

# HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE KNOWLEDGE SHARING BEHAVIOUR IN FEDERAL UNIVERSITIES, NIGERIA

**Eni, Naomi Isang, (Ph. D)**

*University of Calabar, Calabar-Nigeria*  
[isangeninaomi@gmail.com](mailto:isangeninaomi@gmail.com)

**Inyang, Benjamin James, (Professor)**

*University of Calabar, Calabar-Nigeria*

**Edema, Alfred Maclean, (Professor)**

*Federal University of Petroleum Resources Efurun, Delta State Nigeria*

**Enuoh, Rebecca Oliver, (Associate Professor)**

*University of Calabar, Calabar-Nigeria*

**Eteng, Joy Umuolo, (Ph.D)**

*University of Calabar, Calabar-Nigeria*

**Makama, Lawrence Linus**

**&**

**Pepple, Grace Jamie (Ph.D)**

## **Abstract:**

*In this era of global advancement and competition in the education sector, knowledge sharing has become a panacea for organisations to gain and to sustain competitive advantage. Learning institutions are faced with how to manage their employees; motivating people to share knowledge and making knowledge easily accessible. Evidence from literature review showed that inadequate implementation of human resource management practices are responsible for poor employee knowledge sharing behaviour in federal universities. This study was conducted using Multiple Regression Analysis, to examine effect of human resource management practices which is the independent variable decomposed as (job design and employee training) and employee knowledge sharing behaviour the dependent variable measured as (employee knowledge sharing commitment and employee knowledge sharing willingness) in University of Uyo, Akwa Ibom State and University of Calabar, Cross River State, Nigeria. Survey research design was employed while sample size of 364 was selected using Taro Yamane formula. Bowler's Proportionate Allocation Formula was used to determine each sample size of 139 and 225 for UNIUYO and UNICAL respectively. Data collected were analysed using SPSS version 28. Results from tested hypotheses showed that job design and training had a significant positive effect*

*on employee knowledge sharing behaviour in UNIUYO and UNICAL. Based on the results, it was recommended that management of the institutions should ensure adequate job design to effectively highlight individual duties and responsibilities to encourage employee knowledge sharing behaviour. It also suggested that management should ensure regular training of staff to strengthen the knowledge capacity of the employees.*

**Keywords:** Human resource practices, job design, employee training, knowledge sharing and employee behaviour

## **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 critical role in improvement of structural capability in form of organisational performance. Knowledge is regarded as a factor of production alongside land, labour, and capital and is considered as the most important resource in an organisation (Hassan, 2013). Human resource management

practices are a set of major functions that enhance knowledge creation through knowledge sharing by influencing human capital development and improved organisational performance (Salma *et al.*, 2012). On his part, Inyang (2022) considered human resource management practices as the organisational activities that produce a pool of human talents to ensure that the resources are utilised for the attainment of organisational goals.

Human resource management discipline extracted its roots from organisational psychology and has proven to be an important practice for managing organisations and institutions' learning. 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, etc. Job design and training as a HRMPs, enhance employee abilities and potential for effective and efficient performance in the organisation.

Universities, like every other organisation, strive to survive in today's dynamic and complex business environment. 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.

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 competences of the lecturers working in the institution. The practices of human resource management in the university can either hamper or encourage the willingness of the lecturers to share their knowledge for the success of the institution.

This paper is divided into the following sections. First section presents the introduction, follow by

statement of the problem. The third section is the research hypotheses while the fourth is the theoretical framework. The fifth section is the literature review, next the empirical literature. Section seven is materials and methods, while eight present the analysis of the results follow by the discussion of findings. Sections ten and eleven presents conclusion and recommendations.

### **Statement of the Problem**

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

### **Research hypotheses**

The following hypotheses are formulated thus:

1. There is no significant effect of job design on employee knowledge sharing commitment in University of Uyo and University of Calabar.
2. There is no significant effect of training on employee knowledge sharing willingness in University of Uyo and University of Calabar.

### **Theoretical framework**

This study is anchored on the following theories:

**Social exchange theory** was postulated in 1958 by George Homans (Homans, 1958). He argued that exchange of knowledge between people is a fundamental form of behaviour and is always based on principles of cost and benefit, have a reciprocal effect. Pfeffer (2007) incorporated expectation and reward into the theory from psychology. Social exchange theory is among the most influential conceptual paradigms for understanding and explaining knowledge sharing behaviour. Lin (2012) has analysed knowledge sharing by outlining some factors like future collaboration, status, job design, and train to regulate employee knowledge sharing behaviour.

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

### **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. The theory suggests that employees who are given the opportunity to contribute and perform their jobs will produce more positive organisational outcomes (Ujma & Ingram, 2019). Opportunity is described as the engagement in job-related behaviour, which can be achieved through job design and involvement (Szulc *et al.*, 2021). This is apparently true with developing innovative workplace behaviour in the universities where employees are required to perform their jobs 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. Here lies the value of this theory to the study.

## **Literature Review**

### **Job Design**

Job design is an important area of interest because of its effect in encouraging employees to enhance and improve their performance. It has an important role in knowledge sharing among employees in organisations. Many scholars see that those results of job design like specialisation may negatively affect knowledge sharing among employees because of deep differences in the level of knowledge insights between specialised and non-specialised employees (Azzam, 2018; Ghadeer, 2020). Job design is the process of identifying duties, tasks, and responsibility of the job. Grant (2006) and Zareen *et al.* (2013) suggested that, job must have a social impact in which it enhances self-confidence for employees and respect from others when they perform their job in a right manner. Hackman and Oldham (1980) described job design as motivator for employee knowledge sharing. Job design is built upon job analysis and career path analysis. Job design and job analysis provide the basis for

effective recruitment and hiring of employees in organisations. Armstrong (2009) noted that these practices involved the description and definition of job context, job specifications and job environment. The approaches used in job design to increase employee motivation and efficiency are: job rotation, job enlargement, job engineering, job simplification and job enrichment.

Job design as an important human resource activity centers on the structure of work and its relevant tasks and activities (Azzam, 2018). Due to their intangibility behaviours knowledge sharing cannot be directly rewarded, therefore, human resource managers face the challenge of encouraging voluntary knowledge sharing (Philip, 2017). Effective implementation of job design requires the practice of human resource through right allocation of tasks and responsibilities for effective knowledge sharing behaviour.

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

### **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. Class room 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 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 the literature.

### **Employee Knowledge Sharing Commitment**

Human resource practices are organisational actions which affect organisational output through employee attitudes and behaviour (Alfes *et al.*, 2012). Human resource practices and their perceptions have been found to be relating to employee commitment and job satisfaction in an organisation. Boon and Kalshoven (2014) opined that human resource practice influences employees' attitudes toward knowledge sharing. Mutage and Dewah (2021) also affirmed that mistrust, unfair treatment, poor interpersonal relations, lack of recognition, and

absence of a reward system induce knowledge hoarding and discourage knowledge sharing among employees. When employees perceive that, the organisation they worked for is committed to them in implementing certain human resource practices, they reciprocate with higher levels of obligation towards the organisation.

Employee commitment can be perceived from different perspectives: altruism, organisational citizenship, civic virtue, gentility, and cognizance. These are employee characteristics that the practice of human resource in organisation can explore to gain a sustainable competitive advantage in competitive knowledge-based environment. Employee commitment can be regarded as organisational citizenship where extra work-related behaviours of employees go above and beyond the routine duties prescribed by their job descriptions or measured in formal evaluations. It also defines an individual's behaviour that is optional, not directly recognised by formal reward system, and it promotes the effective functioning of the organisation.

### **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. Relationship is built over time and increases the willingness of an employee 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.

### **Empirical Literature**

Oyenuga *et al.* (2019) investigated knowledge sharing factors among academic staff in Nigeria universities. The objective was to measure lecturers' views about the determinants of knowledge sharing within academic settings. The research design was quantitative and analytical in nature using pairwise comparison questionnaire. Sample was drawn through multi-stage sampling procedure and 102 copies of questionnaires were retrieved and found fit for analysis. Data collected were model into clusters in line with ANP technique. The results showed that respondents believed that institutional norms factors were better motivators for knowledge sharing of which institutional culture stands out. Academic staff of universities are advised to be unbiased to knowledge sharing acts in order to aid scholarly research and societal development since knowledge hoarding is not the best strategy. It was recommended among others, that policymakers need to provide financial rewards to aid knowledge sharing growth among academic staff, universities reward system should capture extent of knowledge sharing as it has greater influence on actualising the mission and vision and enhances sustainable competitive advantage.

Agbulu (2015) evaluated the human resource management practices in federal and state college of education Nigeria. Descriptive statistics was used and t-test for analysing 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 was 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 four federal universities in Nigeria namely, Bayero University, Kano, University of Maiduguri, University of Ibadan and University of Porthacourt. The research was a quantitative approach and 364 academic staff were sampled using administered 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.

Kennedy and Victor (2020) researched on knowledge sharing practices among lecturers in Nigeria universities. The objectives of the study were to examine the perceptions of lecturers about knowledge sharing, identify the benefits of knowledge sharing among lecturers, identify ways used in sharing knowledge by lecturers and investigate the barriers militating against knowledge sharing. The study adopted the descriptive survey design. A sample of 217 lecturers was collected across seven faculties in Kwara State University. Data were analysed using descriptive statistics of frequency counts and percentages. 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.

Masui *et al.* (2019) studied academic staff behavioural intention to create knowledge by using policies in the universities of Tanzania. The objective of the study was to investigate the association between policy aspects and the intention to engage in the knowledge creation behaviour by

academic staff in the universities. The study adopted theory of planned behaviour. Structured questionnaire was used to collect data from 202 respondents. Logit regressed and maximum likelihood estimation was used to analyse data. It was revealed that there was significant association between availability of time, provision of space, rights and values and the intention to engage in knowledge creation behaviour. The relationship between reward and mentoring and intention to engage in the behaviour was negative. The study recommended among others that training and mentoring should be properly instituted in the universities.

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

### **Materials and Methods**

Survey research design was employed to serve as guideline 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. 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 was administered to thirty-six lecturers in University of Cross River State (UNICROSS), which represent 10 per cent of the sampled size. The Cronbach Alpha for internal consistency of the items of the questionnaire was conducted using the reliability procedure in Statistical Package for Social Sciences (SPSS) version 28. A high Cronbach alpha index indicates high reliability. A Cronbach alpha coefficient of at least 0.70 was acceptable, and the instrument was considered to have high reliability and therefore fit for the purpose of collecting data for the study. The multiple regression analysis was adopted to examine the effect of the dependent variables (employee knowledge sharing commitment and employee sharing willingness) on the independent variables (job design and employee training).

### **Analysis of the Results**

The hypotheses was 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>:** Job design does not have a significant effect on employee knowledge sharing behaviour.
- H<sub>A</sub>:** Job design has a significant effect on employee knowledge sharing behaviour.

From the result below, the coefficient of job design from the logit model was 1.9564; the z-statistic was 3.5433 with probability of 0.0002. The p-value was

significant at less than 1 per cent, indicating that the coefficient passes the significance test at 1 per cent level. Consequently, the study rejects the null hypothesis, implying that job design has a significant positive effect on employee knowledge sharing commitment in university Uyo in Akwa Ibom and university of Calabar Cross River States, Nigeria.

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

Variable	Probit			Logit			Extreme value		
	Coef.	z-stat.	Prob.	Coef.	z-stat.	Prob.	Coef.	z-stat.	Prob.
JD	2.5742	2.9232	0.0001	1.9564	3.5433	0.0002	1.4613	2.7852	0.0001
Training	1.5347	1.5419	0.0002	1.3543	1.5646	0.0001	1.5145	1.5843	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>:** 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.

### Discussion of Findings

The test of hypothesis one revealed that the coefficient of job design was positive and significant at 1 per cent level (p-value is 0.0002). This result implies that job design has a significant positive effect on employee knowledge sharing commitment in university of Uyo and university of Calabar. This result pointed to the fact that effective job design which highlighted individual duties and responsibilities of the workers have significant effect and contributed positively to employee's knowledge sharing behaviour in the institutions. This result agreed with the findings of Ghadeer (2020) who found that job design has positive effect on employee's performance through effective identification of duties, tasks, and responsibilities

which enhances knowledge sharing among employees. Similarly, the finding is in tandem with the conclusions of Azzam (2018), who concluded that job design can yield an insight at the individual level and that job design as an important human resource activity centers on the structure of work and its relevant tasks and activities which focus on improving workers performance and knowledge sharing. In the same vein, this study's finding agreed with the result of the study carried out by Agbionu *et al.* (2018) who found that job design enhanced workers performance.

In testing hypothesis two, the coefficient of training was positive (c = 1.3543; z-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 significant 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 individual gave rise to a renewed mind and introduction of discoveries that may add value to existing knowledge. Ahmed *et al.* (2016) opined that well-trained employee can develop, share and use knowledge to enhance institutional performance effectively.

## Conclusion

Human resource management practices have continued to play a vital role in institutions globally. However, this study explored the effect of human resource management practices and employee knowledge sharing behaviour in university of Uyo in Akwa Ibom and university of Calabar in Cross River States, Nigeria. Two human resource management variables (job design and training) were studied to examine their effect on employee knowledge sharing behaviour and this was measured in terms of knowledge sharing commitment and employee knowledge sharing willingness. 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 job design and training have a significant positive effect on employee knowledge sharing commitment and willingness in the two institutions. The importance of human resource management practices on employee knowledge behaviour cannot be overemphasised, as it contributes to organisations achieving sustained competitive advantage.

## Recommendations

The following recommendations were made:

1. Management of the universities of Uyo and Calabar should ensure adequate job design in their institutions to effectively highlight individual tasks and responsibilities to stimulate employee knowledge sharing commitment.
2. 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.

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