



**Factors Facilitating Knowledge Sharing among Lecturers in Universities in Kano State,
Nigeria.**

By

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Abstract

This paper examines the factors facilitating knowledge sharing among lecturers in Universities in Kano state. Methodologically, the present study adopts a quantitative research method as considered suitable for the study looking at the area of coverage and the study population of about 346 lecturers. For the purpose of this study, cross-sectional survey techniques is used, with descriptive survey using a questionnaire which is the major instrument in the collection of data in the study. The findings revealed that majority of the lecturers believed that personal interaction is the most important factor that facilitates knowledge sharing among lecturers in the Universities. The results of this study have contributed in terms of: policy, theory, practice and society on factors facilitating knowledge sharing among of lecturers in Universities in Kano state.

Keywords: Knowledge sharing, factors facilitating knowledge sharing, attitudes, lecturers, Universities, Kano.

1.1 Introduction

Knowledge Sharing (KS) refers to the exchange of knowledge between two or more parties such as individuals, organisations or parts of an organisation. In this regard, Bulan and Sensuse (2012) define knowledge sharing as a process whereby tacit or explicit knowledge is exchanged and communicated to other individuals. In the same vein, Neha (2012) assert that knowledge sharing is the foundation stone of knowledge Management therefore, if knowledge is not shared effectively among lecturers for academic activities, then it is meaningless to manage knowledge, similarly, through knowledge sharing Universities in Kano state will be able to effectively enhance and sustain academic activities.

An employee who is extrinsically motivated engages in a task, which is often rewarded, and instrumental to reach an important goal. Both extrinsic (expected organization rewards and reciprocal benefits) and intrinsic (knowledge self-efficacy and enjoyment in helping others) play significant roles in the attitude of individual towards knowledge sharing. According to Abbas (2017) in his research revealed that, in respect to the statement “I will receive monetary rewards in return for my knowledge sharing”. 30.4% agree, 42.9% strongly agree, 12.9% disagree, 1.0% strongly disagree and lastly 10.7% are neutral. However, in respect to another statement “I will receive additional points for promotion in return for my knowledge sharing”. 42.3% agree, 31.3% strongly agree, 14.1% disagree, 1.0% strongly disagree and 10.4% respondents are neutral. According to the study conducted on knowledge sharing amongst academic in Tanzanian Universities by Zakayo (2017) revealed that 130 (49.8 %) academics acknowledged that the universities provided incentives and rewards to encourage knowledge-sharing while 114 (43.7%) thought that no incentives or rewards were provided. The results indicated that rewards and incentives were more pronounced at Mzumbe 47 (81%), SAUT 21(60%), UoI 10 (37%) and SUA 52 (36.9%) respectively. Another 17 (6.5 %) of the respondents did not know whether incentives or rewards were provided to encourage knowledge sharing. Moreover, Findings from the study on Prospects of knowledge sharing among Ethiopian institutions of higher learning by Rahel (2011) revealed that 45.6% share knowledge with their colleagues because they are enjoying in helping others to know and 36.7% share knowledge for exchange or feedback. While the 17.8%, they share knowledge for rewards or reciprocal relationship. In contrast to the above study,

Attitude is defined as the cause of person’s behaviour toward another person or an object. It helps to explain the consistency of a person’s behaviour and is reviewed as the most culturally influenced concept and the basis for social behaviour.

Previous studies have indicated that an individual’s attitude and control over knowledge sharing intention is an important predictor of knowledge sharing (Bock et al, 2005; Goh and Sandhu, 2013; Kim and Lee, 2006). Without individual’s sharing attitude, knowledge cannot be created and shared because no one will be interested in knowledge management practices. In view of the

above, Allameh *et al* (2012) found that knowledge sharing attitude is based on individual behaviour, as people do not accept the value of sharing knowledge unless they think it is important.

The overall expectation of this research is to shed lights and fill in the existing gaps on factors facilitating knowledge sharing in Universities in Kano state and Nigeria at large. The findings revealed that majority of the lectures believed that personal interaction is the most important factor that facilitates knowledge sharing among lecturers in the Universities. hence the methodology adopted is Quantitative research methodology because it assumed to be suitable to the study looking at the area of coverage and the study population is about 2,611 lecturers, therefore, cross sectional survey research design is adopted in the study. The research is underpinned by four fundamental models namely; knowledge sharing model, social capital theory, knowledge sharing capability model and organisational knowledge creation theory popularly known as SECI Model, these theories often served as the theoretical lens of the study and also as basis for examining the factors facilitating knowledge sharing among lecturers in Universities in Kano state, The study covers lecturers from universities in Kano State namely; Bayero University, Kano, Nigerian police Academy, Wudil, Yusuf Maitama Sule, University, Kano as well as Kano University of Science and technology, Wudil.

1.2 Statement of the problem

Academic performance in the University partly depends on knowledge sharing activity that took place in the environment, therefore, knowledge sharing make people in organization more innovative and creative in their activities. Knowledge production and sharing are powerful and strategic tools for enhancing an organizations business and competitive advantage (UNESCO, 1998), Aslam. (2013). In this regard, Universities as centres of academic excellence play an important role in socio-economic development through knowledge sharing and production. Moreover, Universities are expected to participate in a wider knowledge sharing process which leads to the creation of knowledge repositories from which future generation of scholars and researchers may draw and find innovative ways of using several strategies of sharing knowledge with the view to achieve quality in teaching and research process.

Despite the significance of knowledge sharing, for academic activities, observations have shown that Universities in Kano state may be hampered due lack of proper culture that will promote knowledge sharing. The above observations of the researcher is supported by Yang (2013) who stated that despite the growing significance of knowledge sharing practices for Universities' competitiveness, several barriers make it difficult for knowledge sharing to achieve the goals and deliver a positive result. This deficiency is a problem worthy of empirical investigation. Furthermore, to the best knowledge of the researcher there is no evidence that research been conducted on factors facilitating knowledge sharing among lecturers in Universities in Kano State, hence the imperatives for the present study.

1.3 Research Objectives

The main objective of this study is to examine the Factors facilitating knowledge sharing among lecturers in Universities in Kano state. While the specific objectives are as follows.

- To determine the factors facilitating knowledge sharing among lecturers in the Universities under study?
- To determine the attitudes of lecturers towards Knowledge sharing in the universities under study.

1.4 Review of Related Literature

Factors Facilitating Knowledge Sharing in Universities

Previous literature has identified a wide range of factors affecting employees' knowledge sharing behaviour across different industry sectors and business cultures. As in Lin (2007), we have classified these factors into three dimensions: organizational, individual and technological factors. Organizational factor includes; organization culture, organization structure, communication, management support, strategic planning and reward systems. Individual factor consists of trust, awareness and openness. The technology factor includes ICT and related activities.

Organizational Culture

Organizational culture or corporate culture refers to beliefs, values, and systems that may promote or hinder knowledge creation and sharing within organizations. Culture is widely understood as a set of shared values, beliefs, customs, practices, principles and routines that underpin the behaviour of an organization and its members, usually cultivated steadily over a long period (Jashapara, 2010; McDermott and O'Dell, 2001). A positive organizational culture often creates an enjoyable working environment, which could improve academic performance (Tan, 2011). Therefore, good and sound organizational culture emphasizes the importance of collaboration between lecturers as a way to facilitate open knowledge exchange where tacit knowledge can more easily be transformed to explicit knowledge within a institutions of higher learning environment if the culture is positive (Chadha and Ratika, 2012). Organizational culture and a friendly relationship among employees may also shape their motivation to contribute their knowledge (Hung et al. 2011). Culture establishes an organizational context for social interaction and creates norms regarding what is 'right' and 'wrong' it influences people to communicate and share knowledge (Ajmal and Koskinen, 2008). The culture both personal and organizational clarifies and reinforces standards of behaviour by guiding employees' words, conduct and provides behavioural stability. Steers, Sanchez-Runde and Nardon (2010) have a view that members of a group share culture. Such cultures include assumptions, behaviours and values that influence attitudes and the social behaviour of group members to achieve their goals.

According to Ford and Chan (2003), organisational culture consists of trust, vocabularies, and beliefs. These components influence how an organization handles knowledge management and sharing among staff. The University management, the world over, desires to develop knowledge

sharing cultures where knowledge is shared easily among academics through social and electronic networks. The willingness or unwillingness to communicate and share knowledge is influenced by internal (individual culture) or external (national) culture. Both external and internal culture promotes knowledge creation and sharing through socialization. Socialization, which takes place through interaction with a social group, seminars, formal and informal gatherings, involves familiarizing lecturers with the institutions of higher learning's norms and values and adopting them. Organizational culture can also powerfully influence human behaviour and change the lecturers' behaviours' in the higher institutions of learning towards knowledge sharing. Despite the difference in culture, the tertiary institution's roles are similar and so certain common strategies will be needed such as dedication to an organization's mission and shared values in the mission and vision of the organization (Greenberg, 2011).

As cited in Zakayo (2017), the study by Al-Hawamdeh (2003) suggested that the mindset of academics should be geared towards a knowledge-sharing culture by creating a climate of trust and openness. Similarly, Zakayo (2017) in a study on knowledge sharing among academics in Tanzania Universities suggest that the organizations promoted the culture of knowledge sharing through different ways such as workshops 108 (41.5%), research 100 (38.5%), seminars 86 (33.1%), publications 77 (29.6%), presentations 73 (28.1%), meetings 44 (16.9%), public lectures 35 (13.5%), forums 34 (13.1%) and conferences 33 (12.7%). The other ways their organization promoted knowledge sharing included institutional repositories 30 (11.5%), training 27 (10.4%) and colloquia 14 (5.4%). Furthermore, the study conducted by Al-Alawi, Al- Marzooqi and Mohammed (2007) in Bahrain organizations to investigate the role of certain factors of organizational culture in determining the success of knowledge sharing and found that people share knowledge through collaboration (66.2%), training (49.8%), communication networks (44.3%), chatting during break time (38.8%), brain storming (36.3%), workshops (34.8%), seminars (25.4%) and conferences (21.9%).

Furthermore, the study conducted by Sanaj Alajami (2018) in Kuwait revealed that extrinsic motivation is more influential than intrinsic motivation since extrinsic motivation has a positive impact on both pieces of knowledge sharing intentions and attitudes toward knowledge sharing whereas intrinsic motivation has a positive influence only on attitudes toward knowledge sharing. Therefore, the enhancement of such reward systems helps to strengthen universities competitiveness in the academic market. There are different ways of sharing knowledge in an organization and some people like to share knowledge through writing and others speaking and now ICTs. Universities should use every means to get the knowledge from their staff in different ways to drive both tacit and explicit knowledge from its employees.

Individual Factors knowledge sharing can be facilitated by focusing on the attitude of the employees and their willingness to share knowledge in the organizations. According to Hislop (2003), employee attitudes reveals the most important factor in sharing activities rather than motivation that leads the employees to share their knowledge with others. However, Bock et al., 2005 has suggested, "changing people's behaviour seems to be most difficult especially promoting

knowledge sharing among employees”. As mentioned by Kaser and Miles (2002), sharing relevant knowledge or information activities cannot be forced and have to be voluntarily implemented among the members of the organizations. Many employees are not aware of the importance of knowledge sharing and tend to show the attitude of reluctance and unwillingness to share their knowledge with others (O’Dell and Grayson, 1998). Sharing knowledge became a part of people’s lives and it can happen formally or informally. Individuals can create knowledge deliberately or without intention to benefit individual and for organizational development. Individuals are the major factor for knowledge creation, management, sharing and use. In this study, individuals refer to the academic staff that create, organize, use and share knowledge in the universities under study. Lecturers create knowledge from their personal experiences, interactions, mentoring and socializing with others. The act of creating and sharing knowledge makes individuals experience a greater connection to the organization, which increases their possibility to contribute more knowledge in future.

Attitude of Lecturers towards Knowledge Sharing in Universities

Generally, sharing of knowledge is a social activity whereby communication between person to person, people to group or group to group takes place. As a social activity, knowledge sharing success depends on relationship, interactions, trust and attitudes among participants (Cheng et al., 2009). Previous studies have indicated that an individual’s attitude and control over knowledge sharing intention is an important predictor of knowledge sharing (Bock et al, 2005; Goh and Sandhu, 2013; Kim and Lee, 2006). Without individual’s sharing attitude, knowledge cannot be created and shared because no one will be interested in knowledge management practices. Allameh et al (2012) found that knowledge sharing attitude is based on individual behaviour, as people do not accept the value of sharing knowledge unless they think it is important.

Attitude is defined as the cause of person’s behaviour toward another person or an object. It helps to explain the consistency of a person’s behaviour and is reviewed as the most culturally influenced concept and the basis for social behaviour. To maintain the balance between human considerations and technology, and the better understanding of the complexities of the individual attitudes and perception towards the technology becomes necessary. it also refers to one’s positive or negative judgement about a concrete subject. Attitudes are learnt; they are mouldable and may change with experience of the stimulus objects and with social rules or institutions (Binder and Niederle, 2007). Research indicates that attitudes represents a summary of psychological object and is described both internally and externally in dimensions such as good-bad, likeable-dislikeable, harmful-beneficial, pleasant-unpleasant (Arjzen and Fishbein, 2000).

However, sharing of knowledge is a social activity whereby communication between person to person, people to group or group to group takes place. As a social activity, knowledge sharing success depends on relationship, interactions, trust and attitudes among participants (Cheng *et al.*, 2009). Previous studies have indicated that an individual’s attitude and control over knowledge sharing intention is an important predictor of knowledge sharing (Bock et al, 2005; Goh and Sandhu, 2013; Kim and Lee, 2006). Without individual’s sharing attitude, knowledge cannot be

created and shared because no one will be interested in knowledge management practices. In view of the above, Allameh *et al* (2012) found that knowledge sharing attitude is based on individual behaviour, as people do not accept the value of sharing knowledge unless they think it is important. The knowledge sharing attitudes involve the individual's willingness to share. The individuals, who are willing to share their knowledge, expect others to contribute as well, hence to attain a balance between offerings and collecting knowledge, it is give and receive business (Nahapiet and Ghoshal, 1998a). Goh and Sandhu (2013) recommend to private University administrators to place greater emphasis on encouraging academics to share their knowledge in order to build positive attitude towards knowledge sharing. In this regard, the University can organise activities and events that can positively motivate and increase the academics knowledge sharing attitude. From the discussion above, it is obvious that knowledge sharing attitude is very imperative because it leads to success in whatever activity that man will engage. The activities and events may include organising training, gatherings, workshop and internal sharing of research results to build up their sharing attitudes. The positive attitude of individuals towards knowledge sharing is derived from the social value. Thus the universities need to invest in social value based on mutuality, Trust, and respect that could give long term benefits such as corporate wellbeing and innovativeness (Guzman and Wilson, 2005).

Despite of the importance of positive attitude in knowledge sharing, Schwart and Te'eni (2011:919) revealed that some organisations had taken the view that there is a danger in giving away secrets through sharing knowledge, which contributes to negative attitude towards knowledge sharing among academics. The academics may also fear a loss of superiority and knowledge ownership after sharing their personal knowledge (Bartol and Srivastava, 2002). In contrast others believe that there are great potential benefits in disseminating knowledge within organisation and perhaps beyond its boundaries (King, 2006). Therefore a positive attitude towards knowledge sharing is necessary for academics to share their most valuable knowledge. Oliveira *et al* (2015) therefore assert that knowledge sharing through socialization exposes academics to new knowledge and build positive attitude towards knowledge sharing.

However based on the observation from the researcher, there is a lack of proper culture that will promote knowledge sharing for academic activities in Universities in Kano State, Nigeria, hence the present study is set to investigate and finds out.

1.5 Methodology

This present study adopted quantitative research methodology through the use of cross sectional survey research design. The population of the study consisted of two thousand six hundred and eleven lecturers in Universities in Kano State. Krejcie and Morgan formula was used to determine the appropriate sample size in each of the four Universities to arrive at the sample size of 346 lecturers in the mentioned Universities as recommended by research advisers (2021). Questionnaire was used as the instrument for data collection. A total number of 346 copies of

questionnaire were administered to the lecturers by the researcher and one research assistant was employed in the study of which 323 were returned and found useful. The data generated were analysed using descriptive statistics with frequency and percentages.

1.6 Result/Findings

Factors Facilitating Knowledge Sharing among Lectures in the Universities

Table 1.1 Factors Facilitating Knowledge Sharing among Lectures in the Universities

STATEMENT	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Management support	153	47.4%	170	52.6%
Rewards /Incentives	107	33.1%	216	66.9%
Organizational culture	112	34.7%	211	65.3%
Motivation	162	48.6%	166	51.4%
Information technology	132	40.9%	191	59.1%
Personal expectation	85	26.3%	238	73.7%
Individual attitudes towards knowledge sharing	119	36.8%	204	63.2%
University policy on knowledge sharing	96	29.7%	227	70.3%
Trust among lecturers	111	34.4%	212	65.6%
Personal interactions	248	76.8%	75	23.2%
Others (Please Specify)	22	6.8%	301	93.2%

Table 1.1 depicts the factors facilitating knowledge sharing among lecturers in Universities. The responses were as follows: personal interaction 248(76.8%) followed by motivation 162(48.6%) followed by management support 153(47.4%) followed by information technology 132(40.9%) followed by individual attitude towards knowledge sharing 119(36.8%) followed by organizational culture 112(34.7%) followed by trust among lecturers 111(34.4%) followed by rewards/incentives 107(31.1%) and University policy on knowledge sharing 96(29.7%), while personal expectation 85(26.3%) of the respondents said the above statement. An overall assessment revealed that majority of the lectures believed that personal interaction is the most important factor that facilitates knowledge sharing among lecturers in the Universities.

Attitude of lecturers towards knowledge sharing

Table 2 Attitude of lecturers towards knowledge sharing

STATEMENT	Frequency(percentage)				
	Strongly Agree	Agree	Disagree	Undecided	Strongly disagree
I have positive regard towards Knowledge Sharing	206(63.8%)	55(17.0%)	11(3.4%)	2(.6%)	49(15.2%)
Knowledge Sharing will lead to Success in academic activities	181(56.0%)	62(19.2%)	6(1.9%)	3(.9%)	71(22.0%)
Trust among academics develop Positive attitude to share Knowledge	151(46.7%)	57(17.6%)	72(22.3%)	3(.9%)	71(22.0%)
Motivation Boost and increase Knowledge Sharing attitude	135(41.8%)	52(16.1%)	40(12.4%)	11(3.4%)	85(26.3%)
There is a danger in giving away Knowledge through Sharing	58(18.0%)	54(16.75%)	47(14.6%)	27(8.4%)	137(42.4%)
I hate to Share Knowledge so as to avoid plagiarism	49(15.2%)	50(15.5%)	42(13.0%)	54(16.7%)	128(39.6%)
Knowledge Sharing will lead to loss of Superiority and Knowledge ownership	77(23.8%)	43(13.3%)	17(5.3%)	48(14.9%)	138(42.7%)
Knowledge Sharing Exposes academics to discover new Knowledge	100(31.0%)	87(27.0%)	37(11.5%)	12(3.7%)	87(26.9%)
Every lecturer Should adopt effective application of Knowledge Sharing Strategies for proper academic activity	95(29.4%)	118(36.5%)	23(7.1%)	8(2.5%)	79(24.5%)
I am ready to join hands in drafting policy /guideline for Knowledge Sharing Strategies in my University	107(33.1%)	105(32.5%)	30(9.2%)	2(.6%)	79(24.5%)
I am not afraid of loss of Superiority and power	94(29.1%)	103(31.9%)	30(9.3%)	9(2.8%)	87(26.9%)
I trust giving away and sharing of new Knowledge with colleague's	112(34.7%)	101(31.3%)	15(4.6%)	8(2.5%)	87(26.9%)

Table 1. indicates that more than half 205(63.8%) of the respondents strongly agreed with the positive attitude towards knowledge sharing, followed by 55(17.0%) respondents who agreed also with the positive attitude of knowledge sharing. However, 49(15.2%) of the respondents strongly disagree with the positive attitude of knowledge sharing, and 11 (3.4%) of the respondents disagree with the positive attitude of knowledge sharing.

While only 2 (.6%) of the respondents who were found undecided with the positive attitude of knowledge sharing. Hence, this study reveals that almost more than half of the lecturers in Kano State, Nigeria strongly agreed that positive attitude of knowledge sharing improved their academic activities in their respective Universities.

Table 1 also shows that 151(46.7%) of the respondents strongly agreed to the fact that trust among academics develop positive attitude to share knowledge for academic activities in the university, followed by 72(22.3%) respondents who disagreed to the fact that trust among academics develop positive attitude to share knowledge for academic activities in the university. However, 71(22.0%) of the respondents strongly agreed to the fact that trust among academics develop positive attitude to share knowledge for academic activities in the university, and 6(1.9%) of the respondents disagree to the fact that knowledge sharing will lead to success in academic activities in the university. While only 3(.9%) of the respondents who were found undecided to the fact that knowledge sharing will lead to success in academic activities in the university. Hence, this study reveals that majority of the the lecturers in Kano State, Nigeria strongly agreed to the fact that trust among academics develop positive attitude to share knowledge for academic activities in their respective Universities.

Furthermore, table 1 indicates that 135(41.8%) of the respondents strongly agreed to the fact that motivation boost and increase knowledge sharing attitude for academic activities in the university, followed by 85(26.3%) respondents who strongly agreed to the fact that motivation boost and increase knowledge sharing attitude for academic activities in the university. However, 52(16.1%) of the respondents agreed to the fact that motivation boost and increase knowledge sharing attitude for academic activities in the University, and 40 (12.4%) of the respondents disagree to the fact that motivation boost and increase knowledge sharing attitude for academic activities in the university. While only 11(3.4%) of the respondents who were found undecided to the fact that motivation boost and increase knowledge sharing attitude for academic activities in the university. Hence, the finding of the study reveals that majority of the lecturers in Kano State, Nigeria strongly agreed to the fact that motivation boost and increase knowledge sharing attitude for academic activities in their respective Universities.

Also Table 1 indicates that 112(34.7%) of the respondents strongly agreed to the fact that trust giving away and sharing of new knowledge with colleagues enhance academic activities in the University, followed by 101(35.3%) respondents who agreed to the fact that trust giving away and sharing of new knowledge with colleagues enhance academic activities in the University.

However, 87(26.9%) of the respondents strongly disagree to the fact that trust giving away and sharing of new knowledge with colleagues enhance academic activities in the University, and 15(4.6%) of the respondents disagree to the fact that trust giving away and sharing of new knowledge with colleagues enhance academic activities in the university. While only 8(2.5%) of the respondents who were found undecided to the fact that trust giving away and sharing of new knowledge with colleagues enhance academic activities in the university. Hence, this study indicates that most of the lecturers in Kano State, Nigeria strongly agreed to the fact that trusts giving away and sharing of new knowledge with colleagues enhance academic activities in the University respectively.

Moreover, table 1 indicates that 107(33.1%) of the respondents strongly agreed to the fact that ready to join hands in drafting policy/ guideline for knowledge sharing strategies in the University with colleagues enhance academic activities, followed by 105(32.5%) respondents who agreed to the fact that ready to join hands in drafting policy/ guideline for knowledge sharing strategies in the University with colleagues enhance academic activities. However, 79(24.5%) of the respondents strongly disagree to the fact that ready to join hands in drafting policy/ guideline for knowledge sharing strategies in the University with colleagues enhance academic activities, and 30 (9.2%) of the respondents disagree to the fact that ready to join hands in drafting policy/ guideline for knowledge sharing strategies in the University with colleagues enhance academic activities. While only 2(.6%) of the respondents who were found undecided to the fact that ready to join hands in drafting policy/ guideline for knowledge sharing strategies in the University with colleagues enhance academic activities. Therefore, this study reveals that almost most of the lecturers in Kano State, Nigeria strongly agreed to the fact that ready to join hands in drafting policy/ guideline for knowledge sharing strategies in the University with colleagues enhance academic activities respectively.

In addition, table 1 indicates that 100(31.0%) of the respondents strongly agreed to the fact that knowledge sharing exposes academics to discover new knowledge and promotes academic activities in the University, followed by 87(27.0%) respondents who agreed to the fact that knowledge sharing exposes academics to discover new knowledge and promotes academic activities in the University. However, 87(27.0%) of the respondents strongly disagree to the fact that knowledge sharing exposes academics to discover new knowledge and promotes academic activities in the University, and 37 (11.5%) of the respondents disagree to the fact that knowledge sharing exposes academics to discover new knowledge and promotes academic activities in the University. While only 12(3.7%) of the respondents who were found undecided to the fact that knowledge sharing exposes academics to discover new knowledge and promotes academic activities in the University. Hence, this study reveals that most of the lecturers in Kano State, Nigeria strongly agreed to the fact that knowledge sharing exposes academics to discover new knowledge and promotes academic activities in the University.

Table 1 also indicates that 103(31.9%) of the lectures agreed to the fact that afraid of loss of superiority and power that is why they couldn't share knowledge with colleagues in the university, followed by 94(29.1%) of the lecturers strongly disagreed to the fact that afraid of loss of superiority and power that is why they couldn't share knowledge with colleagues in the University. However, 87(26.9%) of the lecturers strongly disagree to the fact that afraid of loss of superiority and power that is why they couldn't share knowledge with colleagues in the university, and 30(9.3%) of the lecturers disagree to the fact that afraid of loss of superiority and power that is why they couldn't share knowledge with colleagues in the university. While only 9(2.8%) of the respondents who were found undecided to the fact that afraid of loss of superiority and power that is why they couldn't share knowledge with colleagues in the university. Hence, this study reveals that most of the lecturers in Kano State, Nigeria strongly agreed to the fact that afraid of loss of superiority and power that is why they couldn't share knowledge with colleagues in the University.

The data in table 1 indicates that 118(36.5%) of the respondents strongly agreed to the fact that every lecturer should adopt effective application of knowledge sharing strategies in his respective university, followed by 95(24.4%) respondents who agreed to the fact that every lecturer should adopt effective application of knowledge sharing strategies in his respective University. However, 79(24.5%) of the respondents strongly disagree to the fact that every lecturer should adopt effective application of knowledge sharing strategies in his respective university, and 23 (7.1%) of the respondents disagree with the positive attitude of knowledge sharing. While only 9(2.8%) of the respondents who were found undecided to the fact that every lecturer should adopt effective application of knowledge sharing strategies in his respective University. Hence, this study reveals that almost the lecturers in Kano State, Nigeria strongly agreed to the fact that every lecturer should adopt effective application of knowledge sharing strategies in his respective University.

Table 1 indicates that 138(42.7%) of the respondents strongly disagreed to the fact that knowledge sharing will lead to loss of superiority and knowledge ownership, followed by 77(23.8%) respondents who strongly agreed to the fact that knowledge sharing will lead to loss of superiority and knowledge ownership. However, 48(14.9%) of the respondents were found undecided to the fact that knowledge sharing will lead to loss of superiority and knowledge ownership, and 43(13.3%) of the respondents agreed to the fact that knowledge sharing will lead to loss of superiority and knowledge ownership. While 17(5.3%) of the respondents disagreed to the fact that knowledge sharing will lead to loss of superiority and knowledge ownership. Hence, this study reveals that the lecturers in Kano State, Nigeria strongly disagreed to the fact that knowledge sharing will lead to loss of superiority and knowledge ownership.

And then table 1 indicates that more than half 137(42.4%) of the respondents strongly disagreed to the fact that there is a danger in giving away knowledge through sharing, followed by 58(18.0%) of the respondents who strongly agreed to the fact that they is a danger in giving away knowledge through sharing. However, 54(16.7%) of the respondents agreed to the fact that they is a danger in

giving away knowledge through sharing, and 47 (14.6%) of the respondents disagree to the fact that they is a danger in giving away knowledge through sharing,. While only 27(8.4%) of the respondents who were found undecided to the fact that they is a danger in giving away knowledge through sharing. Hence, this study reveals that almost all the lecturers in Kano State, Nigeria strongly agreed to the fact that they is a danger in giving away knowledge through sharing.

And finally, table 1 indicates that 128(39.6%) of the respondents strongly disagreed to the fact that I hate to share knowledge so as to avoid plagiarism, followed by 54(16.7%) of the respondents who were found undecided to the fact that i hate to share knowledge so as to avoid plagiarism. However, 50(15.5%) of the respondents agreed to the fact that i hate to share knowledge so as to avoid plagiarism, and 49(15.2%) of the respondents agreed to the fact that I hate to share knowledge so as to avoid plagiarism. While only 43(13.0%) of the respondents disagreed to the fact that I hate to share knowledge so as to avoid plagiarism. Hence, this study reveals that almost all the lecturers in Kano State, Nigeria strongly disagreed to the fact that I hate to share knowledge so as to avoid plagiarism.

1.7 Discussion of the Study Findings

The discussion of findings provides a deeper understanding of the data gathered in relation to the supporting theory, the statement of the problem, the research questions and what has emerged from the findings, is also considered the essence of research and the analytical process in which the researcher develops an understanding of the data obtained (Leedy and Ormrod, 2005). The study sought to address the overarching question: what are the factors facilitating knowledge sharing among lecturers in Universities in Kano State, Nigeria. 346 lecturers were surveyed and the following research questions were addressed: What are the factors facilitating knowledge sharing among lecturers in Universities under study? What are the attitude of lecturers towards knowledge sharing in the universities under study?

The study was supported by the organisational knowledge creation model developed by Cheng Ho and Lau (2009), social capital theory developed by Pierre Bourdieu (1970s), Knowledge Sharing Capability Model (KSC) by Kim and Lee, (2006) which aim to describe the pattern of knowledge sharing and Model of Knowledge Creation (SECI) by Nonaka and Takeuchi, (1995). .However, the Models are found relevant to this study because they are widely used in various research works similar to the present. Data were collected through a survey questionnaire. Descriptive statistics, including frequencies and percentages were used to analyse quantitative data. The Cronbach's Alpha value was used to measure the internal consistency and reliability of items on factors facilitating knowledge sharing among lecturers in Universities in Kano State, Nigeria. The findings are discussed below;

The findings on the question factors facilitating knowledge sharing among lecturers in the universities, the findings revealed that The responses were as follows: personal interaction, motivation, management support, information technology individual attitude towards knowledge

sharing, organizational culture, trust among lecturers, rewards/incentives and University policy on knowledge sharing, while personal expectation of the respondents said the above statement. An overall assessment revealed that majority of the lectures believed that personal interaction is the most important factor that facilitates knowledge sharing among lecturers in the Universities.

1.8 Conclusion

The aim of this study was to discover the factors facilitating knowledge sharing among lectures in Universities in Kano State, Nigeria and establish how these s factors could be enhanced in order to provide effective services to the lecturers in their respective Universities. This study established the factors facilitating knowledge sharing among lecturers in universities in Kano State, Nigeria, and also identified the attitude of lecturers towards knowledge sharing. The lecturer faces individual, organizational and technological challenges that affected their current knowledge sharing practices. Therefore, the lecturer's factors facilitating knowledge sharing to be enhanced in order to provide effective academic activity in the university. The researcher recommended that the lecturers should make various changes on how to conduct their knowledge sharing and use a strategy in order to enhance their knowledge sharing practices.

1.9 Recommendations

In this section the researcher makes recommendations on the basis of the study's conclusions. These recommendations present what the researcher considers to be necessary to enhance the factors facilitating knowledge sharing in order to provide effective academic activities to lecturers in Kano State, Nigeria.

Recommendations on Attitudes of lecturers towards knowledge sharing

The findings of research question four revealed that lecturers had positive attitude towards knowledge sharing. Based on these findings, it emerged that the. The researcher recommends that the lecturers should share knowledge more with their colleagues, students, staffs in their universities also they should developed a very positive culture of sharing knowledge with lecturers outside their universities through conferences, workshops and seminars which suggests that collaboration among lecturers of different universities is happening.

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