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KNOWLEDGE MANAGEMENT AND PERFORMANCE OF SELECTED TERTIARY EDUCATIONAL INSTITUTIONS IN KOGI STATE

Chiekezie, M.O.
Department of Business Administration,
Nnamdi Azikiwe University, Awka, Anambra, Nigeria

&

Odekina Felicia Ajanigo
Department of Business Administration and Management,
Federal Polytechnic Idah, Kogi State, Nigeria.

Abstract

The seeming lack of policy guideline for the official transfer of knowledge from experienced workers to less experienced ones and the unwillingness of most staff to share their knowledge with their colleagues necessitated this study. The objective of the study was to identify the extent of relationship that exists between Knowledge Management and Performance of selected tertiary institutions in Kogi State. Three hypotheses were formulated for testing. Correlational Survey Research Design was adopted. The population of the study was 2018 while the sample size was 334 using Taro Yamani Sample Size determination formula. Pearson's Product Moment Correlation Coefficient was adopted in testing the three hypotheses. The findings showed that there is a significant positive relationship existing between knowledge acquisition and academic performance (r = .850, p-value <0.05), that there is a significant positive relationship existing between knowledge sharing and staff retention (r = .908, p-value <0.05) and that there is a significant positive relationship existing between knowledge retention and competitive advantage(r = .862, p-value <0.05).It was therefore concluded that the performance of the studied high institutions positively correlates with their knowledge management strategies. In view of the findings and conclusion, the study recommended among other things that the studied institutions management need to provide a policy guideline that will encourage academic staff to improve their knowledge through various knowledge acquisition approaches and that they should encourage staff to be willing to share the knowledge and experiences they have gathered over the years with less experience workers as this will boast the knowledge capacity of the employees and improve their competitive edge.

Keywords: knowledge, management, performance, institution

Introduction

Knowledge Management has captured the interest of researchers, management experts and managers alike; this is unconnected to its considerable contributions to the performance of an organization. It has generated considerable interest in business and management circles due to its capability to deliver positive results to organisations' strategic results relating to profitability, competitiveness and capacity enhancement (Chua, 2009; Jeon, Kim &Koh 2011). It is promoted as an important and necessary factor for organisational survival and maintenance of competitive strength. Knowledge Management (KM) is seen as an integrated tool for aggressively structuring firms' strategies and

processes with the view to learning and boosting its economic and social attributes towards customers' perceived values. Most firms require a sound capability to create, retain, increase, coordinate and applying employees skills to compete favourably at the market. In the view of Riege (2007), Organisations that effectively manage and transfer their knowledge are more innovative and perform better than organizations that find it difficult to do same.

KM has a link with other disciplines as it borrows some terminology and uses some of their techniques for effectiveness. Sallis and Jones (2002) posit that KM is relatively a new discipline, derived from other various disciplines, including management information system, business theory, organizational behaviour and social psychology. Like other disciplines, a number of important theorists and academics are influencing the direction and development of KM. In defining KM, there is a need to look at what knowledge itself is. Anantatmula (2007) reveals that the perspective of knowledge by organization in the current knowledge economy is that knowledge is viewed as the main economic resource, and it is seen as a weapon that can be used in gaining competitive advantage.

Bhatt (2001) defines KM as the methodology of information creation, endorsement, presentation, spread and appraisal in an establishment. According to Chen & Burstein (2006), it is an arrangement of philosophy, systems and administrative gadgets, laid out towards making, granting and utilizing information and data inside and around an association. From the definitions, the most important thing there is knowledge. Knowledge can be acquired through various means; it could be through education, on-the-job- training, mentoring, seminars, conferences and workshops. It could be said that no other institution or organization needs knowledge more than the tertiary institutions as they are often called the citadel of learning and so, considerable effort is channelled towards this direction. In educational institutions context, Kidwell, Vander Linde and Johnson (2000) identified KM of great benefits in higher-education environment in research process, curriculum development process, student and alumni services, administrative services and business strategic planning. It can be found that the use of KM in higher education will have many direct benefits for academic achievements. However, KM has been applied to universities and colleges in the USA, UK, and in Asian countries such as Malaysia (Chen & Burstein, 2006; Kebao & Junxun, 2008; Muhammad et al., 2011; Sedziuviene &Vveinhardt, 2009; Yeh & Ta, 2005) and also in Nigerian tertiary institutions.

KM practices and effectiveness may differ from one higher institution to the other and differences in KM practices may lead to differences in the performances of various institutions. This is because KM has been described as a key driver of organisational performance (Bousa & Venkitachalam, 2013), and one of the most important resources for the survival and prosperity of organisations (Teece, Pisano, & Shuen, 1997; Kamhawi, 2012). Managing and utilizing knowledge effectively is vital for organisations to take full advantage of the value of knowledge. The attention and importance given to the acquisition of KM in literature as well as practice in the past years is also of necessity due to changes in the environment such as increasing globalization of competition, speed of information and knowledge aging, dynamics of both product and process innovations, and competition through buyer markets (Greiner, Bo¨hmann & Krcmar, 2007). In a knowledge based economy, KM is increasingly viewed as critical to organisational effectiveness and performance (Bosua & Venkitachalem, 2013). Martensson (2000) considers KM as an important and necessary component for organisations to survive and maintain competitive keenness and so it is necessary for managers and executives to consider KM as a prerequisite for higher performance in both the private and the public sectors.

Three tertiary institutions were studied in this work. They are Kogi State University located at Anyigba and established in 1999 by Late Prince Abubakar Audu, the former governor of the state. At the time of its establishment, it was known as Kogi State University, It was named Prince Abubakar Audu University (PAAU) in 2002 and later renamed Kogi State University (KSU) in 2003. It commenced academic activities in April, 2000 with six faculties: Faculties of Agriculture, Arts and Humanities, Law, Management Sciences, Natural Sciences and Social Sciences. The university added the establishment of Faculty of Medicine with extensive office and laboratory complexes in 2014. The Centre for Pre-Degree and Diploma Studies was established under the present University administration to run diploma and pre-degree programmes and 98% of the courses offered in the university are accredited by the Nigeria University Commission (NUC).

The second institution that was studied is Kogi State Polytechnic, which was established in December 1992 by the 1st and 2nd Executive Governor of Kogi State, Late Prince Abubakar Audu through an amended edict No. 6 of 1994. The Polytechnic took off in January 1993 at the Government Science Secondary School, Lokoja and Osara Campuses with Dr. Isa I.A. as its first Rector and is located at Lokoja, the Kogi State Capital. As at 2007, it was accredited by the National Board for Technical Education (NBTE) to award certificates in Arts and printing, Business Administration, Engineering, Finance and Computer Science at the National Diploma and Higher National Diploma levels.

The last institution is the Federal College of Education located at Okene and was established in 1974 under the control of Federal Ministry of Education. The College was initially named Federal Advanced Teachers' College (FATC). In 1987, it assumed autonomous status with Decree No 4 of the Federal Republic of Nigeria Gazette No. 16, Vol. 73 of 21st March 1986. The initial take off was at Esomi in Okene LGA as its temporary site but later relocated to its present site (permanent site) in Otite, Eika-Adagu community.

Academic performance is traditionally composed of two kinds of activities, research and education. Research and educational activities provide people with knowledge and trainings for jobs. They are sources of new theoretical and practical knowledge as well. Educational and research activities are the most common activities in wide categories of educational institutions. Managers in universities must have financial resources to serve customers and hence performance in financial dimension determines how sustainable the managers are able to provide the services in long term. For example, investment in infrastructures, research equipment, students' enrolment and retention rates, courses offered etc.

Knowledge management practices may differ from one institution to the other and differences in knowledge management approaches may give rise to variances in the performance. The purpose of this study is to determine the relationship between knowledge management practices and performance of three higher (tertiary) educational institutions, one from each senatorial zone in Kogi State, Nigeria.

Statement of the Problem

Although the concept of Knowledge Management seems to be well known, researchers, practitioners, and others in the field of Business Management are still debating the concepts and definitions related to it. What is however central to KM is that it helps prepare people for new or higher position. It was observed in Kogi State University, Anyigba, Kogi State Polytechnic, Lokoja and Federal College of Education, Okene that the policy guideline for the official transfer of knowledge from experienced

workers to less experienced ones is not fully functional. What seems to be in place is an unofficial transfer of knowledge which is largely discretional. Most staff however seem not to be willing to share their knowledge as they see it as their edge over others. This makes the institution to run short of knowledgeable workers when staff retire or leave the institution as there seem to be lack of staff with the requisite experience to immediately replace them. This has led to halting of some courses and hiring new staff with the attendant cost of recruitment or employing others as adjunct staff. This result to poor academic performance of students, low competitive advantage and employee retention as when certain lecturers who possesses high level knowledge about a course and who interact well with students leave, it becomes difficult for the institutions to find other lectures that can seamlessly fit in immediately to replace them. This reflects on the academic performance of students as there are more carry-overs for the course than usual. This situation also frustrate some junior workers as there are occasions when staff have left Federal College of Education, Okene as a result of not progressing and acquiring new knowledge in the institution. With this issue, students may start shying away from picking the institutions as their choice, staff could start leaving and revenue generated could start dwindling. In view of the above problems, this study therefore focused on examining the relationship that exists between knowledge management and performance of studied institutions.

Research Hypotheses

The following research hypotheses were formulated to guide the study.

i. H_A: There is a significant positive relationship existing between knowledge acquisition and academic performance in selected tertiary institutions in Kogi State.

ii. H_A: Knowledge sharing has a significant positive relationship with staff retention in selected tertiary institutions in Kogi State.

iii. H_A: There is a significant positive relationship between knowledge retention and competitive advantage in selected tertiary institutions in Kogi State.

Conceptual Review

Knowledge Management (KM)

Knowledge has been viewed to be of great importance to the growth, sustainability and survival of organizations. Massa and Testa (2009) posit that Knowledge is an important source for value creation in an organization and needs to be managed carefully. It is a vibrant force in the rapidly changing global economy and society. Knowledge is drawn from data as Kidwell et al (2000) posits that knowledge starts from the basic facts called data, which covers only raw data or facts or numbers, based on these facts information is generated. The information generated is captured in various documents and databases and made it available to use which gets searched by researchers using information technology systems, and information retrieval systems. For the Japanese, Knowledge means wisdom acquired from the perspective of the entire personality. According to Gates (2000), "the knowledge management is a very clever term to describe a very simple subject. You manage data, documents and the attempts of the employees.

The effective management of knowledge could make an organization to be more informed and intelligent in other to make better informed decision. Jay (1999) asserts that KM is the management

of knowledge that can improve a range of organizational performance characteristics by allowing a company to be more intelligent in acting. KM had a pervasive presence in the recent research and it is well recognized as a possible contribution to the success of the organization and a determinant of sustained competitive advantage. KM organization adopted as a main area of intervention, recognizing intellectual capital as an asset that can be harnessed to create value for stakeholders.

Knowledge as a concept could different shape and form as submitted by researchers. Blackler (1995) states that knowledge can take five distinct forms: embodied, embedded, embrained, encultured, and encoded. He defines embodied knowledge as knowledge that is gained through training of the body to perform a task, and Hislop (2013); Strati (2007); Yakhlef (2010) point out that it is impossible to totally disembody this knowledge from people. Embedded knowledge is a knowledge that is found in routines and systems. Organisational common tasks, routines or the common ways people go about their jobs, can hold embedded knowledge, as the routines facilitate learning amongst the employees that go beyond their job tasks. Hislop (2013) corroborates this fact by stating that knowledge is embedded, and inseparable from, practice. That is, knowledge that is embedded in work practices is simultaneously embodied by the workers who carry out these practices (Strati, 2007; Yakhlef, 2010).

KM requires collaboration and integration between and among different individuals in an organization. In the view of Choi & Lee (2003), KM is a collaborative and integrated approach to the creation, capture, organization access, and use of enterprise's intellectual asset. To Stankosky (2008), KM is leveraging intellectual assets to enhance organizational performance. It is the strategies and processes designed to identify, capture, structure, value, leverage and share an organization's intellectual assets to enhance performance and competitiveness. Knowledge management develops systems and processes to acquire and share intellectual assets. It increases the generation of useful, actionable and meaningful information, and seeks to increase both individual and team learning. In addition, it can maximize the value of an organization's intellectual base across diverse functions and disparate locations. Knowledge management maintains that successful businesses are a collection of products but of distinctive knowledge bases (Chen & Burstein, 2006).

Knowledge acquisition

Knowledge acquisition is one of the dimensions of KM. Pacharapha and Ractham (2012) define it as the process of development and creation of insights, skills and relationships. It is believed that organisations subconsciously engage in knowledge acquisition and fail to realise that, in the process, talents and relationships are lost during the process (Tiwana, 2008). It comprises discovering existing knowledge to know what we know, gaining knowledge from outside resources and creating new knowledge. Before gathering and acquisition of knowledge, there is process called knowledge identification. In this process one needs to identify the information about knowledge that the organization has and what knowledge needs in order to become more competitive. Only the organization which identifies itself as a learning organization is capable of managing its knowledge. However, in the absence of knowledge retention strategies, organisations continue to lose valuable knowledge. For knowledge to be acquired, willingness and ability of a recipient to acquire and use knowledge are crucial elements (Gupta and Govindarajan, 2000; Alavi and Leidner, 2001; Ragsdell, 2009). Employees‟ negative attitudes towards learning and sharing can inhibit knowledge acquisition.

Knowledge sharing

Knowledge sharing is another important dimension of KM as has been posited by different KM researchers and management. Turban, Mclean and Wetherbe (2004) define it as the wilful application and transfer of one or more person's ideas, insights, solutions and knowledge to another person(s), either directly or via an intermediary, such as a computer-based system. This sharing occurs during induction (of new employees) or when employees quit the organisation. The willingness to share the knowledge should be on the part of employees who possess the knowledge. Knowledge shared by individuals and by a community of practice becomes organisational knowledge; therefore, knowledge sharing plays a pivotal role in ensuring that knowledge remains in the organisation even when the knowledgeable employees have left.

Knowledge sharing is part of the knowledge management system of an organization (Abdel-Rahman &Ayman, 2011). Holsapple and Joshi (2002) describe the operational objective of KM as to "ensure that the right knowledge is available to the right processors, in the right representations and at the right times, for performing their knowledge activities (and to accomplish this for the right cost)". Knowledge sharing and knowledge management are not similar. Knowledge sharing is one method for both making sure that knowledge is available and delivered at the right time. Additionally, knowledge sharing can save time and improve quality by providing appropriate solutions to clients.

It is difficult to give an all-around definition of knowledge sharing. Many researchers have their definitions from their own point of view. Based on these definitions, sharing of Knowledge is the main part in the subject of Knowledge Management (Fengjie et al, 2004). Knowledge sharing becomes a factor to obtain and maintain a competitive advantage, and improved business performance (Choi and Lee, 2003). Sharing knowledge is not merely a neutral exchange of information but it affects distribution of power, working relationships, models of influence and changes how individual identify their responsibilities (Willet, 2002). Lee el at (2000) defines knowledge sharing as activities of transferring or disseminating knowledge from one person, group or organization to another.

Knowledge Retention

Another important aspect of Knowledge Management is knowledge retention which aids in the capture and retention of knowledge within an organization. Kim (2005) states that it has to do with all the systems and activities that capture and preserve knowledge and allow it to remain in the organisational system once introduced. The knowledge and expertise from employees should be retained before they leave the organisation. In the absence of knowledge retention strategies, organisations lose tacit knowledge when employees leave for other organisations and due to other forms of attrition. As long as employees stay in employment with the institution, they continue to play a competitive role through effective decision-making, communication and contribution. Once employees leave the organisation, knowledge in their heads is also gone.

According to Nonaka and Takeuchi (1995), 80% of knowledge lies in the brains of people who possess know-how, secrets and personal skills that will never be shared if no one works on it. This is consistent with Polanyi"s (1962) view that "we know more than we can tell". Tacit knowledge is the lifeblood of an organisation. Tiwana (2008) suggests that, in order to make better use of tacit knowledge, a way must be found for it to be transferred directly to one another, making it explicit so that it can be shared throughout the organisation. Individuals who are rich in tacit knowledge

(experienced employees, retirees and other talented experts) constitute a wealth of intangible assets of the organisation (Nonaka and Takeuchi, 1995). The researcher believes that the loss of tacit knowledge in organizations can negatively affect the quality of products and services offered by these institutions. The awareness of knowledge loss through staff attrition is prompting companies to institutionalise certain processes to capture as much knowledge from their employees as possible. However, the most interesting observation is that some organizations have no strategies in place to capture and retain organisational knowledge and, instead, continue to lose portions of their workforce's knowledge.

Organizational Performance

Although the concept of organizational performance is very common in the academic literature, its definition is difficult because of its many meanings. Chhabra, (2001) defined organizational performance as the extent to which organizations, viewed as a social system fulfilled their objectives. Performance evaluation during this time was focused on work, people and organizational structure. To Yuchtman and Seashore (1967) performance is defined as an organization's ability to exploit its environment for accessing and using the limited resources. Later, managers began to understand that an organization is successful if it accomplishes its goals (effectiveness) using a minimum of resources (efficiency). Thus, organizational theories that followed supported the idea of an organization that achieves its performance objectives based on the constraints imposed by the limited resources (Yakhlef, 2010). In this context, profit became one of the many indicators of performance. The authors Lebans and Euske (2006) provide a set of definitions to illustrate the concept of organizational performance:

- Performance is a set of financial and nonfinancial indicators which offer information on the degree of achievement of objectives and results.
- Performance is dynamic, requiring judgment and interpretation.
- Performance may be illustrated by using a causal model that describes how current actions may affect future results.
- Performance may be understood differently depending on the person involved in the assessment of the organizational performance (e.g. performance can be understood differently from a person within the organization compared to one from outside). To define the concept of performance is necessary to know its elements characteristic to each area of responsibility.
- To report an organization's performance level, it is necessary to be able to quantify the results.

Kaplan and Norton (1992) contend that the most popular measurement of knowledge Management is the balanced scorecard, which emphasizes the need to achieve a balance between the use of financial and nonfinancial measures to achieve strategic objective. The balanced scorecard complements the traditional financial measures with operational measures on three perspectives namely the customers, internal business processes, and the organization’s learning and growth activities. Financial performance is measured in terms of profitability and growth. The growth dimension reflects the performance of business in terms of sales and market share gains while profitability dimension reflects efficiency and performance. These indicators reflect both long-term (growth) and short-term (profitability) characteristics of good performing organization (Chhabra, 2001).

Academic Performance

Academic performance may be another pillar that underpins a university's academic reputation. It is a traditional and standard dimension in performance measurement in universities. Academic performance indicators will cover the whole educational process from input, process and output till outcome. Higher Educational Institutions (HEIs) are changing from a public service to a market-driven one (Kettunen, 2003), and HEIs now face pressing concerns such as international competition (Kebao & Junxun, 2008). For that reason, HEIs are faced with the need to improve many of their existing management practices and attitudes. One of the current issues of significance is the need for performance management, particularly measurement of key performance indicators (Suryadi, 2007). It is believed that knowing such performance indicators will enable the organizations to achieve an acceptable level of AP. According to Kanji and Tambi (1999), the performance indicators in HEIs can be measured based on objective's achievement; this has to do with how well core process (educational process) is operating. Therefore, since the study focus on HEIs context (public universities), the AP measurement takes into account students related academic achievement as key indicators of Academic Performance. However, AP indicators as they have been detected in relevant literature include study efficiency, retention rate, academic status, undergraduates' wastage rate, classes of degrees, graduation rates, etc.

Study efficiency indicator measures student's efficiency of studies in universities. It can be measured by the average amount of time students need to complete their study in bachelors, Research Masters and Non-Research Masters programs. A similar indicator is progress rate from Australian Government report in higher education (2005). It provides a basis on which student's efficiency of studies can be compared with the required amount of time. For example, the bachelor programs are 3-year study programs in the University of Twente. The longer the students need to complete beyond the required amount of time, the low efficiency of their studies could be. Thus, the measurement could be a valid approach in measuring study efficiency of students. However, in some cases, students may choose to work ahead of having their diplomas. The reliability of the measurement in efficiency of studies may not be overestimated. For university management, it provides a helpful tool to get to know what the average amount of time each category of students are needed to complete their studies.

Retention rate indicator measures the percentages of students who remain in study from first year to second year in the same institution. It is a measure to see how many percentages of students have progressed after first year's study or how attractive a university to students could be. Student's retention rate is not only affected by educational performance perceived by students in the first year's study, but also is affected by student's behaviours and other academic mechanisms by principals. To universities in the Nigeria, effects from the indicator in application might not be obvious. In rare situation, the retention rate may drop significantly without a screening policy.

Drop-out rate indicator measures the percentages of students who have dropped out during their studies for various reasons. It is an opposite indicator to the retention rate. It is calculated by the number of drop-out students divided by the annual number of enrolments. The indicator can be measured in bachelor and master levels. Though the number of drop-out students may not directly relate to the educational performance of a university, it might be an important indicator to see how the university has made efforts in keeping their students on campus. The measurement by different degree programs provides a detailed assessment on the drop-out rate in the university.

Graduation is a direct output of educational activities in universities. The Indicator can be measured by graduation rate in percentage of students who complete their studies on time. It is an effective measure to calculate how many percentage students have managed to graduate as a result of educational services in universities. Similar measures are the number of diplomas and the number of students graduated yearly. Results from the measures may fluctuate year by year due to the size of student population, delays in studies and continuing studies etc. Therefore, the reliability of the measurement might be compromised. Universities may even purposely loosen graduation criteria for sheer increase in the number of graduates if too much emphasis is put on the indicator.

Staff Retention

The need to attract, motivate, develop and retain staff in high institutions is critical to the sustained improvement and growth of high institutions. This assertion was corroborated by Bhatt (2001) who states that creating an environment in which employees feel truly committed, connected to the organization's goals and objectives, and satisfied with their jobs and with the desire to stay in the organization has never been more crucial. They further assert that the traditional costs involved in hiring and developing a new worker have always pointed to the importance of retaining employees. Sutherland (2004) opines that organisations lose productivity, social capital and suffer customer defection when a productive employee quits.

The retention capacity of higher institutions and other organizations have taken centre stage amongst scholars and management experts over the years. Omerzel (2010) captured it thus; employee retention has the attention of top-level managers in today's organizations because the personal and organizational costs of leaving a job are very high. It is a business management term which refers to the efforts made by employers to retain employees in their workforce. Employee retention is seen as the opposite of employee turnover which is not favourably viewed by organizations as a result of its attendants cost implications to the organizations concerned. Oyedijo, (2012) states that employee turnover is costly and destructive to organisational process. Apart from the costs that are directly associated with employee turnover, other indirect costs exists (Omerzel, 2010). Choi & Lee (2003) opine that organisations lose productivity, social capital and suffer customer defection when a productive employee quits. Thus, higher institutions performance can be gauged by looking at their capability to retain their best brains who can take up any course within their discipline and who are experienced. The retention capacity will also have cost implications to the organizations as they would not have to spend much in recruiting new staff to replace old ones and money expended in training the staff will not be lost.

Research Methodology

Research Design

The study adopted a Survey Research Design which specifies the nature of a given phenomenon. According to Alamu and Olukosi (2008), a descriptive survey is concerned with data collection for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitude and on-going process.

The sample size of the study was determined using Taro Yamane Formula: the working is shown below:

$n=\frac{N}{1+N(e)2}$

Where n = sample size, N = population size (2018), and e = error limit (0.05).

n= sample size

$n=\frac{2018}{1+2018\ (0.05)^2}$

$n=\frac{2018}{1+2018\ (0.0025)}$

$n=\frac{2018}{1+5.045}$

$n=\frac{2018}{6.045}$

n= 334

In determining the sample size for each institution, the Bowley's proportion allocation formula was adopted. The formula is given thus:

$nh = \frac{Nh(n)}{N}$

Where:
nh = Sample size per each organization
Nh = Total number of employees in organization
n = Total sample size
N = Population of the study

Table 1. Questionnaire Allocation

Institutions	Workings	Number Shared
Kogi State University, Anyigba	**768 × 334/2018**	**127**
Kogi State Polytechnic, Lokoja:	**578 × 334/2018**	**96**
Federal College of Education, Okene	**671 × 334/2018**	**111**
Total		**334**

Source: Field Survey, 2019

Table 1 shows how the copies of questionnaire that were distributed to the institutions under study.

Stratified random sampling technique was used to determine who gets questionnaire and who does not get in the studied institution in accordance with the number of questionnaires allocated using Bowley's formula. The various departments in the institutions were used as strata in the institutions and distributed amongst the department in proportion to the number of staff.

Method of Data Collection

Structured questionnaire was used in collection of data. A 5 point Likert scale was used and it was structured thus: Strongly Agree (5), Agree (4), Disagree (3), Strongly Disagree (2)and Undecided

(1). A total number of three hundred and thirty four (334) copies of questionnaire were distributed to the organizations; two hundred and ninety one (291) were retrieved while two hundred and eighty seven (287) were utilized as a result of incomplete response from four (4) respondents.

Method of Data Analysis

Data collected was analyzed and presented using descriptive statistics such as means, tables, standard deviation, frequency counts etc. while Pearson's Product Moment Correlation Coefficient was used to test the extent of relationship that exists between the constructs of the study, Statistical Package for Social Science version 20 was employed for this.

Test of Hypotheses

Hypothesis One:

H_A: There is a significant positive relationship existing between knowledge acquisition and academic performance in selected tertiary institutions in Kogi State.

Table 2: Regression for Hypothesis One

Correlations

		KA	SAP
KA	Pearson Correlation	1	.850**
	Sig. (2-tailed)		.000
	N	287	287
SAP	Pearson Correlation	.850**	1
	Sig. (2-tailed)	.000	
	N	287	287

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey (2016)
Computation: SPSS Ver. 20

Keys:

KA = Knowledge Acquisition

SAP = Student Academic Performance

Table 2 shows the correlation result for hypothesis one. The result obtained showed that the correlation coefficient was .850 the p-value was 0.000. Going by the decision rule, the research hypothesis which states that there is a significant positive relationship existing between knowledge acquisition and academic performance in selected tertiary institutions in Kogi State is therefore accepted.

Hypothesis Two:

H_A: There is a significant positive relationship existing between knowledge sharing and staff retention in selected tertiary institutions in Kogi State.

Table 3: Regression for Hypothesis Two

Correlations

		KS	SR
KS	Pearson Correlation	1	.908**
	Sig. (2-tailed)		.000
	N	287	287
SR	Pearson Correlation	.908**	1
	Sig. (2-tailed)	.000	
	N	287	287

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey (2016)
Computation: SPSS Ver. 20

Keys:

KS = Knowledge Sharing

SR = Staff Retention

Table 3 shows the correlation result for hypothesis two. The result obtained showed that the correlation coefficient was .908 the p-value was 0.000. Going by the decision rule, the research hypothesis which states that there is a significant positive relationship existing between knowledge sharing and staff retention in selected tertiary institutions in Kogi State is therefore accepted.

Hypothesis Three:

H_A: There is a significant positive relationship existing between knowledge retention and competitive advantage in selected tertiary institutions in Kogi State.

Table 4 Correlation for Hypothesis Three

Correlations

		KS	SR
KS	Pearson Correlation	1	.908**
	Sig. (2-tailed)		.000
	N	287	287
SR	Pearson Correlation	.908**	1
	Sig. (2-tailed)	.000	
	N	287	287

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey (2016)
Computation: SPSS Ver. 20

Keys:

KR = Knowledge Retention

CA = Competitive Advantage

Table 4 shows the correlation result for hypothesis three. The result obtained showed that the correlation coefficient was .862 the p-value was 0.000. Going by the decision rule, the research hypothesis which states that there is a significant positive relationship existing between knowledge retention and competitive advantage in selected tertiary institutions in Kogi State is therefore accepted.

Conclusion

The Resource Based View of a firm which the study is anchored upon addresses the fundamental question of what makes firms different from others. In this context, what makes tertiary institutions unique and how they could achieve this uniqueness. The theory assumes that firms possess resources, in this case knowledge, which enables them to achieve competitive advantage and perform better than their rivals. The ability of the staff to acquire new and relevant knowledge will improve their versatility in the organization and in lecturing of several subjects; this will also have positive effect on the academic performance of students. Also, the willingness to share knowledge has a role to play in retaining the brightest and smartest staff within the organization which will improve the studied institutions competitive edge over others. Their competitive edge will also be influenced by their capability to nurture and retain knowledge within the organization. Hence, it is concluded that the performance of the studied higher (tertiary) institutions positively correlates with their knowledge management strategies.

Recommendations

The study makes the following recommendations:

1. That the studied institutions' management need to provide a policy guideline that will encourage academic staff to improve their knowledge through various knowledge acquisition approaches.
2. The management of the institutions should develop a policy guideline for the official transfer of knowledge from experienced workers to less experienced ones by encouraging staff to share the knowledge and experience they have gathered over the years with less experience workers as this will boost the knowledge capacity of the employees and improve their competitive edge.
3. The institutions management should make knowledge acquisition, sharing, transfer and retention a top priority through backing it up with policies and actions that will not coerce staff but will make them willing to acquire and share knowledge through mentoring.

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