

KNOWLEDGE SHARING AND ACADEMIC STAFF PERFORMANCE IN UMARSULEIMAN COLLEGE OF EDUCATION GASHUA, YOBE STATE, NIGERIA

AHMED MOHAMMED DEDE PhD

Department of Curriculum and Instructions
Umar Suleiman College of Education
Gashua, Yobe State, Nigeria
E-mail:mohammeddedeahmedgmail.com

BARR.NURA ABDULSALAM D

Department of General Studies College of Administrative,
Management and Technological Studies
Potiskum Yobe State Nigeria
e-mail:nurakaigama@gmail.com

GARBA MOHAMMED DEDE

Department of Education College of Administrative
Management and Technological Studies,
Potiskum Yobe State , Nigeria
E-mail : garbamohddede@gmail.com.

Abstract

The paper investigated the effect of Knowledge Sharing and Academic Staff Performance in Umarsuleiman College of Education Gashua, Yobe State, Nigeria. The study adopted a descriptive survey research design through the use of a questionnaire. The population of the study comprised all the academic staff of the Umarsuleiman College of Education Gashua,, Yobe State. The sample of the study comprised 135 academic staff of Uscoega. A descriptive survey research design was used for the study. 135 copies of the questionnaire were administered to the respondents. Descriptive statistics such as frequency, mean and standard deviation were used to analyse the research questions while inferential statistics such as a regression model was used to depict the connection between the various variables. The study discovered that knowledge sharing significantly affected the performance of academic staff in Umarsuleiman College of Education Gashua, Yobe State. The study also revealed that knowledge sharing had positive significant effect on performance of academic staff. The paper recommended among others that; Institutions' management should create massive campaigns on the need for academic staff to embrace knowledge sharing for effective staff performance. This can be done through training, conferences, and seminars on the need for knowledge sharing.

Keywords: knowledge sharing, academic staff performance

Introduction

Knowledge sharing is one of the most important components of knowledge management. In any organization or tertiary institution, it aids in making knowledge more accessible and usable (Lawal, Oriogu, & Ogbuiyi, 2017 referenced in Kennedy & Victor (2020)). It is a way for individuals of the organization to contribute to the application of knowledge, innovation, and ultimately the competitive advantage of the company (Jackson, Chuang, Harden, and Jiang, 2006). Any organization seeking to attain productivity and significantly contribute to national development must increasingly rely on knowledge sharing as a key source of growth (Kennedy & Victor 2020). Additionally, organizations and institutions may deliberately and collaboratively develop, exchange, and produce knowledge in order to more effectively achieve their objectives through knowledge sharing.

Knowledge sharing is considered a cornerstone of knowledge management practices that entails the sharing of knowledge through interactions (meetings), research collaboration, mentorship, seminars/conferences, and professional forums among others (Cyprian, 2016). Knowledge sharing, according to Lawal, Oriogu and Ogbuiyi, (2017) asserted that knowledge sharing is the process by which a person or an organization collaborates to share knowledge information that will be beneficial to them. Therefore, for educational institutions to attain competitive advantages by way of encouraging and promoting knowledge sharing. Knowledge sharing plays an important role in colleges through which staff and students mutually exchange knowledge from one person to another or from one point to another.

In educational institutions, the organization of faculty seminar and workshop for both staff and students give room for the sharing of knowledge that could enable the staff and students to benefit from the presentation from various experts and experienced staff from the faculty. Abbas, (2015) asserted that knowledge sharing through formal and informal commitments such as meetings, and knowledge networks among others helps people and members of the organization to share knowledge. For instance, in educational institution settings, academic staff may share knowledge through research activities with other colleagues or students, or groups who are interested or concerned with the subject matter. As the groups of staff discuss and debate the knowledge and give their own comments and inputs, new insights are formed that add relevance to and enrich the original knowledge that was shared. Additionally, when staff members attend outside seminars, workshops and meetings on research/workshops, further knowledge sharing and enrichment take place and as such, academic staff performance would be enhanced.

Performance measures for academic staff are different from those for general employees because they are intended to track how well academic staff members are achieving their personal goals and helping the educational institution reach its objectives. The literature typically refers to teaching performance, research performance, and community service performance as the three (3) main dimensions of academic staff performance (Adeboye, 2003 cited in Adebola, 2020). Academic staff performance is an important tool for ensuring that educational institutions are providing high-quality instruction, conducting meaningful research, and serving their communities effectively.

Statement of the Problem

Although there are more public and private higher education institutions in Nigeria, concerns about the academic staff's diminishing performance in the fields of teaching, learning, and research are growing. This demonstrates that they are in the central nodes of knowledge production and they should take advantage of sharing to their benefit. Academic staff members' haughtiness and reluctance to share their knowledge with others at the institution can both have a negative effect on their performance, which can lead to poor work performance. Considering this,

the purpose of this study is to ascertain how knowledge sharing affects academic staff performance at the Umarsuleiman College of Education Gashua, Yobe State, Nigeria.

Objectives of the Study

The study set to achieve the following objectives:

- a. Determine the level of teaching and research of academic staff in the Umarsuleiman College of Education Gashua, Yobe State, Nigeria.
- b. Examine the knowledge-sharing practices among academic staff in the Umarsuleiman College of Education Gashua, Yobe State, Nigeria.

Research Questions

Based on the stated objectives of the study, the following research questions were raised:

1. What is the level of teaching and research of academic staff in the Umarsuleiman College of Education Gashua, Yobe State, Nigeria?
2. To what extent do the knowledge-sharing practices impact academic staff performance in the Umarsuleiman College of Education Gashua, Yobe State, Nigeria?

Research Hypothesis

The paper is guided by the following hypothesis:

Ho. There is no significant relationship between knowledge-sharing practices and academic staff performance in Umarsuleiman College of Education Gashua, Yobe State, Nigeria.

Methodology

Descriptive survey research was adopted for the study. The study is limited to the Umarsuleiman College of Education Gashua, Yobe State, Nigeria, using only the Academic staff as the population of the study. A simple random sampling technique was used to select One hundred and thirty-five academic staff. One hundred and thirty-five (135) copies of the questionnaire were administered to the research assistants in the study area. *Descriptive statistics such as frequency, mean and standard deviation were used to analyse the research questions while inferential statistics such as A regression model was used to depict the connection between the various variables.*

Results and Discussion

The results presented were based on the usable 135 copies of the questionnaire that were considered valid for analysis. Frequency, percentages, mean, and standard deviation were used to analyse the research questions while inferential statistics such as regression model were used to depict the connection between the various variables. multiple regression was used to analyse the hypotheses.

Research Questions

Table 1 shows the descriptive analysis of respondents' responses as regards teaching and research. By adding up responses under strongly agree, agree and Undecided, 126 (93.33%) of the respondents strongly agree, agreed and are undecided that they do prior planning for each lecture they deliver to students. 123 (91.1%) of the respondents strongly agree, agreed and were undecided that Before teaching any lecture, they update their subject matter through research. 132(97.8%) of the respondents strongly agree, agree and are undecided that academic staff are encouraged to share knowledge through teaching and research. 132 (97.8%) of the respondents strongly agree, agree and are undecided that teaching and research increase continuous performance improvement. 132(97.8%) of the respondents strongly agree, agree and are undecided that teaching and research are the strengths of any institution.

Research Questions

Table 1: What is the level of teaching and research of academic staff in the Umarsuleiman College of Education Gashua, Yobe State, Nigeria?

Item	Statement	SA	A	U	D	SD	Mean	SD
1.	I do prior planning for each lecture I deliver to my students.	60	48	18	9	0	4.2	0.9
2.	Before teaching any lecture, I update its subject matter through research.	78	30	15	12	0	4.3	1.1
3.	In my institution, academic staff are encouraged to share the acquired knowledge through teaching and research.	90	27	15	3	0	4.4	1.3
4.	In my institution teaching and research increased continuous performance improvement.	93	27	12	3	0	4.4	1.3
5.	I see teaching and research to be the strength of any institution.	60	45	27	3	0	4.1	0.8

Source: Field Survey (2024)

Table 2 shows the descriptive analysis of respondents' responses as regards knowledge sharing practice's impact on academic staff performance. By adding up responses in item 11 under strongly agree, agree and Undecided, 123 (91.1%) of the respondents strongly agree, agreed and are undecided that knowledge sharing increases academic staff performance. Item 12 indicated that 129 (95.5%) of the respondents strongly agreed, agreed and were undecided that knowledge sharing and enrichment promotes performance and collaboration among academic staff. Item 13 revealed that 125 (92.6%) of the respondents strongly agree, agree and are undecided that knowledge is shared and enriched by academic staff in my institution through publishing textbooks and chapters in books. Item 14 showed that 129 (95.5%) of the respondents strongly agree, agree and are undecided that in my institution, knowledge sharing helps the experienced staff to share and apply the currently available knowledge more effectively. Item 15 revealed that 132 (97.8%) of the respondents strongly agree, agreed and were undecided that in my institution, knowledge sharing increases continuous performance improvement.

Table 2: To what extent does the knowledge-sharing practice impact academic staff performance in the Umarsuleiman College of Education Gashua, Yobe State, Nigeria?

Item Statement		SA	A	U	D	SD	Mean	STD	
a.	Knowledge sharing and enrichment increases academic staff performance.	93	15	15	12	0	4	.4	1.3
i.	Knowledge sharing and enrichment promotes performance and collaboration among academic staff.	90	21	18	6	0	4	.4	1.3
ii.	Knowledge is sha red and enriched by academic staff in my institution through publishing textbooks and chapters in books.	90	25	10	10	0	4.4	1.3	
iii.	In my institution, knowledge sharing helps the experienced staff to share and apply the currently available knowledge more effectively.	63	48	18	6	0	4.2	0.9	
iv.	In my institution knowledge sharing increa ses continuous performance improvement.	93	27	12	3	0	4.4	1.3	

Results of Field Hypotheses (2024)

Regression Analysis

Table 3 revealed that the model was significant in predicting knowledge sharing and academic staff performance at the Umarsuleiman College of Education Gashua,, with the F statistic =.321 being significant at p 0.05. The knowledge-sharing unstandardized B coefficient in Table 4 is positive and significant, supporting this finding [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 the Umarsuleiman College of Education Gashua, Yobe State, Nigeria is hereby rejected. The regression model used to explain the variation in academic staff performance due to the effect of knowledge sharing in the Umarsuleiman College of Education Gashua, Yobe State, Nigeria can be stated as follows:

Table 3: Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.143	10	.014	.321	.000b
	Residual	2.137	125	.045		
	Total	.280	135			

Source: Field Survey, (2024).

Table 4: Regression Co-efficient

Co-efficientsa

Unstandardized Coefficients			Standardized Coefficients		
Model	.B	Std. Error	Beta	T	Sig.
1 (Constant)	32.921	.602		39.758	.000
	Knowledge Sharing	.190	.026	.250	.000

a. Dependent Variable: Academic Staff Performance

Source: Field Survey, (2024).

Discussion Of Findings

The study established that there was a positive significant relationship between knowledge creation and resources management in tertiary institutions in Yobe state ($r = .433^*$, $p < .05$). This finding appears consistent with the views of Lyles and Salk (2006) and that of kharabsheh, Magableh and Sawadha (2012) that there is the existence of a positive relationship between knowledge sharing and resources management. This study confirmed the findings of Aikins and Bumbie-chi's (2018) investigation of knowledge sharing at the academic and research libraries in Ghana revealing that access to research out accessibility of content was facilitating knowledge sharing. Tallebi (2012) also supported this finding in their study at Isfahan University in Iran by revealing that management resources, such as organizational structure and knowledge sharing are positively affecting organizational performance, while other resources, such as technology and knowledge creation are not.

Conclusion

In conclusion, knowledge sharing is an essential aspect that determines the academic staff performance of USCOEGA. The paper highlights the significant role of knowledge sharing in providing the quality of education, research activities and overall performance of academic staff. The study shows that effective knowledge management practices facilitate effective knowledge sharing and enhance academic staff's professional competencies leading to high-quality standards in education. The use of technology, training opportunities and collaboration amongst

staff enhances knowledge sharing, learning and innovation. Therefore, tertiary institutions need to implement effective knowledge-sharing practices that encourage academic staff to exchange information and knowledge to improve their overall performance in their field of work.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Institutions' management should create massive campaigns on the need for academic staff to embrace knowledge sharing for effective academic staff performance. This can be done through training, conferences, and seminars on the need for knowledge management among them.
- Academic staff should be encouraged to publish their research findings in the institutional repository in order for others to have access to them.

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