SELF-EFFICACY, KNOWLEDGE SHARING AND JOB PERFORMANCE OF ACADEMIC STAFF IN SELECTED UNIVERSITIES IN OGUN STATE

Oluwaseyi Esther AFOLABI[1]
Assistant Lecturer
Department of Library and Information Science
Tai Solarin University of Education Ijagun, Ijebu-Ode
afolabioe@tasued.edu.ng

&

Tope Ayoade IDOWU[2]
Librarian II
Library Department, Rufus Giwa Polytechnic, Owo Ondo State, Nigeria
idowuta@rugipo.edu.ng

Abstract

This study investigated the influence of self-efficacy and knowledge sharing on the job performance of academic staff at selected universities in Ogun State. A descriptive survey was adopted for this study, and a questionnaire was the instrument used for data collection. The population of the study was 1,381 academic staff from three selected universities in Ogun State. 138 academic staff were selected using a simple random sampling technique. 138 copies of the questionnaire were distributed, and 107 (77.53%) were retrieved and analyzed using frequency count, percentages, mean, standard deviation, and Pearson Product Moment Correlation. The study revealed that the level of self-efficacy of academic staff under study is high; the types of knowledge shared were primarily research reports and teaching strategies; the majority of the academic staff share knowledge for educational purposes; and the level of job performance of academic staff in selected universities is average. The study concluded that the job performance of academic staff is dependent on their self-efficacy and knowledge sharing. The study therefore recommended adequate provision for academic staff to advance their careers and adopt the use of technology as it advances job performance.

Keywords: Self-Efficacy, Knowledge Sharing, Job Performance, Academic Staff, Universities

Introduction

Higher institutions in the 21st century seem to be overwhelmed with the use of ICTs and, as such, have shifted the grounds from what they used to be, to be at par with present day realities, thus increasing the expectations of individuals, which had birthed the demand for academic staff to perform highly in their respective jobs. In the face this, Olorunsola (2013) reiterated that the performance of a worker can be measured by the progress of the organization to which such an individual belongs. That is, workers' job performance is a significant factor in the growth of an organization. Job performance is the workers behavior relevant for achieving organizational goals,comprising task performance(direct and indirect support) and contextual performance (supporting organizational environment).It ensures the continuous advancement of workers in an organization (Ogbogu, 2017). Job performance has attracted much attention from researchers in varying fields, including libraries and information centers.

Amusa, Iyoro, and Olabisi (2013) defined job performance as the output of a staff on the job, measured in terms of the quality and quantity of work done. In line with the above, job performance can be said to be what employees do to achieve the goals of the organization, usually measured in terms of quality, quantity, efficiency, and effectiveness of output. Job performance can be measured in two ways, i.e., task performance and contextual performance (Kappagoda, 2018). Task performance is the aggregate individual performance in an organization that leads to the organization’s performance, while contextual performance is concerned with the activities that do not contribute to the technical core but support the organizational, social, and psychological environment in which organizational goals are pursued. Academic staff’s job performance as employees in tertiary institutions is measured by these components. They are expected to perform optimally in teaching and research activity tasks, while they are also expected to make sterling contributions outside the scope of their job description. For efficient job performance, the self-efficacy of academic staff plays a prominent role.

Self-efficacy is a concept that deals with one’s composure, that is, one’s ability to produce a desired outcome. It deals with one’s physiology and emotional state. It is a social-cognitive theory that deals with how people think, feel, and act. An individual with low self-

efficacy do experience low self-esteem and harbour pessimistic thoughts about their accomplishments and personal development, and vice versa. Hence, academic staff with high self-efficacy are likely to perform effectively and efficiently on their job. Therefore, academic staff are expected to feel capable of being able to handle challenging situations and also be able to overcome them. Their belief in their ability goes a long way in ensuring that they can successfully engage in a task. Mensah and Lebbaeus (2013) defined self-efficacy as the belief about one's capability to perform in a certain manner to attain certain goals; a person's belief about his or her capabilities to produce designated levels of performance that exercise influence over events that affect their lives (p. 195). Self-efficacy is a contributing factor to job performance. In other words, it means that a person who sees himself or herself as having the needed mental capabilities for efficient delivery of his/her duties tends to function well, and vice versa. This view is supported by Adeeko, Aboyade, and Oyewole (2017), who state that enhanced self-efficacy predicts successful task performance. It can be inferred that when academic staff have a positive perception of their ability to act with success, it will aid their overall performance at work, and this facilitates the sharing of knowledge.

Academic institutions are knowledge economies, and as such, knowledge sharing is inevitable for the development of both the staff and the institution. Knowledge is considered useful when it is shared. Connelly cited in Zheng (2017), described knowledge sharing as the exchange of knowledge or the behaviour that helps others with knowledge. Academics are required to share their knowledge and expertise to maintain their place in this information age. The importance of knowledge sharing among academics encompasses, but is not limited to, the following: knowledge retention, staff retention, maintaining a competitive position, mutual reciprocity, and personal obligation, keeping up-to-date, and personal development (Shina, 2020). Knowledge sharing is a tool to keep members of staff abreast of current developments in their fields. The cooperative and collaborative role of the academic staff's culture is critical to the success of knowledge-sharing initiatives in a tertiary institution. Likewise, effective knowledge organizations such as tertiary institutions create dynamic capabilities through the generation, acquisition, creation, sharing, and retention of knowledge, which would enable tertiary institutions to improve their academic staff's job performance.

Statement of the Problem

The optimal performance of academic staff is of prime importance because it helps in their career progression and impacts on students' performance. Their performance is also key to helping the institution meeting their stated missions and visions. Self-efficacy and knowledge sharing are as vital to academic staff as to staff of any other profession. It has been observed that the academic staff especially in Nigeria are not yet functioning at the level of their counterparts across the globe in the aspect of self-efficacy. The level of self-efficacy is moderate and as such the academic staff in tertiary institutions in South West, Nigeria seems to have low job performance based on anecdotal evidence revealing non-commitment and inadequate team playing on their part. Furthermore, it has been observed that little research attention has been given to the question of what self-efficacy can contribute to academic staffs' job performance in tertiary institutions. In a tertiary institution where abundance of knowledge resides, yet there seems not to be an apparent visible impact of this knowledge on job performance, it appears that knowledge sharing might be a way out of this unacceptable challenge. It appears that effective knowledge sharing has not been given much attention by academic staff in tertiary institutions in South-West, Nigeria. This propelled the research into investigating to provide empirical evidence on self-efficacy, knowledge sharing and the job performance of academic staff in universities in Ogun State, South West, Nigeria.

Research Questions

1. What is the level of self-efficacy of academic staff in selected universities in Ogun State?
2. What are the types of knowledge shared by academic staff in selected universities in Ogun State?
3. How often do academic staff share knowledge in selected universities in Ogun State?
4. What are the purposes of sharing knowledge among academic staff in selected universities in Ogun State?
5. What is the level of job performance of academic staff in selected universities in Ogun State?

Review of Related Literature

Self-efficacy, according to Ormrod (2016), is the measure of an individual's competence to complete a task and reach a goal. Schunk (2019) defined it as beliefs about one's capabilities to learn or perform behaviours at designated levels, self-efficacy is not a prediction of one's behaviour. This is supported by the views of Maddux (2012) and Valentine, DuBois, and Cooper (2015), which stated that self-efficacy is not concerned with what I believe I will do but with what I believe I can do. That is, it is an assurance of one's ability, not a prediction. Again, self-efficacy is judgmental in nature because one's ability, not what one intends to work on is the crux of self-efficacy. An individual's self-efficacy is a strong determinant of his effort, determination, strategizing, and subsequent performance (Heslin & Klehe, 2006). Across these different domains of functioning, self-efficacy is believed to influence the courses of action people choose to pursue, how much effort they put into given endeavours, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they exhibit in coping with taxing environmental demands, and the level of accomplishments they realize (Bandura, 2006; Caprara, Barbaranelli & Pasterelli, 2011).

In the studies conducted by Ikonne, Unegbu, Soyemi and Arinola (2019); Adeeko, Aboyade, and Oyewole (2017) to determine the self-efficacy of librarians in public universities in South-West Nigeria, it was revealed that the level of self-efficacy of the librarians under study was high. The impact of self-efficacy on academic staff's performance is evident and related to one's skills to achieve a specific task in a certain context while adapting to changes in the environment (Bruque, Moyano & Piccolo, 2016). A self-confident academic staff has the boldness to share accumulated knowledge gained with his colleagues, students, researchers, and the world at large. Adeeko, Aboyade and Oyewole (2017) examined job satisfaction and self-efficacy of library personnel as determinants of their job performance and found that library personnel have high coping capabilities based on the high self-perception, they have of themselves while on the job, not minding the heavy workload experienced in the Nigerian university libraries. Fattah (2017) corroborated the findings of the study above by stating that self-efficacy has a direct positive effect on performance.

Knowledge sharing is the process by which the knowledge of an individual is converted into a form that can be understood and used by other individuals (Gaal, Szabó, Obermayer-Kovács, & Csepregi, 2015). Knowledge sharing is an important tool with the potential to turn individual knowledge into group organizational knowledge (Diyaolu & Owunezi, 2020). That is from one to many. Knowledge sharing is a process by which individuals collectively improve a thought, an idea, or a suggestion in light of their experiences (Amhed, Nasir, Nasir, & Bakhtawar, 2021). Awodoyin, Osisanwo, Adetoro, & Adeyemo (2016), citing Bartol and Srivastava, stated that knowledge sharing is a process that involves individuals sharing relevant information, ideas, suggestions, best practices, special skills, or expertise with one another. Effective knowledge sharing increases the competitive advantage of an organization and is vital for effective decision-making (Jivan and Zarandi, 2012; Matzler and Mueller, 2011). Kamal, Sandhu, and Kaur (2019) stated that knowledge sharing is vital in knowledge-based organizations such as universities, since the vast majority of the employees are knowledge workers.

The lack of knowledge sharing in most educational environments, particularly among lecturers who are expected to impact knowledge acquired by students, is quite worrisome (Kaba and Ramaiah, 2018). Shahid and Naveed (2020) stated that academics share knowledge more often through documents and reports, personal conversations, team meetings, participation in brainstorming sessions, organizational meetings, sharing success stories and personal experiences, asking questions, past mistake and failure stories, coaching junior employees, supporting the personal development of new members, and making presentations in the meetings. Knowledge sharing can also, occur through written correspondence or face-to-face interaction, through networking with other experts or documenting, the intranet, telephones, emails, the internet, informal meeting rooms, workshops, and seminars, organizing and capturing knowledge for others (Mayekiso, 2013). Odunewu and Yacob (2019) examined the relationship between knowledge sharing and job performance among library staff and found that knowledge sharing accounted for 26% of the total variation in the job performance of librarians. This indicated a significant influence between knowledge sharing and the job performance of librarians.

Job performance is a commonly used but yet poorly defined concept in industrial and organizational psychology, the branch of psychology that deals with the workplace. It could be referred to as whether a person performs his/her job well or not (Sofoluwe, Akinsolu & Ogbudinkpa, 2015). Job performance is associated with the overall productivity (both negative and positive) of an individual at his/her place of work. This statement concurred with the definition given by Amusa, Iyoro and Olabisi (2013) which states that job performance is the output of staff on the job, measured in terms of the quality and quantity of work done. Job performance is the total expected value of the organization's discrete behaviours that an individual carries out over a standard period of time (Oyeniran & Akphorhonor, 2019). Deducing from this background, it can be inferred that the job performance of employees is central to the totality of organizational success and survival (Aboyade, 2013). Performance measurement in an organization should be a non-stop process (Uwandu, Udo-Anyanwu & Okorie, 2022), as it is an effort made by employees towards achieving predetermined results (Abdel-Razek, 2011). To substantiate the impact of job performance in an organization, Daship (2012) stated that in order to attain a high level of job performance, considerable attention needs to be given to individual employee`s performance. Studies by Uwandu, Udo-Anyanwu and Okorie (2022) on participative management and effective communication as predictors of job performance of library staff in Federal universities in South East Geo-Political zone of Nigeria and Ajegbomogun and Ikonne (2020) revealed high job performance among professional librarians in the respective institutions under study.

Methodology

A descriptive survey research design was used for the study. Questionnaire was instrument for data collection. A total population of one thousand, three hundred and eighty-one (1,381) academic staff in the three selected universities in Ogun State was used for the study. The universities were the Federal University of Agriculture, Abeokuta; Olabisi Onabanjo University, Ago-Iwoye; and Tai Solarin University of Education, Ijagun. A simple random proportionate sampling technique was used to select 10% each from the selected three universities being under studied, resulting to one hundred and thirty-eight (138) academic staff as the sample size (107) of the copies of the questionnaire were retrieved and found usable for the study giving 77.53% return rate. The questionnaire was given to the academic staff in their

respective offices, and it took a week to administer this questionnaire. Data were analysed using frequency counts, percentages, means, standard deviation, and descriptive statistics.

Results

Research Question 1: What is the level of self-efficacy of academic staff in selected universities in Ogun State, Nigeria?

Table 1: Self-efficacy of academic staff in the selected Universities in Ogun State

S/N	Items	SD	D	A	SA	X	St. D
1	I am able to achieve all the goals i was assigned	25 (23.4%)	2 (1.9%)	52 (48.6%)	28 (26.2%)	2.77	1.0842
2	I respect schedules and working deadlines	21 (19.6%)	6 (9.6%)	42 (39.3%)	38 (35.5%)	2.90	1.0948
4	I concentrate all my energy at work.	24 (22.4%)	7 (6.5%)	43 (40.2%)	33 (30.8%)	2.79	1.1137
5	I am able to collaborate with other colleagues.	15 (14%)	21 (19.6%)	43 (28%)	28 (26.2%)	2.78	.9907
6	I work with people of diverse experiences and ages.	6 (5.6%)	26 (24.3%)	49 (45.8%)	26 (24.3%)	2.88	.8392
7	I am able to work in a team	9 (8.4%)	29 (27.1%)	44 (41.1%)	25 (23.4%)	2.79	.8979
8	I am able to have good relationships with my senior colleagues.	5 (4.7%)	14 (13.1%)	40 (37.4%)	48 (44.9%)	3.22	.8501
9	I will be able to achieve most of the goals I have set for myself	23 (21.5%)	13 (12.1%)	47 (43.9%)	24 (22.4%)	2.67	1.0530
10	When facing difficult tasks, I am certain that I will accomplish them.	23 (21.5%)	9 (8.4%)	52 (48.6%)	23 (21.5%)	2.70	1.0390
11	In general, I think that I can obtain the outcomes that are important to me.	23 (21.5%)	15 (14%)	41 (38.3%)	28 (26.2%)	2.69	1.0851
12	I believe I can succeed at almost any endeavor to which I set my mind.	17 (15.9%)	18 (16.8%)	34 (31.8%)	38 (35.5%)	2.86	1.0735
13	I will be able to successfully overcome many challenges.	24 (22.4%)	10 (9.3%)	47 (43.9%)	26 (24.3%)	2.70	1.0747
14	I am confident that I can perform effectively on many different tasks.	21 (19.6%)	9 (8.4%)	36 (33.6%)	41 (38.3%)	2.90	1.1204
15	Compared to other people, I can do most tasks very well.	18 (16.8%)	17 (15.9%)	27 (25.2%)	45 (42.1%)	2.92	1.1218
16	Even when things are tough, I can perform quite well.	12 (11.2%)	13 (12.1%)	38 (35.5%)	44 (41.1%)	3.06	.9931

Table 1 reveals the self-efficacy of academic staff at the selected universities in Ogun State. It was revealed that they were able to achieve all the goals they were assigned (=2.77; std dev. =1.0842); they respect schedules and working deadlines (=2.90; std dev. =1.0948); I concentrate all my energy at work (=2.79; std dev. =1.1137); they are able to collaborate with other colleagues (=2.78; std dev. =.9907); they work with people of diverse experiences and ages(=2.88; std dev. =1.8392); they are able to work in a team (=2.79; std dev. =.8979); they are able to have good relationships with their senior colleagues (=3.22; std dev. =.8501); they will be able to achieve most of the goals they have set for themselves (=2.67; std dev. =1.0530); when facing difficult tasks, they are certain that they will accomplish them(=2.70; std dev. =1.0390); in general, they think that they can obtain the outcomes that are important to them (=2.69; std dev. =1.0851); they believe they can succeed at almost any

endeavour to which they set their mind (=2.86; std dev. =1.0735); they will be able to successfully overcome many challenges (=2.70; std dev. =1.0747); they are confident that they can perform effectively on many different tasks (=2.90; std dev. =1.1204); compared to other people, they can do most tasks very well (=2.92; std dev. =1.1218); and even when things are tough, they can perform quite well (=3.06; std dev. =.9931) . This implies that academic staff had high self-efficacy.

Research Question 2: What are the type of knowledge shared by academic staff in selected Universities in Ogun State, Nigeria?

Table 2: Types of knowledge shared by academic staff in selected universities in Ogun State

S/N	Types of knowledge shared	No	Yes
1	Research ideas	28 (26.2%)	79 (73.8%)
2	Research agendas	34 (31.8%)	73 (68.2%)
3	Research reports	21 (19.6%)	86 (80.4%)
4	Teaching strategies	25 (23.4%)	82 (76.6%)
5	Patents	73 (68.2%)	34 (31.8%)
6	Funded proposals	28 (26.2%)	79 (73.8%)
7	Discipline expertise	31 (29%)	76 (71%)
8	Organizational grants	31 (29%)	76 (71%)

Table 2 reveals the types of knowledge shared by academic staff at the selected universities in Ogun State. The following types of knowledge were shared: research reports 86 (80.4%); teaching strategies 82 (76.6%); research ideas 79 (73.8%); funded proposals 79 (73.8%); discipline expertise 76 (71%); organizational grants 76 (71%); research agendas 73 (68.2%); and patents (34%). This implies that the majority of academic staff share different types of knowledge.

Research Question 3: How often do academic staff share knowledge in the selected universities in Ogun State?

Table 3: Frequency of knowledge shared by academic staff in selected Universities in Ogun State

S/N	Types of knowledge shared	Daily	Weekly	Monthly	Quarterly	Annually	Never	X	St. D
1	Research ideas	48 (44.9%)	6 (5.6%)	5 (4.7%)	8 (7.5%)	8 (7.5%)	32 (29.9%)	3.62	2.0945
2	Research agendas	32 (32.9%)	19 (17.8%)	6 (5.6%)	9 (8.4%)	9 (8.4%)	32 (29.9%)	3.85	1.9005
3	Research reports	25 (23.4%)	30 (28%)	14 (13.1%)	4 (3.7%)	11 (10.3%)	23 (21.5%)	3.83	1.8707
4	Teaching strategies	19 (17.8%)	41 (38.3%)	6 (5.6%)	9 (8.4%)	8 (7.5%)	24 (22.4%)	3.48	1.8498
5	Patents	25 (23.4%)	20 (18.7%)	1 (0.9%)	12 (11.2%)	37 (34.6%)	12 (11.2%)	3.62	1.3975
6	Funded proposals	9	20	34	20	14	10	4.07	1.4711

		(8.4%)	(18.7%)	(31.8%)	(18.7%)	(13.1%)	(9.3%)		
7	Discipline expertise	9 (8.4%)	48 (44.9%)	24 (22.4%)	6 (5.6%)	8 (7.5%)	12 (11.2%)	3.45	1.6442
8	Organizational culture	5 (4.7%)	35 (32.7%)	23 (21.5%)	6 (5.6%)	17 (15.9%)	21 (19.6%)	3.62	2.0945

Table 3 revealed the frequency of knowledge shared by academic staff at the selected universities in Ogun State. It was revealed that academic staff regularly share research ideas (=3.62; std dev. =2.0945); research agendas (=3.85; std dev. =1.900); research reports (=3.83; std dev. =1.8707); teaching strategies (=3.48; std dev. =1.8498); patents (=3.62; std dev. =1.3945); funded proposals (=4.07; std dev. =1.4711); discipline expertise (=3.45; std dev. =1.6442); and organizational culture (=3.62; std dev. =2.0945). This implies that the majority of academic staff frequently share their funded proposals frequently.

Research Question 4: What are the purposes of sharing knowledge among academic staff in selected universities in Ogun State?

Table 4: Purpose of sharing knowledge by academic staff in the selected Universities in Ogun State

S/N	Purpose of sharing knowledge	SD	D	A	SA	X	St. D
1	I share knowledge to expedite research competence	21 (19.6%)	9 (8.4%)	43 (40.2%)	34 (31.8%)	2.84	1.0828
2	I share knowledge to keep my colleagues abreast with up to date information particularly in their fields.	24 (22.4%)	11 (10.3%)	41 (38.3%)	31 (29%)	2.73	1.1103
3	I share knowledge so as to improve my professional competence	24 (22.4%)	6 (5.6%)	47 (43.9%)	30 (28%)	2.77	1.0929
4	I share knowledge to facilitate collaborative learning	20 (18.7%)	15 (14%)	32 (29.9%)	40 (37.4%)	2.85	1.1197
5	I share knowledge for educational purposes	6 (5.6%)	32 (29.9%)	34 (31.8%)	35 (32.7%)	2.91	.9226
6	I share knowledge for recreational purposes	25 (24.3%)	19 (17.8%)	31 (29%)	31 (29%)	2.62	1.1453

Table 4 reveals the purpose of sharing knowledge by academic staff at the selected universities in Ogun State. It was revealed that the academic staff share knowledge to expedite research competence (=2.84; std dev. =1.0828); keep their colleagues abreast with up-to-date information, particularly in their fields (=3.62; std dev. =2.0945); to improve their professional competence (=2.73; std dev. =1.1103); to facilitate collaborative learning (=2.85; std dev. =1.1197); for educational purposes (=2.91; std dev. =.9226); for recreational purposes (=2.62; std dev. =1.1453). Majority of the academic staff share knowledge for educational purposes.

Research Question 5: What is the level of job performance of academic staff in selected Universities in Ogun State**?**

Table 5: Job performance by academic staff in selected Universities in Ogun State

S/N	Items	Poor	Fair	Good	Very Good	Excellent	X	St.d
	Task performance							
1	Meeting of approved goals of his/her department.	23 (21.5%)	8 (7.5%)	31 (29%)	19 (17.8%)	26 (24.3%)	3.15	1.4416
2	Performing work schedule on time.	20 (18.7%)	12 (11.2%)	20 (18.7%)	31 (29%)	24 (22.4%)	3.25	1.4148
3	Ability to perform competently under pressure.	31 (29%)	11 (10.3%)	25 (23.4%)	26 (24.3%)	14 (13.1%)	2.82	1.4196
4	Ability to work with co-lecturers.	28 (26.2%)	8 (7.5%)	31 (29%)	26 (24.3%)	14 (13.1%)	2.90	1.3772
5	Ability to attend promptly to requests.	25 (23.4%)	17 (15.9%)	25 (23.4%)	23 (21.5%)	17 (15.9%)	2.90	1.3976
6	Ability to anticipate problems and develop solution in advance	12 (11.2%)	20 (18.7%)	24 (22.4%)	25 (23.4%)	26 (24.3%)	3.30	1.3275
7	Ability to perform routine academic works.	13 (12.1%)	20 (18.7%)	28 (26.2%)	25 (23.4%)	21 (19.6%)	3.19	1.2917
8	Assessment of quality of work performed.	10 (9.3%)	26 (24.3%)	31 (29%)	14 (13.1%)	26 (24.3%)	3.18	1.3040
9	Ability to work under minimum supervision	24 (22.4%)	7 (6.5%)	35 (32.7%)	22 (20.6%)	19 (17.8%)	3.04	1.3762
10	Coordinating ability	24 (22.4%)	21 (19.6%)	28 (26.2%)	22 (20.6%)	12 (11.2%)	2.78	1.3105
	Contextual performance							
11	Contribution to the overall development of the university.	22 (20.6%)	22 (20.6%)	28 (26.2%)	25 (23.4%)	10 (9.3%)	2.80	1.2696
12	Skills in the use of information technology (IT).	29 (27.1%)	23 (21.5%)	35 (32.7%)	10 (9.3%)	10 (9.3%)	2.52	1.2464
13	Punctuality and regularity to work.	22 (20.6%)	22 (20.6%)	14 (13.1%)	29 (27.1%)	20 (18.7%)	3.02	1.4371
14	Creativity and diligence at work.	20 (18.7%)	29 (27.1%)	18 (16.8%)	18 (16.8%)	22 (20.6%)	2.93	1.4226
15	Contribution to the overall development of the University.	13 (12.1%)	12 (11.2%)	36 (33.6%)	23 (21.5%)	23 (21.5%)	3.28	1.2664
16	Ability to perform administrative duties.	23 (21.5%)	13 (12.1%)	23 (21.5%)	32 (29%)	16 (15%)	3.04	1.3762
17	Meeting minimum	32	18	13	25	19	2.82	1.5160

	requirements for promotion	(29.9%)	(16.8%)	(12.1%)	(23.4%)	(17.8%)		
18	Ability to provide leadership	17 (15.9%)	21 (19.6%)	28 (26.2%)	24 (22.4%)	17 (15.9%)	3.02	1.3064
19	Communication skills	11 (10.3%)	23 (21.5%)	18 (16.8%)	28 (26.2%)	27 (25.2%)	3.34	1.3395

Table 5 reveals the quality of job performance of the academic staff at the selected universities in Ogun State. It was revealed that the academic staff perform better at meeting of approved goals of their departments (=3.15; std dev. =1.4416); performing work schedule on time (=1.4148; std dev. =1.4148); ability to perform competently under pressure (=2.82; std dev. =1.4196); ability to work with co-lecturers (=2.90; std dev. =1.3772); ability to attend promptly to requests (=2.90; std dev. =1.3976); ability to anticipate problems and develop solutions in advance (=3.30; std dev. =1.3275); ability to perform routine academic works (=3.19; std dev. =1.2917); assessment of quality of work performed (=3.18; std dev. =1.3040); ability to work under minimum supervision (=3.04; std dev. =1.3762); co-ordinating ability (=2.78; std dev. =1.3105);contribution to the overall development of the university (=2.80; std dev. =1.2696); skills in the use of information technology (IT) (=2.52; std dev. =1.2464); punctuality and regularity to work (=3.02; std dev. =1.4371); creativity and diligence at work (=2.93; std dev. =1.4226); contribution to the overall development of the University (=3.28; std dev. =1.2664); ability to perform administrative duties (=3.04; std dev. =1.3762); meeting minimum requirements for promotion (=2.82; std dev. =1.5160); ability to provide leadership (=3.02; std dev. =1.3064); and communication skills (=3.34; std dev. =1.3395). This implies that the majority of academic staff performed better in communication skills.

Discussion of Findings

The findings of this study revealed that the level of self-efficacy of the academic staff in the universities in Ogun State, Nigeria, is high. Adeeko, Aboyade, and Oyewole (2017) supported this finding by alluding to the fact that the level of self-efficacy of library personnel in universities in South-West Nigeria was high. On the other hand, this study contradicted the findings of Jubril and Olajide (2020), who conducted a study on teachers' self-efficacy in selected secondary schools in the Ijebu Ode local government area of Ogun State and reported that there was a low level of self-efficacy among teachers in the study areas.

The findings of the study revealed that the major types of knowledge shared by the academic staff in the selected universities in Ogun State include research reports, teaching strategies, funded proposals, and research ideas, organizational culture among others. However, this is in contrast to the findings from knowledge sharing for knowledge retention and growth among LIS educators in Akanu Ibiam Federal Polytechnic, Ebonyi State, carried out by Diyaolu

and Owunezi (2020) who revealed that the major types of knowledge shared among their respondents were professional knowledge and research output knowledge.

The findings of this study also revealed that academic staff at the selected universities regularly share knowledge such as funded proposals, research agendas, research reports, research ideas, and organizational culture frequently. Shahid and Naveed (2020) corroborate these findings by itemizing how academics share knowledge frequently through documents and reports, personal conversations, team meetings, participation in brainstorming sessions, organizational meetings, sharing success stories and personal experiences, asking questions, past mistake and failure stories, coaching junior employees, supporting the personal development of new members, and making presentations in the meetings.

The findings revealed that academic staff under study share knowledge basically for educational purposes captured in their responses such as share knowledge for educational purposes, share knowledge to facilitate collaborative learning, share knowledge to expedite research competence, and share knowledge to improve my professional competence. The study by Kaba and Ramaiah (2018) is in opposition to this finding, as they reported that lack of knowledge sharing exists in most education environments, particularly among lecturers, who are expected to impact the knowledge acquisition of students.

The findings of this study revealed that the level of job performance of academic staff at the selected universities in Ogun State is average. This is in contrast to a study by Ajegbomogun and Ikonne (2020) conducted to examine the level of staff job performance in the library which reported that the level of their job performance was high.

Conclusion

The study determined self-efficacy and job performance of academic staff in selected universities in Ogun State, Nigeria. It was observed that self-efficacy of academic staff and their job performance are critical to achieving organizational goals. It can also be resolved that knowledge sharing is crucial to the possibility of academic staff performing better on their jobs. As long as the issues affecting self-efficacy and knowledge sharing must well addressed, to stem a decline in job performance. In summary, the underlying submission is that the job performance

of academic staff is dependent on their self-efficacy and knowledge sharing and these three factors must be preserved for enhanced success of the lecturers.

Recommendations

1. Academic staff need to continually increase their self-efficacy by exploring academic activities and trying out new things that can improve their job.
2. The university management, in conjunction with their faculties, should provide opportunities and avenues for academic staff to share knowledge among themselves in the institution through various avenues that facilitate mentoring as this will lead to the development of the younger academics while increasing productivity.
3. The university managers should make it a tradition to create opportunities for professional training, seminars, workshops, and conference attendance as a frequent and mandated activity in the institution for academic staff to enable lecturers update their skills set for job performance.
4. The academic staff needed to be encouraged to indulge in knowledge sharing, not only for academic purposes as found in the study, but also for the purpose of recreation, professional competence, collaboration with colleagues and improved research competence Information that are all needed for a balanced work life.
5. It has become pertinent for university management to provide Information and Communication Technology facilities to enable lecturers to explore other channels through which knowledge can be shared to improve job performance since the world has been transformed into a global village. This new technology has changed the manner in which information is managed and it has been integrated into academic activities at the university.

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