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Impact of Knowledge Management Practices on University Lecturers' Performance in Bauchi and Gombe States

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Abstracts:
This study examines the impact of knowledge management practices on lecturers' performance among universities in Bauchi and Gombe States. In this study, the setting for knowledge management practices is through; knowledge generation, knowledge acquisition, knowledge sharing and knowledge storage. The study is based on a survey design and cross-sectional. The survey was conducted on four (4) universities under study which was distributed to the academic staff of the universities. A total of 325 surveys were distributed out and 265 were returned representing 81.5 percent response rate. Validity and reliability of the data was checked via Statistical Package for Social Science (SPSS) and all the constructs were found to be satisfied. Hypotheses were tested using multiple regression analysis. The findings of this study indicate that all the knowledge management constructs are positively related to lecturers' performance. Knowledge generation and knowledge acquisition were identified as major influences on lecturers' performance. This paper provides support for the importance of knowledge management practices in enhancing the overall performance. Discussion of findings based on the research questions were discussed and supported. This paper recommended amongst others, the holistic approach across all aspects of the knowledge management practices and the traits that influences the achievement of knowledge management. In conclusion, this study sheds lights and further understanding of the effect of knowledge management practices on lecturers' performance and therefore, allows decision makers to get in-depth knowledge about the impact of knowledge management practice in the Nigerian universities context.

Keywords: *Knowledge management, lecturers' performance, knowledge generation, knowledge acquisition, knowledge sharing*

1. Introduction

Over the past few decades, the need for information and development of knowledge in organizations has progressed from an evolving concept to increasingly essential activities in virtually every organization. This is as result of a shift in strategic thinking from the resource-based view of the firm to the knowledge-based view. Knowledge is considered an organization's most strategic resource and one of the most highly valued commodity in the modern economy (Tajali, Farahani & Baharvand, 2014; Hegazy & Ghorab, 2014). In order to keep abreast with the rapid societal changes, educational institutions especially at the tertiary level, need to understand and master the art of effective creation, collection, dissemination, application and sharing of information (Krubu& Krub, 2011)in ways that strive to improve performance at both individual and organizational level(Oliver, Handzic, & Van Toorn, 2003; Cheng, Ho, & Lau, 2009). One possible way to do so is to ensure that those concerned with managing knowledge are to make certain that the right knowledge get to the right people just in time (Snowden, 2002).

The universities are considered as "Knowledge Houses" where knowledge flows among lecturers and down to students through teaching, learning and research and new knowledge is created. Like other organizations, Universities thrive to stay relevant in this knowledge society (Loh, et al., 2003). Any institution of learning is considered relevant due to its all-embracing commitment to knowledge. Lecturers are regarded as the most vital resources of the universities and equally their performance is an important issue in the light of increasing demand for knowledge in the current economy. Effective lecturers' performance remains one of the major determinants of any educative process in the universities

because on them lies the success or failure of the education system (Olorunsola & Arogundade, 2012).According to Dhamdhere (2015) the perception of knowledge management among lecturers is that their work involves managing knowledge and that their job performance outcomes are closely related to knowledge management behaviors.

Knowledge management practices have great potentials and should have equal and even greater significance especially on lecturers' performance (Dhamdhere, 2015; Kidwell, Vander Linde, & Johnson, 2000). Despite the importance of knowledge management practices, most Nigerian universities are still yet to establish formal initiatives toward its implementation among lecturers. Hence, existing literatures on knowledge management is quite scarce and only a few researches have examined the relationship among knowledge management practices and lecturers' performance. It is therefore reasonable to consider that knowledge management practices have something to offer and as such the need to examine these practices for better performances. This makes it imperative for this paper to examine the impact of knowledge management practices on University lecturers' performance in Bauchi and Gombe states, Nigeria.

Therefore, the objective of the study is aimed at enhancing the understanding of knowledge management practice and its importance in the university context and to examine the effects of knowledge management practices on lecturers' performance.

2. Literature Review

2.1. Knowledge Management

Knowledge is what is known, it is used to mean the confident understanding of a subject, potentially with the ability to use it for a specific purpose (Abdullah, Selamat, Jaafar, Abdullah &Sura, 2008). Armstrong (2006) states that Knowledge is information put to productive use; it is personal and often intangible and it can be elusive – the task of tying it down, encoding it and distributing it is tricky. Nonaka and Takeuchi (1995) first proposed that knowledge is either explicit or tacit. Explicit knowledge is the knowledge that can be written down, processed by information systems, codified or recorded, and archived and protected by the organization. Tacit knowledge represents knowledge that cannot be written down, exists in people's heads and is extremely difficult to transfer. Both explicit knowledge and tacit knowledge are the intangible assets any organization holds to provide excellent service to their customers (Yeh, 2005).

Armstrong (2006) defined Knowledge management as any process or practice of creating, acquiring, capturing, sharing and using knowledge wherever it resides, to enhance learning and performance in organizations. He suggests that knowledge management focuses on the development of firm-specific knowledge and skills that are the result of organizational learning processes. Knowledge management is concerned with both stocks and flows of knowledge. Stocks included expertise and encoded knowledge in computer systems. Flows represent the ways in which knowledge is transferred from people to people or from people to a knowledge database (Armstrong, 2006).Knowledge management is a discipline that helps spread knowledge of individuals or groups across organizations in ways that directly affect performance (Abdullah *et al.*, 2008).

2.2. Knowledge Management Practices

McKeen, Zack, and Singh (2006) defined knowledge management practices as observable organizational activities that are related to knowledge management. Researchers have identified different models of this Knowledge Management practices in various ways: identification, acquisition, storage, sharing, and application (Zwain *et al.*, 2012); knowledge acquisition, knowledge storage, knowledge sharing, knowledge creation, and knowledge implementation(Gholami *et al.,*2013); Becerra-Fernandez, Gonzalez and Sabherwal (2004) classified these processes as knowledge discovery, knowledge capture, knowledge sharing, and knowledge application; Mohayidin, Azirawani, Kamaruddin and Margono (2007) knowledge generation, knowledge acquisition, knowledge storage, and knowledge dissemination etc. Heisig (2009) cited in Hegazy and Ghorab (2014) had summarized and analyzed about 160 frameworks of knowledge management processes. His analysis indicated that the most frequent categorizations of knowledge management processes are identify, create, store, share, and apply knowledge. However, for this study the knowledge management practice encompasses knowledge generation, knowledge acquisition, knowledge storage and knowledge sharing which forms the constructs for the study.

2.2.1. Knowledge Generation

Knowledge generation can be defined as the process of conscious and intentional creation of new knowledge under specific activities and initiatives undertaken to increase the stock of corporate knowledge (Davenport & Prusak, 1998).To Tiwana (2003) knowledge generation involves the capability to devise novel ideas, insights and solutions and incorporate it within the organization. Thus, knowledge generation that is considered as the major focus of lecturers' performance includes all the activities that aim to originate novel and useful ideas and solutions by which new knowledge is created for the individual and organization's benefit (Abou-Seid, 2002). In this regard, the following hypothesis is suggested:

- H_1:*Knowledge generation have significant effect on lecturers' performance.*

2.2.2. Knowledge Acquisitions

This is the process of acquiring and learning appropriate knowledge from various internal and external resources, such as experts mentoring, relevant documents, experience, dialogue, educating and training are the most familiar techniques for knowledge acquisition (Gholami*et al.,* 2013). International Atomic Energy Agency (IAEA, 2013) described knowledge acquisition as the process of obtaining and adopting new external knowledge (whether tacit or explicit) into

the organization. It comprises discovering existing knowledge to know what we know, gaining knowledge from outside resources and creating new knowledge. Lyles and Salk (2006) empirically established the existence of a positive relationship between knowledge acquisition and organizational performance. Moreover, this indicates how significant it is for institutions to determine the best practices to be adopted in order to achieve excellent performance (Zwain *et al.*, 2012). As a result, knowledge acquisition is linked to lecturers' performance, and a hypothesis is proposed:

- H_2: *Knowledge Acquisition have significant effect on lecturers' performance.*

2.2.3. Knowledge Sharing

Knowledge sharing refers to the process by which knowledge is conveyed through the dissemination of documents and interactions between people from one person to another, from persons to groups, or from one organization to other organization (Gholami*et al.,* 2013; Donate & Guadamillas, 2010). According to Nassuora and Hasan (2009) Knowledge sharing activities are meant to provide platforms for sharing knowledge which can be done internally and externally within Institutions of Higher Learning (IHL). Since universities are actively pursuing these activities, all academics should use these opportunities to enhance their commitment towards attending, participating and give critiques for their contribution to the body of knowledge. The sharing of knowledge resources not only facilitates cross-functional interaction but also allows the sharing of knowledge repositories among process participants, thereby allowing greater collaboration and understanding of the entire process rather than having fragmented parts of the process (Mahmoudsalehi, Moradkhannejad & Safari, 2012). In this regard, the following hypothesis is suggested:

- H_3: *Knowledge sharing have significant effect on lecturers' performance.*

2.2.4. Knowledge Storage

Knowledge storage is the process of keeping knowledge (whether tacit or explicit) within the organization and maintaining its availability and relevance for future use. It incorporates the related concepts of knowledge capture, preservation, retention, retrieval, accessibility and protection in the context of internal organizational knowledge retention (IAEA, 2013). Ojeda-Lopez, Encalada, and Barrera-Canto (2015) described knowledge storage as a series of practices for the timely retention and storage of knowledge for later retrieval. Knowledge storage utilizes technical systems such as modern informational hardware and software and human processes including in human minds, documents, notes, manuals, and reports; and it has also been shared among individuals through several communication channels such as conferences, seminars, workshops, training programs, and notice boards etc. (Tajali*et al.,* 2014). Hence, ever since knowledge storage affects lecturers' performance, the following hypothesis is formed:

- H_4: *Knowledge storage have significant effect on lecturers' performance.*

2.3. Lecturers Performance and Knowledge Management Practice

Alabi, Murtala and Lawal (2012) described lecturer's performance as an index of lecturer effectiveness. Individual lecturer's knowledge and its effective management should lead to performance outcomes for the university to realize value from their activities. Cabrera, Collins, and Salgado (2006) posit that lecturers' performance outcomes are closely related to knowledge management behaviors. According to Cranfield (2011) effective lecturers' performance contributes to the success of the university within which they work. Slaughter and Leslie (1997) argued that the knowledge and skills possessed by staff members of every organization contribute to economic growth; in particular lecturers, who are the custodians of much of the scarcest and valuable human capital that nations possess. Cranfield cement this argument by suggesting that the scarce and specialized knowledge and skills of lecturers are being applied to productive work that yields success to the individual academic, to the public university they serve, to the corporations within which they work, and to the larger society. How important therefore, is it to ensure that crucial knowledge embedded within these highly skilled personnel are utilized in some way so as to ensure continuity of organizational success? Thus, all lecturers should use available opportunities to enhance their commitment towards attending, participating and give critiques for their contribution to the body of knowledge (Nassuora & Hasan, 2009).

Mckeen *et al.* (2006) identified four key dimensions of knowledge management practice from the literature that appear to relate to lecturers' performance: 1. the ability to locate and share existing knowledge, 2. the ability to experiment and create new knowledge, 3. a culture that encourages knowledge creation and sharing, and 4. regard for the strategic value of knowledge and learning. Kim and Ju (2008) observed that lecturers tend to produce new knowledge that results from the processing of existing knowledge; however, there was a need for a systematic structure to help lecturers share knowledge and collaborate effectively since efficient collaboration among lecturers increase effectiveness. Cranfield (2011) observed that the need for partnerships and alliances; and the need to demonstrate the quality of the services that were being provided by lecturers have brought change in the management of universities. One of the possible formal instruments to realize the exchange and reuse of knowledge by lecturers was a campus-wide knowledge-base that acquires, organizes, and shares newly generated knowledge for collaboration (Kim & Ju, 2008).

The practice of knowledge generation within the university in the form of new products, services or systems becomes the cornerstone of innovative activity(Ramirez, Vasauskaite, & Kumpikaite, 2012).No doubt, the discovery of a new knowledge can lead to more improvement in lecturer's skills and capabilities, competitive advantage and growth for the universities (Ohiorenoya & Eboreime, 2014; Salami & Mercy, 2015).Lecturers with higher motives for sharing their knowledge tend to be more proficient in discharging their duties than those with lower levels of knowledge sharing. Knowledge sharing gives most effective way to transfer efficient methods, models, ideas and creating networks as field of interaction that will provide circulation of them, which enhances innovation and performance (Dhamdhere, 2015).

Similarly, Knowledge acquisition provides lecturers the techniques for capturing tacit knowledge hidden in experts/individual mind while Knowledge storage records it for future use, thereby availing all tacit and explicit knowledge of past years available at one place. It can be found that knowledge management practices in higher education have many direct benefits for academic achievements, administrative services and education strategic planning (Dhamdhere, 2015).Knowledge management is practiced by the lecturers as work routine that will thus lead to an improvement in the performance of delivering their core duties (Mohayidin *et al.,* 2007).

2.4. Research Framework

The main objective of this study is to examine the effect of knowledge management practices on lecturers' performance. Based on the above literature review, a research framework was developed. Figure 1 demonstrates these relationships. In this framework, knowledge management practices are independent variables and lecturers' performance is the dependent variable.

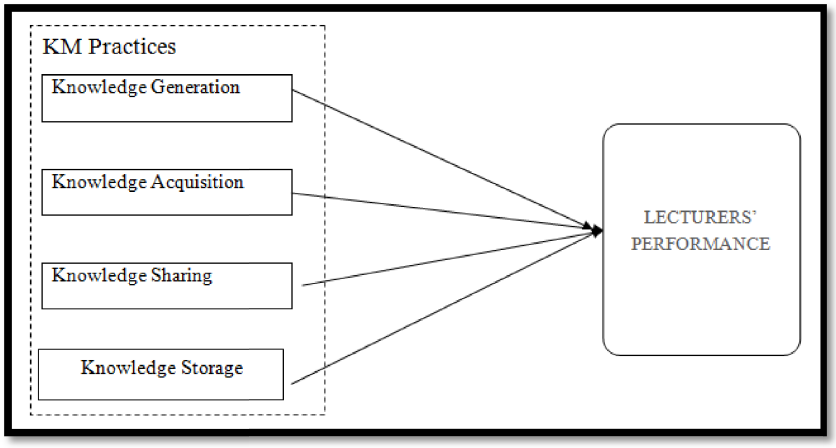

Figure 1: Research Framework

3. Research Methodology

The research design adopted for this study was quantitative survey design and the time horizon was cross-sectional. The population of the study consists of all the academic staff of Abubakar Tafawa Balewa University Bauchi, Federal University Kashere, Bauchi State University Gadau and Gombe State University as shown in Table 3.1. The total number of population for the study was obtained by the researcher to be 2,104. However, 325 respondents were selected as the sample size using the multi-stage approach involving proportional sampling and stratified random sampling techniques. According to Saunders *et al.*(2009)multi-stage sampling is normally used to overcome problems associated with a geographically dispersed population when face-to-face contact is needed or where it is expensive and time consuming to construct a sampling frame for a large geographical area. The primary data were collected through a well-structured questionnaire that was administered to and completed by the respondents. Pearson Correlation Coefficient and Multiple Regression Analysis were used to analyze the data.

S/No	Name of Institutions	No. of Lecturers
1.	Abubakar Tafawa Balewa University, Bauchi	924
2.	Federal University Kashere	412
3.	Bauchi State University Gadau	295
4.	Gombe State University	473
	Grant Total	2,104

Table 1: The Population of Academic Staff in the Selected Universities
Sources: Establishment units of these institutions, 2019

3.1. Validity and Reliability Test

To ensure the validity and reliability of the questionnaire (instrument measures), the instrument was subjected to the construct validity and reliability tests. The construct validity was evaluated by factor analysis with eigenvalues of at least 1.0, and factor loading of at least 0.50. Meanwhile, the reliability was evaluated by the coefficient of Cronbach's alpha with acceptable value of 0.7and above (Hair, Black, Babin, & Anderson, 2010). Table 2 illustrates the results of validity and reliability for the latent constructs.

CONSTRUCTS	NO of Items	Factor Loadings	Eigen Values	% of Variance	Cronbach Alpha
Independent Variables (IVs)					
Knowledge Generation	5	.780, .757, .714, .680, .595	9.150	28.592	**.815**
Knowledge Storage	5	.819, .672, .606, .568, .517	2.372	36.005	**.749**
Knowledge Acquisition	4	.787, .781, .703, .625	2.021	42.322	**.725**
Knowledge Sharing	4	.798, .720, .670, .636	1.595	47.307	**.711**
Dependent Variables (DV)					
Lecturers Performance	7	.682, .571, .567, .562, .548, .534, .526	1.401	51.685	**.872**
Kaiser-Meyer-Olkin measure of sampling adequacy = .887; Bartlett's test of Sphericity: Approx. Chi-Square = 3103.140; df = 496; Sig. = .000					

Table 2: Results of Validity and Reliability

4. Data Analysis and Results

4.1. Correlation Between Knowledge Management Practice and Lecturers Performance

Pearson's correlation analysis is conducted to measure the relationship between two variables in the study (Farag*et al.,* 2012; Rod et al., 2013; Singhry, 2015). In examining the correlation among the KM constructs, Table 3 shows results of Pearson's correlation. The entire KM practices correlate significantly with each other ($p \leq 0.01$). The output of this process suggested bivariate correlation with positive coefficients between 0.259 and 0.526. There are no variables that correlated above 0.85 and therefore multi collinearity was not an issue in this study. Even though there are several (r) values in the level of medium and high correlation, high correlation values are more frequently discerned among KM practices. These positive associations tend to support the previous agreement that KM practices should be implemented holistically, not individually.

Variables	KG	KA	KSH	KST	LP
Knowledge Generation (KG)	1				
Knowledge Acquisition (KA)	.259**	1			
Knowledge Sharing (KSH)	.419**	.263**	1		
Knowledge Storage (KST)	.264**	.260**	.414**	1	
Lecturers Performance (LP)	.526**	.405**	.417**	.406**	1

Table 3: Pearson Correlation Knowledge Management Practice and LP
Source: Extracted from IBM SPSS v21 Output, 2019
***. Correlation coefficient is significant at the 0.01 level (2-tailed)*

Table 4 demonstrates the multiple regression analysis between KM practices and lecturers' performance measures. Overall, the combined effects of knowledge management practices have coefficient of determination (R^2) of .416. The results also indicated that strong relationships existed; whereas the regression model has a moderate high values of adjusted R^2=0.406, which means that 40.6% of the variation in Lecturers' performance can be explained by at least Knowledge Generation, Knowledge Acquisition, Knowledge Sharing or Knowledge Storage. In other words, the error variance of lecturers' performance is approximately 59.4% of its variance for all constructs. Furthermore, ANOVA result also revealed significant F value at level $\alpha = 0.05$. This tells that at least one of the independent variables is significant predictor of the dependent variable. Therefore, the model is good. However, on individual unique contribution, it can be concluded that knowledge generation has the greatest effect on Lecturers' performance with Beta coefficient of (β=.363) 36.3% and significant value of 0.000(P< 0.05), followed by Knowledge Acquisition (β= .227) 22.7% with significant value of 0.000 (P < 0.05) while Knowledge Storage has a Beta coefficient of (β=.201) 20.1% with significant value of 0.000 and Knowledge Sharing has the weakest coefficient of (β=.122) 12.2% with significant value of 0.039 (P < 0.05). Based on this regression model results, it can be concluded that all the knowledge management practices have positive and significant effect on lecturers' performance. In short, the results provide sufficient evidence to support the alternative hypotheses.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	1.362	.209		6.522	.000		
	K_GENERATION	.275	.042	.363	6.540	.000	.795	1.257
	K_ACQUISITION	.170	.039	.227	4.308	.000	.882	1.133
	K_SHARING	.094	.045	.122	2.079	.039	.716	1.397
	K_STORAGE	.150	.041	.201	3.635	.000	.799	1.252
R2		.416						
Adjusted R2		.406						
Significance of F .000								
F-Value		42.367						

Table 4: Multiple Regressions between KM Practices and Lecturers Performance
Source: Extracted from IBM SPSS V21 Output, 2017

4.2. Discussion of Findings

The main objective of this paper is to examine the impact of knowledge management practices on University lecturers' performance in Bauchi and Gombe States. Through testing the research hypotheses, which were developed based on relevant literature, the objective was accomplished. The significant implications from the findings for researchers and practitioners, respectively, are discussed based on the research hypotheses in the rest of this section.

From the output of the first research hypothesis tested, knowledge generation was found to have apositive and significant effect on lecturers' performance. This agrees with the organizational knowledge creation theory that knowledge is initially created (or generated) by individuals and that the knowledge created by individuals becomes organizational knowledge through a continuous dialogue between tacit and explicit knowledge (Nonaka, 1994) which influences performance of individuals and that of organizations. According to Hegazy and Ghorab (2014) in their empirical study of private universities in the United Arab Emirate found that knowledge generation had a significantly positive impact on lecturers' and supporting staff performance in terms of adaptability, learning and job satisfaction. Ohiorenoya and Eboreime (2014) found that knowledge generation has a positive and significant impact on innovation, growth, and competitive advantage as a measure of overall performance in the universities. They concluded that overall knowledge management practices had a significant and positive relationship with performance. However, these findings disagree with Mohayidin *et al.* (2007) who found that Knowledge generation had no significant effect on adding value to university performance.

Within *the second* hypothesis tested**,** knowledge acquisition also recorded adequate association with lecturers' performance. It was found to have a positive and significant effect on lecturers' performance. This finding is consistent with Hegazy and Ghorab (2014) who found that Knowledge acquisition had a significantly positive impact on academics and supporting staff performances in terms of learning and job satisfaction. In line with this finding, Nemwel (2013) also found that knowledge acquisition had a positive and significant effect on organizational performance at Kisii University. However, the findings of this study are not in agreement with studies by Mohayidin *et al.* (2007) and Zwain*et al*. (2012). Zwain*et al.* (2012) found a negative result between Knowledge acquisition and academic performance. Mohayidin *et al.* (2007) in their findings using multiple regression indicated that knowledge acquisition had no significant impact on value added change in the Malaysian universities. This analysis identifies that lecturers are actively acquiring knowledge from conferences, dialogues, forums, seminar and workshop they attended, and through their research effort. As stated in IAEA (2013) and Nguyen (2009) knowledge acquisition requires accessing knowledge-based resources to capturing the unknown knowledge, and exploiting the available knowledge. Thus, this practice provides the approach to create new knowledge that aimed at achieving better performance.

The relationship between knowledge sharing and lecturers' performance was found to have a significantly positive effect on lecturers' performance. This finding is consistent with other previous studies conducted (Hegazy & Ghorab, 2014; Mohayidin *et al.,* 2007). Studies by Uchendu*et al.* (2012) revealed that a significant positive relationship existed between knowledge sharing and lecturers' job performances. This supported the submission of Mohayidin *et al.*(2007) in their findings using multiple regressions indicated that knowledge sharing had a significant impact on academicians' performance and value added change in teaching and learning in Malaysian universities. The exchange of information and knowledge in network like mutual newsletters, meetings, conferences, seminars and symposiums can serve as an instrument for knowledge and idea sharing and good practice. As mentioned in the literature*, Knowledge sharing involves the exchange of information and knowledge from one source to another. Therefore, knowledge sharing plays a major role in ensuring shared thinking and provides adequate internal communication throughout the universities and educational-organizations, and that aids the achievement and sustenance of lecturers' performance.* Given that the university community strives on its lecturer's intellectual prowess, the culture of research and publication in the university could be one indicator of knowledge generation and knowledge sharing in Institutions of Higher Learning.

The relationship between knowledge storage and lecturers' performance was also found to have a significantly positive effect on lecturers' performance. This finding is consistent with knowledge-based view and previous studies in the performance management context (Ohiorenoya & Eboreime, 2014; Zwain*et al.,* 2012;Mohayidin *et al.,*2007).The knowledge-based view subscribes the strategic significance of knowledge in a firm as embedded and carried through multiple entities (Alavi & Leidner, 2001). Specifically, valuable knowledge assets include the mentally stored knowledge in

the minds of employees as well as the policies, routines, documents, identity, culture, and systems of an organization. Its proponents (Grant, 1996) argue that because knowledge-based resources are usually difficult to imitate and socially complex, heterogeneous knowledge bases and capabilities among firms are the major determinants of sustained competitive advantage and superior corporate performance. Ohiorenoya and Eboreime's (2014) study revealed that storing knowledge had a positively related impact on performance with regards to innovation and growth. However, the study found that variations in knowledge management practices led to differences in lecturers' performance and knowledge management was effective in all Universities. Akuegwuand Nwi-ue (2013) also found that knowledge storage had a positive effect on HODs in their administration of University. In Zwain*et al.* (2012) Knowledge storage is found to have a significantly positive and high correlation with academic performance. Therefore, these practices are a significant factors and very important in achieving better performance. Results obtained from Mohayidin *et al*. (2007) revealed that a significant positive relationship existed between knowledge storage and value added change in Malaysian universities performance.

5. Conclusion

Globally, studies on knowledge management were clear that universities were engaged in the management of their operational knowledge embedded among the academics (Cranfield, 2011; Hegazy & Ghorab, 2014).However, review from this study and related literatures have shown that effective knowledge management practices facilitates appropriate lecturers' performance. This may definitely improve universities efficiency among various faculties/departments of the university. Therefore, prosperity of university education success is increasingly dependent on the intellect of its lecturers and one of the most important roles of lecturers is to transfer their knowledge. In this study, the setting for this knowledge transfer is through the knowledge management practices: knowledge generation, acquisition, sharing and storage. Underpinned by the research findings mentioned herein, this study sheds lights on lecturers' performance and knowledge management practices research by providing empirical evidence with regards to relationship among these variable concepts. Using multiple regression analysis, the results of this study indicates that all the knowledge management constructs are positively related to lecturers' performance. *Generally based on these findings, it can be deducted that any improvement on knowledge management by relevant authorities can play a significant role in improving the overall performance of the lecturers. It is also discovered that lecturers' performance can be measured and improve through several indicators such as adaptability, innovation, growth, job satisfaction, teaching and learning etc. When knowledge is recognized and generated, acquired and stored, lecturers can implement this knowledge to explore problems and create solutions, producing a structure for facilitating efficiency and effectiveness.* This indicates that any significant level of knowledge management practices among lecturers in the universities can be used as foundation for enhancing performance and further development. Lecturers have various job performances to accomplish ranging from teaching and learning, research and innovation and other allied academic activities. In order for them to be effective and efficient, this requires that lecturers must attached a high value to knowledge, built trust and the involvement and collaboration of all academics and learners in the universities.

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