

# The Effect of Employee Training and Supervision on Employees Knowledge Sharing Behaviour in Federal Universities, Nigeria

Eni Naomi Isang<sup>1</sup>, Prof. Inyang Benjamin J<sup>1</sup>, Eteng Joy Umuolo<sup>1</sup>, Ndatah Emem Udo<sup>1</sup>, Chenui Armand Phobuh<sup>2</sup>  
& Odama Patrick Ojeka<sup>2</sup>

<sup>1</sup> Department of Business Management, University of Calabar, Nigeria

<sup>2</sup> Department of Accounting, University of Calabar, Nigeria

Correspondence: Eni Naomi Isang, Department of Business Management, University of Calabar, Nigeria.

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## Abstract

The study examined the effect of employee training and employee supervision on employee knowledge sharing behaviour in federal universities. Learning institutions are faced with how to manage their employees; motivating people to share knowledge, identifying the key people to share their knowledge, organising existing knowledge and making knowledge easily accessible. Evidence from literature reviews has shown that inadequate implementation of human resource management variables is 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 employee training and supervision on employee knowledge sharing behaviour. Survey research design was employed 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 training as well as supervision has a significant positive effect on employee knowledge sharing behaviour UNIUYO and UNICAL in Nigeria. Based on the results, it was recommended that the management of the institutions should ensure regular training of staff to strengthen the knowledge capacity of the employees. It also suggested that 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.

**Keywords:** employee training, supervision, knowledge sharing, employee willingness, employee intention and employees' behaviour

## 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 the 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 practices are the organisational activities that produce a pool of human talents to ensure that the resources are utilised for the attainment of

organisational goals (Inyang, 2022).

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 seen or touched. Knowledge sharing entails communicating knowledge within a group of people with the aim of employing available knowledge to advance group performance.

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 a 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.

## **2. Statement of the Problem**

Some 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. The focus of training in universities of Uyo and Calabar has been more on technical skills and less conceptual skills for the expression of knowledge sharing behaviour required to translate employee skills into innovation, initiative, willingness and competitive edge (Yew, 2013). This has led to the inability of the universities to proactively respond to economic and technological challenges in their environments.

Supervision practice is one of the areas lacking attention in federal universities in Nigeria. This has caused a struggle between superior and subordinate in federal universities in Akwa Ibom and Cross River States, leading to the indulgence of knowledge sharing behaviour at opposite directions, and the prevalence of knowledge hoarding which hinders employee initiative and intention behaviour required for survival, growth and expansion.

It is imperative for university administrators to train employees and develop their knowledge-base. This study was carried out to investigate the effect of training on employee knowledge sharing behaviour. The objectives are to examine the effect of training on employee knowledge sharing willingness in university of Uyo and university of Calabar and also to ascertain the effect of supervision on employee knowledge sharing intention in university of Uyo and university of Calabar.

## **3. Research Hypotheses**

The following hypothesis are formulated thus:

- 1) There is no significant effect of training on employee knowledge sharing willingness in university of Uyo and university of Calabar.
- 2) Supervision does not have a significant effect on employee knowledge sharing intention in university of Uyo and university of Calabar.

## **4. Theoretical Framework**

### *4.1 Ability Motivation Opportunity Theory*

Ability motivation opportunity theory was developed by Appelbaum *et al.* (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 (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 motivate 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.

## 5. Literature Review

### 5.1 Employee Training

Training is meant to assist employees acquire relevant skills, knowledge and abilities. It also helps employees become knowledgeable, effective and efficient in handling job-related problems in the organisation and the implementation of these programmes makes employees more valuable and useful. According to Armstrong (2009) training is defined as the systematic development of knowledge, skills and attitudes required by an individual to perform adequately at a given task or job to improve organisational performance. Similarly, Shamusudin *et al.* (2016) described training as a planned process for the purpose of modifying the attitude, knowledge and skill or behavioural traits of people through learning experiences that are designed to achieve effective performance in a range of activities.

Inyang and Akpama (2005) identified and explained methods of training as follows: on-the job training is where experienced employee or special instructor gives instructions to new employees within the scope of their job in the organisation. Vestibule training is where new employees are trained for specific jobs on special equipment in different locations in order to have pre- knowledge of the functions of such equipment before time. Classroom training involves the giving of instructions to a group of workers for general problem-solving purposes. Conference training entails organising a small group meeting to enable trainees to participate and the trainer knows in advance what knowledge and information he seeks from participants while apprentice training is where trainees are assigned to experienced tradesmen under standard agreement to acknowledge/skills for a period of time.

Good training programmes thus result in achieving effective and efficient employee knowledge sharing in organisation. According to Han *et al.* (2010) there is inadequate training of employees in most public institutions which has led to the inability of the institutions to proactively respond to economic and technological challenges of their environments. Chiang *et al.* (2011) noted that some employees develop themselves secretly by attending external courses relevant to their jobs and sometimes they are not upgraded having acquired higher skills necessary for the job rather they suffer termination of appointment. Owolabi and Abdul-Hameed (2011) observed that training of university staff has greatly increased their job performance, and consequently improved

the advantage of the institution in competing favourably. In the same vein, Bennett (2010) noted that employee training relates to performance. As noted earlier in the literature by Shamusudin *et al.* (2016) and Armstrong (2009) effective training and development can substantially correct poor recruitment system that introduces unqualified workforce into an organisation. Ubi *et al.* (2017) observed that continuous training of individual gives rise to a renewed mind and introduction of discoveries that may add value to existing knowledge.

The focus of human resource training is on developing people who are capable of tapping internal and external information and turning it into useful organisational knowledge (Ogedegbe, 2014). Training for knowledge sharing can be reactive or proactive. Training is proactive when it fosters the creativity and initiative of employees and helps to prevent human resource obsolescence while reactive tends to correct employees' inefficiency and ineffectiveness (Mooghali, 2012). Ahmed *et al.* (2016) opined that well-trained employee can develop, share and use knowledge to enhance institutional performance effectively through knowledge commitment and turnover. Moreover, according to Dewan and Abdul-Halim (2017) human resource management practices can provide a positive signal to employee mindset about organisation concerned toward their well-being and desires to establish long-term relationship which encourage employees to exhibit positive attitudes and behaviours including knowledge sharing behaviour.

Similarly, Faize *et al.* (2019) opined that training is a tool for improving employee behaviour in an organisation. Training as noted by the various scholars above is a sensitivity human resource tool which when properly implemented can encourage and enhance employee knowledge sharing willingness. Human resource management practices are gradually being recognised as essential organisational factors for promoting knowledge sharing behaviour of academic staff (Jyoti *et al.*, 2015). 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 job design and training as it relates to employee knowledge sharing behaviour. This study examined the influence of human resource management practices on employee knowledge sharing behaviour. This study is therefore a novel attempt to bridge the identified gap in literature.

### 5.2 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 research have suggested that supervision encourages friendship, mutual trust, respect and increases 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 engaged 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 favorable 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 the instrument needed for preparing future skilled employees and also to strengthen learning capabilities, intelligence, shape organisation knowledge, and sustain the organisation 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 organisations 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 organisations 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 colleagues which can produce highly competitive advantage for the universities.

### 5.3 Employee Knowledge Sharing Willingness

Employee knowledge sharing willingness is the ability of an employee to share his skills, ideas and experience

without being compelled to do so. Relationships are built over time and increase employees' willingness to share knowledge. As relationship developed employee mind-set, it results in the development of trust which has been shown to contribute to the willingness to knowledge sharing according to Manus (2016). Social exchange theory argues that knowledge sharing occurs due to reciprocal exchanges between two or more individuals (Casimir, 2012). Organ *et al.* (2006) described organisational citizenship behaviour as individual behaviour that is discretionary, and not directly recognised by the formal reward system and in aggregate promotes the efficient and effective functioning of the organisation.

Knowledge is the ability, skill, understanding and information, which every individual requires in order to be able to function effectively and perform efficiently (King, 2009; Binafeigha & Peniel, 2018). Muhrdi *et al.* (2019) submitted that competitive advantage and success of an organisation lies on the people who are willing and ready to perform effectively and efficiently within the organisation. It follows therefore that for the employees in an organisation to be able to perform their duties and make meaningful contributions to the achievement of the organisational goals they need to acquire the relevant skills and knowledge.

Consequently, knowledge management is today seen as a crucial aspect for the performance of organisation, which is why organisations that manage and share their knowledge effectively are more resourceful (Maki, 2008). Armstrong (2009) agreed that competitive advantage can be mostly achieved and sustained through commitment and willingness of the employees to perform. Ghimai (2010) defined knowledge-based economy as circumstances where organisation and workforce acquire, create, disseminate and use knowledge more effectively for greater economic and social development. Knowledge provides great potential for institutions to strengthen their growth and development by providing more efficient ways of working and delivering effective information. Employee knowledge sharing willingness is very important for tertiary institutions to maintain and sustain competitive advantage in this global age of advanced knowledge-based economy.

#### 5.4 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 organisation 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 favorable or unfavorable evaluation of behaviour, perceived social pressure to perform or not perform the behaviour, and perceived capability to perform the behavior. 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 organisation which can gain competitive advantage for the organisation 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 organisation in this era of knowledge-based economy and globalisation. 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. Organisation that has the resources that are able to behave innovatively will be able to improve the performance and achievement of organisational 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 institutions 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 organisations, 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 its contributed to the success of the nation (Akosile & Olatokun, 2019).

Omar and Ahmad (2019) stated that employees show different organisational 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 organisation may share their knowledge freely without thinking of any strings attached if they are satisfied with organisational 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.

## 6. Empirical Literature

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.

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 descriptive survey design. A sample of 217 lecturers was collected across seven faculties in the university in Kwara. Data was 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.

Sindhu and Perumal (2013) examined employee knowledge sharing behaviour in education sector in India. The objective was to investigate the 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 resources. The result revealed that employees do not seem to hesitate in sharing information with their co-workers in terms of training, work experience, 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 recommending 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 theory of planned behaviour. A 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 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 models 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.

Fahad (2018) studied knowledge sharing among academics in higher education institution in Saudi Arabia. The objective was to observe individual and organisational factors affecting employee willingness to share knowledge. The study used survey technique to administer 140 questionnaire and multivariate regression was used to analysed 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.

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 were 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 organisational 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. Questionnaires were distributed to 700 faculties members and structural equation models were 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 relationships 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 instruments 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 were high. It also showed that the level of research output among academic staff was also high and that there is a 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-sectional research, and questionnaire was administered to 238 while the 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 administered 326 questionnaires. AMOS Version 23 software and the structural equation modelling (SEM) software of IBM (Version 23) were 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's job performance. Also, the university management should make provisions for lecturer in-service training to enhance learning and improving lecturers' job effectiveness.

## 7. Gap in the Literature

Knowledge is lacking regarding the effect of human resource management variables and employee knowledge sharing behaviour in universities of Uyo and Calabar. Previous studies focused on the determinants, channels and barriers of employee knowledge sharing among academics. Khalid (2017) and Kennedy and Victor (2020) investigated these studies. There is paucity of studies conducted to measure how training and supervision affect employee knowledge sharing willingness and employee knowledge sharing intention in university of Uyo in Akwa Ibom and university of Calabar Cross River States, Nigeria. This is the gap this study intends to bridge.

The researcher added to existing knowledge by developing a conceptual framework to depict the variables under investigation. Existing studies adopted SEM-PLS and correlation, Z-test and Chi-square in analysing results. This study adopted Probit and Logit Regression analysis to evaluate the effect of human resource management variables on employee knowledge sharing behaviour.

## 8. Materials and Methods

Survey research design was employed to serve as guidelines for data collection, analysis, discussion of findings and interpretation of the data 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 universities in Nigeria. The population of the study consisted of 3,995 academic staff from the two federal universities in Akwa Ibom and Cross River States. This statistic comprised (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 unit.

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. 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 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 willingness and employee sharing intention) on the independent variables (employee training and supervision).

## 9. 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

H<sub>0</sub>: Training does not have a significant effect on employee knowledge sharing willingness.

H<sub>A</sub>: Training has a significant effect on employee knowledge sharing willingness.

The test of hypothesis two for the significance of training on employee knowledge sharing willingness reveals that the coefficient of this construct was 1.3543 with a z-stat of 1.5646 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, implying that training has a significant positive effect on employee knowledge sharing willingness in university of Uyo and university of Calabar.

Multiple regression analysis results for the constructs of Employee training and supervision on employee



knowledge sharing behaviour.

Table 1.

Variable	Probit			Logit			Extreme value		
	Coef.	z-stat.	Prob.	Coef.	z-stat.	Prob.	Coef.	z-stat.	Prob.
Training	1.5347	1.5419	0.0002	1.3543	1.5646	0.0001	1.5145	1.5843	0.0001
Sup	1.5642	1.6782	0.0003	1.8432	2.2453	0.0002	1.1794	1.8552	0.0001
Pseudo R <sup>2</sup>		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

H<sub>0</sub>: Supervision does not have a significant effect on employee knowledge sharing intention.

H<sub>A</sub>: Supervision have 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.

## 10. Discussion of Findings

In testing hypothesis two, the coefficient of training was positive ( $c = 1.3543$ ;  $z\text{-stat} = 1.5646$ ) and significant at 5 per cent (0.05), with a p-value of 0.0001. This implies that training has a significant positive effect on employee knowledge sharing willingness in university of Uyo and university of Calabar. The result of this study agreed with the findings of Shamusudin *et al.* (2016) that training has significantly positive effect on workers performance and enhances knowledge sharing in organisation. The finding is also in line with that of Faize *et al.* (2019) who found that training played a vital role in enhancing knowledge sharing and performance of workers. Similarly, Ubi *et al.* (2017) observed that continuous training of individuals gave rise to a renewed mind and the introduction of discoveries that may add value to existing knowledge. Ahmed *et al.* (2016) opined that well-trained employees can develop, share and use knowledge to enhance institutional performance effectively.

The test of hypothesis two shows that the coefficient of supervision was positive with ( $c = 1.8432$ ,  $z\text{-stat} = 2.2453$ ) and a p-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 plays 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 findings 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.

## 11. Conclusion

Human resource management practices have continued to play a vital role in institutions globally. However, this study explored the effect of employee training and supervision on 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 (employee training and supervision) were studied to examine their effect on employee knowledge sharing behaviour and this was measured in terms of knowledge sharing willingness and employee knowledge sharing intention. The result showed that human resource management variables have 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 employee training and supervision have a significant positive effect on

employee knowledge sharing willingness and intention in the two institutions. The importance of human resource management practices on employee knowledge behaviour cannot be overemphasized, as it contributes to organisations achieving sustained competitive advantage.

## 12. Recommendations

The following recommendations were made:

- 1) Management of the universities of Uyo and Calabar should provide regular training to build and enhance the human capacity to meet the demands in the education sector and promote employee knowledge sharing willingness in these universities.
- 2) Adequate supervision should be enhanced in the institutions to improve employee intention toward knowledge sharing by providing support and guidance to workers in discharging their duties and responsibility.

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