

Knowledge Management and Organisational Effectiveness among Academic Staff in Auchi Polytechnic, Auchi

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Abstract

The study was intended to determine the extent to which knowledge management practices predict organisational effectiveness among teaching staff of Auchi Polytechnic, Auchi. To do this, a sample of 354 respondents was drawn from a population of 4820 using the stratified random sampling technique. Questionnaire instrument was administered to the respondents to elicit responses from them. Data generated were analyzed with the SPSS tool. Descriptive statistics summarized responses, while Pearson correlation and multiple regression analyses assessed the relationships between knowledge management practices and organisational effectiveness. It was found that a significant positive relationship exists between knowledge management practices and organisational effectiveness [$R^2 = 0.65$, $F(4, 349)$, $P < 0.001$]. However, knowledge sharing and knowledge application components showed higher significant positive relationship with organisational effectiveness variables of collaboration and quality of work. On the basis of the findings, it was recommended that management of Auchi Polytechnic and indeed, Nigerian higher education institutions should prioritize knowledge sharing and knowledge application by deliberate creation and management of repositories to improve organisational effectiveness.

Keywords: Knowledge, Management, Knowledge application, Effectiveness, Collaboration

Today, organisations are learning to move away from physical asset-based competitive advantage to knowledge-based competitiveness (Huang, 2008). As the knowledge-based economy grows rapidly, knowledge-related assets have become invaluable to organisations. The effective use of this knowledge has become crucial, not just for the survival of organisations but their effectiveness. This is particularly so, as organisations now compete in a global market and within an environment that is most dynamic and unpredictable. Knowledge is an important resource for organisations, which must be effectively used. The process of using it effectively is seen as knowledge management (Rasula, Vuksic & Stemberger, 2012). It is the systematic process of managing knowledge in order to achieve effectiveness for an enterprise, while creating values. Given this importance of knowledge and the fact that it is a different resource from the physical assets of organisations; it follows that not only will organisations give attention to its availability but provide a planned approach to undertake its management. It has been observed that the management of knowledge in organisations has generated considerable interests

in both profit and not-for-profit organisations due to its capability to deliver strategic results relating to profitability, competitiveness and capacity enhancement (Chua, as cited in Omotayo, 2015).

The role of knowledge management in enhancing organisational effectiveness has been widely acknowledged in various sectors. However, in academic institutions, particularly in Nigerian polytechnics, there is a dearth of empirical research examining how knowledge management practices directly impact organisational effectiveness. Despite the crucial role academic staff play in driving educational and institutional outcomes, there is insufficient understanding of how their knowledge management behaviours influence overall institutional performance, collaboration, and productivity.

The study sought to investigate the relationship between knowledge management practices and organisational effectiveness among academic staff at Auchi Polytechnic, Auchi, Nigeria. Specifically,

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the research aims to:

1. identify the extent to which knowledge acquisition contributes to organisational effectiveness
2. determine the extent to which knowledge sharing contributes to organisational effectiveness
3. ascertain the extent to which knowledge storage contributes to organisational effectiveness
4. find out the extent to which knowledge application contributes to organisational effectiveness

In relation to scope, the present study covers the concepts of knowledge management and organisational effectiveness carried out only among academic staff of Auchi Polytechnic, Auchi in Edo North Senatorial District of Edo State, South-South, Nigeria.

Literature Review

Concept of knowledge

Knowledge, as a concept, has been described differently by various authors and writers. Armstrong and Taylor (2014) see knowledge as what people understand about things, concepts, ideas, theories, procedures and practices. Again, knowledge is “a mix of framed experiences, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers” (Kimiz, 2005:48). To King (2009), it is simply a justified personal belief. From these definitions, we can safely say that knowledge is the understanding people gain from concepts, theories and practices, following Armstrong and Taylor (2014). If the above is clear, we now look at the types of knowledge presented in the literature.

Types of knowledge

It appears clear, from the definitions stated above, that knowledge is complex and multifaceted. It is both “situated and abstract, implicit and explicit, distributed and individual, physical and mental, developing and static, verbal and coded” (Armstrong & Taylor, 2014). Therefore, various typologies are seen of knowledge. Blackler (as cited in Omotayo, 2015) defines knowledge as taking five distinct forms: embodied, embedded, embrained, encultured, and encoded. Embodied knowledge is seen as knowledge gained through

training of the body to perform a task. It is said that it is impossible to totally disembodify this type of knowledge from people. Embedded knowledge is knowledge found in routines and systems. The routines hold this type of knowledge as they facilitate learning among the employees. Knowledge that is embedded in work practices is simultaneously embodied by the workers, who carry out these practices. Embrained knowledge is defined as that which an individual can possess, but has difficulty expressing in words or sharing with others. It is the type that one cannot easily write down. It is gained through experience over time, and may reflect one's perceptions, opinions, values and morals. Encultured knowledge is described as a set of knowledge that is shared among groups of people, who share a similar environment or culture, such as what is accepted, what actions and opinions are considered normal, and what behaviours are accepted of people. Encoded knowledge is a form of knowledge that can be easily written down, expressed in words or diagrams, and is transferable through multiple channels and means. Therefore, as posited by Omotayo (2015), organisational knowledge is embodied and embrained in the staff embedded in routines/common tasks, encultured among the staff, and encoded in manuals, guidelines and procedures.

Generally, two major types of knowledge are identified, following Kimiz (2005), Armstrong and Taylor (2014) and Omotayo (2015). They are tacit and explicit knowledge.

Tacit knowledge. This type of knowledge is difficult to articulate. It is the personal and context-specific knowledge of a person that resides in the human mind, behaviour, and perception. Tacit knowledge is embrained knowledge which requires the use of metaphors and an extensive process of socialisation to be explicated. It is noteworthy, therefore, that tacit knowledge is not easy to imitate by competitors; hence, it is a source of sustainable competitive advantage.

Explicit knowledge. Knowledge is explicit when it is formal and systematic; when it represents content that has been captured in some tangible form, codified, collected, stored and disseminated. It is the kind of knowledge that organisations find relatively easy to capture in repositories and share throughout their formations. A major concern for organisations is how to transform tacit knowledge into explicit knowledge, so as to derive maximum

benefit from the organisation's intellectual capital.

Meaning of knowledge management

Knowledge management is about getting knowledge from those who have it to those who need it in order to improve organisational effectiveness. It was defined (Armstrong & Taylor, 2014) as any process or practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organisations. They suggested that it focuses on the development of firm-specific knowledge and skills that are the result of organisational learning processes. The Business Dictionary defines it as the strategies and processes designed to identify, capture, structure, value, leverage, and share an organisation's intellectual assets to enhance its performance and competitiveness. It is based on two critical activities: (1) capture and documentation of individual explicit and tacit knowledge, and (2) its dissemination within the organisation. Though, different definitions from different perspectives are available, Kimiz (2005) argues that a good definition of knowledge management incorporates both the capturing and storing of the knowledge perspective, together with the valuing of intellectual assets. He therefore opines that Knowledge management is the deliberate and systematic coordination of an organisation's people, technology, processes, and organisational structure in order to add value through reuse and innovation. This coordination is achieved through creating, sharing, and applying knowledge as well as through feeding the valuable lessons learned and best practices into corporate memory in order to foster continued organisational learning.

While the different perspectives and definitions of knowledge management harp on its creation, sharing, application, storage and retrieval, Malhotra (cited in Hovland, 2003) suggests that the most successful approaches to knowledge management systems are those that encourage the autonomy and self-control of organisation members, instead of attempting to impose procedures that aim to modify or constrain their behaviour. He argues that knowledge management procedures need to be designed along the principles of 'semi-confusing information systems' which attempt to draw not only on past experiences, but also on expectations of future experiences. This approach takes into account the fact that knowledge in an organisation

is not fixed but is continuously changing, and therefore past experiences are not always a reliable guide on how to plan for future experiences. Employees become more able to deal with ongoing changes when they are allowed room to act on incomplete information, trust their own judgements, and take decisive action to capture increasingly shorter windows of opportunity.

Knowledge Management Dimensions

Knowledge management is often conceptualized through distinct but interrelated practices as knowledge acquisition, knowledge sharing, and knowledge storage. The other is knowledge application. Together, these practices drive organisational performance (Nonaka & Takeuchi, 1995; Davenport & Prusak, 1998). These practices are essential in educational institutions, where the systematic handling of knowledge is critical to teaching, research and administration (Rowley, 2000).

1. *Knowledge Acquisition*: Knowledge acquisition means the processes by which organisations capture new knowledge and information, either from internal source or from external source, intended to enhance decision-making and innovation (Gold *et al.*, 2001). In the context of higher education, Adebajo *et al.* (2019) argue that knowledge acquisition among academic staff enables institutions to remain updated with advancements in their fields, directly influencing academic quality and institutional competitiveness.
2. *Knowledge Sharing*: This is the exchange of expertise, insights and information among organisational members, which fosters collaboration and mutual learning (Alavi & Leidner, 2001). Studies in Nigerian higher institutions of learning indicate that knowledge sharing is crucial for creating a collaborative culture that improves academic outcomes (Olatokun & Nwafor, 2012). Adeoye and Popoola (2011) highlight that effective knowledge sharing among academic staff promotes knowledge diffusion across departments, which can lead to enhanced job performance and innovation.
3. *Knowledge Storage*: This is knowledge retention, which involves preserving knowledge in accessible formats for future use (Chuang, 2004). Effective storage practices ensure that valuable knowledge

is not lost due to employee turnover or other disruptions. In Nigerian universities, Ololube (2015) identifies challenges related to inadequate digital repositories, which hinder the effective storage and retrieval of knowledge, impacting the continuity and effectiveness of academic programmes.

4. **Knowledge Application:** Knowledge application is the process of utilizing acquired and stored knowledge in practical, value-adding ways to enhance organisational outcomes. Oke *et al.* (2020) found that in Nigerian higher education institutions, knowledge application is positively associated with improved staff productivity. This suggests that when staff can apply knowledge effectively, organisational effectiveness is significantly enhanced.

Organisational Effectiveness Variables

Organisational effectiveness in higher education is typically evaluated based on factors such as productivity, job satisfaction, collaboration and quality of work (Cameron & Whetten, 1983). These factors collectively reflect an institution's ability to fulfill its educational mission and support staff and student development.

1. **Productivity:** Productivity in academic settings involves the output of educational and research activities in relation to resource inputs (Rowley, 2000). Adedokun-Shittu and Shittu (2015) found that knowledge management practices, particularly knowledge sharing and application are positively correlated with productivity among Nigerian academic staff. This indicates that knowledge management can streamline workflows and reduce redundancy in institutional tasks.
2. **Job Satisfaction:** Job satisfaction or the extent to which individuals feel fulfilled and content with their roles, is believed to be a key indicator of organisational effectiveness (Gold *et al.*, 2001). Mohammed and Olugbade (2016) argue that knowledge management practices such as knowledge sharing and collaboration, improve job satisfaction by fostering a supportive environment where employees feel valued and engaged. In Nigerian polytechnic, enhancing job

satisfaction through knowledge management practices can potentially reduce staff turnover and increase engagement.

3. **Collaboration:** Collaboration reflects the degree to which organisational members work together effectively towards shared goals (Alavi & Leidner, 2001). In educational institutions, collaborative practices among faculty members contribute to cross-disciplinary learning and shared resource utilization. Adebajo *et al.* (2019) argue that Nigerian universities that encourage knowledge sharing and collaborative practices experience improved academic and administrative outcomes, as collaboration facilitates innovation and problem-solving.
4. **Quality of Work:** Work quality in higher education refers to the standards of teaching, research and administrative tasks (Chuang, 2004). Olatokun and Nwafor (2012) found that knowledge management practices in Nigerian universities positively influence the quality of academic output, as knowledge acquisition and application allow staff to deliver more effective and innovative educational services.

Challenges and Barriers to Effective Knowledge Management

While the study was concerned with the importance of knowledge management practices in organisation, several challenges are identified:

- **Technological Barriers:** The lack of robust technological infrastructure for knowledge storage and sharing limits the effectiveness of knowledge management practices. Without efficient systems in place, academic staff may struggle to access and share information, particularly when working across departments or locations.
- **Cultural Barriers:** The willingness to share knowledge may vary between individuals or departments, especially in environments where knowledge hoarding or competition is prevalent. Overcoming these cultural barriers requires a concerted effort to build trust and incentivize collaboration.
- **Time Constraints:** Many academic staff

are already overburdened with teaching, research, and administrative duties. Without adequate time and resources allocated to knowledge-sharing activities, the full benefits of KM practices may not be realized.

Theoretical Foundation: Knowledge-Based View

The Knowledge-Based View (KBV) theory underpins this study, as it emphasizes knowledge as a critical resource for achieving organisational objectives (Grant, 1996). KBV posits that institutions that effectively manage their knowledge assets have a competitive advantage in adapting to change and delivering high-quality services. This perspective aligns with the goals of higher education institutions, as KM practices are essential for enhancing productivity, job satisfaction, collaboration, and quality of work (Nonaka & Takeuchi, 1995; Gold *et al.*, 2001).

Methodology

Research Design: This study uses a descriptive-correlational design to explore relationships between variables. The survey method provides data on academic staff perceptions of knowledge management practices and their impact on institutional effectiveness.

Population and Sample: The study targeted the entire academic staff population at Auchu Polytechnic, totaling 4,820 individuals. Using Krejcie and Morgan's (1970) sample size determination formula, a sample of 354 participants was selected through stratified random sampling to ensure representation across departments.

Instrumentation: The primary tool was a structured questionnaire with two sections:

1. **Knowledge Management Practices:** Included items on knowledge acquisition, sharing, storage, and application, adapted from validated scales (e.g., Chuang, 2004).
2. **Organisational Effectiveness:** Assessed in terms of productivity, quality of work, job satisfaction, and collaboration.

Both sections used a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Data Analysis: SPSS was used for data analysis. Descriptive statistics summarized responses, and Pearson correlation and multiple regression analyses assessed the relationships between

knowledge management practices and organisational effectiveness.

Results and Discussion

Descriptive Statistics

The first step in data analysis was to compute the descriptive statistics for the four knowledge management practices measured in the study: knowledge acquisition, knowledge sharing, knowledge storage, and knowledge application. These measures provide an overview of the respondents' views on each practice.

Table 1 shows descriptive statistics for responses on knowledge management practices.

Knowledge Management Pra	Mean	Std. Deviatio
Knowledge Acquisition	3.78	0.54
Knowledge Sharing	4.12	0.63
Knowledge Storage	3.95	0.61
Knowledge Application	4.01	0.57

Source: Researchers' Computation, 2024

- **Knowledge Acquisition:** The mean score of 3.78 (SD = 0.54) suggests that respondents generally agreed that knowledge acquisition is actively practiced at Auchu Polytechnic. This score implies a moderate-to-high level of focus on acquiring knowledge, although it could be improved.
- **Knowledge Sharing:** With a mean score of 4.12 (SD = 0.63), this indicates that knowledge sharing is one of the strongest practices among the academic staff. The relatively high standard deviation suggests that while sharing knowledge is largely encouraged, there may be variability in how this practice is carried out across departments.
- **Knowledge Storage:** The mean of 3.95 (SD = 0.61) shows that knowledge storage practices are moderately well-established. Staff generally agree that there are systems for storing knowledge, although there may be room for improvement in ensuring that knowledge is accessible.
- **Knowledge Application:** This practice received a mean score of 4.01 (SD = 0.57), indicating a high level of agreement with the idea that academic staff actively apply the knowledge they acquire in their work. This is a critical practice that ties knowledge management to organisational outcomes, as applying knowledge leads to tangible results.

The results indicate that knowledge sharing and application are rated highest, suggesting that these practices are most established within the polytechnic. This aligns with prior research suggesting that academic staff value collaborative knowledge exchange (Alavi & Leidner, 2001).

Correlation Analysis

Correlation analysis was conducted to understand the relationships between the four knowledge management practices and four indicators of organisational effectiveness: productivity, quality of work, job satisfaction, and collaboration. Pearson correlation coefficients were calculated for each pair of variables.

Table 2 shows the Pearson correlation coefficients between knowledge management practices and organisational effectiveness.

Variable	Productivity	Quality of Work	Job Satisfaction	Collaboration
Knowledge Acquisition	0.55**	0.49**	0.46**	0.42**
Knowledge Sharing	0.68**	0.63**	0.59**	0.61**
Knowledge Storage	0.57**	0.53**	0.50**	0.47**
Knowledge Application	0.71**	0.65**	0.64**	0.60**

Source: Researchers' Computation, 2024

Interpretation:

- **Knowledge Acquisition:** The positive correlations with productivity (0.55), quality of work (0.49), job satisfaction (0.46), and collaboration (0.42) show that acquiring knowledge significantly contributes to improving these outcomes. The moderate strength of these correlations indicates that while knowledge acquisition is valuable, its direct impact on organisational effectiveness may be contingent on other factors (such as knowledge sharing and application).
- **Knowledge Sharing:** This practice has the strongest correlations with all four aspects of organisational effectiveness. The correlation with productivity (0.68), quality of work (0.63), job satisfaction (0.59), and collaboration (0.61) suggests that knowledge sharing is a highly effective way to enhance organisational performance. By sharing knowledge, staff are likely to improve their work processes, solve problems more efficiently, and work

better as teams.

- **Knowledge Storage:** The correlations with productivity (0.57), quality of work (0.53), job satisfaction (0.50), and collaboration (0.47) are all significant, but slightly weaker than those for knowledge sharing. This suggests that while having an accessible and reliable system for storing knowledge is important, it may not directly influence organisational effectiveness as strongly as sharing knowledge.
- **Knowledge Application:** The highest correlations with productivity (0.71), quality of work (0.65), job satisfaction (0.64), and collaboration (0.60) were found with knowledge application. This indicates that applying the acquired and shared knowledge in practical scenarios leads to the most substantial improvements in organisational effectiveness. Knowledge application is a key driver of institutional productivity and innovation.

The positive and significant correlations ($p < .01$) indicate that all knowledge management practices are positively associated with aspects of organisational effectiveness. Knowledge application and sharing show the strongest relationships, particularly with productivity and collaboration.

Regression Analysis

Multiple regression analysis was conducted to explore the combined effects of the four knowledge management practices on organisational effectiveness. The goal was to understand how much variance in organisational effectiveness can be explained by the practices of knowledge acquisition, sharing, storage, and application.

Table 3 summarizes regression analysis results, showing how much variance in organisational effectiveness is explained by knowledge management practices.

Model Predictor	B	SE	Beta	t	p
Knowledge Acquisitio	0.21	0.06	0.25	3.50	0.001
Knowledge Sharing	0.34	0.05	0.36	6.80	0.000
Knowledge Storage	0.19	0.05	0.22	3.20	0.002
Knowledge Applicatio	0.41	0.04	0.40	8.25	0.000

Source: Researchers' Computation, 2024

Model Fit: $R^2 = 0.65$, $F(4, 349) = 110.75$, $p < 0.001$.

Interpretation:

- **Knowledge Acquisition:** The regression coefficient ($B = 0.21$) suggests that for each unit increase in knowledge acquisition, there is a 0.21 increase in organisational effectiveness. This predictor is statistically significant ($p = 0.001$), implying that increasing knowledge acquisition practices leads to a positive impact on organisational effectiveness, though it is less impactful than knowledge sharing and application.
- **Knowledge Sharing:** With the highest standardized coefficient ($Beta = 0.36$), knowledge sharing is the most significant predictor of organisational effectiveness in the model. The coefficient $B = 0.34$ means that for every unit increase in knowledge sharing, organisational effectiveness increases by 0.34. The p-value ($p < 0.000$) confirms that this relationship is highly statistically significant.
- **Knowledge Storage:** Knowledge storage also positively impacts organisational effectiveness ($B = 0.19$, $Beta = 0.22$). Though statistically significant, it has a weaker effect compared to the other practices. The p-value ($p = 0.002$) confirms that this relationship is significant but not as strong as that of knowledge sharing and application.
- **Knowledge Application:** This is the most influential predictor in the regression model. The coefficient $B = 0.41$ ($Beta = 0.40$) suggests that knowledge application has the most substantial effect on organisational effectiveness. The high t-value (8.25) and p-value ($p < 0.000$) confirm the robustness of this relationship.

The R^2 value of 0.65 indicates that the model explains 65% of the variance in organisational effectiveness. This is a strong result, suggesting that knowledge management practices collectively have a major impact on improving organisational outcomes at Auchi Polytechnic.

The findings of this study on the relationship between knowledge management (KM) practices and organisational effectiveness among academic staff at Auchi Polytechnic provide important insights into how KM practices can be leveraged to enhance institutional performance. The

discussion will interpret these findings in greater detail, drawing on existing literature and theory to contextualize the results.

Knowledge Acquisition and Organisational Effectiveness

The practice of knowledge acquisition was found to have a moderate, positive correlation with organisational effectiveness across all four dimensions measured (productivity, quality of work, job satisfaction, and collaboration). Specifically, a Pearson correlation of 0.55 with productivity and 0.49 with the quality of work highlights that acquiring new knowledge—whether through research, professional development, or external learning opportunities—plays a significant role in improving institutional outcomes.

The regression analysis showed that knowledge acquisition is a significant but weaker predictor of organisational effectiveness compared to knowledge sharing and application. The coefficient for knowledge acquisition was 0.21, indicating that an increase in knowledge acquisition alone leads to a moderate increase in organisational effectiveness.

Interpretation: The results suggest that while knowledge acquisition is important, it is not sufficient by itself to drive substantial improvements in organisational effectiveness. This finding aligns with the work of Nonaka and Takeuchi (1995), who argue that knowledge is only valuable when it is effectively shared and applied within an organisation. Therefore, while Auchi Polytechnic staff are likely to benefit from gaining new knowledge, the true impact on productivity and effectiveness occurs when that knowledge is shared with others and applied in real-world contexts.

Knowledge Sharing as a Key Driver of Organisational Effectiveness

The results reveal that knowledge sharing is the most strongly correlated KM practice with organisational effectiveness. The correlation coefficients are all notably high: 0.68 with productivity, 0.63 with quality of work, 0.59 with job satisfaction, and 0.61 with collaboration. This was further supported by regression analysis, where knowledge sharing had the highest standardized coefficient ($Beta = 0.36$) and explained a significant proportion of the variance

in organisational effectiveness ($B = 0.34$, $p < 0.000$).

Interpretation: The strong positive relationships between knowledge sharing and all aspects of organisational effectiveness suggest that fostering a culture of collaboration is key to enhancing institutional outcomes. These results are consistent with findings in the literature that emphasize the centrality of knowledge sharing in organisational performance (e.g., Davenport & Prusak, 1998). When staff share knowledge with one another, they create synergies that lead to improved problem-solving, greater innovation, and a more collaborative work environment. This, in turn, drives higher productivity, better quality of work, greater job satisfaction, and improved teamwork.

The relatively high variability in responses (as reflected in the standard deviation of 0.63) suggests that, while knowledge sharing is largely embraced, it may not be uniformly practiced across all departments. This variance indicates that some departments or individuals may face barriers to sharing knowledge, such as lack of trust, time constraints, or ineffective communication channels.

Implication for Practice: To enhance knowledge sharing, the institution should invest in both formal and informal knowledge-sharing platforms, such as collaborative software tools, regular inter-departmental meetings, and staff development programs that encourage peer learning.

Knowledge Storage and Organisational Effectiveness

Knowledge storage was found to have a moderate positive correlation with organisational effectiveness, with Pearson correlation values of 0.57 for productivity, 0.53 for quality of work, and 0.50 for job satisfaction. These correlations indicate that while having systems in place to store and retrieve knowledge is important, it is not as influential as other KM practices like knowledge sharing and application.

The regression analysis showed that knowledge storage had a smaller effect on organisational effectiveness ($B = 0.19$, $Beta = 0.22$) compared to sharing and application. This suggests that knowledge storage, while necessary, is only one

component of a larger KM system that also requires active engagement in sharing and using knowledge.

Interpretation: The moderate impact of knowledge storage highlights its role in supporting organisational effectiveness by ensuring that critical knowledge is preserved and accessible. However, it also suggests that merely storing knowledge is insufficient for driving significant improvements in performance. Staff may have access to knowledge, but without mechanisms for sharing and applying it, the value of stored knowledge remains unrealized. This aligns with Rowley (2000), who argues that knowledge management is not just about storing information, but about creating a system that encourages its use.

Implication for Practice: To improve the effectiveness of knowledge storage, Auch Polytechnic could enhance its digital infrastructure, such as developing centralized databases or digital repositories, ensuring that knowledge is stored in an accessible, structured manner. However, the emphasis should be placed on making knowledge easy to retrieve and share to facilitate its practical application.

Knowledge Application as the Strongest Predictor of Organisational Effectiveness

Knowledge application emerged as the most significant KM practice in terms of its impact on organisational effectiveness. The correlations with productivity (0.71), quality of work (0.65), job satisfaction (0.64), and collaboration (0.60) were the highest among the four practices. The regression coefficient of 0.41 and Beta value of 0.40 further reinforce the idea that applying knowledge leads to the most substantial improvements in institutional outcomes.

Interpretation: The strong relationship between knowledge application and organisational effectiveness supports the idea that academic staff who actively use the knowledge they acquire and share are more productive, satisfied with their work, and better able to collaborate with others. This aligns with Alavi & Leidner (2001), who highlight that the application of knowledge in practical situations creates tangible value for organisations, whether in teaching, research, or administration. Knowledge application enables staff to translate abstract concepts and theories into actionable solutions, improving overall

efficiency and effectiveness.

Implication for Practice: Encouraging and incentivizing knowledge application should be a priority for Auchi Polytechnic. This can be achieved by recognizing and rewarding staff members who demonstrate innovative uses of knowledge in their work, as well as providing opportunities for staff to apply their knowledge in cross-disciplinary projects and initiatives.

Conclusion and Recommendations

Based on findings of this study, it is concluded, as evidenced by the results, that a strong, significant and positive relationship exists between knowledge management practices – knowledge acquisition, knowledge sharing, knowledge storage, knowledge application – and organisational effectiveness, measured with productivity, quality of work, job satisfaction and collaboration.

The study provided evidence that effective knowledge management can directly enhance the organisational effectiveness of academic institutions. Therefore, it is recommended that:

- Government, through institutional management should provide grants and recognition, as incentives, to encourage knowledge creation and acquisition in the form of research and innovation;
- Knowledge sharing should be encouraged by institutional management to guarantee collaborations through interdisciplinary research efforts;
- Deliberate efforts should be put in place by institutional management to create repositories, where knowledge could be stored for organisational use;
- Institutions should put measures in place to ensure application of knowledge acquired. This could be achieved by incorporating the latest research findings into curriculum design and classroom activities.

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