European Journal of Business and Management
ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
Vol.10, No.29, 2018


# The Effect of Knowledge Management and Motivation on Organizational Performance: A Case of Techiman Municipal Assembly, Ghana

Augustine Adu Frimpong[1] Katara A. Williams[2] Babatunde Ademola Akinbobola[3]
Emmanuel Addai Kyeremeh[4] Noah Kankam Kwarteng[5]
1. Southern University and A & M College, Public Policy Dept. Baton Rouge, Louisiana. Or/ Valley View University, Techiman Campus, Box 183, Brong- Ahafo Region, Ghana
2.Southern University and A & M College, Office of the President-Chancellor. J. S. Clark Administration Building, Baton Rouge, Louisiana
3.Southern University and A & M College, Department of Public Policy, Baton Rouge, Louisiana
4.Valley View University, Techiman Campus, Box 183, Brong- Ahafo Region, Ghana
5.Nyansapo University College, Accra, Ghana, West Africa

**Abstract**
In the 21st century, managing knowledge globally in organizations has become a big challenge. In particular, it has become very difficult for researchers to ascertain how knowledge management and motivation generally impact organizational performance. Our study seeks to ascertain the effect of knowledge management and motivation on organizational performance in a localized context, with a study of the Techiman Municipal Assembly of the Brong Ahafo Region of the West African nation of Ghana. While, a descriptive approach is to be employed in the study, the population of the study has been pegged at three hundred and eighty (380) junior and senior staff employees, who were randomly selected for the purpose of our study. Operationally, a sample size of one hundred and ninety-five (195) members has been selected by utilizing the Taro Yamani formula at a significance level of 5%. Stratified random sampling technique has also been utilized to identify the categories of staff for consideration. Questionnaire instruments were designed and subsequently used to collect data for the study. The variables were coded and descriptive statistics, along with regression analysis, were employed in the process. Our findings have, so far, revealed that the most prominent knowledge management practices at the Techiman Municipal Assembly constitute training through induction and workshop (with Mean score=3.98), and a seminar (with Mean score=3.89), all of which are identified as knowledge acquisition and knowledge sharing, respectively. The study is also expected to reveal that the most crucial challenge in managing knowledge at the Techiman Municipal Assembly is the lack of processes for conversion of implicit knowledge to explicit Knowledge (with Mean score=4.11). Furthermore, the findings of the study shows a significant positive relationship between knowledge management and organizational performance ($r = 0.362^a$, sig. value=0.000), as well as motivation and organizational performance ($r = 0.333^a$, sig. value=0.001). Furthermore, multiple regression has, as well, been conducted, which has indicated that a significant positive relationship between knowledge management and motivation (independent variables) and organizational performance ($r = 0.395^a$, sig. value=0.000) does exist. The study, overall, recommends that there is the need for the assembly's management to develop localized motivational strategy and packages, which will promote job advancements, job rotation, accommodation, recognition, promotion, and cash rewards for the employees, incentives that are expected to motivate employees to the extent of ultimately making them willing to share their maximum knowledge to bring about higher quality as well as sterling performance.
**Keywords:** Assembly, Municipal, Region, Knowledge, Management, Motivation, Organizational Performance, and Public Sector

## 1.0 Introduction

After the conclusion of World War II, created knowledge has become the key resource that enhances organizational performance. Consequently, several organizations have begun to acknowledge the global relevance of knowledge management, of which Public Sector organizations are, indeed, not an exception. This critical concept has elicited the attention of several of the world's great scholars and their studies, including Liebowitz and Chen (2003), Shields, Holden, and Schmidt (2000), Lee and Al-Hawamdeh (2002), and Wiig (2002). These experts are expected to carry out a series of research works of knowledge management for Public Sectors. Toward that end, there has been nation- specific models and research of knowledge management. According to the Organisation for Economic Co-operation and Development, OECD (2003), countries like France, Sweden, Finland, and Canada have gone to the extent of developing their own Knowledge Management Strategies for public sector organizations.

However, in such developing countries as Ghana and Togo, it has been argued by Acheampong (2008) that public sector organisations exhibit the tendencies that can be receptive towards the implementation of

Knowledge Management programmes. It is very important to note that -- for organizations to ensure effective and efficient knowledge management -- the most crucial activity of all is knowledge sharing, and this is particularly so since almost all knowledge is processed and stored in the minds (or heads) of individuals are invisible. Samieh and Wahba (2007), for example, have argued that it is true that knowledge sharing is very essential; however, employees sometimes find it difficult to share their respective knowledge due to the fear and worry of losing the knowledge that differentiates them from others. In various scholarly knowledge management articles, it has been underscored that the fear of losing power as well as the reduction in opportunities for personal success (e.g. promotion, compensation), and acquisition of additional workload have been some of the major obstacles or reasons why several employees refrain from sharing their knowledge (So and Bolloju, 2005, cited in Susanty and Wood, 2011).

On the whole, managing knowledge in organizations has become a major challenge, according to Lin (2007). Meanwhile, studies conducted by Semar (2004), Malhotra & Galletta (2003), and Osterloh & Frey (2000) have subsequently revealed that the major cause of failure in knowledge management has often been attributed to the lack of motivation of participants. Adding to that, Muo (2013) affirmed that this is true because motivation has become one of the greatest challenges facing managers across the globe, despite it predictive influences on workers' performance and enhancing organizations to achieve their objectives goals. Again, Muo (2013) added that this challenge has further been complicated and compounded by the emergence of knowledge workers. This means that despite the fact that knowledge management has become an essential element in public organisations, without good strategies to boost the morale of employees, inadequate sharing of information or knowledge can lead to organizational failure. Furthermore, Akhavan and Pezeshkan (2015) have argued that organizations are still struggling to implement knowledge management, despite the huge amount of literature and conferences on the topic as well as the numerous successful case studies and lessons learned.

Additionally, several empirical studies have been conducted about the importance of knowledge management, its impact on organizational performance, failures as well as motivation (Makore 2016; Omotayo, 2015; Bakar et al., 2015; Alan, 2014; Whittom Roy, 2009). However, how both knowledge management and motivation impact on organizational performance have not been made clear by these researchers. Nonetheless, our study therefore tends to bring into the light how knowledge management and motivation can enhance organizational performance. In as much as motivation can boost the morale of knowledge workers for them to share their knowledge within organisations to affect performance positively; it is pertinent that research attention should be given to this area in the growing organisations of Ghana. The ensuing gap suggests the need for research to explore how knowledge management and motivation can contribute to overall organizational performance in the Ghanaian arena with a focus on the public sector.

## 2.0 Literature Review

### 2.1 Knowledge Management

The concept of knowledge management emerged during the mid-1990s and received considerable attention from scholars and practitioners in several fields. The terminology, "knowledge management", was first used by Carl Wiig in 1986 at a Swiss conference sponsored by the United Nations' International Labor Organization (ILO). However, today, knowledge management is being practiced in a number of fields associated with information systems, business and management, library and information science (LIS), computer science, and communications. Additionally, Wen (2005) traces its emergence first in the business sector, then in higher education, and now in library management.

Furthermore, knowledge management (KM), as an expert has pointed out, "is used to describe the process of locating, organizing, transferring, and using information" (Duffy, 2000). However, there are numerous definitions of KM, which are characterized by many different concepts, perspectives, and approaches. Some definitions emphasize the process of KM, while others focus on its objective; some definitions of KM that certainly help to understand its notion in a better way have been offered in our study here. According to Rastogi (2000), for example, knowledge management is a systematic and integrative process of coordinating organization-wide activities of acquiring, creating, storing, sharing, diffusing, developing and deploying knowledge by individuals and groups in pursuit of major organizational goals.

Also, Plessis (2006) has argued that knowledge management is a planned and structured approach to manage the creation, sharing, harvesting and leveraging of knowledge as an organizational asset, to enhance an organization's ability, speed and effectiveness in delivering products or services for the benefit of clients, in line with its business strategy. On his part, Skyrme (2011) has posited that knowledge management is the explicit and systematic management of vital knowledge and its associated processes of creation, organisation, diffusion, use and exploitation in pursuit of business objectives. Although there are various beliefs and methodologies that are applicable to knowledge management, certain themes exist that are common in the definitions of knowledge management. These themes are: (a) Management of information—explicit/recorded knowledge, (b) Management of processes—embedded knowledge, (c) Management of people—tacit knowledge, (d) Management of

innovation—knowledge conversion, and (e) Management of assets—intellectual capital.

Apparently, by adopting knowledge management, organizations can improve their capabilities of creating, managing, sharing and applying their knowledge, sharpen their business intelligence, enhance their managerial decisions efficiency and effectiveness, and ultimately achieve better business performance (Herschel and Jones, 2005; Lo and Chin, 2009). Knowledge management is rooted in the concepts of organizational learning and organizational memory. When members of an organization collaborate and communicate ideas, teach, and learn, knowledge is transformed and transferred from individual to individual (Bennet and Bennet, 2003).

### 2.2 Knowledge Management in the Public Sector

In fact, knowledge management (KM) is as important to the public sector as to the private sector. Public administration is the way in which the state is organized to produce and deliver public goods. The mandate of the public service has always rested on social responsibility and ensuring a better life for all citizens. Also, Wiig (2002) has claimed that KM can contribute to the three objectives of government services, namely to provide: (a) a stable, just, orderly and secure society; (b) acceptable level of quality of life; and (c) a prosperous society.

In the same manner, Singapore National University's Yuen (2007) presented a useful overview of KM for the public sector in developing countries at the 7th Global Forum on Reinventing Government. Her survey shows that the implementation of KM is mainly the responsibility of ICT departments. Lack of awareness and lack of time were identified as the key obstacles in KM implementation. Yuen, in the end, concluded however that, in general, developing countries see KM as a key initiative that is central to information sharing between the public sector and its citizens.

### 2.3 Knowledge Management Practices

In Knowledge Management Practice context, Darroch (2003) has shown knowledge creation and acquisition as well as knowledge dissemination and responsiveness to knowledge to be the main components of knowledge management practice. On their part, Thomas et al. (2001) have identified four critical stages of knowledge management of a firm's knowledge to include knowledge creation and acquisition, knowledge transfer, interpretation of the knowledge to serve organizational goals and a general application of knowledge to achieve organizational goals.

#### 2.3.1 Knowledge Capturing and Acquisition Practice

Liou (1990), as cited in Wamundila (2008), defines knowledge acquisition as the process of extracting, structuring, and organizing knowledge from human experts so that it can be captured and transferred into machine readable form. Lyles and Salk (2006) empirically established the existence of a positive relationship between knowledge acquisition and organizational performance. Meanwhile, Wamundila (2008) explained that knowledge captured the organizational ability of ensuring that knowledge available in the organization is stored for future reference in either databases or manuals. In some organizations, knowledge acquisition occurs through recruitment, training and development and after action reviews. The following are some of the techniques in knowledge capture and acquisition.

#### 2.3.2 Knowledge Sharing Practices

According to experts, knowledge sharing is the exchange of knowledge among organizational employee (Ismail and Chua 2005). Hamid (2008), as cited in Wamundila (2008), asserts that basic social interaction is done with management and employees' identification of knowledge and employees are encouraged not only to increase their knowledge, but share it for the benefit of the organization and themselves as well. Without motivation, sense of security, healthy reward system, this cannot be achieved. Various practices promote knowledge sharing within the organization, for instance incentives, rewards and communities of practice. According to Armbrecht et al. (2001), a company's culture and structure will be the critical factors enabling knowledge flow which will in turn affect knowledge sharing. The outcome of knowledge sharing is the creation of new knowledge and innovation that will improve organizational performance (Hawamdeh, 2005). In some organizations, knowledge sharing occurs through departmental meetings, informal and formal workshops, job rotation, community practice, knowledge exchange seminars, summary reports, brainstorming, mentoring, notice boards, emails and face to face interactions (Wamundila, 2008).

### 2.4 Knowledge Management and Motivation

Knowledge Management literature has discussed an extensive list of factors that define the motivational impact of work context on collaborative knowledge creation, beyond the adoption of technology-based knowledge management systems and delving deep into critical appraisals of what organizations are. Hislop (2005) provides a concise summary of some of these factors. They include the role of organizational conflict, power, status and expertise issues, the multiple roles of trust, and the role of the organizational culture. Three particularly relevant discussions, within this theme, concern the level of organizational commitment in connection to perceived equity, the role of motivation in success and failure of KM programs and the intentional selection and definition of KM

interventions to boost motivation. Initially, several authors have recognized that the quality of collaborative knowledge creation is strongly influenced by a sense of equity and fairness on the part of the organization, in combination with a conveyed image that the organization really cares, even if KM scholars have not conceptually grounded their accounts in Adams' (1965) Equity Theory of motivation or in Greenberg's (1990) associated notion of organizational justice.

Kim (1998) does show that knowledge hoarding and lacking participation in knowledge teams is bound to result when organizations cannot convince their employees that procedural justice is ensured. That concept refers to the perception that the opinions held by shop-floor workers are taken into account by management, that expectations are clear and that the organization abides by the principle that what's sauce for the goose is sauce for the gander.

A study by Bock et al. (2005) also shows that the extent to which the organizational climate is perceived to be characterized by fairness, innovativeness and that affiliation influences knowledge sharing behavior, but more strongly in an indirect sense (through subjective norm) than directly (affecting the intention to share knowledge).Secondly, motivation is among the factors that explain whether or not KM programs and practices are successfully adopted by an organization (Davenport et al., 1998; Bailey and Clarke, 2001; McKenzie et al., 2001; Malhotra and Galletta, 2003).

**2.5 Knowledge Management and Organizational Performance**

The assumption that knowledge management is needed for knowledge accumulation is required for the improvement in organizational performance, possibly that can arises from the fact that researchers have opposing views about the impact of knowledge on organizational performance (Vera and Crossan, 2003). On the other side of the discussion are authors who do not see a direct relationship between knowledge and performance. Organizations can always attain knowledge that may not lead to intelligent behavior (Singh et al., 2006). Furthermore, Vera and Crossan (2003) have suggested that the knowledge that is relevant may have a positive effect on organizational performance.

Indeed, quite a number of studies have been carried out to explore the effect of knowledge management on the performance of an organization. Among them, Mohamad et. al. (2013) have conducted their own research on the influence of knowledge management practices on organizational performance in small and medium enterprises (SMEs) in Iran, using Structural Equation Modeling (SEM). The study selected a sample of 282 senior managers from the selected enterprises via a simple random sampling. The finding showed that knowledge acquisition, storage, creation and implementation have a significant factor loading on knowledge management; and also productivity, financial performance, staff performance, innovation, work relationships, and customer satisfaction have significant factor loading on organizational performance. The results of the study suggested that knowledge management practices directly influence the organizational performance of SMEs.

Nnabuife, Onwuka and Ojukwu (2015) have conducted a study on knowledge management and organizational performance in Selected Commercial Banks in Awka in the Anambra State of Nigeria. The study sets out to determine if there was a significant relation between knowledge identification and organizational performance. It also examines the extent to which knowledge acquisition affects the performance of an organization. This study employed descriptive research design; primary source of data are the major instrument used for this study. The population of the study was made up of employees of the selected commercial banks totaling thirty five (35) staff. Purposive sampling was used to select the entire staff. Pearson's product moment correlation was used to analyze the data. The findings reveal that there is a positive relationship between knowledge identification and organizational performance. It also reveals that knowledge acquisition has a positive effect on organizational performance. In conclusion, the study recommended that an effective system should be put in place to ensure that relevant knowledge that will boost performance is identified. Also, knowledge acquisition is not only about acquiring mere knowledge but mindfully managing knowledge acquisition activities in order to tap into different kinds of knowledge.

Zwain et al. (2012) also conducted a study that centered on the impact of knowledge management processes and academic performance in Iraqi higher-education institutions. The study is based on a survey design and cross-sectional. The hypotheses were tested through correlation and regression analyses. The result suggested that Iraqi higher-education institutions can benefit from knowledge management processes. The study suggested that decision-makers should acquire in-depth knowledge about the impact of knowledge management processes in Iraqi higher-education institutions context.

Three scholars, William, John and Peter (2012), carried out a research trying to fill the research gap surrounding that particular knowledge management process called knowledge identification. The paper reports on the findings of a survey sent to 973 Australian organizations to investigate their knowledge identification practices. The survey findings show that while organizations do perceive knowledge identification to be important, the practice of knowledge identification has not reached mainstream adoption yet. The survey findings revealed two opposing approaches organizations take in practicing knowledge identification: (1)

Proactive Knowledge Identification, and (2) Reactive Knowledge Identification.

Also, Ahmed, Mohamed and Ibrahim (2013) did employ a survey method in finding out the relationship between individual's absorptive capacity and knowledge acquisition behavior among engineers in the electrical and electronic sector in Malaysia. There were 305 responses for the survey. Partial least square (PLS) properties of structural equation modeling (SEM) were used to measure the relationships between variables. The study found that individual absorptive capacity has partial influence on employees' knowledge acquisition.

Abdel, Gawater and Mohamed (2012) investigated the role of knowledge management in enhancing organizational performance in some Egyptian organizations, using questionnaire to collect the required information. The result shows that all elements of knowledge management capabilities have a positive significant relationship with all measures of the performance at 1% level of significance; it means that there is a great correlation between knowledge management capabilities and organizational performance.

**2.6 Motivation and Organizational Performance**

In Ghana, Kwapong, Opoku and Donyina (2015) conducted their own research on the effect of motivation on performance of teaching staff of Ghanaian polytechnics with the moderating role of research experience and highest education attained captured. A quantitative research technique was employed in the study. The target population of the study was teaching staff who had taught in Ghanaian polytechnics for at least 2 years, had a minimum of a second degree, and had some level of research experience. Simple and stratified sampling procedures were used to select 465 respondents. The study confirms a significant positive correlation between motivation and performance among the teaching staff of Ghanaian polytechnics ($r(408) = .892$, $p < .05$). Motivation, however, accounted for 79.5% of the variation in performance. This indicated that highest education attained and the research experience of teaching staff influenced both motivation and performance. The study recommended that managements of polytechnics in Ghana must improve motivation for their teaching staff if their performance should be maximized. Moreover, the polytechnics ought to encourage their faculty members to embark on further education and to improve their research experience by engaging in formal academic publication. Based on the review, a conceptual framework has been created as presented in Figure 1.

**Figure 2.1 Conceptual Framework For Organizational Performance**


**Source: Authors Own Modification**

For the phenomenon of knowledge management, motivation and its effect on organisational performance to be studied empirically, there is the need for a framework that will pull together the interaction of knowledge management, motivation and organisational performance variables (shown in Figure 2.1). The conceptual framework, apart from providing a foundation for focusing on specific variables for the research, also makes it possible for the researcher to collect and analyze data on these specific contextual variables as a way of assessing the effect of knowledge management and motivation on organizational performance. Based on the conceptual framework and the literature review, the study attempts to empirically assess the extent to which knowledge management and motivation can influence organizational performance.

**3.0 Study Hypotheses**:

- $H_{10}$: There is no significant relationship between knowledge management and organizational performance at the Techiman Municipal Assembly.
  $H_{10}$: There is significant positive relationship between knowledge management and organizational performance at the Techiman Municipal Assembly.

- $H_{20}$; There is no significant effect of motivation on organizational performance.
  $H_{21}$: There is significant positive effect of motivation on organizational performance.

- $H_{30}$: There is no significant effect of knowledge management and motivation on organizational performance.
  $H_{31}$: There is significant positive effect of knowledge management and motivation on organizational performance.

### 3.1 Methodology

The target population consist of three hundred and eighty (380) junior and senior staff of Techiman Municipal Assembly. Stratified random sampling technique was used to identify the categories of staff for consideration. In order to avoid bias and prejudice in the selection process, the sample size was calculated with recourse to Taro Yamani sample size formula given a significance level (or type I error) of 5% as stated below:

$$\text{Sample Size } (n) = \frac{N}{1+N(e)^2}$$

Where $n = \text{sample}, N = \text{pupolation size}, e = \text{error limit or the critical value of the observation}$

$$n = \frac{381}{1 + 381 \times (0.05)^2} = \frac{381}{\frac{781}{400}} = 381 \times \frac{400}{781} = 194.6222 = 195$$

The study made use of primary and secondary data sources. Questionnaire was the main instrument used to collect data for the study. The study carried out a pilot study on 30 employees from Techiman Municipal Assembly prior to this study to test for validity and reliability of the instrument.

Invariably, participants were asked to indicate on a Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) the extent to which the items represent the reasons they are presently involved in their work. Also, a 30-item knowledge management, 5-likert type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used for the study. The study used descriptive statistics to analyze the respondents' demographic data. Correlation analysis was used to test the hypotheses of the study, which sought to establish a predictive relationship that can be exploited in practice.

### 4.0 Data Presentation and Discussion

Following the demographic data, questions were asked on gender, age and educational level of respondents among others. Table 1 shows that most of the employees who participated in the study were males as they constituted 76.9%. On the other hand, 23.1% of the respondents were females. It could however be deduced that, employees in the Techiman Municipal Assembly in Brong-Ahafo Region are predominantly males. Also, Table 1 depicted that 41% of the respondents were between the ages of 31-40 years, followed by ages between 21-30 (22.1%). Moreover, 19% of the respondents were between the ages of 21-30 years. The least of ages was 51+ representing 17.9%. The result indicates that majority of the respondents are very young and falls between 31-40 years. This implies that the Techiman Municipal Assembly has youthful employees who could be trained and developed to enhance their knowledge management system.

It could be deduced from Table 1 that majority of the respondents 28.2% had tertiary education followed by diploma holder representing 26.7%. 15.4% were senior high school graduates and 16.9 % had middle school leaver certificate. From the data collected it clearly shows that the employees at the Municipal Assembly had enough intellectually abilities to execute their duties.

**Table 1: Demographic Data**

| Demography | Frequency | Percentage (%) |
|---|---|---|
| **Gender** | | |
| **Male** | 150 | 76.9 |
| **Female** | 45 | 23.1 |
| | 195 | 100 |
| **Age** | | |
| **21-30 years** | 35 | 17.9 |
| **31-40 years** | 80 | 41 |
| **41-50 years** | 43 | 22.1 |
| **60 and above** | 37 | 19 |
| | 195 | 100 |
| **Educational background** | | |
| **Tertiary** | 55 | 28.2 |
| **Diploma** | 52 | 26.7 |
| **Basic** | 25 | 12.8 |
| **SSHS** | 30 | 15.4 |
| **MSLC** | 33 | 16.9 |
| | 195 | 100 |

### 4.1 Knowledge Management Practices at Techiman Municipal Assembly

This section of the analysis has sought to ascertain the various practices of knowledge management among employees of Techiman Municipal Assembly in the Brong Ahafo Region. Descriptive statistics in the form of

percentages and mean score values were used to ascertain the degree of various practices among employees of Techiman Municipal Assembly as presented in Table 2. This is because it is assumed that there are specific events which are more likely than others practice at the organization and that they vary from one practice to another. Majority representing 63.6% agreed while 20.5% disagreed on recruitment as a type of knowledge capture and acquisition at Techiman Municipality enables them to make use of their abilities. However, minority of the respondents comprising 12.3% strongly agreed and 3.1 remained neutral either agreeing or disagreeing while 0.5% strongly disagreed. This therefore gives the implication that, to a greater extent, Techiman Municipality practice recruitment.

The results further proved that to a greater extent knowledge repository is one major type of knowledge capture and acquisition (Agree=52.3%, Strongly Agree=45.1%). However, the minority of the respondents representing 2.7% disagreed. Most of the respondents affirmed that they captured and acquired knowledge through training in the form of induction and workshops (Agree=46.7%, Strongly Agree=19.5%). However, 17.4% disagreed, another 15.9% strongly disagreed while 0.5% neither agreed nor disagreed on the subject matter.

From the results from Table 2, it was found that expert system was another prominent way of capturing and acquiring knowledge at Techiman Municipal Assembly (Strongly Agree=50.8%, Agree=28.2%). Meanwhile, 13.3% disagreed and 7.7% strongly disagreed (indifferent).

In relation to the results, most of the respondents did affirm that brainstorming and mentoring served as a type of knowledge capture and acquisition (Agree=61%, Strongly Agree=18.5%). However, 10.8% disagreed and 9.7% neither agreed nor disagreed. Moreover, most of the respondents also asserted that Job description, schemes of service and work procedures are common type of knowledge capture and acquisition at Techiman Municipal Assembly (Agree=57.4%, Strongly Agree=22.6%). However, 11.8% disagreed while 8.2% neither agreed nor disagreed.

It could further be deduced from the study that benchmarking with other institutions was not much recognized by the assembly as a type of knowledge capture and acquisition (Neither agreed nor disagreed=28.2%, Disagreed=23.1%). However, 20.5% strongly agreed, another 17.9% agreed while 10.3% strongly agreed. Also, a quantum of respondents, 49.7% agreed on the assertion that staff exchange programs was one prerequisite of knowledge management at the Assembly. Minority, 24.6% neither agreed nor disagreed while 2.6% and 0.5% strongly agreed and disagreed respectively.

In terms of a field trip, as another way of capturing and acquiring knowledge, most of the respondents, 46.7% and 24.6% agreed and strongly agreed accordingly. Minority, 15.9% disagreed, 7.7% neither agreed nor disagreed and 5.1% strongly agreed. Finally, in terms of regular update of data base as a type of knowledge capture and acquisition, most of the respondents, 54.4% agreed, following 24.6% who strongly agreed. However, 15.9% disagreed while 5.1% neither agreed nor disagreed (*see table 2 below :*).

**Table 2: Knowledge Captured and Acquisition**

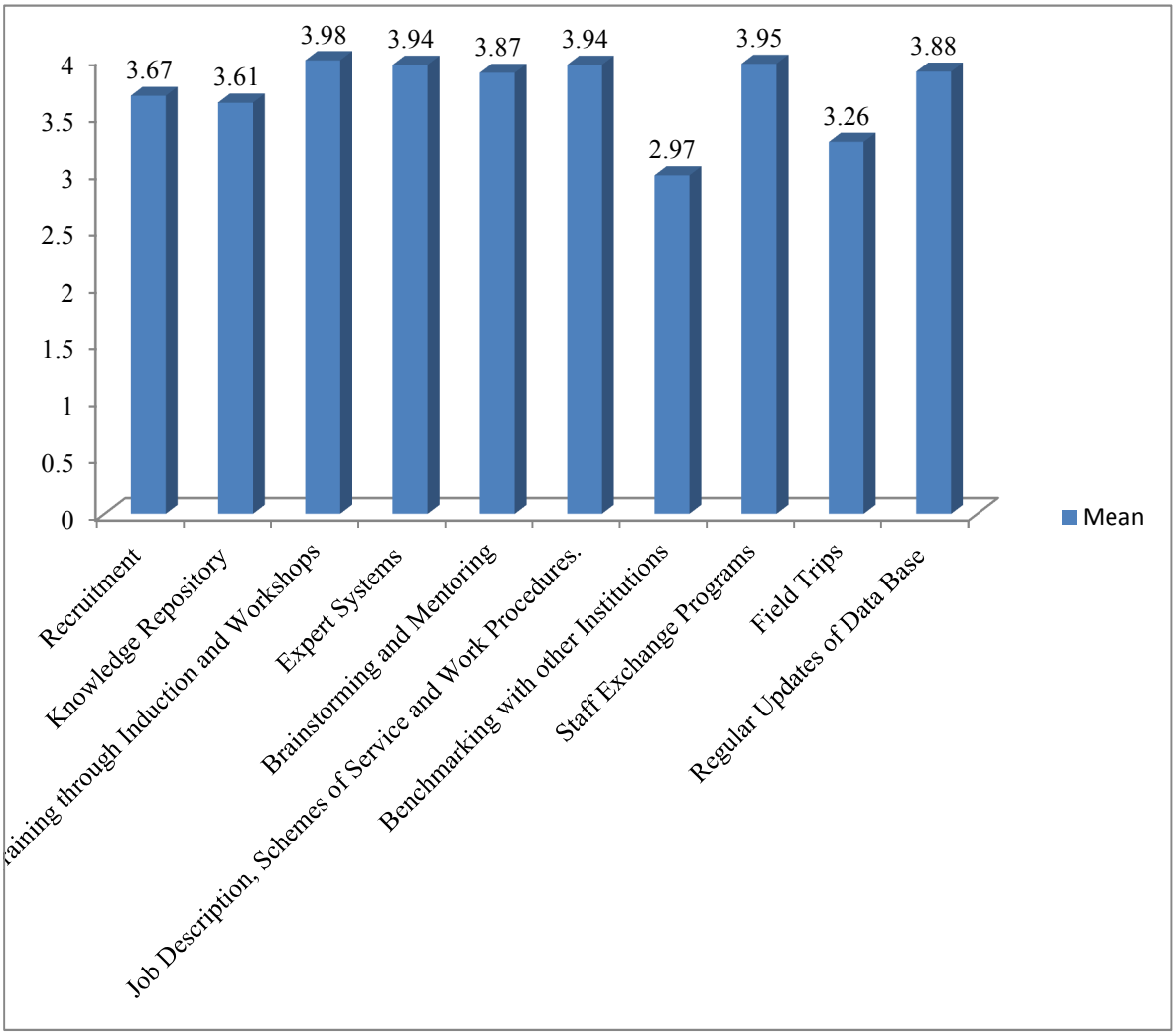
| Knowledge capture and Acquisition | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
|---|---|---|---|---|---|---|
| **Recruitment** | 1 [0.5] | 40 [20.5] | 6 [3.1] | 124 [63.6] | 24 [12.3] | 195 [100] |
| **Knowledge Repository** | 0 [0] | 5 [2.7] | 0 [0] | 102 [52.]3 | 88 [45.1] | 195 [100] |
| **Training through Induction and Workshops** | 31 [15.9] | 34 [17.4] | 1 [0.5] | 91 [46.7] | 38 [19.5] | 195 [100] |
| **Expert Systems** | 15 [7.7] | 55 [13.3] | 0 [0] | 99 [28.2] | 195 [50.8] | 195 [100] |
| **Brainstorming and Mentoring** | 0 [0] | 21 [10.8] | 19 [9.7] | 119 [61] | 36 [18.5] | 195 [100] |
| **Job Description, Schemes of Service and Work Procedures.** | 0 [0] | 23 [11.8] | 16 [8.2] | 44 [22.6] | 112 [57.4] | 195 [100] |
| **Benchmarking with other Institutions** | 20 [10.3] | 45 [23.1] | 55 [28.2] | 35 [17.9] | 40 [20.5] | 195 [100] |
| **Staff Exchange Programs** | 5 [2.6] | 1 [0.5] | 48 [24.6] | 97 [49.7] | 44 [22.6] | 195 [100] |
| **Field Trips** | 10 [5.1] | 31 [15.9] | 15 [7.7] | 91 [46.7] | 48 [24.6] | 195 [100] |
| **Regular Updates of Data Base** | 0 [0] | 31 [15.9] | 10 [5.1] | 106 [54.4] | 48 [24.6] | 195 [100] |

**Source:** Field Data, March 2017 Note: Figures in [ ] indicate percentage

**4.2 Mean Score Ranking Analysis on Knowledge Capture and Acquisition**

**Figure 4.1: Mean Score Ranking Analysis on Knowledge Capture and Acquisition**




**Source: Field Data, March 2017**

Figure 4.1 made use of the mean score ranking analysis to enable portray the types of knowledge capture and acquisition at Techiman Municipal Assembly in their order of priority (from highest to lowest) through the use of mean score values.

Taking the results from the mean score ranking analysis, for example, it was found that training through induction and workshop was the most prominent type of knowledge capture and acquisition at Techiman Municipal Assembly (Mean score=3.98). The second most prominent knowledge capture and acquisition practice depicted is staff exchange program (Mean score=3.95). Job description, schemes of service and work procedures as well as expert system were indicated as the third most prominent type of knowledge capture and acquisition at Techiman Municipal Assembly (Mean Score=3.94). The fourth most prominent knowledge capture and acquisition practice was regular update of data base (Mean Score=3.88).

With a mean score value of 3.87, brainstorming and mentoring was identified as the fifth most prominent type of knowledge capture and acquisition at the Assembly. The sixth most prominent type of knowledge capture and acquisition practice was recruitment (Mean Score=3.67). Knowledge repository was indicated as the seventh most prominent Techiman Assembly (Mean Score=3.61). Field trip was the eighth most prominent type of knowledge capture and acquisition (Mean score=3.26). The least was bench marking with other institutions with a mean score of 2.97.

**4.2 Knowledge Sharing Practices**

According to Table 3, most of the respondents comprising 39.0% agreed on communities of practice as a major knowledge sharing practice at Techiman Municipal Assembly while 24.1% neither agreed nor disagreed. Twelve point eight percent (12.8%) each strongly agreed and strongly disagreed respectively remaining with 11.3% who disagreed.

Results from table 3 further shows that best data based practice is one of the major ways of sharing knowledge as affirmed by most of the respondents (Agree=35%, Strongly agree=20%). On the other hand, minority of the respondents comprising 16.4% disagreed while 14.9% neither agreed nor disagreed with 12.8% who strongly disagreed.

With regards to meetings as a knowledge sharing practice, 42.6% and 27.7% agreed and strongly agreed respectively while 12.8% neither agreed nor disagreed. However, 12.3% of respondents agreed with 4.6% who strongly disagreed.

Most of the respondents comprising 35.9% also agreed that emails served as a way of sharing knowledge at Techiman Municipal Assembly with 25.6% who strongly agreed. Meanwhile, minority of the respondents constituting 18.5% neither agreed nor disagreed, another 11.8% and 8.2% disagreed and strongly disagreed respectively. The findings further proved that seminars is another source of knowledge sharing practice at Techiman Municipal Assembly as this was attested by the majority of respondents (Agree=35.4%, strongly agree=26.7%). However, minority of the respondents comprising 13.8% neither agreed nor disagreed with 13.3% and 10.8% disagreed and strongly disagreed respectively.

Concerning personal interaction as a way of knowledge sharing practice, 41.0% and 22.1% agreed and strongly agreed accordingly. However, 14.4% neither agreed nor disagreed, another 12.8% disagreed and 9.7% strongly disagreed.

In terms of notice boards, 36.4% agreed that it helps to share knowledge with 21% who neither agreed nor disagreed. However, 16.9% each strongly agreed and disagreed respectively while 8.7% strongly disagreed. According to 37.9% and 27.2% of the respondents who agreed and strongly agreed respectively, job rotation at Techiman Municipal Assembly provides them with a way of sharing knowledge. However, 17.4% of the respondents disagreed, 12.8% neither agreed nor disagreed while 4.6% strongly disagreed.

Moreover, 49.7% agreed that they used phone calls and SMS to share knowledge followed by 24.6% who neither agreed nor disagreed. However, 22.6% strongly agreed with 2.6% and 0.5% who strongly disagreed and disagreed respectively.

Lastly, 38.5% and 21.0% of the respondents agreed and strongly agreed that they are able to share their knowledge through knowledge exchange sessions and distribution of own research papers. However, 16.4% neither agreed nor disagreed, 15.4% disagreed and 8.7% strongly disagreed.

**Table 3: Respondents view on Knowledge Sharing**

| Knowledge Sharing | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
|---|---|---|---|---|---|---|
| **Communities of practice** | 25 [12.8] | 22 [11.3] | 47 [24.1] | 76 [39.0] | 25 [12.8] | 195 [100] |
| **Best database practice** | 25 [12.8] | 32 [16.4] | 29 [14.9] | 70 [35.9] | 39 [20.0] | 195 [100] |
| **Meetings** | 9 [4.6] | 24 [12.3] | 25 [12.8] | 83 [42.6] | 54 [27.7] | 195 [100] |
| **Emails** | 16 [8.2] | 23 [11.8] | 36 [18.5] | 70 [35.9] | 50 [25.6] | 195 [100] |
| **Seminars** | 21 [10.8] | 26 [13.3] | 27 [13.8] | 69 [35.4] | 52 [26.7] | 195 [100] |
| **Personal interaction** | 19 [9.7] | 25 [12.8] | 28 [14.4] | 80 [41.0] | 43 [22.1] | 195 [100] |
| **Notice boards** | 17 [8.7] | 33 [16.9] | 41 [21.0] | 71 [36.4] | 33 [16.9] | 195 [100] |
| **Job rotation** | 9 [4.6] | 34 [17.4] | 25 [12.8] | 74 [37.9] | 53 [27.2] | 195 [100] |
| **Phones calls and SMS** | 5 [2.6] | 1 [0.5] | 48 [24.6] | 97 [49.7] | 44 [22.6] | 195 [100] |
| **Knowledge exchange sessions and distribution of own research papers.** | 17 [8.7] | 30 [15.4] | 32 [16.4] | 75 [38.5] | 41 [21.0] | 195 [100] |

Source: Field Data, March 2017 Note: Figures in [ ] indicate percentages

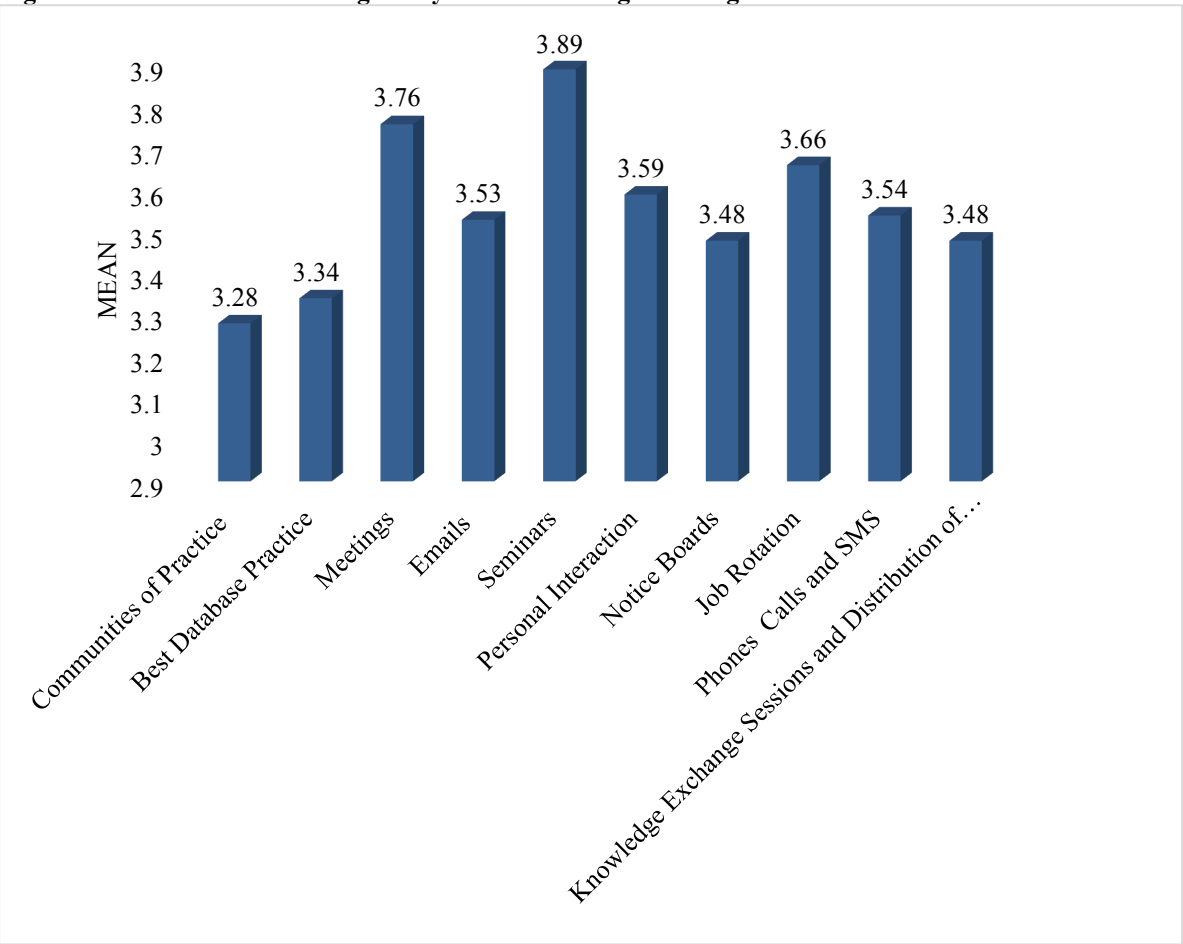
### 4.3 Mean Score Ranking Analysis on Knowledge Sharing Practices

Figure 4.2 made use of the mean score ranking analysis to help identify the knowledge sharing practices at Techiman Municipal Assembly in their order of importance (from highest to lowest) through the use of mean score values. In relation to the mean score ranking analysis, it was found that seminar was the most prominent knowledge sharing practice at Techiman Municipal Assembly (Mean score=3.89). The second most prominent

knowledge sharing practice identified is meetings (Mean score=3.76). Job rotation was identified as the third most prominent knowledge sharing practice at Techiman Municipal Assembly (Mean score=3.66). The fourth most prominent knowledge sharing practice was personal interaction (Mean Score=3.59) while phone calls and SMS was the fifth most prominent with a mean score of 3.54. Emails was identified as the sixth most prominent knowledge sharing practice (Mean Score=3.53). With a mean score value of 3.48, notice board and knowledge exchange sessions and distribution of own research papers were both identified as the seventh most prominent knowledge sharing practice at the Assembly. The least most prominent knowledge sharing practice identified was best data base practice (Mean Score=3.34).

**Figure 4.2: Mean Score Ranking Analysis on Knowledge Sharing Practices**




Source: Field Data, March 2017

**4.4 Knowledge Management and Organizational Performance.**

Table 5 gives a summary of simple linear regression to ascertain the relationship between knowledge management and organizational performance. The adjusted R-square value displayed in the Table 5 shows that 51.1% of the variation in the dependent variable (knowledge management) is explained by the independent variable (motivation). Thus, the adjusted R-square value was accounted for 0.422 which means that 1% change in knowledge management will result in 42.2% increase in organizational performance. However, the significant value of 0.000 was significant in the sense that the independent variable has a tendency of predicting the dependent variable. The finding of the study showed a significant positive relationship between knowledge management and organizational performance ($r = 0.362^{a}$, sig. value=0.000). This gives the indication that, as motivation increases, organizational performance also tend to increase and vice versa.

**Table 5: Simple Regression Results for the Relationship between Knowledge Management and Organizational Performance.**

| Model | R | Adjusted $R^2$-Square | Std. Error of the Estimate | R-Square | Sig. |
|---|---|---|---|---|---|
| 1 | 0.362[a] | 0.422 | 0.151 | 0.531 | 0.000 |

Source: Field survey (2017) Predictors
Note: Dependable variable = Organisational Performance
Independent Variable = Motivation

**4.5 Effect of Motivation on Organizational Performance.**

According to results from the model summary presented in Table 6, it could be inferred that 41.1% of the variation in the dependent variable (organizational performance) could be explained by the independent variable (motivation). Thus, the adjusted R-square value was accounted for 0.302 which means that 1% change in motivation will result in 30.2% change in organizational performance. However, the model was significant with a p-value of 0.001. The model was significant in the sense that the independent variable has a tendency of predicting the dependent variable at the significance level of 5%. The findings showed a significant positive effect of knowledge management and motivation on organizational performance (r = 0.333[a], sig. value=0.001). This gives the indication that, as motivation increases, organizational performance also tends to increase and vice versa.

**Table 6: Simple Regression Results for the Relationship between Motivation and Organizational Performance.**

| Model | R | Adjusted $R^2$-Square | Std. Error of the Estimate | R-Square | Sig. |
|---|---|---|---|---|---|
| 1 | 0.333[a] | 0.302 | 0.151 | 0.411 | 0.001 |

Source: Field survey (2017)
Note: Dependable variable = Organisational Performance
Independent Variable = Knowledge management and Motivation

**4.6 Effect of Knowledge Management and Motivation on Organizational Performance**

**Table 7:** Summary of Multiple Regression of the Effect of Knowledge Management and Motivation on Organizational Performance

| Model | Coefficient | Std. Error of the Estimate | Sig. |
|---|---|---|---|
| **KM & Motivation** | 0.395 | 0.165 | 0.000 |
| **Motivation** | 0.334 | 0.139 | 0.001 |
| **KM** | 0.343 | 0.125 | 0.001 |
| Adjusted $R^2$-Square | | | 0.538 |
| R-Square | | | 0.756 |

Source: Field survey (2017)
Note: Dependable variable = Organisational Performance
Independent Variable = Knowledge management and Motivation

According to results from the multiple regression model summary presented in Table 7, it could be inferred that 75.6% of the variation in the dependent variable (organizational performance) could be explained by the independent variables (Knowledge management and motivation). Thus, the adjusted R-square value was accounted for 0.538 which means that 1% change in Knowledge management and motivation will result in 53.8% change in organizational performance. However, the significant value of 0.000 was significant in the sense that the independent variable has a tendency of predicting the dependent variable. The findings showed a significant positive effect of knowledge management and motivation on organizational performance (Both knowledge management and motivation = 0.395, sig. value=0.000). This gives the indication that, as knowledge management and motivation increases, organizational performance also tends to increase and vice versa.

**4.7 Discussion of Findings**

The study has, indeed, sought to find out specifically the knowledge management practices at the Techiman Municipal Assembly in the Brong Ahafo Region of Ghana. It has been revealed that there were two main practices of knowledge management at Techiman Municipal Assembly. These were knowledge capturing and acquisition and knowledge sharing. The knowledge management practices in terms of capture and acquisition at Techiman Municipal Assembly in their order of magnitude included the following; training through induction and workshop, staff exchange program, Job description, schemes of service and work procedures, expert system, regular update of data base, brainstorming and mentoring, recruitment, knowledge repository, field trip and bench marking.

With reference to the knowledge sharing process, the following were found in their order of either

importance or magnitude: lack of processes for conversion of tacit knowledge to explicit Knowledge, security and privacy issues of personnel knowledge, inadequate funds and knowledge resources, how to addressing the strategy to manage content in the creation of repositories, resistance to share information by staff emerged, selection of right tools and technologies, problem of capturing data, lack of cooperation among members of staff, organization's inability to motivate employees and failures to analyze and map knowledge management system to user's needs. These components are in agreement with Darroch (2003) who elicited that knowledge creation and acquisition, knowledge dissemination (transfer) and responsiveness to knowledge are the main components of knowledge management practices.

The study also affirmed that there existed a significantly positive relationship between motivation and organizational performance. The findings of this study are in agreement with Kwapong, Opoku and Donyina (2015) who revealed that there existed a significantly positive relationship between motivation and organizational performance.

Furthermore, our study did attest to the fact that there is a significantly positive effect of knowledge management and motivation on organizational performance. This is in similar agreement with researchers like Davenport *et al*., (1998); Bailey & Clarke (2001); McKenzie *et al*., (2001); and Malhotra and Galletta, (2003), who affirmed in their study that motivation is among the factors that explain whether or not knowledge management programs and practices are successfully adopted by an organization.

## 5.0 Conclusion

This study has delved into the issue of knowledge management and motivation with their respective effect on organizational performance in the Brong Ahafo area of Ghana. Based on the findings of the study, it is clear that there are different practices of knowledge management at the earmarked Techiman Municipal Assembly. Also, the study has amply demonstrated that there is significant relationship between knowledge management and motivation, which also contribute immensely to organizational performance. This study therefore concludes on the premise that knowledge management and motivation to a good extent enhances organizational performance at the Assembly. Therefore, in as much as knowledge management and motivation is paramount among employees at the Assembly, it has rather enhanced their performance because the employees are able to develop good coping strategies in sharing knowledge among themselves at their respective workplace.

## 5.1 Recommendations

In view of the foregoing findings of our research, the following recommendations are put in place:

- The study recommends that there is the need for the management to develop a localized motivational strategy and packages which will promote job advancements, job rotation, accommodation, recognition, promotion, and cash rewards for employees. These incentives are expected to motivate employees to share their knowledge, which ultimately will lead to higher performance.
- The communication flow, between management and the lower ranks, should be reviewed for effectiveness and efficiency. Management of Techiman Municipal Assembly should make sure that staff gets the information they need in a timely manner and through the appropriate communication channel.
- Management should, as well, strategize knowledge management to meet the needs of staff who have been trained or acquired some form of knowledge either through external training or during the discharge of their duties. There could be a schedule trainee of trainees' programs.
- Finally, management should focus on motivational programs as well as knowledge sharing and knowledge capturing practices, which boost employees' morale that can go a long way to promote performance.

## References

Abdel, N., Gawaher, H., and Mohamed, M. (2012). The Role of Knowledge Management in Enhancing Organizational Performance. I.J. *Information Engineering and Electronic Business Journal* 5, 27-35

Acheampong, E.A. and Kandadi, K. R. (2008). Assessing the knowledge management capability of the Ghanaian public sector through the "BCPI Matrix": A case study of the value added tax (VAT) service. Accessed 25 March 2017: http://works.bepress.com/cgi/viewcontent.cgi?article=1000&context=edwin_acheampong.

Adams, J.S. (1965). Inequity in Social Exchange. *Advances in Experimental Social Psychology*, 2, 267-299. http://dx.doi.org/10.1016/S0065-2601(08)60108-2

Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (ed.), Advances in experimental social psychology. *New York: Academic Press*.

Ahmed, F., Mohamed, O. and Ibrahim, I. (2013). Knowledge Acquisition among Engineering in MNCs. *Independent Journal of Management and Production*, 4(1).

Akhavan P, Pezeshkan A. (2014). Knowledge management critical failure factors: a multi-case study. *VINE*.

2014; 44(1):22–41.
Alan Frost (2014). A Synthesis of Knowledge Management Failure Factor, Retrieved at www.knowledg e-management-tools.net
Armbrecht, F., Chapas, R., Chappelow, C., Farris, G., Friga, P., Hartz, C., et al. (2001). Knowledge Management in Research and Development. *Research Technology Management, 44*(4), 28-48.
Bailey C, and Clarke M. (2001). Managing knowledge for personal and organisational benefit. *Journal of Knowledge Management* 5(1): 58–67.
Abu Bakar, A. H., Yusof, M. N., Tufail, M. A., & Virgiyanti, W. (2016). Effect of knowledge management on growth performance in construction industry. *Management Decision*, *54*(3), 735–749. https://doi.org/10.1108/MD-01-2015-0006
Bakar, H. A., Mahmood, R., & Ismail, N. N. H. (2015). Effects of Knowledge Management and Strategic Improvisation on SME Performance in Malaysia. *Asian Social Science*, 11(9), 207-214.
Bennet, D. & Bennet, A. (2003). The rise of the knowledge organization, In C.W. Holsapple (Ed.) Handbook on knowledge management: Knowledge matters. *Berlin/ Heidelberg: Springer-Verlag.*
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. *Management Information Systems Quarterly, 29*(1), 87–111.
Darroch, J. (2003). Developing a measure of knowledge management behaviors and practices. *Journal of Knowledge Management, 7*(5), 41–54. doi:10.1108/13673270310505377
Davenport, T.H., De Long, D.W., and Beers, M.C. ( 1998). Successful knowledge management projects. *Sloan Manage. Rev. 39*(2):43–57.
Duffy, J. (2000). Knowledge management: to be or not to be? *Information Management Journal*, 34(1), 64-67.
Greenberg, J. (1990). Organizational justice - yesterday, today, and tomorrow. *Journal of Management*, 16(2), 399–432. doi:10.1177/014920639001600208
Hawamdeh, S. (2005). Knowledge management: Nurturing culture, innovation and technology. *New Jersey: World Scientific Publishing*.
Herschel, R. T., & Jones, N. E. (2005). Knowledge Management and BI: the Importance of Integration. *Journal of* Knowledge *Management, 9*(4).
Donald, H. (2005). Knowledge Management in organization-A critical introduction, *Oxford University Press*
Kim, D.H. (1998). The link between individual and organizational learning. *The Strategic Management of Intellectual Capital*, 41-62.
Lee, C.K. & Al-Hawamdeh, S. (2002). Factors impacting knowledge sharing. *Journal of Information and Knowledge Management* 1(1), 49-56.
Liebowitz, J., & Chen, Y. (2003). Knowledge sharing proficiencies: The key to knowledge management . In Hosapple, C. W. (Ed.), Handbook on knowledge management 1: Knowledge Matter . Berlin: Springer-Verlag.
Lin, C. -P. (2007a). To share or not to share: Modeling knowledge sharing using exchange ideology as a moderator. *Personnel Review*, 36(3), 457-475.
Makore, S. (2016). Role of knowledge management in organisational performance. Thesis for Ph.D, *University of Pretoria*.
McKenzie, J., & Truc, A., & Winkelen, C. (2001). Winning commitment forknowledge management initiatives. *Journal of Change Management, 2*(2), 115-127.
Motsenigos, A., J. Young. 2002. KM in the U.S. Government Sector. KMWorld. http://www.kmworld.com/Articles/Editorial/Feature/KM-in-the-U.S.-government-sector9397.aspx.
Muo, I. (2013). Motivating and managing knowledge workers: Evidences from diverse industries and cultures. *Journal of Management and Sustainability*, 3(2), 119-131. doi:10.5539/jms.v3n2p119
Nenov, D. (2005). New Approaches to KM in Government: *User-Centric Enterprise Information*. Retrieved from www.x1.com/download/x1_platform_whitepaper.pdf
Nnabuife, O., and Ojukwu. (2015). Knowledge Management And Organizational Performance In Selected Commercial Banks In Awka, Anambra State, Nigeria *IOSR Journal of Business and Management*, Volume 17, Issue 8.Ver. I (Aug. 2015), PP 25-32
OECD. (2003). The learning government: Introduction and draft results of the survey of knowledge management practices in ministries/departments/agencies of central government. *In Proceedings of the 27th Session of the Public Management Committee. Paris: OECD*.
Omotayo, F. (2015). Knowledge Management as an important tool in Organizational Management: A Review of Literature " *Library Philosophy and Practice* (e-journal*).*
Omotayo, F. O. (2015). Knowledge management as an important tool in organisational management: A review of literature. *Library Philosophy and Practice (e-journal)*
Osterloh, M. And Frey, B.S. (2000). Motivation, Knowledge Transfer, and Organizational Form, in:

*Organization Science*, Vol. 11, No. 5, September-October 2000, 538-550.

Ovidiu-Iliuta, D. (2013). Employee motivation and organizational performance. *Reviewed of Applied Socio-Economic Research, 5*(1), 53-60.

Plessis du, M. (2006). The Impact of Organisational Culture on Knowledge Management. *Oxford: Chandos Publishing*.

Rastogi, P. N. 2000. Knowledge Management and Intellectual Capital - The New Virtuous Reality of Competitiveness. *Human Systems Management* 19 (1): 39.

Samieh, H. M., & Wahba, K. (2007), Knowledge sharing behaviour from game theory and socio-psychological perspectives. [Online][RetrievedApril 29, 2009] http:// csdl2.computer.org/comp/proceedings/ hicss/2007/2755/00/27550187c.pdf

SEMAR, W. (2004). Incentive Systems in Knowledge Management to Support Cooperative Distributed Forms of Creating and Acquiring Knowledge. In: Arabnia, Hamid; et al. (Hg.): *Proceedings of the International Conference on Information and Knowledge Engineering - IKE'04. Las Vegas: CSREA Press*, 2004.

Shields, R., Holden, T., & Schmidt, R.A. (2000). A critical analysis of knowledge management initiatives in the Canadian public service: The impact of a knowledge-based economy on work in the public service, the virtual organisation of expertise and knowledge.

Singh, M. D., Shankar, R., Narain, R., and Kumar, A. (2006). Survey of Knowledge Management practicesin Indian manufacturing industries. *Journal of Knowledge Management,*10(6),110-118.

Skyrme, D. (2011). Knowledge Management Practices, website KM Basics. Retrieved March 21, 2014, from: http://www.skyrme.com/resource/kmbasics.htm

So, J. C. F., & Bolloju, N. (2005). Explaining the intentions to share and reuse knowledge in the context of IT service operations. *Journal of Knowledge Management, 9*(6), 30–41. doi:10.1108/13673270510629945

Susanty, A. I., & Wood, P. C. (2011). The Motivation to Share Knowledge of the Employees in the Telecommunication Service Providers in Indonesia. *International Proceedings of Economics Development & Research, 5*(2), 2–159.

Thomas, J.B., Sussman, S.W. and Henderson, J. (2001). Understanding strategic learning: linking organizational learning, knowledge management, and sense making. *Organization Science, 12,* 331–345.

Vera, D., & Crossan, M. (2003). Organizational learning and knowledge management: Toward an integrative framework. In Easterby-Smith, M., & Lyles, M. A. (Eds.), Handbook of organizational learning and knowledge management. *Malden, MA: Blackwell Publishing Ltd*.

Wamundila, S. (2008). Developing Guidelines for a Knowledge Management Policy to Enhance Knowledge Retention at University of Zambia. Research Theses, *University of South Africa*.

Wen, S. (2005). Implementing knowledge management in academic libraries: a pragmatic approach, *3rd China-US Library Conference*, Shanghai, 22–25 March 2005. http://www.nlc.gov.cn/culc/en/index.htmWhittom Roy, 2009

Wiig, K.M. (2002). Knowledge management in public administration. *Journal of Knowledge Management,* 6(3), 224-39.

Yuen, T. J.& Majid, M.S. (2007).Knowledge-Sharing Patterns of Undergraduate Students in Singapore, *Library Review*, *56*(6), 485-494.

Zwain, A., Teong, L. and Othman, S. (2012). Knowledge management Processes and Academic performance in Iraq HE/s: An Empirical Investigation. *International Journal of Academic Research in Business and Social Sciences*, *2* (6).