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KNOWLEDGE SHARING AND THE PERFORMANCE OF TEACHERS IN KENYA**DR. DANIEL AUKA****DEAN****FACULTY OF COMMERCE****EGERTON UNIVERSITY****NAKURU****ESTHER GATHONI KIARIE****DIRECTOR (HUMAN RESOURCE)****DEPARTMENT OF BUSINESS ADMINISTRATION****FACULTY OF COMMERCE****EGERTON UNIVERSITY****NAKURU****ABSTRACT**

The main purpose of this study is to determine the effect of knowledge sharing on the performance of employees in the Teachers Service Commission in Kenya. It investigated how knowledge sharing influenced the performance of the staff at the commission's head quarters in Nairobi. To achieve this objective, the study employed descriptive research design on a sample of 323 employees, selected by proportional stratified sampling and simple random sampling to represent the different categories of employees in each department. Questionnaires were used to collect data. Descriptive statistics (percentages and means) and inferential statistics (step regression and Pearson correlation) were used to analyze the data. Regression analysis determined the effect of the organizational performance, independent variables which were explicit and implicit knowledge sharing on the dependent variable which was performance of T.S.C employees. The results of the study established that knowledge sharing had a positive but weak effect on performance of employees. Implicit knowledge had more effect on performance than explicit knowledge thus rejecting the hypothesis that there is no significant relationship between knowledge sharing and performance of T.S.C employees. The study recommends organizations to put in place practices that encourage knowledge sharing. It is hoped that the study will help public organizations encourage knowledge sharing practices amongst and between employees for better service delivery and improved performance.

KEYWORDS

knowledge, knowledge sharing, implicit knowledge, explicit knowledge, organizational performance, knowledge management.

INTRODUCTION

Knowledge is measured as an enterprise priceless asset (Xu et al 2006). Today's highly competitive and expanding global economy requires knowledge management functions into their organizations (Wang et al 2006). Sharing and utilization of knowledge are essential for organizational effectiveness (Kogut and Zander 1996, Nonaka and Takeuchi 1995, Tsai 2001). So knowledge sharing and utilization is one of the most important factors in contributing to the business success.

The benefits of knowledge sharing for the organization are very prominent, when knowledge is shared, innovative product and services develop with higher quality, no duplication, customer will be better satisfied etc (Krogh, 1998). Studies of the Knowledge sharing reveal that knowledge sharing is a process of recombination and evolution of knowledge (Lee & Cole, 2003) and the globalization is favoring those organization that are able to create and share knowledge more effectively and efficiently than their competitors (Porter, 1990). So it can be said that Knowledge sharing is related to the long run performance and competitiveness.

Basic reason of knowledge sharing is to make easy knowledge shift from one person to another person, to take in the knowledge from outside and then adopt it. It is very necessary for the employees to learn knowledge from experiences gathered by the colleagues in inter and intra departments, internal processes and even from the outside organizations (Madsen, Mosakowski, & Zaheer, 2003).

It is now becoming increasingly evident that people are the ultimate foundations of organizational performance as noted by Shermerhorn (2002). What they know, what they learn, and what they do with it eventually determines organizational performance. They represent an intellectual capital defined as the collective brain power or shared knowledge of a work force that can be used to create value. The ultimate elegance of the new workplace may well be its ability to combine the talents of many people, sometimes thousands of them to achieve unique and significant results. Training and development largely impart to employees the explicit type of knowledge, that is, the operational type of knowledge. This is the know what type of knowledge that can be codified and stored for others to access. Derek et al (2008) however say that most knowledge is more complex than this, it is something which resides in a person's head and people are often unaware that they know until we come to use it. This is referred to as tacit knowledge or the 'know how' type of knowledge. This type of knowledge is made up of our accumulated experiences about how things are done, how problems can be solved, what works and what doesn't and in what contexts and under what conditions. Knowledge management aims at covering both types of knowledge where employees know what to do and how to do. Newly employed employees are trained on the 'know what' type of knowledge and can only learn the "know how" either through experience or getting the same from the more experienced employees. Explicit knowledge can however be written down and shared (Derek et al 2008).

Issues such as downsizing, re-engineering, outsourcing and dejobbing are major reasons why a vast majority of individuals no longer can expect to have career long employment with a single organization. So great has been the staff turn over in some sectors, that there are often few people left within the business who really know how things are done (Derek, 2000).

Some of the most valuable knowledge within a firm is essentially hidden or tacit knowledge residing not in documents or data bases but in the experience and skill of human beings. Although many of the early forays into knowledge management centered on the use of information technology to broaden access to documents and data bases, there is now widespread agreement that much of the highest-value knowledge within an organization is uncodified (Horvath A. 1999)

Gorry (2008) contends that knowledge sharing can help workers improve the quality of public services and successful knowledge sharing needs institutional support and encouragement. Goltshalk (2007) suggests that increases in knowledge sharing will improve resource mobilization, decision making capability, strategic ability and the ability to link implementation elements and in that the Performance of employees continues to improve through knowledge sharing. At the Teachers Service Commission, it is not clear if the various knowledge sharing practices affect performance more so when employees retire or leave the organization. TCS has not conducted any study to that effect despite the many problems facing public organizations.

STATEMENT OF THE PROBLEM

As the explicit and tacit knowledge of employees in an organization often plays decisive roles in solving problems, knowledge sharing between and among those who directly deal with various problems may have a high probability of improving performance in an organization (Yanow, 2004). Gorry (2008) argues that

knowledge sharing can help public employees improve the quality of public service. Wiig (2002) further elaborates that managing knowledge effectively can have a positive effect on the performance of public service organizations. Ideally, capturing and sharing critical knowledge should be occurring continuously among employees. However, there has been no study at the Teachers' Service Commission (TSC) on the effect of Knowledge sharing and its performance. Therefore this study sought to establish the relationship between knowledge sharing and performance at the Teachers Service Commission.

OBJECTIVES OF THE STUDY

The study was guided by the following objectives;

1. To determine the effect of explicit knowledge sharing practices on performance
2. To establish the effect of implicit knowledge sharing practices on performance
3. To determine the effect of explicit knowledge sharing and implicit knowledge sharing on performance

HYPOTHESIS

The study tested the following hypotheses

Ho1 : There is no significant relationship between explicit knowledge sharing and performance

Ho2 : There is no significant relationship between implicit knowledge sharing and performance

Ho3: There is no significant relationship between explicit and implicit knowledge sharing and performance

LITERATURE REVIEW

KNOWLEDGE AND KNOWLEDGE SHARING

knowledge-sharing refers to "the use of knowledge databases, best practices conferences, technology, cross-functional teams, emails and social network software etc. to share self-constructed knowledge with colleagues. Knowledge has been defined as the actuality of skillful action and the potentiality of defining a situation so as to permit skillful action (Nonaka and Von Krogh, 2009). Davenport et al (1998) defines knowledge as a high – value form of information that is ready to apply to decisions and actions. Through deep conversations and brainstorming from this sharing process, one's knowledge will become more inclusive and complete; while the synergistic effect of the accumulation of organizational knowledge assets will be developed during knowledge transfer and sharing".

According to Prat (2006), knowledge is viewed as an evolving mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information". Knowledge lies in human minds and exists only if there is a human mind to the knowing (Widen-Wulff & Suomi, 2007). Knowledge is a resource or stock in the organization (Coulson-Thomas, 2003) that exist along the organization. Knowledge is valuable, rare, not easy to substitute and difficult to imitate, making it a competitive advantage for the organization. A firm cannot have the same knowledge as the others' because different firms have different human and knowledge resources (Kim, 2002). No organization can have a total same knowledge.

Knowledge sharing is also defined as the activities of disseminating and transferring knowledge from one person, group, or organization to another (Lee, 2001) requiring the collaboration of individuals and groups for mutual benefits (Al-Alawi, 2005). Knowledge sharing is a process through which personal and organizational knowledge is exchanged. In the other words, knowledge sharing refers to the process by which knowledge is conveyed from one person to another, from persons to groups, or from one organization to other organization. Mostly, effectiveness is depends on how well knowledge is shared between teams, individuals or units (Goodman and Darr 1998, Pentland 1995)

Depending on the degree of explicitness, there exists explicit and tacit knowledge. Nelissen (2002) elaborates that explicit knowledge refers to the knowledge that is expressed by formal techniques. It can be more readily and directly observed, captured, transferred or communicated to others (Cabrera and Cabrera, 2002). Explicit knowledge exists in the form of documents and visual materials.

In contrast, tacit or implicit knowledge which is broadly called local knowledge (Yanow, 2004) is subjective; it refers to practical know – how or intelligence on experimental learning which often is not openly expressed Haynes (2005). Tacit knowledge is knowledge embedded in individuals and is invisible to the outside observe. Explicit knowledge is the type of knowledge that can be easily documented and shaped (Choi and Lee, 2003). It can be created, written down, transferred and followed among the organizational units verbally or through computer programs, patents, diagrams and information technologies (Keskin, 2005; Choi & Lee, 2003). Tacit knowledge is what embedded in the mind (Choi & Lee, 2003), can be expressed through ability applications; is transferred in form of learning by doing and learning by watching

Nonaka (2009) argues that tacit knowledge is a source of competitive advantage for organizations and can be distinguished from explicit knowledge. It is related to the senses, experiences, intuition, unarticulated mental models or implicit rules of thumb. It is not directly expressed or captured in formal ways (Pardo, et al 2006).

Knowledge management as the process through which organizations develop, organize and share knowledge to achieve competitive advantage (Schermerhorn, 2002). Knowledge management requires the creation of sharing, learning and knowledge creation are part of the norm. this requires a special form of leadership that recognizes that intellectual capital is an invaluable asset in this stage of transformation. It is evident that people are the ultimate foundations of organizational performance (Schermerhorn, 2002). What they know, what they learn, and what they do with it, eventually determines organizational culture in which information performance. They represent an intellectual capital defined as the collective brain power or shared knowledge of a workforce that can be used to create value (Pardo et al 2006).

So knowledge sharing is most important processes of knowledge management, which slowly develop and pick up the building block of the system. It means, knowledge sharing has its relationship in long run performance and competitiveness (Rong Du et al 2007).

Knowledge sharing is often used to mean the same thing as knowledge transfer and knowledge management Kang et al (2008). Knowledge sharing is however a broader concept than simple transfer of knowledge, emphasizing the process of or social interaction for knowledge exchange as explained by Grant (1996). Gupta and Govindarajan (2000) indicate that it is however a narrower concept than knowledge management which includes knowledge creation, transfer and sharing. Jacobson (2006) refers to knowledge sharing as an exchange of knowledge between individuals. Lindsey (2006) defines knowledge sharing as facilitating learning through sharing into usable ideas, products and processes.

Knowledge sharing is defined as an action in which employees diffuse relevant information to others across the organization (Bartol and Sriostava, 2002). Schermerhorn (2002) defines knowledge management as the process through which organizations develop competitive advantage. Bock and Kim (2002) assert that knowledge sharing is considered the cornerstone of knowledge management and continue to say that unless individual knowledge is shared throughout the organization, the knowledge will have a limited impact on organizations effect.

KNOWLEDGE SHARING PRACTICES AND LEARNING COMMITMENTS

Nurturing a knowledge sharing culture and establishing the right climate for knowledge sharing is a fundamental issue for successful organizational performance that maintains competitive advantage Hsu (2008). He goes ahead to say that knowledge sharing practices are considered the facilitating factors for improving organizational performance through human capital and learning commitments. Thus knowledge sharing practices play a significant role in improving employees learning abilities, employees' adaptability and employees' job satisfaction.

Tsai et al (2007) revealed that family relationships and interpersonal relationships are the most important factors that influenced employees learning commitment in the job satisfaction construct. Thus when more attention is paid to employees interpersonal relationships with colleague and family relationships, they will share more knowledge and learn many new skills. These interpersonal relationships with family and colleagues are part of knowledge sharing activity that is called socialization.

Paulson, et al (2005) argued that when workers control their learning process the competence development is easily provoked. Work tasks are therefore executed smoothly and free of stress. However, the individual learning process is most likely voluntarily rather than compulsory. Thus the biggest challenge is fostering willingness to learn new knowledge and skills within all organizational levels to enhance competitiveness and innovativeness.

EXTRINSIC AND INTRINSIC MOTIVATION AND KNOWLEDGE SHARING

Osterloh and Frey (2000) explain that extrinsic motivation constitutes of incentives for behaving in a certain way based on the use of a price system. Thus extrinsic motivation can be used to coordinate resources by linking employee's monetary motive to the goal of the organization Garfield (2006) further says that individuals are said to be intrinsically motivated when they undertake an activity because it satisfies their immediate needs. Intrinsically motivated people are ideally motivated by working with self defined goals and fulfilling tasks. This type of motivation holds advantages of extrinsic motivation in organizational activities which demand creativity and learning on the side of employees Osterloh and Frey (2000). The willingness to take part in knowledge sharing is influenced by various factors according to Osterloh and Weibel (2004). these are; the degree of overlap in the transmitters and receivers knowledge bases, the degree of tacitness of the involved knowledge, the degree of complexity, failure sensitivity, perceived value by both the transmitter and the receiver and the strategic context e.g. exploration. Knowledge whether knowledge sharing takes place in an organization depends to a great extent on individual organizational members, motivation to share or not the knowledge they possess.

CREATING A KNOWLEDGE SHARING CULTURE WITHIN THE ORGANIZATION

Bartol and Sriostava (2002) argue that creating a Knowledge Sharing Culture is about making knowledge sharing the norm. Sharing knowledge is not just sharing information. The purpose of knowledge sharing is to help a whole organization to reach its business goals. It is not sharing for only the benefit of one department. Sharing knowledge is as significant as learning to make knowledge productive. It calls for a change in culture. Prat (2006). The company which wants to create a knowledge sharing culture needs to encourage it staffs to work together more effectively, to collaborate and to share in order to make organizational knowledge more productive. However, Direct and indirect rewards must be put in place to encourage knowledge sharing. Knowledge workers might be financially or admirably rewarded for contributing to knowledge work. However, it might not be true in all cases because it is not possible to make people share their knowledge by only rewarding them. Some employees are motivated by more than just money such as more experiences and knowledge they can gain by themselves during doing knowledge work. Hence it needs to ensure that appropriate rewards are in place (Derek et al 2008).-

Hsu (2008) explains that knowledge sharing behavior can be encouraged when the employees realize that knowledge-sharing is valuable for them. Sharing knowledge helps employee do their jobs more effectively. Moreover, it helps them keep their jobs; helps them in their personal development and career progression; rewards them for getting things done; understand what they know in the whole picture. Expertise learnt and applied in one part of the organization is not leveraged in another continuous innovation process will sustain the competitive advantage in most companies. Knowledge management has to address three key activities: motivating people to share information, developing a system for managing and storing information and motivating people to use the knowledge available to them (Hsu, 2008).

Schermerhorn (2002) indicates that team working is a key factor to not only create knowledge, but also to share knowledge. Team work helps in the creation of knowledge with mutual understanding of deep tacit knowledge based on shared experience together for a long time. Teams are important since they are the microcosms of the organization and the place where different views and perspectives come together and share experiences. Prat (2006) explains that coaching involves more experienced employees in the organization guiding new or less experienced employees through discussions and positive feedback. Managers refer to practical job experiences to develop the critical skills and competencies that the employee needs, and they provide job related opportunities for practice. The managers identify potential role models to employees and explain how high achievers perform so well. Garfield (2006) says that mentoring involves having employee trained on the job and the senior and more experienced employees mentor the newly recruited employees or those earmarked for promotion. Job mentoring is a potent strategy for enabling smooth succession in the office as the older workers gradually leaves the organization. Mentorship is about passing down the wealth of experience by the veteran worker to the younger staff. Mentorship is said to jump start career by enabling the budding staff members to succeed their seniors with great ease and confidence. The beneficiary is not only the young worker, but also the company through unfelt transition. (Garfield 2006) Knowledge management has been defined as the process through which organizations develop, organize and share knowledge to achieve competitive advantage. After any staff turnover, the expenses associated with replacing people who have left are high. This ranges from the cost of placing a recruitment advertisement, through the time spent administering and conducting the selection process to expenses required in inducting and training new employees (Armstrong 2006). Training and development largely imparts to employees the explicit type of knowledge, that is the operational type of knowledge. This is the know what type of knowledge that can be codified and stored for others to access. Derek et al, (2008) however says that most knowledge is more complex than this, it is something which resides in a persons head and we are often unaware that we know until we come to use it. This is referred to as tacit knowledge or the 'know how' type of knowledge. This type of knowledge is made up of our accumulated experiences about how things are done, how problems can be solved, what works and what doesn't and in what contexts and under what conditions. Km aims at covering both types of knowledge where employees know what to do and how to do. Newly employed employees are trained on the 'know what' type of knowledge and can only learn the "know how" either through experience or getting the same from the more experienced employees. Explicit knowledge can however be written down and shared (Derek et al 2008).

INFORMAL AND FORMAL ORGANIZATIONAL COMMUNICATION STRUCTURE AND KNOWLEDGE SHARING

Schermerhorn (2010) observes that behind every formal organizational structure, typically lies an informal structure. This is a shadow organization made up of the unofficial but often critical working relationship between organizational members. He goes ahead to say that if the organizational informal structure could be drawn, it would show who talks to who and interacts regularly with whom, regardless of their formal titles and relationships. The lines of the informal structure would cut across levels and move from side to side. They would show people meeting for coffee, in exercise groups, and in friendship cliques. Tsai et al (2007) explains that a tool known as social network analysis is one way of identifying informal structures and their embedded social relationships. Such an analysis typically asks people to identify others, whom they turn to for help most often, and with whom they communicate regularly and who energize and de-energize them. Social networks are then drawn with lines running from person to person according to frequency and type of relationship maintained. The result is an organizational map that shows how a lot of work really gets done in organizations, in contrast to the formal arrangements depicted in organization charts.

Kim and Lee (2006) describes communication as an interpersonal process of sending and receiving symbols with messages attached to them. The communication process can be viewed as a series of questions. "Who? (Sender) "Says what? (Message) "In which way?" (Channel) "to whom" (receiver) " with what results? (Interpreted meaning). He goes ahead to say that communication is not only about sharing information or being "heard", it often includes the intent of one party to influence or motivate the other in a desired way.

Another important factor that affects communication is office space design. Schermerhorn, (2010) says that an important but sometimes neglected part of communication involves proxemics, or the use of space. The distance between people conveys varying intentions in terms of intimacy, openness and status in interpersonal communications. According to Garfield (2006) The physical layout of non-verbal communication. Architects and consultants specializing in organizational ecology are helping executives build offices conducive to the intense communication needed in today's more horizontal organizational designs. Cook & Funsaker (2001) elaborates that the pattern and direction of communication flows have important consequences for both tasks accomplishment and personal satisfaction. Robbins (2007) specifies the various types of communication networks in an organization. He says that in the chain network, communication flows according to the formal chain of command, both downward and upward. The wheel network represents communication flowing between a clearly identifiable and strong leader and others in a work group of team. The leader serves as a hub through whom all communication flows. Finally in the all channel network, communication flows freely among all members of a work team Robbins (2007).

ORGANIZATIONAL PERFORMANCE

Performance is an important subject to study in the public sector. The use of knowledge is regarded as an important way to accomplish better organizational performance and effectiveness in modern society. However, little work has been done on the importance of knowledge sharing for organizational performance and effectiveness in the public sector Taylor and Wright (2004). Public organizations have not focused much on the development of knowledge management including knowledge sharing Yao et al (2007) Performance is the degree to which an organization achieves its intended objectives. A public organization with

specific public purposes or goals can achieve varying degree of performance or outcomes (Rat Cliffe, et al 2007). According to Kim (2005) strong positive relationships between organizational performance and individual factors such as job satisfaction, organizational commitment, public service motivation and organizational culture exist

Armstrong (2006) agrees that the promotion and development of performance management processes by HR can make an important contribution to knowledge management, by providing for behavioral expectations which are related to knowledge sharing to be defined, and ensuring that actual behaviors are reviewed and, where appropriate, rewarded by financial and non financial or non financial means. Derek et al (2008) further says that performance management reviews can help identify weaknesses and development needs in this aspect and initiate personal development plans which are designed to meet these needs. He goes ahead to say that one starting point for the process could be the cascading of corporate core values for knowledge sharing individuals, so that they understand they understand what they are expected to do to support those core values. Knowledge sharing can be included as an element of a competency framework, and the desired behavior would be spelt out and reviewed (Armstrong 2006).

ORGANIZATIONAL AND INDIVIDUAL LEARNING

Nonaka (2009) notes that organizational learning takes place when people learn collaboratively. It involves accumulating, analyzing and utilizing knowledge resources which contribute to the achievement of business objectives. Knowledge management objectives can make a major contribution to the enhancement of learning in an organization. Practices associated with creating the right environment for sharing knowledge will in particular promote organizational learning by creating a landscape of learning and development opportunities. Learning organizations transfer knowledge quickly and efficiently throughout the organization by means of formal training programs linked to implementation.

Robbins (2007) explains that organizational learning, is based on individual learning, and the significance of knowledge management and the techniques available to support it can be learnt in formal training sessions or monitoring programs designed and facilitated by the hr function. Organizing Workshops and conferences hr can play an important part in knowledge management by setting up and facilitating workshops, conferences, seminars and forums in which members exchange information and ideas, discuss what they have learnt and agree an what use can be made of the knowledge they have acquired. Apart from their value in disseminating knowledge, such gatherings can help to develop an environment in which knowledge sharing is accepted as a natural and continuing activity, Armstrong (2006). Working With I.T, Armstrong (2006) acknowledges that knowledge is neither a preserve of the IT function nor that of HR. the two functions need to work together. IT ensures that knowledge is recorded and made acceptable through means such as the intranet. HR collaborates by providing means for tacit knowledge to be collected and where feasible, codified. To Promoting the Cause, Kang, (2008) But HR can make a major contribution not only in the specific activities referred to above, but also in generally promoting the cause of knowledge management, emphasizing to senior management at every opportunity the importance of developing a culture in which the significance of knowledge management is recognized."

KNOWLEDGE SHARING AND PERFORMANCE

Measuring organizational performance is comparing the expected results to actual results, investigating deviations from plans, assessing individual performance and examining progress being made toward meeting the targeted objectives (Hashim, 2007). Knowledge sharing would lead to knowledge accumulation, knowledge dissemination and knowledge acquisition. While there are debates on the importance between explicit and tacit knowledge, sharing this knowledge is ultimately very crucial in the organization.

Knowledge is said to be the main sources of competitive advantage for companies, therefore more and more companies are investing in knowledge and information, making them a knowledge-intensive companies (Stewart 2000). The best part is; knowledge and information can be detached from the physical movement of goods and services.

Operating within KBE, knowledge drives profit for the organizations for capital gain and sustaining competitive advantage (Wickramasinghe, 2005). The knowledge that residing in every corner of Small and Medium Enterprises (SMEs), must be managed effectively in enhancing the organizational performance.

Knowledge sharing, which is a component of knowledge management, can help improve performance. Gorry (2008) argues that knowledge sharing can help public employees improve the quality of public services.

Knowledge sharing within individuals can increase performance and competitiveness (Nonaka & Takeuchi, 1995). This statement is supported by Lin (2007) and Wang (2009) that effective knowledge sharing among organizational employees is useful to increase the long term sustainable competitive advantage of the organization. Organizations can effectively manage knowledge resources when employees are willing to cooperate with colleagues to contribute knowledge to the firm. This can generate information for decision making (Kearns & Lederer, 2003). New knowledge will indirectly be formed when the previous knowledge is shared through discussion, meetings, and informal conversation (Ho, 2009; Yang, Moon & Rowley, 2009). An organization that promotes employees to contribute knowledge within groups and organizations is likely to generate new ideas and develop new business opportunities, thus facilitating innovation activities (Darroch & McNaughton, 2002).

Organizational knowledge sharing can be the backbone of organizational learning and it brings enormous benefits to an organization (Van Woerkom & Sanders, 2010). These practices have a positive relationship with organizational human capital (employee competencies), which contribute to organizational performance (Hsu, 2008). Organizational performance might be attributed either from growth, product/services, product quality, or organization effectiveness.

Schneider (2009) argues that knowledge exists in many forms and that co-production through collaboration produces useful new ways of approaching problems, which in turn can help improve performance. In addition, Grant (1996), argues that knowledge sharing can strengthen organizational effectiveness by maximizing the utilization of shared knowledge by members in organizations. Gorry (2008) contends that knowledge sharing can help workers improve the quality of public services and successful knowledge sharing needs institutional support and encouragement. Goltschalk (2007) suggests that increases in knowledge sharing will improve resource mobilization, decision making capability, strategic ability and the ability to link implementation elements.

THEORETICAL FOUNDATION

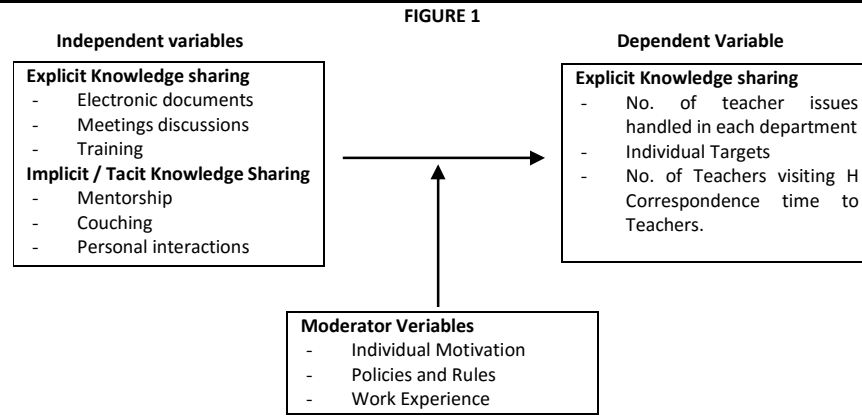
This study was based on two theories : the knowledge based theory and knowledge conversion theory .The knowledge based theory which focuses on the importance of knowledge as an organizational resource together with the emphasis on the capability of an organization to bring out especially the tacit knowledge from individual to use as an organizational knowledge and to apply such knowledge for the development of organizational performances. In this study, the knowledge based view links the antecedents of the knowledge sharing which related to workers' collaboration in the organization and related to the design of an organization which is contributed to the knowledge sharing.

The study was also based on knowledge conversion theory (Nonaka,1994) which stipulates that knowledge transfer is a spiral process. The manner in which task information is transferred from one employee to the other and how explicit knowledge is converted to tacit for actualization of tasks and eventually what is seen to be working can now be made explicit is very relevant to knowledge sharing .This process repeat itself as more knowledge created and acquired. Nonaka (1994) argues that there tacit knowledge can be converted to explicit knowledge and explicit knowledge can be converted to tacit knowledge. Nonaka and Takeuchi, (1995) models knowledge conversion and transfer as a spiral process, in which each type of knowledge, tacit or explicit can be converted and the process can be viewed as a continuous learning process.

Nonaka and Takeuchi, (1995) models knowledge conversion and transfer as a spiral process, in which each type of knowledge, tacit or explicit can be converted and the process can be viewed as a continuous learning process.

CONCEPTUAL FRAMEWORK

The model above illustrates how the dependent, independent and moderator variables relate together in the conceptual framework. For example, mentorship is a tacit knowledge sharing practice, an independent variable that can influence performance the dependent variable. The extent of influence is however moderated by individual and organizational factors. Influence of Mentorship on performance for example can be moderated by the work experience of an employee. The three core components (independent, moderator and dependent) relate together in knowledge sharing.



Source: Field Data (2012)

RESULTS AND DISCUSSION

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

This section briefly describes the demographic characteristics of the sampled respondents involved in this study. Such a description is important in providing a clear understanding of the respondents included in the study. The demographic characteristics included, gender, level of education, category of employee and work experience in the organization. Table 1 illustrates the distribution of the sampled employees in accordance to their gender.

TABLE 1: DISTRIBUTION OF TSC EMPLOYEES BY GENDER

		Percent	Valid Percent	Cumulative Percent
Male	166	51.4	51.4	51.4
Female	157	48.6	48.6	100
Total	323	100	100	

Source: Field data (2015)

Majority of the sampled employees were males but the disparity between the males and the females was minimal. Males comprised 51.4 % and females comprised 48.6%. The disparity however depicts the general low levels of employment of females compared to males in professional jobs

RESPONDENTS WORK EXPERIENCE

Work experience was looked at as a characteristic that could affect knowledge sharing and performance in an organization. Employees were asked to indicate how long they had worked for the organization. This captured their work experience Table 2 shows the distribution.

TABLE 2: HOW LONG HAVE YOU WORKED FOR THE ORGANIZATION?

Gender		Below 5 years	6- 10 years	Above 10 years	Total
Male	Count	46	57	63	166
		28%	34%		100%
Female	Count	54	52	51	157
		34.40%	33.10%	32.50%	100.00%
Total	Count	100	109	114	323
		31.00%	33.70%	35.30%	100.00%

Source: Filed data (2015)

The table indicates 35.3% of employees have been working with the commission for more than 10 years; those who have worked between 6-10 years were 33.7% with only 31% having worked for below 5 years. This suggests a wide range of work experience. Such a wide range of work experience was critical in enhancing knowledge sharing practices. This findings were in line with Wiig (2002)who observed that the newer employees are still fresh from colleges and other organizations and are very receptive to new ideas while the older employees have the necessary hands on experience to understand the dynamics involved in the performance of tasks.

RESPONDENTS EDUCATION LEVEL

The education level of the employees was also looked at as possible characteristics that could influence knowledge sharing and performance in the organization. Education level captured the employee’s professionalism as a factor that could affect knowledge sharing and performance.

TABLE 3: WHAT IS YOUR HIGHEST EDUCATIONAL LEVEL?

Gender		High School Certificate or Equivalent	College Certificate	Diploma	Degree	Masters	Others	Total
Male	Count	33	40	52	28	13	0	166
		19.90%	24.10%	31.30%	16.90%	7.80%	0.00%	100.00%
Female	Count	29	31	56	21	18	2	157
		18.50%	19.70%	35.70%	13.40%	11.50%	1.30%	100.00%
Total	Count	62	71	108	49	31	2	323
		19.20%	22.00%	33.40%	15.20%	9.60%	0.60%	100.00%

Source: Field Data (2015)

Table 3 indicates that 33.4 percent of the employees had a diploma in their respective areas. This was followed by those with a college certificate at 22 %, high school certificate or equivalent at 19.2% , those with degree were 15.2% and masters 9.6 %. This suggests that the sampled employees had sufficient qualifications to undertake their responsibilities and meet the objectives of the organization. Efficiency and effectiveness in the performance of their duties required professionalism.

RESPONDENTS CATEGORY

The other individual characteristics looked at was the category of the employees as seen in table 4:

TABLE 4: CATEGORY OF EMPLOYEES

Gender		Senior Level Management	Middle Level Management	Support Staff	Total
Male	Count	15	42	109	166
	%	9.00%	25.30%	65.70%	100.00%
Female	Count	17	36	104	157
	%	10.80%	22.90%	66.20%	100.00%
Total	Count	32	78	213	323
	%	9.90%	24.10%	65.90%	100.00%

Source: Field Data (2015)

Table 4 indicates that 65.9% of the employees were support staff, 24.1% were in the middle level management and 9.9% were in senior level management. This suggests that majority of the employees are in the support staff category and so a lot of knowledge sharing could be taking place. These finding were in line with Kim (2005) who observed that the nature of the work handled by the support staff in an organization requires interaction between and among themselves and those in the middle and a senior level management continually.

EFFECT OF EXPLICIT KNOWLEDGE SHARING ON PERFORMANCE

The first objective sought to determine the effect of explicit knowledge sharing on performance at TSC. The objective was based on the fact that sharing explicit knowledge would be expected to result in positive performance by the employees. Several question tapped explicit knowledge sharing. The items tapped the time devoted to, degree of usefulness and access to explicit knowledge by the employees. The survey questions about the degree of usefulness and access of explicit knowledge used a 5 point likert scale; 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly agree

TABLE 5: PERCEPTION OF EXPLICIT KNOWLEDGE SHARING

Statement	Response %					Mean
	SA	A	U	D	SD	
I find and share know-how information and knowledge through paper or electron document	38.4	46.7	9.0	3.4	2.5	4.15
Knowledge and information know-how in paper or electronic documents helps me handle my work	40.9	47.1	6.5	4.3	1.2	4.22
I can easily access paper or electronic document information and knowledge that other in my department have	31.3	44.3	11.1	9.6	3.7	3.90

Source: research data 2012

The study findings in table 5 indicate that 38.4% of the respondents strongly agreed that they find and share explicit knowledge. 46.7% agree on the same, 9% were undecided, 3.4% disagreed with 2.5% strongly disagreeing. Also 40.9% strongly agreed that explicit knowledge helped them handle their work. 47.1% agreed on the same. 6.5% were undecided on the helpfulness of explicit knowledge to them. 4.3% disagreed with 1.2% strongly disagreeing. Finally, the study findings reveal that 31.3% strongly agree that they can access explicit knowledge that others in the department have. 44.3% agree on the same with 11.1% being undecided on the accessibility. 9.6% disagreed that they can easily access explicit knowledge with 3.9% totally disagreeing. On the basis of the statistical means obtained (table 4.3.1) employees agree that they can access and find explicit knowledge useful in their work. table 4.3.2 represents results of explicit knowledge sharing when time spent on explicit knowledge sharing is looked at.

TABLE 6: EXPLICIT KNOWLEDGE SHARING

	Mean	Standard deviation	Mode
Time devoted to explicit knowledge sharing	1.82	.899	1
Usefulness of explicit knowledge sharing	4.21	.873	4
Access of explicit knowledge sharing	4.02	.983	4

Source: Field Data (2015)

The study findings includes the time spent on explicit knowledge sharing, usefulness and access to explicit knowledge sharing. (The order was reversed in the analysis to present the responses more clearly). The question about the time spent on explicit knowledge sharing used a 4 point likert scale; Rarely if ever, once or twice a day, 3-5 times a day and 6 times or more (the order was not reversed). From table 6 the employees reported sharing explicit knowledge rarely. They agreed however that sharing explicit knowledge was useful in dealing their work. The staff agreed that they can easily access explicit knowledge though they use and share rarely. The employees rarely spent time on explicit knowledge sharing.

EFFECT OF IMPLICIT KNOWLEDGE SHARING ON PERFORMANCE

The second objective sought to determine the effect of implicit knowledge sharing on performance of TSC employees. This objective was based on the fact that sharing implicit knowledge would be expected to influence performance positively. Several questions tapped implicit knowledge sharing. The items tapped the times devoted to degree of usefulness and access to implicit knowledge sharing by the employees. This used a 5 point likert scale; 1 = strongly agree 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree (the order was reversed to present the responses more clearly). The question about the time spent on implicit knowledge sharing used a 4 point likert scale; less than once a week, once or twice a week, 4-5 times a week (almost once every day) more than times a week (more than once every day). (the order was not reversed).

TABLE 7: PERCEPTION OF IMPLICIT KNOWLEDGE

Statement	Response %					Mean
	SA	A	U	D	SD	
It is helpful to share task information with Co-workers	35.0	52.9	7.1	3.4	1.2	4.17
I have ample time (chance) to share knowledge With colleagues	22.9	49.5	12.1	12.4	3.1	3.77
I can easily keep in touch with others to Communicate about their experience knowledge and stories about work	25.1	48.3	14.9	9.3	2.5	3.84
I only share my knowledge when I think its Important	21.7	46.1	13.6	14.6	3.7	3.68
I like to work with others to develop my skills and knowledge	35.3	46.4	11.5	5.9	0.9	4.09
I learn from my colleagues in the department	36.2	44.0	10.5	8.4	0.9	4.06
My colleagues learn a lot from me within our department	30.0	48.9	13.3	7.1	0.6	4.01

Source: Field data (2012)

According to study findings in table 7, 35% of the employees strongly agree that sharing implicit knowledge was helpful to their performance of tasks. To be able to understand the helpfulness accessibility and time spent on implicit knowledge sharing better, the means of the statements were taken and the results are presented in table 7.

TABLE 8: IMPLICIT KNOWLEDGE SHARING

	Mean	Standard Deviation	Mode
Time devolved to implicit knowledge sharing	1.72	.657	2
Usefulness of implicit knowledge sharing	4.08	.874	4
Access to implicit knowledge sharing	3.87	.984	4

Source: Field data (2012)

Results in Table 8 shows that on average the employees reported sharing implicit knowledge once or twice a week and they agreed that they had ample time to share implicit knowledge (the order was not reversed). The employees agreed that they share know-how information and knowledge through implicit means. They agreed that sharing implicit knowledge was useful in dealing with their work. The employees agreed that they can easily access implicit knowledge. This was in line with previous studies by Hsu (2008) and Jacobson (2006) which indicated that organizations with a knowledge sharing culture that encourages both formal and informal communication structures encourage employees to share knowledge that enables them to perform their work better.

EFFECT OF EXPLICIT AND IMPLICIT KNOWLEDGE SHARING ON PERFORMANCE

The third objective sought to establish the effect of both explicit and implicit knowledge sharing. This was based on the fact that knowledge is both implicit and explicit and cannot be separated on a clear line. Several questions tapped explicit and implicit knowledge sharing with the items tapping the time devoted to degree of usefulness of explicit and implicit knowledge sharing as well as reported access to explicit and implicit knowledge sharing. The survey questions about the degree of usefulness and access to explicit and implicit knowledge sharing used a 5 point likert scale; 1 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree. (The order of responses was reversed in order to clearly represent the results). The question about the time spent in explicit knowledge sharing used a 4 point likert scale; rarely if ever, once or twice a day, 3 – 5 times a day and 6 times or more. The question about the time spent on implicit knowledge sharing used a 4 point likert, less than once a week, once or twice a week, 4-5 times a week and more than 6 times a week. Results from table 4.3.2 and 4.4.2 show that employees share implicit knowledge more than explicit knowledge and they also find explicit knowledge more helpful than explicit knowledge. Accessibility to implicit knowledge sharing was also more than explicit knowledge sharing.

HYPOTHESES TESTING

In order to determine the effect of explicit knowledge sharing and implicit knowledge sharing on performance of Teacher’s Service Commission secretariat staff, the overall index score of various aspects of knowledge sharing were correlated with performance index. The results of correlation analysis are shown in table 8

TABLE 8: CORRELATION ANALYSIS (IMPLICIT)

		Performance index	Implicit knowledge index	Explicit knowledge index
Performance index	Pearson Correlation	1	.192(**)	.141*
	Sig. (2-tailed)	.001	.001	.001
	N	323	321	321
Implicit knowledge index	Pearson Correlation	.192 (**)	1	.126*
	Sig. (2-tailed)	.001	.323.	.001
	N	321	.126*	321
Explicit knowledge index	Pearson Correlation	.141*	.001	1
	Sig (2-tailed)	.001	321	.001
	N	323	321	321

** Correlation is significant at the 0.001 level (2-tailed).

Ho1: There is no significant relationship between explicit knowledge sharing and performance at T.S.C.

The result showed that explicit knowledge sharing had a positive significant effect on performance ($r= 0.141$) as indicated in table 8 above. It can therefore be concluded that explicit knowledge sharing has a positive relationship with organizational performance. The hypothesis that there is no significant relationship between explicit knowledge sharing and performance was therefore rejected

Ho2: There is no significant relationship between implicit knowledge sharing and performance at T.S.C.

The study findings indicate that implicit knowledge sharing had a positive effect on performance at ($r= 0.192$) as shown on table 8 there is a positive but weak relationship between implicit knowledge sharing and performance. The hypothesis that there is no significant relationship between implicit knowledge sharing and performance was therefore not supported.

Ho3: There is no significant relationship between Explicit and implicit knowledge sharing and performance at T.S.C.

In order to determine the influence of the independent variables on the dependent variables, regression analysis was done. To achieve this, the two independent variables; explicit and implicit knowledge sharing were regressed on the overall organizational performance. A stepwise regression was done to determine the effect of knowledge sharing on performance. the results of the step regression analysis are presented below.

TABLE 9: MODEL 2 SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.242	.059	.056	.49934
2	.301	.091	.085	.49155

Regression analysis result in model 1 indicates an r value of 0.037. R square value in model 2 was (0.059) and (0.091) which means the predictor attributes 5.9% and 9.1% variability in the domain. The evident improvement of the second model shows that the addition of implicit and explicit knowledge sharing improves the R square. When comparing the two models, including knowledge sharing improved the ability to explain by 3.8% indicating a variation in performance when knowledge sharing is factored in.. It can be seen that there is a positive but weak relationship between knowledge sharing and performance. Thus the hypothesis that there is no significant relationship between Explicit and implicit knowledge sharing and performance at T.S.C is rejected. The remaining larger proportion could be explained by other factors such as remuneration of employees, motivation, empowerment, resources, communication structure and leadership among others which directly affect performance. Performance is a variable that is affected by many factors within and outside the organization as observed by Armstrong (2002).

TABLE 10: REGRESSION COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.254	.110		20.401	.000
	Perception of implicit knowledge sharing index	.186	.042	.242	4.462	.000
2	(Constant)	1.536	.240		6.390	.000
	Perception of explicit knowledge index	.179	.041	.233	4.349	.000

a Dependent Variable: performance index

On the basis of the significant values (table 4.6.5) explicit knowledge sharing ($p=0.000$), and implicit knowledge sharing ($p=0.000$) were found to significantly affect organizational performance. The result of this study indicate that Beta test for explicit knowledge sharing value was (0.233) and (0.242) for implicit knowledge sharing. This means that the influence of knowledge sharing on performance was significant because the t test was above 2.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

On demographic characteristics of the study respondents, the findings revealed that out of the total 323 study respondents, 51.4% were males and 48.6 % were females. 35.3% of the employees had worked for the organization for more than 10 years. 33.4% of the study respondents had a diploma at education level and 65.9% were support staff in the organization.

The study findings on explicit knowledge sharing found that Majority of the sampled employees agreed that sharing explicit knowledge was useful in handling tasks and could access explicit knowledge easily. They however shared explicit knowledge rarely. The correlation analysis result showed that explicit knowledge sharing had a positive but weak effect on performance ($r= 0.141$) as indicated in table 4.6.2. It can therefore be concluded that explicit knowledge sharing has a significant effect on performance. The hypothesis that there is no significant relationship between explicit knowledge sharing and performance was therefore not accepted. Explicit knowledge sharing contribution to performance was ($\beta=0.233$) which was less than the contribution of implicit knowledge sharing.

In relation to implicit knowledge sharing the study established that Majority of the employees agreed they shared implicit knowledge and had ample time to do so. They agreed that sharing implicit knowledge was useful in dealing with their work. The study findings indicated that implicit knowledge sharing had a positive effect on performance at ($r= 0.192$) as shown on table 4.6.1. there is a positive but weak relationship between implicit knowledge sharing and performance. The hypothesis that there is no significant relationship between implicit knowledge sharing and performance is therefore not supported. Implicit knowledge sharing contribution to performance was ($\beta=0.242$). This was higher than the contribution of explicit knowledge sharing.

On the combined effect of explicit and implicit knowledge sharing, the respondents agreed that Knowledge (explicit and implicit) sharing was useful in handling their work. They reported sharing both explicit and implicit knowledge regularly. Results from Regression and correlation analysis indicate implicit knowledge sharing had a larger effect on performance than explicit knowledge sharing. A step wise regression showed that knowledge sharing contributed 3.7% to performance when regressed on its own. However addition of another variable, the category of employee improved the ability to explain to 9.1%. Implicit knowledge sharing contribution to performance was ($\beta=0.242$). This was higher than the contribution of explicit knowledge sharing which contributed ($\beta=0.233$) in summary there was a positive but weak relationship between knowledge sharing and performance. Thus the hypothesis that there is no significant relationship between Explicit and implicit knowledge sharing and performance at T.S.C was rejected.

CONCLUSIONS

On the basis of the descriptive findings it can be concluded that the T.C.S employees share both explicit and implicit knowledge and which was useful in handling their work. Based on the overall effect on performance, implicit knowledge sharing was rated higher when compared to explicit knowledge sharing. This implies that implicit knowledge sharing had a more effect on performance than explicit knowledge sharing.

Based on the study hypothesis, the study concluded as follows; hypothesis 1 which stated There is no significant relationship between explicit knowledge sharing and performance at T.S.C. the correlation between explicit knowledge sharing and performance was positive but weak, The study thus concluded that explicit knowledge sharing had a positive effect on performance.

Hypothesis 2 which stated that there is no significant relationship between implicit knowledge sharing and performance at T.S.C. the correlation between implicit knowledge sharing and performance was positive but weak. The study thus concluded that implicit knowledge sharing had a positive effect on performance.

With regard to hypothesis 3 which stated that there is no significant relationship between Explicit and implicit knowledge sharing and performance at T.S.C. it was established that implicit and explicit knowledge influenced performance at 3.7% percent when regressed on their own. However addition of another variable to that relationship increased the ability to explain to 9.1%. the minimal contribution of knowledge sharing to performance can be attributed to the fact that knowledge sharing is just one of the components of knowledge management the other being creating, developing, organizing and sharing knowledge as indicated by Schermerhorn (2002) thus for shared knowledge to be useful the other processes must also be well managed. As observed by Armstrong (2006) Performance is a variable that has multiple effects with many factors contributing each of which may make small contributions. There are other factors such as remuneration of employees, motivation, empowerment, resources, communication structure and leadership among others which may have a rather direct effect performance. Knowledge sharing may be contributing an indirect effect rather than a more direct effect. It does however contribute to a better performance by the employees. The contribution of knowledge sharing cannot be overlooked since it has a positive effect on performance and can enable organizations to collectively and systematically apply knowledge to better achieve their objectives.

RECOMMENDATIONS

The findings indicate that sharing of explicit and implicit knowledge is important to the performance of organizations. They however find and share implicit knowledge more than explicit and found it to be more useful in handling their tasks. The organization should therefore strive to effectively create a knowledge sharing culture and an enabling environment for employees to share knowledge. Employees should also be motivated to share relevant knowledge. More emphasis should also be placed on explicit knowledge.

It was evident from hypothesis testing that that implicit knowledge sharing had a greater effect on performance than explicit knowledge sharing. There is need for the organization to develop more mechanisms that encourage employees to share knowledge such as through identifying knowledge workers in the organization and high performers who can be motivated and encouraged to share knowledge.

MANAGERIAL IMPLICATION

The main goal of knowledge sharing is to acquire, share and transfer individual and organizational knowledge and experience into organizations effectiveness. The more individual and organizational knowledge are converted into assets of the organization, the stronger the organization becomes. This study shows that the implementation of knowledge sharing will contribute to the enhancement of organizational performance.

Knowledge sharing has been linked with enhancing organizational performance in many public and private firms. Thus, developing a successful knowledge sharing strategy is crucial so that customer knowledge can be a valuable resource for the organization. Managers need to conceive and implement a culture of knowledge sharing so that employees can understand the importance of knowledge sharing in the organization and take necessary actions to ensure its effective implementation.

In order to create a knowledge sharing culture in organizations, top management needs to encourage employees to work together more effectively, to collaborate and to share knowledge to enrich the organizational knowledge thus improve organizational performance.

Establishing the right strategy of knowledge sharing can create a competitive advantage through the introduction of new products and services that can meet the needs of customers. By focusing on the establishment of the right strategies for knowledge sharing, organizations are expected to reap the fullest potential knowledge sharing implementation during the environment uncertainty. Understanding the importance of knowledge sharing will promote the development of knowledge sharing practices beyond organizational boundaries.

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