Journal DOI: 10.36713/epra1013 | SJIF Impact Factor (2024): 8.431 ISSN: 2347-4378
EPRA International Journal of Economics, Business and Management Studies (EBMS)
Volume: 11 | Issue: 8 | August 2024 -Peer-Reviewed Journal

INFORMATION AND KNOWLEDGE SHARING: A STIMULATOR TO EMPLOYEE RESPONSIVENESS IN THE COMMERCIAL BANKS OF BAYELSA

Odo, Tare Love[1], Tuodolo, Daniel Patrick[2]

[1]*Department of Office and Information Management, Faculty of Management Sciences, Niger Delta University, Bayelsa State*

[2]*Assistant Lecturer, Department of Management, Faculty of Management Sciences, Niger Delta University, Bayelsa State*

ABSTRACT

The paper examined the empirical link between information/knowledge sharing and employee employee responsiveness in the commercial banks of Bayelsa State. Descriptive survey research design was adopted. The populations for this study involve employees of commercial banks in Bayelsa State. The total population is two hundred and fifty-six (256) employees, and Taro Yamane formular was used to provide a sample size of 155 from the studied commercial banks in Bayelsa state. Questionnaire used as instrument for primary data collection. Data collected was analysed descriptively using inferential statistics (Pearson Moment Correlational Coefficient) with the aid of SPSS. The study revealed that there is a significant relationship between information/knowledge sharing and employee employee responsiveness in the commercial banks of Bayelsa State. The study recommends that human resource managers should ensure that proper diagnosis, determination and assessment of human capital needs in the organization. The study therefore recommend that employers may be able to improve their performance of teams and groups by increasing the volume of information sharing practices, but to succeed in this they need to pay attention to the team context, team design and team interdependency.

KEYWORDS: *Information Sharing, Knowledge Sharing, Employee Responsiveness*

INTRODUCTION

Organizations are becoming more conscious of the strategic importance of exchanging information and knowledge to improve employee responsiveness in the contemporary knowledge-based economy. Today's corporate climate demands agility, adaptability, and innovation from firms due to its fast-paced nature. The reactivity of an organization's workforce is a critical component that influences its capacity to adapt to changes in the marketplace, advances in technology, and demands from customers (Kane, 2017). According to Nonaka and Takeuchi (1995), responsiveness in this context refers to workers' capacity to react quickly and efficiently to both internal and external stimuli, boosting organizational agility and competitiveness.

Within an organization, knowledge sharing is the exchanging of explicit and tacit information between personnel. Personal and context-specific, implicit information is usually transmitted via experience and direct interaction. Conversely, explicit information is easier to codify and disseminate via formal communication channels, databases, and papers (Davenport & Prusak, 1998). Good knowledge sharing encourages individuals to share important information, abilities, and knowledge, fostering a collaborative workplace that improves responsiveness (Wang & Noe, 2010).

Employee responsiveness and knowledge sharing are strongly correlated, according to empirical study. Alavi and Leidner (2001), for instance, discovered that businesses with robust knowledge-sharing policies typically exhibit greater levels of creativity and flexibility, allowing staff members to adjust to changing circumstances more skillfully. Similar to this, Yang (2007) pointed out that knowledge sharing enhances decision-making processes by providing staff members with pertinent information, enabling them to respond more quickly and intelligently.

Journal DOI: 10.36713/epra1013 | SJIF Impact Factor (2024): 8.431 ISSN: 2347-4378
EPRA International Journal of Economics, Business and Management Studies (EBMS)
Volume: 11 | Issue: 8 | August 2024 -Peer-Reviewed Journal

The platforms and techniques utilized for information exchange inside an organization are critical to its success. Conventional approaches like conferences, seminars, and training sessions are still crucial for promoting the sharing of information. But in order to enhance information-sharing procedures, businesses are progressively implementing sophisticated knowledge management systems, intranets, and collaborative tools as a result of the development of digital technologies (Hendriks, 1999).

It has been demonstrated that incorporating technology into knowledge-sharing procedures greatly improves staff response. Electronic communication technologies, such email and intranets, allow employees to access and exchange information more rapidly, leading to faster reaction times, according to research by Jarvenpaa and Staples (2000). Furthermore, according to Leonardi, Huysman, and Steinfield (2013), social media platforms and business social networks have become important resources for informal knowledge sharing, real-time debates, the sharing of best practices, and cooperation across geographic boundaries.

Although there is enough evidence that information sharing increases employee response, there are a number of obstacles that may hinder this process. Organizational knowledge flow is frequently impeded by cultural, structural, and psychological reasons. Examples of factors that might contribute to knowledge hoarding include organizational silos, a lack of trust among coworkers, and a fear of losing authority (Cabrera & Cabrera, 2002).

The response of employees may suffer significantly as a result of these obstacles. Ineffective knowledge sharing can leave staff members without the information they need to make wise decisions, which can cause lost opportunities and reaction times to be delayed. Moreover, redundant efforts, inefficiencies, and an overall loss in organizational performance might result from a lack of a knowledge-sharing culture (Riege, 2005).

Organizations need to put initiatives that promote a culture of information sharing into place if they want to get beyond these obstacles and increase employee responsiveness. An essential part of this process is leadership. Leaders may set a good example and foster a climate of trust and cooperation by actively encouraging and taking part in knowledge-sharing activities (Srivastava, Bartol, & Locke, 2006). Employers might also implement incentive schemes that pay staff members for imparting their knowledge. Offering financial incentives, career-growth chances, and recognition initiatives, for instance, can inspire staff members to support the group's responsiveness (Bock, Zmud, Kim, & Lee, 2005). Additionally, training and development programs are crucial in encouraging knowledge-sharing practices. By providing employees with the skills and tools needed for effective knowledge exchange, organizations can better equip themselves to respond to changes and challenges in the business environment (Nonaka & von Krogh, 2009).

PROBLEM STATEMENT

Organizations are realizing more and more in the current business environment how important information and knowledge exchange are to improving employee response. Employee responsiveness, which is defined as the capacity to react swiftly and efficiently to changes in the company and surroundings, is essential for maintaining competitiveness and guaranteeing long-term success (Kane, 2017). Nonetheless, a lot of businesses struggle to put knowledge-sharing procedures into place in a way that increases worker responsiveness. The discrepancy between the perceived advantages of information sharing and the real responsiveness seen in several businesses highlights an important problem that needs more research.

The existence of barriers that impede the free flow of information is one of the primary challenges to fostering knowledge exchange inside businesses. Knowledge hoarding and a reluctance to share important ideas are frequently caused by these hurdles, which include organizational silos, a lack of trust among employees, and resistance to change (Cabrera & Cabrera, 2002). Employees that are unable to promptly adapt to changes and make well-informed judgments lack the knowledge and experience necessary to do so, which causes organizational processes to stall and become inefficient (Riege, 2005). This problem is made worse by the fact that many businesses lack the technology resources and infrastructure needed to facilitate easy knowledge exchange, particularly in a time when digital transformation is essential (Hendriks, 1999).

Moreover, a major obstacle is the lack of a robust culture of information sharing in businesses. Open communication, teamwork, and a desire to share and capitalize on group knowledge are characteristics of a knowledge-sharing culture

(Wang & Noe, 2010). But such a culture is either nonexistent or very undeveloped in many firms. This weakness can be traced back to leadership philosophies that do not value or promote knowledge-sharing practices (Srivastava, Bartol, & Locke, 2006). Because of this, workers might not see the benefits of sharing their expertise or could worry that doing so would make them less valuable to the company. The development of responsive behaviors is further hampered by a lack of a supportive culture as workers lack the knowledge needed to respond appropriately and promptly.

Inadequate information sharing has far-reaching effects on employee response and can have a detrimental impact on company performance. Businesses that don't put in place efficient knowledge-sharing procedures run the danger of slipping behind in a fast-paced, fiercely competitive business climate. An organization's capacity to accomplish its strategic objectives may be hampered by ineffective information sharing, which can result in worse decision-making, less innovation, and missed opportunities (Nonaka & Takeuchi, 1995). Furthermore, a company may lose market share and see a decline in profitability if it is unable to quickly adapt to changes in the market, client needs, and technical improvements (Jarvenpaa & Staples, 2000).

Research examining the variables influencing information sharing within businesses and its effect on employee response is desperately needed in light of these difficulties. Organizations looking to improve their responsiveness and hold onto a competitive advantage must comprehend the obstacles to efficient information exchange and devise plans to go over them. By analyzing the link between employee responsiveness and information and knowledge sharing, this study aims to close this gap and offer businesses practical advice on how to enhance their knowledge-sharing procedures and, consequently, their overall performance.

RESEARCH OBJECTIVES

1. To examine the relationship between information sharing and employee responsiveness in commercial banks in Bayelsa State.
2. To analyze the relationship between the knowledge sharing and employee responsiveness in commercial banks in Bayelsa State

RESEARCH QUESTIONS

1. What is the relationship between information sharing and employee responsiveness in commercial banks in Bayelsa State?
2. how does knowledge sharing relates with employee responsiveness in commercial banks in Bayelsa State?

HYPOTHESES

H01: There is no relationship between digital information and knowledge sharing and employee responsiveness in commercial banks in Bayelsa State
H02: There is no relationship between the manual information and knowledge sharing and employee responsiveness in commercial banks in Bayelsa State.

CONCEPTUAL AND THEORETICAL REVIEW

Within an organization, sharing of knowledge and information takes place at different levels. It includes interactions between individuals, groups, and the organization itself. Information sharing, or knowledge sharing amongst individuals, is facilitated by a variety of channels, including emails, which allow employees to share information and attach pertinent documents or manuals. Other channels that employees can use to share information include direct interactions, meetings, conferences, emails, and telephone calls.

Whether explicit or implicit, sharing knowledge entails a variety of interactions and exchanges of information (Connelly & Kelloway, 2003; Ford, 2004). Because it includes people sharing information throughout companies, it is regarded as a social process (Nonaka and Takeuchi, 1995). Employees can share information without fully appreciating its worth to others or its ability to address important issues inside the company.

There are several advantages to sharing knowledge. It improves social capital, or the value that employees place on the collective knowledge they share, which benefits the company and its reputation (Wasko & Faraj, 2005).

Additionally, sharing information improves relationships between members of the organization and increases the sharer's self-efficacy as a source of important knowledge (Bock & Kim, 2002).

Furthermore, according to Srivastava, Bartol, and Locke (2006), information sharing may greatly enhance the performance of the individual who receives the knowledge. This continuous practice of information exchange helps the company develop a sustained competitive advantage that is challenging for rivals to imitate (Nonaka, 1994). Stronger ties and more openness between the company, its clients, and its suppliers follow, which eventually improves operational processes and raises the switching costs for those who are thinking about leaving the company (McEvily et al., 2000). According to Cameron (2002), an effective knowledge management plan must include information exchange across various stakeholders within the firm. As a result, a lot of businesses are implementing different techniques and strategies to boost operational effectiveness and information exchange.

Facilitators of information and Knowledge Sharing

Instead of forcing information sharing, organizations should promote it by supporting and promoting it (Bock et al., 2005). By implementing suitable technologies that make sharing easier, management may concentrate on developing tools that inspire staff members to share their expertise (Connelly & Kelloway, 2003).

Within a learning culture, companies that encourage social interaction and communication can successfully share their employees' tacit knowledge (Riege, 2005). The secret to effective knowledge sharing is inspiring knowledgeable staff members to impart their expertise to others in need of it. This is best accomplished via encouraging social interactions among all staff members, irrespective of their duties and positions (Connelly & Kelloway, 2003). This strategy not only promotes trust among staff members but also strengthens relationships amongst them. Social contacts provide workers a chance to exchange ideas, opinions, experiences, and information informally during business meetings or during lunch breaks.

An organization may effectively implement a learning culture approach by forming "Affinity Groups." Employees who are coworkers in the same department or who have comparable jobs and responsibilities participate in these groups on a regular basis, which gives them greater confidence and comfort when sharing their expertise (Connelly & Kelloway, 2003).

Barriers of Knowledge Sharing

Numerous academics have drawn attention to the difficulties that come with sharing information. It was noted by Bock and Kim (2002) that not all information is readily available or interchangeable. Sharing knowledge is more than just sharing information; it also involves the people who produce the knowledge and the fact that it is frequently ingrained in their experiences and thoughts (Nonaka & Konno, 1998). Since companies frequently reward employees based on their performance, people may be reluctant to share information since they want to continue being high performers in order to continue receiving these advantages. The process of sharing information may be hampered by this internal rivalry (Bock et al., 2005).

Furthermore, management may place limitations on what may be discussed. This can make it harder for workers to share information, especially in hierarchical companies, since it can create a mental barrier (Connelly and Kelloway, 2003). A 1997 study conducted by the Ernst and Young Center for Business Innovation supported the notion that changing employee behavior might have a detrimental effect on an organization's knowledge management. Since information is precious, people could be hesitant to impart it unless they are certain that doing so won't have any unfavorable effects (Bock et al., 2005). Self-preservation instincts naturally lead people to weigh the benefits and drawbacks of disclosing information (Casimir, Ng, & Cheng, 2012).

A noteworthy impediment to the exchange of information is "Knowledge Distance." According to Hamel (1991), there is frequently a gulf between the one imparting information and the one receiving it because of variations in experience, education, and background. Surprisingly, Hamel's research revealed that a higher knowledge distance may improve learning results for the company since the recipient might appreciate the new information and apply it to further their own education. On the other hand, Lane and Lubatkin (1998) disagreed, contending that it gets harder for the recipient to assimilate and apply the information as the knowledge gap grows.

Additionally, organizations must to take into account both internal and external knowledge sources. Cohen and Levinthal (1990) proposed the idea of "absorptive capacity," which describes an organization's power to identify, absorb, and utilize outside information. The degree of congruence between the knowledge provider and the learner determines how well this absorptive capacity works. The knowledge-sharing process becomes more seamless the closer this alignment is (Lane and Lubatkin, 1998).

Employee Responsiveness

The social pressure people experience to participate in particular actions, shaped by their social environment, is known as the norm of subjectivity (Teh & Yong, 2011). This standard is arbitrary and represents a person's opinion of how other people see them. A person's inclination to live up to the expectations of important people, including friends, family, and coworkers, might affect their intents and behavioral choices (Ajzen and Fishbein, 1975). This suggests that a person's decision to participate in particular actions, like sharing knowledge, may be influenced by these significant relationships.

The idea of organizational commitment has been established in the process of examining the elements that promote knowledge sharing, with a particular emphasis on employee responsiveness (Allen and Meyer, 1990). According to Appelbaum et al. (2003), employee responsiveness is defined as the emotional connection or attachment that workers have to their place of employment, which symbolizes a feeling of community inside the company. According to Allen and Meyer (1997), this emotional bond has a big impact on attitudes and actions at work, including job satisfaction and output.

Studies have demonstrated the critical role that employee responsiveness plays in knowledge sharing. Stronger intentions to stay with the company are linked to higher levels of employee responsiveness (Mathieu & Zajac, 1990). According to Hooff and Ridder (2004), individuals who demonstrate high responsiveness are also more likely to embrace the organization's aims and values, which increases their desire to share expertise. According to Robertson and Hammersley (2000), workers that exhibit high responsiveness are also frequently more willing to share information since they have good intentions.

Theory of Reasoned Action

Examining the elements that encourage workers to share their knowledge as well as the barriers that may keep them from doing so is crucial to understanding the knowledge-sharing process inside businesses. The "Theory of Reasoned Action" (TRA), a framework created by Ajzen and Fishbein in the 1970s, is one useful tool for examining these issues. The use of TRA as a well-known social psychology model that explains human behaviors and the variables influencing the desire to engage in particular acts was emphasized by Bock et al. (2005). The TRA emphasizes the significance of intentions as a prelude to action by examining people's willingness, involvement, and intention in carrying out certain actions (Ajzen & Fishbein, 1975).

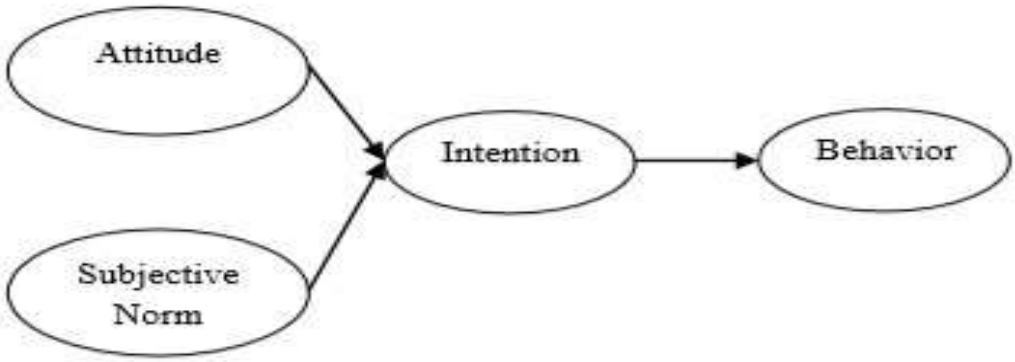
A theoretical model called the TRA forecasts behavioral intentions and, in turn, actual behaviors. It asserts that in order for an activity to take place, a person must intend to carry it out. When it comes to knowledge sharing, the TRA makes sense of why workers could decide against disclosing information to their peers, even in situations where their knowledge or skill is highly valued. Three major factors influence behavior, according to the model: one's attitude toward the conduct, the subjective norm, and one's purpose to engage in the behavior or abstain from it (Godin and Kok, 1996). The reader can better understand the ideas by referring to Figure 1, which provides an accompanying visual picture of the Theory of Reasoned Action.

TRA states that two main elements influence an individual's desire to engage in or refrain from a behavior: their attitude towards the conduct and the subjective norm around it (Teh & Yong, 2011). An individual's assessment and expectations of an action are referred to as their attitude toward it. This can lead to the development of either good or negative attitudes. In turn, these attitudes affect the person's intention to engage in the action or refrain from it.

In the context of knowledge sharing, it is essential to comprehend these psychological factors in order to foster an atmosphere where employees feel motivated to share their expertise. Organizations may enhance the efficacy of

Journal DOI: 10.36713/epra1013 | SJIF Impact Factor (2024): 8.431 ISSN: 2347-4378
EPRA International Journal of Economics, Business and Management Studies (EBMS)
Volume: 11 | Issue: 8 | August 2024 -Peer-Reviewed Journal

knowledge-sharing activities by fostering a culture of openness and cooperation by addressing the elements that determine attitudes and subjective norms.



Source: Ajzen and Fishbein (1975)

Figure 1: The Theory of Reasoned Action

Empirical Review

The influence of organizational culture and information sharing procedures on staff performance in university libraries was investigated by Onwubiko (2022). The study's data analysis methods, which included frequency, straightforward percentages, Pearson Product Moment Correlation (PPMC), and multiple regressions, showed that library employees were very reliable in terms of job completion, timeliness, and dedication to their work. The survey found that departmental meetings, in-person contacts, and casual sessions are some of the most important ways that library staff members share knowledge. In spite of these measures, the study still discovered seven significant barriers to information sharing that had a detrimental effect on employee performance.

In a similar vein, Khattak et al. (2020) explored the link between information sharing, employee responsiveness, and team performance in construction project-based organizations in Rawalpindi and Islamabad. Using a cross-sectional survey of 224 employees, the study employed tools like reliability, correlation, and regression analysis to assess the data. The results indicated a positive association between information sharing and team performance, with supervisor support playing a moderating role. The study suggested that organizations should focus on enhancing supervisor support to boost team performance through better information sharing.

Reijo (2017) offered a conceptual explanation of knowledge and information exchange, looking at them as communicative acts. The transmission view, which stresses one-way communication, and the ritual view, which views sharing as a two-way exchange, were the two perspectives that the study highlighted. Despite the fact that the terms are frequently understood differently, Reijo's investigation highlighted the importance of knowledge and information exchange in communication activities in both work-related and non-work settings.

In an engineering environment, Lee et al. (2013) examined the function of leadership in communication of information and team performance. Based on surveys from 34 engineering project teams inside a big automotive business, the study discovered that team leaders who develop team expertise increase trust and encourage information sharing, which boosts team output. The results underscored how critical leadership is in creating a culture of information exchange that promotes team performance.

METHODOLOGY

The descriptive research design was adopted in fulfilling the purpose of this study. The study population consist of employees of commercial banks in Bayelsa state. From the human resource units, the population figure was two hundred and fifty-four (254). The study sample size of the study was determined using the Taro Yamane (1967) formula, which gave birth to a sample size of 155. Questionnaire was used as the primary instrument for data collection which was designed to measured the study variable and was validated by previous scholars in the discipline and

Journal DOI: 10.36713/epra1013 | SJIF Impact Factor (2024): 8.431 ISSN: 2347-4378
EPRA International Journal of Economics, Business and Management Studies (EBMS)
Volume: 11 | Issue: 8 | August 2024 -Peer-Reviewed Journal

reliability was ensured using Cronbach alpha tool as developed by Nunally (1970). After data was collected, coded and input into the Statistical Package of Social Sciences (SPSS) computerized application, arson Product-Moment Correlation Coefficient was adopted as the inferential statistics to test the empirical relationship between the study variables.

ANALYSIS, RESULTS AND DISCUSSION

After administering a total number of one hundred and fifty-five, one hundred and fourteen response was achieved, which was above 70% of the administered question. This section also, deals essentially with statistical testing of the hypotheses formulated for this study and also interpreting the result making use of Pearson Product-Moment Correlation Coefficient with the support of SPSS.

Correlation Outcome between Information Sharing and Employee Responsiveness

Correlation

		Information Sharing	Employee Responsiveness
Information sharing	Pearson Correlation	1	.618**
	Sig. (2-tailed)		.000
	N	114	114
Employee responsiveness	Pearson Correlation	.618**	1
	Sig. (2-tailed)	.000	
	N	114	114

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

Source: SPSS, 2024.

From the correlation coefficient of r = 0.618, the study's outcome indicates that there is a high positive and significant relationship between information sharing and employee responsiveness. This implies that as the efficiency and effectiveness of information sharing increase, the level of employee responsiveness also improves substantially within the context of the study. Additionally, the significance level of this relationship is observed to be p = 0.00, which is less than or equal to the 0.01 threshold ($p \leq 0.01$). This statistically significant result means that we can confidently reject the null hypothesis that stated there is no relationship between information sharing and employee responsiveness. Therefore, the findings of the study provide strong evidence to support the claim that there is a meaningful and significant relationship between the sharing of information and the effectiveness of employee responsiveness in the public commercial banks located in Bayelsa State. This highlights the importance of efficient information flow in fostering collaborative efforts among teams within the commercial banks. This assertion aligns with Onwubiko's (2022) research, which examined how organizational culture and information sharing practices influence the performance of university library staff. The study revealed that most library employees are punctual, adhere to work schedules, complete tasks on time, and are committed to their overall responsibilities, including meeting deadlines and goals. Additionally, the research highlighted various methods library staff use to share information, such as report writing, training sessions, face-to-face interactions, departmental meetings, general meetings, informal interactions, and WhatsApp groups.

Journal DOI: 10.36713/epra1013 | SJIF Impact Factor (2024): 8.431 ISSN: 2347-4378
EPRA International Journal of Economics, Business and Management Studies (EBMS)
Volume: 11 | Issue: 8 | August 2024 -Peer-Reviewed Journal

Correlation Outcome between Knowledge Sharing and Employee Responsiveness

Correlation

		Knowledge Sharing	Employee Responsiveness
Knowledge sharing	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	114	114
Employee responsiveness	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	114	114

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

Source: SPSS, 2024.

From the correlation coefficient of r = 0.527, the study's outcome indicates that there is a very high positive and significant relationship between knowledge sharing and employee responsiveness. This strong correlation suggests that as the efficiency and effectiveness of knowledge sharing increase, the level of employee responsiveness also improves markedly within the context of the study. Furthermore, the significance level of this relationship is observed to be p = 0.00, which is less than or equal to the 0.01 threshold ($p \leq 0.01$). This statistically significant result allows us to confidently reject the null hypothesis, which stated that there is no relationship between knowledge sharing and employee responsiveness. Therefore, the findings of the study provide compelling evidence to support the claim that a significant relationship exists between knowledge sharing and employee responsiveness in the public commercial banks located in Bayelsa State. This underscores the critical role that effective knowledge flow plays in enhancing collaborative efforts among teams within the commercial banks. This study supports the findings of Reijo (2017), who identified knowledge and information exchange as categories of communication actions. Although the majority of research on information sharing has been conducted in work-related situations, it has also been researched in non-work settings. Information sharing and knowledge sharing are similar rather than different as communication practices. However, the nomenclature gets more nuanced when one considers precisely what is being communicated, as knowledge and information are ambiguous notions.

CONCLUSION

The purpose of the study was to investigate the actual link between employee responsiveness and information/knowledge sharing in Bayelsa State's commercial banks. Based on the gathered and analyzed data, it was shown that employee responsiveness and information/knowledge sharing are significantly correlated. In conclusion, the study has demonstrated that there is an actual correlation between knowledge and information exchange and the commercial banks in Bayelsa State.

Recommendations

1. According to the study, employers may enhance the performance of their teams and groups by implementing more information sharing techniques. However, in order to do this, they must consider the interdependence, team design, and team context.
2. Employee responsiveness initiatives inside the company are highly advantageous and have a direct impact on worker output. An employee feels like a valuable member of the team when they are given enough opportunity to learn new knowledge that will help them perform better. Enforcing information exchange among employees and discouraging knowledge hoarding are crucial aspects of commercial management, particularly for group workers.
3. By offering the means for simple information exchange activities, such as a strong network, free wireless routers at work, access to laptops, and free phone time for staff, management may promote social cohesiveness and boost job completion.

4. Group members should be able to communicate group objectives to management in order to encourage initiative and help staff adjust to organizational changes. Creating both offline and online social groups to facilitate communication among staff members can help achieve this.

REFERENCES

1. *Ajzen, I., & Fishbein, M. (1975). Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research. Addison-Wesley.*
2. *Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. MIS Quarterly, 25(1), 107-136.*
3. *Allen, N. J., & Meyer, J. P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization. Journal of Occupational Psychology, 63(1), 1-18.*
4. *Appelbaum, S. H., Bartol, K., Srivastava, A., & Locke, E. (2003). Empowerment: the philosophy and the practice. Management Decision, 41(5), 555-564.*
5. *Bock, G. W., & Kim, Y. G. (2002). Breaking the Myths of Rewards: An Exploratory Study of Attitudes about Knowledge Sharing. Information Resources Management Journal, 15(2), 14-21.*
6. *Bock, G. W., Zmud, R. W., Kim, Y. G., & Lee, J. N. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. MIS Quarterly, 29(1), 87-111.*
7. *Bock, G. W., Zmud, R. W., Kim, Y. G., & Lee, J. N. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. MIS Quarterly, 29(1), 87-111.*
8. *Cabrera, A., & Cabrera, E. F. (2002). Knowledge-sharing dilemmas. Organization Studies, 23(5), 687-710.*
9. *Cameron, K. S. (2002). Competing Values Leadership: Creating Value in Organizations. Edward Elgar Publishing.*
10. *Casimir, G., Ng, Y. K., & Cheng, C. W. (2012). Using IT to share knowledge and the TRA model. Management Decision, 50(9), 1803-1820.*
11. *Cohen, W. M., & Levinthal, D. A. (1990). Absorptive capacity: A new perspective on learning and innovation. Administrative Science Quarterly, 35(1), 128-152.*
12. *Connelly, C. E., & Kelloway, E. K. (2003). Predictors of employees' perceptions of knowledge sharing cultures. Leadership & Organization Development Journal, 24(5), 294-301.*
13. *Davenport, T. H., & Prusak, L. (1998). Working Knowledge: How Organizations Manage What They Know. Harvard Business School Press.*
14. *Ford, D. P. (2004). Knowledge sharing in a multi-cultural setting: A case study. Knowledge Management Research & Practice, 2(1), 27-34.*
15. *Godin, G., & Kok, G. (1996). The theory of planned behavior: A review of its applications to health-related behaviors. American Journal of Health Promotion, 11(2), 87-98.*
16. *Hamel, G. (1991). Competition for competence and inter-partner learning within international strategic alliances. Strategic Management Journal, 12(S1), 83-103.*
17. *Hendriks, P. (1999). Why share knowledge? The influence of ICT on the motivation for knowledge sharing. Knowledge and Process Management: The Journal of Corporate Transformation, 6(2), 91-100.*
18. *Hooff, B. V. D., & Ridder, J. A. D. (2004). Knowledge sharing in context: the influence of organizational commitment, communication climate and CMC use on knowledge sharing. Journal of Knowledge Management, 8(6), 117-130.*
19. *Jarvenpaa, S. L., & Staples, D. S. (2000). The use of collaborative electronic media for information sharing: An exploratory study of determinants. Journal of Strategic Information Systems, 9(2-3), 129-154.*
20. *Kane, G. C. (2017). The evolutionary implications of social media for organizational knowledge management. Information and Organization, 27(1), 37-46.*
21. *Khattak, M. A., Arshad, A., Saeed, T., & Niazi, M. A. (2020). Information Sharing, Employee Responsiveness, and Team Performance in Construction Project-Based Organizations. International Journal of Project Management, 38(7), 432-442.*
22. *Lane, P. J., & Lubatkin, M. (1998). Relative absorptive capacity and interorganizational learning. Strategic Management Journal, 19(5), 461-477.*
23. *Lee, H., Gillespie, N., Mann, L., & Wearing, A. (2013). Leadership and trust: Their effect on knowledge sharing and team performance. Management Learning, 41(4), 473-491.*
24. *Leonardi, P. M., Huysman, M., & Steinfield, C. (2013). Enterprise social media: Definition, history, and prospects for the study of social technologies in organizations. Journal of Computer-Mediated Communication, 19(1), 1-19.*
25. *Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. Psychological Bulletin, 108(2), 171.*

26. *McEvily, B., Perrone, V., & Zaheer, A. (2003). Trust as an organizing principle. Organization Science, 14(1), 91-103.*
27. *Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. Organization Science, 5(1), 14-37.*
28. *Nonaka, I., & Konno, N. (1998). The concept of "Ba": Building a foundation for knowledge creation. California Management Review, 40(3), 40-54.*
29. *Nonaka, I., & Takeuchi, H. (1995). The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation. Oxford Commercial banks Press.*
30. *Nonaka, I., & Takeuchi, H. (1995). The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation. Oxford University Press.*
31. *Nonaka, I., & von Krogh, G. (2009). Tacit knowledge and knowledge conversion: Controversy and advancement in organizational knowledge creation theory. Organization Science, 20(3), 635-652.*
32. *Onwubiko, C. (2022). The Influence of Organizational Culture and Information Sharing Practices on Staff Performance in University Libraries. Library Management, 43(3), 204-222.*
33. *Reijo, K. (2017). Knowledge and information sharing as communicative acts. Information Research, 22(1), 118-131.*
34. *Riege, A. (2005). Three-dozen knowledge-sharing barriers managers must consider. Journal of Knowledge Management, 9(3), 18-35.*
35. *Riege, A. (2005). Three-dozen knowledge-sharing barriers managers must consider. Journal of Knowledge Management, 9(3), 18-35.*
36. *Robertson, M., & Hammersley, G. (2000). Knowledge management practices within a knowledge-intensive firm: The significance of the people management dimension. Journal of European Industrial Training, 24(2/3/4), 241-253.*
37. *Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. Academy of Management Journal, 49(6), 1239-1251.*
38. *Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. Academy of Management Journal, 49(6), 1239-1251.*
39. *Teh, P. L., & Yong, C. C. (2011). Knowledge sharing in IS personnel: Organizational behavior's perspective. Journal of Computer Information Systems, 51(4), 11-21.*
40. *Wang, S., & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. Human Resource Management Review, 20(2), 115-131.*
41. *Wasko, M. M., & Faraj, S. (2005). Why should I share? Examining social capital and knowledge contribution in electronic networks of practice. MIS Quarterly, 29(1), 35-57.*
42. *Yang, J. (2007). The impact of knowledge sharing on organizational learning and effectiveness. Journal of Knowledge Management, 11(2), 83-90.*