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KNOWLEDGE SHARING STRATEGIES ADOPTED AMONG LECTURERS FOR ACADEMIC ACTIVITIES IN LAW SCHOOL CAMPUSES IN NORTHERN NIGERIA

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Abstract
This study investigated knowledge sharing strategies adopted for academic activities among lecturers in Nigerian Law School campuses in Northern Nigerian, on the following research objectives: identify knowledge sharing strategies used to share knowledge among lectures in Nigerian law school campuses in northern Nigeria.; to investigate ways knowledge sharing affect teaching and research activities in Nigeria law school campuses in northern Nigeria and the inhibitors of knowledge sharing among lectures in law school campuses in northern Nigeria. The study adopted qualitative methodology using narrative design. The population of the study was 48 lecturers from the 3 campuses in northern Nigeria which include; Abuja, Kano and Yola. Purposive sampling techniques was used to select 6 participants was in out of the 48 lecturers in carryout the research because the carryout the same function in the institution. Interview was used as the research an instrument for data collection. The findings of the study revealed the strategies adopted for knowledge sharing knowledge for academic activities through: pre- lecturers meeting, departmental meeting, and academic retreat, National Association of law teacher's conference (NALT) and NBA conference. The ICT facilities used for knowledge sharing all the participant uses ICT facilities such as: WhatsApp, email, mobile phones, Facebook, twitter, google class, and instant messaging. Inhibiting factors associated with strategies adopted for knowledge sharing for academic activities, the study revealed that they were faced with both individual, organisational and technological inhibitors. The study recommends that, lecturers should stimulate informal peer mentoring amongst the experience lecturers and the beginners in all the three campuses in northern Nigeria

Keywords: Knowledge management, Knowledge sharing, Academic activities, Law school, Nigeria.

Introduction

Knowledge is today regarded as a factor of production together with land, labor and capital. As the world transits towards a knowledge-based economy, knowledge is being considered as the main driver of this new economy. Thus, the success of economies in the future is going to be based on how institutions or organizations acquire, use and share knowledge effectively among their peers. Knowledge is a product used in daily interaction that is derived from information but

it is usually richer than information. It includes awareness and understanding gained through life experience. Knowledge is a word we all use it in everyday in our life, it can tacit or explicit and it is originating from thought, reflection, or experience that is expressed as information using systems of symbols. Sharing knowledge is an intentional process that not only bolsters an individual or enhances an archive of accessible knowledge for others but also a deliberate exchange of information that fosters organizational growth.

Knowledge sharing has played a significant role in the transfer of knowledge from tacit knowledge to explicit to organization knowledge, which in turn has reduced knowledge imbalance and has led to the effectiveness of organizations. Many researches emphasized on the importance of knowledge sharing as a medium for enhancing what individuals know and how that can affect the overall organizational performance. Thus, lecturers play a key role in producing and reusing their knowledge and intellectual property through research and teaching (Kim and Ju, 2008). However, in this age of knowledge-based economy, lecturers are expected to know the importance and how to share knowledge among themselves in carrying out all academic activities such teaching and research.

Statement of the Problem

Nigerian Law School as vocational institution that's serve as a training institution for lawyers generate but tacit and explicit knowledge, but despite the importance of knowledge sharing in an academic activities the preliminary investigation that was carried out in the three campuses, shows that many lectures has knowledge hording attitude, busy with legal practice or managing of their personal legal firm due to the nature of their profession which is mostly concerns with legal practice, no adequate awareness on the benefit of knowledge sharing for academic activities. It appears that law lecturers in Nigerian law spend most of their time in legal practice especially when students are not in session, this may lead to poor research and academic activities. However, they encounter numerous challenges such as: lack of time to share their knowledge, guided policy, lack of trust and well-defined platforms for knowledge sharing.

In other to solve these problems a study of this nature become necessary in order to provide insight into the application and practice of knowledge sharing among lecturers for academic activities in Nigerian Law School campuses in Northern Nigeria.

Objectives of the Study

The specific objectives of this study are:

1. To investigate strategies of knowledge sharing adopted among lecturers for academic activities in Law School campuses in Northern Nigeria.
2. To find out what motivates lecturers to share knowledge among themselves.
3. To find out the extent of satisfaction with knowledge sharing practices among lecturer
4. To find out the inhibitors of knowledge sharing among lecturers for academic activities

Review of Related Literature

In the strict sense, knowledge cannot be shared. In other words, it cannot be freely distributed, unlike goods, it is a cognitive product which cannot be easily exchanged, and sharing knowledge is assumed to be at least a relationship between the two parties.

Types of Knowledge Shared

Tacit knowledge: 'Tacit' means 'hidden', tacit knowledge is knowledge hidden from the consciousness of the knower. Nonaka & Takeuchi (1995) described tacit knowledge as something not easily visible and expressible. Tacit knowledge is highly personal and hard to formalize. Tacit knowledge resides in human brain and cannot be easily captured or codified. Tacit knowledge expresses itself in human actions in form of evaluations, attitudes, points of view, competences, experiences and skills stored so deep in the worldview of an individual that it is often taken for granted (Koskinen, Pihlanto, &Vanharanta, 2003).

Explicit knowledge: According to Nonaka & Takeuchi (1995) explicit knowledge is formal "codified" knowledge conveyed from one person to another in systematic ways. Explicit knowledge is that knowledge that can be articulated in formal language and easily transmitted amongst individual (Koskinen, et al., 2003). Explicit knowledge implies factual statements about such matters as material properties, technical information and tool characteristics (Koskinen et al, 2003). Thus, explicit knowledge can be compressed into a few summary symbols that can be encoded by language in written words or machine.

Knowledge Sharing Strategies in Organizations (KSS)

According to Lerro and Schiuma (2013) knowledge sharing strategies are no longer an option in the universities but must be implemented and practiced because the universities are aware that the knowledge is value-addition and is linked to the development and competence of an organization. (Kukko, 2013) conducted a study on knowledge-sharing barriers in organic growth. The findings showed that all academics have a positive attitude toward knowledge-sharing. The findings also showed that that active commitment, trust, subjective norms, attitudes, and perceived behavioral control have a significant impact on predicting the intention to share knowledge among academics. Also, Miaga (2017) study on knowledge sharing among academics in Tanzania indicated that, organizations promote the culture of knowledge sharing through different ways such as workshops 108 (41.5%), research 100 (38.5%), seminars 86 (33.1%), publications 77 (29.6%), presentations 73 (28.1%), meetings 44 (16.9%), public lectures 35 (13.5%), forums 34 (13.1%) and conferences 33 (12.7%). The other ways organization promote knowledge sharing include institutional repositories 30 (11.5%), training 27 (10.4%) and colloquia 14 (5.4%). The results suggest that workshops, research, seminars and publications were the most widely used means by the academics to share knowledge. Similarly, a study was conducted in Bahrain organizations to investigate the role of certain factors of organisational culture in determining the success of knowledge sharing by Al-Alawi, Al- Marzooqi& Mohammed (2007) and found that people share knowledge through collaboration (66.2%), training (49.8%), communication networks (44.3%), chatting during break time (38.8%), brain storming (36.3%), workshops (34.8%), seminars (25.4%) and conferences (21.9). Almost 66% indicated that collaboration used to enhance knowledge sharing followed by training by 49%.

Abbas (2017) study on patterns and trends of sharing and disseminating knowledge among academics in Nigerian universities reported that academic staff in Nigerian universities share knowledge through workshops seminars and conferences, membership of professional associations/societies and readiness to share knowledge and other resources with colleagues. The study findings should serve as a motivation for serves as universities and their lecturers in Nigeria to re-evaluate and re-strategies the present scenario, particularly regarding use of modern technologies to increase awareness, communication and networking for improved research and teaching

activities, since knowledge sharing is a critical factor in the survival of educational institutions across the globe.

Methodology

Methodological approach adopted for the study was qualitative research approach. The approach focuses on the social and cultural construction of meaning. Hence, narrative design to investigate the status of knowledge sharing for academic activities in three Law School campuses in Northern Nigeria. The population of the study is the 48 lecturers in the three campuses, adopted purposive sampling because it is capable of generating wide range of responses (particularly useful in qualitative research). The sample size for the study comprises of 6 lecturers because of the vocational nature academic activities in institution from the three Law School campuses under study.

Table 1: Sample size for the study

Law School Campuses	**Sample Size**
Abuja	2
Kano	2
Yola	2
Total	**6**

Source: Field Survey, 2020

The instrument for data collection in this research was interview. Researcher used interview as instrument for data collection because it allows participant to participate freely an express his/her opinion on the questions been asked during the data collection. Face to face interview was used to collect data because the researcher could clarify questions and probe when need arose.

In this study, thematic qualitative analysis approach was used for analyzing the collected data in line with the research questions. This method emphasizes organization and description of the data set. The data was organized and presented according to the research questions with a view to align the data with the relevant issues that underpin the study.

Data Analysis

Background Information of the Participants

This section is design to present the bio data of the participants. It represents the demographic information obtained from the lecturers.

Table 2: The Demographic Information

Gender	**Frequency**	**Percentage**
Male	5	83.3
Female	1	16.7
Total	**6**	**100**

Academic qualification	**Frequency**	**Percentage**
LLB, BL, LLM	5	83.3
Doctorate Degree	1	16.7
Total	**6**	**100**

AGE	Frequency	Percentage
25- 35	1	16.7
36-45	4	66.6
46-55	1	16.7
Total	**6**	**100**

Working Experience	Frequency	Percentage
5- 10	1	16.7
10-15	4	66.6
15-20	1	16.7
Total	**6**	**100**

Majority of the participants have LLB, BL, and LLM which represents 5(83.3%) as their highest qualification while 1(16.7%) of the participants hold a PhD. The age of the participants shows that majority of the them ranged from the early 35-45 years 4(66.7%); while 25-35 age range represents 1(16.7%) and 45-55 age range represents 1(16.7%) respectively concerning the years of working experience of the participants, the findings indicated that majority 4(66.67%) of the participants have between 10-15 years of lecturing. This is followed by 1(16.67%) of the respondents who are between 5-10 and 15-20 years of lecturing.

Table 3 Information about Participants of the Study

S/N	Name of the Campus	Year of est.	Rank/ Designation of Participants	Code	Date and time of interview
1	Abuja	1997	Head of Civil /Litigation Senior Lecturer	P1	10:30AM-10:56 AM 10-11-2020
2	Abuja	1997	Head of Property Law/ Deputy Director Academic	P2	2:00PM-2:25PM 10-11-2020
3	Yola	2009	Head of Criminal litigation of Academic /Director Academic	P3	10:05AM-11:25PM 6-4-2020
4	Yola	2009	Head of Professional Ethics Skills Sr. Lecturer	P4	2:00PM-2:27PM 7-4-2020
5	Kano	2001	Head of Cooperate law practice/ senior lecturer	P5	9:40AM-10:05PM 6-11-2020
6	Kano	2001	Head of property law practice / Director of Academic	P6	2:00PM-2:29 PM 6-11-2020

Table 3 shows a high level of participation comprising all the sampled interviewees from the Nigerian law school campuses in northern Nigeria. The Table above also shows the code given to each of the participant as seen above for the analysis of responses of the participants in relation to the research questions. P1 and P2 is for Abuja Campus. P1 is the head of Criminal /Litigation/Senior Lecturers and P2 is head of Property Law Practice/ Deputy Director Academic. P3 and P4 is for Yola Campus, the head of Professional Ethics Skills and Senior Lecturers. P3 who is only female with a PhD, is the head of Criminal litigation of Academic /Director Academic. P5 and P6 are for Kano campus, P5 is Head of Cooperate law practice/ senior lecturer while P6 is the head of property law practice and Director of Academic. The above show that the participants interviewed are truly experienced and had contributed their experiences being the data used to treat the objectives of the study. This is in line with the prediction made by Bryman and Bell (2003) that narrative-based design is good for qualitative research because it allows participants to express themselves through their own stories.

Knowledge sharing strategies adopted among lecturers for academic activities

Knowledge sharing strategies adopted among lecturers as revealed in the literature covers a wide range of scholarly content. The study seeks to identify knowledge sharing strategies adopted among lecturers of law school Campuses in Northern Nigeria. The responses are summarized in the table 4 below:

Strategies	Abuja campus	Kano campus	Yola campus
Conference	✓	✓	✓
Seminar	✓	✓	✓
Law dinner	✓	✓	✓
Nigerian Bar Association (NBA)	✓	✓	✓
Academic retreat	✓	✓	✓
National Association of law teachers (NALT) conference	✓	✓	✓
Pre-class meeting	✓	✓	✓
Departmental meeting	✓	✓	✓
Social media	✓	✓	✓
Books and journals	✓	✓	✓
Moot court trial	✓	✓	✓

Table 4: Knowledge sharing strategies adopted
(Interview Response November, 2020)

According to the Social Capital Theory (SCT) assets the relationship and relevance of individuals in information and knowledge sharing (Adler and Kwon 2002). While the Knowledge creation theory by (Nonaka and Takeuchi, 1995) asserts that strategies such as a performance evaluation, mentorship programmes, staff development, job rotation and enabling IT infrastructure help in retaining existing knowledge in an institution. The above table shows that knowledge sharing is done using different strategies in the Nigerian law school campuses under study; conference, books, journal, seminars, academic retreat, National association of law teacher, law dinner, and Nigerian Bar association. The interviewee had a harmonious response. This is confirmed from their explanation; *"hmm, we use conference, books, departmental meeting, pre-class meetings, journals, social media, academic retreat, moot court trial, seminars and academic retreat as our major strategies for sharing knowledge among lecturers. National association of law teachers', Nigerian Bar association and law dinner are also strategies we share knowledge" (P1, P2, P3, P4, P5 and P6).* Further, a participants stated; "the *strategies are many but the common ones to me, are books, journals and national association of law teachers. Please, don't misunderstand me, am not saying these are the only strategies we use but to me these are the common ones" (P2).* To Storey (2010), strategies of knowledge sharing help establish the objective as well as the mission of institution and allow it to determine how to implement and achieve the established goals. Knowledge sharing strategies are of two types, codification and personalization. The codification strategy of knowledge sharing focuses on the use of computers and other devices, while the personalization strategy has its focus on the use of personnel and human resource. Institution can conveniently manage their knowledge through codification and personalization because both these strategies have a profound support and influence on the institution development. It is essential for Nigerian Law School administration to develop enabling strategies on knowledge sharing that create awareness and motivate staff to participate in knowledge sharing practices.

Table 5: Knowledge sharing platforms for academic activities among lecturers

Strategies	Abuja campus	Kano campus	Yola campus
Face to face	✓	✓	✓
Departmental meeting	✓	✓	✓
Law dinner	✓	✓	✓
Pre-class meeting	✓	✓	✓
Academic retreat	✓	✓	✓
National Association of law teachers (NALT) conference	✓	✓	✓
Social media	✓	✓	✓
Moot court trial	✓	✓	✓
Books and journals	✓	✓	✓

(Interview Response November, 2020)

The research question seeks to identify knowledge sharing platforms for academic activities among lecturers of law school Campuses in Northern Nigeria. The above table shows that knowledge sharing is done using different platforms in the law schools under study; social media, books, journals, moot court trial, academic retreat and workshops. The participants stated that; "*yes, we use books, face to face, social media in our campus here as platforms for knowledge sharing for academic activities among lectures*" *(P1&P2).* Thus, today, that the role of Web 2.0 in knowledge sharing is not only to provide an excellent sharing platform but to assist in the building of social capital which in turn fuels more knowledge sharing. Many successful projects have been reported that emphasize how the use of Web 2.0 has unlocked new pathways for knowledge sharing globally. Participants at Kano revealed that: "*yes, we have many platforms for knowledge sharing among us lecturers, among them are the social media, moot court trial and National Association of law teachers (NALT)"(P5&P6).* As observed by Debowski (2006), intranets provide the technological platform for recording organisational knowledge. It is integral to an organization as it enhances an organizations' knowledge sharing activities, supports the distribution, connectivity and publishing of information.

Responding to the question on platforms, "*in our campus, we use social media, books, journals, moot court trial, academic retreat, law dinner, departmental meeting, and pre-class meeting as the platforms for knowledge sharing for academic activities" (P3 and P4).* From the comments, it is obvious that the platforms for knowledge sharing among lecturers are important and they do not hesitate in using the platforms to share knowledge for academic activities. The findings agreed with that of Vyas and Trivedi (2014) that the use of social media enhances knowledge sharing for professionals' activities. Similarly, Olatokun, and Elueze, (2012) investigated lawyers' attitude towards knowledge sharing in Nigeria. The findings indicated that records of court proceedings (66.7%), judicial authorities (68.5%), statutory authorities (67.4%), case law (65.6%), law reports (65.8%), citations (51.3%), legal trends (46.9%), and expertise based on formal education and training (48.0%), while legislative developments in law and practice notes were shared occasionally at (44.7%) and (42.1%) respectively were used as platforms for knowledge sharing.

Level of satisfaction with regard to Knowledge sharing strategies adopted by the lecturers

The research question seeks to identify level of satisfaction with regard to Knowledge sharing strategies adopted in campuses for academic activities among lecturers of law school Campuses in Northern Nigeria. On the level of satisfaction with regard to knowledge sharing strategies adopted in campuses for academic activities, the interviewees (P1, P2P3, and P4) commented that "*they are moderately satisfied with the knowledge sharing strategies".* P4 went ahead to explain that "*yeah, those strategies are good but, in this life, nothing is one hundred percent good. So, in as much as we use the strategies for knowledge sharing but not fully satisfied with some of the strategies" (P4).* A participant elaborated further*; "normally, the satisfaction is there, but to a level. So am not saying we are not totally unsatisfied with the strategies. Don't get me wrong" (P1).* Contrary to the response of the above interviewees, the participants in Kano state that; "*we in our campus, we are very satisfied with the knowledge sharing strategies adopted in our campus for academic activities. As a matter of fact, we enjoy the strategies and we look forward to incorporating new strategies as the case maybe.*" *(P5 and P6).*

This finding showed that the lecturers in Nigerian law school use different strategies for sharing knowledge among themselves for academic activities in law school, such as pre-class meeting, departmental meeting, law dinner, social media, academic retreat, conferences, journals, books, National Association of law teachers (NALT) conference, and Nigerian Bar Association (NBA). This is in line with Storey (2010), statement, who stated that strategies of knowledge sharing help establish the objective as well as the mission of organizations and allow it to determine how to implement and achieve the established goals. The findings suit with that of Miaga (2017) who stated that knowledge sharing strategies in academic was done through seminars 86(33.1%), meetings 44(16.9%) and conferences 33(12.7%). Similarly, the findings also collaborated that of Al-Alawi, Al-Marzooqi and Mohammed (2007) who stated that academics use seminars (25.4%), and conference (21.9%) as strategies for sharing knowledge. Further, the findings of Abbas (2017) are in line with the findings of this study who stated that academic staff in Nigerian universities use seminars, conferences and membership of professional association as strategies for sharing knowledge. On the level of satisfaction with the strategies, the findings also revealed that some of the lecturers in Nigerian law school were satisfied with the strategies they used in sharing knowledge among themselves.

The research explore the ICT facilities use for knowledge sharing by the lecturers, the findings revealed the following as the ICT facilities use for sharing of knowledge that: WhatsApp, email, Zoom, Google class, webinar, instant messaging, mobile phone, Facebook, and twitter. Therefore, the researcher recommends that the lecturers should use of proper repository or the repository model of knowledge management system KMS which is related to database management and organization memory. It can be used to capture knowledge, categories, search, subscribe relevant content or information and present it in more meaningful formats across multiple contexts of use.IT can be used to convert tacit knowledge into an explicit form.

Conclusion

The aim of this study was to discover the strategies use for knowledge sharing among lecturers for academic activities in Nigerian law school campuses in northern Nigeria. This study established various strategies for knowledge sharing used academic activities in Nigeria Law School; and identified the inhibiting factors that

hindered these practices. The lecturers face individual, institutional and technological inhibiting factors that affected their current knowledge sharing strategies adopted for academic activities in Nigerian law school campuses in Northern Nigeria.

Recommendations

Therefore, the lecturer's in Nigerian Law School campuses in Northern Nigeria need adopt various changes on how to conduct their academic activities such as use of information communication technologies (ICT) as a strategies knowledge sharing, motivation from the management to encourage knowledge sharing and lecturers need to use of proper repository or the repository model of knowledge management system KMS which is related to database management and organization memory, these can be used to capture knowledge, categories, search, subscribe relevant content or information and present it in more meaningful formats across multiple contexts it can be used to convert tacit knowledge into an explicit form.

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