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PREDICTORS OF KNOWLEDGE SHARING FOR ACADEMIC ACTIVITIES AMONG LECTURERS OF COLLEGE OF HEALTH SCIENCES BAYERO UNIVERSITY, KANO

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Abstract
This paper examines the predictors of knowledge sharing for academic activities among lecturers in college of health sciences Bayero University Kano. Methodologically, the study adopted a quantitative research method as considered suitable for the study looking at the area of coverage and the study population were 348 lecturers. For the purpose of this study, cross-sectional survey design is used, using a questionnaire which is the major instrument in the collection of data in the study. The finding revealed that tacit and explicit knowledge are both shared and also the findings revealed that personal interaction, organizational culture and Technological factor among others were the predictors of knowledge sharing in college under study. The researcher recommended that the lecturers should use best-practices to have a reward mechanism, good leadership, trust, and corporate culture that promote knowledge sharing; also, the researcher finally recommends that they should be high levels of performance-based pay system and rewards which will motivate employee knowledge sharing behaviour in the College.

Keywords: Knowledge sharing, Knowledge sharing strategies, lecturers, College of Health Sciences Bayero University, Kano.

Introduction

The modern world economy is increasingly becoming knowledge and information based, knowledge will inevitably serve as the driving force for enhanced productivity, economic growth and performance. Knowledge has become an indispensable and most desirable element of world economies and a fundamental component for the promotion and improvement of academic activities in institutions of higher learning like universities, thus, this makes lecturers more active in carrying out academic activities.

The concept of knowledge sharing has of recent received attention from various angles, both in academics and in the business world. This is due to the fact that it is a way through which knowledge is spread and of course new knowledge is created. Neiva, (2017) explained the concept of innovative behavior as follows: "innovative behavior is defined by individuals to generate creative ideas, promote ideas for others, develop plans for implementing these new ideas, and uncovered new technologies, processes, techniques, or ideas about a product". However, Nonaka and Takeuchi's (1995) definition of knowledge is far broader in scope and is stated as "a dynamic human process of justifying personal belief toward the truth". Knowledge is a cognitive state of mind, achieved with the coupling of understanding and cognition. It has often been referred to as codified and documented knowledge like patents, databases, manuals, reports, procedures and white papers.

Statement of the Problem

Academic performance in the College of Health Sciences partly depends on knowledge sharing activity that took place in the environment, therefore, knowledge sharing makes people in organization more innovative and creative in their activities. Despite the significance of knowledge sharing for academic activities, observations have shown that institutions of higher learning and the college of health sciences inclusively could be hampered due to lack of proper culture, proper awareness of knowledge sharing and how it is beneficial to academic activities. The above observations of the researcher is supported by Yang (2013) who stated that despite the growing significance of knowledge sharing practices for Universities' competitiveness, several barriers make it difficult for knowledge sharing to achieve the goals and deliver a positive result.

Objectives of the Study

The main objective of this study is to examine the predictors of knowledge sharing for academic activities among lecturers in the college of health sciences are as follows.

1. To identify the types of knowledge shared by lecturers in the college.
2. To identify the factors that facilitate knowledge sharing among lecturers in the college under study.

Research Questions

1. What type of knowledge is shared among lecturers in College of Health Sciences Bayero University Kano?
2. What are the factors facilitating knowledge sharing practice among lecturers towards academic activities in the College?

Review of Related Literature

Types of Knowledge Shared

As the world moves towards a "knowledge-based economy", knowledge is being considered as the main driver of this new economy. Some studies have pointed out that success of economies in the future is going to be based on how companies, or organisations, acquire, use and leverage knowledge effectively. Conceptually, there are two types of knowledge thus; explicit and tacit (Nonaka and Takeuchi, 1995).

Tacit knowledge

Tacit knowledge are unspoken knowledge used to make judgments, decisions or interpretations, is difficult to document because, for example, we may not readily recognize it as knowledge or the concept that we would like to document is difficult to describe. For instance, a book of Human Physiology is explicit knowledge, but it takes tacit knowledge to interpret the Nature and Human System.

Explicit Knowledge

Explicit knowledge is knowledge that can be captured and written down in documents or databases. Examples of explicit knowledge include instruction manuals, written procedures, best practices, lessons learned and research findings. Explicit knowledge can be categorized as either structured or unstructured. Documents, databases and spreadsheets are examples of structured knowledge, while e-mails, images, training courses, and audio and video selections are examples of unstructured knowledge.

Predictors of Knowledge Sharing in Institutions of Higher Learning

The factors facilitating knowledge sharing can be categorized under one of the following factors: technological, individual, structural, cultural and organizational factors These enablers include factors such as organizational culture, organizational climate, information technology, organizational structure, managerial support, reward system, organizational learning communities, human resource management, evaluation systems and leadership and strategy.

Knowledge is not a tangible product which can be easily transferred from knowledge owners to knowledge seekers (Lin, Wu, and Lu, 2012). Knowledge sharing is also an important factor that predicts the success of organizational knowledge management system. Most of the studies conducted on knowledge sharing uses quantitative research method which is not appropriate to understand the complex phenomena of knowledge sharing.

The existing literature showed that organizational, individual and technology considered as the factors facilitating knowledge sharing. Organizational factor includes; organization culture, organization structure, communication, management support, strategic planning and reward systems. Individual factor consists of trust, awareness and openness. Technology factor includes ICT and related activities.

Openness: Openness of communication in organizations helps in improving organizational culture by eliminating bureaucracy and secrecy that hinder knowledge sharing. Individuals with high levels of openness are willing to consider new ideas and unconventional values, and they experience both positive and negative emotions more intensely than individuals who score low on openness.

Trust: Trust is defined as "as an expectancy held by an individual or group that the word, promise, verbal, or written statement of another individual or group can be relied on" (Fathi, Eze and Goh, 2011) have asserted that trust is a key ingredient for the success of knowledge sharing, it has strong influence on the individual to share knowledge, and it improves the creation of a good working environment.

Reward system: Individual contribute to knowledge sharing when they perceive that it will enhance their professional reputations. Therefore, to share knowledge individuals need awareness, trust, enjoyment, pleasure of sharing, self-efficacy, willingness to share and job satisfaction. Hung, Durcikova, Lai and Lin, 2011).

Management support: In the academic environment, competitive advantage requires academics to share knowledge with others regardless of their level of education and status. Delbridge (2012) talk about the key roles of leadership in knowledge sharing as, to contribute to employees' learning from their personal experience; to convince employees to transfer their knowledge to generate new knowledge and to influence decision-making process based on valuable knowledge shared among academics.

Communication: Communication can be oral or written. Human beings communicate through interaction, conversation and the use of body language. Oral and written communications are ideal for exchange of messages and consequently universities should establish a plan to educate academics to use both ways of communication for knowledge sharing.

Organizational culture

Culture is widely understood as a set of shared values, beliefs, customs, practices, principles and routines that underpin the behavior of an organization and its members, usually cultivated steadily over a long period. According to Fink and Gururaja (2010) suggest that universities have to maintain a knowledge-based culture or they will not be able to prosper in today's competitive educational marketplace. Besides, good

academic performance in educational institutions is predicated on knowledge sharing among faculty in order to exploit knowledge-based resources (Wang and Noe, 2010).

Technology factors: Technology consists of infrastructure of tools, systems, platforms and automated solutions that improve the development, application and distribution of knowledge. Modern technology is usually said to be a good way of creating, organizing and making effective knowledge sharing. According to Chong, Teh and Tan (2014) the use of Information Technology (IT) has helped academics to communicate, obtain and reuse the knowledge created in learning, teaching, and research which in turn creates new knowledge.

Methodology

The study adopted quantitative research methodology using cross sectional survey research design. The population of the study comprises of 348 respondents using Kcrejey and Morgan table (1970), the sample size of 181lecturers from the college was determined using stratified random sampling technique. A self-developed questionnaire was used as an instrument for data collection from which 146 where duly completed and returned. The data collected was analyze descriptively using frequency count and percentage table.

Result and Findings

Types of knowledge shared in the college

Respondents were asked the types of Knowledge Shared in the college of health sciences and their responses are presented below:

Table 1 Types of knowledge shared among lecturers in college of health sciences

Tacit Knowledge	**Yes**		**No**	
	Frequency	Percentage	Frequency	Percentage
Knowledge on how to use application software to compile results	77	(52.7%)	69	(47.3%)
New trends on teaching methodologies	79	(54.1%)	67	(45.9%)
New discoveries in the world of science	99	(67.8%)	47	(32.2%)
Experience on Seminar/ conference	94	(64.4%)	52	(35.6%)
Know how on professional publications	95	(65.1%)	51	(34.9%)
Knowledge on experiences of surgical procedure	50	(34.2%)	96	(65.8%)
Experience on disease control	65	(44.5%)	81	(55.5%)
Knowledge experience on abnormalities on O. and G. related cases	18	(12.3%)	128	(87.7%)
Knowledge pertaining deformity in anatomy and physiology	45	(30.8%)	101	(69.2%)
Knowledge on Nursing Practice	18	(12.3%)	128	(87.7%)

Knowledge on dietary and malnutrition	59	(40.4%)	87	(59.6%)
Knowledge on ophthalmology	27	(18.5%)	119	(81.5%)
Knowledge on health promotion	66	(45.2%)	80	(54.8%)
Others (Please Specify)	12	(8.2%)	134	(91.8%)
Explicit knowledge				
Manual for operating machines, equipment and facilities for healthcare delivery	58	(39.7%)	88	(60.3%)
Medical Publications	106	(72.6%)	40	(27.4%)
Technical Report	61	(41.8%)	85	(58.2%)
Circular letters	47	(32.2%)	99	(67.8%)
Books and Bulletins	73	(50.0%)	73	(50.0%)
Innovations on Knowledge Sharing Strategies	63	(43.2%)	83	(56.8%)
Others (Please Specify)	18	(12.3%)	128	(87.7%)

Specific knowledge	**Yes**		**No**	
	Frequency	Percentage	Frequency	Percentage
Knowledge on maxillofacial Surgery	37	(25.3%)	109	(74.7%)
Knowledge on Surgery	50	(34.2%)	96	(65.8%)
Knowledge about Human Anatomy	41	(28.1%)	105	(71.9%)
Knowledge on Ear, Nose and Throats	30	(20.5%)	116	(79.5%)
Knowledge on Radiography	31	(21.1%)	115	(78.8%)
Knowledge about Human Physiology	47	(32.2%)	99	(67.8%)
Knowledge about Physical Resuscitation	29	(19.9%)	117	(80.1%)
Knowledge about Laboratory practices	59	(40.4%)	87	(59.6%)
Knowledge on application and web design software	26	(17.8%)	120	(82.2%)
Knowledge on nutrition and dietetics	56	(38.4%)	90	(61.6%)
Knowledge on Social Media Application and Utilization	41	(28.1%)	105	(71.9%)
Others (Please Specify)	27	(18.5%)	119	(81.5%)

The result in table 1 indicates that majority of the respondents, 77(52.7%), 79(54.1%), 99(67.8%), 94(64.4%), 95(65.1%), 50(34.2%), 65(44.5%), 18(12.3%), 45(30.8%), 59(40.4%), 27(18.5%), 66(45.2%), and 12(8.2%). represent tacit knowledge available in the college of health sciences, however, the lecturers are of the opinion that knowledge is shared in the College, through the above statements, while 58(39.7%), 106 (72.6%), 61(41.8%), 47 (32.2%,)73(50.0%), 63(43.2%) and 18(12.3%) represent explicit knowledge available in the college, Therefore the finding shows that majority of the lecturers in college of health sciences were found Sharing

knowledge through the above statements. The findings of the Study also revealed that both tacit and explicit knowledge are shared extensively by the lecturers in college of health sciences BUK. This is a clear indication that the college is places were knowledge is extensively circulated.

The specific types of knowledge shared in the college as the result indicates shows that majority of the respondents, 59(40.4%) strongly agreed to the fact that knowledge about Laboratory practices is shared, followed by 56(38.4%) of the respondents agreed that knowledge on nutrition and dietetics is shared, followed by 50(34.2%) of the respondents agreed that knowledge on Surgery is shared, followed by 47(32.2%) of the respondents agreed that knowledge about Human Anatomy is shared, followed by 41(%) of the respondents agreed that knowledge on Social media application and Utilization is also share followed by, 37(25.3%), 31(21.1%), 30(20.5%), 29(19.9%), 27(18,5%), 26(17,8%) and 18(12.3%) respondents who also agreed that knowledge on Nursing Practice was shared in their respective faculties in college of health sciences for academic activities, This finding indicates that the majority of lecturers in College of Health Science BUK, share knowledge in their faculties, this shows that lecturers share knowledge with their colleagues effectively for proper academic activity. In view of the aforesaid, knowledge tremendously plays a significant role in the up thrust of academic setup.

Factors Facilitating Knowledge Sharing among Lectures in the College

Respondents were asked to indicate from the following factors facilitating knowledge sharing among lectures in the college. Their responses are presented below:

Table 3 Factors Facilitating Knowledge Sharing Among Lecturers in College of Health Sciences

Statement	**Yes**		**No**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Management support	122	(83.6%)	24	(16.4%)
Motivation e.g., Sponsorship for conferences or workshops.	137	(93.8%)	9	(6.2%)
Information technology	134	(91.8%)	12	(8.2%)
Personal development	105	(71.9%)	41	(28.1%)
Individual attitudes towards knowledge sharing	93	(63.7%)	53	(36.3%)
University policy on knowledge sharing	102	(69.9%)	44	(30.1%)
Incentives	104	(71.2%)	42	(28.8%)
Trust among lecturers in the college	130	(89.0%)	16	(11.0%)
Personal interactions with colleagues	125	(85.6%)	21	(14.4%)
Rewards	83	(56.8%)	63	(43.2%)

Table 3 depicts the factors facilitating knowledge sharing among lecturers in college of health sciences. The responses were as follows: Motivation, e.g. sponsorship, for conferences and workshops 137(93.8%) followed by Information technology 134(91.8%) followed by Trust among lecturers in the college 130(89.0%) followed by Personal interaction with colleagues 125(85.6%) followed by

Management support 122(83.6%) followed by personal development 105(71.9%) followed by Incentives 104(71.2%) followed by University policy on knowledge sharing 102(69.9.7%), followed by Individual attitudes towards knowledge sharing 93(63.7%) while Rewards 83(56.8%) of the respondents said the above statement. An overall assessment revealed that majority of the lectures believed that Motivation, eg sponsorship, for conferences and workshops is the most important factor that facilitates knowledge sharing among lecturers in the college.

Discussion of Findings

Factors Facilitating Knowledge sharing in the College

The findings sought to address the factors facilitating knowledge sharing to enhance academic activities in college of health sciences, BUK. The findings of the Study also revealed that both tacit and explicit knowledge are shared extensively by the lecturers in college of health sciences BUK. This is a clear indication that the college is places were knowledge is extensively circulated. This is in line with Abbas (2015) that knowledge sharing is a partial norm in the institutes, which indicates that, knowledge sharing enhances productivity and effective performance in moderation among employees in organizations.

This finding indicates that the majority of lecturers in College of Health Science BUK, share knowledge in their faculties, this shows that lecturers share knowledge with their colleagues effectively for proper academic activity. In view of the aforesaid, knowledge tremendously plays a significant role in the up thrust of academic setup. The findings of this study corroborate with the submission of Sandhu, Jain and Ahamad (2011) noted that knowledge sharing among employees in public sector is work related. An overall assessment revealed that majority of the lectures believed that Motivation, e.g. sponsorship, for conferences and workshops is the most important factor that facilitates knowledge sharing among lecturers in the college.

In this regard, technology is needed because it motivates and encourages individuals to participate in knowledge sharing as it facilitates creation, storage, dissemination and sharing of the knowledge (Alotaibi *et al*., 2014). Nevertheless, management has the capacity to influence staff by guiding and creating an atmosphere which encourages knowledge sharing, if only there are strategies such as performance management system in place.

Conclusion

This study was conducted with the aim to discover the predictors of knowledge sharing for academic activities among lectures in the college and to establish how these predictors could enhance in order to provide effective academic activities to the lecturers in their respective faculties. The findings reveal that both tacit and explicit knowledge in the college were in moderation and on specific knowledge it shows that the lecturers in the college share knowledge extensively with their fellow colleagues. The management support was hampered as a result of improper motivation and nominations for conferences and workshops to mention a few.

Recommendations

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

1. The lecturers need to develop a positive attitude and knowledge sharing culture with lecturers and inculcating rewards/incentives as it affects knowledge sharing experience among lecturers.

2. It emerged that there is a need to obtain insight into the negative factors that cause deficiencies in the factors facilitating knowledge sharing and to come up with remedies for these challenges in order to promote the effective use of the predictors.
3. There is a need to use modern knowledge sharing technologies that facilitate a better and more effective knowledge sharing experience.
4. There should be an expert in the field of knowledge management to elaborate on the principles and practices of knowledge sharing to the lecturers in the college.
5. The lecturers should use a best-practices to have a reward mechanism, good leadership, trust, and corporate culture that promotes knowledge sharing, also the researcher finally recommends that there should be high levels of performance-based pay system and rewards which will motivate employee knowledge sharing behaviour in the college.

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