Knowledge Management Practices and Task Performance among Academic Staff in Tertiary Institutions in Cross River State, Nigeria

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Abstract
The main purpose of this study is to examine knowledge management practices and task performance among academic staff in tertiary institutions in Cross River State, Nigeria. A survey research design was adopted for this study, the population of the study comprised 2257 academic staff in a public university in Cross River State. The stratified random sampling technique was used to sample 564 academic staffs which represents 25% of the entire population. The instrument used for data collection was the questionnaire tagged Knowledge Management Practices and Task Performance Questionnaire (KMPTPQ), one way analysis of variance (ANOVA) was used to test the hypothesis while descriptive statistics was used to answer the research questions. Based on the results of the study, it was revealed that there is significant influence of knowledge acquisition and knowledge sharing on task performance among academic staff in tertiary institutions in Cross River State. The study recommend among other, that conference should be periodically organized at different levels to facilitate staff acquisition and sharing of knowledge to boost their task performance.

Keywords: Knowledge management practice, task, performance, academic staff, tertiary institutions.

Introduction

Education is the heart of all developments. In Nigeria, it is conceived as an instrument per excellence for national development. No nation of the world grows beyond the quality of her educational system. In Nigeria, the structure of education is organized in three levels. That is 10 primary, secondary and tertiary education. The peak of Nigeria educational system

is the tertiary educational system. It is saddled with the responsibility of producing individuals with required skills that can facilitate the enhancement of societal development and has the statutory functions of producing middle and high level manpower for national development. According to the Federal Republic of Nigeria (2013) as stated National Policy on Education (2013) the following are the objectives of tertiary education in Nigeria;

a. To contribute to national development through high level manpower training
b. To inculcate proper and high values in the citizens for the survival of individuals and society.
c. To develop the intellectual capacity and capabilities of individuals to understand and appreciate their local and external environments
d. To acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society
e. To promote and encourage scholarship and community service
f. To forge and cement national unity and
g. To promote national and international understanding and interaction

These objectives are to be achieved through teaching, research, staff development programmes, generation and dissemination of knowledge, among others. The rationale behind these activities is to ensure that this level of education is functional to help the learner contribute to himself and the society at large. The tertiary institution is a domain for intellectual sophistication and as such, learners are exposed to varieties of knowledge, ideas, information and skills that can enhance their creativity, innovations and inventions, commendable demeanour and desirable attitudes and values that foster national development, self-actualization, good governance and national security. Where teaching and learning is not effective at this level of learning, then, the biblical adage of ‘‘if the foundation is destroyed…what can the righteous do?” holds water. For institutions to gain competitive advantage, attract and retain high quality scholars, be innovative and develop high standard programs; the teacher in the school environment is indispensable. The academic staff are key actors in the educational system especially in higher institutions where intellectual activities are often at their peak. The activities of the academic staff like teaching, assessment, research determine to a great extent the quality of students that graduate from institutions and the image that our universities carry within and outside the boarders of the country. Hanger (2016) noted that where they are contributively, supportive and responsible in the discharge of their responsibilities; there is always the tendency that quality to a reasonable extent can be established.

Unfortunately, it is observed with dismay that most academic staff task performance in some tertiary institutions is not encouraging. Task performance is concerned with the activities of the teacher in school such as teaching, research, community service, assessment, supervision of thesis and other projects, conferences participation, provision of disciplinary measures to school as well as frequent research findings publications to order to contribute to knowledge and students' academic success. If teachers' task performance is not improved, it may hamper their chances of working effectively and efficiently. This to a reasonable extent is not easily observed among most of the staff. This is evident in the inability of some of them to attend lectures regularly, attend conferences, contribute to knowledge through research and publication of papers, poor supervisory activities, limited attention to students research projects and thesis, inability to attend lectures when due, poor assessment mechanisms among other activities that are inimical to the objectives of the university system.

The effect is shown on the quality of students that the system graduates. Infact, the quality of graduates from our university system is not encouraging and this has affected their chances of getting reasonable pay jobs and most of them have remained unemployed till date. Most lecturers are not promoted as often because of the inability to make their publications visible, poor quality of graduates from the university, increased examination malpractices etc. The excruciating aspect of it is that effort made by the government and tertiary institutions management to motivate staff towards increased task performance have not yielded the right result. For instance, most administrators have tried to ensure that staff who are consistent in publishing as well as contribute to students' academic activities are promoted at when due and incentives are provided for staff to travel for conferences within and outside Nigeria. Yet, most staff are still nonchalant to their engagement in academic activities. Most researchers, for example, Benson, (2013); Eugene, (2016) identified some of the factors that could be responsible for the poor task performance of lecturers to include, poor knowledge of subject matter, lack of credibility in the quality of staff employed in the system, infrastructural facilities dearth, poor working environment, lack of motivation for the job, work load, insufficient number of staff in most tertiary institutions, lack of ICT skill among others. Ategwu, Kenn-Aklah & Fanan (2023) observed that the laxity of lectures performance is attributed to their unproductive tendencies such as lateness to work, absenteeism, dereliction of duty, non compliance with service ethics, poor commitment to lesson preparation/ delivery and unskilful behaviours. In another development, Fanan, Ategwu and Ekpo opined that institutions of learning like this, should employed best practice in handling teaching and non

teaching staffs towards the achievement of school educational goals and objective through constant researches and development of staff via conferences and workshops. The researcher is presuming that knowledge management practices could be responsible for academic staff low task performance in tertiary institutions.

Knowledge management (KM) is defined as an integrated systematic approach to identifying, managing and sharing all of an enterprise's information assets, including databases, documents, policies and procedures as well as previously unarticulated expertise and experience held by individual workers (Chu, 2011). It is an organizations best sustainable source of competitive advantage where organizations have the potential to learn that new knowledge may be effectively incorporated into specific practices, so that the knowledge is accessible when needed. Chu (2011) pointed out that knowledge management can facilitate acquisition, sharing and application of teacher knowledge in school so as to better manage and apply school's tangible and intangible knowledge assets, especially the professional knowledge, experiences and competencies of teachers.

Universities are seen as knowledge creators, distributors and generators. Cranfield (2011) has argued that higher education is transformating due to a range of external forces such as market competition, virtualization and internalization, giving rise to new ways of understanding the role and functions of a university. They are also facing competition and financial cuts and hence need to adopt a knowledge management programme to improve organizational efficiency and productivity and thus gain competitive advantage. Dewe and Wright as cited in Wamundila (2008) suggested that managing knowledge in a university has the following benefits; More informed decision making, avoiding wasteful duplication of resources, avoiding loss of commercial opportunity and loss of knowledge when staff exits, increasing accessibility to the organizations recorded internal knowledge, improving information literacy of researchers, learners and administrators, increasing the discovery, transmission and use of recorded knowledge, and increasing the dissemination of new knowledge within the organization.

Wamundila (2008) defines knowledge acquisition as the process of extracting, structuring and organizing knowledge from human experts so that it can be captured and transferred into machine readable form. Gire, Ategwu & Kenn-Aklah (2023) opined that knowledge acquisition is achievable if the challenge of skilled manpower production is more active in tertiary institutions in Nigeria. Lyles and Salk (2006) empirically established the existence of a positive relationship between knowledge acquisition and organizational performance. Knowledge capture is the organizational ability to ensure that knowledge

available in the organization is stored for future reference in either databases or manuals. At University of Zambia, knowledge acquisition occurs through recruitment, training and development and after action reviews. Knowledge sharing is the exchange of knowledge among organizational employee (Ismail and Chua 2005*). Knowledge mapping* is a process by which organizations can identify and categorize knowledge assets within their organization – people, processes, content, and technology. Knowledge sharing is the extent to which employees are willing to share their ideas and valuable knowledge with managers and co-workers in order to accomplish the goals of the organization. This involves an activity through which knowledge such as information skills or expertise is exchanged in an organization and generally supported by knowledge management systems which are considered as a deliberate exchange of information that promotes agility and growth. Knowledge mapping is one of the most powerful knowledge management approaches involving a visual representation of the organization's intellectual capital which enables the organization stakeholders to pinpoint where critical knowledge is, how it flows, and any barriers or gaps. Knowledge mapping is usually organized in various interconnected nodes to make it easy to find out where to look for information at any given time. Knowledge utilization simply means the application of acquired information in an organization in order to achieve maximal outcome. It encourages employees to document which is then stored in repositories where it can be accessed with ease and used by anyone in the organization who needs it. Knowledge storage is the organization/ ability of ensuring that knowledge available in the organization is properly stored for future reference. This could be achieve in either electron or non- electronic form in order to preserve information lost.

The researcher thus asks, could management of knowledge influence academic staff task performance in tertiary institutions? Therefore, the study sought to ask, whether knowledge management practices (knowledge sharing, knowledge mapping, knowledge utilization, knowledge acquisition and knowledge application can influence task performance of academic staff of tertiary institutions in Cross River state It was in an attempt to answer this question that this study is carried out.

Statement of the Problem

Over the years, it has been observed with dismay that the task performance of some academic staff in tertiary institutions in Nigeria is not encouraging. For example, it is not uncommon to see many academic staff enter the class twice in a semester. Due to poor funding, it has become a problem for most staff to attend conferences, carryout quality research work and contribute to knowledge through quality research publication of papers. In

most cases, most staff prefer to assessment than to even lecture. There is also the problem of poor assessment methods being used by lecturers which have culminated into poor academic performance of students. The quality of graduates that are produced from the system are nothing to be desired of as most of them cannot even demonstrate high level of competence in the field of specialization. The excruciating aspect of it is that effort made by the government and tertiary institutions management to motivate staff towards improved task performance have not yielded the right result. For instance, most administrators have tried to ensure that staff who are consistent in publishing as well as contribute to students' academic progress are promoted at when due and incentives are provided for staff to travel for conferences within and outside Nigeria. Yet, the problem still persists. This state of affairs has triggered a lot of concern from researchers, school administrators and subject area specialist over what would have been responsible for this problem and this study is worried about this trend.

Purpose of the Study

The purpose of the study is to examine knowledge management practices and task performance among academic staff in tertiary institutions in Cross River State, Nigeria. Specifically, the researcher sought to find out whether:

1. Knowledge acquisition influences task performance among academic staff in tertiary institutions
2. Knowledge sharing influences task performance among academic staff in tertiary institutions

Research Questions

The following research questions were raised to guide the study:

1. To what extent does knowledge acquisition influence task performance among academic staff in tertiary institution?
2. How does knowledge sharing influence task performance among academic staff in tertiary institution?

Statement of Hypotheses

The following hypothesis were stated in null form to be tested

1. There is no significant influence of knowledge acquisition on task performance among academic staff in tertiary institutions.
2. There is no significant influence of knowledge sharing on task performance among academic staff in tertiary institutions.

Literature Review

Knowledge acquisition and task performance

Knowledge acquisition is the practice encompasses the process of acquiring and learning appropriate knowledge from various internal and external resources, such as experiences, experts, relevant documents, plans and so forth. Interviewing, laddering, process mapping, concept mapping, observing, educating and training are the most familiar techniques for knowledge acquisition. Many researchers have attempted to explain why certain firms behave better than others by linking different organizational elements with performance measures. These studies include linking performance with strategy, structure, environment, learning capabilities, market orientation, resources, and employees' abilities. Knowledge acquisition stands for organisational practices aimed at collecting information from extra-organisational sources (Cohen & Levinthal, 1990; Zahra & George, 2002; Darroch, 2005).

External networks and collaborative arrangements are important sources of knowledge for all types of organisation. Customers form an important group from whom knowledge should be acquired if the organisation is to succeed. For example, customer feedback systems, data mining, business intelligence and collaboration with partners and research institutions are typical of highly developed knowledge acquisition practices. Therefore, organizations should also encourage frequent face-to- face communication and creation of shared learning experiences, as well as build a knowledge- sharing culture (Nonaka& Takeuchi, 1995; Ståhle & Grönroos, 2000; Carpenter &Rudge, 2003; Dalkir, 2005). Knowledge-sharing activities include informal communication, brainstorming sessions, mentoring and coaching

Knowledge acquisition is an ongoing and dynamic process. Knowledge acquisition (creation) involves the capability to devise novel ideas, insights and solutions and incorporate it within the organization (Bhatt, 2001; Bose, 2004; Tiwana, 2003). Leeand Chang (2007) examined the relationship between employee job satisfaction and knowledge management in an electric wire and cable group in Taiwan. The results of their study demonstrate a mutually positive correlation between job satisfaction and knowledge management. Singh and Sharma's (2011) research into Indian telecommunication industries also showed a positive association between knowledge management and employee job satisfaction. Almahamid (2010) focused more closely on the impact of knowledge sharing on job satisfaction in a sample of 160 employees in Jordan. Their study demonstrated that knowledge- sharing practices significantly impact employees' job satisfaction. However, Koseoglu (2010), who

examined the relationship between knowledge management (knowledge sharing and knowledge transfer) and job satisfaction among 154 luxury hotel employees in Turkey, failed to find a connection between knowledge management and job satisfaction. In sum, it can be stated that existing research evidence on the relationship of knowledge management and job satisfaction is rather scant and inconclusive.

In a study on knowledge acquisition and administrative employee performance in Nigerian Universities by Christopher and Lebari (2015). The study had relied on a structured survey instrument adapted from existing literature and code named KAAEP-Q to obtain required data on the investigated phenomenon. This was served on the sample subjects that were selected through a random sampling exercise. The result from the analysed data showed a significant relationship between knowledge acquisition and administrative employee performance in the studied institutions. It was found that the knowledge acquisition influence the functional capability of administrative employees in higher educational institutions and knowledge acquisition has a high predictive capability for administrative employee performance (R = .736).

Knowledge sharing and task performance

Knowledge sharing involves the exchange of information and knowledge from one source (person, group or organization) to another (Fugate, Theodore &Mentzer, 2009). According to Chilton (2013), the success of any KM processes in any organization relies on the effectiveness of the knowledge sharing. The general problem in KM is that most of the large organizations are not conscious of the valuable knowledge they possess (Kiessling et al., 2009). With effective KM processes, hidden knowledge can easily be discovered, and such process is mostly facilitated through sharing. According to Liao and Wu (2009), knowledge sharing plays an intermediate role to support knowledge exchange in the organization and aids the achievement and sustenance of their competitive advantage. Therefore, in the higher-education context, knowledge sharing as a vital pillar of KM is critical to academic performance (Zaied et al., 2012).

It is clear that knowledge sharing is greatly supported by various studies (Fugate, Theodore &Mentzer, 2009; Chilton, 2013; Kiessling et al., 2009; Liao & Wu, 2009) to be the link in improving academic performance should be managed (Dodgson, 2000, p. 37). Learning in organization should develop knowledge resources and capabilities to achieve sustainable competitive advantage (Njuguna, 2009).

In a study carried out by John and Eboreime (2014) on knowledge management practices and performance in Nigerian universities. The paper examined approved universities that have gone through Nigerian Universities Commission (NUC) accreditation process in Nigeria and selected six (6) universities which were classified into two federal universities, two state universities and two private universities based on ownership and age criteria. Random sampling and convenience sampling were used to select the various universities. These six universities had staff strength of 13,822. Questionnaires were then distributed to 389 respondents on the basis of the staff strength of each university. Correlations, and regression analysis and Analysis of Variance (ANOVA) were used to analyze the data. It was found that: variations in knowledge management practices led to differences in organizational performance; and knowledge management was effective in all universities except Benson Idahosa University; The paper recommends provision of communication facilities, full scale knowledge audit, provision of library facilities, massive training of universities' current workforce and continuous upgrading of technology.

Knowledge is acquired through education, on-job- training, mentoring, seminars, conferences and workshops. Universities are citadel of learning. There is no doubt that academic and non- academic staff have acquired knowledge overtime. The problem is that the knowledge may not be properly managed. Most of the universities do not have knowledge management programs in place because of inadequate planning and so control becomes very difficult. The net result is that a lot of staff retires, and sometimes there is nobody to take over and so the universities have to advertise for top cadre jobs. The universities lose their knowledge –a valuable asset- through such retirement. Knowledge management practices may differ from one university to the other and differences in knowledge management practices may lead to differences in the performance of various universities. The effectiveness of knowledge management practices may vary from one university to another.

Sharmila (2015) carried out a study on knowledge management practices and performance: Are they truly linked? .the author noted that knowledge management (KM) has been often claimed to be an essential ingredient in building competitive advantage. Yet, KM adoption is relatively slow, especially in the Malaysian context. Most organizations are unsure if the promised performance improvement through the implementation of KM is just a passing fad. This study intends to provide empirical verification to support the link between KM practices and performance outcomes for organizations. Responses from 180 knowledge-based organizations were analyzed. We found knowledge, sharing, acquisition and utilization to positively influence strategic and operational improvement in organization whereas the

positive effect of knowledge dissemination was only evident in the case of strategic improvement.

Methodology

The design adopted for this study was the survey research design. According to Idaka and Anagbogu (2012), survey research design is a design where the researcher studies the attitude, behaviour of a group of respondents towards a particular phenomenon. The sample of the study is usually used in obtaining information through the use of a questionnaire, interview, observation and so on with which the result can be generalized to the entire population.

This study population comprised of 2257 academic staff in public universities in Cross Rivers State.

The stratified random sampling technique was used for this study. First, the area was divided into two strata according to number of universities in the study area. University of Calabar was stratum 1 while Cross River University of Technology was stratum 2. In stratum I, the area was further divided into 15 strata according to the number of faculties in the school. 25% percent was applied to select the total number of faculties that was used. This gave a total of four (4) faculties.

The sample used for the study comprised of 564 which is 25% of academic staff from the two universities in the study area. The instrument used for data collection was the questionnaire tagged Knowledge Management Practices and Task Performance Questionnaire (KMPTPQ) which was validated by expert in measurement and evaluation and Department of Educational Management, University of Calabar. The statistical tool used for data analysis was ANOVA at 0.05 level of significant.

Table 1: Descriptive statistics of the variable of study

Dependent variable	knowledge acquisition	N	Mean	Std. Dev
Instructional delivery	Not Adequate	251	11.7251	1.45881
	Moderate adequate	154	11.8052	3.36859
	Adequate	159	14.0189	2.91758
	Total	564	12.3936	2.73086
Research and Publication	Not Adequate	251	9.9203	2.78022
	Moderate adequate	154	9.5325	2.32117
	Adequate	159	14.5031	3.30874
	Total	564	11.1064	3.54008
supervision of these	Not Adequate	251	12.3426	2.31044
	Moderate adequate	154	10.6948	1.19546
	Adequate	159	12.7987	3.19172

	Total	564	12.0213	2.51311
Community service	Not Adequate	251	11.3307	1.88420
	Moderate adequate	154	11.2792	3.24490
	Adequate	159	12.9497	3.48196
	Total	564	11.7730	2.89575

Table 2: One-way Analysis of Variance (ANOVA) result on the influence of knowledge acquisition on task performance

Dependent variable	Source of variation	SS	Df	MS	F	Sig.
Instructional delivery	Between Groups	585.486	2	292.743	45.453	.000
	Within Groups	3613.131	561	6.441		
	Total	4198.617	563			
Research and Publication	Between Groups	2569.125	2	1284.562	160.624	.000
	Within Groups	4486.492	561	7.997		
	Total	7055.617	563			
supervision of theses	Between Groups	392.995	2	196.498	34.854	.000
	Within Groups	3162.749	561	5.638		
	Total	3555.745	563			
Community service	Between Groups	306.806	2	153.403	19.496	.000
	Within Groups	4414.145	561	7.868		
	Total	4720.950	563			

There is no significant influence of knowledge acquisition practices on task performance. The independent variable is knowledge acquisition categorized as adequate, moderately adequate and not adequate while the dependent variable is task performance taken from four dimensions which are instructional delivery, research and publications, supervision of projects/thesis and community service. To test this hypothesis, one way analysis of variance was used and the result as presented in Table 1 & 2 showed that for knowledge acquisition and instructional delivery ($F=45.45$, $p<.05$), for knowledge acquisition and research and publications ($F=160.62$, $p<.05$), for knowledge acquisition and supervision of projects/theses($F=34.85$, $p<.05$) and for knowledge acquisition and community service ($F=19.49$, $p<.05$). a cursory look at the table showed that p(.000) for all the knowledge acquisition and all four dimension of task performance is less than p(.05). This implies that there is a significant influence of knowledge acquisition on task performance among academic staff. Thus, the null hypothesis is rejected. A post hoc test was carried out using Scheffe's post hoc comparison and the result as presented in Table 8 showed that academic staff with adequate knowledge acquisition compared to those with moderate and inadequate knowledge acquisition practices perform better in terms of instructional delivery. Research and publications, supervision of projects/thesis and community service

Hypothesis Two

There is no significant influence of knowledge sharing practices on task performance. The independent variable is knowledge sharing categorized as adequate, moderately adequate and not adequate while the dependent variable is task performance taken from four dimensions which are instructional delivery, research and publications, supervision of projects/thesis and community service. To test this hypothesis, one way analysis of variance was used and the result as presented in Table 9& 10 showed that for knowledge sharing and instructional delivery ($F=354.168$, $p<.05$), for knowledge sharing and research and publications($F=205.88$, $p<.05$), for knowledge sharing and supervision of projects/theses($F=13.655$, $p<.05$) and for knowledge sharing and community service ($F=130.011$, $p<.05$). A cursory look at the table showed that p(.000) for all the knowledge sharing and all four dimension of task performance is less than p (.05). This implies that there is a significant influence of knowledge sharing on task performance among academic staff. Thus, the null hypothesis is rejected. A post hoc test was carried out using Scheffe's post hoc comparison and the result as presented in Table 3 showed that academic staff with adequate knowledge sharing practices compared to those with moderate and inadequate knowledge sharing practices perform better in terms of instructional delivery. Research and publications, supervision of projects/thesis and community services.

Table 3: Descriptive statistics of the variable of study

Dependent variable	knowledge sharing practices	N	Mean	Std. Dev
Instructional delivery	Not adequate	264	10.5871	1.75927
	Moderately adequate	114	12.0000	.00000
	Adequate	186	15.1989	2.37286
	Total	564	12.3936	2.73086
Research and Publication	Not adequate	264	8.6667	.47230
	Moderately adequate	114	12.8333	3.58689
	Adequate	186	13.5108	3.71737
	Total	564	11.1064	3.54008
supervision of these	Not adequate	264	11.7273	2.12030
	Moderately adequate	114	11.4649	1.87286
	Adequate	186	12.7796	3.12960
	Total	564	12.0213	2.51311
Community service	Not adequate	264	10.3333	1.82782
	Moderately adequate	114	11.4474	1.27669
	Adequate	186	14.0161	3.41930
	Total	564	11.7730	2.89575

Table 4: One way analysis of variance (ANOVA) result on the influence of knowledge sharing on task performance

Dependent variable	Source of variation	SS	df	MS	F	Sig.
Instructional delivery	Between Groups	2342.981	2	1171.491	354.168	.000
	Within Groups	1855.636	561	3.308		
	Total	4198.617	563			
Research and Publication	Between Groups	2986.639	2	1493.319	205.888	.000
	Within Groups	4068.978	561	7.253		
	Total	7055.617	563			
supervision of theses	Between Groups	165.059	2	82.530	13.655	.000
	Within Groups	3390.686	561	6.044		
	Total	3555.745	563			
Community service	Between Groups	1495.148	2	747.574	130.011	.000
	Within Groups	3225.802	561	5.750		
	Total	4720.950	563			

Discussion of findings

Knowledge acquisition and task performance

Hypothesis one that stated that there is no significant influence of knowledge acquisition practices on task performance was rejected in terms of instructional delivery, research and publications , supervision of projects/thesis and community service. This means that knowledge acquisition influences task performance in terms of instructional delivery, research and publications, supervision of projects/thesis and community service. This could be due to the fact that knowledge acquisition is essential in the university environment since they deal more on information and knowledge to improve themselves and the society they serve. They staff are into serious research works in order to either improve knowledge or refute an existing knowledge acquisition hips the teacher to deliver instruction very well because in the university environment, it is expected that the staff demonstrate high level of competence in instructional delivery as what is offered to the students at this level of education goes a long way in helping the individual and the society. More, knowledge acquisition helps the staff in ensuring that contribution to knowledge is made through publications among others. Where academic staff do not have grip of what they do in their different areas of profession, they may find it difficult to help their students through supervision of students these and projects and this have often resulted to students using others b the thesis and projects writing.

The findings of the study were in line with that of Chiu and Huei-Huang (2012)that carried out a study on the study of knowledge management capability and organizational effectiveness in Taiwanese public utility: the mediator role of organizational commitment. These results are different from earlier findings in the literature. Furthermore, this research proposed organizational commitment as the mediator role. The result also showed that knowledge acquisition and sharing are significant predictors of organizational commitment. The findings suggest that only organizational commitment has significant mediating effects between KPC and OE, whereas this is not the case for KIC and organizational effectiveness

The findings were also in line with that of Mohamam (2013) that investigated the influence of knowledge management practices on organizational performance: an empirical study. A number of 282 senior managers from these enterprises were chosen using simple random sampling and the data were analyzed with the structural equation model. The results showed that knowledge acquisition, knowledge storage, knowledge creation, knowledge sharing, and knowledge implementation have significant factor loading on knowledge management; and also productivity, financial performance, staff performance, innovation, work relationships, and customer satisfaction have significant factor loading on organizational performance. Finally, the results of this study suggest that knowledge management practices directly influence the organizational performance of SMEs.

Knowledge sharing and task performance

Hypothesis two that stated that there is no significant influence of knowledge sharing practices on task performance was rejected in terms of instructional delivery, research and publications, supervision of projects/thesis and community service. This implies that academic staff that exhibits high level of knowledge sharing performs better than those who do not. This could be due to the fact that knowledge shared either through presentation in conferences and seminar, helps another teacher to acquire new information, ideas and skills that can help them improve their instructional delivery. More so, where knowledge is shared among academic staff through books and other acquired information from difference sources to colleagues i=helps in the improvement of their research work as well as community services that they may discovered in the course if sharing the oil. Ultimately, as knowledge is used, results are shared, and understanding is multiplied, the knowledge becomes tacit. This eventually allows those who possess the knowledge to address new challenges successfully, and it results in wisdom

The findings of the study were in line with that of Sharmila (2015) that carried out a study on knowledge management practices and performance: Are they truly linked? The result showed that knowledge, sharing, acquisition and utilization to positively influence strategic and operational improvement in organization whereas the positive effect of knowledge dissemination was only evident in the case of strategic improvement.

The findings of the study were also in line with that of Kimand Yun (2015) that carried out a study on the effect of co-worker knowledge sharing on performance and its boundary conditions: an interactional perspective. The result showed that recipients' characteristics and leaders' behaviours could be important contingent factors that limit the effect of co-worker knowledge sharing on task performance.

Conclusion

Based on the results of the study, it was concluded that acquisition of knowledge, knowledge sharing, knowledge mapping, utilization and storage facilitate academic staff task performance especially in terms of instructional delivery, research and publication and supervision of theses.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

i. Conferences should be periodically organized at different levels to facilitate staff acquisition and sharing of knowledge to boast their task performance
ii. Facilities that facilitate the storage of knowledge in either electronic or non-electronic forms should be provided to preserve information lost

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