

Job Design and Employees Knowledge Sharing Behaviour in Federal Universities, Nigeria

Eni Naomi Isang¹, Umuolo Joy Amamize¹, Obo Ekpenyong Bassey¹, Ogar Godwin Wonah¹, Nkamare Stephen Ekpo² & Rufus Emmanuel-Ubong Ita³

¹ Department of Business Management, University of Calabar, Calabar, Nigeria

² Department of Banking and Finance, University of Calabar, Calabar, Nigeria

³ Department of Accounting, University of Calabar, Calabar, Nigeria

Correspondence: Nkamare Stephen Ekpo, Department of Banking and Finance, University of Calabar, Calabar, Nigeria.

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Abstract

In this era of global advancement and competition in the educational sector, knowledge sharing has become a panacea for organisations to gain and to sustain a competitive advantage. Learning institutions are faced with how to manage their employees; motivating people to share knowledge, organising existing knowledge and making knowledge easily accessible. Evidence from literatures review has shown that negligence and inadequate implementation of human resource management variables are responsible for poor employee knowledge sharing behaviour in federal universities. This study was conducted using Multiple Regression Analysis, to examine the effect of job design and employee knowledge sharing behaviour in University of Uyo in Akwa Ibom and University of Calabar in Cross River States, Nigeria and to identify gaps relating to job design and employee knowledge sharing behaviour. Survey research design was employed in the study. A sample size of 364 was selected using Taro Yamane formula while Bowler's Proportionate Allocation Formula was used to determine each sample size of 139 and 225 for UNIUYO and UNICAL respectively. Data collected were analysed using SPSS version 28. Result from tested hypothesis showed that job design has a significant positive effect on employee knowledge sharing behaviour in UNIUYO and UNICAL in Nigeria. Based on the result, it was recommended that the management of the institutions should ensure adequate job design to effectively highlight individual duties and responsibilities to encourage employee's knowledge sharing behaviour. It also suggested regular training and appropriate supervision of staff to enhance and strengthen the knowledge capacity of the employees.

Keywords: job design, human resource management, employee behaviour, employee commitment and knowledge sharing

1. Introduction

Knowledge is the quality that empowers individuals and organisations to stay competitive in the borderless world of business. Organisational dependence on resources to obtain greater output has moved from physical resources to knowledge and skills resources. Knowledge is not only information but a source of resource with asset value that can support organisations to function efficiently. Knowledge residing within individual employees plays a critical role in improvement of structural capability in form of organisational performance. Knowledge is regarded as a factor of production alongside land, labour, and capital and is considered as the most important resource in an organisation (Hassan, 2013). Human resource management variables are set of major tools for knowledge creativity through knowledge sharing by influencing human capital and improved

organisational performance (Salma *et al.*, 2012).

Human resource management discipline extracted its roots from organisational psychology and has proven to be an important practice for managing organisations and institutions' learning. The role of this practice has emerged to be strategic in due course of time. The role of human resource management has become indispensable in gaining competitive gain especially in this era of globalisation and advanced technological progress. Human resource management practice is a process that utilises the skills and knowledge of employees in order to achieve organisational goals (Hassan, 2013). The practice of human resource management is concerned with all aspects of how people are employed and lead in organisations. It covers, among others, activities such as job design, compensation, performance appraisal, supervision and training.

Human resource management variables are crucial instruments for the realisation of productivity in a learning institution. Universities, like every other organisation, strive to survive in today's dynamic and complex business environment. Universities aim to develop and survive in the challenging market environment, and as such, make efforts to develop their strategic resources so that their goals can be achieved. Meanwhile, the idea of human resource management in universities is to render support services in achieving the goals of the universities. This could be because university employees are considered to be knowledgeable in teaching and research. The university is an environment for knowledge acquisition and dissemination. Knowledge is abstract, it cannot be perceived or touched. Knowledge sharing entails communicating knowledge within a group of people with the aim of employing available knowledge to advance group performance.

Effective knowledge management procedures sustained by effective knowledge sharing can improve the quality of work, productivity and competency that can profit the individual and the institution. Knowledge sharing is a voluntary action of an individual to participate in knowledge exchange; it is a relationship between two parties, one that possesses the knowledge and the other that acquires the knowledge. Individuals in organisations have always created and shared knowledge and therefore, knowledge sharing is considered to be an activity that takes place automatically. The sharing of knowledge is recognised as a main component of knowledge management which requires employee willingness and ability to exchange and disseminate knowledge.

Organisations are faced with how to manage their employees, and the problems are related to motivating people to share knowledge, identifying the key people to share and making knowledge accessible for the achievement of the overall goals (Logan, 2006). Academic institutions are confronted with a number of challenges (designing jobs to fit skills of employees and training programmes) that can be alleviated through sound knowledge management and sharing practices. The quality of higher education mainly depends on the quality and competence of the lecturers working in the institution. The academic staff is considered as key element for the success of any education system (Yin, 1996). There are a variety of factors which facilitate and interfere with the knowledge sharing practices of lecturers working in higher institutions. The practices of human resource management in the university can either hamper or encourage the willingness of the lecturer to share their knowledge for the success of the institution.

1.1 Statement of the Problem

Some federal universities in Nigeria have not clearly identified the role of human resource practitioners in decision making process, thus the failure in the implementation of human resource management variables in university of Uyo and university Calabar, Nigeria. This study becomes necessary due to negligence and inadequate implementation of human resource variables which might have been responsible for inadequate employee knowledge sharing behaviour in university of Uyo and university of Calabar respectively. Positioning human resource variables towards learning and knowledge sharing will guarantee success and lasting development for the universities. Knowledge is the power of an organisation to accelerate in a competitive situation, the inability of human resource practitioner to design job appropriately has led to poor knowledge sharing commitment of employee. Inappropriate human resource practices, specifically, job design practice in federal institutions in Nigeria today is determined more by politics and favoritism, rather than the right fit for organisational survival and effectiveness. This has contributed to poor job enlargement, job enrichment, rotation and reengineering, thus reducing federal universities' capacity to compete and maintain sustainable competitive advantage. This has led to the inability of the universities to proactively respond to economic and technological challenges in their environments. It is imperative for university administrators to design jobs to improve and develop their knowledge-base. This study was carried out to investigate the effect of job design on employee knowledge sharing behaviour. Universities are seeking better way to maximize their potential among world best institutions. The specific objectives are to examine the effect of job design on employee knowledge sharing commitment in university of Uyo and university of Calabar.

1.2 Research Hypotheses

The following hypotheses are formulated thus:

- 1) There is no significant effect of job design on employee knowledge sharing commitment in university of Uyo and university of Calabar.

1.3 Theoretical Framework

This study is anchored on the following theories:

Social exchange theory was postulated in 1958 by George Homans (Homans, 1958). He argued that exchange of knowledge between people is a fundamental form of behaviour and is always based on principles of cost and benefit, having a reciprocal effect. Pfeffer (2007) incorporated expectation and reward into the theory from psychology. Social exchange theory is among the most influential conceptual paradigms for understanding and explaining knowledge sharing behaviour. Knowledge sharing is regarded as a kind of social exchange with people sharing their knowledge and skills with their colleagues and expecting, reciprocally, to receive others' knowledge in return regulated by trust. Lin (2012) has analysed knowledge sharing by outlining some factors like future collaboration, status, job design, and train to regulate employee knowledge sharing behaviour.

Social exchange theory assumes that activities undertaken between an organisation and its employees can generate organisational commitment (Aldhuwaih, 2013). Based on the assumption of social exchange theory, the employees believe that the organisation should provide a better working environment, where they utilise their skills and knowledge to achieve their goals as well as organisational goal (Ahmed *et al.*, 2018). From the assertion, favourable exchange understanding between employees and the organisation will result in increased organisational knowledge sharing behaviour. The postulate of this theory is applicable to the relationship between human resource practices and employee knowledge sharing behaviour in federal universities in Nigeria.

1.4 Ability Motivation Opportunity Theory

Ability motivation opportunity theory was developed by Appelbaum *et al.* (2000). The theory had been widely used in human resource management practices research as an added value to resource-based view of Penrose, 1959 (Ahmad, 2020). The ability motivation opportunity components are described as the resources needed by the employees to perform efficiently and effectively at workplace. Moreover, these elements are interrelated, suggesting the necessity for all components to exist at the workplace (Haque *et al.*, 2021). Ability is an essential factor influencing employee behaviour and task performance. It encompasses the employees' necessary knowledge, skills, and aptitudes to perform their job (Boxall & Purcell, 2011). Organisations can implement human resource management practices to guide employee behaviour towards specific organisational goals. It can be done through compensation practice that rewards the employees when they successfully achieve the desired goals.

Mat *et al.* (2020) pointed out that skilled employees will not perform effectively if they are not motivated. Therefore, proper implementation of human resource management practices in an organisation will impact employee motivational level in terms of knowledge sharing behaviour. The theory suggests that employees who are given the opportunity to contribute and perform their job will produce more positive organisational outcomes (Ujma & Ingram, 2019). Opportunity is described as the engagement in job-related behaviour, which can be achieved through job design and involvement (Szulc *et al.*, 2021). This is apparently true with developing innovative workplace behaviour in the universities where employees are required to perform their job accordingly. The theory encourages employees' desired behavioural outcomes at work such as their knowledge sharing behaviour (Nor & Abdullah, 2020). The study was underpinned by the Ability motivation opportunity theory which contributes to employee behaviour in the shape of developing and enhancing the ability and capability of employees, motivate them and improve opportunities for them to foster their knowledge sharing behaviour.

Workers tend to perform better when they have the opportunity to apply their skills and motivation to a given work situation. Thus, working arrangements can provide employees with the opportunity to influence the decision-making process of an institution and motivate them to share their task-specific knowledge through an environment such as that of trust.

2. Literature Review

2.1 Job Design

Job design is an important area of interest because of its effect in encouraging employees to enhance and improve their performance. It has an important role in knowledge sharing among employees in organisations. The idea behind job design and knowledge sharing in organisations is not a new one. Many scholars see that those results of job design like specialisation may negatively affect knowledge sharing among employees because of deep differences in the level of knowledge insights between specialised and non-specialised employees (Azzam, 2018; Ghadeer, 2020). Job design is one of the important tasks of human resources management. This is the process of identifying duties, tasks, and responsibility of the job. Grant (2006) and

Zareen *et al.* (2013) suggested that job must have a social impact in which it enhances self-confidence for employees and respect from others when they perform their job in a right manner. Hackman and Oldham (1980) described job design acts as a motivator for employee knowledge sharing. Job design is built upon job analysis and career path analysis, job design and job analysis are considered to be an introduction to recruiting, examining, and hiring of employees in organisations, it implies to description and definition of job context, job specifications and job environment (Armstrong, 2009). The approaches used in job design to increase employee motivations and efficiency are: job rotation, job enlargement, job engineering, job simplification and job enrichment.

In addition, attention to job design can yield an insight at the individual level. Job design as important human resource activity centers on the structure of work and its relevant tasks and activities (Azzam, 2018). Job design is concerned with the allocation of such tasks to the individual. Research on the task characteristics of a job is to a large extent based on Hackman and Oldham's (1980) model and corresponding measurement tool, the Job Diagnostic Survey. Knowledge sharing between employees appears to be insufficiently promotable through directives. Due to their intangibility behaviours knowledge sharing cannot be directly rewarded, therefore, human resource managers face the challenge of encouraging voluntary knowledge sharing (Philip, 2017). As knowledge is seen as the most important resource of a firm it must be utilised to create a sustainable competitive advantage. A shift from managing knowledge towards managing employees as the true owners of knowledge shows the rising importance of human resource practices in the context of knowledge sharing. Job design can influence employee's knowledge sharing behaviour. Effective implementation of job design requires the practice of human resource through right allocation of tasks and responsibilities for effective knowledge sharing behaviour.

In academic institutions like universities of Calabar and Uyo, academic staff are exposed to performing jobs such as: course outlines preparation, teaching, research supervision, results compilation, and so on. Assignment of multiple courses to lecturers to enlarge their scope of duties is a common practice in higher institutions of learning (Umana *et al.*, 2019). The advantage that ensues from job design not only increased job satisfaction, but also creation of well qualified workforce and improved academic staff performance. Over the years, universities have served as training environment for human resource development for national economies, including that of Nigeria. This explains why there is a great concern about the performance of universities with particular reference to academic staff (Agbionu *et al.*, 2018). This study examines job design as one of the human resource management variables concerned with the assignment of task and responsibility of employees in university of Uyo and university of Calabar. It is important for the human resource practitioner to assess the skills, capability and competency of an employees in designing a job to enhance knowledge sharing behaviour of the employee to gain a competitive advantage.

2.2 Employee Knowledge Sharing Commitment

Human resource practices are organisational actions which affect organisational output through employee attitudes and behaviour (Alfes *et al.*, 2012). Human resource practices and their perceptions have been found to be relating to employee commitment and job satisfaction in an organisation. Boon and Kalshoven (2014) opined that human resource practice influences employees' attitudes toward knowledge sharing. It is asserted that different human resource practices affect different worker groups, with respect to their commitment in different ways. Mutage and Dewah (2021) also affirmed that mistrust, unfair treatment, poor interpersonal relations, lack of recognition, and absence of a reward system induce knowledge hoarding and discourage among employees. When employees perceive that, the organisation they worked for is committed to them in implementing certain human resource practices they reciprocate with higher levels of obligation towards the organisation.

Employee tends to support the organisational goal where they perceived commitment from the side of organisation through the various human resource practices. Employee commitment can be perceived from different perspectives: altruism, organisational citizenship, civic virtue, gentility, and cognizance. These are employee characteristics that the practice of human resource in organisation can explore to gain a sustainable competitive advantage in competitive knowledge-based environment. In addition, employee commitment is very necessary for proper achievement of employee knowledge sharing behaviour in university of Uyo and university of Calabar, since they are the machinery for knowledge sharing implementation. Employee commitment can be regarded as organisational citizenship where extra work-related behaviours of employees go above and beyond the routine duties prescribed by their job descriptions or measured in formal evaluations, and also defined as individual behaviour that is optional, not directly recognised by formal reward system, and it promotes the effective functioning of the organisation. Employee commitment can enhance employee retention by making the organisation a more attractive place in which to work.

2.3 Empirical Literature

Oyenuga *et al.* (2019) investigated knowledge sharing factors among academic staff in Nigeria universities. The

objective was to measure lecturers' views about the determinants of knowledge sharing within academic settings. The research design was quantitative and analytical in nature using pairwise comparison questionnaire. Sample was drawn through multi-stage sampling procedure and 102 copies of questionnaires were retrieved and found fit for analysis. Data collected were model into clusters in line with ANP technique. The results show that respondents believe that institutional norms factors were better motivators for knowledge sharing of which institutional culture stands out. Academic staff of universities are advised to be unbiased to knowledge sharing acts in order to aid scholarly research and societal development since knowledge hoarding is not the best strategy. It was recommended among others, that policymakers need to provide financial rewards to aid knowledge sharing growth among academic staff, universities reward system should capture extent of knowledge sharing as it has greater influence on actualising the mission and vision and enhances sustainable competitive advantage.

Agbulu (2015) evaluated the human resource management practices in federal and state college of education Nigeria. Descriptive statistics was used and t-test for analyzing data. A total of 572 population was used without sampling and the findings showed that the federal and state colleges of education in the north-central zone to a great extent comply with approved guidelines on staff recruitment, ensures proper staff training and development, and appropriate staff appraisals and promotions, staff welfare and staff discipline is on the low practice. It was recommended among others that recruitment, appraisals and promotions, staff training and development, staff welfare and discipline practices should be given due attention for effective and efficient performance.

Abbas (2017) examined knowledge sharing and dissemination among academics in federal universities in Nigeria. The aim was to investigate the phenomenon of knowledge sharing among academic staff in four federal Nigerian universities, namely Bayero University, Kano; University of Maiduguri; University of Ibadan; and University of Port Harcourt. The research was a quantitative approach and 364 academic staff were sampled using administer questionnaire. The study found proof of knowledge sharing among academics in the four universities through workshops, seminars and conferences, affiliation of professional associations/societies and readiness to share knowledge and other resources with colleagues. The study recommended more intense modern technologies to increase awareness, improve knowledge sharing through research and teaching activities, since knowledge sharing is a critical factor in the survival of educational institutions across the globe.

Oladele *et al.* (2015) examined the relationship between human resource management practices and Nigeria universities administration. The objective was to investigate the usefulness of human resource management practices in Nigeria universities administration. A survey design was used for data collection while regression analysis was conducted to test the relationship. A total of 180 samples were selected from the population from six universities. The findings revealed that there was a significant difference between the performances in human resource management practices in public and private universities. It was also revealed that effective human resource management leads to improvement in staff and students' performance. It was recommended that universities administration should invest more in human resources in order to improve the quality of their workforce. It was opined that university personnel should undergo higher academic training in their area of specialities and attend regular workshops, conferences and seminars locally and internationally and also utilise the benefits of mentoring.

Kenndy and Victor (2020) researched on knowledge sharing practices among lecturers in Nigeria universities. The objectives of the study were to examine the perceptions of lecturers about knowledge sharing, identify the benefits of knowledge sharing among lecturers, identify ways used in sharing knowledge by lecturers and investigate the barriers militating against knowledge sharing. The study adopted the descriptive survey design. A sample of 217 lecturers was collected across seven faculties in the university in Kwara. Data were analysed using descriptive statistics of frequency counts and percentage. Findings of the study revealed that lecturers have positive perceptions toward knowledge sharing. It was recommended that university management should create massive campaigns on the need for lecturers to embrace knowledge sharing among peers. This can be achieved through training, conferences attendance, and seminars etc. on the need for knowledge sharing among them.

Thomas and Sunday (2019) investigated knowledge sharing behaviour of librarians in federal universities in Nigeria. 518 samples were selected using survey and descriptive statistics. The results revealed that the level of knowledge sharing by librarians is high. The study concluded that librarians are not only knowledge managers but also knowledge disseminators. It was recommended among others that recognition and incentives be given to librarians who share knowledge so that they can share more knowledge.

Sindhu and Perumal (2013) examined employee knowledge sharing behaviour in education sector in India. The objective was to investigate knowledge sharing behaviour of teaching faculty members of engineering college, Chennai. Structured questionnaires were used to collect samples from 72 respondents. T-test analysis tool was used to evaluate the relationship between knowledge sharing behaviour of the lecturers and practices of the

human resource. The result revealed that employees do not seem to hesitate in sharing information with their co-workers in terms of training, work experiences, teaching strategy, etc. The educational institutions provided a platform for knowledge sharing, by providing necessary training, and other facilities for enabling people to meet and share knowledge. The study was preliminary research, therefore recommend further studies in the area of training.

Masui *et al.* (2019) studied academic staff behavioural intention to create knowledge by using policies in the universities of Tanzania. The objective of the study was to investigate the association between policy aspects and the intention to engage in the knowledge creation behaviour by academic staff in the universities. The study adopted the theory of planned behaviour. A structured questionnaire was used to collect data from 202 respondents. Logit regression and maximum likelihood estimation were used to analyze the data. It was revealed that there was a significant association between availability of time, provision of space, rights and values and the intention to engage in knowledge creation behavior. The relationship between reward and mentoring and intention to engage in the behaviour was negative. The study recommended among others that training and mentoring should be properly instituted in the universities.

Iqbal (2015) investigated employee perception of human resource management practice and knowledge sharing behaviour in COMSATS institute of information technology, Pakistan. The objective of the study was to examine causative relationship between specific human resource practices and employee knowledge sharing. The study adopted structural equation model in analysing data. A total of 600 questionnaires were distributed to employees of the selected organisations of 390 were usable. The study shows a positive relationship between employee collaboration and employee knowledge sharing behaviour, while it recommended collaborative practice and trust to help employee knowledge sharing behaviour to improve capability in their organisation.

Ru-chu and Shii-er (2011) investigated the knowledge sharing behaviour of teachers in Taiwanese high schools, with the aim of observing factors responsible for knowledge sharing. A total of 210 questionnaires were distributed and analysis of variance and partial least square was used for analysis. The results showed among others, that attitude, subjective norm, behavioural control and intention influenced knowledge sharing behaviour of the Taiwanese teachers. Recognition and trust were emphasized to encourage effective knowledge sharing.

3. Materials and Methods

Survey research design was employed to serve as guideline for collection, analysis, discussion of findings and interpretation of the data which was collected from the field. The researcher used descriptive statistics to rank the respondent socio-demographic status and perception of human resource management practices and employee knowledge sharing behaviour in federal university in Nigeria. The population of the study consists of 3,995 academic staff from the two federal universities in Akwa Ibom and Cross River States. This statistic comprises (UNICAL 2474 and UNIUYO 1521) academic staff. This population was further sub divided into strata; Graduate assistant (lecturer 1 and Senior lecturer- Professor) from the two universities. It was not possible for the researcher to investigate the total population; therefore, sample size was drawn using Taro Yamane statistics formula. Sample was selected from teaching staff of the universities drawn from the budget and planning departments, and human resource units.

The teaching staff were selected from the two federal universities in Akwa Ibom and Cross River States in South-South Nigeria. Hence, the total sample size of the study drawn among teaching staff of the Universities was three hundred and sixty-four staff (364) and has been proportionally shared based on their population size (225 and 139) for Unical and Uniuyo respectively. Questionnaire was designed in 5- point Likert scales of strongly agreed (SA) = 5, Agreed (A) =4, undecided (U) =3, disagreed (D) 2 and strongly disagreed (SD) = 1. Exploratory factor analysis was conducted to determine the validity of the construct. The result of the analysis revealed that constructs in the instruments were valid, the p-value of the study constructs were less than 0.05. Furthermore, the Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity (KMO and Bartlett's Test) range from (0.854-0.966) which revealed the sampling adequacy of the constructs as well as the closeness of fit between the construct measures and actual observations made with the instrument. Hence the constructs in the instrument were considered valid for the analysis.

The reliability of the instrument was established based on a pilot study. In measuring the reliability of the research instrument, the questionnaire was subjected to a pilot test. Thirty-six (36) copies of the questionnaire containing 30 questions were administered to thirty-six lecturers in University of Cross River State (UNICROSS), which represent 10 per cent of the sampled size. The Cronbach Alpha for internal consistency of the items of the questionnaire was conducted using the reliability procedure in Statistical Package for Social Sciences (SPSS) version 28. A high Cronbach alpha index indicates high reliability. A Cronbach alpha coefficient of at least 0.70 was acceptable, and the instrument was considered to have high reliability and therefore fit for the purpose of collecting data for the study. The multiple regression analysis was adopted to examine the effect of the dependent variables (employee knowledge sharing commitment) on the independent

variables (job design).

4. Analysis of the Results

The hypotheses were re-stated in the null and alternate forms using multiple regression analysis at 0.05 level of significance. The Statistical Package for Social Science (SPSS) version 28 was used to analyze data.

Hypothesis 1

H₀: Job design does not have a significant effect on employee knowledge sharing behaviour.

H_A: Job design have a significant effect on employee knowledge sharing behaviour.

From the result below, the coefficient of job design from the logit model was 1.9564; the z-statistic was 3.5433 with probability of 0.0002. The p-value was significant at less than 1 per cent, indicating that the coefficient passes the significance test at 1 per cent level. Consequently, the study rejects the null hypothesis, implying that job design has a significant positive effect on employee knowledge sharing commitment in university Uyo in Akwa Ibom and university of Calabar Cross River States, Nigeria.

Table 1. Multiple regression analysis results for the constructs of human resource management practices and employee knowledge sharing behaviour

Variable	Probit			Logit			Extreme value		
	Coef.	z-stat.	Prob.	Coef.	z-stat.	Prob.	Coef.	z-stat.	Prob.
JD	2.5742	2.9232	0.0001	1.9564	3.5433	0.0002	1.4613	2.7852	0.0001
Pseudo R ²		0.7823			0.7495			0.7534	
LR statistic		54.443	0.0000		57.532	0.0000		52.893	0.0000
Akaike info criterion (AIC)			3.9764			3.9153			3.9537

Source: SPSS Version, 28.

5. Discussion of Findings

The test of hypothesis one revealed that the coefficient of job design was positive and significant at 1 per cent level (p-value is 0.0002). This result implies that job design has a significant positive effect on employee knowledge sharing commitment in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria. This result pointed to the fact that effective job design which highlighted individual duties and responsibilities of the workers have significant effect and contributed positively to employee's knowledge sharing behaviour in the institutions. This result agreed with the findings of Ghadeer (2020) who found that job design has positive effect on employee's performance through effective identification of duties, tasks, and responsibilities which enhances knowledge sharing among employees. Similarly, the study finding is in tandem with the conclusions of Azzam (2018), who concluded that job design can yield an insight at the individual level and that job design as an important human resource activity center on the structure of work and it relevant tasks and activities which focuses on improving workers performance and knowledge sharing. In the same vein, this study's finding agreed with the result of the study carried out by Agbionu *et al.* (2018) who found that job design enhanced workers performance.

6. Conclusion and Recommendations

Human resource management variables have continued to play a vital role in institutions globally. However, this study explored the effect of between human resource management variables and employee knowledge sharing behaviour in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria. Two human resource management variables (job design) were studied to examine their effect on employee knowledge sharing behaviour. The result showed that human resource management variable has a significant positive effect on employee knowledge sharing behaviour in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria.

Specifically, the study concluded that job design has a significant positive effect on employee knowledge sharing commitment and willingness in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria. The importance of human resource management practices on employee knowledge behaviour cannot be overemphasized, as it contributes to organisations sustain and competitive advantage. It is pertinent to conclude that organisations, particularly tertiary institutions need to pay more attention to human resources management variables and guarantee effective implementation in order to encourage employee knowledge sharing behaviour in these institutions. The following recommendations were proffered:

- 1) Management of the universities of Uyo and Calabar should ensure adequate job design in their institutions to effectively highlight individual tasks and responsibilities to stimulate employee's knowledge sharing commitment in these institutions.

Effective information sharing in these institutions should be actively encouraged to improve employee's performance.

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