

Influence of Human Resource Practices on Employee Behaviour in Federal Tertiary Institutions in Nigeria — Multivariate Approach

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Abstract

Knowledge sharing has become a panacea for organizations to gain and to sustain a competitive advantage in this fast-growing technological era in education sector. Learning institutions are faced with how to manage their employees; motivating people to share knowledge, identifying the key people to share their knowledge, organizing 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 carried out, using Multiple Regression Analysis, to examine the effect of 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 and to identify gaps relating to compensation practices, performance appraisal, and supervision and employee knowledge sharing behaviour. Survey research design was used in the study. A sample size of 364 was selected for the study 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. The data collected were analysed using SPSS version 28. Results from the test of hypotheses showed that compensation practices had a significant positive effect on employee knowledge sharing behaviour in UNIUYO and UNICAL in Nigeria. Also, it was found that supervision had a significant positive effect on employee knowledge sharing behaviour UNIUYO and UNICAL in Nigeria. Whereas performance appraisal has a positive coefficient but no significant positive effect on employee knowledge sharing behaviour. Based on the results, it was recommended that management of the universities should provide adequate compensation in order to complement workers efforts, boost performance and inspire positive knowledge sharing behaviour. It also suggested that management should ensure suitable and appropriate staff supervision to enhance and strengthen the knowledge capacity of the employees.

Keywords: compensation practices, supervision, performance appraisal, human resource, employee's behaviour

1. Introduction

Knowledge empowers individuals and organizations to stay competitive in the borderless world of business. Organizational 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 organizations to function efficiently. Knowledge residing within individual employees plays critical role in improvement of structural capability in form of organizational performance. Human resource management practices are a set of the major tools for knowledge creativity through knowledge sharing by influencing human capital and improved organizational performance (Salma et al., 2012).

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

Universities, like every other organization, 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. 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 organizations 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.

Organizations 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 (appropriate compensation practices, supervision 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 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.

Human resource management practices are gradually being recognized as essential organizational factors for promoting knowledge sharing behaviour of academic staff (Jyoti et al., 2015). It is imperative that lecturers in tertiary institutions share knowledge with others at individual, team, organization, national and/or international levels. Existing literatures focused on recruitment and selection, employee participation, job security as well as promotion opportunity (Ananthalakshmi & Fadumo, 2014; Razak et al., 2015; Agarwala, 2003), while others focused on knowledge sharing altruism, reciprocal and subjective norms (Shamsudin et al., 2016). These authors apparently overlooked the aspects of compensation, performance appraisal and supervision as it relates to employee knowledge sharing behaviour. The paper examined the influence of human resource management practices on employee knowledge sharing behaviour using human resource management variables as independent variable in term of compensation, performance appraisal and supervision whereas employee knowledge sharing behaviour is the dependent variable considered as employee knowledge sharing trust, employee knowledge sharing turnover, and employee knowledge sharing intention (Esu & Inyang, 2009). Specific objectives were to:

- 1) establish how compensation practices affect employee knowledge sharing trust in university of Uyo and university of Calabar.
- 2) determine the effect of performance appraisal on employee knowledge sharing turnover in university of Uyo and university of Calabar.
- 3) ascertain the effect of supervision on employee knowledge sharing intention in university of Uyo and university of Calabar.

2. Theoretical Framework

Social exchange theory (SET) 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, have 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 supervision and performance prospects to regulate employee knowledge sharing behaviour.

Social exchange theory assumes that activities undertaken between an organization and its employees can generate organizational commitment (Aldhuwaih, 2013). Based on the assumption of social exchange theory, the employees believe that the organization should provide a better working environment, where they utilise their skills and knowledge to achieve their goals as well as organizational goal (Ahmed et al., 2018). From the assertion, favourable exchange understanding between employees and the organization will result in increased organizational 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.

Wilson et al. (2015) opined that satisfying human resource management practices will stimulate employee commitment within the organization as reciprocal. Social exchange theory emphasises that interactions between parties who are in a state of reciprocal interdependence relationships evolve over time into trust, loyalty, and mutual commitments as long as the parties abide by certain rules of exchange. In conclusion, social exchange theory indicates that appropriate implementation of human resource practices can lead to effectiveness and efficiency in employee commitment, trust, turnover, intention and willingness in knowledge sharing behaviour which is profitable in overhauling institutional sustainable advantage.

The value of this theory in this study is the preposition that academic staff are main sources of knowledge sharing in the educational institutions which need to be appreciated through proper compensation, appraised, and supervised for maximum commitment to knowledge sharing.

2.1 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). Organizations can implement human resource management practices to guide employee behaviour towards specific organizational 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 organization 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 organizational outcomes (Ujma & Ingram, 2019). Opportunity is described as the engagement in job-related behaviour, which can be achieved through job design and involvement (Szule 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 motivates them to share their task-specific knowledge through an environment such as that of trust.

The relevance of this theory to the study is based on the assumption that, academic staff in federal universities in Nigeria are the main contributors of knowledge sharing. The academic workforce needs to be equipped through, suitable job design, compensation packages and constant training. With the application of appropriate human resource management practices, the academic staff knowledge sharing capacity will be broadened and renewed to enhance the universities' ability to achieve sustained competitive advantage.

3. Literature Review

3.1 Human Resource Management

It is the responsibility of every manager to managed their staff in order to achieve the goals of the organization,

this is because human resource plays a vital role in the management of other resources, such as materials, money, time, machine, information entrusted in their care. Uche (2011) maintained that human resource refers to an organization's employees, who are described with reference to their training, experience, intelligence and relationship. Human resource co-ordinates the operational activities as well as decides how much an organization can achieve with other resources (Adetoro, 2009). Human resource management is that function of an organizations which makes for effective utilisation of people to achieve not only the objectives of the organization but also the satisfaction and development of employees. Human resource management in the context of the university is the harnessing of the totality of workers' skills, knowledge, energies, talent, capabilities, and social characteristics such as belief, to achieve the objectives of learning and research and at the same time make the workers to be part and parcel of the system in fulfilling their life goals (Etor, 2014). It is, therefore, necessary to manage the human factor in an organization to be useful and resourceful in order to gain and sustain a competitive advantage.

3.2 Human Resource Management Variables

Human resource management practices are required to perform the routine of human resource in an organization. The term human resource management practices are a collective word used to describe the various activities carried out in an organization, be it private or public, to manage the human factor in order to have them exhibit their potential and for the wellbeing of the organization. The universities must attract, develop and maintain an energetic workforce to support their goals and strategies (Adeyeye, 2009). Maintaining and improving educational standards is only possible through the effective utilisation of the human resources in the institutions. Human resources of a university system are the greatest aid to learning, and they should be thoroughly empowered and supported. It is very important in the operation of the university system as required number of staff and the staff mix are important for accreditation exercise (Opeke & Adenekan, 2019).

Universities as knowledge-based institutions are expected to manage knowledge for sustainable competitive advantage, growth and innovation in Nigeria. Implementation of knowledge sharing practices by the University requires the engagement of the right competence of human resources, this is because it is the human resources that will do all that are required for the successful implementation of knowledge dissemination in organization. Advancing knowledge sharing can be accomplished through human management practices by influencing employees' knowledge sharing behaviour within organizations. The success of any knowledge initiative like knowledge sharing requires employees' willingness to share their knowledge. However, employees have instinct to hoard their knowledge, due to fear of losing power, authority and control (Iqbal, 2010).

Similarly, employees' knowledge sharing is also restricted by limitations imposed by human resource functions, like job descriptions and reward systems according to Iqbal (2016). Organizations need to pay attention to human resource management practices to facilitate positive knowledge sharing behaviour.

3.3 Measures of Human Resource Management Practices

3.3.1 Compensation Practices

Compensation is very important for employee productivity. It is a process of providing intrinsic or extrinsic (financial and non-financial) motivation for employees to improve their performance. Compensating particular behaviour gives employees understanding of what is valuable for the organization. Enhancing employees to share knowledge, organizations should recognize knowledge-sharing behaviour through direct evaluation and compensation since the employee see knowledge sharing as an integral part of their job responsibilities (Cabrera & Cabrera, 2005). A compensation practice should provide employees with appropriate incentives and employees' commitment to share knowledge, encourage/promote teamwork, and recognize individual and group performance. Offering incentive based on group performance enhances co-operation and leads to increased trust that is crucial for the development of knowledge sharing friendly environment (Shamsudin et al., 2016).

Another issue on employee's compensation is the problem of the Integrated Payroll and Personnel Information System introduced in 2006 and implemented by federal government of Nigeria in 2019, to pay federal government employees on time and accurately. The centralised payroll system is meant to meet the needs of federal government employee and helps government to plan and manage payroll budget by ensuring proper control of personnel cost, has been riddled with lots of inconsistencies (Chima et al., 2019; Iloanya et al., 2020). Folorunso and Simeon (2021) noted the gains and pains of integrated payroll and personnel information systems policy implementation in Nigeria which revealed weak positive relationship with employee welfare.

According to Silva (2009) and Jamilu et al. (2015) employee compensation includes all forms of pay (financial and non-financial motivation) giving to employees arising from their employment. Doyle (2010) on the contrary, proposed that there are types of employee benefits offered at the discretion of the employer and covered in labour agreement, these include hazard pay, health care, maternity, paternity and adoption leave, paid holidays, pay raise, sick leave, vacation leave, work breaks and meal breaks. Notwithstanding, Dialoke and Paschal (2017)

suggested that extrinsically motivated individuals seek to be compensated for doing what is expected of them. On the contrary, intrinsically motivated employees get pleasure out of completing a task, recognition or the job itself.

Ndungu (2017) stated that compensation mechanism of an organization can enhance employee motivation that can improve their willingness to share knowledge within organization. Employees who are willing to share and create knowledge could be encouraged by the incentive support within the organization. Employees recognise that open and transparent compensation should be given to those employees who spend their time supporting other members by adding value to the organization (Iqbal, 2015). Sharing expertise and knowledge is a behavioural outcome therefore; the purpose of rewards could be to change the individuals' behaviour to improve knowledge sharing activities (Iqbal, 2016). If a university wants to stimulate desired behaviours from employees, it must provide incentives that reinforce the desired behaviours according to the submission of Pastor et al. (2010). Therefore, the extent to which employees share their knowledge with others should be reflected by the compensations received (Foss et al., 2015).

Additionally, an organization could stimulate members to reuse knowledge using financial and non-financial rewards. Gagne (2009) postulated that financial rewards like increased pay, bonuses in the forms of cash are insufficient and could even be detrimental to the motivation to share. He advocated non-financial compensation like professional development, career advancement, opportunity to work together with an important person, opportunity to travel abroad, job security and recognition of one's contribution to enhanced knowledge sharing behaviour of employee. However, Foss et al. (2015) claimed that it is not the compensation itself, but rather its value to the receiver which determines the compensation's effects and the likelihood to create knowledge sharing. Generally, people who perceive that their co-workers and supervisors value knowledge sharing are more inclined to engage in such behaviour themselves (Ming-Chang et al., 2013).

Contrary, Matoskova and Smesna (2017) advocated that individual compensation might lead to excessive competition amongst employees and reduce knowledge sharing in the organization. Incentive factor has a way of inducing employee attitude or behaviour toward performing certain task which ordinary could not have. From the findings of different scholars as stated above incentive mechanism is crucial for knowledge sharing behaviour of employee any given organization.

3.4 Performance Appraisal

Performance appraisal is a process of evaluating employee performance and potential for development during a period of time by supervisors. It is a vital tool for organization because it provides useful information in decision making regarding issues affecting employee job performance and necessary reinforcement in an organization. According to Quansah (2013) performance appraisal increases employee commitment and satisfaction.

Ezeuwa (2009) and Gagne (2009) also submitted that increased competitive nature of the economy and rapid changes in the external environment have forced many organizations to shift from reactive performance appraisals to proactive performance management to boost productivity and improve organizational performance. Gagne (2009) and Yousif and Ahmed (2020) considered proactive or preventative performance appraisal as form of human resources practice that evaluates employees' performance to know those who are the best fit for the organization whereas reactive performance appraisal is a corrective approach of employee behaviour to meet expected organizational performance. Iwuoha (2009) and Armstrong (2009) agreed that performance appraisal is systematic process for improving organizational performance by developing the performance of individual and teams.

Organizations can monitor the development of desired employee attitudes and behaviours through the use of the appraisal tool. This appraisal-based information could be used for changing the selection and training practices to select and develop employees with the desired behaviours and attitudes. However, the effectiveness of skilled employees will be limited unless they are motivated to perform their jobs (Ogedegbe, 2014). Performance appraisal, compensation and rewards are interrelated and complementary practices designed to encourage employees' performance and desired behaviour (Fajana et al., 2011). Performance appraisal can be a useful tool for institutions to direct employee knowledge sharing behaviour drive to goal achievement. Ebiasuode et al. (2017) advised that, performance appraisal should be systematic, long-term and group-performance oriented in order to be a knowledge-driven institution. Ananthalakshmi and Fadumo (2014) also recognised knowledge-sharing behaviour as an important part of performance appraisal. From the above findings, performance appraisal is a very important practice of human resource management which encourages employee knowledge sharing behaviour.

3.5 Supervision

Supervision is a human resource practice where a superior oversees the activities of a junior employee in order to correct or advise where necessary for effective and efficient job performance. It is a provision of technical

support and guidance to workers in discharging their duties and responsibility. A number of researched have suggested that supervision encourages friendship, mutual trust, respect and increase employee satisfaction (Jamilu et al., 2015; Masui et al., 2019). The relationship with an immediate supervisor is a step towards employee trust and commitment. When employees observed fair treatment, they engage in workplace social exchange as assumed by the social exchange theory. If the employees are keen on such treatment by their supervisor, then they will reciprocate the favourable treatment through their behaviour and attitude in sharing of their skill, knowledge, ideas, etc.

Supervision has become a strategy for human resource management nevertheless, little is recorded on how it improves the employees' behaviour in federal universities in Nigeria. Supervision is instrument needed for preparing future skilled employees and also to strengthen learning capabilities, intelligence, shape organization knowledge, and sustain the organization competitive advantage according Ofobruku and Nwakoby (2015). Supervision is a relationship between a more experienced employee and a less experienced employee for purposes of sharing knowledge and insight with respect to a specific task or duties. In academic settings, supervision is used in both teaching and non-teaching staff (Ilevbare, 2016).

Masui et al. (2019) who stated that organizations are social systems where human resources are the most important factors for effectiveness and efficiency utilisation of other resources, also considered a supervisor as a person who facilitates personal and professional growth of an employee by sharing the knowledge and insight that have been learned through the years. Knowledge sharing is a key mechanism for organizations success according to Masui et al. (2019). Therefore, workplace relationships such as supervision, compensation, job design should be encouraged to promote knowledge sharing. Beer (2018) established influence of supervision on employee knowledge sharing as well as related activities in universities. Akosile and Olutokun (2019) also agreed with the findings of Beer (2018) that, supervision has influence on knowledge sharing among academics. It is imperative that supervision as a human resource management tool can foster and encourage employee knowledge sharing behaviour among their colleague which can produce highly competitive advantage for the universities.

3.6 Employees' Behaviour Dimensions

3.6.1 Employee Knowledge Sharing Trust

Employee knowledge sharing trust is the feeling of confident an employee has on the management of the universities to share their potentials and intellect without fear of prejudice of losing power or position. As a multidimensional construct, trust is a belief, assessment or assumption about an exchange partner that results from the partner's expertise, reliability, benevolence, and deliberateness. Trust assumes basic part in encouraging more profound exchange relationship such as knowledge sharing (Nur et al., 2018). Without trust during collective process knowledge sharing between individuals may be low regarding accuracy. Swift and Hwang (2013) argued that trust is characterised as the readiness of the individual to place oneself in position of possible vulnerability to another individual. Therefore, trust is subjected to a person's view towards others whether it will improve or risk them in the workplace.

Eugene and Khalil (2011) submitted that knowledge resource increases in value, so is the effort in advancing new and evolving knowledge activities to meet the global trend. Knowledge management has changed the paradigm of most organizations by turning the organizational climate to be a learning block where knowledge is discovered, captured, shared and applied to maximise and actualise their purpose. Knowledge sharing has given many organizations a sustained competitive advantage, setting them at the high ranks in their respective areas. Organizational environment ought to be a learning platform or knowledge society where individuals share and capture knowledge, especially tacit knowledge which is inaccessible for employees within the organization (Al Hazaizi & Muthuraman, 2020).

Trust is defined as the act of becoming open to people based on the good recognition of the result of their action (Gambetta, 2000). Trust is proven to be the costliest efficient tool that enhances knowledge sharing within organization. Trust improves act of knowledge sharing within members of an organization. Whenever there is trust within staff in organization, there is possibility for higher collaboration and commitment. Interpersonal trust contributes to improvement in knowledge sharing behaviour among employees. Cope and Kalantzis (2020) opined that inter-personal trust is directly proportional to knowledge sharing. People will be motivated to share their knowledge when they perceive the recipients to be honest, trustworthy, and reliable. Higher trust will make individuals not think of any future negative occurrence on the activities and will share their knowledge freely (Eugene & Khalil, 2011). Trust in workplace is encouragement and freedom that employees can put to their creativity and passion to work.

In this fast-growing university environment, where flow of information resources or knowledge exchange processes are considered as competitive advantage, trust plays an important role mostly in the share of

knowledge (Pervaiz et al., 2016). Trust would restrain the relationship between human resource management practices and employees' knowledge sharing. In particular, it provides evidence that employee commitment regulates the relationship between human resource management practices and knowledge sharing. This new proposed relationship could enhance employees' abilities and motivation to learn and create a knowledge culture that will foster the concept of sharing. Chiang et al. (2011) stated that trust builds a healthy atmosphere for knowledge sharing and acts as a moderator. Human resource practices related to career development and the compensation system are considered more important for knowledge sharing. If the human resource practitioners pay attention on knowledge management processes specifically in knowledge creation and sharing in an organization, they can promote trust worthy environment in which the knowledge can be shared effectively.

Trust plays a vital role in knowledge sharing process among employees when effective human resource practices are implemented in organization. Trust is therefore a key dimension in strengthening the power of an ideal human resource system to share knowledge. The study views employee trusts in university of Uyo and university of Calabar as the confident, hope and faith an employee establishes with the university environment in support for the achievement of the overall organizational goal and objectives.

3.7 Employee Knowledge Sharing Turnover

Employee knowledge sharing turnover refers to the rate an employee shares his experience, intellect and skills with other employees within an institution for accurate and timely performance. How often is the employee ready to share their knowledge for the growth and betterment of the organization depend on employee satisfaction. Employee reluctant to share knowledge can lead to loss of knowledge which is crucial for organizational growth and achievement of goal and objective. An effective human resource practice enhances, simulates and provides avenue for frequent employee knowledge sharing. Tangthong (2014) and Foong-ming (2008) stated that employee knowledge sharing turnover is the number of times an employee is ready to socialise and interact with colleagues for the purpose of sharing ideas and skills. It is, therefore, advisable for employer to create and foster environment that encourages current employee knowledge sharing their skills, by having practices in place that address their diverse needs. The activities of human resource in an organization can either decrease or increase employee knowledge sharing turnover (Sharratt et al., 2007).

Employee can decide to hoard his/her skill or knowledge intention if organization does not offer good prospects, in term of organizational practice like job design, appraisal, compensation, supervision and training. These reviews have not drawn attention to the frequency of employee knowledge sharing behaviour. The study therefore seeks to fill this gap by investigating the relationship between the frequencies of employee knowledge sharing with the human resource management practices in university of Uyo in Akwa Ibom and university of Calabar Cross River States, Nigeria.

3.8 Employee Knowledge Sharing Intention

Employee knowledge sharing intention refers to the desire of an employee who is knowledgeable and skilled and intends to share his potential with other individual or groups in organization for attainment of overall objective. Intention is also considered as purpose, intent, objectives, aim and goals that influence employee behaviour to share their knowledge. Ajzen and Manstead (2007) pointed out that human action is influenced by a favourable or unfavourable evaluation of behaviour, perceived social pressure to perform or not perform the behaviour, and perceived capability to perform the behaviour. Also, intention is an indication of how hard an individual is willing to try, how much of an effort an individual is ready to put in (Ru-chu & Shii-er, 2011). Intention is the probability that an employee will perform a stated action. Social theory assumes that the most main direct determinant of behaviour is behavioural intention. Employee knowledge sharing intention is the effort or ability of an employee to create, initiate and innovate intellectual ideas within the organization which can gain competitive advantage for the organization through interaction.

Wang and Noe (2010) defined employee intention as a concept that addresses the application of a new idea and process. It is a fundamental ability to maintain a competitive advantage. Innovative behaviour is a major factor in the success of the organization in this era of knowledge-based economy and globalization. Ariawan et al. (2020) stated that, the rapid change and high level of environmental uncertainty, requires ability and skills of intention behaviour in knowledge sharing to be able to achieve growth and sustainability of an institution. Organization that has the resources that are able to behave innovatively will be able to improve the performance and achievement of organizational goals (Ariawan et al., 2020). The nature of academic institutes makes it imperative for the academicians to impart knowledge either through research, teaching or its dissemination at both individual and collective level. The knowledge sharing practices in tertiary institution comes in various forms like; research, presentation, teaching, meeting etc., which promote institutional success.

Rorbertson and Hammersley (2004) pointed out that although knowledge sharing is a desirable goal, for many organizations, in practice it is difficult to achieve. They explained that employees are reluctant to share

knowledge but are willing to do work activities that are required in their jobs. They further stated that most people who hoard their knowledge are almost fearful of losing their job or feel insecure. Many purposefully refuse to document procedures and information about certain tasks because they do not want to lose their knowledge power to others. They want to remain as the ones who 'know how' to do something when others do not. The knowledge sharing practices in the educational institutions also improve educational quality, institutional performance, as well as contributed to the success of the nation (Akosile & Olatokun, 2019).

Omar and Ahmad (2019) stated that employees show different organizational work behaviour depending on their satisfaction and work environment. In addition, some individuals may share their experience and knowledge with others without thinking of the benefit they may gain from it (Eugene & Khalil, 2011). Conclusively, individuals within an organization may share their knowledge freely without thinking of any strings attached if they are satisfied with organizational human resource practices. Employee knowledge sharing intention is a rarely studied area, therefore, this study will contribute to knowledge by investigating the influence of human resource practices on employee knowledge sharing intention in universities of Uyo in Akwa Ibom and university of Calabar Cross River States, Nigeria.

3.9 Employee Knowledge Sharing Behaviour

Knowledge sharing is a communal process of knowledge and knowledge generation. Knowledge sharing helps the collaboration of people who work toward common aims. This practice changes individual knowledge to organizational knowledge since knowledge is only in the minds of people according to Usoro et al. (2007). It is a kind of communication practice by which two or more parties are involved in knowledge exchange and its output is new knowledge generation (Usoro et al., 2007). If knowledge is shared and exchanged in right time among right people and it is used in right time, it increases organization chance of improved performance through positive behavioural outcome. Duke et al. (2022) also acknowledged that knowledge is an inimitable organizational strength and can be harnessed from different sources employees inclusive, to again a competitive advantage when it is effectively shared.

Public servants believe that knowledge sharing is an additional job, and they may resist against knowledge sharing (Sekaran & Bougie, 2008). Employees like to keep their knowledge ownership in order to acquire credit among their colleagues. Many employees do not share their knowledge due to fear of reducing their job security (Mehdi et al., 2014). Knowledge sharing involves a main part of creating competitive advantage based on knowledge management. Trust is seen as the most radical indicator of knowledge sharing. One can expect that knowledge owners would not share their knowledge until they receive potential advantages.

Knowledge is a source of developing sustained long-term competitive advantage for an organization. In this current global advancement, organization becomes knowledge-based for the purpose of sustainable development. Knowledge sharing is a vital instrument that turns individual knowledge into organizational knowledge. The knowledge sharing practice plays a remarkable role in the development and innovation in many areas of organizations. The importance of knowledge sharing for sustainability of organizations globally cannot be overemphasised. Mohajan (2019) stated the purpose of universities establishment to include: teaching, research and community service, and in achieving these goal, integration of knowledge sharing among employee is important.

Knowledge as advanced by the knowledge-based view is the most important strategic resource among all the possible resources organization may possess (Agarwal & Marouf, 2014). Due to the importance of knowledge in the organizations, the concept 'knowledge management' emerged in the mid-1980s and gained much interest in managerial and academic fields since 1990s (Olivia, 2014). Knowledge management refers to the process of capturing, sharing, developing, and using the knowledge efficiently. However, among all the activities of knowledge management, knowledge sharing is acknowledged as the central and most vital part (Chen et al., 2016). This study on human resource management practices and employee knowledge behaviour is generally concerned with promotion of employee's knowledge sharing behaviour in organizations. Employee knowledge sharing behaviour is the attitude or behaviour displaced by an employee toward sharing ideals, views, experience or skills in an organization. It facilitates the exchange and application of scattered information, practices, uncommon understandings, insights, and experiences of individual employees in organization.

Dewan and Abdul-Halim (2017) defined knowledge sharing behaviour as an individual behaviour in circulating one's job-related knowledge willingly, being tacit or explicit to other employees in the organization. It is also a degree to which an individual actually shares knowledge with other persons, groups or organization as well as sharing task relevant ideas, information and suggestion (Funmilaya, 2019). Wang and Noe (2010) asserted that knowledge is information processed by individuals appropriate for individual, team and organizational efficiency and effectiveness. It is, therefore, necessary for the organization to effectively exploit such processed information or knowledge for its benefit. Hence, employers need to encourage employees particularly the experts to share their knowledge with others in the organization. Wang et al. (2016) categories employee knowledge

sharing behaviour into two: knowledge donating and knowledge collecting. Knowledge donating encompasses transferring one's personal intellectual experience to others, whereas knowledge collecting refers to consulting others to get them to share their intellectual capital.

An organization that takes its responsibility for its employees will provide necessary support and resources to enable them grow and develop their career, as such employees are likely to develop a sense of commitment and be motivated in their job. Engaging in achievable human resource management practices will enhance individual knowledge-sharing behaviour (Shamsudin et al., 2016). The theory of social exchange assumes that organizational support for advancement of employee can facilitate knowledge sharing behaviour among employees. This research views employee knowledge sharing behaviour as a potential of an employee to share ideas, views, knowledge and information in respect to acquire skills, experience and knowledge with other employees for effective and efficient performance of duties and responsibilities for the good and attainment of overall organizational objectives.

3.10 Human Resource Management and Knowledge Sharing

Human resource management and knowledge sharing are likely organization tools for productivity, competitive advantage and innovation. Knowledge sharing in organization helps enhance employee's effectiveness and efficiency in discharging organizational responsibilities. Employees are expected to partake in knowledge sharing activities for the purpose of organizational benefits, but often time individuals do not share knowledge base on personal justifications (Rehman et al., 2020; Ugo-Agharanya et al., 2021). These reasons range from a fear of losing power to lack of trust in their co-worker. Individuals feel ownership of their knowledge, as they have constant control over it. They are not willing to share the ownership of knowledge with others because they think that they will lose control of their knowledge if they share it with others (Agarwala, 2003).

Human resource management research is expanding in diverse dimensions (employee sourcing, employee utilisation, performance and reward management, etc.): Managing employee's interpersonal relationships is one of the aspects of human resource management research (Rehman et al., 2020). Human resource management practices can influence relationship with knowledge sharing process such as knowledge sharing initiative, effectiveness, commitment, trust, turnover and employee willingness. Human resource practice has a way of affecting the behavioural practice of an employee which can positively or negatively affect the level of output in the organization. The knowledge governance approach highlights that human resource management practices are a primary means through which organizations can influence employees' behaviours, attitudes, and perceptions towards successful knowledge sharing (Foong-ming, 2008; Minbaeva, 2008). Theoretical support for human resource management and employee knowledge sharing as organizational strength, comes from the resource-based view of human resource management (Penrose, 1959), where value in an organization is employees' knowledge and experiences that are unique to organization and can gain its competitive advantage. Employee knowledge sharing ability together with their understanding of the particular context and environment, makes imitation by competing organizations very difficult, thus sustaining competitive advantage.

4. Empirical Review

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 Porthacourt. The research was a quantitative approach and 364 academic staff were sampled using administrator 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 sample was 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 student 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 sample was 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.

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 theory of planned behaviour. Structured questionnaire was used to collect data from 202 respondents. Logit regressed and maximum likelihood estimation was used to analyse data. It was revealed that there was significant association between availability of time, provision of space, rights and values and the intention to engage in knowledge creation behaviour. 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.

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 was 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.

Areekkuzhiyil (2016) researched on the impact of organizational factors on knowledge sharing practice of teachers in higher schools. The study conducted in Kerala, administered 250 questionnaires using partial least square structural equation model for data treatment and analysis. The study revealed among others that, support and mutual trust significantly affect employee knowledge sharing and therefore, recommended organizational support and trust for effective knowledge sharing practice.

Fahad (2018) studied knowledge sharing among academics in higher education institution in Saudi Arabia. The objective was to observed individual and organizational factors affecting employee willingness to share knowledge. The study used survey technique to administer 140 questionnaire and multivariate regression was used to analyse data. The result showed that, trust, leadership and attitude affected a person's willingness to share knowledge. It was recommended that trust, time and support through open communication and collaboration can enhance employee willingness of knowledge sharing.

Daniel (2017) researched on the effect of reward and recognition on employee performance in public education institutions in Kenya. The objective was to determine the effect of reward and recognition on employee job performance. It was a descriptive research and purposive sampling was adopted, 332 questionnaire was distributed and person correlation and multiple regression was used for analysis. The result showed that, reward and recognition have effect on employee initiative, productivity and teamwork. It, therefore, suggested the need for effective compensation, collaboration and participation of employee to enhance organizational achievement.

Amini and Nwanosike (2018) studied knowledge synergy among lecturers in public universities in River State, Nigeria. Descriptive research design and stratified random sampling were adopted. A total of 764 lecturers was sampled and Z-test statistics was used to test the hypotheses. It was revealed out among others, that lecturers practiced knowledge synergy to a very great extent in the three public universities through academic conferences, workshops, seminars, joint authorship, general staff meetings and one-on-one discussions. It was recommended among others that; heads of department should always pair senior and junior lecturers in the discharge of teaching responsibilities to enrich their knowledge level.

Rehman et al. (2020) studied the role of trust and organizational commitment on human resource management and knowledge sharing behaviour of employees in Pakistan. The aim was to investigate the impact of human resource management practice on knowledge sharing behaviour among university faculty members. Questionnaire were distributed to 700 faculties members and structural equation model was also used to analyse

the data. The study revealed a positive impact of human resource practices on knowledge sharing behaviour of faculty members. It therefore recommended that more socio-emotional relationship be developed to build trust and commitment in order to spur knowledge sharing among the employees in the faculties.

Bamigboye et al. (2018) investigated knowledge sharing and research output among academic staff in Federal University of Agriculture, Abeokuta Nigeria. 127 academic staff were used for the study while questionnaires were used as instrument for data collection. Data was analysed using descriptive statistics such as frequencies, percentages, mean and standard deviation. Findings of the study revealed that the channels through which academic staff shared knowledge was high. It also showed that the level of research output among academic staff was also high and that there is significant relationship between knowledge sharing and research output among academic staff. The study recommended among others, that the university management should provide avenue for academic staff to embrace knowledge sharing among the academic staff through training and conferences.

Salleh et al. (2017) researched on employee readiness, training transfer and work environment among academic staff in Malaysia. The objective of the study was to investigate the influence of training design on the readiness of academic staff to transfer knowledge. It was a cross section research and questionnaire was administered to 238 while partial least square and structured equation model was used to analyse the data. The research findings revealed among others that ability, supervisor role training played significant roles in transferring training knowledge. The study recommended extensive training and motivation practices to be implemented.

Khalid (2017) studied knowledge sharing behaviour intentions of academics and their determinants among lecturers in Baghdad. The objective was to assess the attitudes, perceptions and behaviours of academics and the identification of factors that support or hinder knowledge sharing behaviour of academics within Baghdad University. A survey design was used to administer 326 questionnaires. AMOS Version 23 software and the structural equation modelling (SEM) software of IBM (Version 23) was used to examine the relationship. The study recommended that educational institutions seeking to entrench knowledge sharing strategies should encourage communication, training and the exchange of knowledge skills.

Emeribe (2020) studied human resource management variables and academic staff job effectiveness in the university of Calabar, Nigeria. The aim of the study was to examine the effect of some human resource variables on academic staff job effectiveness. A correlational research design was adopted for the study. The study comprises all the academic staff in the University of Calabar. A stratified random sampling technique was used to select total numbers of one hundred (100) respondents from the University of Calabar. The result revealed that the management of lecturers' appraisal/promotion and management of lecturers' in-service training significantly relate to their job effectiveness in the university. It was recommended that the university management should ensure that lecturers are appraised and promoted appropriately to enhance their lecturer job performance. Also, that the university management should make provision for lecturer in-service training to enhance learning and improving lecturers' job effectiveness.

5. Materials and Methods

The study employed survey research design to guideline collection, analysis, discussion of findings and interpretation of the data which was collected from the field. It gives opportunity to study more variables at the same time, it is convenient, inexpensive, efficient and scientifically acceptable method of collecting data in social and behavioural science. 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. The choice of population for this study was justified by the views of Adeyemi and Ademilua (2012) and Udoh-Uwah and Etim (2018) stated that teaching staff are ardent researchers with experiences and skills in knowledge activities. Sample size was drawn using Taro Yamane statistics formula while The Bowler's (1996) proportionate allocation formula was used to determine the sample for each institution. The total sample size of the study drawn among teaching staff of the Universities was three hundred and sixty-four staff (364) and was proportionally shared based on their population size (225 and 139) respectively. The 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 used to examine the construct validity. 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 as 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) 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 was 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.

6. 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 analyse data.

Hypothesis 1

H₀: Compensation practices do not have a significant effect on employee knowledge sharing trust.

H_A: Compensation practices have a significant effect on employee knowledge sharing trust.

The test of hypothesis one for the significance of compensation practices (Comp) on employee knowledge sharing trust revealed that the coefficient of this construct was 1.5762 with a z-stat of 2.7466 and probability of 0.0001. The p-value was significant at less than 1 per cent, indicating that the coefficient passes the significance test at 1 per cent level. Therefore, the study rejects the null hypothesis, meaning that there is a significant positive relationship between compensation practices and employee knowledge sharing trust in university of Uyo in Akwa Ibom and university of Calabar in 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.
Comp	1.3584	1.6945	0.0002	1.5762	2.7466	0.0001	1.3547	1.5452	0.0002
PA	0.1346	0.7443	0.3114	0.3754	1.0343	0.2021	0.1273	0.1164	0.4213
Sup	1.5642	1.6782	0.0003	1.8432	2.2453	0.0002	1.1794	1.8552	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.

Hypothesis 2

H₀: Performance appraisal does not have a significant effect on employee knowledge sharing turnover.

H_A: Performance appraisals have a significant effect on employee knowledge sharing turnover.

The coefficient of performance appraisal (PA) was positive but not significant 0.3754 with the z-stat and p-value of 1.0343 and 0.2021 respectively. The coefficient failed the significance test at the 5 per cent level; therefore, the null hypothesis is retained. This implies that performance appraisal does not have a significant effect on employee knowledge sharing turnover in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria. River States Nigeria.

Hypothesis 3

H₀: Supervision does not have a significant effect on employee knowledge sharing intention.

H_A: Supervision has a significant effect on employee knowledge sharing intention.

The test of hypothesis of the relationship between supervision (Sup) and employee knowledge sharing behaviour outcomes shows that the coefficient of the constructs was 1.8432 with z-stat of 2.2453 and a probability of 0.0002 respectively. The coefficient passed the significance test at the 5 percent level; therefore, the null hypothesis was rejected. This implies that supervision have a significant positive effect on employee knowledge sharing behaviour in Federal Universities in Akwa Ibom and Cross River States Nigeria.

6.1 Discussion of Findings

The test of hypothesis one revealed that the coefficient of compensation practices was positive ($c = 1.5762$; $z\text{-stat} = 2.7466$) and significant at 5 per cent (0.0001). This result implies that there is a significant positive relationship between compensation practices and employee knowledge sharing trust in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria. However, the result of this study agreed with the conclusions of Dialoke and Paschal (2017) who found that compensation has significant positive effect on workers performance and enhanced positive knowledge sharing behaviour.

Ndungu (2017) stated that compensation mechanism of an organization can enhance employee motivation that can improve their willingness to share knowledge within organization. Employees who are willing to share and create knowledge could be encouraged by incentive support within the organization. The result of the study was corroborated by Matoskova and Smesna (2017) who stated that using bonus package to reward employees for improve performance will motivate them to put in more effort in future task and will also motivate the under-performing employees to improve on their performance in order to be rewarded by their organization thereby enhancing knowledge sharing among employees.

In hypothesis two, the coefficient of performance appraisal was positive but not significant 0.3754 with the $z\text{-stat}$ and $p\text{-value}$ of 1.0343 and 0.2021 respectively. The coefficient failed the significance test at the 5 per cent level; therefore, the null hypothesis was retained. This implies that performance appraisal does not have a significant effect on employee knowledge sharing turnover in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria. This result was in line with the findings of Fajana et al. (2011) who found that performance appraisal had significant positive effect on workers performance but negative impact on workers knowledge sharing behaviour.

The test of hypothesis three shows that the coefficient of supervisor was positive with ($c = 1.8432$, $z\text{-stat} = 2.2453$) and a $p\text{-value}$ of 0.0002, respectively. Thus, the coefficient passed the significance test at the 0.05 percent level. This result implies that supervision have a significant positive effect on employee knowledge sharing behaviour in Federal Universities in Akwa Ibom and Cross River States Nigeria. This study's finding agrees with the study of Masui et al. (2019) that supervision play a vital role in enhancing workers performance and knowledge sharing behaviour by providing technical support and guidance to workers in discharging their duties and responsibility. The study was also supported by the finding of Ofobruku and Nwakoby (2015) who stated that supervision is a relationship between a more experienced employee and a less experienced employee for purposes of sharing knowledge and insight with respect to a specific task or duties for improve performance.

7. Conclusion and Recommendations

Human resource management practices have continued to play a vital role in institutions globally. However, this study explored the relationship between human resource management practices and employee knowledge sharing behaviour in Federal Universities in Akwa Ibom and Cross River States Nigeria. Some selected human resource management practice constructs were chosen for the study (compensation, performance appraisal and supervision) on employee knowledge sharing behaviour. The result showed that human resource management practices have a significant positive effect on employee knowledge sharing behaviour in Federal Universities in Akwa Ibom and Cross River States Nigeria. Specifically, the study concluded that compensation and supervision have a significant positive effect on employee knowledge sharing behaviour in Federal Universities in Akwa Ibom and Cross River States Nigeria. However, performance appraisal has no significant relationship on employee's knowledge sharing behaviour in Federal Universities in Akwa Ibom and Cross River States Nigeria.

The universities must attract, develop and maintain an energetic workforce to support their goals and strategies. Maintaining and improving educational standards is only possible through the effective utilisation of the human resources in the institutions. Human resources of a university system are the greatest aid to learning, and they should be thoroughly empowered and supported.

It is pertinent to conclude that organizations, particularly institutions need to pay more attention to human resources management practices, and ensure it effectiveness in order to enhance workers performance and improve workers knowledge sharing behaviour in organization. The following recommendations were made:

- 1) Management of universities should provide adequate compensation practice in order to complement workers efforts, boost performance and encourage positive knowledge sharing behaviour among the employees.
- 2) Adequate supervision should be enhanced in the institutions to improve employee attitude toward knowledge sharing by providing support and guidance to workers in discharging their duties and responsibility.
- 3) Effective information sharing in institutions should be actively encouraged to improve employee's performance.

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