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KNOWLEDGE MANAGEMENT AS CORRELATE TO EFFECTIVE LEADERSHIP IN PUBLIC UNIVERSITIES IN RIVERS STATE

Gloria Otelimabia DAEREFAMAMA

Department of Educational Management
Faculty of Education

Ignatius Ajuru University of Education, Nigeria.

gloriadaerefama@gmail.com

Kelvin Iniyomu OGONA

Department of Educational Management
Faculty of Education

Ignatius Ajuru University of Education, Nigeria.

kelvin.ogona@iaue.edu.ng drkelvinogona@gmail.com

ABSTRACT

This study investigated knowledge management as correlate to effective leadership in public universities in Rivers State. Four research questions and four corresponding null hypotheses were formulated. The study adopted the correlational survey design. The population of the study consisted of two thousand eight hundred and thirty nine (2,839) teaching staff drawn from the three (3) public universities in Rivers State. The sample was 426, which represented 15% of the total population. Stratified random sampling technique was used to obtain the sample suitable for the study. Two sets of questionnaire were used, titled, “Knowledge Management Questionnaire (KMQ)” and “Effective Leadership in Public Universities in Rivers State Questionnaire (ELPURSQ)”. The instrument was validated experts in educational management. The reliability of the instrument was done using Cronbach Alpha method giving reliability indices of .85 and .87 respectively. The copies of the questionnaire were distributed and 413 copies of the questionnaires were retrieved representing 97% return rate. Mean and standard deviation were used to answer the research questions while Spearman Rank Order Correlation was used to test the hypotheses at .05 level of significance. The findings revealed that knowledge management is significantly related to effective leadership of public universities in Rivers State. The study recommended among others that higher institutions in Nigeria need to adopt a holistic approach to the management of transformation that addresses variety of concerns relating to effective leadership and knowledge management.

Keywords: Knowledge, Management, Effective, Leadership, Universities.

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INTRODUCTION

University education in Nigeria has been a neglected enterprise. Commissioned reports, academic debates in conferences and research publications on the need for higher education reform from the establishment of higher education in the early 1960s into the late 2015 could not yield any result because of fragmented action by the National University Commission (NUC) and government. Influential fact finding reports and research publications are scarcely cross-referenced (Ololube et al., 2009). With University education low in the priorities of major government issues, decline in academic standards is not surprising. However, university accreditation is being reconstructed in fundamental ways. The impact of this is the creation of an entire historical era in the professionalization of university education that will be equal in significance to other measure to ensure sustainable development. Education and development play a crucial role. The current global higher education reform movement is leading to some interesting comparisons with the situation in Nigeria (Ololube et al., 2009).

Fundamental to this reform movement is the need to enhance managerial capability in the face of the greater responsibilities. The study of effective leadership and quality knowledge improvement as a vehicle for higher education reform is not a new phenomenon. If educational reform was to become effective and produce measurable results, elements of quality knowledge management need to be present in improvement efforts (Detert & Jenni, 2000). Research in the field of higher education as a public sector agency should recognize the significance of effective leadership and knowledge management as drivers of quality improvement. Greater knowledge management is tied to the transformational, developmental and visionary continuums of leadership. The roles of effective leadership functions are to influence or enhance the performance of institutions and their chances of survival and goal attainment.

Knowledge management is an aspect of educational administration that is concerned with the practice of storing and sharing the wisdom, understanding and expertise accumulated in the school about its processes, techniques and operations. It includes among others knowledge creation and knowledge sharing. These categories of knowledge management, if effectively managed will to a large extent enable administrators to achieve the desired level of teaching and learning (Civak & Konakli, 2017).

However, knowledge creation is the process of making available new crystalized knowledge and connecting it to the school organisation in order to bring about continuous improvement in teaching delivery, students' assessment and project supervision. The process of knowledge creation involves collaboration and interaction among members in the school. Therefore, a created knowledge is effectively utilized through sharing. Having recognized that knowledge constitutes a valuable intangible asset for creating and sustaining competitive advantages, school organisational managers should share knowledge among staff to enhance teaching and learning process. No staff can function effectively in a school environment where knowledge/information resources are not made available for instructional processes.

Another essential dimension of knowledge management is knowledge sharing. It is the intentional dissemination of relevant information by individuals while believing that if what they have is also owned by others then it creates the common good (Russli & Kassim, 2012). Contextually, knowledge sharing works better through individuals' support who can volunteer to share the knowledge about what they know within the school organisation. This is because the idea of knowledge sharing can play a critical role in bringing together, the knowledge, experience, skills of members of the school for improved academic performance of students. Ipe

(2013) identified four major factors that influence knowledge sharing to include: nature of knowledge, the motivation to share, the opportunities to share, and the culture of the work environment.

Knowledge is basically an understanding of information and their associated patterns (Bierly et al., 2000). Therefore, knowledge and information are different entities and these two constructs should not be equated in both letter as well as spirit. Equating information and knowledge oversimplifies and even confounds the already contentious division among biologists, cognitive psychologists, sociologists, and researchers regarding data, information and knowledge. But at the same time, information should be considered as building blocks of knowledge which in turn is used for creation of wisdom in the student lives. Knowledge as a construct seems to be an invisible entity and at the same time it drives the bottom line of an institution. The value of knowledge is increased when it has a key purpose and focuses on mission, core values and strategic priorities. Knowledge assets, like money or equipment, exist and are worth cultivating only in the context of the strategy used to apply them. Knowledge management is a formal, directed process of determining what information a company has that could benefit others and then devising ways to making it easily available to all concerned. Therefore, the steps in this process include how knowledge is captured, evaluated, cleansed, stored, provided, and used.

Knowledge management is a process that facilitates knowledge sharing and establishes learning as continuous process within an institution. Therefore, knowledge management and learning go hand in hand in institutions (Lopez et al., 2004). In the same way, Bounfour (2003) defined knowledge management as a set of procedures, infrastructures, technical and managerial tools, designed toward creating, sharing and leveraging information and knowledge. It is in this context that the researcher believed that the management of knowledge is nothing but budgeting learning which could be used by an institution and its members for self-renewal. In other words, for knowledge creation and management to take place, learning has to come first.

The general belief of the 1980s and 1990s that organizations need only one knowledge leader to make the process work successfully is erroneous in the context of present day global world order. On the contrary, the thinking is such that the knowledge leadership should be evident and should operate at all hierarchical levels. To quote Hubbard et al. (2009), effective organizations rely on leadership rather than leaders. The role of knowledge leader is to provide strategic visions, motivate others, effectively communicate, act as a change agent, coach others around, model good practices, and carry out the knowledge agenda.

Moreover, it is also understood that knowledge leaders should religiously explain the goals of knowledge management to all concerned so that people can identify their roles in achieving those goals. They need to provide guidance on any change taking place in the processes and also priorities needed to reach those goals. The knowledge leader's strategic leadership behaviours operate from an understanding of the core business issues and how they relate to the values of that establishment. The enthusiasm, drive, and energy of the knowledge leaders play a major role in building commitment from others around. Goleman et al. (2002) also noted that visionary leadership has a strong positive effect on institutional climates, and is particularly important whenever a clear direction is needed. Hence, the nature of the knowledge management practices requires continual support on the part of the leaders to ensure that the value and outcomes of knowledge management are held firmly in contributors' minds. Hubbard et al. (2009) believed that knowledge leadership, apart from possessing the ability to establish predictable and stable processes, needs to encourage innovation and creativity.

Therefore, the knowledge leaders must have a sound understanding of people, processes, systems and business principles which shape business decisions in the institution. Knowledge leadership is based on relationship building, with a need to constantly network, listen and act on messages received from others around (Ololube, 2019). Moreover, the knowledge leaders encourage members to contribute through ongoing contact with those members, relationship building, recognition of individual contributions, and providing avenues of opportunities for growth and development. Finally, knowledge leadership, like other forms of leadership, relies on communication and they fulfil the important roles of both collaborator and catalyst for those working with new concepts and strategies (Ololube, 2024).

It is true that leaders set the examples for others; therefore it is assumed that leaders have direct impact on how the institution should approach and deal with knowledge management processes as well as practices. Moreover, if knowledge management does not permeate to all levels in the institution, beginning at the top, it is unlikely that knowledge management programs will ever catch on or be effective (Bell et al., 2020). In the same way, Kluge et al. (2001) pointed out that while leaders across all the levels of organization have unique and important role to play in managing knowledge, it is particularly important for the CEO to be involved in knowledge-sharing processes. Further, they state that if the boss takes knowledge seriously, the rest of the company will follow automatically.

The management thinkers in the area of knowledge management should give importance to leaders and especially to their leadership styles in making things happen for knowledge management processes and practices to flourish. It seems as if that leadership is a cardinal thread that runs through whole gamut of the knowledge management initiatives in an institution. It is also to be noted that there are quite a few scholars for whom the introduction of a knowledge management program is a type of organizational change; therefore, the level of support by the top management will determine its success or failure (Singh, 2008).

Statement of the Problem

The knowledge economy era is no longer strange to both profit and non-profit organization. Knowledge Management (KM) is now strategic for the success of schools. Despite this acceptance, there appear to be a lack of research in knowledge management especially with respect to institutional outcomes. Universities leadership particularly those in the public sector are lagging behind in implementing knowledge management strategies perhaps because of the academic culture of knowledge hoarding or sometimes lack of social interaction which limits social network and individualistic knowledge sharing culture. These could be as a result of inaccessible information and untrustworthy source of information since the relevant and up-to-date knowledge is not stored

Although the Nigerian university system has significant levels of knowledge management activities, not much have been done to establish the relationship between knowledge management and effective leadership. Researchers have emphasized the importance of developing unique knowledge within public institutions in Rivers State to deliver new series and to improve institutional outcomes. Identification to the different knowledge management activities that is suitable for effective leadership is needed now, since it is expected that they set a foundation for further development. It is on this note that this study seeks to investigate knowledge management as correlate to effective leadership in public Universities in Rivers state.

Aim and objectives of the study

The aim of this study was to examine knowledge management as correlate to effective leadership in public universities in Rivers State. The objectives of this study include to:

- Examine the extent of relationship between knowledge transfer and effective leadership in public universities in Rivers State.
- Examine the extent of relationship between knowledge sharing and effective leadership in public universities in Rivers State.
- Examine the extent of relationship between knowledge storage and effective leadership in public universities in Rivers State.
- Examine the extent of relationship between knowledge application and effective leadership in public universities in Rivers State.

Research Questions

The following research questions were formulated to guide the study:

- To what extent is the relationship between knowledge transfer and effective leadership in public universities in Rivers State?
- To what extent is the relationship between knowledge sharing and effective leadership in public universities in Rivers State?
- To what extent is the relationship between knowledge storage and effective leadership in public universities in Rivers State?
- To what extent is the relationship between knowledge application and effective leadership in public universities in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance:

- **HO₁:** There is no significant relationship between knowledge transfer and effective leadership in public universities in Rivers State.
- **HO₂:** There is no significant relationship between knowledge sharing and effective leadership in public universities in Rivers State.
- **HO₃:** There is no significant relationship between knowledge storage and effective leadership in public universities in Rivers State.
- **HO₄:** There is no significant relationship between knowledge application and effective leadership in public universities in Rivers State.

Theoretical Framework

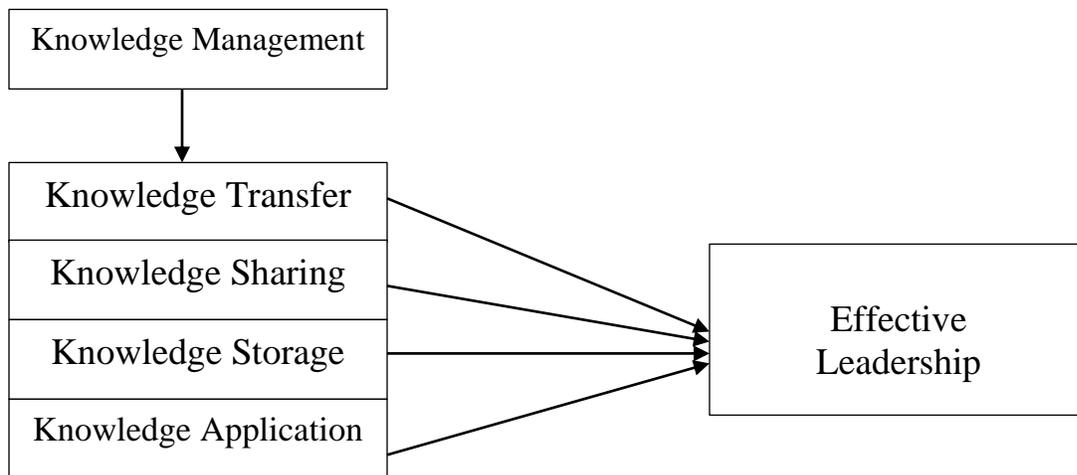
This paper is anchored on the knowledge management theory invented by Peter Druckers (1980) in Porter (2021). This theory stated that to increase the productivity of knowledge work and the knowledge worker is to implement effective knowledge management at all levels, for

individuals, teams, organizations, communities, locally, nationally and across the global. Organizational knowledge management theory primary centers in in organizational structures and how an organization is designed culturally and hieratically to manage knowledge and knowledge processes. Hence, the KM theory focuses on the creative, sharing, storing and the use of knowledge within an organization with the goal of improving decision making, problem solving and innovation.

The University itself is an organization where knowledge is an important organizational resource or assets that needed to be manage in order to enhance effective leadership. Basically, the core function of universities are knowledge transmission (teaching), knowledge generation (research) and knowledge application (service). Public universities serves to develop people across the world that they have the necessary knowledge, skills and competencies to function in contemporary world. Therefore, if leaders in public universities can easily share up-to-date organizational knowledge and make it accessible to all at the right time through a robust knowledge management system, it will foster accurate decision making, increase collaboration and idea generation as well enhance communication through the organization and increase efficiency and effectiveness.

The application of the knowledge management theory to this paper is very essential because it brings some level of consciousness to the leadership of public universities to understand the fact that KM supports these institutions in refining their capacity applying it to problem resolution and promoting continuous development. It gives staff access to information and resources they needed to their job effectively. It also helps educational institutions to retain that knowledge for future use which in turn promotes efficiency, a better work experience and less repetitive work. This theory specifically predicts the variables (such as knowledge transfer, knowledge sharing, knowledge storing and knowledge application) that can enhance effective leadership in public universities.

Conceptual Framework



Source: Researcher’s Model (2023)

Knowledge transfer process involves generating new ideas, organizing it and transferring both new and existing knowledge into other parts of the Universities (Ugwu & Okore, (2020).

Knowledge sharing refers to exchange of staff knowledge, skills and experiences within these universities. So universities leadership ensures that the knowledge within the organization are up-to-date and available for staff whenever they need it. This process will ensure the avoidance of duplication of efforts, promotes retaining intellectual assets that leads to better ways of doing things, encourage collaborative and collective knowledge as well as providing better working experience. Knowledge storage is like the organization memory system. During this stage, the university leadership encourages the use of information technology system to store organizational knowledge for future use. Some knowledge storage system for digital document includes PDF, images and word processing files. These digital documents enhance staff work flow by enabling easy retrieval of documents such as lesson learned.

Finally, knowledge application aids in using available and accessible knowledge in decision making in public universities. Hence, the leadership of such universities integrates the knowledge obtained from internal and external sources to achieve the goals of these universities.

Knowledge Management

Knowledge management is a process for identifying, creating, organizing, storing, using and sharing or dissemination information within an organization. It is a collaborative and integrated approach adopted in organization to ensure that organizations knowledge assets are best utilized to increase organizational performance (Naresh & Murout, 2014).

Similarly, Garfield (2018) defined KM as the co-ordination and exploitation of organization knowledge resources in order to create benefits and competitive advantage. These knowledge assets or resources include those that are in explicit form like books, report, document, web pages, audio or videos as well as those in the tacit form and the knowledge or know-how that resides in the mind of leaders, staff and students that are usually difficult to articulate (Polanyi in Naresh & Murouf, 2014). Knowledge management plays a vital role in any organization by facilitating the capture, storage, transformation and dissemination of knowledge in order to achieve organizational goals.

When information is centralized, its much easier to find what you need, communicate across department, and ensure everyone is on the same page. Thus, in the present universities world, knowledge management means relying on the tech tools and solution that supports the storage, organization and dissemination of information across an institution so that everyone can find what they need when they need it and they can access information from anywhere at any time. So long as the solution is cloud-based.

However, there are four (4) knowledge management activities such as knowledge transfer, knowledge sharing, knowledge storage and knowledge application that helps to enhance intra-organizational processes and strategy and the university's reputation by well-organized and update process of generating research.

Knowledge Transfer

Knowledge transfer (KT) refers to the process of transferring ideas from one entity to another within an organization, such as from person to a publication or a person to a research project. It can be a means by which expertise, knowledge, skills and capabilities are transferred from the knowledge-based such as the universities and college to those who need the knowledge such as the staff, students, social enterprise and NGOs (Peopletum 2023). Knowledge transfer is a way

to gain insight on potential approaches to research and it seeks to create, organize or distribute knowledge and ensures its availability for future users. Hence, it helps to catalyse and facilitate innovation and ensures effective communication.

Knowledge Sharing (KS)

Knowledge sharing is the behaviour that helps others with knowledge or the exchange of knowledge (Connelly, 2000 in Zheng, 2017). It is not communication but related to communicative, so it is quite different from knowledge transfer or knowledge exchange (Zheng, 2017). Knowledge sharing is the movement of knowledge among individuals in organization to help others and to collaborate with others for problem solving, develop new ideas or implement policies or procedures (Wang & Neo, 2010 in Mohajan, 2019). It is the process by which the knowledge processed understood and used by other individuals, and which is beneficial for all (Mohajan 2019). He emphasized that knowledge sharing is based on individual experience, perception, motivation and attitudes and it depend on feedback and valuable contributions and participation from colleagues and levels of collaboration in and across the organization using social media tools.

Knowledge Storage (KS)

Knowledge sharing refers to the organization memory formation process in which knowledge is formally stored in physical memory system such as soft or hard style recording and the retention of both individual and organization knowledge in a way that can be easily retrieved (Koech et al., 2015). Information may need to meet the requirement of that repository.

Hence, the need for leader to store knowledge in digital document like PDF, images and word processing files to make information easily accessible and retrieved for future use. This process is embedding knowledge by presenting knowledge in document database and software.

Knowledge Application (KA)

Knowledge application refers to an organization's timely response and technological change by utilizing the knowledge and technology generating into new products and processes (Micheal et al., 2005). It refers to the process to employ knowledge to products, services and process of the organization with the intention to enhance the effectiveness of knowledge which is created, validated and distributed (Mehmet, 2021). It is the use and application of available knowledge to make decision and perform tasks through direction and routes.

Effective Leadership in Public Universities

Effectiveness refers to the quality of producing an intended result or being able to accomplish a purpose. Effective leadership motives, inspire, and direct subordinates towards goal achievements. They results in motivated, committed and high performing ability to meet its contemporary challenge (Egena & Ayavoo, 2019).

The major role of universities is imparting knowledge via teaching, researches and service, but the policies of higher education are often characterized by a lack of constituency with unclear or even contradicting goals making it difficult for universities to manage. The tripod

roles of universities are handicapped in public universities in Nigeria due to the inadequate teaching and learning facilities, and the existing facilities are over-stretched by explosive students population (Ololube, 2019). They emphasized that even the Academia in public universities also work in harrowing conditions due to lack of modern technological and pedagogical apparatus to meaningfully equip the undergraduates with skills and competencies because they are poorly and irregularly paid. Hence, they are defoliated and willing to leave for greener pastures within and inside the country. This places high demand for the effective leadership skills on the university leadership who is the Vice Chancellor.

Ololube (2019) opined that university leaders are burdened with huge responsibilities and the values they establish and promote will impact the institutional culture and goal accomplishment. Okoro and Olonrunfemi (2014) also posited that the unintended and undeserved decay or tot in public universities poses challenges to university administrators. Therefore, in order to achieve the goals, the university leadership must ensure effective teaching and learning, develop mental researchers, high impact community services, creativity and innovation and acquisition of independent economic skills by university graduates. As well as promoting scientific and technological skills acquisition by both staff and students and high morals discipline (Ofegbu & Alonge, 2017).

This is because university or academic leadership is a concept of typical blend of tasks, goals, employees, government structures, values, technologies and history (Thelin, 2004 in Ofegbu & Alonge, 2017).

Empirical Studies

Ololube (2024) specifically evaluated the existing leadership styles and management practices in universities in Nigeria using Quality Management models to identify some excellence-related factors associated with success in the models. This investigation adopted a survey research design. The population of the study consists of university lecturers. A questionnaire was used to gather data through purposeful sampling procedure. The data were analyzed using quantitative research procedures. The findings are that higher education institutions in Nigeria need to adopt a holistic approach to the management of transformation that addresses variety of concerns relating to effective leadership and management, staff development structure and systems reform, effective financial management and research and development

Kumar et al. (2014) investigated the relationship as well as the impact of leadership styles on knowledge management practices in a software firm in India. The research involved collection of quantitative data on leadership styles and knowledge management practices by using two psychometric instruments, namely organizational leadership questionnaire and knowledge management assessment tool. The survey consisted of 331 knowledge workers working for a software firm in India who had a minimum of one year of working experience in the organization. The data which were collected underwent statistical treatment to obtain the results for the stated objectives of the study. The research findings indicate directive as well as supportive styles of leadership to be significantly and negatively associated with the art of knowledge management practices. It also depicts that consulting and delegating styles of leadership are positively and significantly related with managing knowledge in a software organization. Finally, only the delegating mode of leadership behaviors was found to be significantly in predicting creation as well as management of knowledge for competitive advantage in software firms in India.

Ekpenyong and Uzoigwe (2022) investigated inclusive knowledge management as correlate academic staff effectiveness in Cross River State public Universities, Nigeria. Correlational research design was adopted for the study. Census approach was used to select all the 146 Heads of Department in CRUTECH and UNICAL for the study because the population was not too large to warrant randomization. A validated instrument by 3 experts in Measurement and Evaluation, and Educational Management titled: Inclusive Knowledge Management and Academic Staff Effectiveness Survey (IKMASES) was used for data collection. Data collected were analysed using Pearson Product Moment Correlation Coefficient Analysis. Findings revealed that knowledge creation and sharing significantly correlated with academic staff effectiveness in terms of teaching delivery, students' assessment and project supervision in public Universities in Cross River State. Premised on the findings of the study, it was concluded that inclusive knowledge management significantly correlated with academic staff effectiveness in public Universities in Cross River State, Nigeria. It was recommended that institutional administrators should endeavour to create and share inspiring and innovative ideas that can enable lecturers to improve their teaching delivery, students' assessment and project supervision for a better learning outcome.

Hornig and Loeb (2010) assessed the influence of knowledge creation, instructional leadership and job performance of teachers in Pakistan. The findings revealed that there was a significant influence of knowledge sharing on teaching and learning, strong school leadership and curriculum delivery. It was equally discovered that knowledge sharing enhanced strategic hiring, teacher support, and resource allocation and instructional leadership. They found that principals who spent more time on sharing vital information among staff had better student achievement results.

METHODOLOGY

The study adopted the correlational survey design method to examine knowledge management as correlate to effective leadership in public universities. The population of the study consisted of two thousand eight hundred and thirty nine (2,839) teaching staff drawn from the three (3) public universities in Rivers State; University of Port Harcourt [UNIPORT], Rivers State University [RSU] and Ignatius Ajuru University of Education [IAUE] in Rivers State. The sample of the study was 426 academic staff members of the three public universities in Rivers State which represented 15% of the total population. Stratified random sampling technique was used to obtain the sample suitable for the study. The instruments for this study were questionnaires. The two questionnaires used were titled, Knowledge Management Questionnaire (KMQ) and Effective Leadership in Public Universities in Rivers State Questionnaire (ELPQRSQ).

The questionnaire consisted of three sections. Section A contained demographic information, Section B contained items on knowledge management, while Section C addressed questions on effective leadership. A Likert type scale was used and the respondents were asked to select one of the four (4) options: Very high extent (VHE), High extent (HE), Low extent (LE) and Very low extent (VLE). To validate the instrument, the content validity was determined by the professional judgment of the supervisor and two experts in educational management department in Ignatius Ajuru University of Education. The reliability of the instrument was done using Cronbach Alpha method giving reliability indices of .85 and .87 respectively. The questionnaires were distributed with the help of two research assistants and 413 questionnaires were retrieved representing 97% return rate. Mean and standard deviation were used to answer

the research questions while Spearman Rank Order Correlation was used to test the hypotheses at .05 level of significance.

RESULTS

Research Question One: To what extent is the relationship between knowledge transfer and effective leadership in public universities in Rivers State?

Table 1: Pearson correlation showing the relationship between knowledge transfer and effective leadership

		Knowledge Transfer	Effective Leadership
Knowledge Transfer	Pearson Correlation	1	.279**
	Sig. (2-tailed)		.000
	N	413	413
Effective Leadership	Pearson Correlation	.279**	1
	Sig. (2-tailed)	.000	
	N	413	413

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 showed the Pearson correlation between knowledge transfer and effective leadership in public universities. The findings of the study showed that there was a relationship between knowledge transfer and effective leadership (n = 413; r = .279; p<.05).

Research Question Two: To what extent is the relationship between knowledge sharing and effective leadership in public universities in Rivers State?

Table 2: Pearson correlation showing the relationship between knowledge sharing and effective leadership

		Knowledge Sharing	Effective Leadership
Knowledge Sharing	Pearson Correlation	1	.463**
	Sig. (2-tailed)		.000
	N	413	413
Effective Leadership	Pearson Correlation	.463**	1
	Sig. (2-tailed)	.000	
	N	413	413

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 showed the Pearson correlation between knowledge sharing and effective leadership in public universities. The findings of the study showed that there was a relationship between knowledge sharing and effective leadership (n = 413; r = .463; p<.05).

Research Question Three: To what extent is the relationship between knowledge storage and effective leadership in public universities in Rivers State?

Table 3: Pearson correlation showing the relationship between knowledge storage and effective leadership

		Knowledge Storage	Effective Leadership
Knowledge Storage	Pearson Correlation	1	.086
	Sig. (2-tailed)		.001
	N	413	413
Effective Leadership	Pearson Correlation	.086	1
	Sig. (2-tailed)	.001	
	N	413	413

Table 3 showed the Pearson correlation between knowledge storage and effective leadership in public universities. The findings of the study showed that there was a relationship between knowledge storage and effective leadership (n = 413; r = .086; p<.05).

Research Question Four To what extent is the relationship between knowledge application and effective leadership in public universities in Rivers State?

Table 4: Pearson correlation showing the relationship between knowledge application and effective leadership

		Knowledge Application	Effective Leadership
Knowledge Application	Pearson Correlation	1	.279**
	Sig. (2-tailed)		.000
	N	413	413
Effective Leadership	Pearson Correlation	.279**	1
	Sig. (2-tailed)	.000	
	N	413	413

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 showed the Pearson correlation between knowledge application and effective leadership in public universities. The findings of the study showed that there was a relationship between knowledge application and effective leadership (n = 413; r = .279; p<.05).

Testing of Hypotheses

Hypotheses One

Ho₁: There is no significant relationship between knowledge transfer and effective leadership in public universities in Rivers State.

Table 5: Spearman's rho correlation between transfer and effective leadership

		Knowledge application	Effective leadership
Knowledge application	Correlation Coefficient	1.000	.572**
	Sig. (2-tailed)	.	.040
	N	413	413
Effective leadership	Correlation Coefficient	.572**	1.000
	Sig. (2-tailed)	.040	.
	N	413	413

The results from table 5 of analysis for hypothesis one above showed that there is a significant relationship between knowledge transfer and effective leadership in public universities in Rivers State. This is because .05 level of significance is greater than p. value of .040, indicating that the null hypothesis was rejected. This is represented thus, (correlation value $r=.572$, $p<.040$). The implication of this result is that the respondents agreed that knowledge transfer does enhance effective leadership in public universities in Rivers State. Thus, the hypothesis was rejected.

H₀₂: There is no significant relationship between knowledge sharing and effective leadership in public universities in Rivers State.

Table 6: Spearman's rho correlation between knowledge sharing and effective leadership

		Knowledge application	Effective leadership
Knowledge application	Correlation Coefficient	1.000	.631**
	Sig. (2-tailed)	.	.035
	N	413	413
Effective leadership	Correlation Coefficient	.631**	1.000
	Sig. (2-tailed)	.035	.
	N	413	413

** . Correlation is significant at the 0.05 level (2-tailed).

The results from table 6 of analysis for hypothesis two above showed that there is a significant relationship between knowledge sharing and effective leadership in public universities in Rivers State. This is because .05 level of significance is greater than p. value of .035, indicating that the null hypothesis was rejected. This is represented thus, (correlation value $r=.631$, $p<.035$). The implication of this result is that the respondents agreed that knowledge sharing does enhance effective leadership in public universities in Rivers State. Thus, the hypothesis was rejected.

H₀₃: There is no significant relationship between knowledge storage and effective leadership in public universities

Table 7: Spearman's rho correlation between knowledge storage and effective leadership

		Knowledge application	Effective leadership
Knowledge application	Correlation Coefficient	1.000	.523**
	Sig. (2-tailed)	.	.041
	N	413	413
Effective leadership	Correlation Coefficient	.523**	1.000
	Sig. (2-tailed)	.041	.
	N	413	413

** . Correlation is significant at the 0.05 level (2-tailed).

The results from table 7 of analysis for hypothesis three above showed that there is a significant relationship between knowledge storage and effective leadership in public universities in Rivers State. This is because .05 level of significance is greater than p. value of .041, indicating that the null hypothesis was rejected. This is represented thus, (correlation value $r=.523$, $p<.041$). The

implication of this result is that the respondents agreed that knowledge storage does enhance effective leadership in public universities in Rivers State. Thus, the hypothesis was rejected.

H₀₄: There is no significant relationship between knowledge application and effective leadership in public universities in Rivers State

Table 8: Spearman's rho correlation between knowledge application and effective leadership

		Knowledge application	Effective leadership
Knowledge application	Correlation Coefficient	1.000	.570**
	Sig. (2-tailed)	.	.029
	N	413	413
Effective leadership	Correlation Coefficient	.570**	1.000
	Sig. (2-tailed)	.029	.
	N	413	413

** . Correlation is significant at the 0.05 level (2-tailed).

The results from table 8 of analysis for hypothesis four above showed that there is a significant relationship between knowledge application and effective leadership in public universities in Rivers State. This is because .05 level of significance is greater than correlation value of .029, indicating that the null hypothesis was rejected. This is represented thus, (correlation value $r=.570$, $p<.029$). The implication of this result is that the respondents agreed that knowledge application does enhance effective leadership in public universities in Rivers State. Thus, the hypothesis was rejected.

DISCUSSION OF FINDINGS

The findings summarized above was elaborately discussed to give a more factual and holistic backing to the study.

Knowledge Transfer and Effective Leadership in Public Universities in Rivers State

Hypothesis one of this study stated that there is no significant relationship between knowledge transfer and effective leadership in public universities in Rivers State. The hypothesis was rejected because there is a significant relationship between knowledge transfer and effective leadership in public universities in Rivers State, which was shown from the result of the analysis above. This finding is line with Ugwu and Okere (2020) who assted that knowledge transfer as a process that involves generating new ideas, organizing it and transferring both new and existing knowledge into other parts of the Universities.

Knowledge Sharing and Effective Leadership in Public Universities in Rivers State

Hypothesis two of this study stated that there is no significant relationship between knowledge sharing and effective leadership in public universities in Rivers State. The hypothesis was rejected because there is a significant relationship between knowledge sharing and effective leadership in public universities in Rivers State, which was shown from the result of the analysis above. Giving credence to this finding, Wang and Neo (2010) in Mohajan (2019) explained that knowledge sharing is the movement of knowledge among individuals in organization to help

others and to collaborate with others for problem solving, develop new ideas or implement policies or procedures.

Knowledge Storage and Effective Leadership in Public Universities in Rivers State

Hypothesis three of this study stated that there is no significant relationship between knowledge storage and effective leadership in public universities in Rivers State. The hypothesis was rejected because there is a significant relationship between knowledge storage and effective leadership in public universities in Rivers State, which was shown from the result of the analysis above. To backup the findings, Koech et al. (2015) posited that knowledge sharing refers to the organization memory formation process in which knowledge is formally stored in physical memory system such as soft or hard style recording and the retention of both individual and organization knowledge in a way that can be easily retrieved.

Knowledge Application and Effective Leadership in Public Universities in Rivers State

Hypothesis four of this study stated that there is no significant relationship between knowledge application and effective leadership in public universities in Rivers State. The hypothesis was rejected because there is a significant relationship between knowledge application and effective leadership in public universities in Rivers State, which was shown from the result of the analysis above. This finding aligns with the discovery of Micheal et al. (2005) who discovered that knowledge application refers to an organization's timely response and technological change by utilizing the knowledge and technology generating into new products and processes.

CONCLUSION

The main purpose of this research was to find out the influence of knowledge management as correlate to effective leadership in public universities. The background of the study was clearly articulated and the statement of the problem was clearly made along with purpose of the study. Four research questions and four hypotheses were also drawn to guide the study. This study also discussed some theories that are related to the problem on hand and also clarify concepts that enhance understanding of the problem under review via literature review. The concept of knowledge management and effective leadership was explained. Some empirical works previously carried out in this area were also revealed. The research design, area of study, population of study, sample and sampling technique, instrumentation, validation and reliability of instrument, method of data collection and analysis to be used were also discussed. After carrying out the research, data was presented, analyzed and findings were discussed. The results from the four variables equally show that the four leadership style elicited significant responses and influences knowledge management.

Recommendations

The following recommendations are made:

- Education leaders should endeavour to transfer knowledge, skills, and capabilities to their subordinates to enhance effective leadership in our institutions.

- Educational leaders should share ideas, solutions to school challenges and also implement the solutions respectively.
- There should proper storage of information to enhance accountability in our educational system.
- Educational leaders should cultivate the habit of timely response and technological change by utilizing the knowledge and technology generating into new products.

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