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Dimensions of Knowledge Management Practices on the Performance of Academic Staff of Federal Universities in South-West, Nigeria

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ABSTRACT

The practice of knowledge management (KMP) assists organisations in locating, selecting, organizing, disseminating, and transferring crucial knowledge and expertise required for tasks including problem-solving, active learning, strategic planning, and decision-making in universities and higher institutions. However, the individual and joint effects of dimensions of knowledge management techniques or strategies to improve performance in Nigerian universities remain unclear. The study analysed the dimensional effects of knowledge management practices on the performance of the academic staff of Federal Universities in South-West, Nigeria. A survey research design was adopted and data was collected using a structured questionnaire. The total population of the study was 5749 academic staff from the selected four Federal Universities in South-West Nigeria. Using Yamane, a sample size of 1206 was determined. The sampling technique adopted for the study was stratified technique. Data were analyzed using mean, Standard Deviation and Partial Least Square in Structural Equation Modelling). The result of the objective of this study showed that Knowledge application and Knowledge discovery were the only relevant sub-constructs of KMPs. The result of the study revealed that there are positive and significant relationships between knowledge management practices and the performance of academic staff. The study also revealed that knowledge creation, knowledge sharing and knowledge storage have no significant relationship with the performance of academic staff. The study concluded that the application and discovery of knowledge in our various higher institutions is a significant factor in academic performance. Therefore, training and workshops relevant to individual academic staff should become the focus of attention rather than spending resources on knowledge not vital to academic performance.

Keywords: Knowledge Application, Knowledge Creation, Knowledge Discovery, Knowledge Management, Knowledge Sharing, and Knowledge Storage

1. INTRODUCTION

It has been identified by some scholars that Knowledge Management (KM) is contributing to the success of organizations in general and higher educational institutions in particular (Masa'deh, et al., 2017). In the current dynamic business environment, the competition is getting stiffer and sustainability become an issue. The contribution of people

toward organizational performance in that respect is sacrosanct (Muthuveloo, et al., 2017). Knowledge management enables people, systems, and technological development to build expectations between intangible and measurable assets in both organizations. This allows new opportunities in industry to be found and established through the use of information obtained by the specialist, quick and easy access to the necessary knowledge in all situations at any moment, that is to say, to ensure that the necessary knowledge is always in the right place in the correct manner, at the right time and to make the execution more responsive and more successful (Sundram,et al, 2020).

Universities and higher education institutions share a common vision of discovering, developing, preserving, and disseminating knowledge. During the process of KM, a wide range of policies and practices can shape the values of an educational organization (Ahmad, et al., 2015). The senior employees in educational institutions are supposed to be the major key players in enhancing knowledge database and management and also bridging knowledge or skill gap within the organisation. Learning the necessary skills and developing one's mental, physical, and social capacities so that one can live and contribute to society's advancement is one of education's objectives. Nigeria nowadays has a tremendous demand for competent workers who would be independent and entrepreneurial (Okolocha, et al., 2020).

Despite the fact that researchers in the field of HRM are becoming aware of reasons to include knowledge management practices and human-related issues in their functions, there are considerable gaps in the field of HRM on the understanding and identifying the common ground between HRM practices and knowledge management processes as well as other performance outcomes has been noted in recent studies (Singh, et al., 2021, Kianto et al., 2017; Rupietta and Backes-Gellner, 2017). In particular, the methods by which HRM influences the policy of knowledge management employee behaviour to be involved in knowledge management activities in the university environments need in-depth study. Assessing the framework of knowledge management in organisations, knowledge management is considered as an efficient and effective organizational critical resource that could improve completive advantage over global competitiveness (Kuppusamy & Ramanigopal, 2017).

Accordingly, knowledge management is considered a vital strategic resource in sustainable competitive advantage (Zheng, 2017). In view of those empirical arguments, the impotency of knowledge management remains unchanged in the performance of organisations, however, the trend of practicing knowledge management by the organisations has been declining (Bratianu & Bejinaru, 2019). Nearly 82 percent of organisations are inefficient or ineffective in KM tools and KM practices and only 12 percent are succeeding in both aspects (Centobelli, et al., 2019). However, the role of knowledge management techniques or strategies to improve performance in Nigerian Universities is not clear. While knowledge management has been identified as a strategy for driving innovative processes in business organisations, there is a paucity of literature on application of knowledge management to enhance workforce productivity in public universities (Ojo, 2016). There are also ambivalence research outcomes in the research of scholars that have shown interest in examining the role of knowledge management on workers' efficiency. Some authors proposed that there was a significant link between knowledge management and an institution's performance in learning environment (Ozigbo, 2012; Ferdows & Das, 2010), while authors on the other side maintained that, there was no significant link between knowledge management and workers efficiency. Therefore, there is expedient need for study

of this nature to be conducted, to take a stand through systematic and scientific-based research. There is also paucity of literature or published documents that have attempted the use of knowledge management in solving the deteriorating state of workers' performances among public learning organisations like universities.

However, the individual and joint effects of dimensions of knowledge management techniques or strategies to improve performance in Nigerian universities remained unclear in recent studies given the emergence of the digital age and the constant changes in knowledge management. Therefore, this study bridges the identified research gaps in this current disposition. It analyses the dimensional effects of knowledge management practices on the performance of the academic staff of Federal Universities in South-West, Nigeria. The following null hypotheses were tested in the study:

$H_{O1:}$ Knowledge creation have no significant effect on the performance of the academic staff of Federal Universities in South-West, Nigeria.

$H_{O2:}$ Knowledge sharing have no significant effect on the performance of the academic staff of Federal Universities in South-West, Nigeria.

$H_{O3:}$ Knowledge storage have no significant effect on the performance of the academic staff of Federal Universities in South-West, Nigeria.

$H_{O4:}$ Knowledge application have no significant effect on the performance of academic staff of Federal Universities in South-West, Nigeria.

$H_{O5:}$ Knowledge discovery have no significant effect on the performance of academic staff of Federal Universities in South-West, Nigeria.

This study has relevance to human capital development through the university system. It provides insight into the efficacy of knowledge management in enhancing performances among employees in federal institutions in Nigeria. Given the trends and velocity in which knowledge is being shared, only organizations with the best practices will be able to stay afloat in the constantly changing environment which employees and employers must key into. On this note, directors, managers, human resource managers among others should be fully enlightened on how efficacious the concept of knowledge management could be very useful in enhancing performances among employees. Therefore, testing the issues of performance and commitment together from a knowledge-based perspective would make an interesting contribution. The choice of data collection from academic employees of the federal universities was reinforced because of their important contributions to the major functions of universities namely research, training, community services.

2. LITERATURE REVIEW

2.1 Knowledge Management

Socio-economic infrastructure heavily depends on the nature of service provision by Higher Education Institutions (HEIs) (Sahibzada, et al., 2020). Several researchers such as Salama (2017), Demchig (2015), and Dalkir (2005) all agree that there is no one definition of knowledge management that is universally accepted. Therefore, knowledge management is the process of producing, collecting, storing, sharing, transferring, and using explicit and implicit forms of knowledge at the individual, group, organizational, and community levels (Madhoushi, et al., 2010). Notwithstanding, knowledge management processes play an important role as potential enablers of working skills and to improve the capacity of the teams to enhance the ways they share knowledge and the tools that they use (Wang, 2006). The importance of Knowledge Management as a critical tool in organization and society

(Omotayo, 2015). According to Chigada and Ngulube (2015), knowledge management practices in the organizations should be actions aimed at improving the internal flow and use of information and knowledge, and universities as an organization can be a major participant in these activities. Knowledge management practices are different from knowledge management processes as they are conscious organizational and managerial activities that enable the firm to leverage intellectual capacity or knowledge-based resources to create value (Andreeva & Kianto, 2012; Kianto et al., 2014).

Si Xue (2017) asserts that knowledge creation is a process that entails applying new knowledge or changing existing content in the organization's explicit and tacit knowledge; doing so necessitates organizations seeking out new knowledge and information from both inside and outside the organization. Research show that the KC process is particularly beneficial to organizations since it has the ability to increase their levels of innovation, competitiveness, and success (Bryant, 2005; Grant, 1996; Wang et al., 2014). Individuals can acquire new general competencies and improve an existing competency, such as communicating, coming up with new ideas, solving problems, setting priorities, managing relationships, creativity, planning, and teamwork (Trivellas, et al., 2015).

The movement of knowledge sharing involves the mental transmission of information that inspires and motivates the employees of any organization. Share values, experiences, norms, attitudes, skills, perspectives, and beliefs with coworkers and employees (Ghobadi & Mathiassen, 2016). According to Hassan, Noor, and Hussin (2017), knowledge transfer is a crucial knowledge management procedure that enhances organizations' proficiency and makes it easier for management to capitalize on particular information. In other words, knowledge transfer is a process that involves exchanging knowledge, selecting which knowledge to transfer, and putting that knowledge into practice between the holder and the recipient. Knowledge must be carefully safeguarded once it has been obtained. Chan (2014) suggested that knowledge storage, along with other components, is a crucial part of the knowledge management process while combining knowledge management and customer relationship management. The ability of the organization to retain and maintain knowledge, or organizational memory, has been specifically identified by scholars as the fundamental component in attaining this (Torabiet al., 2016).

Eugene et al. (2010) defines Knowledge discovery as the nontrivial extraction of implicit of an information that is previously unknown but of potential usefulness extracting the information from the available data. These knowledge discovery systems rely on technological hardware and technologies which support both the socialization and combination processes without any need to distinguish the creation and discovery phases of the knowledge, but only considers their similarity in terms of meaning; especially as innovation and as advancement of knowledge (Seifert, 2004).

Boateng and Agyemang (2015) describes knowledge application as processes within organizations that enable organizations to use and leverage knowledge in ways that improve its operations, develop new products and generate new knowledge assets. Through knowledge application, organizations can locate the source of competitive advantage by offering knowledge integration methods to solve organizational problems.

2.2 Knowledge Management Practices and Performance of Employees

Hussin and Mokhtar (2018) investigated the impacts of knowledge management practices on Employees' Job Satisfaction. This study was carried out among employees of one academic Library in a prominent higher-learning institution in Malaysia. Based on the

research, among four knowledge management practices, knowledge sharing was found to be more influential to the job satisfaction of the employees. The result indicated that knowledge retention, knowledge acquisition, and knowledge sharing have significance towards job satisfaction with knowledge sharing having the most significance, meanwhile knowledge creation has no significance towards job satisfaction.

Mardania, Nikoosokhan, Moradi and Doustar (2018) researched the relationship between knowledge management and innovation performance. The findings of the study showed that Knowledge management is significant mechanism to improve innovation and performance. Furthermore, Obaidat and Otair (2018) carried out a study on the impact of knowledge management on the function of employee performance appraisals in the industrial companies-case study. The findings indicated that knowledge management has significant effect on employee performance appraisal. The result further explained that Knowledge generation has positive but no significant effect on employee performance appraisal, while knowledge storage, sharing and application have positive significant effect on employee performance appraisal. Anwar & Ghafoor (2017) investigated knowledge management and organizational performance in private universities in Kurdistan. The result of the Regression Analysis showed that there was a negative relationship between knowledge creation, knowledge acquisition, knowledge refinement and organizational performance, while knowledge transfer, storage, sharing and reuse had a positive relationship with organizational performance.

Altarawneh and Altarawneh (2017) worked on knowledge management practices and intellectual capital in Jordan. Multiple linear regressions for testing the effect of KMPs on intellectual capital. The findings revealed that knowledge management practices (communication and knowledge sharing, KM policies and strategies, a culture that encourages knowledge creating and sharing, training and mentoring employees, and knowledge capturing and acquisition) has a significant effect on Intellectual capital. Henttonen, et al., (2016) studied the relationship between individual-level knowledge sharing (in terms of attitudes, benefit estimations, self-efficacy and actualized behaviours) affects individual work performance. The findings confirmed the hypothesis that knowledge-sharing propensity impacts positively knowledge-sharing behaviour. Additionally, knowledge-sharing behaviour mediates the relationship between knowledge-sharing propensity and individual performance. The latter effect is also significant amongst the most highly educated members of the organisation but not among those with the lowest educational levels.

3. METHODOLOGY

The design adopted for this study was survey. The study covered 4 selected Federal Universities selected purposively. The population of the study consisted of 5749 academic staff in the 4 universities. A stratified sampling technique was used to select researchers from the universities with a sample size of 1206 academic staff. The instrument for used to collect data during the study was a questionnaire. The instrument was subjected to face validation by experts in measurement and evaluation. The reliability of the instrument was established through Cronbach's Alpha coefficient. The coefficients obtained were 0.72 for knowledge sharing, and 0.82 for knowledge capturing, 0.88 for knowledge mapping and 0.90 for knowledge storing. These figures confirmed that the instrument was reliable for use in achieving the research objectives since Hinton, Brownlow & Mcmurray (2004) suggested that a value within 0.70 - 0.90 is reliable. The instrument was administered by the

researcher and assistants to the respondents in their various institutions. Copies of the questionnaire were filled and returned on the spot. 1206 copies of the research instruments were administered to the respondents in which 884 copies were retrieved and found valid for analysis. Thus, a 93.4 percent returns rate was achieved. Descriptive statistics (mean and standard deviation) and Structural Equation Modeling were used to analyse the data collected. Summaries of results were presented in tables, followed by interpretations.

3.1 Model Specification

The effect of dimensions of knowledge management Practices (KMPs) on the performance of academic staff of Federal Universities in South-West, Nigeria is represented in structural equation model as:

$$fACAD\_PERF=\alpha_0+\alpha_1 baCreate_t+\alpha_2 BbShare_t+\alpha_3 BcStore_t+\alpha_4 BdApply_t+\alpha_5 BeDiscov_t+e \ldots\ldots\ldots\ldots\ldots..(1)$$

where;

fACAD_PERF - Academic Performance, α_0 - constant term,$\alpha_1 \ldots \alpha_5$ -Parameter coefficient, e -error term, baCreate - knowledge creation, BbShare - Knowledge sharing, BcStore - Knowledge storage, BdApply - knowledge application, BeDiscov - Knowledge discovery.

4. DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Descriptive Statistics

This section of the study revealed that the population is somehow balanced as the male recorded 470 (53.2 percent) and female recorded 414(46.8 percent). This is an implication that there is no gender bias associated with the study. The observation on the age distribution of the respondents indicated that majority were within the age of 41-45 years which represents 340 out 340 out of 884 (representing 38.5 percent) this followed by 36-40 age distribution with 177 (20.0 Percent) representing the age distribution of 46 and above were closely followed with 163 (18.4 percent) academic staff which were also followed by 25. The study revealed 31-35 years as the last age distribution in the sample with 89(10.1%) academic representatives. This implies that majority of the academic staff were either within or above the middle-aged category, as a result, they were able to understand issues Knowledge Management Practices and Performance of academic staff, which is suitable for this research.

Also, the study recorded that the population for the study recorded more of 6-10years of working experience with 309(35.0%) academic staff. This was followed by 11-15 years and 1-5years of working experience with 221(25%) and 216(24.4%), respectively. On the years of working experience 16 - 20 years were recorded to have fewer representatives with 138 representing 15.6%. This implies that the respondents are quite experienced field of academics and be able to relate with the subject under investigation. Lastly, study revealed the educational qualifications of the study's respondents. The table showed that there were 566 (64.0%) academic staff with Ph.D. in the sample, followed by Masters of Science/Masters of Technology with 189 (21.4%) and the first-degree staff occupied the last position with 129 representatives 14.6%. These compositions reinforce the authenticity of the results and information provided in the study as larger proportion of the sample have Ph.D. as their highest qualification. This might be an implication that they are well informed, and possessed the ability to assess and process information towards making a decision in line with the concepts of this study.

4.2 Dimension of KMPs and Academic Performance

The measurement model conducted in the objective had provided the quality criteria needed for the sub constructs of KMPs. Additionally, the academic performance was measured as the sum of papers a faculty member has as conference papers, Journal articles, and Books or Monographs. This is the usual practice for the assessment of academic staff productivity and promotion criteria. The presentation for this section includes the descriptive characteristics of academic performance indicators and thereafter, the structural model for objective presented.

The study from table 1 revealed the total number of research grants received by the academic staff (505 entries). An approximation of four (4) on average with one (1) and Twenty (20) being the minimum respectively. Table 1 also presented the awards received by the academic staff in their career if applicable. There were 467 entries where an average of about six (6) awards were recorded with a minimum of one (1) and a maximum of 30 awards received. It also reported a mode of 5, which indicated majority had received five awards in their career. Most research grants always include opportunities for research assistance which are normally post-graduate training.

Furthermore, the study examined the total number of postgraduates supervised by the academic staff in this study, it was reported that an average of 8 postgraduate students have been supervised by 310 entries in this category. It was also gathered that the majority have each supervised as many as five (5) postgraduates in their career. We further assessed the number of incitation received by our scholars; it was gathered that an average of 104 citations were received by 244 valid responses.

This implies that the academic staff in the study area contributes significantly to their specialized fields through their research works, in which their content is able to advance or expound on the current knowledge base. This is with most occurrences of twenty (20) citations with a minimum of one (1) and a maximum of 500. The study further delved into the impact of individual researchers' citations by evaluating the h – index and i10 – index. The h – index which shows the quality of the scientist rather than the number of papers published (Hirsch & Buela – Casal 2014) showed in this study to have an average of eleven (11) citations for an average of eleven papers published. Many of the respondents (245 valid responses) produced more h-index of 15. The least and maximum h-index were one (1) and 82, respectively. Similarly, for an i 10-index that is every ten (10) papers published with at least ten (10) citations showed a mean of 10.7 and a maximum of 85 i 10-index among our respondents.

Finally, the study examined the number of conference papers, journals and books or monographs published by the respondents. Table 1 revealed that academic staff published more journal articles (506) and conference papers (502) than books or monographs (463). For conference papers, an average of 15 were published with many having up to five (5) and a maximum of 100 conference papers. The number of published journal articles received an average of thirteen (13) papers with a frequent occurrence of ten (10) and a maximum of 60 published articles by the study's respondents. Finally, most academic researchers published fewer books (with a mode of 2) and an average of nine (9 books) per faculty member and a maximum of 70 books or monographs had been produced by a researcher. The next paragraph provides information on the relationship between the dimension of KMP and academic performance in the study area.

Table 1: Indicators of Academic Performance

Item	what is your number of Citations	what is your number of H-index?	what is your number of i-index?	Number of conference papers	Number of Published articles/ Journal	Number of Books/Monograph published	Total postgraduate students supervised so far in your academic career	Total number of awards received in your career, If applicable	Total number of research grants received in your career, If applicable
Valid	244	245	233	502	506	463	310	467	505
Miss	640	639	651	382	378	421	574	417	379
Mean	104.13	11.31	10.17	14.68	13.39	8.82	8.17	5.86	3.94
Med	20	10	8	6	10	6	6	4	2
Mode	20	15	10	5	10	2	5	5	2
S. Dev	129.38	10.35	10.73	16.19	9.67	8.62	7.35	4.84	4.08
Min.	1	1	1	1	1	1	1	1	1
Max.	500	82	85	100	60	70	70	30	20
Sum	25407	2771	2370	7370	6774	4085	2533	2735	1991

Source: Authors' Computation (2022)

4.3 Structural model for the dimensions of KMPs and the academic performance for algorithm and bootstrapping, respectively

The result of path analysis on Table 2, Figure 1, and Figure 2 provides the necessary information. As previously mentioned, the study examined the VIF before the assessment of the relevant and significance of the dimension of KMPs. Thereafter the coefficient of determination and affect sizes are considered. Table 2 revealed no issues of collinearity as all the values of VIF were below the threshold of 5.00. It is also noteworthy that knowledge application (β =0.305 t=4.347) and Knowledge discovery (β=0.151t=2.774) were the only relevant and significant sub-constructs of KMPs having an effect on academic performance. All other sub-constructs: knowledge creation, knowledge sharing and knowledge storage were not significant to the academic performance in the study area. Also, noticeable was that knowledge application has more affect size (0.031) than knowledge discovery (0.011) which may be assumed to have no effect based on the Cohen criteria found in Tekson et al. (2019).

The study also recorded an R-square adjusted value of 0.146 which may be regarded as moderate on the basis of the threshold found in Cohen (Tehseen et al. 2019). Hence, the null hypotheses $H_{O1,}$ H_{O2} and H_{O3} are hereby accepted, which means knowledge creation, knowledge sharing and knowledge storage have no significant relationship with the performance of academic staff. While H_{O4} and H_{O5} are rejected and accept alternate hypotheses, which state that knowledge application and knowledge discovery have positive and significant relationships on the performance of academic staff in the study area.

It is important to note that the path of BD3 (My institution allows specialist and experienced academic staff to integrate their available knowledge into the system) and BD1 (Relevant knowledge is provided to academic staff when needed) affect most the academic performance of faculty members. It should be policy in our various higher institutions that the application of knowledge is very important to our development as it is to academic performance. It is also important to note that training and workshop relevant to individual academic staff should become the focus of attention rather than spending resources on

knowledge not vital to academic staff research needs.

The findings of this study agree with the findings of past authors (Jemal & Zewdie, 2021; Rehmam *et al.,* 2021; Obaidat & Otair, 2018; Okafor *et al.,* 2019; Sahana and Rethy 2018; Hussinki *et al*. 2017; Anwar & Ghafoor, 2017) on the relationship between KMPs and organizational performance but differs on the dimension of KMPs that have Positive and significant effect on organizational performance. The result is in line with the findings of Jemal and Zewdie (2021) who explored the role of knowledge management practice on the performance of higher education institute at Jimma University College of agriculture and Veterinary medicine in Ethiopia, considering academic staff perception and found that through ordinal logistic regression analysis that the only component of KMPs that has positive and significant impact on performance is knowledge utilization.

The findings differ slightly from the findings of Kianto *et al*. (2018) who conducted research on the impact of knowledge management on knowledge worker productivity and found that knowledge creation and knowledge utilization (application) are the dimension of KMPs that have positive and significant effect on productivity of knowledge worker. The results also show a slight distinction from the research of Rehmam et al, (2021) who carried out empirical investigation of the impact of knowledge management on organizational learning in higher educational institutions and found that in addition to knowledge application, knowledge acquisition, documentation, and knowledge creation, positively influence organizational learning. The results also differ slightly from the research of Obaidat and Otair (2018) who carried out a study on the impact of knowledge management on employee performance and discovered that knowledge application knowledge storage and knowledge sharing are the dimensions of knowledge management practices that have positive significant effect on employee performance aleit in industrial companies. Moreover, the result differs from the research of Okafor *et al*. (2019) who investigated knowledge management strategies and performance in telecom firms and discovered that knowledge creation, knowledge storage, knowledge sharing, and knowledge application all have a significant positive correlation with corporate performance. Anwar and Ghafoor (2017) investigated Knowledge Management and Organizational Performance of Private Universities in Kurdistan and found that knowledge transfer, storage, sharing and reuse (application) are the dimension of KMPs that have a positive relationship with organizational performance.

Table 2: Structural Model for the Dimension of KMPs and Academic Performance

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	2.5%	97.5%	f Square	VIF
baCreate -> fACAD_PERF	0.003	0.052	0.063	0.950	-0.099	0.107	0.000	2.427
bbShare -> fACAD_PERF	-0.020	0.068	0.286	0.775	-0.157	0.114	0.000	3.533
bcStore -> fACAD_PERF	-0.034	0.054	0.637	0.524	-0.125	0.088	0.001	2.271
bdApply -> fACAD_PERF	0.305	0.070	4.347	0.000	0.161	0.433	0.031	3.545
beDiscov -> fACAD_PERF	0.151	0.055	2.774	0.006	0.047	0.258	0.011	2.561
R Square	0.155							
R Square Adjusted	0.146							

Source: Authors' Computation (2022)

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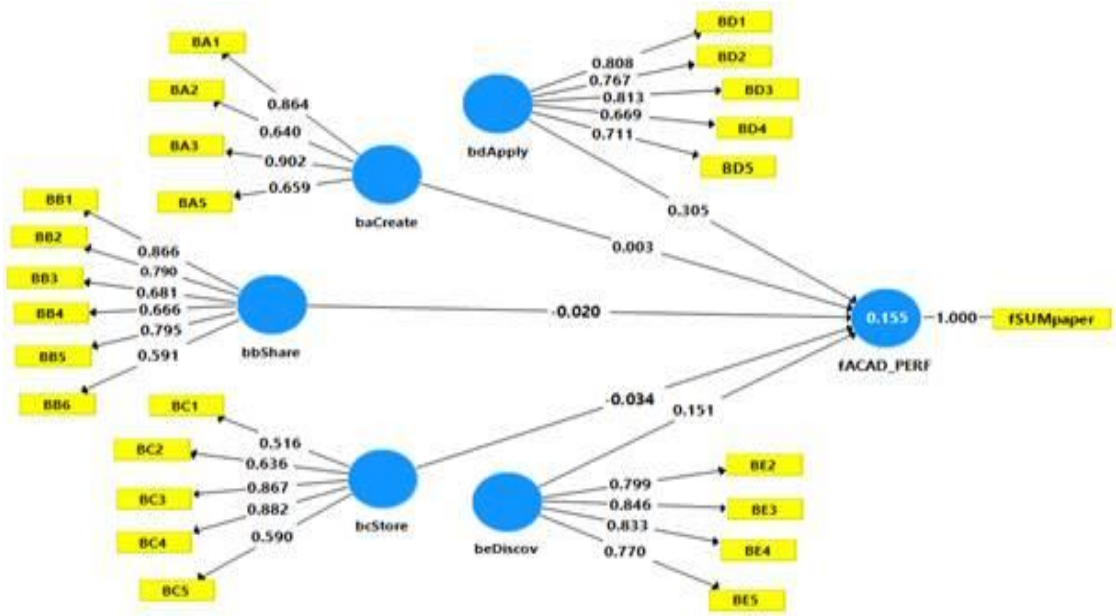

Figure 1: Algorithm of Dimensions of KMPs and Academic Performance
Source: Authors' Computation (2022)

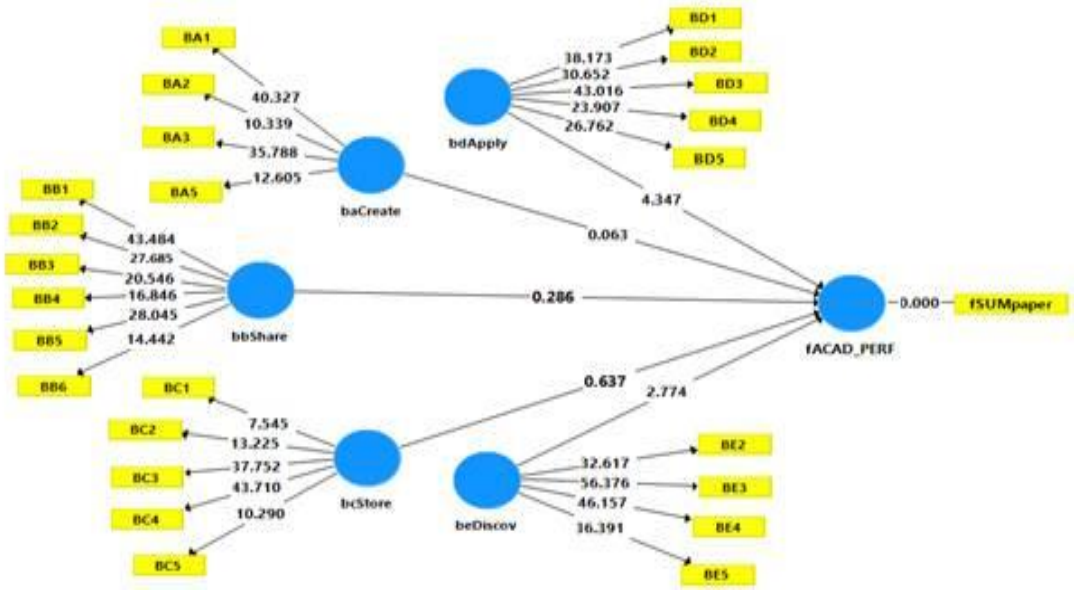

Figure 2: Bootstrapping of Dimensions of KMPs and Academic Performance
Source: Authors' Computation (2022)

5. CONCLUSION AND RECOMMENDATIONS

The study has established empirically the relationship between knowledge management practices and the Performance of Academic Staff of Federal Universities in South-West Nigeria. This research has raised awareness of the dimensions of KMPs and the factors which are likely to determine performance of academic staff in unnatural environment. The study examined the effect of dimensions of knowledge management Practices (KMPs) on the performance of academic staff in the study area and the result showed that Knowledge application (β =0.305; t=4.347) and Knowledge discovery (β=0.151; t=2.774) were the relevant and significant sub-constructs of KMPs having effect on the academic performance, with Knowledge application having more effect size. Based on the implication of results, it can be concluded that the application of knowledge in our various higher institution is very important to our development as it is to academic performance. It is also important to acknowledge that trainings and workshop relevant to individual academic staff should become the focus of the attention rather than spending resources on knowledge not vital to academic staff research need.

The findings of this study have important policy implications on the Performance of Academic Staff of Federal Universities in South-West Nigeria. Based on the result of the research, the following recommendations are made:

i. As institution create knowledge through training, seminar, and conferences among others, they should ensure adequate monitoring of the knowledge that are generated through these means.
ii. Institution management should provide necessary tools to apply knowledge and ensure to give room for specialists and experienced persons to integrate their knowledge. They should further provide adequate facilities needed to work with as this is more important to academic staff than the rewards and compensation when the two are compared.
iii. University management should ensure the application of knowledge in our various higher institution as this is very important to staff development as it is to academic performance.

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