekananda (1863-1902) regularly traveled outside India. Passing the inherent spirituality that Indians display in contrast with what he viewed as the limitations of behavior in front of European audiences 1890s.

1.7.1 Christian Spırıtuality and the Holy Bible

The Christian spirituality and the attendant principles are all generated from Christian and Jewish scriptures. Jesus Christ is the yardstick of measurement of all kinds and forms of Christian life. The new testament is the bedrock of Christian scriptures while the Hebrew bible is the bedrock of Jewish scriptures. Christian discipleship contains two elements firstly it entails conversion from past flaws and respond to the call of God (Mark 1:15) the next is following the ways, Acts and Words of Jesus Christ and it entails Joining hands to build the kingdom. Jesus said to Simon follow me and I will make you a fisher of men (Mark 1:17). The holy bible is the manuscript that governs Christian spirituality. Christian ethics are derived from the holy book which inspires the disciples.

1.7.2 Paul Mentoring Approach and Mentoring Insight

The supervised flavor of 1st and 2nd Timothy is undisputable. Empowerment and deployment are the two-pronged methods monitoring can be achieved (Hoehl, 2011). Empowerment can be seen as a "cognitive state characterized by an awareness of recognized control, competence and internalization of a goal". (Menon 1999: 162). Paul purposely highlighted these attributes by convincing Timothy of his calling in ministry was from God. (1 Tim 1:18), and him being the right model for timothy to learn and follow (2 Tim 1:13), and also bringing to remembrance of timothy his ministerial targets (1 Tim 4:13-16).

As Paul gained trust in timothy's prowess and capacity, as a minister of God, he sent him to later for the church in Ephesus one of the most challenging ministerial environments. Paul, having dedicated sometime at the church at Ephesus in time

past developing it was unsettled about the introduction of strange and false teachings brought among its members. Paul gave timothy the chance to utilize his ministerial prowess. Aside the instruction Paul clearly stated to timothy concerning issues on prayer and worship (1 Tim 2:1-15) and fighting against strange doctrines (2 Tim 2:18), he encouraged him about his spiritual life (1 Tim 6:11-12) and drew his attention to eschatological reality of Christ's return and reward (1 Tim 6:14-16; 2 Tim 4:7-8)

Three very notable insights are observed from 1 and 2 Timothy.

First, is the cordial relationship Paul had with timothy. Paul saw timothy as his "true son in the faith" (1 Tim 1:1). From the beginning Timothy was ideal disciple and follower of Paul. Swindoll (2010) stated that timothy was a person who was just like the apostle Paul who straddled both the Jewish and Gentile worlds. Timothy had a similar spirit; tenacious which he found in him (1 Tim 1:18) emotional (2 Tim 1:4) and intellectual (2 Tim 3:14-15). In the other hand timothy saw Paul as an exemplary model, a man gifted in several ways, but called to fulfill a ministry will suffer for his natural inclinations, Paul had not been trained to speak publicly, his poor health made travelling a burden. Both men would have to carry out their ministries through a shared dependence on God to equip and direct them (Swindoll 2010)

Secondly, Paul's methods of mentoring constituted a blend of instructions, inspiration and encouragement. He was keen on imparting knowledge through instruction on a slew of practical matters, such as worship and prayer (1 Tim 2:1-10) and mode of choosing leaders in church (1 Tim 3:1-13) on how to become a good minister of Jesus Christ (1 Tim 4:6).

Additionally, in his messages to timothy, Paul usually adds encouragements. An instance was Paul encouraged him "fight the battle well" by bringing to his remembrance the affirmative prophecies that was declared upon him (1 Tim 1:18).

Paul also discouraged him in 2 timothy, seeing and admiring his 'sincere faith' and reminded him to stir up the 'gift of God in him' because 'God did not give us the spirit of fear' (1:5-7).

Also, Paul was keen to inspire Timothy to look ahead despite the current situation at Ephesus and work towards the glorious scheme of God's plan. Having used his own story and experience as a 'blasphemer and a prosecutor and an injurious man' to describe the greatness of the grace of God (1 Tim 1:13). Paul also made mention of the persecutions he encountered and how God delivered him (2 Tim 3:10-11) and put to timothy's remembrance of the eschatological reality that the 'crown of righteousness' will be awarded not only to him but 'all those who longed for His appearing (2 Tim 4:7-8).

Thirdly, part of the mentoring efforts Paul gave to timothy, he always made references could be organized around three subject matters. Firstly, he likened the Holy Spirit to the person and work of Jesus (1 Tim 3:16), also the scriptures (2 Tim 3:16). Paul taught timothy to acknowledge the Holy Spirit to the divine sonship of Jesus, also to the ministry and work of the church. Secondly Paul who prophetically by the Holy Spirit warned about the apostasy and decadence writing that "the Spirit clearly says that in later times some will depart from the faith" (1 Tim 4:1).

Finally, Paul highlighted the empowering office of the Holy Spirit in the ministry of timothy urging him to "stir up the gift of God" which comprised of evangelism, preaching, teaching and differentiated Timothy's current sense of fear with the power, love and a sound mind the Holy Spirit gives (2 Tim 1:6-7, 13-14).

Mentoring in Knowledge Management Perspective Dynamics and Roles Of Mentoring

There are at least four dynamics associated in mentoring, (Clinton 1995). The first one is attraction. It entails the mentor himself seeing perspective in relating with the disciple or follower and vice versa the disciple looks up to the mentor as an example or model.

The second is Relationship which entails 'nurturing and supporting a welcoming space of trust and intimacy (Anderson and Reece, 1999). For there to be impact in mentoring, relationship is an essential ingredient.

Thirdly, is responsiveness. For growth spiritually to occur and maturity also, the disciple has the responsibility of responsive to the dictates of the mentor,

submissive and teachable. (Anderson and Reece 1999:12). Nevertheless, the mentor should have a growth plan towards the disciple involving his thoughts, feelings and aspirations as the journey together.

The fourth is accountability. The mentor is responsible for examining his disciples progresses and whole growing accountable.

Depending on the degree of participation between the mentor and his disciple, continuum can be placed. On the extreme end is proper and careful mentoring were by activities are deliberate from the mentor (Stanley and Clinton 1992:41). A mentor can switch the offices of a disciples, spiritual guide and coach. In the middle of continuum, mentoring is occasional. On the other extreme end where activities are not deliberate, a passive atmosphere is created. A mentor could either be a contemporary individual who can be imitated and well respected or a historical figure whose deeds and words are extracted usually from books.

In mentoring, the transmitting of knowledge from the mentor to the follower take a definite importance which is referred to as impartation of knowledge. It entails an entire collection of consciousness. It deals with the whole person as mind and body, emotions and physicality (McInerney, 2002).

Notwithstanding, the vague nature of knowledge, it is widely accepted that it can be grouped as explicit, tacit and implicit by scholars(Leonardi and Barley, 2008).

Explicit and tacit vary that is the former can be expressive easily whole the latter cannot.

Explicit knowledge includes procedures and instructions whole tacit knowledge covers intuition and judgement. Implicit knowledge is in between explicit and tacit. It is not expressive but it could be made so.

Another grouping divides knowledge into declarative (know what), which entails description of notions and theories that are perennial. Procedural (know how) which entails strides required to perform a duty. Causal knowledge is clarification of how or why something happens.

The third group separates between human, social and structured knowledge (De Long and Fahey, 2000). Human knowledge is related to tacit knowledge which

deals with the skills and intelligence a person has. Social knowledge deals with widely to tacit knowledge that has been created and distributed by a group of individuals. Structural knowledge is carved out from human but submerged in processes, routines, systems and artefacts.

Impartation of knowledge in mentoring can come in three types. Firstly, instructions which is given as an act of embellishing with authoritative measures. It is often loaded with intelligent content. As the disciple receives these instructions from the mentor, they improve their Bank of knowledge.

Secondly, is encouragement which entails the mentors conveying respect for and trust in the disciple (pepper and Henry ,1985).

Thirdly, is inspiration whereby the mentor inspires the disciple to achieve goals that previous look unreachable by lifting his expectations, and communicating confidence that the disciple can attain those goals (Antonakis and House, 2002).

Despite the fact that impartation of knowledge is vital to mentoring, it is not usually always effective and successful. From the ideology of knowledge 'stickiness'(szulanski 2003), we can identify four sources of impediments to knowledge impartation.

The first is the mentor; referred to as the gatekeeper of knowledge. The mentor desire and inducement to provide and enhance knowledge approach to the disciple is determined by influencing the extent to which the disciple is able to receive knowledge.

The credibility of the mentor determines how far the disciple is willing to receive knowledge.

The second impediment to knowledge is the knowledge itself one characteristic is casually arguable knowledge does not have the capacity to cause and effect relationship. Another characteristic is the unproven stage of knowledge i.e. the disciple is unlikely to accept such knowledge from the mentor.

The third source of impediment to knowledge is the disciple or follower. The mentor's lack of desire to accept knowledge identifies an outstanding barricade

to impartation of knowledge. Another component i.e. the lack of absorptive capacity.

The fourth source is the relationship between both the mentor and discipline. If the mentor's relationship is strenuous and difficult with the follower, a high chance of trust and openness is likely to be missing. This distorts communication which impedes impartation of knowledge.

After elaborating the impediments to impartation of knowledge, a four-pronged approach is suggested. The first gives attention to the mentor. Actual proof has shown inherent inducement, such as knowledge self -success and self- denial are more important determiners of knowledge impartation motives than external inducement is expected formal rewards (Lin, 2007). In relations to credibility the selection of a mentor should be determined by some stringent module as listed in 1timothy the second deals with the knowledge to be imparted this approach entails training and educating the mentor to be aware of the knowledge to be imparted (Acts 17:11)

The third deals with the disciple. Overcoming the lack of motivation to be mentored is in part within the purview of the ministry of the Holy Spirit. The Spirit of God convicts the disciple of sin, righteousness and judgement John 16:8. This is an important stage for the disciple development.

The fourth entails relationship between the mentor and disciple. In addition to the first attraction and ensuing relationship (Clinton, 1995) Also the trust should be built Using the Wesleyan quadrilateral approach which is dependent on experience, scripture, tradition, and knowledge management literature.

The figure 4 shows a biblical model of mentoring with the knowledge management perspective.

HOLY SPIRIT

Bears witness to Jesus, the apostles and the church,

inspires the writing of the scriptures, empowers the

disciples

Impediment

Arduous relationship

Strategy

Allow relationship to grow organically

Impediment
Lack of motivation
Lack of credibility

Impediment

Lack of Motivation
Lack of absorptive

Relationship

Mentor

Discipler,
Spiritual guide
Coach

Knowledge

Explicit-Tacit-Implicit
Declarative-Procedural-Casual
Human-Social-Structural

Disciple

Responsive to
mentoring

Strategies

Appeal to sense of purpose
Impose selection criteria

Strategies

Pray for desire to be mentored
Prepare clear development path

Impediments

Casual ambiguity
Unpowered

Strategies

Train mentor to hand God's word
Use substantiated knowledge

Figure 4: Biblical model of mentoring with a knowledge management
perspective (Chua & Lessing 2013)

This model comprises of five parts which are, the mentor, the disciple, relationship and the holy spirit.

Within the context of the scripture of 1st and 2nd timothy, Paul played the office of a mentor and timothy played the office of the disciple. Impartation of knowledge from Paul to timothy transpired via writing and spending time together. Paul was

a perfect mentor to timothy while he graciously submitted himself to Paul. The spirit of God's role is seen in bearing witness for the sonship of Jesus, clarifying the truth (1Tim 4:1) and empowerment to the disciple (2Tim 1:6-7, 13-14). Paul's nature of knowledge imparted into timothy symbolizes explicit knowledge as seen in 1st and 2nd timothy. In conclusion, substantial knowledge management methods to overcome the impediments to knowledge management in the relationship in mentoring includes mentor motivation, a clear and definite development strategy and consistent prayer for the disciple and a blossoming relationship to advance trust between them.

There is usually no extra effort done to gather it within the group. It is usually easily accessible from persons within the institution. The idea of compound news is traced to McElroy's (2002) explanation of km in the first-generation single discussions on the other hand is news that can be gotten from just a man. (Hinsz et al., 1997). It involves actively digging out information from one man [Lehtinen,2005]. This also defines PI and is not far-fetched with McElroy's (2002) explanation of second age km. Sometimes, single information, may be readily accessible since it was held by a person. There may be need to seek it purpose mindedly even from other sources without the group. This is because it will not be openly accessible as compound information.

McElroy, 2002 posited that KM of second age is basically involved with double-loop studied. In this case, guidelines will not be followed without questions especially relating them to present circumstances. It is all dependent on whether the new information gives better results or it is substituted.

Certain studies conducted show that compound information is fresh when compared to single information especially in religious institutions. (Lehtinen, 2005). This example for instance, the Holy Bible, creeds, and even messages preached are made up of cultural knowledge references that members are likely to have alike. Todd (2005) even argued that correct Biblical explanations are to a large extent written in religious books which members read. Persons found in a religious body are prone therefore to using writings gotten from these books which are alike when talking biblical matters. The members not having been through the process of theological learning, depend on these writings to

comprehend the Bible (Todd,2005). Some conversations which were written by the church and when were handed down generations, have stood as strong pointers of belief even long after the context where the main issues were raised. Tienou and Hiebert (2005) acknowledged saying "creeds serve the same purpose as statutory law in Christendom, since they reveal biblical way of living. In addendum, messages may also expanciate on and strengthen belief. Religious leaders are able to use messages to bring on to the members a new idea. Davenport, Prusac, and Wilson, 2003) even said that peradventure these beliefs be sustained for long, they may become a guideline for organizations. Provided the messages are able to without restrain bury beliefs in members minds on those weekly bases of meetings, the beliefs can soon be pervasive meaning that beliefs adhered to from the preached messages, will go worldwide unconsciously. (Davenport et al, 2003) Bringing about an adaptation of these beliefs on institutional levels which is far beyond just sharing.

CHAPTER 2

THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

Knowledge management is a process in which knowledge is created, acquired, shared, codified and used (Najeeb et al., 2018). It involves manipulation, storage of knowledge (Ikechukwu & Callystus, 2018), exploitation and knowledge assets which is used to achieve the goals of the organization (Rocha et al. 2008) and for efficiency (Neyestani et al, 2013). Knowledge management is used to create organizational intellectual capital. Organizational intellectual capital can in turn be used for creation, storage, sharing, acquisition of individual and organizational knowledge (Monsef et al., 2014). Organizational success depends on the knowledge creation, sharing and application (Neyestani et al, 2013).

There are several categorizations of knowledge management processes. Najeeb et al, (2018) proposes six knowledge management: Knowledge creation, knowledge acquisition, knowledge sharing, knowledge application/utilization, knowledge codification, knowledge retention. Chiu and Chen (2016) focused on three knowledge management process: Acquisition, transformation and application. Gonzalez and Martins, (2017) highlighted four KM processes: Acquisition of knowledge, storage of knowledge, distribution of knowledge and use of knowledge.

Organizational commitment has to do with the employee's attitudinal/behaviour commitment & the organization. Individual attitudinal commitment represents the individual's identification of the organizational goals and the willingness to achieve and facilitate achieving the goals of the organization (Demirel & Goc, 2013). Organization commitment is measured by the strength, desire and the strong belief of individual. When an individual desire to remain in the organization by accepting the values and goals and cherishing them (Najeeb et al., 2018). Organizational commitment had been classified by different researchers. Demirel

and colleague (2013) classified organizational commitment into emotional commitment, continuance commitment, normative commitment. Emotional commitment is also known as affective commitment (Chiu and Chen, 2016; Nurhayati, 2014). Najeeb et al., (2018) described that the organizational commitment of individuals can be measured by keeping up organizational image emotionally and symbolically, and by an individual's response to organizational greediness in showing negative emotional response and coping with attachments.

2.1 Knowledge creation and organizational commitment

Knowledge creation is defined as the ability to create new ideas and solutions that will be useful for organizational activities. In knowledge creation, potentials & self-transcending knowledge of individuals are developed to produce new ideas and promote innovation at all levels within the organization (Alyoubi et al., 2018). It is also considered deliberate actions and programs taken to develop new ideas, insights and idea (Laeeque & Babar, 2017). Knowledge creating activity fosters personal commitment to organizational goals (Koskinen, 2003). Loyalty to organizational values and putting efforts to keep a job gives opportunity for individuals to create knowledge in participating in decision making (Siadat et al., 2012) and value of trust is strongly associated with knowledge creation (Sankowska, 2013). In a study by Razzaq et al., (2018) knowledge creation as part of knowledge management practices was found to be a driver of the three components of Organizational commitment (Affective, Continuance and Normative commitment). Organizational commitment is an influencing factor of self-motivation for creativity (Razzaq et al., 2018).

Hypothesis 1: knowledge creation positively affects affective commitment

Hypothesis 2: knowledge creation positively affects continuance commitment

Hypothesis 3: knowledge creation positively affects normative commitment

2.2 Knowledge sharing and organizational commitment

Affective commitment involves the individual's strong sense of belonging to the organization and the willingness of the individual to remain in the organization. (Demirel & Goc, 2013). It was revealed that knowledge management process and

the level of employee's organizational commitment are important factors that encourage high job satisfaction, showing that knowledge management is a driving force of value creation, competitiveness and success in organization (Najeeb et al., 2018). People that are affectively committed to their organization, do not think only for themselves, they are concerned for the overall benefit of the organization which could be achieved through knowledge sharing (Rehman et al., 2011). Rocha and colleagues (2008) stated that knowledge management processes are linked with the individual's identification and the feeling of belonging to the organization. He also stated that the level of organizational commitment can increase the willingness, involvement and participation of knowledge processes or hinders knowledge processes; such as barriers to high turnover and low trust. Organization commitment through individual's emotional attachment, loyalty, responsibility, involving in decision making, participating in the activities of the organization and supporting goals enhance knowledge sharing. Individuals are willing to share knowledge with their colleagues when they have high commitment, sense of faithfulness, involving in organizational goals and values. Knowledge sharing enhances commitment to maintain organizational membership among individuals and lack of commitment leads to dissatisfaction which reduces the creation, transfer and share of knowledge (Neyestani et al., 2013). Affective commitment strong affect individual's behaviour and eliminate resistance to knowledge sharing. Individual's get more engaged to organizational goals when they are emotionally committed, which in turn influencing the intention to share knowledge (Goh and Sandhu et al., 2013). In the study carried out by Neyestani et al., (2013) it was discovered that the more individuals are emotionally bonded with the organizational values and goals, the more they are willing to share their knowledge with other members within the organization. He further explained in the research that affective commitment is the most important factor of knowledge sharing followed by continuous and normative commitment.

Continuance commitment is described as individual commitment to stay in an organization to avoid loss of salary gains, statue, freedom and promotional opportunities. The cost of withdrawal from organization reinforces continuance commitment in an employee (Demirel & Goc, 2013). Ouakouak and Ouedraogo

(2019), reported that individuals with continuance commitment are not willing to share knowledge. In addition, continuance commitment does not have an impact on knowledge sharing. Organizational leaders and managers are encouraged to create an environment to help individuals to be emotionally bonded with the firms. Similarly, in another study continuance commitment has no impact on knowledge sharing (Bahramzadeh & Khosroabadi, 2012)

Individuals with normative commitment is committed to organizational goals due to the feelings of loyalty, respect and responsibility for the organization (Demirel and Goc, 2013). In the study carried out by Ikechukwu and Callystus, (2018) normative commitment was found to increase as knowledge sharing increases. Shirazi et al., (2011) suggested that individual positive perception of organization can be built by giving useful, timely and adequate information about the knowledge management system, which also promotes individual's normative commitment to an organization. Knowledge-related effectiveness results in individuals' feelings of security, empowerment and belonging to the organizations, thereby promoting organizational commitment (Haleem, 2017). It was investigated that knowledge sharing has impact and increases with normative commitment within an organization (Bahramzadeh & Khosrobadi, 2012).

Rocha et al., (2008) investigated that level of individual commitment to the organization is significant factor for all knowledge management dimensions. Personal commitment which is high in the dimensions of knowledge management have greater influence than need commitment. It was concluded that knowledge management processes are closely linked with the individual's identification with the organization and the feeling of belonging to the organization than commitment based on the need to keep the job. Demirel & Goc, (2013) stated that emotional commitment in individuals enhances their knowledge sharing, they are willing to contribute to the organizational goals & value without expectations from the organization.

Based on the studies above, this research proposes the following hypothesis:

Hypothesis 4: Knowledge sharing positively affects affective commitment

Hypothesis 5: Knowledge sharing positively affects continuance commitment

Hypothesis 6: Knowledge sharing positively affects normative commitment

2.3 Knowledge Structuring and Organizational Commitment

Dynamic knowledge structure in organizations provides flexibility that enables individuals or employees to be involved in creativity and innovation and reducing complexities & formality. It can be said that knowledge structure has an effect on organizational creativity (Holagh et al., 2014). In addition, it was investigated, both in private and public firms, that knowledge structure positively affects organizational commitment. It was suggested that individual should participate in decision making and in the formulation of written procedure which increases organizational commitment (Al-Qatawneh, 2014).

Hypothesis 7: Knowledge Structuring positively affects affective commitment

Hypothesis 8: knowledge structuring positively affects continuance commitment

Hypothesis 9: knowledge structuring positively affects normative commitment

2.4 Knowledge utilization and organizational commitment

Knowledge utilization can be defined as the process of changing research knowledge into practice, it is also the use of various kinds of knowledge in practice and it may involve empirical, aesthetic, personal and ethical knowledge. Transferring knowledge into practice could be challenging but organizational support system influences individuals' commitment which in turn influence individuals to utilize knowledge, enabling individuals to use and implement knowledge into practice (Edgar et al.,2006). Commitment and trust serve as a motivational system, in sharing and receiving knowledge for utilization (Koskinen, 2003).

Hypothesis 10: Knowledge utilization positively affects affective commitment

Hypothesis 11: knowledge utilization positively affects continuance commitment

Hypothesis 12: knowledge utilization positively affects normative commitment

2.5 Knowledge Auditing and Organizational Commitment

Work environment influences individual's attitude or behaviour in an organization. Individuals who are Auditors with a less role ambiguity are emotionally attached to the organization. Higher work role of auditors is perceived to lead to lesser organizational commitment (Kalbers & Cenker, 2007). It was reported that internal auditing has an impact on professional commitment than organizational commitment (Kwon & Banks, 2004).

Individuals who have organizational commitment have more efficiency of auditing. They are motivated by the positive working standard, available benefits of activities to perform auditing and have the willingness to give quality measures in auditing (Fakhar & Hoseinzadeh, 2016).

Hypothesis 13: Knowledge Auditing positively affects affective commitment

Hypothesis 14: Knowledge Auditing positively affects continuance commitment

Hypothesis 15: Knowledge Auditing positively affects normative commitment

2.6 Knowledge Creation, Sharing, Structuring and Utilization

Knowledge sharing behaviour improves creation and utilization of knowledge. Individuals that participate in creating new ideas have positive knowledge sharing behaviour (Han et al., 2010). Trust among people facilitate sharing of knowledge, which is useful to enhance creating new knowledge within an organization (Siadat et al., 2012). Knowledge that is shared is retrieved, assimilated before it can be used (Masrek et al., 2008).

Organizational members must have the willingness and capability to share knowledge in order to improve the use of organizational information assets. Similarly, individuals must have interest to seek and assimilate new knowledge to be able to create new knowledge (Law & Chan, 2016). It was reported in a study, that knowledge sharing does not systematically impact on knowledge utilization, due to the fact that individuals feel more confident to use existing knowledge than the newly shared knowledge which might result to an uncertain outcome. Individuals are committed to using shared knowledge if the organizational ethic is high (Ouakouak & Ouedraogo, 2019).

Hypothesis 16: Knowledge sharing impacts on knowledge creation

Hypothesis 17: Knowledge sharing is not associated with knowledge utilization

Hypothesis 18: Knowledge creation is associated with knowledge utilization

Hypothesis 19: knowledge structure is associated with knowledge creation

CHAPTER 3

METHODOLOGY

In this section includes the research model, followed by hypothesis, data collection methodology and the sampling and instrument description.

3.1 Study Design

The research is a descriptive and quantitative study carried out among the Christian Organizations in North Cyprus.

3.2 Study Setting

Northern Cyprus is officially known as the Turkish Republic of Northern Cyprus (TRNC). İt is located at the northeastern part of the Island of Cyprus. The official language is Turkish and is denominated by the Turkish Cypriots. The citizens are predominanlty Muslim while the 0.5% of the population made are up of Maroni and Orthodox Christians. However, there is an influx of Christian Student from different parts of the world studying in Northern Cyprus.

3.3 Sample Selection

The study was conducted using random sampling technique. A sample of 270 valid participants were eventually selected out of the 5000 populations which are the congregants of the various Christian organizations in North Cyprus.

3.4 Study Instrument

A self-administered questionnaire developed by the researcher was used as a study instrument. The questionnaire has two sections, section A & B as listed in **Appendix, Questionnaire form.** The first section is the demographic profile used to obtain demographic information of the participants. The section B consists of all items recorded on 5-point Likert scale (Strongly disagree – 1, Disagree – 2, Neutral – 3, Agree – 4, Strongly disagree – 5) used in measuring

the knowledge management processes and the individual commitments of the congregants.

3.5 Data Collection

The collection of data was by a likert scale questionnaire which was used to obtain information regarding knowledge management processes and individual commitment among the congregants of the different christian organizations in North Cyprus. The research was conducted in May, 2019 an it took 10-15 mins for the research to gather information from each participant. Consideration of privacy and convenience was put in place, making diversity of data possible (Bryman & Bell, 2003).

3.7 Data Analysis

The data was analysed using IBM Statistical Packages for Social Sciences (SPSS) version 20.

In this section of my thesis, it includes the research model, followed by hypothesis, data collection methodology and the sampling and instrument description.

3.8 Conceptual Model

(Independent Variable)   (Dependent Variable)
Knowledge management   Individual commitment
Application
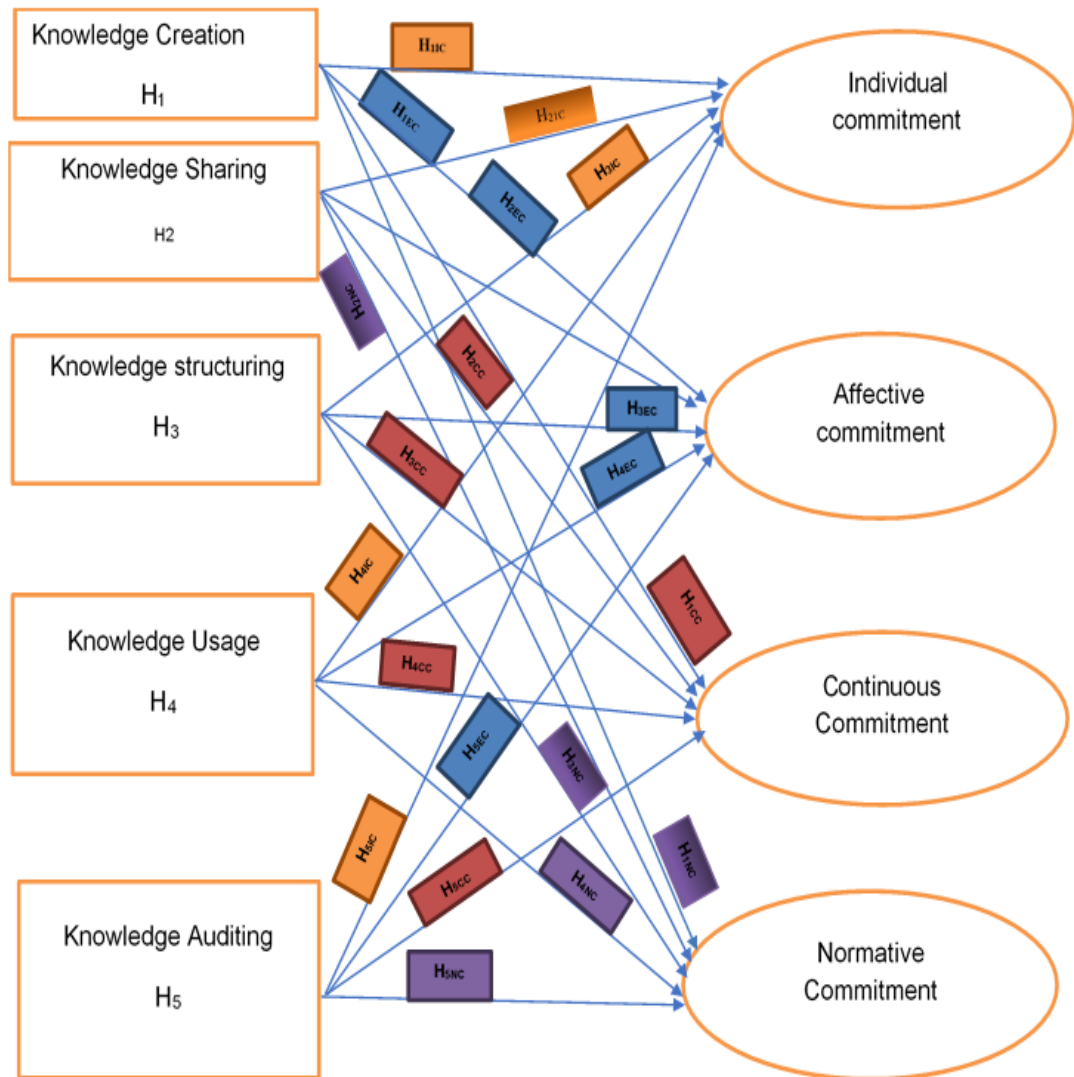
Figure 5:   Research Conceptual Model

Hypothesis 1: knowledge creation positively affects affective commitment

Hypothesis 2: knowledge creation positively affects continuance commitment

Hypothesis 3: knowledge creation positively affects normative commitment

Hypothesis 4: Knowledge sharing positively affects affective commitment

Hypothesis 5: Knowledge sharing positively affects continuance commitment

Hypothesis 6: Knowledge sharing positively affects normative commitment

Hypothesis 7: Knowledge Structuring positively affects affective commitment

Hypothesis 8: knowledge structuring positively affects continuance commitment

Hypothesis 9: knowledge structuring positively affects normative commitment

Hypothesis 10: Knowledge utilization positively affects affective commitment

Hypothesis 11: knowledge utilization positively affects continuance commitment

Hypothesis 12: knowledge utilization positively affects normative commitment

Hypothesis 13: Knowledge Auditing positively affects affective commitment

Hypothesis 14: Knowledge Auditing positively affects continuance commitment

Hypothesis 15: Knowledge Auditing positively affects normative commitment

Hypothesis 16: Knowledge sharing impacts on knowledge creation

Hypothesis 17: Knowledge sharing is not associated with knowledge utilization

Hypothesis 18: Knowledge creation is associated with knowledge utilization

Hypothesis 19: knowledge structure is associated with knowledge creation

CHAPTER 4

DATA ANALYSIS

The researchers distributed 350 questionnaires to congregants of different churches in the Northern Cyprus. Out of 350 questionnaires, 300 were filled and received. The collected data was entered into SPSS for statistical analysis.

The researchers began by checking the normality of data as poor reliability will result in a reduced correlation between the observed variables.

29 out of the 300 were incompletely filled and the researcher opted for deleting them, thereby reducing the collected data to 270 useable responses

4.1 Demographic Results

Out of the total 270 received responses, 123 were male respondents and 147 were female respondents, resulting to 45.6% male and 54.4% female respondents. 91.1% of the respondents were single while 7.0% were married. The remaining 1.1% are neither married or single because they didn't mention if they are.

Table 1.

Gender of the Respondents

		Frequency	Percent
Valid	Male	123	45.6
	Female	147	54.4
Total	Total	270	100.0
		270	100.0

Table 2.

Marital Status of the Respondents

		Frequency	Percent
	Yes	19	7.0
	No	248	91.1
Valid	3.00	2	0.7
	4.00	1	0.4
	Total	270	100.0

Also out of 270 usable responses from the respondents, 52 respondents (19.2%) were between the ages of 17 to 20 years, 177(65.3%) were between the ages 20 to 27 years, 25(9.2%) were between the ages of 28 to 33years, 16(5.9%) were from 34 years and above.

Table 3.

Age of Respondents

	Frequency	Percent
17-20	52	19.2
20-27	177	65.3
28-33	25	9.2
34-above	16	5.9
Total	270	100.0

Similarly, out of 270 useable responses 20(7.4%) were serving in the ushering department in the congregation, 47(17.4%) are members of choir, music ministry of the church, 18(6.8%) serve in the prayer department of the church, 184(68.1%)

serve at other departments in the church, while 1(0.4%) have no indication where and what they do.

Table 4.

Department of Members of the Congregants

		Frequency	Percent
	Ushering Department	20	7.4
	Choir	47	17.4
	Prayer Department	18	6.8
Valid		184	68.1
	Others	1	0.4
	5.00	270	100.0
	Total		

The participants of this work indicated the type of congregation they belong to 56(20.7%) were protestants, 31(11.5%) were evangelicals, 65(24.1%) attends Roman catholic, 44(16.3%) were members of charismatics and 74(27.4%) respondents are members of other types of congregation not indicated in the questionnaires.

Table 5.

Church Type of the Respondents

		Frequency	Percent
	Protestant	56	20.7
	Evangelical	31	11.5
	Catholic	65	24.1
Valid	Charismatic	44	16.3
	Others	74	27.4
	Total	270	100.0

Similarly, 84(31.1%) respondents are still in the process of completing their Bachelor degree qualifications, following them are 124(45.9%) who already have their bachelor degrees, 54(20%) have obtained their masters degree, 8(3%) indicated to have completed their doctorate degree.

Table 6.

Qualification of Respondents

		Frequency	Percent
	High school	84	31.0
	Graduate degree	124	45.9
		54	20.0
Valid	Post graduate		
		8	3.0
	Doctorate degree	270	100.0
	Total		

Concerning the position of the respondents, 3(1.1%) were assistant pastors, 14(5.2%) were prayer coordinators in their various congregations, 247(91.5%) were members of the congregation and 3(1.1%) didn't indicate any position.

Table 7.

Position of Respondents in Church

		Frequency	Percent
	Pastor	3	1.1
	Assistance	3	1.1
	Prayer Coordinator	14	5.2
Valid		247	91.1
	Others		
		3	1.1
	Total		
		270	100.0

The respondents came from different countries residing in the Northern part of Cyprus. 134(49.6%) were Nigerians, 66(24.4%) were Zimbabweans, 5(1.9%) respondents were Ghanaians and 65(24.1%) came from the countries different from the ones indicated on the questionnaire.

Table 8.

Nationalities of Respondents

		Frequency	Percent
	Nigeria	134	49.6
	Zimbabwe	66	24.4
Valid	Ghana	5	1.9
	Others	65	24.1
	Total	270	100.0

Respondents indicated how long they have been members of these congregation. 95(35.2%) have been in church from 1 to 5 years, 20(7.4%), 5 to 10 years, 34(12.6%), 10 to 15years, 120(44.4%), 15 years and above. However, 1(0.4%) didn't indicate how long they stayed in church.

Table 9.

How long the Respondents have stayed in Church

		Frequency	Percent
	1-5 years	95	35.2
	5-10 years	20	7.4
	10-15 years	34	12.6
Valid	15 years above	120	44.4
	5.00	1	0.4
	Total	270	100.0

Reliability Test

The Researcher concluded a reliability test, So that the generalization and results reliability can be assured. For this reason, Cronbach's Alpha test was used

The overall Cronbach's Alpha value of the data is 0.92. This perfectly matches with Peterson 1994 lowest requirement of 0.8

The coefficient for the 45 items overall is 0.92 suggesting that the items have relatively <u>interna</u>l consistency. The dimensionality of the scale was not investigated.

Table 10.

Model Summary

Variables	Cronbach's Alpha	Number of Item
1 Knowledge Creation	0.86	5
2 Knowledge Sharing	0.84	5
3Knowledge Structuring	0.475	5
4 Knowledge Usage	0.496	5
5 Knowledge Auditing	0.86	5
6Individual Commitment	0.777	5
7 Affective Commitment	0.72	5
8Continuous Commitment	0.42	5
9Normative Commitment	0.62	5
Total of all variables	0.923	45

4.2 Correlation

The table below shows the correlation relationship between each variables under consideration in this study.

Table 11.

Correlation Table

		KMCRM	KMSHARM	KMSTRUCM	KMUSAGM	KMAUTM	INCOM	ECOMTM	CONTCOTM	NCM
KMCRM	Pearson Correlation	1	.774**	.613**	.371**	.617**	.551**	.528**	.366**	.307**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270	270
KMSHARM	Pearson Correlation	.774**	1	.642**	.346**	.679**	.548**	.559**	.360**	.367**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270	270
KMSTRUCM	Pearson Correlation	.613**	.642**	1	.471**	.615**	.507**	.427**	.397**	.328**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270	270
KMUSAGM	Pearson Correlation	.371**	.346**	.471**	1	.489**	.433**	.292**	.410**	.287**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270	270
KMAUTM	Pearson Correlation	.617**	.679**	.615**	.489**	1	.635**	.583**	.390**	.436**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270	270
INCOM	Pearson Correlation	.551**	.548**	.507**	.433**	.635**	1	.488**	.399**	.432**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
	N	270	270	270	270	270	270	270	270	270
ECOMTM	Pearson Correlation	.528**	.559**	.427**	.292**	.583**	.488**	1	.452**	.312**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	N	270	270	270	270	270	270	270	270	270
CONTCOTM	Pearson Correlation	.366**	.360**	.397**	.410**	.390**	.399**	.452**	1	.412**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	N	270	270	270	270	270	270	270	270	270
NCM	Pearson Correlation	.307**	.367**	.328**	.287**	.436**	.432**	.312**	.412**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	270	270	270	270	270	270	270	270	270

**. Correlation is significant at the 0.01 level (2-tailed). N=270

- When testing for correlation between our variables, result from **Table 11** shows that the correlation between knowledge creation and Knowledge sharing, Knowledge structuring, Knowledge usage, Knowledge auditing, Individual commitment, Affective individual commitment, Continuous individual commitment, Normative individual commitment is 0.774, 0.613, 0.371, 0.617, 0.551, 0.528, 0.366, 0.307, with a p value of 0.000. This means that the correlation between Knowledge creation and the other variables is positive and statistically significant.

- Also, the result of the test for the correlation between Knowledge sharing and Knowledge structure, Knowledge usage, Knowledge auditing, Individual commitment, Affective individual commitment, Continuous individual commitment, Normative individual commitment, values of 0.642, 0.346, 0.679, 0.548, 0.559, 0.360, 0.367 respectively, and a p value of 0.000, indicates that the correlation between Knowledge sharing and the later variables is positive and statistically significant.

- When testing for the correlation between Knowledge structuring and Knowledge usage, Knowledge auditing, Individual commitment, Affective individual commitment, Continuous individual commitment, Normative individual commitment, values of 0.471, 0.615, 0.507, 0.427, 0.397, 0.328, and a p value of 0.000 indicates that the correlation between Knowledge structuring and the later variables is positive and statistically significant.

- When testing for the correlation between Knowledge usage and Knowledge auditing, Individual commitment, Effective individual commitment, Continuous individual commitment, Normative individual commitment, values of 0.489, 0.433, 0.292, 0.410, 0.287, and a p value of 0.000 shows that the correlation between Knowledge usage and the later variables is positive and statistically significant.

- Result of the test for the correlation between Knowledge auditing and Individual commitment, Affective individual commitment, Continuous individual commitment, Normative individual commitment, values of 0.635, 0.583, 0.390, 0.436, and a p value of 0.000 indicates that the correlation between Knowledge auditing and the later variables is positive and statistically significant.

- When testing for the correlation between Individual commitment and Affective individual commitment, Continuous individual commitment, Normative individual commitment, values of 0.488, 0.399, 0.432, and a p value of 0.000 shows that the correlation between Individual commitment and the later variables is positive and statistically significant.

- Result of the test for the correlation between Affective individual commitment and Continuous individual commitment, Normative individual commitment, shows values of 0.452, 0.312, and a p value of 0.000, indicates that the correlation between Affective individual commitment and the later variable is positive and statistically significant.

- When testing for the correlation between Continuous individual commitment and Normative individual commitment, the value of 0.412 and a p value of 0.000 indicates that the correlation between Continuous individual commitment and Normative individual commitment is positive and it is statistically significant.

4.3 Regression Analysis

The regression analysis showed the effect of the independent variables on the dependent under consideration.This analysis will investigate the impact that each independent variable has on the dependent variable.

Table 12.

Regression 1

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.632[a]	.400	.388	.82244	2.228

a. Predictors: (Constant), Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing

b. Dependent Variable: Affective individual commitment

Table 12 shows that the R square value of 0.400. Meaning that, 40% of Affective individual commitment (dependent) is determined by Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge

sharing (independent variables). This means that 60% of the total influence of Affective individual commitment was unaccounted for, this might be due to other unexplainable variables. The results also shows an adjusted R squared of 0.388. This means that after adjusting the entire variables, about 38% of the dependent variable could still be seen to be as a result of the impact of the independent variables.

Table 13.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	118.841	5	23.768	35.138	.000[b]
	Residual	178.574	264	.676		
	Total	297.415	269			

a. Dependent Variable: Affective individual commitment

b. Predictors: (Constant), Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing

The Table 13 shows that the regression model that shows the impact of Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing on Affective individual commitment is significant since the p-value of the model (0.00) is less than the significant level of 0.05.

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Table 14

Coefficient[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std.error	Beta			Tolerance	VIF
1	(Constant)	.942	.316	.164	2.981	.003	.370	2.700
	KMCRM	.193	.092	.205	2.087	.038	.317	3.158
	KMSHARM	.253	.105	-.025	2.419	.016	.479	2.089
	KMSTRUCM	-.041	.113	-.005	-.359	.720	.707	1.415
	KMUSAGM	-.007	.086	.361	-.080	.936	.438	2.281
	KMAUTM	.450	.090		5.011	.000		

a. Dependent Variable: Affective individual commitment

Table 14 indicate the result of hypothesis testing. Findings shows that hypothesis H1, H4 and H13 were supported. Therefore, Knowledge creation ($\beta = 0.164$, p = 0.038), Knowledge sharing ($\beta = 0.205$, p = 0.016), Knowledge auditing ($\beta = 0.361$, p = 0.000) respectively, are important factors that predicts Affective individual commitment. A unit increase in Knowledge creation leads to 0.164 increase of Affective individual commitment. A unit increase in Knowledge sharing leads to 0.205 increase of Affective individual commitment.A unit increase in Knowledge auditing leads to 0.361 increase of Affective individual commitment However, hypothesis H7 and H10 were not supported. This implies that Knowledge structuring ($\beta = -0.025$, p = 0.720), Knowledge usage ($\beta = -0.005$, p = 0.936) respectively, do not have a significant influence on Affective individual commitment.

Table 15.

Regression 2

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.494[a]	.244	.230	.92328	2.116

a. Predictors: (Constant), Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing

b. Dependent Variable: Continuous individual commitment

Table 15 shows an R square value of 0.244. Meaning that 24% of Continuous individual commitment (dependent) is determined by Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing (independent variables). This means that 76% of the total influence of Continuous individual commitment was unaccounted for, this might be due to some other unexplainable variables. The results also shows an adjusted R squared of 0.230. This means that after adjusting the entire variables, 23% of the dependent variable could still be seen to be as a result of the impact of the independent variables.

Table 16.
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.663	5	14.533	17.048	.000[b]
	Residual	225.047	264	.852		
	Total	297.710	269			

a. Dependent Variable: Continuous individual commitment

b. Predictors: (Constant), Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing

The Table 16 shows that the regression model that shows the impact of Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing on Continuous individual commitment is

significant since the p-value of the model (0.00) is less than the significant level of 0.05.

Table 17.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std.error	Beta			Tolerance	VIF
1	(Constant)	.391	.355		1.103	.271		
	KMCRM	.113	.104	.095	1.086	.279	.370	2.700
	KMSHARM	.067	.118	.054	.573	.567	.317	3.158
	KMSTRUCM	.211	.127	.129	1.665	.097	.479	2.089
	KMUSAGM	.378	.096	.249	3.919	.000	.707	1.415
	KMAUTM	.116	.101	.093	1.149	.251	.438	2.281

a.Dependent Variable: Continuous individual commitment

From **Table 17,** findings show that hypothesis H11 is supported. This indicates that Knowledge usage (β = 0.249, p = 0.000), are important factors that influence Continuous individual commitment.The β = 0.249 of the Knowledge usage indicates that a unit increase in Knowledge usage leads to 0.249 increase in Continuous individual commitment. Other results show that hypothesis H2, H5, H8 and H14 were not supported. This implies that Knowledge creation (β = 0.095, p = 0.279), Knowledge sharing (β = 0.054, p = 0.567),Knowledge structuring(β=0129,p=0.097), Knowledge auditing (β = 0.093, p = 0.251), do not have any significant influence on Continuous individual commitment.For the Beta coefficients,a unit increase in Knowledge creation ,Knowledge sharing,Knowledge structuring and Knowledge auditing leads to 0.095, 0.054, 0.129 and 0.093 respectively increase in Continuous individual commitment but these were not statistically significant since their respective p-values are greater than 0.05

Table 18.

Regression 3

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.455ᵃ	.207	.192	.74136	1.948

a. Predictors: (Constant), Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing

b. Dependent Variable: Normative individual commitment

Table 18 shows an R square value of 0.207. Meaning that 20% of Normative individual commitment (dependent) is determined by Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing (independent variables). This means that 80% of the total influence of Normative individual commitment was unaccounted for, this might be due to some unexplainable variables.The results also shows an adjusted R squared of 0.192. This means that after adjusting the entire variables, 19% of the dependent variable could still be seen to be as a result of the impact of the independent variables.

Table 19.
ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.911	5	7.582	13.795	.000ᵇ
	Residual	145.098	264	.550		
	Total	183.009	269			

a. Dependent Variable: Normative individual commitment

b. Predictors: (Constant), Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing

The Table 19 shows that the regression model that shows the impact of Knowledge auditing, Knowledge usage, Knowledge creation, Knowledge structuring, Knowledge sharing on Normative individual commitment is significant since the p-value of the model (0.00) is less than the significant level of 0.05.

Table 20.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
						Tolerance	VIF
	B	Std.error	Beta				
1 (Constant)	1.145	.285		4.018	.000	.370	2.700
KMCRM	-.040	.083	-.044	-.486	.627	.317	3.158
KMSHARM	.138	.094	.143	1.463	.145	.479	2.089
KMSTRUCM	.048	.102	.037	.468	.640	.707	1.415
KMUSAGM	.107	.077	.090	1.382	.168	.438	2.281
KMAUTM	.293	.081	.299	3.614	.000		

a. Dependent Variable: Normative individual commitment

Table 20 shows that hypothesis H15 is supported indicating that Knowledge auditing (β = 0.299, p = 0.000), is an important factors that influence NCM.A unit increase in Knowledge auditing corresponds to 0.299 increase in Normative individual commitment. Other results show that hypothesis H3, H6, H9, H12 were not supported since there respective p-values are greater than 0.05. This implies that Knowledge creation (β = -0.044, p = 0.627), Knowledge sharing (β = 0.143, p = 0.145), Knowledge structuring (β = 0.037, p = 0.640), Knowledge usage(β = 0.090, p = 0.168), do not have any significant influence on Normative individual commitment. For the Beta coefficients,a unit increase in Knowledge creation leads to 0.044 decrease in Normative individual commitment. However, a unit increase in Knowledge sharing,Knowledge structuring and Knowledge usage leads to 0.143, 0.037, and 0.090 respectively increase in Normative individual commitment but these were not statistically significant since their respective p-values are greater than 0.05.

CHAPTER 5
DISCUSSION AND CONCLUSION

5.1 Discussion

The present research was aimed to investigate the relationship between knowledge management process and individual commitment in christian organisation. The researcher investigated the relationship through five independent variables namely; knowledge creation, knowledge sharing, knowledge structuring, knowledge usage and knowledge auditing. The dependent variable 4 constructs i.e individual commitment, affective individual commitment, continuous individual commitment and normative individual commitment. The researcher identified the relationship between all the constructs in an individual manner.

5.1.1 Affective Individual Commitment

As regards the result, it was shown by the researcher that the result of hypothesis as tested the revealed the findings that shows hypothesis 1(Knowledge creation positively affects affective commitment), hypothesis 2(Knowledge creation positively affects continuance commitment), and hypothesis 5(Knowledge sharing positively affects continuance commitment) were supported. Although the correlation result of all the values were positively and statistically significant, the regression determination seems to differ with some variables.

Since HI(Knowledge creation positively affects affective commitment), H4(Knowledge sharing positively affects affective commitment and H13(Knowledge auditing positively affects affective commitment) were all supported, therefore knowledge creation with standardized coefficient (beta) value of 0.0164 and p-value of 0.038; knowledge sharing with 0.205 standardized

coefficient (Beta) value and p-value of 0.016; knowledge auditing with standardized coefficient of 0.361 and p-value of 0.00 have a causal effect on affective individual commitment. This indicates that knowledge creation, sharing and auditing influences individual commitment in christian organization. Similarly, in previous studies, it has been proven that individuals are involved in creation and sharing of knowledge when they are affectively committed to their organization (Rehman et al., 2011; Rocha et al., 2008; Sankowska, 2013). Lack of commitment to organizational values and objectives reduces effective creation, transfer and sharing of knowledge (Neyestani et al., 2013), showing that knowledge creation, sharing and auditing is associated with Affective individual commitment. However, the researchers finds that H7(Knowledge structuring positively affects affective commitment) and H10(Knowledge utilization positively affects affective commitment) does not have significant influences on affective individual commitment.

5.1.2 Continuance Individual Commitment

Analyzing the relationship between the dependent variable continuous individual commitment and knowledge management processes. The researcher finds thus; Hypothesis H8(Knowledge structuring positively affects continuance commitment) and H11(Knowledge utilization positively affects continuance commitment) were supported. This however indicates that knowledge structuring whose standardized coefficient (Beta) value is 0.129 and whose p- value is 0.095 is greater than 0.05 and knowledge usage whose standardized coefficients is 0.249 with a p- value of 0.000 has a statistical effect on continuous individual commitment in a christian congregation.

In regards to the hypotheses H2 (knowledge creation positively affects affective commitment), H5(Knowledge sharing positively affects continuance commitment) and H14(Knowledge auditing positively affects continuance commitment) , knowledge creation, sharing and auditing does not have a causal effect on continuous individual commitment, as all the p-values are greater than 0.05, so they do not have any significance. Contrary to Hypothesis 2 on knowledge creation, Razzaq et al, (2018) explained knowledge creation to be a driving factor of continuance commitment. The current finding on Hypothesis 5 agrees with

other studies, as it was investigated that knowledge sharing does not have a positive impact on individual continuance commitment. Individuals who are not emotionally bonded with the organization are most likely to be committed to the organizational system due to the loss of salary, promotional opportunities (Demirel & Goc, 2013; Ouakouak & Ouedraogo, 2019). Individual commitment to the organization is significant factor for all knowledge management dimensions. Knowledge management processes are closely associated with individuals' identification and feeling of belonging to the organization than commitment based on the need to keep the job (Rocha et al, 2008). In Christian Organization sector based on the current research, knowledge structuring and knowledge usage thereby, reducing complexity and formality influences individuals to continuance commitment.

This however shows that for individuals to continually commit to their congregation which have a longevity clause attached depends on how knowledge is structured and used. The researcher reconciled that the leadership of congregations should structure their knowledge and allow a free usage.

5.1.3 Normative Individual Commitment

Lastly the researcher analysed the relationship between normative individual commitment and knowledge management processes. Hence the result shows that only hypothesis H15(Knowledge auditing positively affects normative commitment) is supported. This shows that knowledge auditing with standardized coefficient of 0.299 and p-value of 0.000 have a causal effect on normative individual commitment. This finding is linked with previous studies from Kalbers & Cenker, (2007) as positive work environment of knowledge auditing enhances loyalty and responsibility to the organization.

However, findings show that hypothesis H3(knowledge creation positively affects normative commitment), H6(knowledge sharing positively affects normative commitment), H9(knowledge structuring positively affects normative commitment) and H12(knowledge utilization positively affects normative commitment) does not have any influence over normative individual commitment in Christian Organization. The implication is that knowledge creation (B=-0.044,

p=0.627), knowledge sharing (B=0.143, p=0.145), knowledge structuring (B=0.037, p=0.640), knowledge usage (B=0.090, p=0.168), do not have any significant influence on normative commitment. Contrarily, other studies had investigated that knowledge creation, knowledge sharing, knowledge structuring and knowledge usage increase normative commitment within an organization (Bahramzadeh & Khosrobadi, 2012; Siadet et al., 2012; Koskinen, 2003). Knowledge creation among workers in organizations fosters loyalty to organizational values (Siadet et al., 2012). In a study carried out by Ikechukwu & Callystus, (2018) it was investigated that normative commitment increases as knowledge sharing increases. Shirazi et al., (2011) suggested that effective, information on knowledge management system promotes individuals' normative commitment to the organization. Al-Qatawneh, 2014 explained that knowledge structuring positively affects normative organizational commitment both in private and public firms. In this study, individuals' loyalty and sense of responsibility to the goals and values of the respective Christian Organization are promoted by knowledge auditing, meanwhile knowledge creation, sharing, structuring and usage were found not to have an impact on individual normative commitment to the organization.

5.2 Conclusion

The end result of this study shows that knowledge creation, knowledge sharing, and knowledge auditing in a Christian congregation play a great role in affective individual commitment. Knowledge structuring and usage influences, continuous individual commitments. Knowledge auditing have a causal effect on normative individual commitment.

When congregants gather, the leadership of the church should enable a sound environment that will activate the dependent variables by switching on the light of these knowledge management processes mentioned. This will make the congregants feel at home and ensure consistency in church growth. The researcher recommends that Christian congregation should always investigate their ideologies they have, and manner they store and maintain such in order to fill up the gap in congregation knowledge.

Further studies should be carried out to ascertain why the other variables do not have causal effect by using a different approach.

Limitation of the Study

- The findings of this research are limited to the congregats of christian organisation in north cyprus.
- The study was only limited to christian people studying in north cyprus, who are members of the christian congregation.
- So many christians living in north cyprus are not commited memebers of any christian group.

Assumptions

- It is accepted that the numbers of selected congregants as sampling represents the universe.
- İt is clear that the participants clearly and willingly participanted in the research, giving their honest answers as they are commited members of the congregantion.

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APPENDIX

QUESTIONNAIRE FORM

Dear Participant,

This is to be completed by a congregant of any Christian organization in North Cyprus. The information gathered through the questionnaire will be used as a part of empirical research into individual commitments to Christian religious organization. The research is conducted for the completion of a Masters' Degree Program in Innovation and Knowledge Management at the Near East University. Please note that the responses you provide are completely anonymous and confidential. The research outcome will never include reference to any individual. The compiler of the questionnaire has sole right over the question and will destroy it immediately the research is completed. Thank you for your kind participation.

SECTION A: DEMOGRAPHIC PROFILE

1. Gender
   - a. Male ▢   b. Female ▢
2. What is your age group?
   - a. 17-20   ▢   c. 28-33   ▢
   - b. 21-27   ▢   d. 34-above ▢
3. What is the name of your country?
   - a. Nigeria   ▢   c. Ghana ▢
   - b. Zimbabwe ▢   d. Others ▢
4. What position do you hold in the church?
   - a. Pastor ▢   c. Prayer Coordinator ▢
   - b. Assistant Pastor ▢   d. Others ▢
5. What area do you serve in the church?
   - a. Ushering department ▢   c. Prayer department ▢
   - b. Choir   ▢   d. Others?   ▢
6. Are you married?
   - a. Yes ▢   b. No ▢
7. How long have you been in church?
   - a. 1-5 years   ▢   c. 10-15 years ▢
   - b. 5-10 years ▢   d. > 10 years   ▢
8. What is your highest qualification?
   - a. High school   ▢   c. Post graduate degree ▢
   - b. Graduate degree ▢   d. Doctorate degree   ▢
9. What is your type of your Church?
   ▢ Protestant   ▢Evangelical   ▢Catholic   ▢Charismatics   ▢Others

SECTION B

Please kindly provide in this form, what you know about knowledge creation in your type of Christian congregation, by ticking any of the boxes below.

1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree.

	1	2	3	4	5
C1. My congregation creates New knowledge.	☐	☐	☐	☐	☐
C2. Workers are committed to bringing New ideas.	☐	☐	☐	☐	☐
C3. Whenever there is a problem the congregations are free to contribute to the solution.	☐	☐	☐	☐	☐
C4. There is a good climate for knowledge creation.	☐	☐	☐	☐	☐
C5. I feel free inside me to be part of knowledge creation team.	☐	☐	☐	☐	☐

	1	2	3	4	5
S1. My church creates a platform for knowledge sharing among the congregants.	☐	☐	☐	☐	☐
S2. I experience a team work each day I am faced with task.	☐	☐	☐	☐	☐
S3. There is no knowledge hoarding among the congregants.	☐	☐	☐	☐	☐
S4. I feel intimate with the organization.	☐	☐	☐	☐	☐
S5. My knowledge is growing as a result of knowledge sharing.	☐	☐	☐	☐	☐

	1	2	3	4	5
ST1. The structure of congregation is rigid, does not allow free flow of knowledge.	☐	☐	☐	☐	☐
ST2. Knowledge can easily be assessed in my church.	☐	☐	☐	☐	☐
ST3. There are reward systems in place in my church.	☐	☐	☐	☐	☐
ST4. There is a free flow of information among the congregation.	☐	☐	☐	☐	☐
ST5. I can easily assess the hierarchy when in need of knowledge.	☐	☐	☐	☐	☐

	1	2	3	4	5
U1. New knowledge is usually injected into the church to solve needs.	☐	☐	☐	☐	☐
U2. New knowledge is resisted in the congregation.	☐	☐	☐	☐	☐
U3. Old ways are preferred rather than new.	☐	☐	☐	☐	☐
U4. Bible doctrines override innovative knowledges.	☐	☐	☐	☐	☐
U5. There is a positive change in the congregation.	☐	☐	☐	☐	☐

	1	2	3	4	5
IC1. Knowledge management processes influences my commitment to my Christian organization.	▯	▯	▯	▯	▯
IC2. Knowledge creation and knowledge sharing impacts my commitment.	▯	▯	▯	▯	▯
IC3. I am discouraged by knowledge hoarding.	▯	▯	▯	▯	▯
IC4. I am 100% committed to my religion because of knowledge structure.	▯	▯	▯	▯	▯
IC5. I will do better if more knowledge is shared among the congregant.	▯	▯	▯	▯	▯

	1	2	3	4	5
EC1. I want to continue in the church.	▯	▯	▯	▯	▯
EC2. I identify with the organizational goals.	▯	▯	▯	▯	▯
EC3. I feel valued as a member.	▯	▯	▯	▯	▯
EC4. I see myself as an ambassador of the Christian organization where I belong.	▯	▯	▯	▯	▯
EC5. I feel that I am an asset to the body.	▯	▯	▯	▯	▯

	1	2	3	4	5
CC1. I feel the need to continue attending the church.	▯	▯	▯	▯	▯
CC2. It is based on my usefulness as a worker.	▯	▯	▯	▯	▯
CC3. I am dissatisfied, yet want to continue.	▯	▯	▯	▯	▯
CC4. It is doctrinal based.	▯	▯	▯	▯	▯
CC5. I encourage my fellow congregant to continually commitment.	▯	▯	▯	▯	▯

	1	2	3	4	5
AU1. Is there any awareness created for the need of knowledge among the congregants?	▯	▯	▯	▯	▯
AU2. Is there any knowledge landscape mapping, aimed at determining practices, program policies, doctrines etc.	▯	▯	▯	▯	▯
AU3. Do they identify areas of expertise of individual congregants aimed to improve their strength and weakness as a church?	▯	▯	▯	▯	▯
AU4. Are there any road maps for knowledge management implementation in the church?	▯	▯	▯	▯	▯
AU5. Are you satisfied with the situation?	▯	▯	▯	▯	▯

NC1. If I leave the church it will affect my fellow workers	☐	☐	☐	☐	☐
NC2. I feel guilty with the thought of living	☐	☐	☐	☐	☐
NC3. My leaving will create a void in knowledge/skill in my church	☐	☐	☐	☐	☐
NC4. I want to be effectively committed	☐	☐	☐	☐	☐
NC5. I want to be normatively committed	☐	☐	☐	☐	☐

God bless you and thanks again ☺

PLAGIARISM REPORT

christian

%**18**
% BENZERLIK ENDEKSI

%**17**
İNTERNET
KAYNAKLARI

%**5**
YAYINLAR

%
ÖĞRENCI ÖDEVLERI

1 www.satsonline.org
İnternet Kaynağı
%**7**

2 www.knowledgeboard.com
İnternet Kaynağı
%**2**

3 docs.neu.edu.tr
İnternet Kaynağı
%**2**

4 repository.um.edu.my
İnternet Kaynağı
%**1**

5 www.emeraldinsight.com
İnternet Kaynağı
%**1**

6 dione.lib.unipi.gr
İnternet Kaynağı
%**1**

7 www.sats.edu.za
İnternet Kaynağı
<%**1**

8 Choi, B.. "Knowledge management strategy and its link to knowledge creation process", Expert Systems With Applications, 20021001
Yayın
<%**1**

ETHICS COMMITEE APPROVAL

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

12.07.2019

Dear Sebastian Chukwuebuka Nlebedim

Your application titled **"Relationship Between Knowledge Management Processes and Organisational Commitment: A Case Study in Christian Religious Organization "** the project aplication numer YDU/SB/2019/448 and the following proposal were found to be ethically appropriate for consideration. With this letter, you can go beyond the information on your application form and begin your search.

- It is required to obtain permission from the institution that is planned to collect data.

Assoc. Prof. Dr. Direnç Kanol
Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.