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INSTITUTIONAL KNOWLEDGE CREATION AND TRANSFER AS CORRELATES OF ACADEMIC STAFF PRODUCTIVITY IN SOUTH-SOUTH NIGERIAN UNIVERSITIES

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ABSTRACT

The study examined institutional knowledge creation and transfer as correlates of academic staff productivity in South-South Nigerian universities. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The design of the study was correlational, the population was 7 federally owned universities in South-South Nigeria and sample was 300 Heads of Departments, selected using the stratified random sampling technique. The instruments of the study were the validated 21-item Institutional Knowledge Creation and Transfer Scale (IKCTS) and the 25-item Academic Staff Productivity Scale (ASPS), designed by the researcher in the modified 4-point Likert Scale model of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) and Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for IKCTS and ASPS, respectively with reliability indices of .820 for IKCTS and .890 for ASPS, obtained using the Cronbach Alpha procedure. Simple regression was used to answer the research questions while z-test associated with simple regression was used in testing the hypotheses at .05 alpha level of significance. The results of the study showed that, institutional knowledge creation and transfer correlate with academic staff productivity in South-South Nigerian universities to a high extent and also established significant correlations of institutional knowledge creation and transfer on academic staff productivity in South-South Nigeria. The study concluded that, deliberate institutional knowledge creation and transfer are inevitable strategies for ensuring academic staff productivity in institutions of higher education like universities. Consequently, the study recommended that, stakeholders in institutional leadership should continue to implement knowledge creation and transfer programmes for academic staff while considering raising the tempo of knowledge transfer exercises.

Keywords: Institutional Knowledge Creation, Institutional Knowledge Transfer, Teacher Productivity, Universities.

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INTRODUCTION

Undoubtedly, at all the levels of societal stratification, known to man, the society is basically operated as a conglomerate of organizations or an assemblage of institutions. This proposition is confirmatory of the path-breaking presentation by an American sociologist, Amitai Etzioni. For Etzioni in Haralambos and Heald (2001 p. 278) “our society in an organizational society”. Haralambos and Heald (2001) explained this proposition to be based on the fact that humans are borned in hospitals, dedicated to God in churches, educated in schools, treated for ailments in hospitals and when dead, they are prepared to be laid to rest by the church. All these phases of human development are handled by institutions. Apart from the institutions mentioned in the explanations by Haralambos and Heald, the general list of institutions in society and their responsibilities to humanity and society includes educational institutions for the education of the human race, political institutions for the purpose of state and general administration of the polity, health institutions for the care of the sick and other ailments, financial institutions for the management of the financial economy, military and paramilitary institutions for the provision of security and maintenance of law and order in society, religious institutions for taking care of the spiritual wellbeing of human folk among numerous other institutions in society.

In this study, educational institutions are the main focus. Educational institutions are creations of the society that are charged with the responsibility of providing educational services to society folks (Abraham, 2002). Put differently, Schofield (1990) saw educational institutions as those that are responsible for the introduction of the younger folks in society into society’s worthwhile knowledge, skills and values from one generation to another. From a perspective that may be considered more contemporary and encompassing, Afangideh and Beffi-Nwile (2016) perceive educational institutions as those institutions that are responsible for the introduction of the younger, needing and desiring members of the society into societies’ worthwhile knowledge, skills and values from generations to generations. An analysis on what educational institutions represent as put forward by Abraham (2002), Schofield (1990) and Afangideh and Beffi Nwile (2016) showed that educational institutions are basically institutions that are committed to socialization, social development and general wellbeing of humanity and society.

Based on the importances of education as exemplified in the contributions from the scholars and researchers referred to in the reviewed literature, educational institutions are dichotomized into divisions that are typically referred to as levels in Nigerian education. These levels include the basic, senior secondary school and tertiary levels of education (Federal Republic of Nigeria, FRN, 2014). Higher educational institutions in Nigeria include universities, colleges of education, polytechnics, monotechnics and allied institution (FRN, 2014).

Universities are institutions for higher education studies, whose pre-occupation is teaching, research and community services (Anyia, 2013; Obamanu, 2008; Okeke, 2007). Additionally, Afangideh and Nwideduh (2010) and Afangideh and Kpee (2010) have added a fourth role to universities in Nigeria and what appears to have become internationalized. To these group of scholars, universities also perform incidental functions as responses to the increasing need to raise funds for self-sufficiency as autonomous institutions, as dictated by the doctrine of institutional autonomy (Achibong & Bassey, 2006; Afangideh & Kpee, 2010). This may explain why universities now run Water Bottling companies, operate Information and Communication Technology Centres (ICTC), Animal Farms, Microfinance Companies, Poultry Farms, and the like, from where they make more monies that support the effective administration of the universities.

As part of the universities roles, teaching and research is considered very paramount and the article of teaching and research is knowledge, which must be created and transferred by the universities, as these have the capability of enhancing academic staff productivity in universities. This is actually the thesis of the present academic excursions. Arising from the foregoing, proceeding sections of this review will concentrate on knowledge transfer as they may have relationships with academic staff productivity in institutions of higher education.

Knowledge Creation

One of the important components of knowledge management is knowledge creation. Knowledge creation describes the construction or new knowledge in the collaborative process (Ulrike, 2025). For Carfield (2021), knowledge management approximates the invention and innovation of new concepts, approaches, methods, techniques, products, services and ideas that can be used for the benefit of the people and organizations. Knowledge creation people and organization. Knowledge creation can be conceptually approached from three prospectives. There are as a process, output and outcomes. As a process, knowledge creation refers to the initiatives and activities undertaken toward the generation of new ideas or subjects or objects (Mitchell & Boyles, 2018).

In another entry, Styhre and Roth et al. (2002) described knowledge creation as the utilization of complex and discontinuing events and phenomena to deal with collectively defined problems. This position from Styhre and Roth et al may influence Mitchell and Boyles' further contribution that, knowledge creation is defined based on the methods or means through which knowledge is generated and can be differentiated from the end result or output as an output. Parent and Galupe in Johnson (2022) contributed that knowledge creation refers to the development of new ideas that reflect a significant elaboration or enrichment of existing knowledge. Illustrating this, Johnson (2022) saw knowledge creation as the difference between what is known and what must be known for projects success. However, differently, knowledge creation as an outcome means that new knowledge is diffused, adopted and embedded on products services and systems (Argyris & Schon, 1996; Nonaka, 1994; Phan & Peridis, 2000). The definitions of knowledge creation appear endless. Hence, the need to divert to other aspects of the concept before the introduction of new components of knowledge creation. It is important to note that, knowledge is created through practice, collaboration, interaction and education as the different types of knowledge are shared.

Knowledge creation in organizations especially educational institutions is considered of very important or is considered beneficial to both the organization and the staff. As Carfield (2021) iterated, knowledge creation brings out innovation from staff, connects creative people together through communication, stimulate innovative ideas from organizational members and the organization, discover talents and patterns through analysis, lead to helpful suggestions for improvements and provide opportunities for texting assumption. Others include the transformation of the organization and staff, generation of new sources of customer growth, helping in staff generation of new sources of customer growth, helping in staff personal development, assists organization and staff to thrive and endure to avoid redundancy, decay or death, improve new ways of doing things, challenge staff to do more and provide opportunities for staff to submit white papers for reviews and publication, apart from providing opportunities for trainings, mentorship, collaborations, interactions and the exchange of technical know-how (A.S Akpan & S.O Oluwuo, Personnel Communication, October 19, 2024; Afangideh, 2009)

Knowledge Transfer

A second component of knowledge management for examination in the present academic excursion is the question of knowledge transfer. As is generally practiced in the knowledge community. When knowledge is created, it becomes a commodity for general consumption and can only be let out for purchase and utilization through knowledge transfer. From a conceptual perspective, knowledge transfer is the method of sharing information, abilities and ideas across different areas in one's business (Brown, 2024). For Goldstein (2022), it refers to a work plan to get critical know-how from employees who are leaving to those who are staying. Apparently adding to its earlier position, Brown (2024) continued that it is a practical method for transitioning knowledge from one part of ones business to another. Considered from another scholarly perspective, Ogundeji (2007) observed that although there is no single definition for knowledge transfer, knowledge transfer is when know-how and knowledge are becoming available in a systematic way to those who did not have previous access to it. Knowledge transfer is considered to be very important to both organizations and their employees, apart from external stakeholders. From the organizational perspective, Brown (2024) reported that knowledge transfer accelerates the accumulation and dissemination of knowledge across the organization, provides easy and rapid knowledge to the team, eliminates time and space constraints in communication, stimulates associates to experience the value of sharing knowledge in providing custom-tailored services to customers and showing respect to the dignity of each individual in the organization.

In Ogundeji's (2007) position, knowledge transfer generates returns to investment of public fund in the science based research, has power to influence policy, radically improves service delivery efficiency and enhances communication. On a general note, scholars have summarized the benefits of knowledge to include collaborations, innovation, learning culture improvement, better productivity, better decision making, centralized organizational knowledge, clear constraints, human resource development, boosting of customer satisfaction, business continuity, fast communications, staff engagements, employees' retention, identification of employees with industrial knowledge, encouragement of better problem solving skills, building better relationships, retention of key knowledge, cross functional collaboration and many more (Oluwuo & Afangideh, 2010; Afangideh & Nwideduh, 2010).

The foregoing can be achieved using Brown's (2024) 7 step approaches and tools, among them are identification of information, collection of information, organization of information, sharing information, adapting technology, utilization of technology and creation of technology under the umbrella of culture, measurement, infrastructure and technology.

When knowledge is created and transferred in universities, it is the considered opinion of the present researchers that, such activities have relationships with the productivity of the academic personnel. This is so because the academic personnel are the key actors in the processes of knowledge transfer who must be made to be productive to themselves and the school system continuously.

Teacher productivity describes the measure of efficiency with which the other process of teaching and learning utilizes the labour force in serving the students and society. As Okekeuche (2020) noted, teachers are said to be productive when they embark on their academic tasks with little or no error and also when students' performance increases. As an implied compound concept in its present usage, academic staff productivity will refer to the extent to which the academic personnel discharge his teaching, research and community service functions with little

or no error. In institutions of higher education, academic staff productivity is measured using students: graduation rate, selection of instructional materials, usage of instructional material, completion of credit load per week, properly following the course outline, commitment to duties, administration of examination, marking of examination scripts, timely release of examination results, excellence in classroom management, preparation of lecture notes, computing students results, attendance at conferences, attendance at workshops, subjecting oneself for mentoring, supervision, conduct of researches, publication of research reports, patenting of published materials, taking part in departmental, faculty and university programmes among others (Nwideduh, Personnel Communication, October 02, 2024; Okekeuche, 2020; Afangideh & Nwile, 2020), contributions to students growth, students perception and classroom instructional climate (Schweigh, 2025).

Literatures renewed have centred on knowledge creation and transfer in organizations, as the knowledge may have relationships with staff productivity. All the presentation are based on theoretical positions. Hence, there is need for an empirical examination to ascertain whether there are empirical relationships between the independent and dependent variables. This is the reason for this study.

Statement of the Problem

Internationally, scholars and researchers hold the opinion that, deliberate knowledge creation and transfer in institutions of higher education especially universities have appreciable relationships with the productivity of the academic personnel. As a result, most universities' stakeholders in academic staff management make frantic efforts to ensure that, knowledge creation and transfer programmes are mounted for the benefit of their teaching personnel. However, quite surprisingly, comments from stakeholders in university education, research findings and reports, scholarly contributions and general observations tend to show evidence of unproductivity on the part of academic staff as evidenced in the low graduation rate of students, the unemployability nature of graduates, poor public image of students and the general apathy which people tend to exhibit toward every thing connecting the university system and their products apart from the progressional stagnation suffered by academic personnel. The scenario bothered the researchers, who shuddered to consider whether the knowledge creation and transfer programmes of universities do not longer have positive connection with teacher productivity. In order to find empirical explanations to this academic puzzle, the researchers decided on conducting an empirical study to determine whether institutional knowledge management components of knowledge creation and transfer have relationships with academic staff productivity in universities.

Aim and Objectives of the Study

The study investigated the extent to which institutional knowledge creation and transfer correlate with academic staff productivity in South-South Nigerian universities. Specifically, the study sought to achieve the under-mentioned objectives:

- Establish the extent of correlation of which institutional knowledge creation on academic staff productivity in South-South Nigerian universities.

- Ascertain the extent of correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities.

Research Questions

The following research questions were answered in the study:

- What is the extent of correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities?
- What is the extent of correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities?

Hypotheses

The following hypotheses were tested in the study at .05 level of statistical significance:

- **H₀₁:** There is no significant correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities.
- **H₀₂:** There is no significant correlation of institutional knowledge transfer and academic staff productivity in South-South Nigerian universities.

METHODS

The design for the study was correlational, the population was the 7 federally owned universities in South-South Nigeria and sample was 300 (62%) Heads of Departments, selected using the stratified random sampling technique. The instruments of the study were the validated 21-item Institutional Knowledge Creation and Transfer Scale (IKCTAS) and the 25-item Academic Staff Productivity Scale (ASPS), designed by the researchers in the modified 4-point Likert Scale models of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) and Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), for IKCTS and ASPS, respectively with reliability indices of .820 for IKCTS and .890 for ASPS, obtained using the Cronbach Alpha procedure. Simple regression was used to answer the research questions while z-test associated with simple regression was used in testing the hypotheses at .05 level of statistical significance.

RESULTS

Research Question I: What is the extent of correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities?

Table I: Simple Regression Analysis on the Extent of Correlation of Institutional Knowledge Creation on Academic Staff Productivity in South-South Nigerian Universities

Model	R	RSquare	Adjusted R.Square	Decision
I	.80 ^a	.64	.63	High Extent

Data on Table I present the simple regression analysis on the extent of correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities. With the model as 1, the Regression score as .80^a, Regression square as .64 and adjusted Regression square as .63, the extent of correlation is determined from the coefficient of determination which is the multiplication of the regression square by 100% and which resulted in 64% as the co-efficient of determination. From the foregoing observations and reference to the scale of measurement, 67% co-efficient of determination is in between 0.51 and 0.75 (high Extent), hence the correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities is to a high extent and that the variance of 33% on academic staff productivity cannot be accounted for by institutional knowledge creation.

Research Question 2: That is the extent of correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities

Table 2: Simple regression analysis on the extent of correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities

Model	R	RSquare	Adjusted R.Square	Decision
I	.78 ^a	.61	.63	High Extent

Data on Table 2 present the simple regression analysis on the extent of correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities. With the model as I, the Regression score as .78^a, Regression square as .61 and Adjusted Regression square as .63, the extent of a correlation is determined from the co-efficient of determination, which is the multiplication of the Regression square by 100% and which resulted in 61% as the co-efficient of determination. From the foregoing observation and with reference to the scale of measurement, 60% co-efficient of determination falls between 0.51 and 0.75 (high extent). Hence, the correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities is to a high extent and that the variance of 39% on academic staff productivity cannot be accounted for by institutional knowledge transfer.

H₀₁: There is no significant correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities

Table 3: Summary of z-test associated with simple regression on the correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities

Model		Unstandardized coefficient		Standardized Coefficient		
		B	Std. Error	Beta	Z	Sig.
1	(Constant)	23.12	1.67		21.20	.000
	Institutional Knowledge Creation	.79	.07	.80	5.12	.000

Data on Table 3 present the summary of z-test associated with simple regression on correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities. The z-value calculated and used in testing the hypothesis came out as 5.12, while the significant value resulted in .000 with the alpha value at .05. At .05 alpha level and the

observed z-value of 5.12, the significant value of .000 is less than the alpha value of .05. Hence, there is a significant correlation of the independent variable (institutional knowledge creation) on the dependent variable (academic staff productivity). Following from the observations, the researchers rejected the null hypothesis in favour of the alternative that, there is a significant correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian Universities.

H₀₂: There is no significant correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities.

Table 4: Summary of the z-test associated with simple regression on the correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian universities

		Unstandardized coefficient		Standardized Coefficient		
Model		B	Std. Error	Beta	z	Sig.
1	(Constant)	32.09	2.66		2.09	.000
	Institutional Knowledge Transfer	.73	.09	.78	11.21	.000

Data on Table 4 present the summary of z-test associated with simple regression on the correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian Universities. With the model as I, the z-value, calculated and used in testing the hypothesis came out as 11.21, the significant value as .000 and the alpha value at .05. At .05 alpha and z-calculated value of 11.21, the significant value of .000 is less than the alpha value of .05. Hence, there is a significant correlation of the independent variable (institutional knowledge transfer) on the dependent variable (academic staff productivity). Based on the foregoing observations, the researchers rejected the null hypothesis in favour of the alternative that there is a significant correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian Universities.

DISCUSSION OF FINDINGS AND IMPLICATIONS

Extent of Correlation of Institutional Knowledge Creation on Academic Staff Productivity in South-South Nigerian Universities

The first finding of the study is that the correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian universities is to a high extent. Also, a corresponding finding from test of hypothesis testing establishes that, there is a significant correlation of institutional knowledge creation on academic staff productivity in South-South Nigerian Universities. These findings are in agreement with Mitchell and Boyles (2018), Garfield (2021), Akpan and Oluwuo (Personal Communication, October 20, 2024 and Afangideh (2009). The scholars and researchers have in their respective contributions to knowledge and researcher reports presented the contributions and benefits of knowledge creation activities to organizations and organizational members. A possible explanation for the trend in finding may

be explained in the fact that, quite recently, universities have stepped up knowledge creation programmes which the respondents have benefitted from. These findings imply that the level of academic staff productivity is dependent on a strong knowledge creation base.

Extent of Correlation of Institutional Knowledge Transfer on Academic Staff Productivity in South-South Nigerian Universities

The second finding of the study is that, the correlation of institutional knowledge transfer on academic staff productivity in South-South Nigerian Universities is to a high extent. Similarly, a corresponding finding from test of hypothesis establishes that, there is a significant correlation of institutional knowledge transfer on academic staff productivity in South-South Nigeria universities. These findings are confirmatory of Brown (2024), Goldstein (2022), Ogundeji (2007), Oluwuo and Afangideh (2015) and Afangideh and Nwideduh (2010). These scholars and researchers have identified the beneficial contributions of institutional knowledge transfer to staff productivity in mainstream and educational organizations. Explanation for the trend in the findings may be that, the respondents as academic personnel have taken part in knowledge transfer programmes and can attest to the benefits of such exercises. These findings imply that academic staff productivity where perceived or observed to be of high level is the product of deliberate institutional knowledge transfer.

CONCLUSION

Based on the findings of the study and their educational implications, it is concluded that, deliberate institutional knowledge creation and transfers are inevitable strategies for ensuring academic staff productivity in institutions of higher education like universities.

Recommendations

Based on the findings and conclusion of the study, it is concluded as follows:

- Stakeholders in institutional leadership should continue to implement knowledge creation programmes for their academic personnel.
- Institutional leaders in university administration should endeavour to continuously implements knowledge transfer programmes for staff while also considering raising the tempo of knowledge transfer exercises.

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