

## **Knowledge Management and Employees' Performance in the Federal Polytechnic Idah, Kogi State, Nigeria**

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### **Abstract**

*The Polytechnic sub-sector plays a significant role to the nation's economic and social development but its performance largely depends on employee performance. This research on Impact of talent management on employee performance with a focus on the Federal Polytechnic Idah in Kogi State is carried out to examine the extent to which talent management techniques influences employee performance in Kogi state. The study adopts a descriptive research survey design with employees of the Polytechnic used as the respondents. The study elicited data using 12 items structured questionnaire designed in a five points Likert scale. However, out of the total questionnaire numbering 400 distributed only 311 completed and returned the questionnaire giving a retrieval rate of 78%. The two hypotheses formulated based on the measuring indices of both the independent and dependent variables were tested using simple linear regressions. The research showed that there is significant positive relationship between talent management and employee performance in the Federal Polytechnic Idah, Kogi State. The study specifically revealed that there is significant positive relationship between employees' career progression and talent retention ( $r = .764$ ,  $p\text{-value} < 0.05$ , and that there is significant positive relationship between employees training and job satisfaction ( $r = .792$ ,  $p\text{-value} < 0.05$ . Based on the findings, this research thus recommends that talent management should not only be sustained in the Federal Polytechnic Idah, Kogi state but be periodically reviewed to ensure employees talents are adequately integrated towards pursuing the objectives of the institution therefore leading to sustainable performance.*

**Keywords:** Knowledge, Management, Employee, Performance, Polytechnic,

### **Introduction**

For the purpose of emphasis, I will like to state here that this study will examine the knowledge management within the perspectives of Human Resource Management. Everything that is done to recruit, retain, develop, reward and make people perform is knowledge management (Cescio, 2018). Knowledge consists of those individuals who can make a difference to organizational performance either through their immediate contribution or in the long-run by demonstrating high levels of potential and capacity (Bryan, 2017). Knowledge management therefore is the systematic attraction, identification, development, engagement, retention and development of those individuals who are of particular value to an organization either in view of their "high potential" for the future or because of their performance that engendered business goal attainment (Klein & Dmiles, 2016). Engaging the right talents and knowledge for the (any) job is one of the biggest challenges before every organization today. Knowledge management is a process which involves an inclusive and a systematic analysis of the capabilities needed to achieve desired performance levels; this process ensures a continuous flow of talented people to the organization. It

is a human resource approach that devices career growth, opportunities including offering promotions where necessary.

Knowledge has become the key strategic source for organizational success and for achievement of sustainable competitive advantage. In knowledge economy, companies have made great efforts to manage their valuable knowledge effectively, with the main motivation being improved firm performance. However, the failure of knowledge management (KM) implementation has become the foremost issue in KM literature because it may lead to failure in achieving sustainable competitive advantage and consequently lead to unimproved or reduced organizational performance (OP) (Nikabadi *et al.*, 2016).

Based on the Resource-Based Theory (RBT) and knowledge-Based Theory (KBT), knowledge has become the main resource for organizations survival and the key strategic source for organizational success and the achievement of sustainable competitive advantage. Within theoretical perspective of RBT and KBT, knowledge has become the main significant source for all successful organizations and not land, labor, capital or the production of other elements (Shahzad *et al.*, 2016). Many scholars broadly recognized that knowledge is a crucial resource for strategic organization in enhancing innovation and organizational performance improvement (Rhodes *et al.*, 2018).

In today's competitive and turbulent business environment, KM is known as one of the most significant factors for building and sustaining competitive advantage of any organization (Fan *et al.*, 2009; Wu, 2008). To gain this competitive advantage, firms must know how to manage organizational knowledge effectively (Szulanski, 2016). It is widely recognized that knowledge is an essential strategic resource for firms to retain sustainable competitive advantage.

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There is growing evidence that firms are increasingly investing in KM initiatives and establishing KM systems in order to acquire and better exploit this resource (Sanayei *et al.*, 2017). Many scholars argue that an organizations' success depends on the effective management of the internal sources and external sources of knowledge in order to adapt to the changes that occurs in the turbulent environment (Rhodes *et al.*, 2016). The growing importance of knowledge as a critical resource has encouraged managers to pay greater attention to the firms' KM strategies are important to ensure that the alignment of organizational process, culture and the KM related information technology (IT) deployment produce effective knowledge creation, sharing, and utilization (Lehner, 2017).

Knowledge management is an effort to protect, direct and intentionally increase the company's knowledge capital. KM is a process that assists organizations in searching for significant information and then to select, organize and distribute it (Saunila *et al.*, 2020). KM is essential for managing activities such as dynamic learning problem solving, strategic planning and decision making (Wei *et al.*, 2018). Km process enhances the flow of insight and advice between employees,

thereby enabling employees to benefit from each other's expertise (Chen *et al.*, 2019). It has been very important for managers to know how KM process leads to improved organizational performance and sustained competitive advantages. Based on the International Data Corporation (IDC), fortune 500 firms lose a minimum \$31.5 billion annually by failing to implement knowledge management (BuckMan, 2016). Nonetheless, businesses and the government continue to invest an immense amount of money and resources in knowledge management technology and systems that might show few, if any, results. In 2016, businesses spent \$2.7 billion on new systems (BuckMan, 2016). Anderson *et al.* (2017), disclosed that even though organizations have paid billions of dollars to implement knowledge management system, these investments did not lead to successful implementation of KM system.

KM strategies may be identified in managing knowledge activities, and knowledge management enablers are the vehicles that can facilitate these activities (Dalkir, 2018). In addition, according to Barnes and Milton (2020), organizations need a KM strategy to guide the design and implementation of knowledge management practices in order to survive in the changeable competitive environment. However, there is a lack of common comprehension of the concept of strategy, especially as the concept relates to knowledge and knowledge management (Baets, 2017). Many researchers asserted that there are two dimensions of any KM strategy focus, system orientation and human orientation (Coi & Lee, 2016). System orientation emphasizes codified knowledge in KM process, focuses on codifying and storing knowledge via information technology, and attempts to share that knowledge formally (Choi & Lee, 2016). In contrast, human orientation emphasizes dialogue via social networks and person-to-person contact, focuses on acquiring knowledge through an experienced and skilled person, and attempts to share knowledge informally (Choi & Lee, 2016).

Researchers have provided scholarly explanations to justify how innovation capability occurs in the organization and what the drivers are (Berger and Revilla Diez, 2018; Fruhling and Siau, 2019; Teresa Santander Gana and Antonio Trejo Fuentes, 2017). Previous scholars have reported different drivers for innovation capability in the different fields of science. Moreover, the majority of the studies have essentially been conducted with a quantitative approach and as a result they have regarded the views of senior managers and other practitioners about the drivers of organizational innovation capability. This has made the performance of innovative activities a complicated issue for organizations.

From a competitive perspective, organizations that need to achieve competitive advantages, innovation should be encouraged and new knowledge and ideas from employees and managers should be acquired and used to develop new products and services according to customers' requirements (Nikabadi, 2016). Capabilities refer to an organization's ability to assemble, integrate and deploy valued resources (Amit and Schoemaker, 2016). They are rooted in processes and business routines. Grant (2017) describes a hierarchy of organizational capabilities, where specialized capabilities are integrated into broader functional capabilities such as marketing, manufacturing, and IT capabilities. The thematic areas were not captured in the background to the study. More also, the specific objectives did not get the anticipated flow in the background to the study likewise employee performance.

### **Statement of the Problem**

Knowledge Management is one of the important strategic sources of competitive advantage which has been gradually emerging over the last two decades (Rezaee & Amirianzad, 2017; Ngoc-Tan & Gregar, 2018). As a result, both practitioners and researchers have found that knowledge

management with organizational learning and culture play a vital role in the performance of the organization.

High Education Institutions are considered the center of knowledge creation. In all over the world, tertiary institutions like; Universities, Polytechnics, play a dynamic role in the participation in knowledge societies which leads towards the economic development of the country (Casimir et al., 2019). Therefore, it is impossible to survive an organization without effective knowledge management practices and strong organizational culture. Essentially, organizations are competitive if it creates and upgrades their knowledge assets in order to enhance organization's performance (Mahdinezhad et al., 2018). According to Creswell (2018), stated that the tools used in the study were valid and well documented, this study validated instruments for knowledge management, organizational learning, organizational culture and organizational performance to fill the methodological gap (Sendjaya, 2017; Busari, 2016). The purpose of the present study is to identify the most appropriate factors which can influence academics performance in a better way with the mediating behavior of organizational learning and culture in the federal polytechnic Idah, Federal Polytechnic, Idah.

Knowledge Management is one of the important strategic sources of competitive advantage which has been gradually emerging over the last two decades (Rezaee & Amirianzad, 2017; Ngoc-Tan & Gregar, 2018). As a result, both practitioners and researchers have found that knowledge management with organizational learning and culture play a vital role in the performance of the organization. However, the extent to which knowledge management have impacted on employee performance is still unclear hence this research is set to examine the impact of knowledge mismanagement on employee performance using the specific measuring variables of career progression and training for the independent variable and talent retention and job satisfaction for the independent variable.

### **Objectives of the Study**

The major objective of this study is to examine the impact of Knowledge Management on the performance of Employees in the Federal Polytechnic Idah, Kogi state. However, the research is set to accomplish the following specific objectives;

1. To examine the relationship between career progression and talent retention in the Federal Polytechnic Idah, Kogi state.
2. To determine the relationship between training and job satisfaction in the Federal Polytechnic Idah, Kogi State.

### **Statement of Hypotheses**

This study formulates the following hypotheses in their null form to guide the research.

H<sub>1</sub>: Career progression has no relationship with talent retention in the Federal Polytechnic Idah, Kogi state.

H<sub>2</sub>: Training has no relationship with job satisfaction in the Federal Polytechnic Idah, Kogi state.

## **Literature Review**

### **Conceptual Review**

#### **Knowledge Management**

Knowledge management simply refers to an organized process of attracting, selecting, hiring, engaging, training and development, retaining and utilizing top knowledge to an organization's best advantage. It aims at ensuring the right job placements at the right time, in the

right position for the right candidates to deliver their best and remain committed to the organization. Though, knowledge management is an organization specific, but the focus is on developing and optimizing high potentials or knowledge of individuals within the organization more quickly than ever, to enhance competitiveness. Knowledge is one of the critical resources for organization to attain competitive advantage (Trevor, Vainman & Vance, 2018) and knowledge management will fail without top management commitment to retaining its workforce (Lockwood, 2016) as cited in (Izwar & Aemi. 2022).

### **Knowledge Management Strategy**

In this study KM strategy is defined as a road map to guide organizations towards more effective managing knowledge by managing workgroup knowledge processes, extending knowledge capabilities and recommending solutions to KM. problems. In prior research, KM strategy has been categorized primarily based on two important aspects (Choi et al., 2016; Choi & Lee, 2016). The first one is knowledge sourcing, which represents a logical pattern regarding decisions of firms on where to acquire the most valuable knowledge in effective KM (De Vaus, 2021). In this aspect, KM strategy can be divided into two dimensions, internal and external-oriented strategy (Hughes et al., 2007). The internal-oriented strategy emphasizes on creating, sharing and accumulating knowledge inside an organization while the external- oriented strategy tends to learn, imitate and transfer knowledge beyond the boundary of a firm (Choi et al., 2016; Zack, 2018). The second one is knowledge focus, by which KM strategies is classified as explicit- and tacit-oriented strategy (Choi et al., 2016). Explicit-oriented strategy tries to improve work efficiency mainly by codifying and utilizing knowledge through IT infrastructures, whereas tacit-oriented strategy pays more attention to tacit knowledge by person-to-person contact and socialization processes (Zack, 2018; Choi and Lee, 2016). Though prior studies have developed rich arguments about knowledge focus strategies (Choi & Jong, 2019; Bettiol et al., 2020), knowledge sourcing is regarded as an initial and important step in effective KM, especially for organizations which are in the early stage of KM (Mehralian et al., 2018). However, Choi & Lee (2016) have labeled these strategies as human strategy and system strategy. Codification and system, and personalization and human are the two sides of the same coin. Human-orientated strategy deals with person-to-person contacts and dialogue via social networks, acquiring knowledge through skilled and experienced person and sharing knowledge informally. On the contrary, system strategy of KM deals with knowledge codification, storing and codification knowledge via IT and sharing knowledge formally.

In this study, KM process is defined as a set of procedures for knowledge acquisition, conversion, application and protection. Acquisition is a process includes accessibility, collection, and application of acquired knowledge. Conversion is a process that converts knowledge acquired from external and internal sources into useful and applicable forms to improve productivity and business operations. Application is the process of actual use of knowledge. The application of knowledge enables organizations to continuously translate their organizational expertise into embodied products. According to Gonzalez (2017) & De Vaus (2021) the acquisition relates to the intra-organizational process that facilitates the creation of tacit and explicit knowledge, starting from individuals and integrating the organizational level as well as the identification and absorption of information and external knowledge source. The knowledge storage stage refers to the organizational memory formation process, in which knowledge is formally stored in physical memory systems and informally retained as values, rules and beliefs that are associated to culture and organizational structure (Alavi & Leidner, 2021). Knowledge distribution refers to the process by which new information from different sources are shared and eventually can drive the creation of new knowledge, understanding and information. According to Zack (2018), knowledge use is

associated with the ability of individuals of an organization to locate, access, and use information and knowledge stored in the formal and informal organization of memory systems.

## **Career Progression**

It is not easy to define "career progression" or "career success." Blau and Duncan (2016) first attempted to define this idea as "the outcome of the lifelong process in which ascribed status at birth, intervening circumstances and earlier attainments determine the level of ultimate achievement." Most definitions refer to a measure of salary or levels of "job responsibility" (Gregg and Wadsworth, 2019), promotions (Greenhaus, Jeffery and Saroj, 2017; Seibert, Scot, Maria, Kraimer, and Michael, 2021; Wayne, Robert. Maria. and Isabel, 2019), career satisfaction (Wayne et al. 2021), and professional development (Greenhaus et al., 2017).

Emerging literature highlights the changing landscape of Nigerian and international career paths, and the research that indicates the importance of job turnover and mobility in overall career progression and skill acquisition. "Our evidence is that the process of job changing among young workers, while apparently haphazard, is a critical phase in workers' movement toward the long-term, stable employment relations that characterize mature careers" (Topel and Ward, 2017).

This evolution in career paths has led some researchers to rethink the traditional model, which consisted of continuous full-time work moving from lower levels of job status to successively higher levels within an organization. Benko and Weisberg (2018) stated that modern career paths are "not a straight climb up the corporate ladder but rather an undulating journey of climbs, lateral moves, and planned descents." Similarly, Seibert, Craimer, and Michael (2021) research found that "individuals work experiences now tend to span multiple employers, work arrangements, and types of competencies and those individuals are increasingly responsible for managing the transitions in their own careers.

Early job mobility has been associated with increased wage growth. According to Topel and Ward (2017) "Empirically, profiles of earnings growth mirror the pattern of early career mobility. For the typical male worker in the United States, over two thirds of total lifecycle earnings growth occur during the first ten years of labour market experience." Career progression seems to be greatly influenced by job mobility, where employees progressively acquire new skills and apply them to increasingly more difficult jobs.

Generally, positive predictors of career progression include higher levels of ability and educational attainment. Further, early job mobility and longer labour force attachment both lead to increased career success. On the other hand, age and female gender have a negative effect on career progression. And finally, the research indicates a complex interaction between career mentors, corporate culture including expectations of employees and co-workers, social inclusion on the job, job satisfaction, and performance appraisals.

Education levels have clearly been tied to career progression. According to Wayne, Robbert, Kraimer & Isabel (2019), "research has shown educational attainment to be positively related to managerial advancement, salary progression, and assessments of promotability.

## **Training**

Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Armstrong, 2016). "Training is the process for providing required skills to the employee for doing the job effectively, skillfully and qualitatively. Training of employees is not continuous, but

it is periodical and given in specified time. Generally training will be given by an expert or professional in related field or job', (Michael, 2018).

Training is required at every stage of work and for every person at work. To keep oneself updated with the fast-changing technologies, concepts, values and environment, training plays a vital role, (Dale, 2016). Training programmes are also necessary in any organization for improving the quality of work of the employees at all levels. It is also required when a person is moved from one assignment to another of a different nature. Taking into account this context, this unit aims at providing insight into the concept, need and methods of training, also areas of evaluation of training, retraining and dimensions of organizational learning.

As posited by Michael (2018), "Training is a process of learning a sequence of programmed behaviour. It is the application of knowledge & gives people an awareness of rules & procedures to guide their behaviour. It helps in bringing about positive change in the knowledge. Skills & attitudes of employees. Training is investment in getting more and better-quality work from your talent. Thus, training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has & what the job demands (Armstrong, 2016).

Since training involves time, effort & money by an organization, so an organization should be very careful while designing a training program. The objectives & need for training should be clearly identified & the method or type of training should be chosen according to the needs & objectives established. Once this is done accurately, an organization should take feedback on the training program from the trainees in the form of a structured questionnaire so as to know whether the amount && time invested on training has turned into an investment or it was a total expenditure for an organization.

Recurrent training is training that is scheduled at periodic intervals in order to keep employee skill abilities at a maximum level (Armstrong, 2016). Recurrent training often occurs in certain industries, like health care and aviation where human safety is involved. Recurrent training can be outsourced, provided by a visiting instructor, or performed by instructors from a corporate training department. "Training is that process by which the efficiency of the employees increases and develops. Training is a specialized knowledge which is required to perform a specific job', (Dale, 2016) In the words of Armstrong (2016) "Training is the organized procedure by which people learn knowledge and Improve skill for a definite purpose." According to Edwin (2018), "Training is the act of increasing the knowledge and skill of an employee for doing a particular job." In simple words, to provide ability to the employee to perform a specific job is called training. Thus, the art, Knowledge and skill to accomplish a specific job in a specific way is called training. At all levels of organization training and development programmes are needed in order to make qualitative improvement in the work of the employees. Employee Training is bifurcated into on-the-job training and off-the-job training methods having different sub-methods of training given for different purposes to different types of employees holding or going to hold different jobs.

## **Employee Performance**

An effective employee is a combination of a good skill set and a productive work environment (Rusbult, & Farrell, 2018). Meyer, Vandenberghe and Becker, (2018) opines that many factors affect employee performance and managers need to be aware of and should work to improve at all times. To get the maximum performance from employees, you need to provide them with the tools they need to succeed. Managers should keep their expectations in line with the duties assigned to the employee. By expecting more from an employee than they were hired for, or than their

background has prepared them for, can diminish employee performance (Meyer, & Herscovitch, 2022).

Organizations should develop a regular training schedule that keeps employees updated on company changes and gives pertinent information for employees to do their jobs and upgrading equipment to make sure that employees have the most efficient technology available to do their work. Commitment shown by the company is returned in the form of commitment from employees. (Allen & Meyer, 2016). An effective employee evaluation is an interactive process where the manager gives his input on the employee's performance, and the employee gets the chance to point out what she has learned throughout the year. Managers create a plan along with the employee for the coming year on how the employee can develop and improve their performance. Comprehensive employee evaluations are important to the ongoing performance of employees.

Sigler and Pearson (2021) indicate that knowledge competency refers to the situation where those employees who feel their job has meaning and have perceptions of competence and perceptions of influence have also shown indications of higher performance levels. Moreover, Dyer and Reeves (2020) suggest that employee performance is a function of both skills and motivation. And if we add the freedom to do the job, along with the required skills, this should yield higher levels of performance (Kelly, 2017). Indeed, this variable is related to job competence outlined in the literature and may be conceived of as individual feelings of personal mastery and self-efficacy linked to the performance of their work roles (Bandura, 2017). It refers to developing the competencies, skills and having the training to do the job well and without problems (Peccei and Rosenthal, 2021).

## **Talent Retention**

High employee turnover has a direct impact on the organization bottom line. Not only does it cost the organization in terms of recruitment, on-boarding and training, it impaired the organization's ability to provide consistent, high-quality products/services to the clientele (Philips, 2017). Knowledge management programs offer the organization a proven and practical way to significantly improve employee satisfaction and retention in order to reduce turnover and its associated costs.

Furthermore, happier, more productive employees deliver high levels of customer service and help to deliver strong overall business results. There are several knowledge management best practices that have been shown to significantly improve employee satisfaction and retention. By correctly identifying upfront, the knowledge, skills, experience and attitudes that lead to success in a position, you can more effectively recruit and hire suitable candidates for open positions. Turnover can be reduced by ensuring that prospective employees' attitudes and values align with those of the position and organization on the whole (Vance, 2016). Using core and job specific Competencies as qualifiers in the recruiting/hiring process, and assessing a candidate's past demonstration of these can be an effective way to identify and hire the right people, right from the start. A comprehensive on boarding process that takes care of more than just the hiring paperwork is critical to ensuring the success of new employees and has been shown to reduce short-term turnover. A good program includes training on the tasks and tools important to the role, but also covers the corporate culture and values, information on knowledge management programs, networking opportunities, initial goal setting, and interim reviews. Setting parameters upfront helps employees better prepare for their new roles and help them become more productive from the on-set. When you retain knowledge employees using such practices, you do not need to continuously train and orient new hires, or take the risk that new hires will be unable to meet job requirements. Lower rates of employee turnover have a direct effect on hiring, and help in fewer drops in productivity (Tonidandel, Morris,



Hannandex & Hibl, 2017). It is important to establish clear performance expectations for all employees, right from the start. An up-to-date job description is one of the best ways to communicate a new employee's job responsibilities, scope of decision-making and breadth of authority. Job descriptions that capture your culture and organizational values can help you attract and retain the kind of employees you want. Plus, job descriptions help to reinforce your culture to ensure you always have the right people on your team (Vance, 2016).

Every employee should be assigned individual goals that are directly linked to higher level organizational goals. Often, organizations fail to set goals that connect to the organization's overall goals, or do not set goals at all. Employees who lack clear direction are not able to easily connect with the work they do with the organization's success. Linking employee goals to overall corporate goals help to set expectations for performance and gives employees an all-important context for their work. Linking their individual goals to corporate goals helps employees understand how their day to-day work contributes to the organization's success. This helps employees to understand their value to the organization, keeping them engaged and motivated, which in turn impacts employee engagement and retention (Trevor, et al, 2018).

## **Job Satisfaction**

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (2016), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Spector, 2018). Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not (Kalleberg 2019). It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). Spector (2018) lists 14 common facets: Appreciation, Communication, Co-workers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision.

A more recent definition of the concept of job satisfaction is from Hulin and Judge (2017), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioural components. Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job. Affective job satisfaction is a subjective construct representing an emotional feeling individuals have about their job (Hulin & Judge, 2017; Moorman, 2016; Locke, 2016; Tomazovic, Seljak & Aristovic. 2022). Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces.

Cognitive job satisfaction is a more objective and logical evaluation of various facets of a job. Cognitive job satisfaction can be un-dimensional if it comprises evaluation of just one facet of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences (Locke, 2016; Acho et al, 2021).

Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be

understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions (Kumari, Joshi & Pandley, 2022, Uchenna et al, 2021 & Uchenna et al, 2022). A study title "Analysis of Factors Affecting Job Satisfaction of the Employees in Public and Private Sector", in India concluded that in India employees tend to love their job if they get what they believe is an important attribute of a good job. A study of job satisfaction has provided consistent picture with respect to distribution of data set analyzed showed that most of the employees in Indian industry are not satisfied with their job except for a few like male in commerce sector and female in education sector. Total job satisfaction level of males is found to be higher than that of woman. Total job satisfaction level in manufacturing sector is found to be very low (Lathan & Budworth, 2017).

### **Theoretical Framework**

The two theoretical perspectives supporting the relationships illustrated in the conceptual framework of the study, namely resource-based theory and knowledge- based theory are reviewed below.

#### **Resource-Based Theory**

The foundations of resource-based theory differ from previous paradigms in which other theories of the firm were built upon. The assumptions that the firms have a competitive advantage because they have heterogeneous resources and that these resources are immobile do not hold under resource-based theory; here, it is assumed that, there may be heterogeneity in the strategic resources firms have, and that there is imperfect mobility in the market of these strategic resources, thus allowing the possibility that firms may achieve a lasting advantage (Barney, 2016).

In this theory, the resource is all of the assets, capabilities, knowledge, information, processes, etc. a firm has that allows it to be efficient. It is important to understand that resources are not simply assets, and that the definition extends the theory to capabilities and other intangible processes within the firm. This distinction is relevant because firms that operate in certain industries do not rely upon physical resources in order to be competitive, but base their advantage in other capabilities such as the organizational culture, patents, human capital and organizational capital. resources.

Under the mentioned definition of resources, it is important to differentiate between firm resources and strategic firm resources. The latter refers to those assets and capabilities a firm has that are (i) valuable, (ii) rare, (iii) inimitable and (iv) non-substitutable (Barney, 2016; Dierickx & Cool, 2017) that can become sources of sustained competitive advantage for the firm. The resource has to have the characteristic that it allows the firm who has it to exploit market opportunities or to neutralize threats, i.e., it has to be valuable; it has to be rare, because if all firms have access to that resource, it can be easily replicated and it wouldn't be a source of competitive advantage for the firm; if the resource is easily imitable or replicable by other firms, even though it might be valuable and rare, it lacks the capacity of being a source of competitive advantage; and finally, for a resource to be strategic (aside from having to be valuable, rare and non-imitable), it has to be non-substitutable by other resources that may be valuable and rare in the market. Two relevant sources of imperfect irritability are causal ambiguity (Lippman & Rumelt, 2016), and social complexity (Barney, 2017). The first refers to the idea that the linkage between a firm's strategic resource and its competitive advantage is not understood or only basically understood; therefore, it cannot be imitated. The second source states that resources cannot be imitated because they may be complicated social phenomena.

The resource-based theory, information and knowledge transfer are processes that fall into the category of organizational capital resources. This study places particular emphasis on the transfer of information and knowledge from the bottom of the organization to the top management team to facilitate the strategic decision-making process. Information in this case is understood as performance reports, operational reports, research and development developments, or any other information from which top management can analyze the resource allocation efficiency of the firm and from that make corrections to the firms' strategic deployment of resources. It can be so integrated within and particular to the firm that its efficiency cannot be understood by causal ambiguity, or it can be so socially complex that it cannot be imitated by other firms.

### **Knowledge-Based Theory**

Knowledge-based theory is a string of resource-based theory. It focuses on knowledge as the most important strategic, resource. Knowledge-based theory is concerned about how knowledge affects strategic management, the coordination within the firm, the organizational structure, among other issues (Grant, 2017). Knowledge management can be considered as a resource or as a process. As Kogut & Zander (2018) state, we should try to understand the knowledge base of a firm as leading to a set of capabilities that enhance the chances for growth and survival. Based on this statement, we can consider knowledge-based theory with knowledge-based theory, by simply saying that knowledge is a resource or capability that can be a source of competitive advantage. The firm can even be defined as a "body of knowledge" of the resources, situations, objectives, etc. of the firm (Spender, 2017). As Demsetz would state, the firm arises due to information asymmetries of knowledge.

An important issue of the knowledge-based theory literature is that one understands knowledge and information as an absorptive capacity. Absorptive capacity is "the ability of the firm to recognize value of new, external information, assimilate it, and apply it to commercial ends (Cohen & Levinthal, 2016). As stated above, knowledge management is a process, and information transferring is part of that process. Feedback here is a key element of the absorptive capacity concept, since it is basis for the communication structure within the firm. This study uses this concept to explain how information gets transferred within the firm, and this information can either be particular to the firm or it can be a transferred into the firm from the environment. Cohen & Levinthal (2017) define the role, of gatekeeper as a person within the firm that takes information from the environment and transfers it to the firm. This is a source of external information that, when transferred and exploited, can become a new opportunity for the firm and hence change its allocation of resources. Here, knowledge is a strategic resource, and so is feedback.

### **Research Methodology**

#### **Research Design**

The research design or strategy is usually guided by the research paradigm or research philosophy (Johnson & Christensen, 2020). The present study adopted the positivism research paradigm, which is likened to the quantitative empirical research approach. Therefore, this study will be based on the quantitative research design, which is directly and specifically related to the descriptive, diagnostics and hypotheses-testing research studies. To an extent, this study will be descriptive because it is concerned with describing the characteristics of particular group academics, knowledge concerned with specific predictions, narration of facts and characteristics concerning individual, group or situation (Kothari, 2021). The study will also be diagnostics in character since

it should be to determine whether certain variables are associated. The present study is also hypothesis-testing research since the Researchers sought to test the hypotheses of causal relationships between variables and constructions.

### **Population of the Study**

The population of this study are the employees Federal Polytechnic Idah. Data were collected from The Federal Polytechnic Idah, as the target population. Population is the totality of items which the Researchers is interested in. it is the unit of items under study, the population of this study comprises the academics of the Federal Polytechnic Idah.

### **Sampling Techniques**

Sampling techniques is the strategy a researcher adopts in order to arrive as a good representation of the population (Onyeizugbe, 2018). Hence this study adopted convenience sampling techniques. This involves selecting conveniently those respondents that are easiest to obtain from the samples (Saunders, Cewis and Thornhill, 2019).

### **Sampling Size Determination**

The convenient sampling techniques was used in selecting 400 Academic Staff across various Schools of the Federal Polytechnic Idah from the entire population. According to Wikipedia (2017) convenience sampling also known as grab sampling, accidental sampling or opportunity sampling is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand. The criterion in selecting this method is whether the participants agree to participate. The essence of choosing is due to speed, availability and cost effectiveness, making it to be an attractive option to most researchers. The inferences and conclusion can be reached and generalized to the entire population from which the sample was explored.

### **Sources and Methods of Data Collection**

Data for this study was sourced from primary sources. Moreover, secondary sources were employed in terms of literature review. The primary data was gathered from respondents through questionnaire instrument.

### **Reliability of the Instrument**

Reliability of this study was carried out to determine the internal consistency of the research instrument. Therefore, Edna et al (2021) argued that an instrument is reliable if it gives similar outcomes under consistent circumstances. Nzewi et al (2023) further concluded that any coefficient of reliability that is up to 0.70 and above is considered reliable. In testing the reliability of the research instrument, the researchers conducted a pilot study by distributing questionnaires numbering thirty (30) to the target respondents through the help of the trained Research Assistants; the Cronbach Alpha coefficient measure of internal consistency was adopted. The reliability of the research instrument using Cronbach alpha reliability test with the Statistical Package for Social Sciences (SPSS) version 27 yielded the result of 0.77 for items on independent variable, 0.80 for

items on dependent variable thus giving the average reliability result of 0.79. The reliability result is showed in table 1.

**Table 1. Reliability Statistics**

Proxies/ Independent Variable	Number of items	Cronbach Alpha
Independent variable	6	0.77
Dependent Variable	6	0.80

Source: SPSS statistical analysis

The table revealed that all the variables have Alpha Values above 0.70. Thus, in line with the submission of Nzewi et al (2023) the instrument is deemed reliable.

### Method of Data Analysis

The study user descriptive and inferential analysis techniques to analyze data. The descriptive statistics used were mean and standard deviations which will indicate the average performance of a group or a measure of some variables of the research questions. The inferential statistics used is the simple linear regression with the aid of the SPSS software version 27.

### Data Presentation and Analysis

The data analysis was based on the total number of structured questionnaires retrieved from respondents which 311 given a retrieval rate of 78 %.

**Table 2. Descriptive Statistics on talent management**

Indices	Mean	Std. Deviation	N
CP	3.72	1.31	311
TR	3.64	1.12	311

The table shows the selected scale mean lies within the accepted range; therefore, they are of high extent and the research can conclude that data obtained and analyzed is significant and reliable. More so, in order to ascertain the variability of the data the standard deviations of both variables were examined. The mean for career progression (CP) is 3.72 and the standard deviation is 1.31, the mean for training (T) is 3.64 and the standard deviation is 1.12, hence all variables lie within the value of high extent as indicated by their corresponding means and standard deviations which are closely related.

**Table 3. Descriptive Statistics on Employees' Performance**

Indices	Mean	Std. Deviation	N
TR	3.54	1.22	311
JS	3.42	1.14	311

The table shows the selected scale mean lies within the accepted range; therefore, they are of high extent and the research can conclude that data obtained and analyzed is significant and reliable. More so, in order to ascertain the variability of the data the standard deviations of both variables were examined. The mean for talent retention (TR) is 3.54 and the standard deviation is 1.22, the mean for job satisfaction (JS) is 3.42 and the standard deviation is 1.14, hence all variables lie within the value of high extent as indicated by their corresponding means and standard deviations which are closely related.

### Test of Hypotheses

#### Hypothesis 1

H<sub>1</sub>: Career progression has no relationship with talent retention in the Federal Polytechnic Idah, Kogi state.

Table 4. Summary of Regression Results and other Statistics

Regression		Career progression	Df	F
Coefficient	0.022	0.003	1	1211.114
P. value	0.000	0.000	310	
R	0.76		311	
R <sup>2</sup>	0.58			

Source: Research Data analysis, 2025

The *F*-ratio in the table 4 shows that the variables of career progression statistically significantly predict talent retention,  $F(1, 311) = 1211.114$ ,  $p < .0005$  (this means that the regression model is a good fit of the data). Again, summary of regression equation (model formulated) and the result shows that *R* is 0.76 which is close to 1.00 meaning that it is useful for making prediction. The goodness of fit revealed that it has a good fit of *R* with 76% and *R*<sup>2</sup> of 58% meaning that total variations in career progression is explained by variations in talent retention. Thus, all the estimated parameters predicting the value of talent retention outside career progression is 24% (i.e, 100- 76 which is statistically insignificant. Therefore, this implies that the independent variable (career progression) contributes to the prediction of the dependent variable (talent retention) of about 76% with *p*- value of 0.000 which is less than 0, 05 affirming that there is a significant positive relationship between the independent and dependent variables.

#### Hypothesis 2

H<sub>2</sub>: Training has no relationship with job satisfaction in the Federal Polytechnic Idah, Kogi state.

Table 5 Summary of Regression Results and other Statistics

Regression		training	Df	F
Coefficient	0.017	0.007	1	2171.121
P. value	0.000	0.000	310	
R	0.79		311	
R <sup>2</sup>	0.63			

Source: Research Data analysis, 2025

The *F*-ratio in the table 5 shows that the variables of training statistically significantly predict job satisfaction  $F(1, 311) = 2171.121, p < .0005$  (this means that the regression model is a good fit of the data). Again, summary of regression equation (model formulated) and the result shows that *R* is 0.79 which is close to 1.00 meaning that it is useful for making prediction. The goodness of fit revealed that it has a good fit of *R* with 79% and *R*<sup>2</sup> of 63% meaning that total variations in training is explained by variations in job satisfaction. Thus, all the estimated parameters predicting the value of job satisfaction outside training is 21% (i.e, 100- 79) which is statistically insignificant. Therefore, this implies that the independent variable (training) contributes to the prediction of the dependent variable (job satisfaction) of about 79% with *p*- value of 0.000 which is less than 0, 05 affirming that there is a significant positive relationship between the independent and dependent variables.

## Conclusion

Based on the findings, it can be concluded that knowledge management plays a critical role in enhancing the performance of employees at the Federal Polytechnic Idah. However, the institution is yet to fully harness the potential of knowledge management systems. The lack of a formal knowledge-sharing culture, inadequate documentation processes, and limited use of digital knowledge systems significantly limit employee development and organizational growth. For Federal Polytechnic Idah to remain competitive and responsive to changing educational and administrative demands, a strategic emphasis must be placed on developing a strong knowledge management framework that supports knowledge creation, dissemination, and application.

## Recommendations

In light of the study's findings, the following recommendations are proposed:

- i. The institution should invest in a centralized digital knowledge management system where information can be stored, retrieved, and shared easily by staff across Departments.
- ii. Management should create a reward system that encourages employees to share their experiences, innovations, and solutions with others. Peer-learning workshops and team-based problem-solving forums can also foster a collaborative environment. Periodic staff training on both technical and non-technical skills should be prioritized. This should include ICT training, leadership development, and subject-specific workshops.
- iii. The institution should ensure that knowledge, particularly tacit knowledge from experienced staff, is documented. Creating a digital archive of policies, best practices, and procedural manuals will prevent the loss of vital information.
- iv. The Polytechnic should establish a committee to periodically evaluate the effectiveness of knowledge management practices and how they contribute to employee performance. Tools such as intranet portals, online knowledge bases, and collaborative platforms (e.g., Microsoft Teams, Google Workspace) should be adopted to enhance information accessibility and teamwork.

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