

Knowledge Sharing and Academic Staff Performance in Cross River Institute of Technology and Management Ugep, Cross River State, Nigeria

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Abstract

The difficulty of getting individuals to share tacit knowledge is one that knowledge management faces. In some organizations, sharing is helpful and normal while in some, it is otherwise. It is in view of this that the researcher investigated the effect of knowledge sharing on academic staff performance in Cross River Institute of Technology and Management Ugep, Cross River State, Nigeria. This study adopted descriptive survey research design through the use of questionnaire. The population of the study comprised of all the 62 academic staffs of CR-ITM. The data was analysed using regression analysis with the aid of the statistical program for social sciences (SPSS version 25.0) at 5% level of significance. Descriptive statistics was also used to examine the relevant data. Findings revealed that there is significant effect of knowledge sharing on academic staff performance in Cross River Institute of Technology and Management Ugep, Cross River State, Nigeria. The study recommended that institution/organizations should encourage knowledge sharing among their staffs so as to enhance its performance. Additionally, the quota for local and foreign training expenditures should be expanded by academic staff development units of any institution or organization in order to encourage more knowledge acquisition and knowledge sharing among academic staff.

Keywords: Knowledge management, knowledge sharing, knowledge capturing, academic staff performance.

Introduction

When knowledge is developed and shared within an organization, it has the potential to increase an organization's value (Janus, 2016). Knowledge becomes intangible and useless for an organization, when it is not managed effectively (Mohamad & Abu, 2012). Businesses that experience considerable knowledge growth become more engaged citizens of the country. Organizational performance is essential to the growth of a firm and knowledge is a significant resource that needs to be carefully managed in order to accomplish a company's organizational performance (Mohamad & Abu, 2012). Knowledge is the most important resource a corporation can have since it incorporates best practices, routines, lessons-learned, problem-solving techniques, and creative processes that are sometimes hard to duplicate (Renzel, 2008). The majority of organization that have increased their

organizational performance rely not only on the efficient use of material resources and human capital but also on the efficient management of knowledge (Lee & Sukoco, 2007). The relevance of knowledge management in an organization is a result of the rapid expansion of information (Zuzana, 2007). Therefore, organizations should appreciate the expertise and experience of each of their employees. They should capture organized, and preserve information internally and make it accessible to others. Collaboration with the workgroup and face-to-face contact are necessary for knowledge exchange. Getting individuals to share their experience is one of the difficulties in knowledge management (Muhamad, Che, & Rosmaini 2010). Sharing is a caring and organic practice in certain businesses (Skyrme, 2008). The reasons why people do not share information are also questioned. While some people are unaware of the value of specific expertise to others, others take satisfaction and pride in not asking for help and in waiting to find new techniques for themselves. Some people may possess information that they have utilized in one scenario, but they may not be aware that other people may experience comparable difficulties in different periods and locations. When individuals share part of their experience, they often take it out of context, misapply it, and then blame one another or claim it as their own without citing the original source or acknowledging them.

According to Skyrme (2008), the most common excuse cited by employees in many firms is a lack of time. Not all knowledge and information can be shared among members of an organization. There is top-secret material that cannot be disclosed in organizations. The expertise and secret information that are kept in organizations as "Top Secret" has significant worth. Only trusted people have access to the confidential information and knowledge needed to safeguard nations or organizations (Muhamad, Che, & Rosmaini, 2010). When this is done, it undermines the concept of knowledge sharing and those employees who are not given access to such sensitive information may feel alienated from the company, which might impede its expansion and lead to poor organizational performance.

Organizations in the public sector provided a range of facilities to increase staff knowledge and assure continual performance. Knowledge sharing improves business effectiveness. However, if there are no supportive organizational cultural elements for sharing individual knowledge, organizations will face many challenges. For example, it will be difficult for new employees to adapt to the current system, employees will frequently make the same mistakes, and employees' knowledge will leave the company when they leave. All of these lead to job delays, time consumption, and ultimately organizational inefficiencies and low productivity. Determining the organizational culture of information sharing that currently exists in the public sector would thus be interesting (McAdam & Reid, 2000). Hence this study will investigate the impact of knowledge sharing on academic staff performance.

Statement of Problem

In spite of the increase in the number of public and private higher education institutions in Nigeria, there is rising worry over the declining performance of academic staff in the areas of teaching, learning, and research. This shows that they are in the core-hubs for knowledge gathering and sharing, which they should use to their advantage. Low work performance may be caused by academic staff members' arrogance and reluctance to share their expertise with others within the institution, both of which have a detrimental impact on academic staff performance. In light of this, this study aims to investigate how academic staff performance at Cross River Institute of Technology and Management Ugep, Cross State, Nigeria, is affected by knowledge sharing.

Objective of the Study

The main objective of the study examined the relationship between knowledge sharing practices and academic staff of Cross River Institute of Technology and Management staff in Cross State, Nigeria. The specific objectives of the study were to:

- i. Determine the level of teaching and research of academic staff in Cross River Institute of Technology and Management Ugep, Cross State, Nigeria.
- ii. Examine the knowledge sharing practices among academic staff in Cross River Institute of Technology and Management Ugep, Cross State, Nigeria.

Research Questions

- a. What is the level of teaching and research of academic staff in Cross River Institute of Technology and Management Ugep, Cross State, Nigeria?
- b. To what extent is the knowledge sharing practice impact academic staff performance in Cross River Institute of Technology and Management Ugep, Cross State, Nigeria?

Hypothesis: H1-There is no significant relationship between knowledge sharing practices and academic staff performance in Cross River Institute of Technology and Management Ugep, Cross State, Nigeria.

Literature Review

Conceptual Review

Knowledge does not have a single definition that is recognised everywhere (Russ, 2010). Knowledge is more than just information; additionally, it contains experiences, skills and insights (Huysman & Wit, 2002). The five essential components of knowledge management processes include knowledge capture, knowledge generation, knowledge use (leverage), knowledge sharing, and knowledge retention, according to Al-Hawamdeh (2003). In the case of knowledge management, knowledge sharing is a vital factor (Al-Hawamdeh, 2003). Sharing knowledge is one of the processes in Knowledge management. It is "the process of transferring knowledge from a person to another in an organization" (Park & Im, 2003). To assist one another in carrying out various responsibilities and functions in organizations, this transfer may take place between people, from a person to a group, inside a group, or across groups, sections, or departments. Knowledge sharing is viewed by Bock, (Zmud, Kim & Lee (2015) as a type of social interaction. Knowledge, as opposed to information, is an element of human identity that is stored away in the human mind. Knowledge sharing, according to Frappaolo (2018), is "how people share and use what they know". Furthermore, according to Tasmin & Woods (2008), knowledge sharing is a social structure that enables integration and cooperation, both of which are often made possible by technology. Dalkir (2005) provided more evidence for the idea that, in order to maximize knowledge exchanges, information sharing should be connected to a "appropriate mix" of technology channels. Knowledge creation and exchange are intangible activities that cannot be controlled or enforced (Abeyrathna & Priyadarshana 2020), they only take place when individuals actively collaborate. New information may be produced as a result of this knowledge exchange, giving businesses a significant competitive advantage. According to Bock & Kim (2002), Davenport (1997) contends that it is frequently unnatural to share information. According to Davenport (1997), people will not share their information because they believe it to be valuable and significant. Furthermore, Samieh & Wahba (2007) concurred that the practice of sharing knowledge is primarily driven and carried out at the individual level. Employees may share knowledge based on their own costs and advantages even in the absence of clear organizational rules for doing so. In the end, information exchange strategies may make businesses more successful and unbeatable.

Sharing knowledge is essential for creating new ideas and opening up new economic chances through the socialization and education of knowledge workers. As a result, Knowledge sharing can affect the organization's long-term performance and competitiveness (Du & Ren, 2007). Sharing of knowledge requires a relationship between at least two parties—one who has knowledge and the other who gets it. The first party should convey its information in some way, whether knowingly and voluntarily. These knowledge manifestations should be understood by the opposing party (Hendriks, 1999). The benefits of knowledge sharing typically derive from two levels: individual and organizational. Individual employees have the chance to develop their abilities through collaboration and information sharing while performing better thanks to knowledge management. Knowledge management offers two crucial benefits to organizations:

- a. Increases quality, productivity, efficiency, and innovation to improve organizational performance.
- b. Better decision making, improving processes, data integration and broad collaboration.

Reychav & Weisberg (2009) suggest that an individual in an organization involved in knowledge sharing can gain advantages, such as indirect performance increases, salary improvements, and a diminished intention to leave the organization. Bock, Zmud, Kim, & Lee (2015) studied the variables influencing individual knowledge-sharing goals. They used the theory of reasoned action to back up their claim that individuals' intents to share information are influenced by extrinsic motivators, social psychological variables, and organizational factors. People are presumptively expected to gather, adapt, and exchange information in order to perform successfully at work (Du Ren, 2007). Knowledge circulation process includes the following five functions: knowledge generation, knowledge accumulation, knowledge sharing, knowledge usage, and knowledge internalization, according to Lee & Sukoco (2007). Transferring knowledge from one person to another is the fundamental goal of knowledge-sharing. Individuals must share their experiences with and learn from their coworkers and team members for this reason (Madsen, Mosakowski, & Zaheer, 2003).

According to Alrubaiee & Jamhour (2012), performance is the culmination of actions and comprises the actual results of the strategic management process. Similarly, Ben, Louati, and Affes (2015) proposed that an organization's performance is measured by how well it accomplishes its objectives. Depending on the degrees of human contributions to the organization, organizational performance includes all behaviors connected to organizational objectives. However, organizational performance serves as a window into an organization's capacity for high productivity, provided that it is coupled with customer satisfaction, a healthy market share, the ability to generate a suitable financial return, and the ability to fulfill social and ethical obligations to the community and environment in which the organization operates (Tubigi & Al shawi, 2015). The effectiveness of an organization in pursuing its goals is measured by its organizational performance. According to Richard, Devinney, Johnson, and Yip (2014), how well an organization uses its resources—both human and material—determines how successfully established objectives are achieved.

Empirical Review

Using the Theory of Reasoned Action (TRA), Olubukola, Olufemi, & Ibidapo (2022) examined the impact of knowledge sharing practices on work performance in library and information science instructors in universities in south-west Nigeria. Their findings indicated that information sharing practices and work performance had a substantial beneficial link. Using the perspectives of the staff members of a 5-star hotel in Antalya, Turkey, Kuzu & Ozilhan (2014) investigated knowledge sharing and worker performance. According to their analysis, there is a link between employee performance and information sharing. Using models, Aksoy, Ayranci, & Gozukara (2016) looked at

the connection between knowledge sharing and worker performance. Their findings support the notion that employee performance is favourably impacted by intra-organizational information exchange. According to Zakaria, Amelinckx, & Wilemon (2014), effective individual job performance is a requirement for effective organizational behavior. They investigated the impact of information sharing on organizational performance across Malaysian insurance businesses and discovered a strong link between the two. They claimed in their report's conclusion that the majority of businesses recognize how knowledge-sharing among staff members may improve business success. As much as acquiring, sharing, and transferring individual knowledge and experience into the corporate experience is the primary goal of knowledge sharing.

A similar study showed that knowledge sharing had a substantial impact on organizational effectiveness. In their research project on the impact of information sharing on organizational performance: a study of Kresta Laurel Company in Lagos state, Nigeria, Shonubi, Odunlami, & Akintaro (2020) conducted this examination. Their study used a questionnaire and a descriptive survey research methodology.

Research Methodology

This study employed a descriptive survey research strategy, which only requires the researcher to look at one variable at a time. Additionally, it calls for the use of structured questionnaires that are intended to elicit information from respondents (Shonubi, 2017). 62 academic staff members and educators made up the population of the Cross River Institute of Technology and Management in Ugep, Cross State, Nigeria. Basically, the CR-ITM Ugep is made up of ten departments namely: Accountancy, Business Administration, public administration, computer science, computer engineering, hospitality management, mass communication, architectural technology, civil engineering, and electrical engineering. All of the academic personnel of CR-ITM Ugep made up the sample frame for this investigation.

The information was acquired from the primary source of data, which entailed the use of a questionnaire, in order to accomplish the goal of this study. The research variables are Knowledge Sharing as independent variable and Academic Staff Performance as dependent variable. Regression was used to examine the study data using the relevant variables in the SPSS software version 25. The study employed regression analysis to determine how the independent variable affects the dependent variable. The hypothesis was tested at 5% level of significance ($\alpha = 0.05$)

Results

Table 1: Descriptive Analysis on Knowledge Sharing

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
I see knowledge sharing to be the strength of any institution	14	41	3	1	0	59
	23.7%	69.5%	5.1%	1.7%	0%	100.0%
My interpersonal relationship with my colleagues has improved through knowledge sharing.	17	32	4	3	3	59
	28.8%	54.2%	6.8%	5.1%	5.1%	100.0%
	16	38	2	2	1	59

Knowledge sharing has enhanced my learning capabilities	27.1%	64.4%	3.4%	3.4%	1.7%	100.0%
Competition for teaching, research and development has hindered knowledge sharing among academic staff	21	27	7	3	1	59
	35.6%	45.8%	11.8%	5.1%	1.7%	100.0%
The Institution policies has enhanced the sharing of knowledge	12	45	2	0	0	59
	20.3%	76.3%	3.4%	0%	0%	100.0%
I share my mistakes with other academic staff so as to learn from them	9	48	1	1	0	59
	15.3%	81.3%	1.7%	1.7%	0%	100.0%
I listen and understand the views of other people before speaking	13	28	13	3	2	59
	22%	47.5%	22%	5.1%	3.4%	100.0%
Academic staff are always encouraged to ask questions from their superiors to improve their knowledge	14	39	5	1	0	59
	23.7%	66.1%	8.5%	1.7%	0%	100.0%
Academic staff are always respected in the institution despite their level of knowledge	24	27	8	0	0	59
	40.7%	45.8%	13.5%	0%	0%	100.0%
Pride and refusal of academic staff to share their knowledge with other members has affected staff performance negatively	24	32	2	1	0	59
	40.7%	54.2%	3.4%	1.7%	0%	100.0%

Source: Researchers' Field Survey Report, 2023

Table 1 showed the descriptive analysis of respondents' responses as regards knowledge sharing. By adding up responses under strongly agree, agree and Undecided, 58(98.3%) of the respondents strongly agree, agreed and are undecided that they can see knowledge sharing to be strength of any institution., 53(89.8%) of the respondents strongly agree, agreed and are undecided that their interpersonal relationship with my colleagues has improved through knowledge sharing., 56(94.9%) of the respondents strongly agree, agreed and are undecided that knowledge sharing has enhanced their learning capabilities., 55(93.2%) of the respondents strongly agree, agreed and are undecided that competition for teaching, research and development has hindered knowledge sharing among academic staff., 59(100%) of the respondents strongly agree, agreed and are undecided that the institution policies has enhanced the sharing of knowledge., 58(98.3%) of the respondents strongly agree, agreed and are undecided that they share their mistakes with other academic staff so as to learn from them., 54(91.5%) of the respondents strongly agree, agreed and are undecided that they listen to the view of people before speaking., 58(98.3%) of the respondents strongly agree, agreed and are

undecided that they are always encouraged to ask questions from their superiors to improve their knowledge., 59(100%) of the respondents strongly agree, agreed and are undecided that academic staff are always respected in the institution despite their level of knowledge., and lastly, 58(98.3%) of the respondents agreed and are undecided that pride and refusal of academic staff to share their knowledge with other members has affected staff performance negatively. The result demonstrates that knowledge sharing has a significant effect on the academic staff performance of Cross River Institute of Technology and Management staff in Cross State, Nigeria.

Table 2: Descriptive Analysis on Academic Staff Performance

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
I do prior planning for each lecture I deliver to my students	24	34	1	0	0	59
	40.7%	57.6%	1.7%	0%	0%	100.0%
Before teaching any lecture, I update its subject matter through research	21	38	0	0	0	59
	35.6%	64.4%	0%	0%	0%	100.0%
I am involved in research work in which I share my expertise with colleagues	18	38	1	1	1	59
	30.5%	60.3%	1.7%	1.7%	1.7%	100.0%
Sharing new knowledge through group discussion, brainstorming, meetings, conferences and workshops has improved my performance as an academic staff.	15	39	4	1	0	59
	25.4%	66.1%	6.8%	1.7%	0%	100.0%

Table 2 showed the descriptive analysis of respondents' responses as regards organizational performance. By adding up responses under strongly agree, agree and Undecided, 59(100%) of the respondents strongly agree, agreed and are undecided that they do prior planning for each lecture before delivery to students., 59(100%) of the respondents strongly agree, agreed and are undecided that before teaching any lecture, they update its subject matter through research., 57(92.5%) of the respondents strongly agree, agreed and are undecided that they are involved in research work in which they share their expertise with colleagues., and lastly, 58(98.3%) of the respondents agreed and are undecided that sharing new knowledge through group discussion, brainstorming, meetings, conferences and workshops has improved my performance as an academic staff.

Table 3: Analysis of variance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	.143	10	.014	.321	.000 ^b
	Residual	2.137	48	.045		
	Total	2.280	58			

Source: Researchers' Field Survey Report, 2023.

Table 4: Regression Co-efficients

Co-efficients ^a						
Unstandardized Coefficients			Standardized Coefficients			
Model		.B	Std. Error	Beta	T	Sig.
1	(Constant)	32.921	.602		39.758	.000

	Knowledge Sharing	.190	.026	.250	7.164	.000
a. Dependent Variable: Organizational Performance						

Source: Researchers' Field Survey Report, 2023.

The result on table 4 showed that the F statistic = .321 was significant at $p < 0.05$ which revealed that the model was significant in explaining the effect of knowledge sharing on academic staff performance in Cross River Institute of Technology and Management staff in Cross State, Nigeria. This finding is supported by a positive and significant unstandardized B coefficient in table 5 that knowledge sharing [B= 0.190, t= 39.758, $p < 0.05$]. Therefore, the null hypothesis which states that knowledge sharing will not have any significant effect on academic staff performance in Cross River Institute of Technology and Management staff in Cross State, Nigeria is hereby rejected. The regression model used to explain the variation in academic staff performance due to effect of knowledge sharing in Cross River Institute of Technology and Management staff in Cross State, Nigeria can be stated as follows:

Discussion of Findings

The regression equation indicates that the parameter estimates in which the constant is 23.921 implies that if knowledge sharing is zero, academic staff performance would be 23.921. The coefficient of knowledge sharing was 0.190 indicates that a 1-unit increase in knowledge sharing was associated with a 0.190 unit increase in academic staff performance of CR-ITM. This implies that an increase in knowledge sharing will subsequently increase the academic staff performance of CR-ITM. The result of hypothesis demonstrated that knowledge sharing had a significant effect on academic staff performance in Cross River Institute of Technology and Management staff in Cross State, Nigeria.

Conclusion and Recommendations

The results of the study show that knowledge sharing significantly affect academic staff performance. As a result, knowledge sharing may be claimed to have a significant influence on academic staff performance at Cross River Institute of Technology and Management staff in Cross State, Nigeria. The study's findings do, however, connect to and support its underlying premise. The study's conclusions and findings led to the following recommendations:

1. The academic staff development units of this institution should increase the quota for local and international training funds so that there will be increased knowledge acquisition and knowledge sharing practices among academic staff in Cross River Institute of Technology and Management staff in Cross State, Nigeria.
2. CR-ITM as an institution body should encourage mentee-mentor policy among academic staff; this will foster relationships that will increase knowledge sharing practices.
3. Knowledge base should be created for academic staff to acquire information that is needed to ensure that they get committed to their job.
4. Academic social platform like LinkedIn, Academia, ResearchGate, Mendeley, etc, should be encouraged among academic staff.

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