

Knowledge Management Initiatives and Productivity among Adult Education Academic Staff of Tertiary Institutions in North-West Zone, Nigeria

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Abstract: *The study examine on Knowledge Management initiatives and Productivity among Adult Education Academic staff of Tertiary institutions in North-West Zone, Nigeria. The study has one research question and two objectives. What are the knowledge initiatives and productivity among adult education academic staff, to determine knowledge management initiatives and teaching productivity and to determine knowledge management initiatives and research and publication productivity of adult education academic staff of tertiary institutions in north-west zone, Nigeria. The study adopted descriptive survey research design. The population of the study was 195 adult education academic of tertiary institutions from the department or schools of adult education. The instrument used for the study was questionnaire. The data was analyzed using frequency count and percentage for the research question. Pearson product moment correlation (PPMC) was also used to analyze the two hypotheses formulated for the study. The findings from the two hypotheses revealed that; knowledge management initiatives has significant relationships with teaching productivity and research and publication productivity of adult education academic staff of tertiary institutions in north-west zone, Nigeria. Based on the findings the study recommended that: Head of Department and managers of higher institutions should provide all required needs of academic staff and students to practice knowledge management and increase academic staff productivity.*

Key words: *knowledge management, initiatives, productivity tertiary institutions*

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I. Introduction

The place of education in the society, no doubt, is exceptional one, that development of individual socially, culturally, and politically is realized because it assist in community and country at large developed economically, scientifically and technologically. Therefore, it becomes paramount important with the need to develop fast and catch up with the knowledge explosion and development into a country's economy. More so, education has been accepted globally as an essential tool for achieving national growth and sustainable development. Tertiary education is the type of formal education given after the secondary level. The tertiary education system in Nigeria is made up of universities, polytechnics, monotechnics, colleges of Education and other Institutions that offer Correspondence Courses. The aims and objectives of each form of tertiary level of Education are well documented in the National Policy on Education (FGN 2017). Universities play a key role in nation building. They make significant contributions in molding the character of the youths to influence adult life and to equip the entire populace with capabilities required to achieve life goals. The primary functions of higher education is teaching and research which help in producing and widening the frontiers of knowledge and enables society to attain its social and academic goals.

Knowledge management provision of required resources for better productivity According to Sekar (2011) as cited in Wajinku (2016) knowledge management reflects relationship between work, the workplace and the tools of work where workplace becomes an integral part of work itself. Knowledge management functions put the intellectual capital at the center to maximize productivity by enhancing academic staff motivation, the infrastructure (facilities) and friendly environment. According to Kudyba (2003) productivity or efficiency has largely been attributed to technological capital within corporations but, in reality, he remarked that productivity comes from the strategic use of a combination of an organisation's entire resource base which includes capital, IT capital, and labour. Thus, Knowledge management involves the incorporation of management policies including strategic decision making, technological implementations and firm level cultural issues with the intent to identify, develop, communicate and utilize the skills and talents of the employee base within the firm.

However, to ensure quality and productivity at higher institutions of learning or at the international educational organization knowledge management initiatives have gained grounds. The idea of knowledge management by Sonha, Arora and Mishra (2012) has been well recognized in the business world but the literature regarding information management to support education learning is scarce. The adoption of knowledge management techniques in Higher Education has proved to educational administrators to look for information system to assist in creating effective learning environment, which in turn supports teaching and learning. The current complex knowledge society requires the institutions to be constantly evolving, innovating, investigating, analyzing, predicting and responding to opportunities and threats.

It is clearly shown from the above description that there is a paradigm shift from the higher education system of management for the competitive advantage. The knowledge has put the intellectuals at the center and the institutions to utilize their knowledge for the individual productivity and institutional productivity. According to FGN (2017) higher institutions of learning shall produce quality students, provide quality teaching and learning, research and development, high standard in the quality of facilities, services and resources, staff welfare development and provision of a more practical based curriculum relevant to the needs of the labor market and so on. Academic productivity in relation to the objective of higher education is therefore seen as the measure or the required output expected of an academic staff.

The teaching skills of academics staff can be measured based on the academics' abilities of understanding and transformation of knowledge concepts to be imparted to learners (Ganyaupfu, 2013). Teaching requires one to first be aware of the specific outcomes of the topic as well as the subject matter structures of the respective discipline (Shulman in Muzenda 2013). Consequently, understanding of rationale is a very significant component of lecturer productivity in higher institution of learning.

The academic staff teaching productivity considering knowledge management initiatives can be measured using the skills on how to conduct a team teaching, the skills of using PowerPoint to deliver a lecture either in large class or even in a very sizable portion of a class for easy understanding, the skills or the ability of academic staff to manage classroom effectively, the skills in choosing methods to deliver lectures, mastery of the subject matter, covering the course content with the stipulated time and the academic staff ability to involve students' in the cause of teaching and learning process for better productivity.

McCabe, McCabe and Linda (2000) noted that academic staff members in any higher institution, especially Universities, are provided the opportunity to focus on an area of inquiry, develop a research programme and later share the knowledge with students and others in the drive to develop professional skills and impact on a field and society, as a whole. Research provides a good platform for teaching faculty members to become successful academics. With the knowledge management initiatives in higher institution, research productivity can be measured when adult education academic staff has regular interactive session with their students' for quality research out-put, with KMI will improve the quality of researches and publications that are jointly written, KMI improve the skills of adult education academic staff on how to access research grants, KMI empowers adult education academic staff interaction techniques with postgraduate students' which will positively increase their productivity on publications out-put and encourage the academic staff group-based research out-put knowledge management techniques emphasizes. Again intellectual capital should share the knowledge they have and make it available in form of document, manuals, and in a repository system for easy accessibility by other individual within the organization.

II. Statement of the Problem

Knowledge has often been identified as an important instrument for sustaining higher institutions of learning as well as a prerequisite for their productivity and flexibility. For, instance higher institutions have mission to pursue and transfer new knowledge, to help manage and apply the international knowledge explosion set off by modern communications and information technology, and to educate and train to the highest level people who, to a large extent, provide the brain and backbone of industry and commerce, the professions, services organizations and political life in the country (Hamlyn 1993). In other words, tertiary institutions are production centre of knowledge for different manpower requirement within the country or the world at large. Therefore, for the higher institutions to work effectively, it requires a careful and systematic management of individual knowledge especially that of academic staff.

However, several studies proved that knowledge management initiatives have improved the performances of employed indifferent functions at different capacities. For instance, Majeed, Khalid & Khan (2013) conducted a research on the impact of knowledge management on organizational performance. The findings revealed that KM has positive impact on organizational performance. Equally, Jumare (2014) investigated application of knowledge management strategies on the management of universities in north-west geo-political zone. From the research experience the application of KM strategies have significant relationship on brainstorming, decision-making process and collaboration of physical workspace strategy on planning. Adult education academic staff in universities and tertiary institutions of North-West Zone, Nigeria has used different

knowledge management initiatives over the years through meetings, committees and discussions among others. The availability of those knowledge management initiatives in various universities and in higher institutions of learning particularly in North-West Zone, of Nigeria calls for a research to be conducted with a view to determine relationship with productivity of the academic staff. The knowledge management has been explored as having potentials to influence staff members' productivity. The problem of this study therefore, is to determine the relationship between Knowledge management initiatives and productivity among adult education academic staff in North-West Zone, Nigeria.

Objectives of the Study

- i. To examine Knowledge Management Initiatives as practiced by Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria
- ii. To determine the relationship between knowledge management initiatives and teaching productivity among Adult Education academic staff of tertiary institutions in North West Zone, Nigeria
- iii. To determine the relationship between knowledge management initiatives and research and publication productivity of Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria

Research Questions

- i. What are the Knowledge management initiatives practiced by Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria?

Hypotheses

- i. There is no significant relationship between knowledge management initiatives and teaching productivity of Adult Education academic staff of tertiary institutions in North-West Zone Nigeria
- ii. There is no significant relationship between knowledge management initiatives and research and publication productivity of Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria

III. Methodology

The study used descriptive survey research design which involves collection of factual information about given a population on knowledge management initiatives and productivity among adult education academic staff of tertiary institutions in North West Zone, Nigeria. The population of this study was made up of 195 adult education academic staff from eighteen (18) tertiary institutions that have department or school of adult education in North West Zone, Nigeria.

The sample size of for this study was purposive sampling procedure used to select all 195 as sample of the study. The sample was selected using the guidelines given by Research advisors Akuzuilo and Agu (2002) that in conducting research the researchers has to decide whether to study the entire population or to study only a certain portion of the population (sample) if the population of the study is not large. The instrument that used for this study was a questionnaire; it is self designed and is on knowledge management initiatives and productivity among adult education academic staff of tertiary institutions north-west zone, Nigeria. The instrument was validated by experts in the fields of: Adult Education, Test and Measurement, Educational Administration and Planning.

The reliability of the instrument was determined through the measure of equivalence. This was done by pilot testing the instrument in the process test-re-test techniques was used to determine reliability coefficient was realized e.g. knowledge management initiatives was realized and a reliability of 0.66 was realized, Teaching productivity was realized and a reliability of 0.52 was realized and research productivity was realized and a reliability of 0.66 was realized respectively. The data were analyzed using frequency count and percentage for one research question. Pearson Product Moment Correlation (PPMC) was also used in testing the two hypotheses for the study.

Research Question One: What is the knowledge management initiatives productivity among Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria?

Table 1: Knowledge Management Initiatives.

S/N	Item Statements	Percentage of Response				Mean	Sd
		SA	A	D	SD		
1.	Regular holding of Departmental Board meetings and attendance by staff	29(1.2%)	11(6.8%)	77(47.5%)	72(44.4%)	3.36	.664
2.	Regular attendance of Faculty/School Boards meetings by the academic staff	6(8.6%)	17(10.5%)	98(60.5%)	41(25.3%)	3.07	.710
3.	Collaboration among Departments and Faculties/Schools in institutions	14(8.6%)	21(13.0%)	67(41.4%)	60(37.0%)	3.07	.920

4.	Knowledge sharing forum through lectures, research findings and pre-conferences presentations in institutions	11(6.8%)	29(17.9%)	74(45.7%)	48(29.6%)	2.98	.867
5.	Adequacy of internet facilities in institutions	25(15.4%)	58(34.6%)	55(34.0%)	26(16.0%)	2.51	.941
6.	Presence of intranet facilities in Departments	43(26.5%)	55(34.0%)	36(22.2%)	28(17.3%)	2.30	1.046
7.	Frequent conference marking in Departments and Faculties/Schools	16(9.9%)	76(46.9%)	47(29.0%)	23(14.2%)	2.48	.858
8.	Induction training for new staff in Departments and Faculties/Schools	18(11.1%)	48(29.6%)	63(38.9%)	33(20.4%)	2.69	.922
9.	Pre-team teaching meetings of lecturers before attending classes	19(11.8%)	49(30.2%)	76(46.9%)	18(11.1%)	2.57	.840
10.	Lecturers receive written notice of Departmental, Faculty/School meetings	6(3.7%)	12(7.4%)	104(64.2%)	40(24.7%)	3.10	.680

From the table 1 above shown the knowledge management initiatives are positively related with adult education academic staff Productivity in tertiary institutions in north-west zone, Nigeria. Because majority of respondents 91.6% agreed that there was regular holding of Departmental Board meetings and that the staff attend regularly. Also, majority (84.3%) of the respondents indicated agreement that there is regular attendance of Faculty/School Boards meetings by the academic staff. Likewise, majority of the respondents (78.3%) indicated that there is collaboration among Departments and Faculties/Schools in the institutions. Furthermore, majority (73.5%) of the responses also indicated that there is knowledge sharing forum through lectures, research findings and pre-conferences presentations in the institutions. From the table, it can also be discerned that most of the respondents (50.6%) agreed that there is adequate internet facilities in the institutions, but disagreed (60.2%) that there is presence of intranet facilities in the Departments. The table also revealed a disagreement (57.8%) that there is always conference marking in Departments and Faculties/Schools. Furthermore, the table revealed that there is always induction training organized for newly appointed staff in the Departments and Faculties/Schools. Equally, from table 1 it was revealed that lecturers received written notice (88.0%) of Departmental and Faculty/School meetings to upgrade their skills and similarly receive the same notice through SMS (85.5%) to discuss issues on department.

Hypotheses Testing

H0₁: There is no significant relationship between Knowledge management initiatives and teaching productivity of Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria.

Table 2: Relationship knowledge Management Initiatives and Teaching Productivity

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
KMI	162	56.41	7.89	.678	.000	H ₀ Rejected
Teaching Productivity	162	26.42	4.84			

From the result of the analysis there is a positive and significant relationship between knowledge management initiatives and teaching productivity, $r(322) = .678, p = .000$. This indicates that there is significant relationship between knowledge management initiatives and teaching productivity because the p -value is less than the .05 level of significance.

Therefore, hypothesis one which states that there is no significant relationship between knowledge management initiatives and teaching productivity of Adult Education academic staff of tertiary institutions in North West Nigeria was not accepted.

H0₂: There is no significant relationship between knowledge management initiatives and research and publication productivity of Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria.

Table 3: Relationship knowledge Management Initiatives and Research and Publication Productivity

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
KMI	162	56.41	7.89	.607	.000	H ₀ Rejected
Research & Publication	162	30.07	4.47			

Result in table 3 shows that the relationship between knowledge management initiatives and research and publication productivity was positive and significant, $r(322) = .607, p = .000$. This indicates that there is significant relationship between knowledge management initiatives and research and publication productivity because the p -value is less than the .05 level of significance.

Therefore, hypothesis two which states that there is no significant relationship between knowledge management initiatives and research and publication productivity of Adult Education academic staff of tertiary institutions in North West Nigeria was not accepted.

IV. Discussion

The findings of research question revealed that knowledge management initiated and practiced by adult education academic staff are attending departmental, faculty and schools meetings regularly, collaboration among faculties/schools, knowledge forum sharing through lectures, research findings and pre-conference presentations, provision of functional internet facilities, induction training to newly staff in department and faculties or schools of adult education, pre-team teaching meetings of lecturers before attending classes. It was also found that lecturers received notice of departmental, faculty and school meetings, regular departmental, faculties/schools seminar meetings on upgrading adult education academic staff skills in teaching research and community services, interactive forum between students and staff, adequate/regular platform for human resource development. It was also found that adult education academic staff promotion was based on teaching, research and publication and community services, regular conference and workshop assistance, responsibilities are regularly routing among academic staff and decision marking on issues affecting staff and students in the department were jointly taken.

To support this opinion Patel and Harty (1998) and Kudyba (2013) opined that practicing knowledge management initiatives in Universities and institutions of higher learning are to turn information into actionable knowledge and made it available for productivity. The productivity of adult education academic staff has to do with the strategic use of organizational resources of tacit and explicit knowledge. Since the activities of higher institutions are knowledge generation and the production of intellectual capitals to help the nation's economy to grow.

Meanwhile, knowledge management initiatives in Universities and institutions of higher learning in North-West Zone, Nigeria was being initiated and practiced by adult education academic staff of both tacit knowledge which referred to as local, highly personal, difficult to extract from the owner and explicit knowledge which known as to be in manuals, in books or chapters and in repository system are all used in Universities and institutions of higher learning for adult education academic staff productivity.

The finding of hypothesis one revealed that there is significant relationship between knowledge management initiatives and teaching productivity of Adult Education academic staff of tertiary institutions in North-West Zone, Nigeria. It was found that adult education teaching productivity has to do with skills on conducting team teaching, adequate knowledge of using power point for accurate presentation and fact for subject matter, strategies on the management of classroom, appropriate knowledge on use of methods and pace of presentation to students. It was also revealed that, adult education academic staff in Universities and institutions of higher learning has mastery of the subject matters which improve their skills in lecture delivery, course content coverage within stipulated time, involving students in the course of teaching and learning, adequate knowledge in ICT and utilizations of internet facilities and utilization of library resources to form materials for course content. In this regard adult education academic in universities and institutions of higher learning were found productive in teaching of both using tacit and explicit knowledge.

The research conducted by Jain (2012) and Aderonke (2014) agreed with the findings of this study which found that, practice of knowledge management initiatives improve library staff services and productivity, enable library staff used the little at their disposal for productivity, ability to manage information explosion, take decision and established best practices and avoid duplication of efforts of library staff. It was also found that adult education academic staff provided with resource materials for conducting teaching activities and it is highly significant with their teaching productivity.

Jain and Aderonke further revealed that, there is significant relationship between physical resources and teaching productivity of academic staff in universities and institutions of higher learning. The result also revealed that, effective teaching and learning has to do with employing various methodologies in teaching and mastery of subject matters for productivity. To support this Adeboyeje in Aderonke (2014) believed that material resources are very important and indispensable in the educational process and therefore must be provided in adequate quantity and quality so as to enhance job and academic environment for better results in the educational system. Equally, school facilities are understood to be materials provided for staff and students to optimize their productivity in the teaching and learning process.

The finding from hypothesis two of this study revealed that there is significant relationship between knowledge management initiatives and research and publication productivity of Adult Education academic staff of tertiary institutions in North-West Zone Nigeria. This was established through regular interactive session with student for quality research out-come, researches conducted by adult education academic staff and publication facilitate quality journal publication, experience in researches and skills help adult education academic staff in accessing research grant, adult education academic staff knowledge and skills help them to present quality papers in workshops and seminars. The findings in the table also revealed that, knowledge of adult education academic staff in research procedures encourage to conduct group based-research for quality out-put, KMI provides adult education academic staff with environment and facilities for good research out-come, KMI empowered adult education academic staff with knowledge and techniques to interact with their postgraduate

student for research out-come, it was also found that the percentage at which adult education academic staff publication a cited determines their productivity in research, the conduct research by adult education academic staff serve as a platform of sharing knowledge and paper presentations by adult education academic staff increases their productivity in publications.

In support of this finding Martin and Marion (2005) opined that tertiary institutions served as a platform to enable academics to speak of their ideas and insights. Academics were motivated to share their knowledge and that conducive environment is created for tacit and explicit knowledge to be used perfectly. Nawaz & Gomes (2014) supported that the work with knowledge management within the institutions of higher learning is what brings about knowledge management activities, such as discovery or acquisition (research), dissemination or share (teaching), application of knowledge and their preservation (libraries, repositories). In this case, adult education academic staff research and publications productivity were positively related with knowledge management initiatives in universities and institutions of higher in North-West Zone, Nigeria.

V. Conclusion

The findings showed that the practice of knowledge management in tertiary institutions is of paramount importance. More especially knowledge management contributes significantly to adult education academic staff productivity in teaching, research and publication, administrative and community services Heads of Department contributed towards enhancing the provision of learning materials such as: white board maker, duster, projector etc.

In sum, formal organizations as institutions of higher learning are encouraged to embrace the practice of knowledge management to enhance both institutional and individual productivity.

VI. Recommendations

In respect of the findings of the study the following recommendations were made:

- i. Heads of Department and management of the institutions should create enabling environment for knowledge management and sharing among academic staff in the Department(s) of adult education.
- ii. The higher institutions should encourage Adult education academic staff to participate more in seminar attendance, workshops, seminars and conferences to and present papers in order to share their valid knowledge.
- iii. Institutions of higher learning should intensify more on the cooperate social responsibilities to host community and encourage the adult education academic staff on needs to provide more services that will improve the lives of individual within the communities

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