# Inclusive Knowledge Management as a Correlate of Academic Staff Effectiveness in Cross River State Public Universities, Nigeria

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**Abstract**
*The study investigated inclusive knowledge management as correlate academic staff effectiveness in Cross River State public Universities, Nigeria. Correlational research design was adopted for the study. Census approach was used to select all the 146 Heads of Department in CRUTECH and UNICAL for the study because the population was not too large to warrant randomization. A validated instrument by 3 experts in Measurement and Evaluation, and Educational Management titled: Inclusive Knowledge Management and Academic Staff Effectiveness Survey (IKMASES) was used for data collection. Data collected were analyzed using Pearson Product Moment Correlation Coefficient Analysis. Findings revealed that knowledge creation and sharing significantly correlated with academic staff effectiveness in terms of teaching delivery, students' assessment and project supervision in public Universities in Cross River State. Premised on the findings of the study, it was concluded that inclusive knowledge management significantly correlated with academic staff effectiveness in public Universities in Cross River State, Nigeria. It was recommended that institutional administrators should endeavor to create and share inspiring and innovative ideas that can enable lecturers to improve their teaching delivery, students' assessment and project supervision for a better learning outcome.*

**Keywords:** Inclusive, knowledge management, academic staff, effectiveness

## Introduction

The relevance of academic staff in higher institutions around the world cannot be overstressed. They are the greatest assets as well as major stakeholders in the university industry. Their main work is to bring up the young generation of students to acquire skills and knowledge for sustainable growth and development. Professionally, lecturers engage in teaching, research as well as carry out other public services. Academic staff publishes research findings in reputable journals, book chapter contributions and as well participate in paper presentation at conferences as a mark of academic excellence and criteria for reward and promotion. The management of the institutions are therefore under increased pressure to create opportunities for professional guidance and development of their staff via mentoring, which is training and development relationship that enhances professional growth and work performance effectiveness.

Since employee effectiveness is a vital input in every institution, it is an important measure for organizational outcomes and success. Oredein (2014) defines staff effectiveness as the sum of

individual output in terms of quality and quantity expected from an employee in a particular work. Ordean (2014) further views staff effectiveness as the degree to which lecturers execute the teaching-learning activities. Teaching is a difficult task which demands enormous commitment without which course objectives could be defeated. Quality teaching according to Joshua (2019) harmonizes the instructional process, classroom, course content, environment (with its challenges), the teacher and the learner to make learning activities cooperative and supportive. Teaching delivery therefore is an instrument which an academic staff may use to demonstrate and model the types of responses or tasks needed for students to perform by providing guided practice, monitoring responses and delivering immediate corrective feedback.

Another dimension of academic staff effectiveness is assessment of students' classwork. It is the process of evaluating students' progress to ascertain the extent to which the instructional objectives have been achieved via quizzes, practical exercises, preparatory/written assignments, oral presentations, among others. Assessment of students' work, if adequately conducted covers the range of informal diagnostic tests lecturers could use to assist the process of learning by their students. In the same vein, project supervision is another category of academic staff effectiveness. It simply refers to the systematic process of guiding a research student through higher degree research program by offering advice and providing direction, setting milestones and monitoring the progress, providing feedback, encouragement and support throughout the research process.

In Cross River State public Universities, the issue of academic staff effectiveness is what stakeholders in higher education agitate for. The researchers observed with dismay that some academic staff seem to be ineffective in terms of teaching, students' assessment and project supervision. Some lecturers appear to be below expectations by always staying absent from school. It seems some academic staff tends to grade their students' without actually conducting test and ascertain the extent to which the course objectives have been achieved. Civak and Konakli (2017) submitted that some supervisors are not friendly to their supervisees as they tend to delay students' projects due to passive-aggressiveness, stress, unmet expectations, relational breakdown, low morale and job dissatisfaction. Blanchard (2014) affirms that good work performance in higher education will lead to positive growth. Abdulkareem and Oyeniran (2011) corroborate that universities are established to serve as centers of technological and scientific advancement, skills development, production of quality entrepreneurial graduates, and strategic researches and development strategies. These would promote teaching delivery, students' assessment and project supervision. This means that, to actualize effective work performance, these indices of academic staff work performance must be given proper attention through inclusive knowledge management.

Knowledge management as an aspect of inclusive educational administration that is concerned with the practice of storing and sharing the wisdom, understanding and expertise accumulated in the school about its processes, techniques and operations. It includes among others knowledge creation and knowledge sharing. These categories of knowledge management, if effectively managed will to a large extent enable administrators to achieve the desired level of teaching and learning (Civak & Konakli, 2017). However, knowledge creation is the process of making available new crystalized knowledge and connecting it to the school organisation in order to bring about continuous improvement in teaching delivery, students' assessment and project supervision. The process of knowledge creation involves collaboration and interaction among members in the school. Therefore, a created knowledge is effective utilized through sharing.

Having recognized that knowledge constitutes a valuable intangible asset for creating and sustaining competitive advantages, school organizational managers share knowledge among staff to enhance teaching and learning process. No staff can function effectively in a school environment where knowledge/information resources are not made available for instructional processes.

Another essential dimension of knowledge management is knowledge sharing. It is the intentional dissemination of relevant information by individuals while believing that if what they have is also owned by others then it creates the common good (Russli and Kassim, 2012). Contextually, knowledge sharing works better through individuals' support who can volunteer to share the knowledge about what they know within the school organisation. This is because the idea of knowledge sharing can play a critical role in bringing together, the knowledge, experience, skills of members of the school for improved academic performance of students. Ipe (2013) identified four major factors that influence knowledge sharing to include: nature of knowledge, the motivation to share, the opportunities to share, and the culture of the work environment.

## Statement of the Problem

Cross River State Universities are established by law to render social services to students/staff and communities. But a critical observation by the researchers shows that some administrators seem not to create and share their knowledge but tend to hoard relevant information from appropriate designations to avoid making themselves vulnerable to job loss or to protect their personal value, decrease their substitutability and become indispensable within the University system. It also appears that some administrators hardly offer relevant courses/opportunities for new knowledge to be created through interaction, practice, and experimentation hence, do not provide the right forums for knowledge to be shared among academic staff. There equally seems to be general lack of time to create and share knowledge on effective teaching techniques and lack of time to identify staff in need of assessment methods as well as project supervision.

These lead to ineffectiveness among the academic staff in terms of teaching delivery, assessment of students' classwork and project supervision. However, the researchers observed that some lecturers hardly attend classes with well-prepared materials to engage their students in interactive lectures. Hence, poor mastery of assigned courses, irregular assessment of students and poor supervisory skills of some academic staff might be a function of knowledge hoarding in the University system. This leads to corruption, cultism, delayed graduation, riots by students, strike action by staff and hostile communities. Nevertheless, the management of these institutions has carried out innovations through induction programmes, installation of digital libraries and lots more to enhance knowledge management procedures for academic staff effectiveness. National Universities Commission (NUC) has also put relevant guidelines for earn allowance and promotion of academic staff members of the University. Despite efforts by the management, the academic staff has not been able to satisfy their clients on effective service delivery, the problem persists. Therefore, this study is set to addressing this question: To what extent does inclusive knowledge management correlate with academic staff effectiveness in public Universities in Cross River State, Nigeria?

## Literature Review

One of the key elements of inclusive knowledge management in the university system is knowledge creation. It is the process of making available new crystalized knowledge and

connecting it to the organisational system to bring about continuous improvement. There is an increasing emphasis on the importance of knowledge creation beyond information system management in both the private and public sectors. Thambi and Paddy (2012) explored the effects of knowledge creation taxonomy on academic staff effectiveness. Findings indicated that knowledge creation, sharing and application significantly contributed to effective teaching delivery and job satisfaction in the Federal Universities sampled for the study. Similarly, Lokman and Mehmet (2016) explored the practice of creating knowledge in Malaysian normal stream school. Findings revealed that creating knowledge helped the school administrators in bringing new ideas in the school system by infusing new thoughts, techniques and methodologies for research, and community services. It further paved the way for the teachers and management to engender the mutual provision and maintenance of a physical setting where teaching and learning took place.

Knowledge creation however connects people with the knowledge that they need to take action. By creating knowledge through research, in the school organization, it can integrate, identify, manage and share all of the department's information assets. Civak and Konakli (2017) investigated the impact of knowledge creation processes of university administrators and academic staff work performance in Turkey. Findings revealed that obtaining knowledge; using knowledge; learning knowledge; sharing knowledge; evaluating knowledge and administrative support played the most important roles in the knowledge management process for staff motivation.

In a related study, Ozmen and Muratoglu (2018) worked on the competency level of administrators in creating and implementing some predetermined knowledge management strategies at schools with regards to gender variables. The results showed that explicit knowledge is often applied by teachers compared to implicit knowledge. In theory, explicit knowledge is easier to understand and can be adapted by the teacher in his/her teaching process. Secondly, results equally showed that the in-service teachers focused on the process of creating knowledge for effective instructional delivery. This implies that knowledge creation is a prerequisite for work performance among staff. Minhong and Allan (2018) carried out a study on the impact of knowledge creation in selected Hong Kong universities. Interviews, based on relevant KM models, were conducted to understand teachers' perception of Knowledge Management. The researchers found that knowledge sharing, people, culture and knowledge storage with Information Technology support were regarded as important from the interviewees' points of view. Most interviewees accepted that knowledge creation helped to improve their practice but it needed the support of various dimensions such as people, culture, Information Technology and management. It was equally found that knowledge creation was used as an alternative strategy by schools to help teachers equipped with relevant skills to face the challenges to improve performance.

The term knowledge sharing refers to a complex consensus process that involves knowledge exchange among people, friends, families, communities, or organizations. Organizations have recognized that knowledge constitutes a valuable intangible asset for creating and sustaining competitive advantages. At the University level, Dhamdhere (2014) found that knowledge sharing is mainly to achieve the educational goals and objectives at a particular level of education. It involves recorded and well documented information that helps in taking action and is also expressed in formal language. Such inclusively administrative provision enables teachers to know when, what, how and who to take instructional responsibilities. It is usually published

and made available for use like primary, secondary information sources, and can be articulated, captured, presented and codified in various forms like words, numbers, specifications, school rules, facts, students' blog post, email, report and other kind of printed (books and journals) as well as digital assets. Many studies on inclusive knowledge sharing showed significant impact of motivation of front line employees and organizational commitment (affective, normative and continuance).

Trujillo (2013) worked on knowledge sharing and academic staff work performance in selected Malaysian higher institutions. Findings revealed that there was a significant relationship between knowledge sharing and work performance of academic staff. It was also found that knowledge sharing correlates with teachers' utilization of standards-based curriculums, strong instructional leadership, frequent monitoring and evaluation, and focused professional learning. Similarly, Dobbie and Fryer (2011) examined the impact of knowledge sharing on job performance of academic staff in Delta State University, Nigeria. The findings revealed that knowledge sharing significantly related to career advancement and career development. It was also found that knowledge sharing promoted overall job satisfaction which included general satisfaction, internal work motivation, and growth satisfaction, which are combined into a single measure.

Horng and Loeb (2010) assessed the influence of knowledge creation, instructional leadership and job performance of teachers in Pakistan. The findings revealed that there was a significant influence of knowledge sharing on teaching and learning, strong school leadership and curriculum delivery. It was equally discovered that knowledge sharing enhanced strategic hiring, teacher support, and resource allocation and instructional leadership. They found that principals who spent more time on sharing vital information among staff had better student achievement results.

In a related study, Edmonds and Odden (2018) explored the effect of knowledge sharing on teachers' commitment in Nkanu West Education Zone of Enugu State. Findings revealed that knowledge sharing was a correlate of work commitment. This implies that the level of enthusiasm an employee has towards his/her tasks assigned at a workplace are a function of the information received for carrying out a task. Such experience defines the feeling of responsibility that a person has towards the goals, mission, and vision of the school organization he/she is associated with.

In a similar study, Wang, Haertel, and Walberg (2015) conducted an empirical study to find out the impact of knowledge sharing on school organizational practices. The findings of the study indicated that knowledge sharing significantly impacted on work performance in terms of setting clear academic and behavioral goals, safe and orderly school climates, maximizing student time, and academic emphasis. This implies that knowledge sharing processes could be applied in transforming information and intellectual assets into enduring values for enhancing work effectiveness of teachers. Mortimer and Sammons (2017) conducted a study in the United Kingdom to assess the implementation of knowledge sharing policies among institutional administrators for teachers' job effectiveness. It was found that the school leaders who implemented knowledge sharing policies were reported by the researchers to have more (80 percent) school organizational characteristics than their counterparts throughout the whole sampled Districts. The staff in these schools was supported to develop job satisfaction traits including: neuroticism, extraversion, openness to experience, conscientiousness and

agreeableness. The study further revealed that the school administrators unraveled elements in the organization that needed to be coordinated and supported in order to achieve the organization's productivity and effectiveness, classified as hard elements (strategy, structure, and systems) and soft elements (share values, skills, style, and staff).

## Objectives of the Study

The aim of this study was to determine the relationship between inclusive knowledge management and academic staff effectiveness in Cross River State public Universities, Nigeria. Specifically, the study sought to find out the extent to which:
1. Knowledge creation relates to academic staff effectiveness
2. Knowledge sharing relates to academic staff effectiveness

## Research Hypotheses
1. There is no significant relationship between knowledge creation and academic staff effectiveness
2. Knowledge sharing does not significantly relate to academic staff effectiveness

## Methodology

The study was carried out in Cross River State of Nigeria. The State has two public Universities, namely: University of Calabar and Cross River University of Technology. The population of the study is made up of all the 146 Heads of Department in CRUTECH and UNICAL. The study adopted correlation research design aimed at establishing relationships and correlating inclusive knowledge management and academic staff effectiveness in public universities in Cross River State. Census sampling technique was used to draw and use all the 146 Heads of Department in the two institutions because the population was manageable. An instrument titled: Inclusive Knowledge Management and Academic Staff Effectiveness Survey (IKMASES) was used for data collection. The instrument has three sections-A, B and C. Section A elicited demographic data, while B gathered information on inclusive knowledge management variables and C collected information on academic staff work performance in the Universities. Each of the sub-independent and sub-dependent variables was measured by six items using a modified four point rating scale of Very Large Extent (VLE), Large Extent (LE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by two experts, one in Educational Administration, and another in Measurement and Evaluation of the Faculty of Education in University of Calabar. The reliability index of the research instrument was carried out using 50 Heads of Department in a private university, Arthur Jarvis which was not part of the study sample. Cronbach alpha reliability estimate of the test instrument was done in order to determine the internal consistency of the questionnaire items. The result gave the index of 0.91 considered good for the research instrument. All the copies of the questionnaire were personally administered by the researchers, with the help of 3 trained research assistants. The copies were retrieved, scrutinized, gleaned and analyzed with Pearson Product Moment Correlation statistics.

**Null Hypothesis 1:** There is no significant relationship between knowledge creation and academic staff effectiveness in Cross River State Public Universities.

**Table 1**: Pearson product moment correlation analysis of the relationship between knowledge creation and academic staff effectiveness in terms of teaching delivery, students' assessment and project supervision *(N=140)*

| Variables | N | $\bar{X}$ | SD | df | r-cal | p-val |
|---|---|---|---|---|---|---|
| Knowledge creation ($X_1$) | 140 | 13.6951 | 2.30362 | | | |
| Teaching delivery ($Y_1$) | 140 | 12.0041 | 2.49162 | 138 | .489* | .000 |
| Students' assessment ($Y_2$) | 140 | 12.2398 | 2.74111 | 138 | .403* | .000 |
| Project supervision ($Y_3$) | 140 | 11.6260 | 3.68316 | 138 | .289* | .000 |

*>.05, critical=.159,*

The independent variable in this hypothesis is knowledge creation while the dependent variable is academic staff effectiveness assessed from three perspectives which are teaching delivery, students' assessment and project supervision. The variables were measured continuously. To test this hypothesis, Pearson product moment correlation was used and the result showed that for knowledge creation and teaching delivery (r= .489*, p>.05), for knowledge creation and students' assessment (r=.403*, p>.05) and for knowledge creation and project supervision (r=.289*, p>.05). A cursory look at the p-values shows that p(.000) is less than p(.05) for the three dimensions. This implies that there is a significant relationship between knowledge creation and academic staff effectiveness for the three dimensions assessed. Hence, the null hypothesis is rejected and the alternate retained.

**Null Hypothesis 2:** Knowledge sharing does not significantly relate to academic staff work performance in Cross River State Public Universities.

**Table 2:** Pearson product moment correlation analysis of the relationship between knowledge sharing and academic staff effectiveness in terms of teaching delivery, students' assessment and project supervision (N=140)

| Variables | N | $\bar{X}$ | SD | df | r-cal | p-val |
|---|---|---|---|---|---|---|
| Knowledge sharing ($X_2$) | 140 | 12.1260 | 2.57388 | | | |
| Teaching delivery ($Y_1$) | 140 | 12.0041 | 2.49162 | 138 | .411* | .000 |
| Students assessment ($Y_2$) | 140 | 12.2398 | 2.74111 | 138 | .373* | .000 |
| Project supervision ($Y_3$) | 140 | 11.6260 | 3.68316 | 138 | .171* | .004 |

*>.05, critical=.159,*

The independent variable in this hypothesis is knowledge sharing while the dependent variable is academic staff effectiveness assessed from three perspectives which are teaching delivery, students' assessment and project supervision. The variables were measured continuously. To test this hypothesis, Pearson product moment correlation was used and the result showed that for knowledge sharing and teaching delivery (r= .411*, p<.05), for knowledge sharing and students' assessment (r=.373*, p<.05) and for knowledge sharing and project supervision (r=.171*, p<.05). A cursory look at the p-values shows that p(.000) is less than p(.05) for the three dimension. This implies that there is a significant relationship between knowledge sharing and academic staff

effectiveness for the three dimensions assessed. Hence, the null hypothesis is rejected and the alternate retained.

## Discussion of Findings

One of the findings of the study revealed that knowledge creation significantly correlated with academic staff effectiveness. The implication of this finding is that the more inclusive knowledge is created effectively managed in the university by Heads of Department, the higher the level of academic staff effectiveness and vice versa. The possible implication of this finding is that a continuous combination, transfer, and conversion of different kinds of knowledge and connecting them to the goals and objectives of the university will bring about continuous improvement in academic staff teaching delivery and lots more. This occurs mostly during staff meetings where lecturers interact, practice and learn. Therefore, knowledge creation serves both as both a source of value and as an opportunity to achieve and sustain competitive advantage.

The finding of this study is consistent with the study findings of Thambi and Paddy (2012), Civak and Konakli (2017), Ozmen and Muratoglu (2018) and Minhong and Allan (2018) who found that knowledge creation, sharing and application significantly contributed to effective teaching delivery and job satisfaction. It also supported Lokman and Mehmet (2016) who found that creating knowledge helped the school administrators in bringing new ideas in the school system by infusing new thoughts, techniques and methodologies for research, and community services. It further paved the way for the lecturers and management to engender the mutual provision and maintenance of physical settings where teaching and learning took place.

Another finding of this study equally indicated that knowledge sharing correlated with academic staff work performance. The implication of this finding is that the more inclusive knowledge is shared among staff, the more they work with enthusiasm. This can be done when the manager finds, selects, organises, disseminates and transfers important information/ expertise among staff which are necessary for educational activities. This finding is in consonance with the study findings of Horng and Loeb (2010), Dobbie and Fryer (2011), Trujillo (2013), Edmonds and Odden (2018) which revealed that there was a significant relationship between knowledge sharing and work performance of academic staff. They also found that knowledge sharing correlates with teachers' utilization of standardized curriculum, strong instructional leadership, frequent monitoring and evaluation, and focused professional learning. It was also discovered that knowledge sharing promoted overall job satisfaction, internal work motivation and growth satisfaction.

## Conclusion

Premised on the findings of the study, it was concluded that inclusive knowledge significantly correlated with academic staff effectiveness in terms of teaching delivery, assessment of students' class work and project supervision in public Universities in Cross River State, Nigeria. In other words, when knowledge is effectively created, shared and managed inclusively, it will have a significant impact on academic staff effectiveness.

## Recommendations
Based on the findings of the study, the following recommendations were made:

1.  The management of Cross River State public Universities should conduct training and development sessions with a view to helping staff members imbibe new and better ways of creating knowledge for carrying out their tasks more effectively

2.  Academic staff of universities should be unbiased to knowledge sharing acts in order to aid effective teaching delivery since knowledge hoarding is not the best strategy

3.  The university management should provide avenues for academic staff to embrace innovations in knowledge sharing among them for professional effectiveness

4.  University administrations need to provide forums for knowledge sharing such as   increased team work and discussion rooms through digital channels.

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