

**KNOWLEDGE MANAGEMENT PRACTICES AND PERFORMANCE OF HIGHER
EDUCATION INSTITUTIONS: A CASE OF
UGANDA CHRISTIAN UNIVERSITY**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE
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DECLARATION

I, Simon Kevin Mpeirwe, hereby declare that this dissertation is my own original work and has never been presented to any University or Institution for any academic award.

Sign:..... **Date:**.....

APPROVAL

This is to certify that this dissertation has been carried out under our supervision and has been submitted for examination.

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Supervisor

DEDICATION

This dissertation would be incomplete without mentioning the support of my loving family; my dad, Mr. Geoffrey Mpeirwe, my siblings; Ronah K, Elizabeth A, Patience A, Kato E and Edwin K; who offered encouragement and inspiration throughout the course of this masters.

In loving memory of my pride and joy mother, Mrs Carolyn Kyomugisha Mpeirwe, for her love, pride and contentment with this achievement would have been indescribable.

To all these loving people, this dissertation is dedicated.

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LIST OF ACRONYMS AND ABBREVIATIONS

CKO	-	Chief Knowledge Officer
CVI	-	Content Validity Index
HEIs	-	Higher Education Institutions
HRM	-	Human Resource Management
IT	-	Information Technology
KA	-	Knowledge Acquisition
KA	-	Knowledge Application
KBV	-	Knowledge Based View
KM	-	Knowledge Management
KS	-	Knowledge Sharing
KMP	-	Knowledge Management Practices
NCHE	-	National Council for Higher Education
OP	-	Organisational Performance
SECI	-	Socialisation Externalisation Combination Internalisation
SMEs	-	Small Medium Enterprises
SPSS	-	Statistical Package for Social Scientists
UCU	-	Uganda Christian University
UNZA	-	University of Zambia

ABSTRACT

The study aimed at establishing the relationship between knowledge management practices and organisational performance in Higher Education Institutions; this was with regard to practices of knowledge acquisition, sharing and application and their relation to improving performance at Uganda Christian University. Using a cross sectional survey design, quantitative data was collected using questionnaires administered to 59 academic staff in the faculty of social sciences using simple random sampling. Qualitative data was collected by means of interviews conducted with the faculty dean of social sciences, 3 heads of department, the head human resources as well as the dean school of research using purposive sampling. A content validity index of 0.80 and a Cronbach alpha co-efficient of 0.814 deemed the instrument of quality. Analytical techniques of correlation analysis and regression analysis were applied to quantitative data while content analysis was applied to qualitative data. Results show a moderate significant positive relationship between knowledge acquisition and performance while the relationship between knowledge sharing, application and organisational performance was a positive one yet quite weak in the human resource perspective. Conclusively, knowledge management practices do play an integral part in organisational goals. However, such practices have not been fully integrated into the university's strategy to realise organisational goals. Knowledge management practices should have the sole purpose to create room for competent, skilled and knowledgeable human resources to acquaint themselves with being effective and productive in their work approaches than delivering knowledge concepts and content with little or no application to realise performance. The study thus recommends: Coherent and strategic training for staff, institute knowledge workers to initiate research activities, award excelling staff in their research endeavours, institute knowledge sharing forums, training, research and publication should orient lecturers towards being productive and effective in their work. The study also presented recommendations for future research.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Knowledge management as an overriding tool for improving organisational effectiveness (Lee and Choi, 2003) is regarded as a strategic tool of competitive advantage. Increasingly, Knowledge based economies embrace good knowledge management practices to improve organisational effectiveness (Omotoya, Funmilola & Olubumni, 2015). Knowledge intensive organisations such as Higher Education Institutions are seen as places where knowledge is nurtured in different practices to have an influence on the outcomes in every sphere; from employees who seek to share and learn to beneficiaries of knowledge such as students (Maponya, 2004). Knowledge management being a new phenomenon in a developing country like Uganda, not much has been researched regarding knowledge management practices and organisational performance in Higher Educational Institutions.

This chapter presents; the study background, the problem statement, study purpose, study objectives, the Research questions, Hypotheses of the study, Conceptual framework, Significance of the study, Justification, Scope of the study and Operational definitions.

1.1 Background to the study

1.1.1 Historical background

Due to global competition, knowledge based economies have been characterized by the high levels of knowledge, skills and education (Babes, 2009). Knowledge is a defining factor in an organizations' success, growth and sustainability. This is true for organisations under the public as well as the private sector such as education. In line with this thinking, Scott (2005) posits that growth and success of organisations in the 21st century globalization is highly attributed to trends in the knowledge society such as the rise of information and intangible assets most especially knowledge. Adhikari (2010), posits that in a society that is becoming

more knowledge based, the success of organisations in the global information society largely depends on identifying value, creating and evolving their knowledge assets. The emergence of knowledge as the most strategic and significant resource in organization has gained popularity especially in knowledge intensive organisations (Grant 1996).

Amidst new challenges created by globalization, Higher Education Institutions have had their share of challenges due to external pressure and forces of globalization (Birgenean, 2005). In line with this thinking, trends and forces of globalization have been concerned with quality and relevance in Higher Education Institutions (Teichler, 2004)

Zelesa and Olukoshi, (2004) posit some of the challenges faced by an African University amidst the information are relate to efficiency, quality, teaching, research, preservation of knowledge, knowledge production and knowledge dissemination. In this line of thinking, such dilemmas are a reality and relate to the rapid expansion of Higher Education sector in the middle income and developing countries such as Uganda. Management of knowledge in Higher Education Institutions in developing countries still remains a challenge (Yizengaw 2008)

According to Tibarimbasa (2010), higher education in Uganda was meant to equip Ugandans with skills and knowledge to improve the peasant agricultural economy but in the long run it had to create human resources with skills and knowledge for the country's economy that is based on knowledge.

For Uganda to be a knowledge based economy, organisations, individuals, civil society and all communities must be able to create, acquire, transmit knowledge and be able to use it effectively to achieve strategic objectives (World Bank, 2002; Bratianu, 2014; Dumay and Garanina, 2013).

In view of this, Higher Education Institutions are in no doubt increasing their quest for knowledge sustainability. Therefore, interest in knowledge management has gained academic significance among scholars and is considered important especially in developing economies where a limited number of studies pertaining to knowledge management and organisational performance have been conducted (Andreeva and Kiantu, 2011; Kumar and Idris, 2006)

1.1.2 Theoretical background

The study was premised on Nonaka and Takeuchi's (1995) 'SECI' model. 'SECI' is an acronym for a) Socialization, b) Externalization, c) Combination, and d) Internalization. Nonaka and Takeuchi (1995) sought to use the two dimensions of knowledge that is tacit and explicit (Polanyi, 1966) to explain how knowledge is created by individuals. They further believed that an organization alone cannot on its own create knowledge but knowledge held and developed by individuals, forms the basis for knowledge creation and the organization only plays a crucial role in the articulation and amplification of knowledge. The SECI model provides an explanation showing the nature of knowledge acquisition, created, shared and applied by individuals in an organization with reference to tacit and explicit knowledge.

The study was also premised on the Knowledge Based View (Grant and Spender, 1996). Furthermore, organizational practices should entail activities that facilitate acquiring of knowledge, sharing of information or knowledge as well as the utilization of this knowledge in making sure that an organization improves performance through its financial as well as its human resources and enable the organization realize optimal productivity and thus have an improved sustainable competitive advantage, something the SECI model does not seem to show. They further believed that organisations have the ability to create value only when apply strategies that exploit both internal or external resources and capabilities (Salina, 2010). Therefore, the Knowledge Based View (KBV) explains how knowledge management practices or activities relate to performance in an organization.

1.1.3 Conceptual Background

The concept of knowledge has featured in most of the management literature (Alvesson and Karreman, 2001) and has been acknowledged as a key resource behind the success of most organisations if managed well (Nahapiet and Ghoshal, 1998; Spender & Grant, 1996).

According to Plato, knowledge was defined as justified belief and this definition is still accepted by most studies (Small and Sage, 2005). The definition by Nonaka and Takeuchi (1995) emphasises the notion that knowledge as the dynamic human process, is bent towards justification of personal belief toward the truth more importantly at organisational level. Polanyi (1966) divided knowledge into two firstly, explicit which is formalised and written and lastly, tacit which is action based and quite not easily transferable because of its personal nature.

Knowledge as a resource has peculiar characteristics that distinguish it from other resources (Ahmed, 2002). Firstly, it is sticky, hardly reduces or diminishes in value, secondly, it tends to grow when shared (Davenport and Prusak, 1998), thirdly it has to always be rejuvenated as it can diminish with time, fourthly it has no tangible value which makes it difficult to measure except when applied, fifthly as it is widely shared, there is a possibility that it will be less valuable with time.

Many contemporary scholars have defined the concept of knowledge management depending on their speciality. Davenport and Hansen (1999) define the concept of knowledge management as exploitation and developing of organisational knowledge assets to further organisational goals. A consensus suggests that knowledge management is rooted in three perspectives which are largely used in organisations; that is information technology with computer supported communication, the other with human resource management and the other related with strategy (Jashapara, 2004:11). The study will be premised on the human

resource perspective. According to Jashaparas' (2004) human resource perspective, Swan et al. (1999) defines knowledge management as "...Any practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organisations". These appropriate knowledge management practices must support the effectiveness of knowledge management for organisational benefits (Andreeva and Kianto, 2012),

Writers such as Tiwana (2008); Lew Platt the ex-CEO of Hewlett Packard (2010) and Ron Young and CEO/CKO Knowledge Associates International (2010) believe that the management of knowledge through activities or practices that facilitate knowledge acquisition, knowledge sharing and the application of knowledge leans towards organisational performance. Ridzuan et al. (2008) opined that practices of acquisition, creating, storing, sharing and organisation of intellectual capital in a higher learning institution are meant to achieve institutional objectives. The capability of an organisation to gather vital knowledge for its daily activities largely depends on acquisition of knowledge. Mills and Smith (2011). According to Bratianu (2014), Higher Education Institutions (HEIs) are social institutions like universities have been a hub of knowledge and their mission has always been to create knowledge that will offer service to communities.

Laal (2011) posits that Higher Education Institutions can create, acquire knowledge in the academic and managerial activities (as cited in Hasani and Sheikhesmaeili, 2016). Nonaka (1991). These include recruitment of knowledgeable personnel, training and searching for new knowledge through research and publication, these imply a great need for individuals to increase their knowledge throughout the organisation and be able to achieve effectiveness in terms of decision making, completion of tasks.

Knowledge sharing focuses more on transfer of knowledge residing within the organisation and making it accessible to others who may need it to improve their performance (Hsiu-Fen, 2006). Knowledge sharing will most likely promote diffusion of knowledge, how knowledge is shared within the university across different functional groups or individuals through, workshops, informal discussions, and meetings contributes to making the work process astute and knowledge intensive. In knowledge application, knowledge is more active and must be relevant and used by organisations in the creation of value in services offered and utilizing peoples understanding of the organisation's processes, products and services (Bhatt, 2001). Hence, acquired knowledge from external and internal sources is applied and used as basis for creating new products and improvement in the existing ones (Chang and Li, 2007; du Plessis, 2007).

Organizational researchers still find the term performance to be a contentious issue (Barney, 1997). There isn't a generally agreed definition to refer to performance but the general term encompasses societal performance, organisational performance, team performance and individual performance. Armstrong (2000) defines performance as simply the record of outcomes achieved. Organization performance in relating to acquisition, the vitality and viability of internal processes and practices and these include the employee effectiveness which measures the appropriate goals that managers do select for the organization achieve. (Jones, 2003).

1.1.4 Contextual background

Uganda Christian University is a private Higher Education Institution (HEI) in Uganda that is established by the Church of Uganda in 1997 with the aim of providing Christian based higher education, training and research for the expansion of God's kingdom (UCU Charter, 2004). Uganda Christian University was selected for investigation because like any other higher education institution, its distinctive feature is to conduct research so that in addition to

share and disseminating knowledge, they create new knowledge through research and publication (NCHE, 2010).

The University's major function is to put in place resources for university education, training and research and encourage such among staff to enlarge human knowledge in general to increase effectiveness (Uganda Christian University Charter, 2007).

Uganda Christian University engages in knowledge management activities, such as acquisition through recruitment of knowledgeable staff, research, dissemination or sharing as well as application of knowledge and preservation of knowledge in libraries and repositories. As such, substantial resources have been spent on activities such as training, research as well as recruiting the best in all departments (Uganda Christian University, 2014). Therefore, staff have a responsibility to create knowledge and disseminate or share it as organizational knowledge.

Uganda Christian University is cognizant of the fact that such activities have a bearing on organizational performance. As such, complexity involved in acquiring and sharing knowledge in an organizational setting such as hoarding of tacit knowledge, mistrust among members tends to affect the intention of knowledge sharing. This scenario raises interesting points for the study, firstly, individuals are not reservoirs of knowledge but vehicles of knowledge, and secondly, knowledge shared becomes organizational knowledge.

1.2 Problem statement

Organisations, particularly those in service industry such as higher education institutions, seek to distinguish themselves in today's highly competitive environment through their knowledge resources (Kumar and Idris, 2006). Managing knowledge in higher education institutions is becoming increasingly important, not only because knowledge workers such as academicians are a symbol of excellence, but also because knowledge management costs are

one of the largest expenses regularly charged to the budget of most organisations. A study conducted by Yizengaw (2008) on Higher Education Institutions in developing countries showed their lack of ability to focus on building, retaining and managing their knowledge resources as well as the needs of their consumers to achieve organisational effectiveness.

Uganda Christian University as a HEI provides knowledge for university education, training and research and therefore charged with attracting, training staff, organising workshops, seminars, subscribe to journals facilitate research to enlarge the province of human knowledge to increase effectiveness and efficiency. However, even with activities such as training, workshops, research to harness knowledge, there are still low publication levels through peer reviewed journals, workshops, conference proceedings with less than 1% of the total university income allocated to research (Uganda Christian University, 2014).

While most studies on knowledge management have focussed on the developed economies, Idris, (2006) comments that there is a dearth of studies on knowledge management practices in HEIs in developing economies. Though studies by Wamundila, (2008), who identified knowledge management practices at the university of Zambia which included acquisition, transfer and retention practices; and Nemwel, (2013) who focussed on how knowledge management practices affects organisation performance in selected campuses of Kisii University in Kenya have tried addressing this issue, none sufficiently explains how knowledge management practices relates with organisational performance. This could constrain organisational effectiveness. The study therefore sought to establish the relationship between knowledge management practices and organisational performance at Uganda Christian University and hopefully contribute towards effective implementation of practices that improve organisational performance.

1.3 The purpose of the study

The study intended to establish a relationship between management practices that facilitate knowledge acquisition, knowledge sharing, knowledge application and performance at Uganda Christian University.

1.4 The Objectives of the study

The study was guided by the following objectives:

- i. To establish the relationship between knowledge acquisition and performance at Uganda Christian University.
- ii. To establish the relationship between knowledge sharing and performance at Uganda Christian University.
- iii. To establish the relationship between knowledge application and performance at Uganda Christian University.

1.5 Research questions

The study sought to answer the following research questions:

- i. What is the relationship between knowledge acquisition and performance at Uganda Christian University?
- ii. What is the relationship between knowledge sharing and performance at Uganda Christian University?
- iii. What is the relationship between knowledge application and performance at Uganda Christian University?

1.6 Research hypotheses

The study tested the following hypothesis:

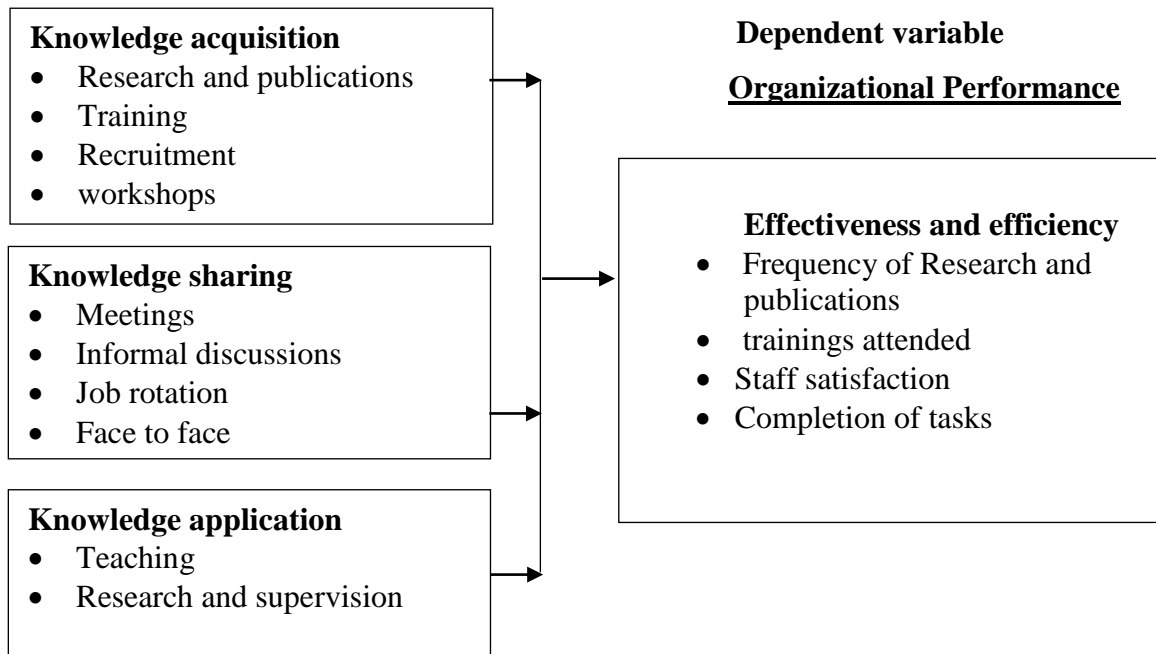
- i. There is a positive relationship between knowledge acquisition and performance.
- ii. There is a positive relationship between knowledge sharing and performance.
- iii. There is a positive relationship between Knowledge application and performance.

1.7 Conceptual framework

Below is a conceptual framework with the underlying variables that guided the study

Independent variable

Knowledge Management Practices



Source: Adopted from Becerra-Fernandez et al.'s [2004] framework of the Knowledge Management processes modified from literature (Hartenian, 2003; Reva, 2005; Muhamood, 2011 Henard and Roseveare, 2012; Omogeafe and Ohimai, 2014); Bartol and Srivastava 2002)

Figure 1: Conceptual framework for Knowledge management practices and organisational performance

The conceptual framework above hypothesises that the nature of relationship between

The conceptual framework hypothesises the nature of relationship between knowledge management practices and organisational performance within a university. It shows that the core activities in the university depend on acquiring knowledge through training, hiring, and research. In addition, sharing knowledge through informal discussions, meetings, internal workshops; and applying knowledge through teaching and research for new knowledge to be applied in work situation like supervision and organisational performance in terms of effectiveness.

1.8 Significance of the study

This study may be useful to the Uganda Christian University Management Human Resource department in particular to enable it review activities that facilitate knowledge acquisition and sharing among staff as this may provide the needed skills and competencies that facilitate organisational effectiveness across all levels of work.

It may be used as a springboard for future academic researchers towards a deeper insight into the relationship between practices or activities that facilitate acquiring of knowledge, knowledge sharing, and application of knowledge in relation to organisational Performance.

Lastly, the study may be a worthwhile and useful requirement for the award of a master's degree in management studies of Uganda Management Institute.

1.9 Justification of the study

Many studies regarding Knowledge Management have been conducted in different countries but less in the Higher Education Institution context of a developing country like Uganda. Therefore, due to the role they play in the economy as far as economic and political developments are concerned, much emphasis should go to how knowledge resources are managed thus the need for the study.

The rate at which university education is expanding in Uganda, there is need for all educational stakeholders to be informed about how managing knowledge in university relates to performance in order to think of the solution together to avoid duplication of activities that waste resources rather than utilising them.

According to Armstrong (2003) an efficient management system is necessary for performance to be achieved at all levels. Therefore, proper management of knowledge is a recipe for performance in higher education institutions.

1.10 Scope of study

1.10.1 Geographical scope

Though Uganda Christian University has five campuses in Uganda, the study will be carried out at Uganda Christian University main campus Mukono which is located about 33 kilometers from Uganda's capital and main city, Kampala, on the main road to Jinja. The study focused on academic staff who have been at the University for more than three years engaging in various knowledge management practices.

1.10.2 Time scope

The study focused on the period 2011 to 2014 because during this time, the University embarked on a campaign to increase academic staffs level of knowledge through knowledge management practices such as increase in research and publication and training of staff in different skills needed for performance improvement which was quite limited at that time (UCU Research Policy, 2014), a well-stocked library was commissioned to enrich research and teaching as well as advocating for workshops and conferences proceedings aimed at sharing of knowledge for continuous learning and performance.

1.10.3 Content scope

The study considers three knowledge management practices; knowledge acquisition through recruitment, continuous learning through training, research and publication, workshops; knowledge sharing through informal discussions, meetings and internal workshops, face to face interactions and knowledge application through teaching, research and supervision. These are considered key practices of higher education institutions and these are conceived as the independent variable while organizational performance is measured by productivity and employee effectiveness were considered for organizational performance and conceived as the dependent variable.

1.11 Definitions of terms and concepts

The key concepts in this study are:

Knowledge: According to the study knowledge was referred to as a process through which humans gain both the tacit and explicit knowledge that the university has at its disposal and use it to create value to the organization.

Knowledge Management practices: According to the study, knowledge management practices will refer to those activities by the university that are put in place and acted upon towards helping individuals accomplish individual goals as well as organizational objectives.

Knowledge acquisition: Knowledge acquisition entails activities of seeking and acquiring or obtaining knowledge in the organization.

Knowledge sharing: Knowledge sharing looks at how knowledge is diffused and shared across different functional groups or individuals within an organization.

Knowledge application: Knowledge application refers to activities towards the utilization of knowledge.

Organizational Performance: according to the study, organizational performance refers to the organization's ability through its staff to organizational objectives and goals by using knowledge as a resource in a productive effective manner.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents a review of existing theories and the related literature as detailed by various authors and scholars presented according to study objectives. Finally, the chapter presents a summary of views held by different scholars and authors pointing out the gaps presented of which the study endeavours to fill.

2.1 Theoretical review

This study was premised on two theories that is the SECI model by Nonaka and Takeuchi and the knowledge based theory (Grant, 1996). As such, this theory has superseded the organisational theory, the resource based theory and the principal-agent theory in explaining how knowledge is acquired and shared in an organisational context (Chigada, 2014). The authors posit that deficiencies in the above stated theories leave the SECI model by Nonaka and Takeuchi's (1995) as the most suited theory that forms the basis of the process of managing knowledge in an organisation.

This theory has been widely accepted by the knowledge management community in terms of its universal validity in conception and implications (Glisby and Holden, 2003). However, in their analysis of this model, they stress the fact that Nonaka's model is rooted in the Japanese value system and the specific management philosophy which makes it constrained by the Japanese cultural context and that it cannot satisfy the general requirement for universal validity (Bratianu, 2015). Glisby and Holden (2003) however, do not contest the conceptual basis of the model but rather the claims of its universality.

In view of the above, the Knowledge Creation Theory was deemed to be a suitable theory for this study because it's applicability in management as well as in organization studies thus being familiar to many readers (Nonaka, 2000).

Thirdly, the theory includes processes through which knowledge is created, acquired and shared, especially the tacit knowledge and relates this in an organizational context in an explanatory framework below:

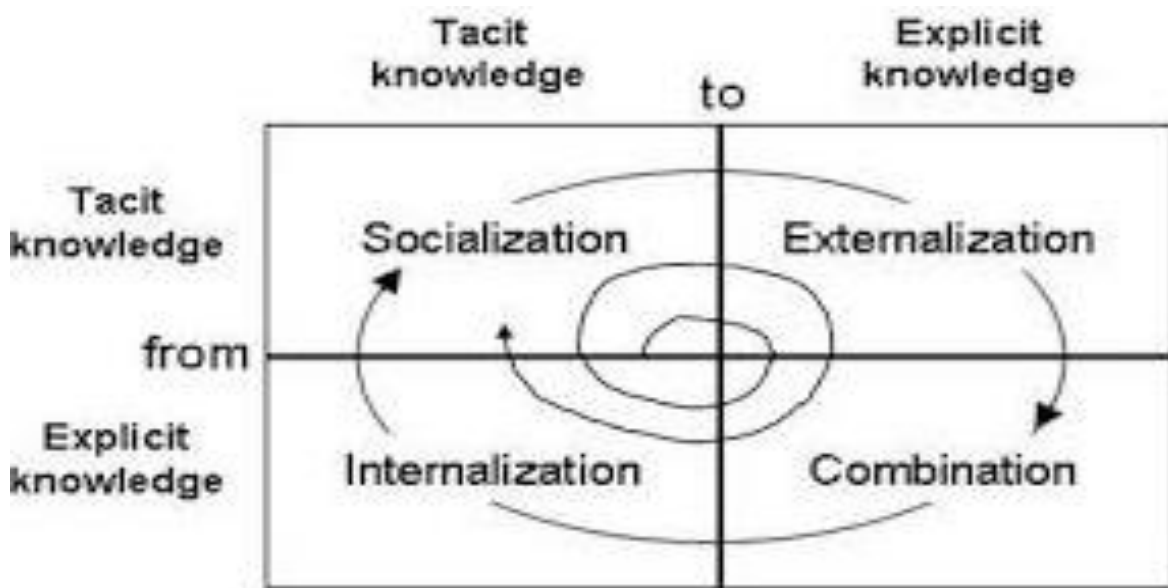


Figure 1: SECI Model showing modes through which knowledge is acquired, shared and applied

Source: Adopted from Nonaka and Takeuchi (1995)

The SECI model was used to explain how knowledge is acquired, shared and applied through organisational processes in the context of a higher educational institution such as; recruiting knowledgeable staff, training them, research and publication and encouraging knowledge sharing of knowledge through informal discussions, meetings as well as provide time for applying knowledge activities such as teaching, supervision and disseminating research.

Knowledge sharing and knowledge acquisition are part of the Socialization mode which converts tacit to tacit knowledge through shared experiences and cultural processes which are linked to organisational activities. It normally starts with people having a common culture

and who can work together proficiently. In a university, socialisation among organisational staff is a common practice and this normally occurs in informal social meetings, during internal workshops or even outside the workplace where the tacitness of knowledge embedded in the human mind, mutual trust, knowledge skills of individuals acquired through training can be shared across the organisation (Nonaka and Takeuchi, 1995, Argote and Ingram, 2000) but tend to conceal knowledge in cases of distrust among employees (Connelly, 2012).

Obviously tacit knowledge can be acquired without learning; for instance on job training, mentorship basically through, imitation, observations as well as practices (Nonaka, 1994). According to Nonaka and Konno, (1998), individual feelings, emotions and mental models have to be shared to build mutual trust. In an organisational setting, it is more effective where individuals interact with each other through face to face dialogue (Girard and McIntyre, 2010).

Knowledge acquisition practices in a university such as training and research are normally captured through training manuals, research reports which allows crystallisation of knowledge thus allowing it to be shared to create new knowledge (Nonaka, et al. 2000). These are part of the Externalization mode which articulates tacit into explicit knowledge.

Knowledge acquired and shared through knowledge collected internally or externally through trainings, workshops and meetings held is combined and processed to form new knowledge within the university. These are part of the Combination mode connects discrete elements of the explicit knowledge into a set of explicit knowledge. Nonaka and Takeuchi (1995), believe that the combination mode converts explicit knowledge into more systematic concepts by integrating key parts. This knowledge is then disseminated among organisational members to improve their technical skills and be able to transfer this knowledge to other members with the aim of improving performance.

Knowledge application and knowledge sharing are part of the Internalisation mode which embody explicit as tacit knowledge. Nonaka and Toyama, (2003), believe that knowledge integrated and practically used can become a basis for new routines. They add that it is related to 'learning by doing' such as training programmes in a university enable trainees to understand their environment. Accumulation of tacit knowledge at individual level can then set off a new spiral of knowledge creation when it is shared with others through socialisation. However, theorists such as Gourlay (2006) argue that this theory lacks enough evidence to support it; it is limited, brief, anecdotal and unconvincing. He asserts that complete conversion of tacit to explicit knowledge is not completely true while looking at the degree of tacit-ness and explicit-ness. The Socialisation, Externalisation, Combination, Internalisation (SECI) Model seems to ignore that an important part of individual knowledge cannot be externalised. However, Polanyi (1967) suggested that this could be a result of a too narrow interpretation of the proposed approach that leaves aside the subjective insights, beliefs, intuitions and ideals of employees in an organisation.

Another influential theory known as the Knowledge Based Theory advanced by Grant and Spender (1996) regards a firm's resources as the fundamental determinant of competitive advantage and performance (Barney, 1991). The theory emphasises the role of organisational capabilities or competencies regarding knowledge as the most productive resource of the firm (Kogut and Zander, 1992).

In relation to the study, Education Institutions are knowledge entities that foster identity, commitment and learning and therefore require knowledge based resources which Grant and Spender, (1996) argue that are usually difficult to initiate due to their social complexity, heterogeneous foundations and individual capabilities.

2.2 Knowledge acquisition and organisational performance

Acquisition relates to an organisation's capability to recognise, obtain knowledge that is internal as well as external that is important and relevant to its operations (Zahra and George, 2002; Mills and Smith, 2011). Knowledge acquisition was looked at in terms of a process associated with the development and acquisition of skills and expertise as well as perceptions and understandings necessary to achieve organisational objectives (Pacharapha and Ractham, 2012). According to Turyasingura (2011), knowledge acquisition is assumed to take place at the individual, team, and organisational level. Benefits that accrue from acquisition of knowledge at these three levels can be in terms of productivity, enhancement of creativity, reduction of response times as well as improvement in decision making (Hartenian, 2003, cited in Turyasingura, 2011). This can be achieved through activities of interaction as a subset of an organisations absorptive capacity (Gholami, 2013)

Universities are a citadel of learning and knowledge and therefore academic and non-academic staff have been able to acquire knowledge overtime through avenues such as training and development, educational seminars, conferences as well as workshops (Omogefe and Ohimai, 2014). However, they highlight the challenge in managing this knowledge pointing out inadequate planning which makes it quite difficult to manage. The net result of this, is that a lot of staff retire leaving a knowledge gap. This could leave top management at the apex of decision making.

Since knowledge management practices identified with knowledge acquisition in organisations are those identified with getting information (Ahmed, Fiaz and Shoaib, 2015), organisations use external sources such as hiring people with the required knowledge or purchasing research documents (Wong and Aspinwall, 2004).

Individuals are hired or lease external knowledge as well as make resources available for the generation of knowledge through establishment of units that do undertake research and

development (Easa, 2012). Like Easa, Lev (2001) posits importance attached to spending on research and development, human resources and knowledge acquisition activities submitting that these can influence organisational performance. Hence, Forero, Martinez, Acevedo, Pinto Prieto and Bacerra Ardila (2014); Dermol, (2011); Alavi and Leidner, (2001); contend that acquiring knowledge centres attention on the search for tools to identify, select, and use external knowledge to benefit the employee such as better learning, effective decision making and performance. Given these advantages, knowledge acquisition may improve employee effectiveness. (Mohamed and Jalal, 2011)

The existence of quite a number of acquisition practices or activities is solely dependent on several ways through which knowledge is exhibited across different areas within the organisation and therefore requiring distinctive methods through which this knowledge can be retrieved. Recruitment, hiring, training and development are considered to be both internal and external activities applied by organisations to acquire knowledge (Soo, Midgley and Devinney, 2002).

Wamundila and Ngulube's (2011) study into Enhancing knowledge retention in higher education at the University of Zambia (UNZA) revealed that only 17 (13.7%) out of 124 respondents did not agree to the university availing them with explicit materials such as manuals used by teachers during some of the trainings which are quite instrumental in acquisition activities that include consultancies, recruitment as well as training. Absence of teaching practice manuals could affect acquisition of knowledge in case of retirements which could lead to ineffectiveness on the side of academic staff in executing their mandate.

Bui and Baruchi (2010) posits that higher education institutions tend to develop knowledge by means of study and research and such knowledge can be shared by all members at an institution. Knowledge acquired and generated and made explicit with results of research undertakings and institutionalised can benefit the organisation in terms of improving training thus improving organisational effectiveness.

Knowledge intensive organisations often rely on acquiring knowledge not only for development purposes, but to also be successful and relevant in today's competitive environment (Egbu, 2002). According to the author, acquiring knowledge is a candidly initiated effort to strategically alter attempt at competitiveness with a view of ensuring dominance among competitors. However, the organisation's proficiency in knowledge does not assure effective application of knowledge (Cohen and Levinthal, 1990). And as such organisations are suffer from enormous loss of knowledge from knowledgeable personnel through dismissals, redundancies, retirement and death thus losing a wealth of knowledge if not properly managed which impacts on performance (Probst, Raub and Romhardt, 2000).

These scenarios create paucity of personnel with tacit and explicit knowledge and skills needed or preserved for acquisition practices such as recruitment thus affecting the retaining of knowledge within an organisation (De Long, 2004). In the same vein, Wamundila (2008) argues that after recruitment, the introduction of redesigned operations due to changing environment are likely to occur and even if there is no change, the organisation suffers depreciation in knowledge after losing staff with relevant knowledge. The author argues that if knowledge is not managed with utmost care, employee capacity may not result into expected employee performance.

Alavi and Leidner (2001); Gupta and Govindarajan (2000); and Ragsdell (2009) agree that acquisition of knowledge crucially depends on how the recipient is compliant and keen to acquire knowledge from different avenues and be able to utilise his knowledge in organisational processes. These positions suggest the premium ascribed to organisations' ability to acquire and retain knowledge. As Mohayidin et al., (2007) notes, experts in different fields usually possess enormous amounts of tacit knowledge useful to the organisation if made explicit and accessible to all organisational members; and failure to retain these valuable experts in different disciplines, presents grave implications for quality,

consistency, and stability of academic enterprises as competencies needed are gone. This is in line with Rendenicks' (2008) assertion that knowledge spread among employees is considered a significant practice especially within tacit classifications of knowledge (as cited in Akpotu and Lebari, 2014). This is attributed to an argument put forward by Akpotu and Lebari (2014) that knowledge built within individuals requires organisational platforms created to help organisations in its acquisition.

Prahalad and Hammel (2002) relied on the Knowledge based view to note that these competencies are seen as the basis for an organisations' ability to acquire competitive advantage. They add that the today workers characteristically acquire knowledge which constitute the assets that reengineer all work processes towards organisations goals. Knowledge acquisition in organisations requires a continuous interaction platform that will help in knowledge sharing and transfer which are important for knowledge acquisition (Rendenick, 2008)

Organisations normally subconsciously take part in knowledge acquisition practices because they have to but forget that in a bid to increase knowledge through replacements from recruitment, they end up losing talented personnel whose knowledge has not been made explicit (Tiwana, 2008). This is could be attributed to difficulties in documenting the tacit knowledge into explicit since it is personal and is mostly common in the acquisition part of knowledge management (Mohayidin, Azirawani, Kamaruddin and Margono, 2007)

The subject of knowledge acquisition in most organisations has been related to solving organisational problems or challenges in regard to new ways of doing things to solve such organisational problems or challenges to perform better at work. (McCall 2006). In line with McCalls' thinking, scholars such as Poulymenaku, Cornford and Whitney (1990) contend to the fact that knowledge enables organisations to have references which have been well documented and used to solve organisational problems as well as enabling organisations fore

see the future of the organisations and thus be able to counter any anticipated challenge or problem with mechanisms that support acquisition of knowledge (as cited in Wamundila, 2008).

Tsai and Lee (2006) acknowledge acquisition of new knowledge through continuous learning as one way used by organisations to facilitate critical thinking and evaluation stressing that the acquisition of knowledge by employees in the organisation should be continuous as knowledge achieved and skills learnt enhance organisational performance. They assert that failure to integrate the newly acquired knowledge into work context and translating this acquired knowledge into circumstances prevailing at the workplace explains the reason behind under performance by most organisations despite new knowledge acquired. The appropriate application of the newly acquired knowledge will eventually lead to a significant positive relationship with performance in the organisation (Lyles and Salk, 1996; and Seleim and Khalil, 2007)

In line with emphasis on consistently updating knowledge, Ramsden (1994) posits that acquiring knowledge through commitment to scholarly articles, research publications is a defining characteristic of a higher education institution which leads to production of knowledge and ideas. The university's effort towards publishing the quantity of research, articles or books indicates research publication which is regarded for individual promotions and seen as evidence of an institutions excellence. Teaching and the level of research is regarded as evidence of staff members or an academic department's performance. Academics value the power of research and are often acutely aware of the "publish or perish" challenge which plays a large role in determining their successful career path (Henard and Roseveare, 2012)

Turyasingura (2011) contended that promotions to higher positions in organisations with attendant benefits are likely to occur since people are motivated to learn and to increase their

knowledge bases. The author argues that the failure to believe that such a process will take place will result in knowledge attrition which creates leakage of organisational knowledge.

On awareness of a need to acquire knowledge, a study by Wamundila (2008) confirmed a 23.4% awareness amongst University of Zambia staff of the requirement of every staff to acquire crucial knowledge from highly knowledgeable staff through their works such as publications as opposed to 44.4% who were not aware. Considering that some of these knowledgeable staff may leave due to retirement, increased rate of staff turnover due search of greener pastures or even death, such a finding indicates a gap in the need for knowledge acquisition especially for new recruits which restrains their effectiveness.

In a related study, Olukoju (2002) in his paper entitled “the crisis of research and academic publishing in Nigerian universities” observed a decline research output, quality as well as the regularity of publications. In addition, Chacha (2004) also found a similar trend in research and publication of research by the faculty, while Olel (2006) posited that the reduction in the number, quality and regularity of research by the academic staff at universities was related to overload by teaching as well as marking. This indicates a knowledge gap as far as the slogan goes ‘publish or perish’ (Henard and Roseveare, 2012)

Akpotu and Dumkas’ (2014) survey examination into the relationship between knowledge acquisition practices and performance of administrative employees in Tertiary educational institutions in Nigeria revealed that continuous learning like specialised training programs can be considered strategic for influencing employees to higher level performance further deducing a positive relationship. In line with this, engaging in training and development widens ones compatibility with opportunities of skills acquisition such as teaching skills, research skills and other related areas of need in academia (cited in Benard, 2012).

Findings from the study showed that acquisition of knowledge through recruiting and training ensures continuous learning and therefore can significantly improve performance through regular training thus enhancing knowledge among academic staff. Research and publication are the core functions of the university that cut across activities aimed at acquisition of knowledge in Higher Education Institutions and have the ability to significantly improve performance.

2.3 Knowledge sharing and organisational performance

Cabrera and Cabrera (2005) the author of *Fostering Knowledge sharing through people management practices*, asserts that building of human capital and managing knowledge is vital for organisational success. According to Abdel-Rahman and Ayman (2011) Knowledge sharing is part of the knowledge management system of an organisation (as cited in Nassuoro, 2011).

Sharing of knowledge in organisations is a very vital initiative if the organisation seeks to have leverage in terms of improving performance in other organisations (Choi and Lee, 2003). Chaudhry (2005), underscores the importance of deploying effective strategies in organisations that support knowledge sharing actions and these only occur if there are factors that aids the knowledge transfer process.

The effective implementation of knowledge sharing practices in organisations to elaborate knowledge management have been regarded as an important topic of research (Devenport and Prusak, 1998; Engstrom, 2003; Hendricks, 1999). Jain (2007) notes that organisations must initiate knowledge management strategies which emphasise knowledge sharing in order to achieve organisational results.

Knowledge sharing in organisations has been described as a means and a process by which individuals and groups communicate their knowledge unconsciously or deliberately to their mutual benefit (Nooshinfard and Anaraki, 2012).

Knowledge sharing is more desirable in knowledge based or intensive organisations like Universities and research centres (Nooshinfard and Anaraki, 2012). The import of sharing knowledge in such organisations brings out the best out of employees in terms of intellectual capital and the ability to compete effectively in the global marketplace (Swart and Kinnie, 2003); especially the tacit knowledge created or gained by scholars that acts as the storehouse of academic institutions knowledge (Nooshinfard and Anaraki, 2012). Tacit knowledge sharing in Institutions of higher learning does occur with academic, non-academic staff and as well as top management during meetings, workshops, seminars, and conferences during which experiences are described and discussed (Nassuora, 2011). Ngah and Ibrahim (2009), also do consider tacit knowledge sharing as the best tool for Small Medium Enterprises (SMEs) in enhancing competence and organisational performance.

Devenport and Prusak (2000) do argue that knowledge sharing occurs through personal conversations and suggest that open forums, knowledge fairs are important venues for sharing informal and formal knowledge. In the same vein, Ipe (2003) asserts that the capacity of an organisation to successfully influence the power of its knowledge within the organisation depends on the individuals who are in position to facilitate the acquisition, creation, sharing as well as the application of knowledge in real work situations for purposes of improving performance.

Nevertheless, understanding the sharing of knowledge within an organisation is quite difficult. Mohamed and Egbu (2010), attributes this to the intricacies that characterise the interaction between individuals and organisations such as mistrust, hierarchical and

professional attributes and reluctance to share knowledge for fear losing their status and identity (Waring, 2013).

Liu and Chos'(2003) study on the relationship between knowledge sharing and performance rewards in a hospitality industry found out that individuals' knowledge sharing attitudes are correlated with the knowledge sharing culture of the organisation and also observed that the knowledge sharing climate has a significant influence on organisational effectiveness (Yang, 2010). This confirms the assertion by Ipe (2003) that organisations are influenced by organisational cultures that play a major role in sharing of knowledge as employees are often encouraged by their organisations to both share and implement knowledge in the performance of important tasks for obtaining definite competitive edge.

Knowledge sharing between employees and departments in Higher Educational Institutions ensures transfer of group and individual knowledge into organisational knowledge. Islam (2011) posits that this leads to effective knowledge management. As such, sharing of knowledge can positively influence organisational performance through sharing both tacit and explicit knowledge which creates knowledge as proposed by Nonaka and Takeuchi (1995).

However, tacit knowledge has no value unless individuals are able to transfer it through exchange of ideas, beliefs, knowledge and experience and be able to execute tasks through teamwork, informal discussions among employees (Turyasingura, 2011).

Organisational knowledge sharing has the ability to improve organisational performance. However, Haas, (2006); Hsu, (2008); and Willem, (2003) opine that it is not always successful (Hsu, 2008; Hansen, 1999).

Gholizadeh Rezvan and Mirkammali's (2004) survey on key factors affecting knowledge at Ferdowsi University Faculty of Educational and Psychological Sciences, examined the effective factors involved in creating required ground for sharing knowledge within and

organisation and it established that organisational strategy, confidence and self sufficiency of the individuals most strongly influenced the knowledge sharing thus leading to organisational performance (as cited in Ziaei, 2014). This is because individuals do possess the tacit knowledge to influence knowledge sharing which is the basis for performance.

In a related study Chaudhry (2005) looked at the sharing practices in the Asian Institutions and found that motivation to share knowledge, trust management support as well as teamwork can influence knowledge sharing practices. Reluctance to share knowledge occurs among most individuals because they “keep knowledge close to their hearts as they move through the ranks by the knowledge is power paradigm” 2003, p. 422 Liebowtiz and Chen (2003) as cited in Syed-Ikhsan (2004).

Though knowledge sharing is viewed to have a positive influence on organisational performance, it can be a challenging task due to unwillingness and reluctance to share knowledge due to individual differences such as personalities, hierarchical and professional attributes that threaten their status as well as identity (Mooradian, 2006; Waring 2013) since it is crucial for knowledge creation (Nonaka & Toyama, 2003; Von Krogh, 2000).

Findings from the study have showed that knowledge sharing is crucial in the knowledge management system for Higher Education Institutions. Academic staff are considered as knowledge workers and as such, activities like meetings, workshops, conferences, and face to face interactions encourage socialisation and are meant to enhance their knowledge, skills and competencies to effectively perform in their daily activities. Willingness to share knowledge should be an attribute of academic staff in pursuit of knowledge to improve performance.

2.4 Knowledge Application and Organisational Performance

Knowledge application in organisations is meant to support all processes individuals use to utilize knowledge possessed by other individuals without actually acquiring, or learning, that knowledge (Hegazy and Ghorab, 2014). Higher Learning Institutions apply knowledge because they are looking forward to keep abreast their strategic position and ensure continuous rating by newspapers; the academic environment offers them a platform for publishing and the need for improvement in the level of information and sharing of knowledge among the academic, non-academic staff, students, programs administration as well as manage their internal documentation (Jayanthi and Sanni, 2007). The most important resource in an organisation are its people, who work towards the organisations objectives Armstrong (2008).

Nonaka and Takeuchi's (1995) propose a knowledge spiral model that acknowledges the utilisation and application of knowledge and how they play a significant role in the development of organisational knowledge arguing that knowledge is a hidden power unless it is used or applied when performing tasks, making a decision or used to solve a problem (Hunt, 2003).

The SECI model specifically in internalisation mode shows that individuals within the organisation learn by doing which is equated to application through the embodiment of explicit knowledge to new tacit knowledge. Nonaka and Takeuchi (2004) suggests that this feeds into the socialisation mode which triggers knowledge creation.

In a study to determine the degree of impact of the internalisation processes on knowledge management effectiveness at individual, team and organisational levels, Sabherwal and Becerra-Fernandez (2003) as cited in Turyasingura (2011) found that internalisation had a significant impact on individual-level knowledge management effectiveness and individual

perception of knowledge management effectiveness was found to influence team-level perception and organisational level knowledge management effectiveness positively.

Research and teaching are the two continuum of university teaching (Reva, 2005; Muhamood, 2011). The amount of knowledge and depths of application of one's knowledge depends on the degrees of willingness of people delivering such training. Such willingness is thus contingent upon a degree of motivation of, or the amount of time which, an individual lecturer is prepared to invest in researching new knowledge about specific topics of study (Wilberforce, 2011). Henard and Roseveare (2012) contend that academicians' time while teaching could affect their capacity to effectively compete in their research field.

Turyasingura (2011) suggests that knowledge is applied in the developing new products, research as well as improvement of processes and procedures.

Muhamood (2011) posits that the teaching quality and research are strongly related due to the involvement in research processes which in turn improves teaching quality, especially during academic work in role of a learner and this helps them to learn new experiences

Knowledge, particularly tacit knowledge, is constructed by individuals and is held within individual's minds and this can be a challenge to the way this knowledge is applied considering that some organisations lack a knowledge repository where all the tacit knowledge can be stored and made explicit for easy access by different users when needed. (Cohen and Levinthal, 1990; Szulanski, 1996). Knowledge continuously emerges from organisational member's actions and interactions making knowledge integration part of knowledge application on an organisational setting. Effective knowledge application relies on the effective implementation of tools for knowledge creation, storage and distribution.

Knowledge application in organisations relies on the availability of knowledge, and knowledge also relies on how knowledge is discovered, captured, and shared. If there is better knowledge discovery, capture, and sharing, then there is availability of knowledge that

will be needed for effective application in making decisions and task performance in organisations (Hegazy and Ghorab 2014).

Findings from the study showed that knowledge application relies on dissemination of knowledge through activities that integrate acquired, and shared knowledge such as teaching, research and supervision of students' research. Such activities by academic staff are reflected in the level of research as well as used as evidence of their performance as well as their departments.

2.5 Summary of literature reviewed

The literature above confirms the positive relationship between knowledge management practices and performance in Higher Education Institutions. Knowledge acquisition has a significant bearing on performance in terms of research and publication, recruiting and training of academic staff. Knowledge acquired overtime through such activities becomes organisational knowledge. Knowledge sharing enriches academic staffs' knowledge both at individual and organisational level. Knowledge shared is knowledge acquired internally or externally and utilised to improve performance. Knowledge sharing is contingent upon the will to freely share knowledge that enhances skills and competencies of academic staff. Knowledge application ensures that knowledge acquired, shared is integrated into the institutions' knowledge management system through teaching, research and supervision which are core activities in Higher Education Institutions. However, despite the popularity and importance of knowledge management practices, few exhaustive articles have studied the relationship they have with organisational performance in a developing country context as well as a need for additional evidence to support this relationship focussing on Higher Education Institutions.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter aimed at describing the methodology that was used to conduct this study. The chapter highlights the research design, population, sample size, data collection methods and instruments, quality control, procedures for data gathering, data analysis, measurement of variables and the ethical considerations.

3.1 Research design

The study employed a cross sectional survey design which according to Sekaran (2003), is used in developing a systematic description that was factual and as accurate as possible over a short period of time. Both the qualitative and quantitative approaches were used. The quantitative approach was used to generate statistical description of variables using percentages that aided in making appropriate conclusions and inferences to the population under study as well as testing of the relationship between knowledge management practices and organisational performance. On the other hand, the qualitative approach facilitated a deeper inquiry into experiences, interpretations, explanations of the relationship among the study variables that eventually brings meaning it with the use of interviews as well as complementing the quantitative findings. According to Creswell (2013), these approaches are employed to enrich the findings of the research.

3.2 Study population

The target population in the study comprised of administrative staff: three Heads of Department, the Dean of faculty, the Head Human Resource and Dean, School of Research and Postgraduate Studies; and 65 Academic staff from the Faculty of Social Sciences. These were selected because they play critical roles in Higher Education in fulfilling the mission of education, research and advancement. From an organizational perspective, the respondents

regularly communicate and interact with each other, through which knowledge is created and disseminated to improve performance. Such staffs are deemed to be fully conversant with the phenomena being investigated, due to their influence, or being affected by those knowledge management practices which occur in the University.

3.3 Sample size and selection

The sample size was determined by drawing an inventory of administrative staff who include Heads of Departments, Dean, Faculty of Social Sciences, Head Human Resources, Dean, School of Research and postgraduate studies purposefully selected and academic staff from the faculty of social sciences were randomly selected to give each and every member an equal chance of being selected. Using Krejcie and Morgan (1970), the sample was determined. The following were selected due to their influence or affect by the knowledge management practices. With a population of 85 elements, 71 respondents were sampled as illustrated in Table 3.1.

Table 3.1: Category of respondents, population, sample size and sampling strategy

Category	Target Population (N)	Sample size	Sampling technique	Method of data collection
Heads of Department	03	03	Purposive	Interview
Deans of Faculty	01	01	Purposive	Interview
Head Human Resources	01	01	Purposive	Interview
Dean, School of Research	01	01	Purposive	Interview
Academic staff	79	65	Simple random	Questionnaire
Total	85	71		

Source: *Primary data determined based on Krejcie and Morgan (1970)*

3.4 Sampling technique and procedure

The study employed two techniques namely purposive and simple random techniques mainly as a result of the possibility of reaching all administrative and academic staff at the institution. Purposive sampling which is a non-probability sampling techniques was used in selecting respondents with specific information through interviews. The basis for using this technique was to select key informants that are considered to have relevant information or

knowledgeable on the topic under consideration. On the other hand, simple random techniques which is a probability sampling technique was used which enabled respondents to have an equal chance of being included in a sample was used to select the academic staff. The rationale for using this technique was to ensure adequate representation of the respondents.

3.5 Data collection methods

The researcher used the questionnaire method and interview method and collected both qualitative and quantitative data from the field of study as indicated below.

3.5.1 Questionnaire method

This method collected quantitative data by administering questionnaires. The reason for choice of this method was that it is cost effective, time saving and can facilitate the collection of views on a wide range of issues from respondents. In addition, the method made it easy to compare a wide range of views from the respondents.

3.5.2 Face to face Interview method

This method was used to collect non-numeric data from key informants through holding verbal conversations. The choice for this method was that it allowed free elaboration of responses and enable the interviewer to probe further for deeper contextual information. Finally, the method had the advantage of enriching the findings.

3.6 Data collection instruments

The following data collection tools were utilised in the study, namely:

3.6.1 Questionnaires

The questionnaire comprised of three sections namely; Section one comprised of the background information, which requested for general information about the academic staff, the second section comprises of closed ended question items on the independent variables, and section three comprised of close ended question items on the dependent variable

requiring respondents to indicate their opinion using items arranged on a five-point likert scale.

3.6.2 Interview guide

The interview guide was designed and had three sections. The first, included the introduction which involved the saluting of the interviewees who were; Heads of Department, Dean of Faculty, Head Human Resources, and the Dean, School of Research as well as the introducing the research topic and objective. Section two had open ended questions on knowledge management practices at the university and the third section comprised of questions regarding knowledge management practices and performance at the university. The interview guide had predetermined questions with follow up questions that pave way of finding out more through probing. This ensured that the interview discussion bordered within what the interview was intended for. The instrument was used to obtain information from heads of department, deans of faculty, and the dean school of research as well as the head human resources.

3.7 Quality control

Quality control comprises measures that are taken to ensure that research instruments produce same results on repeated trials as well as ensuring that the instruments measure what they purport to measure. Quality control was ensured using validity and reliability as indicated below.

3.7.1 Validity

Validity is the degree of accuracy and meaningfulness of inference based on research results (Amin, 2005). To ensure validity, minimise sample errors, three experts including two supervisors and one knowledge management expert were contacted to provide their rating about the instrument (identify relevant questions while weeding out irrelevant ones). The Content Validity Index calculated of 0.80 was obtained by computing the ratio of approved

items for the questionnaire to the total number of items originally proposed (see formulae and table 3.2 below). The overall questionnaire had a CVI index of 0.80 which was above 0.7, thus acceptable as valid (Amin, 2005)

$$\text{CVI} = \frac{\text{No. of items related relevant}}{\text{Total number of items}}$$

Table 3.2: Content Validity Index (CVI) of Survey Items

Item	Total Number of items	Number of items considered relevant	Content Validity Ratio (CVR)
Knowledge Acquisition	9	7	0.78
Knowledge Sharing	10	8	0.8
Knowledge Application	8	7	0.87
Organisational performance	13	10	0.77
CVI average			0.80

Source: *Primary data*

3.7.2 Reliability

Reliability was used to determine whether an instrument can yield similar or consistent results when administered repeatedly (Amin, 2005). For this study, pre-testing of the instrument entailed administering questionnaires to ten (10) respondents who are not part of the study but from a similar organisation. This was done before analysis to ensure consistency and gave room for some questions to be modified. Reliability tests were calculated using internal consistency with SPSS 20 specifically Cronbach alpha on all the items in the questionnaires of independent and dependent variable to ascertain knowledge management practices and perceptions of sample respondents. This enabled re-phrasing some of the items where necessary. According to Amin (2005), a Cronbach alpha of 0.7 or more is considered sufficient.

Table 3.3: Cronbach's Alpha of survey items

Reliability Statistics

Cronbach's Alpha	N of Items
.814	32

Source: *Primary data*

Table 3.3 shows the reliability tests carried out before analysis and they showed a Cronbach alpha of 0.814 in agreement with Amin (2005) who suggests that a Cronbach alpha of 0.7 or more is considered sufficient. The rationale behind reliability tests before the analysis was to ensure stability and equivalence.

3.8 Procedure of data collection

Upon approval of the proposal, a cover letter from Uganda Management Institute, School of Management Science requesting permission to collect data from respondents relevant for the study in the institution was obtained, and permission from the school of research at Uganda Christian University to conduct the research was sought. Validated questionnaires were hand delivered to the respondents assuring them of voluntary participation, confidentiality, and anonymity.

On the other hand, key informant interviews involved scheduling appointments with key informants, who were provided with the necessary details of the study and consent to participate in the study was sought and responses were recorded and transcribed.

3.9 Data analysis

The purpose of data analysis was to obtain useful information from both quantitative and qualitative data. Data analysis was conducted as indicated in 3.9.1 and 3.9.2 below.

3.9.1 Qualitative data analysis

Qualitative data obtained from interviews held were recorded and transcribed for easy explanation as well as understanding or interpretation of results regarding the topic being

investigated. According to Byrne (2001) qualitative data consisted of identifying, coding as well as categorising connections in data obtained thereby interpreting all this when all this is brought together. The results were presented in form of themes or narrative statements and put in quotes to complement on the data from the questionnaires.

3.9.2 Quantitative data analysis

Questionnaires were managed through sorting, pilling and coding and responses were entered into Statistical Package for Social Sciences Version 20 (SPSS). The data set was checked for errors, inconsistencies and completeness. Since quantitative data is usually voluminous, recorded raw data was used to generate descriptive statistics (mean, frequencies and percentage) and presented graphically or use tables.

Descriptive statistics enabled understanding and interpretation of findings. It included a statistical summary that succinctly characterised of observations and variables. The analysis was used to describe the demographic profile of respondents. On the other hand, inferential statistics were generated from the same data set and used for determining the strength and direction of the relationship using Pearson correlation coefficient. In addition, analysis using regression was used to show the variance that each independent variable dimension has in explaining the dependent variable.

3.10 Measurement of variables

Variables were measured at nominal and ordinal levels depending on the items in the instrument. Nominal scale was largely used to measure the demographic characteristics of the respondents and the ordinal scale was used for the items on the five point Likert scale of namely Strongly Agree (5), Agree (4), Neutral (3) Disagree (2) and Strongly Disagree (1).

3.11 Ethical considerations

Ethics in research relates to how respondents are treated and how the information they give and to what extent was confidential during the research process. Therefore, it was prudent to

seek permission to be granted to conduct interviews for this study. In addition, objectivity was paramount when carrying out research, assurance of anonymity and confidentiality were key during the research process.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter details the presentation, analysis and interpretation of the study findings on knowledge management practices and performance at UCU. The first section presented the respondents' response rate, the background information about the respondents and then a presentation, analysis and interpretation of the study findings in relation to the specific objectives.

4.1 Response rate

The response rate was computed in order to establish whether the sample was representative of the bigger group and whether it would allow for generalization of the study findings.

Table 4.1: Response rate

Instrument	Planned	Actual	Percentage (%)	Short fall (%)	Total (%)
Questionnaires	65	59	90.7	9.3	100
Interviews	6	5	83.3	16.7	100
Total	71	64	174	26	200

Source: Primary data

Table 4.1 shows that out of 71 respondents, only 64 responded to the study. 65 questionnaires were distributed to academic staff, of which 59 were returned reflecting a response rate of 90.7%. Out of 6 interviews scheduled, 5 interviews were successfully held reflecting a response rate of 83.3%. The 9.3% and 16.7% shortfall explains the respondents who were not accessible during the study. The overall response rate was computed as follows:

$\frac{\text{Actual}}{\text{Planned}} \times 100\%$ that is $\frac{64}{71} \times 100\% = 90.1\%$,

Such response rate results are in line with Amin (2005) who argues that a response rate ≥ 50 is representative of a survey population.

4.2 Background information of the respondents

The researcher collected bio data to ensure accuracy of the data in relation to the study variables since these characteristics relate to the nature of participation and opinions. This section presents the demographic data of the respondents and distribution according to the data obtained from the study.

4.2.1 Job designation of the respondents

Table 4.2 below shows the distribution of respondents by job designation.

Table 4.2: Distribution of respondents by job designation

Job designation	Frequency (n)	Percent (%)
Tutor	11	18.6
Lecturers	42	71.2
Senior lecturers	2	3.4
Associate Professor	2	3.4
Professors	2	3.4
Total	59	100

Source: *Primary data*

Table 4.2 illustrates how respondents from the faculty of social sciences indicated in which job designation they fall under. A sample for this quantitative survey was taken on the basis of the admissibility of the knowledge worker according to the employee functions of the job. The frequencies of responses according to employee job designation show that most (42) 71.2% are lecturers, (11) 18.6% of the respondents are tutors, (2) 3.4% are senior lecturers, and (2)3.4% were associate professors as well as (2) 3.4% who were professors. Lecturers were the majority due to the nature of their work which is mainly seeking and providing

knowledge on a daily basis while tutors complement with knowledge and the rest provide knowledge on a part time basis and consultancy.

4.2.2 Gender of respondents

Table 4.3 shows the gender distribution of respondents at the faculty of social sciences at Uganda Christian University which indicated that (30) 50.8% were female slightly higher than the males who were (29) 49.2%

Table 4.3: Distribution of respondents by Gender

Gender	Frequency (n)	Percent (%)
Male	29	49.2
Female	30	50.8
Total	59	100.0

Source: Primary data

Table 4.3 illustrates that out of the total of 59 respondents, the female respondents were slightly higher at (30) 50.8% than the male respondents who were less by (1) 1.6%. This clearly confirms that the faculty is balanced in terms of gender. This could also mean that both men and women are empowered by the institution and supported to be part of the academics which forms some kind of gender balance among the academic staff at the faculty.

4.2.3 Level of education of respondents

Table 4.4 shows the frequencies of responses according to the academic staff's highest level of education. This was done to ascertain whether the levels of education had a bearing on staff performance.

Table 4.4: Distribution of respondents by the highest education level

Level of education	Frequency (n)	Percent (%)
PHD	8	13.6
Masters' degree	39	66.1
Bachelors' degree	12	20.3
Total	59	100

Source: *primary data*

Table 4.4 indicates that most (39) 66.1% of the respondents hold at least a master's degree as a highest level of education followed by (12) 20.3% who hold a graduate degree and only (8) 13.6% of the respondents hold a Doctorate degree. The findings show that the majority who hold a master's degree was attributed to two reasons; firstly, it is the minimum qualification required to manage the positions that they hold, secondly this evidently shows that institution has an appropriate level of education to be able to perform in the institution.

The least number of Doctorate holders could be attributed to lack of enough funds to sponsor Doctoral programs compared to Masters' holders. Interviews with some key respondents revealed that some do sponsor themselves at a Masters' level which is quite difficult at a Doctoral level and have to rely on sponsorships.

4.2.4 Work experience of respondents

Table 4.5 shows the distribution of responses according to the respondents work experience.

This was intended to establish the number of respondents to fit the time scope of the study variables.

Table 4.5: Distribution of respondents by work experience

Work experience	Frequency (n)	Percentage (%)
<3 years	18	30.5
4-10 years	35	59.3
11-15 years	2	3.4
>15 years	4	6.8
Total	59	100.0

Source: *primary data*

Table 4.5 illustrates the distribution of responses according to the staffs' work experience with the current employer. As shown, almost (18) 30.5% of employees hold less than three years' experience with their current employer, (35) 59.3% who were the majority of the respondents had 4 to 10 years of experience, this could be attributed to a knowledge management strategy of retention due to their performance as well as the conducive working environment and culture which has created a sense of oneness and contentment with working with their current employer. (2) 3.4% of the respondents from 11 to 15 years, and (4) 6.8% of the respondents for over 15 years and this may be attributed to the fact that as you gain more experience, you become more of a consultant and mentor to those with less years of experience.

4.2.5 Age of respondents

Table 4.6 shows the distribution of respondents according to their age category. This was done in order to establish whether one's age had a possibility of contributing to their performance.

Table 4.6: Distribution of respondents according to age category

Age category of respondent	Frequency (n)	Percentage (%)
<25	5	8.5
26-35 years	19	32.2
36-45 years	23	39.0
46-55 years	10	16.9
>55 years	2	3.4
Total	59	100

Source: *Primary data*

Table 4.6 indicates that the highest percentage of respondents were (23) 39% who were aged between 36 to 45 years, (19) 32.2% fall between 26 to 35 years, (10) 16.9% were aged between 46 and 45 years of age, (5) 8.5% and the least number of respondents were only 5 (8.5%) and (less than 4%) were over the age of 55 years respectively.

This indicates that most of the academic staff belong to the youthful and mature range of ages. This could also mean the faculty prefers having those of youthful and mature age thereby having the mature ones serve as mentors for the youthful ones and in case of retirements or attrition, they can occupy the knowledge vacuum left by the mature ones and enable continuity of knowledge and skills which are ingredients for performance.

4.2.6 Responses according to department

Table 4.7 shows distribution of respondents according to the departments in the faculty of social sciences namely public administration and governance, development studies and social work and social administration. This was done to establish the number of respondents from each department which participated in the study.

Table 4.7: Responses according to department

Respondents by department	Frequency (N)	Percentage (%)
Public administration & Governance	24	40.7
Development studies	21	35.6
Social work & Social administration	14	23.7
Total	59	100

Source: *Primary data*

Table 4.7 indicates that most (24) 40.7% of the responses for the study came from the department of public administration and governance, such responses were followed in declining numbers by the department of development studies (21) 35.6% and the department of social work and social administration (14) 23.6%. The high response rates in terms of departments in the faculty of social sciences may be attributed to academic staff in the departments of public administration and governance and the department of development studies finding the study more relevant in their knowledge management field.

4.3 Findings

This section provided descriptive, inferential and qualitative findings based on the objectives. Sections 4.3.1, 4.3.2, 4.3.3 and 4.3.4 presents the frequency distribution, descriptive data results of both knowledge management practices and organisational performance at Uganda Christian University faculty of social sciences. In case of descriptive data, the purpose of description was to summarize the pattern of the item-wise responses on the 5-point Likert scale anchored by strongly disagree, disagree, neutral, agree, and strongly agree and the

mean. Respondents who Strongly Agreed and Agreed were combined to get the overall response as agree.

4.3.1 Organizational performance at Uganda Christian University

Opinions on organisational performance were sought from the academic staff using ten closed ended questions and table 4.8 below presents the results.

Table 4.8: Respondents' opinion about Organizational Performance

SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree	SA (5)	A (4)	N (3)	D (2)	SD (1)
Programs and activities in my department have been effective	20.3% (12)	50.8% (30)	27.1% (16)	1.7% (1)	0% (00)
A number of programs have been developed in my department	11.9% (7)	54.2% (32)	30.5% (18)	3.4% (2)	0% (0)
There has been an increase in Trainings, workshops, seminars in the recent past	16.9% (10)	57.6% (34)	22% (13)	3.4% (2)	0% (00)
There has been an increase in research and publications in the recent past	13.6% (8)	57.6% (34)	25.4% (15)	3.4% (2)	0% (00)
My teaching knowledge has improved effectively	20.3% (12)	62.7% (37)	16.9% (10)	0% (00)	0% (00)
My capacity to solve work related issues has improved	30.5% (18)	54.2% (32)	15.3% (9)	0% (00)	0% (00)
There's been a cut in decision making and problem solving	27.1% (16)	54.2% (32)	18.6% (11)	0% (00)	0% (00)
My experience and skills required to perform at work have greatly improved	28.8% (17)	59.3% (35)	11.9% (7)	1.7% (1)	0% (00)
My department regularly achieves its set targets	16.9% (10)	61% (36)	20.3% (12)	0% (0)	0% (0)
My institution encourages staff to seek knowledge across the organisation to solve work problems	28,8% (17)	61% (36)	8.5% (5)	1.7% (1)	0% (0)

Source: *Primary data*

Results in Table 4.8 indicate that 71.7% (42) of the respondents agreed that programs and activities implemented have been effective, 27.1% (16) were neutral and 1.7% (1) did not seem to agree to effectiveness of activities implemented. This showed effort accorded to achieving organisational performance through activities that help the university acquire knowledge such as trainings and research activities which is paramount to the Universities performance. To further complement was one interviewee who voiced out that:

“We are knowledge workers and research, publication and frequent training programs must be the order of the day therefore we seek to always update our staff’s knowledge. Workshops, trainings have been essential in equipping staff with knowledge and experiences that draw lessons and recommendations which have been incorporated which enhances teaching or research.”

The essence in learning from trainings is that one is able to transfer the knowledge acquired, shared and be able to apply it in the work context such as carrying out research or even during teaching

As to whether members are able to work together towards the development of new products and programmes, 66.1% (39) of the respondents agreed, and 30.5% (18) were neutral and only 3.4% (1) strongly disagreed. Additionally, 74.5% (44) of the respondents agreed to an increase in trainings, workshops which have improved their knowledge while 22% (13) were neutral and 3.4% (2) disagreed.

A key respondent added that: *“We have always encouraged our staff to add on to their knowledge by upgrading their qualifications and take on trainings and some jump for some opportunities while others keep procrastinating claiming to have no time. Conferences have not been as many as workshops which have been frequent, at least every month. Trainings have been encouraged and sponsored for such benefits as gaining innovative skills and abilities to perform better at work”.*

This meant that respondents’ ability to learn from knowledge management activities such as trainings, workshops and others, was high which can easily lead to performance if integrated well in their daily activities.

Additionally, 71.2% (42) of the respondents agreed to the statement that there has been an increase in research and publications at UCU in the recent past, 25.4% (15) was neutral while 3.4% (2) of the respondents disagreed to an increase research and publication.

A key respondent remarked that: *“We understand our professional responsibility in terms of growth and research development, because this determines our performance but sometimes this happens because one is looking for a promotion opportunity and therefore continue to acquire knowledge which does not only advance their career but also contributes to quality and effectiveness of our staff. However, research is still treated as a terminal output by some members and we are working on increasing the level research and publication to increase our knowledge base”*

83% (42) agreed to an improvement in their teaching knowledge effectively while 16.9% (10) were neutral. 81.3% (48) of the respondents agreed that there has been a cut in decision making and problem solving as a result of the knowledge management practices 18.6% (11) were neutral.

A key respondent remarked: *“The basis of performance expectation is for continuous improvement in quality of our academic staff that’s why the institution uses post-doctoral positions to increase on the research output as well as assisting in future recruitment of academic staff, this has been in a way means through which challenges of low research levels are solved. However, we endeavour to increase on the number of post-doctoral positions to increase effectiveness and efficiency”*

Another respondent remarked that: *“Staff performance expectations help in establishment of goals and specific performance plans which enable academic staff to use new methods of work and enhancing their professional development thus being able to identify opportunities*

to develop, acquire and enhance competencies that are critical to the overall success of the university, department and individual as well”

More so, 88.1% (42) of the respondents agreed to being effective as a result of experiences and skills shared and acquired, 11.9% (7) and 1.7% (1) disagreed. Respondents were asked as to whether their department regularly achieve their set target and 77.9% (46) agreed while only 20% (12) were neutral.

To further cement the findings was a respondent who remarked that: *“Each department has objectives on annual, departmental as well as individual level therefore as far as these levels are concerned, staff have an obligation to achieve their target in their respective departments. Heads of departments play a supervisory role to ensure that each department achieves their set out target with enabling them acquire the needed knowledge to achieve these targets. That’s why activities such as trainings, workshops, meetings are frequently organised.”*

89.8(53) of the respondents agreed that the institution encourages staff to seek knowledge across the organisation to solve work and organisational problems while 8.5 (5) were neutral while only 1.7% (1) disagreed.

A key respondent remarked: *Highly qualified academic staff with skills, knowledge and competencies engage in consultancy work with international organisations which bring in money in the university as well as create knowledge which is disseminated to be used as references when making decisions as well as solving organisational challenges.*

The findings suggest that individuals grow and learn from practices such as training, research and publication, workshops, and meetings. Though some use these avenues are for their own ambitions such as engaging in consultancy, this increases their effectiveness which is important in improving performance at both individual and organisational level.

4.3.2 Knowledge acquisition and Organizational performance

Table 4.9 below presents results from opinions on knowledge acquisition sought from the academic staff using seven closed ended questions.

Table 4.9: Respondents' opinion on knowledge acquisition

SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree	SA (5)	A (4)	N (3)	D (2)	SD (1)
My institution has subscribed to knowledge sources such as journals and other publications required	44.1% (26)	55.9% (33)	0% (00)	0% (00)	0% (00)
Expertise on programs and subjects is an extremely important criterion for recruiting a new staff	18.6% (11)	55.9% (33)	23.7% (14)	1.7% (1)	0% (00)
Reports prepared by external experts draw new approaches to my work	25.4% (15)	62.7% (37)	3.4% (2)	8.5% (5)	0% (00)
Our department uses regular collection of research papers and publications of interest to us.	22% (13)	62.7% (37)	15.3% (9)	0% (00)	0% (00)
Seminars, workshops, conferences are intended for knowledge acquisition	35.6% (21)	49.2% (29)	15.3% (9)	0% (00)	0% (00)
External sources (reports, consultants, etc.) are considered a source of knowledge from which we learn	27.1% (16)	57.6% (34)	15.3% (9)	0% (00)	0% (00)
Internal training programmes are often organized to keep staff up to date.	35.6% (21)	55.9% (33)	8.5% (5)	0% (00)	0% (00)

Source: *Primary data*

Table 4.9 above shows respondents' opinions about knowledge acquisition. Results captured reveal that 100% (59) respondents agreed that Uganda Christian University has subscribed to knowledge sources such as journals and other publications required for them to improve on their knowledge. This shows the keenness by the university to enhance the knowledge, skills, abilities and competences needed for accomplishment of work, an ingredient that is required for organisational effectiveness.

Respondents constituting 74.5% (44) agree that hiring and recruiting staff largely depends on the expertise on the programs and subjects, nonetheless 23.7% (14) respondents were neutral and only 1.7% (1) respondents disagreed. With a mean of 3.91, it shows that only having

expertise in knowledge in a program is by far important as required for the human resource highly knowledgeable to pass on the tacit knowledge and have the ability to improve, develop and improve programmes. This improves both individual and organisational performance.

To complement on the above findings, one key informant stated that:

“For example developing new programs requires highly knowledgeable people. Therefore I know that it is key to recruit staff with experience and expertise and can really be able to train, research and effectively pass on what they know is what is most important rather than just recruiting, However, students who have excelled in their undergraduate studies are also retained internally and mentored to pass on knowledge”

These opinions suggest that bridging the information gaps through recruiting experienced staff in a certain field or program at the institution is a remedy to challenges to do with low level research and publications, completion of tasks and making timely decisions which are important for individual and organizational level performance.

Further to note, 88.1% (52) respondents agreed that explicit materials such as reports, journals published by external experts in a particular field of interest are a very important source from which new approaches to work can be drawn, 3.4% (2) respondents were neutral and 8.5% (5) disagreed. A key informant remarked: *International conferences present opportunities to access both tacit knowledge in form of presentations as well as explicit knowledge from knowledge experts in different fields.* This provides opportunity for academicians to access an acquire knowledge needed to improve performance.

In addition, 91% (53) respondents indicated it is very important for the university to collect explicit materials such as research papers and publications that are quite important knowledge sources that improve their tacit that can be easily be integrated in their work for example

teaching and supervision. 15.3% (9) of the respondents were neutral whereas a fewer percentage of 3.4% (2) disagreed to this statement. Additionally is a statement that was elicited from one of the interviews held where a key informant who observed:

“Publishing of researched material such as peer reviewed journals at institutional level is moderate and quite low on individual basis. It is only on individual basis and often academic staff account for their contribution to knowledge development every three years. The institution has developed a research policy that encourages research and publication which requires every academic member of staff to produce at least one research publication or scholarly innovation every three years and after three years staff have to show cause as to why they have not published”.

This implies the importance attached to acquiring information from these research papers for example through peer reviewed journals especially in higher education institutions where research is the key for one to be effective in adding on to one’s knowledge that is applied in development of new programs that improve knowledge skills and abilities of both staff and students an important ingredient of performance.

A key informant remarked that: *“It is of great value when there is constant research and publication in a higher education institution like UCU. However, there have been challenges related to significant changes in the policies of major funding agencies in both the government and private sector of which UCU belongs, need for staff seeking research funds as well as a clear cut policy on research and consultancy. These have retarded the overall research productivity at the University but a research policy has been drafted since then which will help in addressing these challenges.”*

He further added: *“academic staff tend to treat a research report as a terminal output indulge and are challenged with time constraints given the workload therefore it’s all about sacrifice and also funding still remains a challenge because most staff expect the institution to fund their research; if it is not forthcoming research productivity can remain stagnant”*.

In addition to this, external sources such as reports, consultants have been considered extremely important source of knowledge with an 84% (50) of the respondents agreeing to this which meant that staff are able to add on the knowledge to keep abreast the competition in regard attaining competence relevant skills needed to deliver relevant material to consumers of knowledge. However, 4% (2) of the respondents were neutral to this statement.

A key informant added that:

“Some of these reports are do contain recommendations and new approaches to management from which we learn submitted to management. There is normally dissemination of knowledge through apprenticeship production and dissemination of research findings externally and internally through mentorship because such a process is mastered through experience. Senior academics such as consultants, professors work with junior staff to produce joint publications.”

This denotes attention from external reports and consultancy work from which vital knowledge that may not otherwise known internally that is important for organisational performance.

Majority of the respondents 84.8% (50) agree that attending seminars, workshops, conferences whenever such opportunities arise are intended to acquire knowledge whereas 15.3% (9) of the respondents were neutral.

Training programmes are organised to keep staff updated on new approaches of work and management, 91.5% (54) of the respondents agreed to this statement while 8.5% (5) of the

respondents were neutral which denotes the urgency to acquire knowledge from these trainings which are vital for attaining experience, competence, knowledge and skills which are ingredients of performance. The findings concur with what a key informant who commented about the frequency of various seminars, workshops; conferences with intention to acquire knowledge indicated that:

“.....as an HR, I have been attending trainings that equip me with knowledge and skills that I need to execute the type of work I do which is quite dynamic. I believe training of our staff is important for performance improvement in terms of quality work and maintaining the quality of staff that can be retained due to their knowledge thus training needs are prioritised for continuous acquisition of knowledge at least three trainings a year, this helps them improve their work knowledge. However, training development is sometimes voluntary and therefore highly linked to career prospects in the university.

Another key respondent stated that: *trainings are available for those who are interested but as for career development, it is largely an academics own affair and a result of their own research efforts in research and publications.*

It is the practice to train and develop staff especially academic staff of Higher Education Institutions, but as to whether there are enough funds to sponsor the academic staff for these trainings can be answered by the top management.

4.3.2.1 Correlation results for knowledge acquisition and organizational performance at UCU

Table 4.10 below presents the correlation results on the relationship between knowledge management and organizational performance of UCU:

Table 4.10: Correlation results for knowledge acquisition and performance

		Knowledge Acquisition	Organisational performance
Knowledge Acquisition	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.000
	N	59	59
Organisational performance	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.000	
	N	59	59

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

Source: *Primary Data*

Table 4.10 above indicated a significant positive relationship between knowledge acquisition and organisational performance at UCU with $r=.561$ or 56.1% and therefore significant at value (.000) which is less than the significant value of 0.01, implying the computed correlation statistic was moderate at .561** and statistically significant ($p \text{ value} < 0.05$).

The moderate direction of the correlation implies that as knowledge acquisition occurs, there's progress towards realising organisational performance. This position is in agreement with Cohen and Levithal (1990) who observed that an organisations ability to use the knowledge acquired and create advantage does not guarantee the effective use of knowledge but rather show improvement towards performance.

The findings were also consistent with Akpotu and Lebari (2014) who argue that knowledge built within individuals requires organisational platforms created to help organisations in its acquisitions. Very few experienced and competent staff that are recruited and well trained

fully engage in organisational platforms such as research and publication as well as training. Therefore a university is transformed through its knowledge acquisition practices and this in a positive sense will create the need recruitment of experienced and competent staff, more training to enhance knowledge and skills of staff, engaging more in research and publication is of prime importance in terms the university grooming more staff who are able to research and circulate their publications to improve organisational performance at Uganda Christian University.

4.3.2.2 Regression results for knowledge acquisition and organizational performance at UCU

The co-efficient of determination (regression) technique was used to support in computing the variance that knowledge acquisition had on organizational performance as shown below in table 4.11.

Table 4.11: Regression results for knowledge acquisition and Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.561 ^a	.315	.303	.20065

a. Predictors: (Constant), Knowledge acquisition

Source: *Primary Data*

Table 4.11 above comprises of the model summary with scores showing Pearson coefficient correlation $r = 0.561$ showing a moderate positive relationship between knowledge acquisition and organisational performance, R-square (.315). The R-Square is the coefficient of determination and therefore it is expressed as the percentage of variance explained by the regression model. The adjusted R-square .303 tells us the percentage of variation explained by only the independent variables (research publications, training, workshops, recruitment) that account for a change in the dependent variable (organisational performance). The

interpretation is that knowledge acquisition contributes 30.3% towards variation in organisational performance.

4.3.2.3 Hypothesis statement one

Based on the inferential statistics provided above, the study accepts the hypothesis that:
“There is a significant positive relationship between knowledge acquisition and organizational performance at Uganda Christian University”

4.3.3 Knowledge sharing and organisational performance

Table 4.12 below presents opinions on knowledge sharing sought from the academic staff

Table 4.12: Respondents' opinion about knowledge sharing

SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree	SA (5)	A (4)	N (3)	D (2)	SD (1)
I feel that it is important to share knowledge acquired for the benefit of all staff	32.2% (19)	67.8% (40)	0% (00)	0% (00)	0% (00)
We have informal groups where we discuss work experiences	20.3% (12)	47.7% (28)	6.8% (4)	25.4% (15)	00% (0)
Meetings represent an avenue for discussing work ideas to build our competences	16.9% (10)	51.7% (31)	27.1% (16)	3.4% (2)	0% (00)
We regularly have workshops, conferences to share work experiences and knowledge	10.2% (6)	66.1% (39)	23.7% (14)	0% (00)	0% (00)
Job rotation occurs, based on one’s knowhow, thereby ensuring knowledge sharing	11.9% (7)	59.3% (35)	23.7% (14)	5.1% (3)	00% (0)
My colleagues are willing to share information with me	1.7% (1)	49.2% (29)	28.8% (17)	20.3% (12)	00% (0)
Face to face interactions provide opportunities for members to inform one another regularly about work related experiences and solutions	13.6% (8)	49.2% (29)	33.9% (20)	3.4% (2)	00% (00)
Working in teams is encouraged to share knowledge on work projects.	11.9% (7)	66.3% (39)	18.6% (11)	3.4% (2)	00% (00)

Source: *Primary data*

Table 4.12 above shows respondents opinions about knowledge sharing. Results captured reveal that 100% (59) of the respondents were all in agreement that knowledge sharing in an academic institution is necessary for the benefit of all.

This denotes that performance comes with the importance attached to sharing of valuable knowledge with others.

68% (40) of the respondents agree to having informal groups where they discuss work related issues and work experiences, 6.8% (4) were neutral while 25.4% (15) disagreed which meant that not much knowledge is distributed in these formal ways which could be attributed to the unwillingness to share knowledge. To supplement on the quantified findings about the study, one respondent remarked:

“We have staff gatherings to share knowledge, tea breaks and lunch breaks are also some ways that are used to share experiences concerning work and in a way we brainstorm; this enables free flow of ideas that in one way or another contributes to the work we do. There is probably no other time that we discuss, some issues maybe formally during fora’s like departmental meetings, general meetings”

This quite shows that such informal ways of acquiring and sharing information can be a useful way of gathering information that can be used to improve work related issues.

Furthermore, willingness to share knowledge was met with mixed responses from respondents where 50.9% (30) agreed to the willingness to share information by colleagues whereas 28.8% (17) respondents neither agreed nor disagreed while only 20% (12) disagreed to the willingness by colleagues to share information.

A key respondent stated that: *“Some staff are willing to share information with others but this normally happens in peer groups or when there is need such as completing an assignment rather than sharing every information perhaps some information could be confidential and only restricted to different people and some are driven mostly by self-preservation instincts, people are unwilling to share knowledge because they perceive knowledge as a valuable commodity that cannot be distributed freely.”*

This denotes that knowledge is personal and therefore the will to share it comes from someone's heart and must be on a voluntary basis.

He added that; *"It is a professional practice to keep some information classified but this affects the constant sharing of knowledge and communication and this delays some decisions because of some bureaucratic procedures required to access information"*

The possibility that unwillingness of individuals to share what they really know and therefore tend to withhold vital information from others and the department alludes to the fact that "knowledge is power" and this is done to strengthen their positions. This can be detrimental to organizational performance especially at departmental level.

This quantitative finding represents a minimal sharing culture which is a key factor that encourages learning, empowerment which improves the quality of decisions when performing tasks because sharing adds on to creativity of individuals enhancing capabilities, skills, knowledge and satisfaction which highly improves performance

Additionally, 68.6% (41) of the respondents agree that meetings represent an avenue for discussing work ideas. However, 27.1% (16) both were neutral and 3.4% (2) disagreed respectively which suggests that sharing of knowledge among staff is important when discussing knowledge, skills and be able to update their knowledge which is an ingredient for improving performance. The above quantified findings can be complemented a key informant who stated that: *"We normally have regular meetings that is departmental and interdepartmental meetings where we share and exchange information on pertinent issues concerning performance improvement basing on performance evaluations and other emerging issues that need our attention such as review of our curriculum and courses; and also renew our relationships as academic staff. However, the environment must be conducive for knowledge sharing to be effective."*

This shows that staff meetings improve communication among employees and for sharing knowledge to improve performance. The 3.4% (2) could be attributed to other avenues for knowledge sharing.

More to this, only 62% (37) of the respondents agree to face to face interactions as a way of providing opportunities for members to inform one another regularly about work related experiences and solutions, 33.9% (20) were neutral while 3.4% (2) disagreed.

Interestingly, 71.2% (39) agreed to job rotation in departments being based on ones knowhow which ensures knowledge sharing, 23.7% (14) were neutral while 5.1% (3) disagreed to this which meant that the job rotation is not so much embraced to transfer knowledge for performance improvement.

A key informant stated that: *“Not quite often have we rotated our academic staff but we do when there is need for academicians to get acquainted with new knowledge to enhance their performance. This exposes them to different ideas and knowledge which can be used to enhance their performance”*

While another informant added that: *“.....in case of attrition challenges among academic staff, the Dean uses informal contacts to know those who are specialized and can be rotated to cover up and in case he doesn't, then he seeks advice from the head of department who recommends accordingly so that work is effectively accomplished.*

This shows that these departments have a little role to play in rotating their academic staff but rather the will of the staff.

In addition to this job rotation, 78% (46) respondents agreed that working in teams is vital for individuals that want to improve performance in their work as well as that of their departments, this meant that there is frequent exchange of information which builds ones' capability to effectively accomplish tasks which vital in improving performance, 18.6% (11)

were neutral whereas 3.4% (2) disagreed which meant that the willingness to share knowledge is still an impediment to sharing knowledge in teams.

These findings suggest that individuals exhibit conservativeness in expression of ideas and share their knowledge which contradicts opinions that stress the importance of sharing valuable knowledge that help in the empowerment, development of capability of individuals, skills and knowledge to accomplish their tasks and make the right decisions an ingredient for improving performance.

4.3.3.1 Correlation results for knowledge sharing and organizational performance at UCU

To further understand the relationship between knowledge sharing and organizational performance of UCU, the findings were correlated and presented as below:

Table 4.13: Correlation results for knowledge sharing and organisational performance

		Knowledge sharing	Organisational performance
Knowledge sharing	Pearson Correlation	1	.252**
	Sig. (2-tailed)		.054
	N	59	59
Organisational performance	Pearson Correlation	.252**	1
	Sig. (2-tailed)	.054	
	N	59	59

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

Table 4.13 above indicated a weak positive relationship between knowledge sharing and organisational performance at UCU with $r = (.252^{**})$ and the significance level was (.054) which was greater than the recommended sig value of 0.05, implying that the computed correlation statistic was small at .252** and not significant ($p \text{ value} < 0.05$). The weak positive direction implies that knowledge sharing does occur, however it is not maximised to its potential towards organisational performance. This position is in agreement with Mooradian (2006) and Waring (2013) who observed that performance could be affected by individual

unwillingness and reluctance to share knowledge pointing out individual differences such as personalities, hierarchical and professional attributes as it might threaten their identity. In the context of organisational effectiveness, knowledge sharing should be purposefully with individuals for the ultimate organisational output. The underpinnings of the SECI model are that sharing and transferring of tacit knowledge fosters creation of knowledge throughout the organisation that is needed for performance Nonaka and Takeuchi (1995). This implies that the university has not yet made any significant effect on organisational effectiveness with activities that facilitate knowledge sharing.

4.3.3.2 Regression results for knowledge sharing and organizational performance at UCU

The co-efficient of determination (regression) technique was used to support in computing the variance that knowledge sharing had on organizational performance. The results are provided in Table 4.14 below.

Table 4.13: Regression results for knowledge sharing and organisational performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.252 ^a	.064	.047	.23460

a. Predictors: (Constant), Knowledge sharing
Source: *Primary Data*

Table 4.14 above comprises of the model summary with scores showing the Pearson coefficient correlation .252 showing a weak positive relationship between knowledge sharing and organisational performance, R-square (.064) which is the coefficient of determination expressed as the percentage of variance explained by the regression model. The Adjusted R square= .047 and standard error of the estimate= .23460 using the predictor; knowledge sharing. The Adjusted R-square .047 tells us the percentage of variation explained by only the independent variables that account for change in variation of the dependent variable

(organisational performance). The interpretation is that knowledge sharing can account for 4.7% of variation or change in organisational performance.

4.3.3.3 Hypothesis statement two

Based on the inferential statistics provided above, the hypothesis that “*There is a positive relationship between knowledge sharing and organizational performance at Uganda Christian University*” is accepted.

4.3.4 Knowledge application and organizational performance at UCU

Table 4.15 below presents opinions on knowledge application sought from the faculty staff.

Table 4.15: Respondents’ opinion about knowledge application

SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree	SA (5)	A (4)	N (3)	D (2)	SD (1)
The institution assures members on the importance of applying knowledge to generate new knowledge	37.3% (22)	61% (36)	1.7% (1)	00% (00)	0% (00)
New knowledge is internally promoted among members through dissemination of research findings	32.2% (19)	52.5% (31)	15.3% (9)	00% (00)	0% (00)
Members are active in associations and partnerships to promote new knowledge externally	35.6% (21)	49.2% (29)	23.7% (14)	3.4% (2)	0% (00)
My department has methods to research and critically evaluate knowledge to generate new patterns and knowledge for future use	32.2% (19)	55.9% (33)	11.9% (7)	0% (00)	0% (00)
Research, teaching is used by academics to further develop their knowledge and apply them to new programs	23.7% (14)	54.2% (32)	10.2% (6)	00% (00)	0% (00)
My department applies knowledge to institutional needs and links sources of knowledge in problem solving	35.6% (21)	55.9% (33)	8.5% (5)	0% (00)	0% (00)
Promotion of new knowledge internally within my department is normally through supervision.	13.6% (8)	55.9% (33)	22% (13)	8.5% (5)	0% (00)

Source: *Primary data*

The table above shows respondent’s opinions about knowledge application. Results captured reveal that the majority (58) 98.3% respondents agreed that the institution places high importance to knowledge use and application to generate new knowledge, only (1) 1.7%

respondents were neutral. This showed a high attention paid to applying knowledge to generate new knowledge needed by the institution to achieve objectives as well as enrich academic staff with new skills, experiences and knowledge needed to accomplish tasks, solve problems as well as making the right decisions for better performance.

A key respondent remarked that: *“Knowledge application at Uganda Christian University implies that staff can add their own experience in applying particular knowledge created and acquired into the knowledge management cycle of the Institution. This becomes part of the work process where other individuals learn and acquire skills, knowledge needed to accomplish not only individual goals but also organizational goals.”*

This denotes integration of what has been created and acquired for some time into the knowledge management system of the institution and this knowledge can be transformed into the desired outputs such as having more effective staff, increase in publications, and completion of assigned tasks as well as effective decision making which are ingredients of performance.

Majority 84.7% (50) of the respondents agreed new knowledge is internally promoted among staff through the dissemination of research findings, nonetheless only 15.3% (9) that neither agreed nor disagreed. This meant knowledge from internal and external sources of research is used by staff to improve their competences when delivering knowledge to consumers such as fellow staff and students as well and this helps in timely completion of tasks, making of the right decisions and solving work related issues which are ingredients of measuring performance.

A key respondent remarked that: *“Several academicians do engage in desk research since they have to also have teaching to do so they end up carrying out individual research which limits organisational knowledge in terms of dissemination for other members to use and*

integrate new knowledge to enhance their performance through using key findings as reference points.”

Majority 72% (43) of the respondents agreed to be active in associations and partnerships so as to add on to their knowledge while 23.7% (14) of the respondents were neutral while only 3.4% (2) disagreed. The majority represents importance attached to knowledge acquired from partnerships and associations as platforms through which new researched knowledge can be integrated in their work so as to improve performance. In addition to the above findings,

one key respondent remarks that: *“we have signed memorandums of Understanding with research organizations’ the recent one being in the oil and gas sector and this is in line with new programs introduced at the university where by staff are equipped with the necessary knowledge and skills and can be able to effectively impart knowledge and share this knowledge with stakeholders such as students attracting them and improving on the university’s ratings”*

88.1% (52) of the respondents agreed to using research methods and critically evaluate knowledge to generate new patterns and knowledge for future use. Only 11.9% (7) were neutral.

One key respondent remarked; *“As academic staff, research is critical in solving problems and making decisions therefore research papers have been written by designed task teams researching about a phenomenon all a bid to create new knowledge that can applied or used as references, recommendations are used to solve problems and make decisions passing on of knowledge through teaching students in different programs that they have expertise in and a vast amount of experience is equally important for their performance as well as for the university’s performance”*

In addition to the above, 89.8% (53) of the respondents agreed to using research and teaching as a way to develop their knowledge as well as use it in developing new programs, 10.2% (6) of the respondents were neutral. A key informant stated that: *“As heads of department we participate in developing new programs that are applicable and therefore it is paramount to always update our knowledge that of our staff for example new programs have been enrolled such as a program in oil and gas as a result of application of knowledge through research and partnerships”*

91.5% (54) of respondents agreed to applying knowledge to the institutions' needs to sources of knowledge to solve institutional problems, decision making and accomplishing tasks while only 8.5% (5) were neutral. 69.5% (41) agreed to new knowledge promoted internally within their department through research for new knowledge to be applied in work situations like supervision, 22% (13) neither agreed nor disagreed whereas only 8.5% (5) disagreed.

A key informant remarked that; *“supervision for masters and Doctoral students require vast amounts of knowledge regarding research and development. Therefore, knowledge acquired can be applicable in advising on approaches to research, the do's and don'ts on research projects within the institution.*

This meant that staff integrate acquired knowledge in institution activities regarding research which is important in terms regularity of research projects which is a good indicator of performance research and are supervised obtain enough knowledge that can be shared within the department so as to accomplish departmental goals in terms of work output and solving work related issues which are ingredients of performance.

4.3.4.1 Correlation results for knowledge application and organizational performance at UCU

To further understand the relationship between knowledge application and organizational performance of UCU, the findings were correlated and presented as below:

Table 4.16: Correlation results for knowledge application and organisational performance

		Knowledge Application	Organisational performance
Knowledge application	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.051
	N	59	59
Organisational performance	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.051	
	N	59	59

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

Source: *Primary data*

Table 4.16 indicated a weak positive relationship between knowledge application and organisational performance at UCU with $r = (.255^{**})$ and significant at .051 with the recommended 0.05, implying that the computed correlation statistic was small at .255** but statistically significant ($p \text{ value} < 0.05$).

The weak positive direction implies that the application of knowledge through teaching and research do occur; however, these activities do not occur in isolation of the availability of time invested and degree of motivation to effectively achieve results. Furthermore, this position is in agreement with Henard and Roseveare (2012) who observed that many academicians may worry that time spent on an activity like teaching would undermine their capacity to compete effectively in their research field and this normally affects the output of research.

The application and utilisation of knowledge is meant to play a significant role in the development of organisational knowledge since knowledge is a hidden power unless it is used to perform tasks, making decisions or for solving a problem Hunt (2003). These results

show that there is need for more ways through which knowledge can be utilised to realise effectiveness and productivity in terms of output as well using knowledge acquired, shared to achieve organisational goals in terms of teaching, research to make a significant impact on performance.

4.3.4.2 Regression results for knowledge application and organizational performance at UCU

The co-efficient of determination (regression) technique was used to support in computing the variance that knowledge application had on organizational performance.

The results are provided in Table 4.17 below.

Table 4.17: Regression results for knowledge application and organisational performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.255 ^a	.065	.049	.23440

a. Predictors: (Constant), Knowledge application

Table 4.17 above comprises of the model summary with scores showing the Pearson correlation r .255 showing a weak positive relationship between knowledge application and organisational performance, R-square (.065) represents the coefficient of determination expressed as a percentage of variance explained by the regression model. The Adjusted R-square tells us the percentage of variation explained by only the independent variables that cause a change in the proportion of variation in the dependent variable (organisational performance). Therefore, the Adjusted R square value of .049 tells us that knowledge application can account for 4.9% of the change or variation in organisational performance at UCU.

4.3.4.3 Hypothesis statement three

Based on the inferential statistics provided above, it can be upheld that: “*There is a positive relationship between knowledge application and organizational performance at Uganda Christian University*”.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the summary findings, the discussion of the study, conclusions drawn from findings and recommendations based on the findings. Conclusions drawn are deduced from analysis and objectives set for the research. The areas for further research were also suggested in this chapter.

5.1 Summary

5.1.1 Knowledge acquisition and organizational performance at UCU

Findings obtained in chapter four reveal that knowledge acquisition was found to have a positive significant relationship with organisational performance (.561**) and having significance value of .000. It can be noted that this significant positive relationship implied that academic staff engaging in practices that facilitate knowledge acquisition were contributing significantly towards organisational performance in terms of carrying out research. Qualitative findings showed that there still low levels of research among staff attributed to lack of time for research, funds for research for those who are unable to be sponsored. Though quantitative findings showed that training was the most used by staff to acquire knowledge, qualitative findings showed that a few are privileged to attend these trainings leaving out some and this is likely to affect individual as well as organisational performance.

5.1.2 Knowledge Sharing and organisational performance at UCU

Findings obtained in chapter four reveal that knowledge sharing was found to have a positive significant relationship with organisational performance. The presence of knowledge sharing activities such as workshops, meetings, informal discussion, job rotation with a correlation of

(.252**) and a significance value of .054 revealed an knowledge sharing improves organisational performance. However, quantitative findings reveal mistrust and some wanting to keep to themselves and unwilling to share as some of the factors that limit the desired organisational performance in terms having access to improve on the quality of their work and achieving their targets. Qualitative findings revealed that job rotation requires professionalism among academic staff; however, it is not a common practice, it happens when academicians being prepared to take on a task that will enhance their performance. Staff having informal discussions was also a major practice whereas working. Factors pointing towards mistrust and unwillingness to share information and limited access to information for the case of new staff were impediments towards effectiveness in their work.

5.1.3 Knowledge Application and organisational performance at UCU

While the results showed that application of knowledge in the university are basically through teaching, disseminating research findings, qualitative findings also revealed that knowledge is also applied in consultancy services as well as supervision of research works by PhD and masters' students. It was noted that improvement in performance in terms of effectiveness was as a result of staff being in position to equip themselves with the necessary knowledge that can be integrated within what they do to apply knowledge. Findings also reveal that making knowledge available through research publications such as journals is one way through which the university can attract attention which is important for organizational performance in terms of competitive advantage. However, qualitative findings showed that time is a factor that has to be incorporated between knowledge application activities of teaching and research for effective results in terms of individual and organizational performance.

5.2 Discussion

5.2.1 Knowledge Acquisition and organisational performance at UCU

The correlation results confirm a significant moderate positive relationship between knowledge acquisition and organisational performance at UCU. This means that a change in organisational performance is likely to be as a result of knowledge acquisition.

Findings from the study suggest that knowledge acquisition involves research and publications, staff trainings, participation in workshops, workshops, recruitment of experts such as PHD holders and professors harness knowledge and have the ability to impact on performance at UCU. Such a finding is in line with literature by Wong and Aspinwall, (2003); Easa,(Forero, Martinez, Acevedo, Pinto and Bacerra Ardila (2014); Alavi and Leidner (2001) who suggest that Knowledge acquisition centres its attention on the search for tools to identify, select, and use external knowledge for better performance.

Findings from qualitative survey showed that continuous learning is part of ensuring that knowledge is harnessed for performance. Key informants expressed the need to have their staff in the different departments to always harness their knowledge through training, establishing efficiency in scholarly collaboration and publication among faculty members so as to increase their effectiveness. This finding also concurs with literature by Omogefe and Ohimi (2014) who assert that universities as citadels of continuous learning therefore should always be in position to acquire upgrade relevant knowledge. Knowledge acquired externally or internally should increase stocks of knowledge available to the organisation. Performance largely depends on the knowledge stocks within the organisation.

The findings from the study were indicative of the low levels of research and publication as a knowledge acquisition activity. Qualitative findings from interviews from the school of research, heads of departments conveyed concern over academicians in their departments who place higher priority on individual scholarly achievement as well as teaching and this

has led to a few members getting involved in desk research and treat research as a terminal output and some are unable to find time due to workload as well as fund their own research. This affects the regularity of research and publication as this is what reflects performance. Such a finding is in conformity with Olukaju's (2002) Paper on the crisis of research and academic publishing in Nigerian Universities. He pointed out that a decline in scholarly research results into low research output as well as irregularity of publications due to formidable constraints on academic research such as lack of adequate funding of research and participation in international conferences. Limited research and publication in a knowledge intensive institution is not a good indicator of performance.

Findings showed that the number of PhD holders and professors is quite few which could be the reason for the low levels of research and publication. Qualitative findings showed that services of consultants are hired to mitigate this challenges. This is in line with literature by Easa (2012) suggests that such knowledgeable individuals are hired to generate new knowledge through establishment of units that undertake research. Such a finding has financial implications but for organisational effectiveness, this endeavour is necessary.

Mohayidin et al (2007) position on knowledge experts puts the above finding into perspective that such do possess enormous amounts of tacit knowledge useful to an organisation if made explicit and failure to retain them could present grave implications for quality, consistency, and stability of academic enterprises. Furthermore, this affects both acquisition on the part of academicians in terms of acquiring new knowledge from collected research and publications from them as well as application on the part of PhD holders when carrying out activities like supervising master's students and PhD prospects. Having few knowledge experts possess implications to consistency and limits knowledge circulation which is critical for solving situational problems, decision making in regard to performance.

Training was rated as the most common way in which knowledge is acquired for purposes of improving performance as it involves training programs such workshops, short and long term. Training. Findings from the interview suggest that academic staff do get trainings at least thrice every month. The number of trainings one has had, determines his or her effectiveness at work.

This finding concurs with literature by Tsai and Lee (2006) who stressed that new knowledge through continuous learning such as training in organisations should facilitate critical thinking and organisational members should always refresh their knowledge through learning new concepts that are relevant and applicable to organisation situations in order to enhance organisation performance.

This finding is also in agreement with Akpotu and Dumkas' (2014) survey into the relationship between knowledge acquisition practices and performance of administrative employees in Tertiary education institutions in Nigerian. They found out that specialised training programs are strategic for influencing employees to higher level performance. However, it was noted that mechanisms or criterion for ensuring that knowledge is acquired through practices such as training seem to be obsolete in terms of who should be selected for the training.

Recruitment plays a significant role in terms of finding the right person who is knowledgeable and experienced. Recruitment at UCU is based on knowledge and experience especially for academic staff. Findings from the study showed academic staff are recruited based on their knowledge expertise and experience in various fields of academia and the strategic need of the institution to acquire knowledge within the institution rather than just their qualifications. This is in agreement with Corredoira and Rosenkopf 2006; DeLong Harman and Brelade 2000) who looked at recruitment as a knowledge acquisition technique

that focusses on the organisation's knowledge requirements thereby recruiting people with the relevant organisational knowledge. Subscription to knowledge sources such as journals is as important to the institution as it is to the academic staff due to the work that they do such as teaching and teaching thus contributing to their knowledge as well as for the institution. This puts into perspective Wong and Aspinwalls', (2004) argument that organisations use external sources such as hiring people with the required knowledge or purchase research documents as well as Easa, (2012), who receipts that individuals are hired or lease external knowledge as well as provide resources for the generation of knowledge through establishment of units that undertake research and development. Such endeavours are capable of steering organisational performance in an entity such as a higher education institution.

According to interviews, loss of knowledge through dismissals, attrition, turnover cannot be disputed in an organisation as this deprives the institution of the tacit knowledge that has not been made explicit and this is in agreement with Wamundilas' (2008) argument that after recruitment, there is the introduction of redesigned operations due to changing environment that are likely to occur even if there is no change. Consequently the likely loss of knowledgeable staff calls for the need to recruit new members as well as using training as a tool for acquiring more knowledge or harness the existing knowledge. The beauty of acquiring knowledge through such practices is very important for the human resource department of Uganda Christian University when carrying out recruitment.

Consistent with Nonaka et al (2000) in the Externalisation mode of the SECI Model, organisations tend to engage in activities such as training, research are normally capture through training manuals, research reports and this allows crystallisation of knowledge articulating tacit into explicit which enables the organisation to express formally what they have acquired and are easily accessible and shared for performance improvement.

Findings from interviews showed that it is a practice of the organisation to dedicate budgets to training of staff, conducting research every year to acquire new knowledge which concurs Grant and Spender's (1996) knowledge based view of a firm which regards a firm's resources as the determinant of performance but as to whether the funds are allocated to some of these knowledge acquisition activities are fully utilised for the intended purposes of improving performance, the researcher could not say.

5.2.2 Knowledge sharing and Organizational Performance at UCU

The study findings on the relationship between knowledge sharing and organisational performance at UCU showed a low correlation between the two variables. However, the relationship was positively and significant.

Findings from the study along with literature by (Bartol and Srivastava, 2002; Girard and McIntyre, 2010) suggested that knowledge sharing among academicians cuts across all knowledge management practices within the institution. Interviews with key informants showed that knowledge sharing in higher education institutions represents quite a number of activities, some of which doubled as acquisition practices as well as application practices such as Conferences, internal workshops, seminars, job rotation, informal discussions, department and staff meetings, face to face interactions were viewed as some of the sharing practices that were linked to performance at UCU. Our findings, along with those of previous research (Abdel-Rahman and Ayman, 2011; Nassuora, 2011; Nooshinfard and Anakraki, 2012) suggest that knowledge sharing is part of the whole knowledge management system of the organisation especially in a knowledge intensive organisations.

Knowledge sharing is critical in the management of activities that facilitate knowledge sharing in Higher Education Institutions because, unless knowledge is effectively transferred, the purpose of such knowledge platforms would not be served.

Findings from the quantitative all academicians agree that the expectation of a higher learning institutions is that it is a place where there should be free sharing of knowledge among all academicians to improve performance in terms of having quality staff who deliver effective services to the institution. This is agreement with literature by Cabrera and Cabrera (2005) notes the important role that people play in ensuring that knowledge is fostered in human minds as a pivot for success in every organisation. However, findings from qualitative survey showed that some academicians have a tendency to be independent and individualistic and this is prevalent in academicians who possess specialised and unique knowledge and hoarding tends to deprive other people of knowledge necessary for harnessing knowledge for effectiveness in work. This finding is in agreement with (Davenport and Prusak, 1998; Turyasingura, 2011; Mooradin, 2006; Waring, 2013; Mohamed and Egbu, 2010) who opined that there are intricacies such as mistrust, professional attributes, unwillingness to share relevant knowledge fear of losing their power, status and identity that characterise the interaction between individuals within the organisation.

The low desire or willingness to share knowledge appears to be a prevailing problem in academia and this presents challenges to organisational effectiveness.

Findings show that meetings happen in form of faculty or departmental meetings have often been used to discuss how to progress towards improving performance. Key informants expressed issues to do with the will, the sharing culture that allows free sharing of knowledge during such meetings as what contributes to the academician's organisational capabilities that are vital for the university's performance. This finding is in agreement with a study done on knowledge sharing in Malaysian higher education institutions by Sohail and Daud (2009) who stressed the importance of providing an environment that promotes a sharing culture among teaching staff as this will help to increase efficiency and improve work process. Chadhrys' (2005) study on sharing practices in Asian Institutions also points towards

knowledge sharing is influenced by cultural factors, motivation to share knowledge, management support, trust, teamwork which were mostly highlighted as pivots to making knowledge sharing a way to improve key competences, knowledge and skills required to perform well. These are crucial factors that normally create a gap between individuals and expected performance.

The study found out that academicians and their performance depended on some factors as regards to knowledge sharing activities such as rewards as motivation. Some respondents expressed concern that most academicians expect to be rewarded for sharing on platforms such as workshops, conferences. This finding agrees with Liu and Chos' (2003) study on the relationship between knowledge sharing and performance rewards in a hospitality industry where individuals' knowledge sharing attitudes were correlated with the sharing culture of the organisation and also found that the knowledge sharing climate has a significant and direct association with organisational effectiveness.

Findings show that Job rotation as a knowledge sharing activity at UCU was seen as an activity that happens in in academic departments according to the specific needs of the faculty or institution and highly depends on ones exposure to knowledge. This finding concurs with organisation scholars (Eitington, 1997; Leat, 2007; Campion, Cheraskin, Stevens, 1994) who said that rotating of academicians within departments is a necessity in today's professional climate so as to provide academicians an opportunity to tackle higher level diversified tasks which bring about greater job interest and involvement among them and subsequently enhance their job performance.

Consistent with Nonaka and Takeuchi's (1995) SECI Model, four modes were delineated and considered indispensable to enhance value of an organisation, findings showed that the effective integration of activities such as meetings, informal discussion, workshops, face to

face interaction which involve transfer of tacit and explicit knowledge creates an organisational system. The essence of having these is that knowledge and skills are easily transferred and absorbed across all departments.

The essence of working together in a team brings out the best out of employees in terms of intellectual capital and the ability to compete effectively as Swart and Kinnie (2003) suggests. The result is also consistent with the Knowledge based Theory by Grant and Spender (1996) which looks at how we can improve the transfer of competence between people in and organisation and how we can improve individual competence using knowledge sharing activities to improve organisational performance.

5.2.3 Knowledge Application and Organizational Performance

The study findings on the relationship between knowledge application and organisational performance revealed a low correlation between the two variables. However the relationship was positive.

According to interviews conducted with respondents in the departments surveyed, academicians were in one way or another involved in application of knowledge either through teaching, supervision, carrying out research and disseminating research findings for problem solving and for decision making purposes or using their knowledge to supervise students on master's programs.

Such a finding is supported by the results of the key informants' interviews. Knowledge application at higher education institutions, reportedly, occurs by way of teaching, dissemination of research findings, as well as supervision resulting. Such activities are expected to improve work effectiveness and efficiency, which may result in organisational performance.

The use of activities such as dissemination of research findings, teaching as well as supervision are key to the enhancement of organisational knowledge through documenting research findings which are used for decision making, problem solving.

Consistent with the Nonaka and Takeuchi's (1995) SECI Model, specifically in the combination and externalisation modes where explicit knowledge can be converted into more systematic concepts by integration of key parts such as research findings in publications such as journals.

Knowledge disseminated among organisational members can improve their technical skills and be able to transfer this knowledge to improve performance. From interviews conducted with respondents, the knowledge application process is associated with the benefits attained from effective implementation all activities that facilitate the use of individual and organisational knowledge. This finding concurs with Hegazy and Ghorab, (2014) who suggest that the better the knowledge processes of knowledge discovery, capture and sharing, the greater that the knowledge needed is available for effective application in decision making and task performance.

Similarly, Bhusry, Ranjan and Nagear, (2011) posit that higher education institutions integrate knowledge produced by the faculty, academics, research and training who create as well as consume knowledge and later integrate this knowledge effectively at the points of use. Guided by the knowledge management processes, academicians are expected to integrate knowledge acquired and generated for effective and efficient services.

As previously stated, the departments surveyed had endeavoured to rely and support activities such as staff trainings aimed at helping integrating new knowledge through teaching, disseminating research findings and supervision. Consistent with the thinking related to teaching and research, Henard and Roseveare (2012), use teaching and the level of research

as evidence of staff member or an academic department's performance. Knowledge application is perceived to be a process through which an institution derives performance and competitive advantage.

Findings from the study showed that knowledge created and acquired is integrated into the knowledge management cycle of the university which becomes part of the work process through the development of new programs and this is contingent to the amount of new knowledge generated overtime. This finding concurs with Turyasingura's (2011) suggestion that knowledge can be applied in the development of new products, research and development as well as improvement of processes and procedures.

This finding is also in agreement with Hunt (2003) who argues that developing knowledge through activities such as supervision and research in other words is as a result of using knowledge to come up with new methods that are applied when performing tasks and also used to make decisions as well as solve problems which is important for effectiveness. Work processes and procedures within a knowledge intensive organisation are subject to the amount of knowledge generated overtime and used to improve organisational effectiveness.

However, the study findings also showed that the application of knowledge certain areas of performance have inhibited by some factors in terms of regularity of knowledge disseminated through publications. Interviews conducted with respondents showed that there was still a low publication level which impacts on member's effectiveness as well as efficiency in terms of decision making, completion of tasks.

According to some respondents, activities such as teaching for the academic staff takes most of their time and sometimes limits their time to carryout production of quality research. This finding concurs with Henard and Roseveare (2012) who observed that many academicians

may worry that time spent on an activity like teaching would undermine their capacity to compete effectively in their research field and this normally affects the output of research.

This finding concurs with Muhamood's (2011) argument that application of knowledge through quality teaching is influenced by research due to being involved research processes that directly improves the quality of teaching. Rarely is it claimed that excellent teaching can improve the quality of research publications.

Quality teaching and research determine performance in higher education institutions but while academicians believe that interest in research is essential for applicability of knowledge through teaching, others may believe that interest in teaching as well is essential applicability of knowledge through research.

5.3 Conclusions from the study

This section presents the learning points on the relationship between knowledge management practices and organisational performance in Higher Education Institutions.

5.3.1 Knowledge Acquisition and Organizational Performance

The study concluded that knowledge acquisition has a significant positive relationship with performance. The study also observed that the level of research and publication among academic staff is still low. It is therefore imperative to conclude that Higher Education Institutions that intend to grow and be sustainable should implement practices related to generation and acquisition of knowledge through research and publication, training and recruiting academic staff with Doctorates that play a significant role disseminating knowledge through regular publication. This is possible when Higher Education Institutions recruit, train as well as retain quality academic staff.

5.3.2 Knowledge sharing and organizational performance

The study concluded that knowledge sharing positively related to performance in Higher Education Institutions. Although such a relationship was not significant. Knowledge sharing is about freely sharing of knowledge among academic staff through meetings, informal discussions, face to face interactions to generate knowledge which also enriches organisational knowledge needed for performance. In addition, knowledge sharing enables individuals to access tacit knowledge, and, in the process use it to be effective and efficient in teaching and research. Therefore, it is imperative for academic staff in Higher Education Institutions to build trust among themselves and believe in team spirit, cooperation and coordination. The study observed that job rotation as part of knowledge sharing is associated with preparing academicians for tasks that enhance their knowledge.

5.3.3 Knowledge application and organizational performance

The study concluded that there is a positive relationship between knowledge application and performance in Higher Education Institutions. Application of knowledge is a good practice for academic staff to constantly create knowledge that is delivered to students through teaching, research and supervision. It is imperative for Higher Education Institutions to ensure that their core functions of teaching, research and publishing become effective through integrating knowledge created for designing relevant programs and courses, teaching, examination as well as supervision of students' research. Quality academic staff in Higher Education Institutions use their research skills and competencies to solve problems through engaging in consultancy assignments which bring in money.

5.4 Recommendations of the findings

The study came up with a number of recommendations based on the objectives of the study namely

5.4.1 Knowledge acquisition and organizational performance

Under knowledge acquisition, the recommendations include:

UCU management in line with its Human Resource department could implement strategies that support training and development of its staff. First, identify training needs that are realistic and discuss with staff to ensure that there is coherent and strategic training opportunities aligned to match both individual and institutional objectives. Secondly, have budgets for training and development and thirdly, the selection criteria should be based on equal opportunities for training and research opportunities, instituting of knowledge workers in every faculty. Implementation of such strategies in the universities will ensure that staff are committed to producing quality work, effective decision making and completion of tasks which are important as far as organizational performance is concerned. Lastly such training and development programs could be adequately monitored and performances management measures of staff should be instituted by management.

Research and publication is a knowledge management initiative that improves organization performance in terms of individual performance as well as academic performance of staff. The study revealed that there's still low levels of research and publication pointing out time and limited funds as challenges affecting research and publication output and work effectiveness. Though there is a research policy, more initiative by staff to take on research and publication not only for their benefit such as for promotional purposes but rather for the benefit of the University. Secondly, focus more on creating joint partnerships with research organizations and those that can fund research. Having low levels of research and publication

is not a healthy indicator of a university that is focused on building the capacity of its staff as well as for competition. Increase in publication and research will ensure quality staff and quality work and effectiveness thus improving performance.

The process of hiring knowledge experts such as holders of Doctorates, as well as professors should be handled strategically to ensure that the right staff are integrated in the university. Outsourcing of knowledge experts could mitigate the low levels of research. The HR Department should be able to emphasize stringent recruitment and retention policies that ensure that such staff recruited are motivated and retained to avoid challenges related to loss of tacit knowledge through attrition or retirement. However, it should also be noted that hiring or recruiting knowledgeable staff also largely depends on the willingness of these qualified staff to share and apply what they know.

5.4.2 Knowledge sharing and organizational performance

Based on the discussions held and gaps identified, the following are recommendations made namely:

The results show that the stimulation of both willingness and trust amongst staff can be a challenge but beneficial as far as sharing of knowledge to improve performance is concerned, but in different ways. For example a team built on mistrust and unwillingness to share knowledge is likely to be detrimental to performance. Therefore, the study recommends that there should be enough emotional support and informal influence in sharing of knowledge whether in informal or formal ways of sharing knowledge.

The study revealed that there is mistrust and some professional attributes which are likely to hinder sharing of information through knowledge sharing. Due to the conservativeness exhibited by some staff through reluctance to share knowledge. Management of Higher Educational Institutions should emphasise the creation of an environment that will enable free

flow of information and which is cheap and appropriate for the human resources and such can be through motivation and rewarding performance. Knowledge is believed lately to be the most valuable resource which is inimitable and therefore need for an appropriate channel to enable free flow therefore there should be arrangement of more knowledge sharing activities and award active knowledge workers. There is need for Higher Education Institutions to possess, highly empowered staff capacity filled an effective workforce and organisational resources which are precious, non-imitable, and exceptional such as knowledge.

5.4.3 Knowledge application and organizational performance

Knowledge application and organizational performance are two variables that were found to relate with one another however, gaps were identified during the discussions from which recommendations are provided below:

Organisations such as Higher Education Institutions that recognise knowledge as a strategic asset often engage in research as their main source of knowledge for competitive advantage as well as performance improvement. It was established that matters to do with research can be quite expensive if not funded especially for a private university that doesn't rely on government funding. It is recommended necessary for the research department at Uganda Christian University to identify training needs aligned to knowledge management that champion research and development of staff and be able to sponsor already existing lecturers. That way, it would it would ease the cost burden of always hiring new lecturers and enable continuous application of knowledge trough activities of lecturing, research and supervision, disseminate the findings which can be utilised by other staff for example during lectures through using this existing knowledge to produce new ideas thus championing KM initiatives of the university.

The study revealed that there's a limited number of staff who go for research and some fail to complete due to time. This slows the application and utilisation of knowledge proposed by the findings in the SECI Model (Nonaka and Takeuchi, 1995). More staff should be encouraged to aim for the highest in terms of adding on to their knowledge through availing more time to research. The study recommends management at the a University should apply knowledge through integrating researched work when teaching and lecturing for this will ensure quality deliverance to the students and not only enrich the staff in all departments but also enrich the knowledge of the consumers of knowledge as well.

Lastly, the teaching and research paradigm should orient academic staff in the different faculty departments towards improvement in organisational and individual performance.

5.5 Limitations of the study

The statements provided below are limitations that affected the generalization of study findings:

- 1) The study was geographically conducted in Uganda Christian University. This meant that results obtained reflected that geographical area. What affects knowledge management practices and organizational performance at Uganda Christian University in the study area may not be applicable to other universities hence the findings could not be generalized for other Higher Education Institutions.
- 2) Secondly, response rate results reveal a 90.7% for questionnaires and a 9.3% short fall. For interview responses; 83.3% interviews were conducted with a 16.7% short fall realized. The short falls marginally affected the overall response rate thus a 90.1% though acceptable by Amin (2005) was realized hence results obtained from the field (questionnaires and interviews) could not to be generalized to the study.

3) Lastly, knowledge management practices as an independent variable for this study was centred only on knowledge acquisition, sharing and application as its dimension among others were not studied yet they could reflect an improved situation (organisational performance) in the actual standard. Based on this, results could not be generalized.

5.6 Areas of further studies

The following are some of the areas marked for further study namely:

This research was limited to only three departments in the faculty of social sciences at Uganda Christian University. Further research should be conducted into the knowledge management practices of all departments in the University can enable better generalisation of findings. Research can also be conducted into other knowledge management practices besides acquisition, sharing and application organisational commitment and performance.

The technological aspect of the knowledge infrastructure that comprises of the IT system is quite an important aspect when considering knowledge management practices therefore, emphasis was only put on the human resource aspect but further research needs to comprise of the technological aspect which integrates information and knowledge in a university's knowledge resource.

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Appendices

Appendix one: Questionnaire

Dear Respondent,

My name is Simon Kevin Mpeirwe, I am carrying out a research for a master's degree in management studies (HRM) of Uganda Management Institute. This questionnaire is intended to establish the relationship between knowledge management practices and performance at Uganda Christian University. You have been selected to participate in this study as one of the respondents due to your influence or affect by the knowledge management practices which occur in the University. Please complete this questionnaire as honestly as possible. Your responses will assist in making this study a success and will be treated with utmost confidentiality.

SECTION ONE: BACKGROUND INFORMATION

Please select the correct answer by ticking (✓) appropriately in the provided brackets.

1. Job designation

Tutor () Lecturer () Senior Lecturer () Associate professor () Professor ()

2. Gender (Tick one only)

Male () Female ()

3. Level of Education (Tick only the highest level achieved)

Certificate () Diploma () Degree () Masters () PHD ()

4. Work experience (Tick one only)

< 3 years () 4 - 10 years () 11- 15 years () >15 years ()

5. In which age category do you belong?

< 25 () 26-35 () 36- 45 () 46-55 () >55 ()

For the questions in sections two and three, please indicate the extent of your agreement with the statements given by ticking (✓) the extent to which you agree or disagree with the statements in the following table using the scales provided.

Instructions:

Strongly agree = 5 Agree = 4 Neutral = 3 Disagree = 2 Strongly disagree = 1

SECTION TWO: KNOWLEDGE MANAGEMENT PRACTICES

Knowledge acquisition

A	Knowledge acquisition relates to the respondents' perceptions of the extent to which the institution acquires knowledge and encourage such knowledge acquisition.	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	The institution has subscribed to knowledge sources such as journals and other publications and other publications required					
2	Expertise on the programs and subjects is an extremely important criterion for recruiting a new staff					
3	Reports prepared by external experts are an extremely important source of information.					
4	Our department uses regular collection of research papers and publications of interest to us.					
5	Staff are frequently sent to various seminars, workshops, conferences with intention to acquire knowledge.					
6	External sources (reports, consultants, newsletters, etc.) are extremely important for the operations of our organization.					
7	Internal training programmes are often organized to keep staff up to date.					

Knowledge sharing.

B	Knowledge sharing relates to the respondents' opinions as to the extent to which knowledge is transferred and shared in the institution	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
8	I feel that it is important to share knowledge with academicians for the benefit of all					
9	We have informal groups where we discuss work experiences and relevant knowledge					
10	Meetings represent an important means through which my colleagues and exchange ideas to build our competences					
11	We regularly have workshops, conferences to share work experiences and knowledge					
12	Job rotation occurs, based on one's knowhow, thereby ensuring knowledge sharing					
13	My colleagues are willing to share information with me					
14	Face to face interactions provide opportunities for members to inform one another regularly about work related experiences and solutions					
15	Working in teams is encouraged to share knowledge on work projects.					

C	Knowledge application relates to the practical aspects and utilization of knowledge is deployed in the department or at work.	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
16	The institution assures the importance of knowledge use and application					
17	New knowledge is internally promoted among colleagues through the dissemination of research findings in research reports.					

18	Members are active in associations and partnerships to promote new knowledge externally					
19	My department has methods to research and critically evaluate knowledge to generate new patterns and knowledge for future use					
20	Research, teaching is used by academics to further develop their knowledge and apply them to new programs					
21	My department applies knowledge to institutional needs and links sources of knowledge in problem solving					
22	Promotion of new knowledge internally within my department is normally through supervision.					

SECTION THREE: ORGANISATIONAL PERFORMANCE

Organisational performance relates to the organisations ability produce output from the knowledge management practices as well as to attain its goals by using the knowledge resource to improve its effectiveness.

D	Organisational Performance	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23	Programs and activities in my department have been effective.					
24	A number of programs have been developed in my department					
25	There has been an increase in Trainings, workshops, seminars in the recent past					
26	There has been an increase in research and publications in the recent past					
27	My teaching knowledge has improved effectively					
28	My capacity to solve work related issues has improved					
29	There's been a cut in decision making and problem solving					
30	My experience and skills required to perform at work have greatly improved					
31	My department regularly achieves its set targets					
32	My institution encourages staff to seek knowledge across the organisation to solve work problems					

Appendix two: Interview guide

Date:.....

Dear respondent,

The interview guide is designed to establish “the relationship between Knowledge Management Practices and staff Performance in Higher Education Institutions in Uganda.” The study is being conducted at Uganda Christian University. You therefore happen to have been selected as the key informant.

The information you provide will help in establishing the relationship between knowledge management practices at the university and organisational performance. As a senior staff in the institution, you are deemed knowledgeable and can give a true picture of the phenomenon being investigated. Your response will be kept strictly confidential.

Please answer the following questions. The use of examples or explanations to substantiate your answers will be extremely valuable.

Knowledge Management: Any practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organisations

KNOWLEDGE MANAGEMENT PRACTICES

1. In your opinion, is knowledge management the basis of organisational performance in Higher education institutions? If Yes, why?
2. a) Are there any knowledge management practices relating to acquisition, sharing and application implemented by your institution?
b) If so, please name them
3. In your opinion, which knowledge management practices (acquisition, sharing, application) do you see your main strengths and challenges and in which area is your department particularly strong?

KNOWLEDGE MANAGEMENT AND ORGANISATIONAL PERFORMANCE

4. Comment on the relationship between knowledge management practices and organisational performance in the higher education context.
5. Does the management give adequate chances for professional growth and research advancement to increase performance?
6. In your view, what role does recruitment or hiring, training and research and play in your Knowledge Management initiatives to achieve organisational performance? Please give me idea/examples of how each actually plays a role.
7. In your view, how do: internal workshops/ seminars, meetings, informal approaches to knowledge sharing benefits your organisation? Please give me idea/examples of how each actually plays a role in the organizations' performance.
8. Given the work you currently do, please kindly tell me how the above knowledge management practices have been a basis of your performance?
9. By considering how your job could change in the future i.e. next 5 years, to what extent do you see the knowledge management to be a priority, for the future, in your organisation? Why?
10. Are there any changes you would like to recommend in the knowledge management practices in regard to activities undertaken to acquire, share and apply knowledge of your institution?

Thank you for your participation in this survey.

Appendix three: Krejcie and Morgan Mathematical Table 1970

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

N= Population

S= Sample

Appendix four: Uganda Management Institute field work attachment letter



UGANDA MANAGEMENT INSTITUTE

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Website: <http://www.umi.ac.ug>

Your Ref

Our Ref: G/35

24/11/ 2016

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr Simon Kevin Mpeirwe Reg. No. 15/MMSHRM/0037 is a student at Uganda Management Institute pursuing a Masters in Management Studies specializing in Human Resource Management.

In partial fulfillment for award of the Masters, he is conducting a research study title "Knowledge Management Practices and Organizational Performance in Higher Educations Institutions: A case of Uganda Christian University".

This communication therefore serves to formally request you to allow him access any information in your custody/organization, which is relevant to his research.

Thank you for your cooperation in this matter

Yours sincerely,


Paul Malunda

Uganda Management Institute
P. O. Box 20131
Lugogo - Kampala

**AG. CHAIRPERSON SCHOOL RESEARCH COMMITTEE
SCHOOL OF BUSINESS AND MANAGEMENT**

Appendix five: Introduction letter from Uganda Christian University



UGANDA CHRISTIAN
UNIVERSITY

A Centre of Excellence in the Heart of Africa

Friday, December 09, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCING MR. MPEIRWE SIMON KEVIN

Greetings in the precious name of our Lord Jesus Christ!

I wish to introduce to you, the above named person, who is a visiting Master of Management Studies from Uganda Management Institute, Kampala

He is conducting a research at Uganda Christian University entitled "*Knowledge management practices and organizational performance in Higher Educations institutions: A case of Uganda Christian University*".

He intends to be here from January 9, 2017 to January 20 2017 for data collection phase which includes a survey on Knowledge management practices and organizational performance in UCU.

All concerned offices and Officers are requested to offer him possible support

Yours sincerely,

Peter Ubomba -Jaswa, PhD

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