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**THE EFFECT OF LEADERSHIP STYLES ON KNOWLEDGE
MANAGEMENT IN FEDERAL UNIVERSITIES IN SOUTH-
SOUTH NIGERIA**

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ABSTRACT

This study was conducted to determine how leadership style affects Knowledge Management in Federal Universities in South-South of Nigeria. The Multifactor Leadership Questionnaire (MLQ) and Northouse Leadership Styles Questionnaire. The questionnaire for the construct of knowledge management practice was adopted from (Gold et al., 2001) with a little adjustment that incorporated knowledge sharing to suit the study. Construct validity and face validity were achieved by appropriately structuring the questionnaire and conducting a pretest of the questions contained in the questionnaire. With a pilot, the test-retest method was used to assess the reliability of the questionnaire. Using Cronbach's Alpha coefficient test to measure the measurement scale reliability, the internal consistency of the study variables was 0.8893. Both descriptive and inferential statistics were used. Linear regression analysis was used to analyse data. The OLS multiple regression was also used for acceptance and non-acceptance of null hypotheses and prediction of outcome, Post Regression Diagnostic Test (PRDT) was carried out so as to certify the regression model before generalization. The findings showed that transformational leadership style has a significant and positive relationship with knowledge acquisition (Coef. 0.2915, $p = 0.000$), with the p-values for transformational leadership style less than 0.05. Transactional leadership style has a significant and positive relationship with knowledge conversion (Coef. 0.32142, $p = 0.000$), the p-value

for transactional leadership style is less than 0.05. Laissez-faire leadership style has a significant and positive relationship with knowledge application (Coef. 0.5464, p = 0.000), since the p-values for Laissez-faire leadership style are less than 0.05. Democratic leadership style has a significant and positive relationship with knowledge protection (Coef. 0.4443, p = 0.000). The autocratic leadership style has a significant and positive relationship with knowledge sharing (Coef. 0.2961, p = 0.00). It was recommended that Leaders should apply different leadership styles to suit the situation they find themselves in as there is no best style of leadership as suggested by the Hersey- Blanchard Situational Leadership Theory. This is because the ability and willingness of the employees must be considered with the aim of knowing the experience they have acquired and appropriate leadership styles. Also for knowledge acquisition to be effective, the leader should ensure that training methods match the learning needs and preferences of the subordinates. The study established the changing dynamics in leadership styles that are the key to the successful implementation of an organization's knowledge management practices. There is need also to test the effect of leadership styles on other employees' outcomes such as performance, productivity, job satisfaction and so on or other sectors of the economy such as banking, governance etc.

Key Words: Knowledge Management, Leadership Styles, Situational Leadership Theory

1. Introduction

Early social science findings on leadership were dominant with theory, from 1945 to 1960 leadership devoted itself as a consequence (Subha 2020). As at 1970s onwards, it concentrated on a few trends. Job satisfaction surveys from the 1920s and even today indicate that employee's favorable attitudes towards their supervisor was linked to employee satisfaction and productivity (Nagle, 1953 in Subha 2020).

In recent times, leadership styles and their effect on Institutional knowledge management has grown in importance as a field of research. Zaiad, Hussein & Hassan (2012) opined that Knowledge management is well-documented as a

key tool for enhancing an organization's performance and supporting its competitive advantage. History has it that the phrase knowledge management was first used in the 1980's by Peter Drucker. Even though the term knowledge management had earlier past history, the concept of Knowledge Management (KM), as it is known today progressed as a concept in the late 1980s (Koenig and Neveroski, 2008). In the early 1990s, it became a well-known subject. In fact, some researchers believe that knowledge management has been existing for many centuries and that the pursuit of an understanding of the phenomenon has always been fundamental to human behavior.

Koenig and Neveroski (2008) asserted that the term; knowledge management originated in the consulting community. They posit that it came about due to the fusion of two factors: a growing appreciation of the value of an organization's knowledge-based and information-based assets; the development of the Internet and the virtually instantaneous acceptance of its significance as a medium for knowledge and information sharing, particularly for geographically separated enterprises. The discipline of organizing, creating, disseminating, and effectively utilizing the knowledge already present in an organization is known as knowledge management (KM). By using its information effectively, a business can accomplish its goals through knowledge management methods.

Nigerian universities often consist of several academic departments, schools, or faculties. In Federal Universities, the university system is ruled by the National Universities Commission (NUC) and Governing Council Members. It is their duty to analyze budget requests and financial requests to distribute cash among the system's universities. Universities in Nigeria have Vice Chancellors who oversee the general affairs of the institution, the Registrar, Bursar and Librarian who make up the management team. There are heads of

departments and units who are appointed to oversee the affairs of the departments or units. They put up their best to ensure that those under them are effectively managed. Ylikorkala, (2006) opines an efficient channel for communication, specialization and division of labor within the organization, as well as central leadership direction and coordination, all contribute to rationality in the pursuit of institutional goals and objectives. Leaders are known to positively or negatively influence the behaviors of employees as a result of the styles they adopt at different points in time. Employees especially as a result of their working with the organization gain experiences and become an embodiment of knowledge that could be seen as valuable to the organization in the long run especially when they find themselves in the right career path.

Knowledge management is key to the survival of every organization irrespective of the sector in the economy. It could affect the Organization positively or negatively. Considering the importance of organizational knowledge, the goal of this study is to combine pertinent and knowledge-focused studies from various fields to contribute to, and have an influence on, how organizations understand knowledge management and knowledge management systems. This study will be carried out to identify the effect of the five (5) leadership styles: Transformational, Transactional, Autocratic, Democratic and Laissez-faire leadership on Knowledge management in Universities. This study will also adopt the Knowledge Management process capability (knowledge acquisition, knowledge conversion, knowledge application, and knowledge protection) according to (2002 Gold, Malhotra and Segars). These four dimensions were chosen by Gold, Malhotra and Segars (2001) because they make up the bare minimum of knowledge management activities that were researched when the concept was developed.

Statement of the Problem

Leadership Styles generally determine how committed employees are to an organization especially in the area of knowledge sharing. As employees work with the organization, they gain both implicit and tacit knowledge which ordinarily cannot be documented in the organization. Tacit knowledge is usually rich as it is gained as a result of experiences of employees earned on the job which leads to specialization. An employee may be skilled but unwilling to share his or her implicit and tacit knowledge. This could result from the wrong application of the right kind of leadership style which supports and greatly strengthens knowledge management practices and strategies.

In Universities in Nigeria, there is the problem of improper implementation of Knowledge management strategies and policies by leaders. According to certain studies, perhaps Universities have lagged in putting knowledge management methods into place as an outcome of a knowledge-hoarding culture in academia (Brewer & Brewer, 2010; Marouf & Agarwal, 2016). The problem is that although Knowledge exists in the Organization, managers have more challenges in discovering the most valuable knowledge which lies in the employees even after harnessing the uncovered knowledge. Ideally, the right style of leadership ought to be adopted to prevent knowledge hoarding. The leadership style ought to support and not disrupt Knowledge management practices in order to ensure that it encourages and does not discourage knowledge creation, sharing and trial of knowledge which is necessary for improved performance and productivity.

If the appropriate leadership style is not used, the employees will not be comfortable with their leaders and may not be committed or concerned with organizational goal attainment. In fact, the organization may be at the mercy of its competitors. This is because if the employees find a better organization they

perceive better offers, they will not stick to the institution they find themselves in. On the other hand, using the appropriate leadership style to motivate employees to use the available knowledge to accomplish the task effectively is a major concern and has to be addressed. Leaders have to be creative, innovative and sensitive as regards the right kind of style they adopt for Organizational survival. The issue is whether or not they can identify and explore hidden and unhidden knowledge, and harness and cultivate this knowledge to enable them to thrive in the global business environment. This study will address different leadership Styles concerning Knowledge management in the bid to proffer solutions to knowledge management difficulties in Universities and Institutions at large. It is necessary for the Management of institutions, Heads of departments and units to manage knowledge properly in order to make the Institutions outstanding and meet their goals and objectives.

Research Objectives

The general objective of the study is to assess the effect of leadership styles on Knowledge Management in South-South and South- Eastern Nigeria.

The specific objectives are to:

- i. Examine the effect of Transformational leadership style and Knowledge Acquisition.
- ii. Determine the effect of Transactional leadership style on Knowledge Conversion.
- iii. Ascertain the effect of Laissez-faire Leadership Style on Knowledge Application
- iv. Determine the effect of the Democratic Leadership Style on Knowledge Protection.

Hypotheses

- i) Transformational leadership style has a significant relationship with Knowledge Acquisition.
- ii) Transactional leadership style has a significant effect on Knowledge Conversion.
- iii) Laissez-faire Leadership Style has a significant effect on Knowledge Application.
- iv) Democratic Leadership Style has a significant relationship with Knowledge Protection.
- v) Autocratic leadership Style has a significant relationship with Knowledge Sharing

Review of Literature

Conceptualizing Leadership and Leadership Styles

Leadership ideas may be innate or developed with expertise and education. It is more than just taking a strong stance (Thangjam 2023). Leadership can be described as a socializing technique where a leader recruit's followers to help achieve goals for the organization (Ojo and Olaniyan 2008). The accomplishment or failure of a company or organization is highly dependent on its leaders, as indicated by Amiri, Rahim, and Ahmed (2020).

People are needed and necessary in order for a person to be a leader. In other words, without people, there can't be leadership. These people become followers. Good leadership is a choice. Even in extremely challenging situations, they take ownership of their actions (Thangjam 2023). Leadership can open doors to higher effectiveness and its effectiveness, although the degree of accomplishment or success is influenced by the type of leader and the culture of the firm in terms of employees (Jony, Alam, Amin & Alam (2019). A leader is someone who has the knowledge, abilities, and authority to persuade,

motivate, and build relationships with others in order to influence subordinates to perform a particular action. Usmani (2022) contends that effective leadership and communication are essential for gaining the trust, confidence, and motivation of team members. This means that when the right thing is said, employee or even team morale can be boosted, even if the right thing to be said is criticism. Similarly, when criticism is rightly done, it can motivate team members.

Ahmed (2023) asserts that leaders must accept that the working environment is constantly changing if they want to be effective leaders, and also must be able to make sure that the requirements of the business and the employees' fundamental needs are met. Jony, Alam, Amin & Alam (2019) states that people who manage and take on responsibility for an organization's activities are referred to as leaders and outstanding leaders will establish upbeat objectives and goals while effectively steering the organization's operations toward those objectives. Changes that leaders make can improve an organization's capabilities and performance, or they can fail (Amiri, Rahim & Ahmed 2020). Leaders always strive to create team spirit in order to ensure that employees work towards attaining a common goal. Leadership occurs when a leader shares responsibility with followers by making them understand how important it is to follow a particular chosen path which is believed or seen to be result-oriented.

Knowledge Management

Numerous management scholars have defined the term Knowledge management in different ways. All these definitions are geared towards attaining organizational efficiency. Knowledge management can be likened to beauty - in the eye of the beholder. There is no universally accepted definition of the term, perhaps reflecting its essential character, and its unique

interpretation by the organization that adopts the philosophy (Abell & Oxbrow, 2006, in Girard, 2015).

Knowledge management as a process involves the acquisition, refinement, storage, transfer and sharing within organization thus representing a dynamic competitive resource as espoused in the knowledge base view of Gilsby, (2007). It has also been defined by Scaborough (2008) that it is the process of creating, acquiring, capturing and sharing knowledge whenever it is found. Knowledge Management focuses on the Knowledge-based perspective of Organizations irrespective of the sector in the economy. This knowledge-based perspective of an Organization emerged in the strategic management literature such as Cole (1998) and Nonaka and Takeuchi (1995). The knowledge is usually generated from organizational culture, policies, systems and more importantly, its Human capital. Suffice it to say that though this knowledge exists, it has to become obvious especially if it is relevant and would positively affect the Organization. Hence, this knowledge has to be created, nurtured, developed, tried and tested to see how it could contribute to Organizational development and hence, value creation and profitability. Profitability is key to the existence of any business, and expanding the business scope is also essential for business growth (Erdorf, Hartmann-Wendels, Heinrichs and Matz, 2013).

This study adapted the Knowledge Management process capability done by Gold, Malhotra and Segars (2001) and included Knowledge Sharing to make the variables five. Hence; knowledge acquisition, knowledge conversion, knowledge application, knowledge protection and Knowledge sharing are the dimensions as reflected in the research objectives, questions and hypothesis.

Transformational Leadership Styles and Knowledge Acquisition

Transformational leaders' role of mentoring followers enables followers to acquire knowledge useful to carry out their tasks. Lopez & Esteves (2012) opine that knowledge acquisition refers to a company's capacity to assimilate information from its main knowledge base from a learning standpoint. It is important to note that Transformational leaders also learn about their key responsibilities in the context of idealized behavior. Khan, Nawaz & Khan (2016) asserts that such leaders are learning leaders. This means that as Politis (2002) suggests, Leaders must act in a setting where they have authority. Faced with the shift to the knowledge society, higher education institutions need participative transformational leadership. Knowledge creation for exploration and knowledge exploitation is at the heart of knowledge generation or acquisition. It is possible to define knowledge acquisition as the generation of knowledge inside or outside the business through a patient learning process. Both internal and external learning are possible. Internal knowledge acquisition is obtained from around the business. On the other side, external knowledge acquisition is valuable and is generated from associative action with other organizations and through consultation.

Igbinovia & Ikenwe (2018) opine that Knowledge can be generated in three ways; firstly either by writing (formal and informal), by conducting research, which is an organized investigation aimed at generating knowledge, and, last, by engaging in group problem-solving (brainstorming), which is bringing together experts in a given field to discuss problems and provide potential solutions. This could be done in seminars, conferences, workshops, etc. Concerning the last way of generating knowledge according to Igbinovia and Ikenwa (2018), shared problem-solving (brainstorming) is usually enhanced by transformational leaders.

Transactional Leadership Style and Knowledge Conversion

Hussain, Abbas, Lei, Haider & Akram (2017) opine that successful endeavors and the emergence of fresh concepts receiving tangible recognition or awards, according to leaders who exhibit transactional behavior may encourage employees' dedication to developing new ideas. Additionally, the significance of the leader's attachment to program participation is immediately communicated to the followers.

Tseng (2010) utilizes the phrase "learning by doing" to describe the process by which employees acquire tacit knowledge from explicit knowledge that has been obtained throughout an organization. As it moves across numerous interactional communities, this knowledge conversion starts with the individual and then grows and evolves. It transcends the strict divisions, departments, and organizations in this way. Thus, knowledge creation within organizations can take place both horizontally and vertically, leading to an ongoing process of self-improvement (Tseng, 2010). Socialization connects old tacit information to new, more advanced tacit knowledge in order to keep knowledge in its tacit form. Formally (via an apprenticeship or on-the-job training program, for example) or informally (through meetings or interactions with outsiders) could take place. Mutual trust, creative communication, and shared experience are the cornerstones of effective sharing and the acquisition of tacit knowledge (Song, 2008). Through social connections between groups of people that permit the exchange of ideas from the individual to the team level, socialization may be of greater importance to learning at the team level. This technique of interaction and group work enables the exchange and sharing of knowledge through group activities and shared practices in the format of written or spoken representations. As a result, socialization can aid the process of knowledge generation, where learning is initially encouraged at the group

level before being expanded to the organizational level (Fernandez and Leidner, 2008).

The second process is known as externalization; it entails transforming implicit information into concepts that may be used in the workplace. Externalization focuses mainly on the individual level, where the procedure for learning is tailored to the student. Externalization may, however, have an impact on team learning due to the way individual learning affects team learning and, in turn, organizational advancement. Meaning that leaders can have a great impact on externalization.

As noted by Fernandez and Leidner (2008), knowledge exchange entails the transmission of explicit knowledge together with the conveyance of information. The "high level of common knowledge" seen among team supervisors is necessary. The conclusion that externalization is related to team learning, where exchange occurs predominantly at this group scale, may be justified in light of this.

Internalization, which transpires at the individual level when a person absorbs knowledge that belongs to others, is inextricably linked to learning (Fernandez and Leidner, 2008). Following Nonaka and Takeuchi (1995), a knowledge that is diagrammed and expressed verbally must be transformed into documentation, manuals, and other written materials to encourage effective internalization or oral narratives to enable people to inadvertently experience what others do.

Laissez-faire Leadership Style and Knowledge Application

Cherry (2022) says if the team in concern is full of highly skilled and experienced people, capable of working on their own, a Laissez-faire

Leadership Style approach might work. This is because those who belong to the group are experts and have the knowledge and skills to work independently. They are also capable of achieving tasks with very little guidance. Laissez-faire Leadership Style can work very well for knowledgeable employees who have been trained and are conversant with the Organizational Culture, its goals and Objectives. In most cases, these individuals are unique as they possess unique talent and knowledge acquired on the job. When employees are allowed to apply the knowledge at their disposal to work, it enables them to work effectively with minimal supervision. Gonzalez and Manoel (2017) (Cohen & Levinthal, 1990) opine that the Knowledge of the firm could be in an exploitative (reactive form) or explored (innovative form). Cherry (2022) suggests that leaders need to feel confident that the members of their group possess the skills, knowledge, and follow-through to complete a project without being micromanaged. Knowledge has to be applied in order to generate routines and skills in Organizations.

Democratic Leadership Style and Knowledge Protection.

According to Cherry (2019), democratic leadership, also known as participatory or collective leadership is a kind of style where members of the group are more active in the process of making decisions. Puni, Ofei & Okoe 2014 opined that in a democratic system, decision-making is not centralized and the quality is appreciated and rewarded. On the other hand, Nwochoka & Iheriohanma (2015) suggested that, based on the contribution made by the employees or subordinates, there is potential for poor decisions to be made by subordinates. In most Organizations, this could have a negative impact and give rise to employee turnover intention. In Universities, democratic leadership Style may be more acceptable. Liebeskind (1996) argues that firms possess specific capabilities that allow them to protect their knowledge from expropriation and imitation more effectively than market contracting.

Protecting knowledge is difficult because knowledge resides in the heads of individuals and is thus inherently mobile. Moreover, the creation of new knowledge frequently requires interaction. As a result, organizations involved in innovative activities may be concerned that several people get access to valuable or sensitive information. Although democratic leadership sounds good in theory, it is often trapped in its sluggish decision-making process and the outcomes that might seem possible would always take a lot of time and effort (Nwochoka & Iheriohanma, 2015) and even though subordinates are encouraged to share their ideas; it can lead to better ideas and innovative solution to problems (Sadia & Aman, 2018). Organization sought to protect the knowledge they have as such knowledge could be either beneficial or detrimental to them.

Autocratic Leadership Style and Knowledge Sharing

Jiang & Chen (2021) said although leadership is generally considered helpful for team knowledge-sharing, the differences in the influence of different leadership styles on the team knowledge-sharing mechanism are still unclear. Autocratic Leadership Style is a leadership style characterized by individual control over the actions of all group members and little input (Jony, Alam, Amin & Alam 2019). Autocratic leaders normally make choices based on their beliefs and judgments and seldom consider followers' advice which requires a group's absolute & authoritarian control (Cherry, 2019). The issue is whether this leadership style encourages or affects Knowledge sharing in Universities. It may discourage Knowledge sharing in some Organizations. These types of leaders want their subordinates to function as they command (Al Khajeh, 2018).

Postolache (2017) opines that Knowledge sharing is essential for a company to achieve success since it can facilitate decision-making capabilities, build

learning organizations (through a learning routine) and finally, stimulate cultural change and innovation. Still, overall performance in a company improves just when people do things differently. Therefore, it's obvious that managing knowledge properly can bring a lot of benefits to a company. The knowledge-sharing behavior derived basically depends on the domains of the studies. There are various domains to be considered in the study of knowledge-sharing behavior such as industrial firms, university students, the banking sector and many more (Mahmood, Dahlan, Hussin and Ahmad 2016).

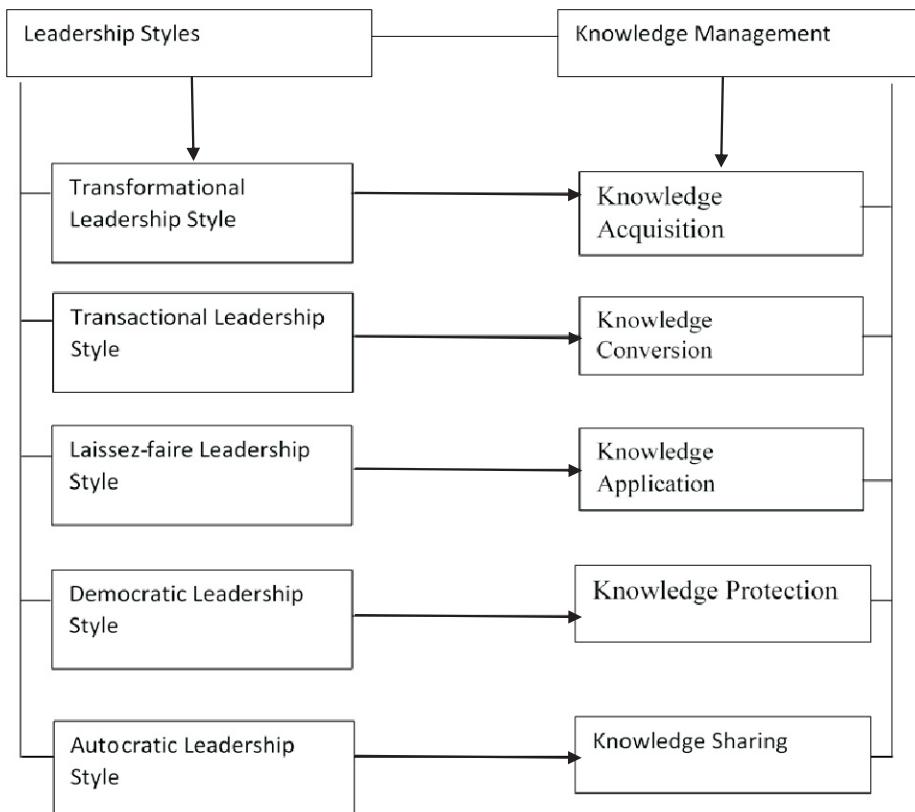


Figure 1.1 Conceptual Framework
Source: Researchers Conceptual Framework

The Social Learning Theory

The social learning theory was propounded by Albert Bandura. Its emphasis is on the importance of observing as well as modeling both the behaviors, attitudes, and emotional reactions of those around us. Bandura (1977) in Culatta (2019) states that: “Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action.”

Culatta (2019) opines that social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. The component processes underlying observational learning are (1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), (2) Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, the accuracy of feedback, and (4) Motivation, including external, vicarious and self-reinforcement (Culatta 2019). Culatta (2019) suggests that Social Learning Theory is also the theoretical foundation for the technique of behavior modeling which is widely used in training programs. The highest level of observational learning is achieved by first organizing and rehearsing the modeled behavior symbolically and then enacting it overtly. Coding modeled behavior into words, labels or images results in better retention than simply observing. Individuals are more likely to adopt a modeled behavior if it results in outcomes they value (Culatta 2019).

Theoretical Paradigm of Leadership Styles and Knowledge Management

Hersey-Blanchard Situational Leadership Theory

Hersey-Blanchard Situational Leadership Theory is a theory that advocates the existence of more than one optimum style of leadership; the model also addresses the relationship between leadership style and subordinate maturity. Maturity concerns the ability to orient one's actions and behavior toward the job requirements (Gordon 2022).

Gordon (2022) says the model then identifies four leadership styles that will correspond with these leader and subordinate attributes: Delegating - when the subordinate is high-ability-high-willingness, the leader must show low-task-low-relationship behavior. Participating - when the subordinate is high-ability-low-willingness, the leader must show low-task-high-relationship behavior. Selling - when the subordinate is low-ability-high-willingness, the leader must show high-task-high-relationship behavior. Telling -when the subordinate is low-ability-low-willingness, the leader must show high-task-low-relationship behavior.

It is obligatory for leaders who work with the Hersey-Blanchard model to be able to choose a leadership style in keeping with the level of maturity of the followers. Gordon (2022) opines that a group with a high level of follower maturity requires the least amount of guidance; hence, a delegating style of leadership is the way to go here. On the other hand, a group with low follower maturity is inexperienced and lacking in confidence; so, the leader needs to adopt a telling style to communicate to the group what their goals are and how to achieve them. The bottom line is that there is no best leadership style, the situation determines the most appropriate or suitable leadership style to be adopted by the leader. Leaders in Universities ought to study the situations and be sensitive to the employee. This is because if the wrong style is applied, it

would affect the behavior and attitude of the employees and hinder good knowledge management practices in the organization.

Empirical Review

A number of related studies have been carried out to explore how Leadership Styles affect knowledge management in organizations.

Chaman, Zulfiqar, Shaheen & Saleem (2021) carried out a study on Leadership styles and employee knowledge sharing: Exploring the mediating role of motivation. The study used a time-lag research design. With the time lag data, a sample of 254 faculty members of public sector universities in Pakistan was studied. Results showed that there is a positive relationship between the three styles of leadership and employee knowledge sharing.

Hussain, Abbas, Lei, Haider & Akram (2017), Studied Transactional leadership and organizational creativity: Examining the mediating role of knowledge sharing behavior (the telecom sector). The study made use of the exploratory research design. A sample of 360 employees was studied and the CFA and SEM tests were applied to analyse data. The results showed that transactional leadership and knowledge sharing have a positive relationship with creativity, and knowledge sharing is mediating the role between transactional leaders and organizational.

Jony, Alam, Amin & Alam (2019) studied the Impact of Autocratic, Democratic and Laissez-Faire Leadership Styles on the Success of the Organization: A Study on the Different Popular Restaurants of Mymensingh, Bangladesh. The study was conducted through a field survey of 60 respondents from different popular restaurants in Mymensingh, Bangladesh. The Cross-sectional survey design was adopted. The study found that the driving factors

that have a major impact on the organizational performance are Advice, Decision Making, Involvement, Consultation, and Shared and the democratic leadership style has a strong affirmative impact on the organizational performance. The factors: Leadership barriers, Expression of views, Communication, Staying out of the way, Freedom, Rewards or Punishment, Policies, Refusal to explain and Order and Procedures are not available in the results of the organizations. The study also finds that the factors of autocratic leadership have a significant negative impact on the organizational and the style of laissez-faire management does not affect the organizations outcomes.

Waweru-Gathii & K'Obonyo (2018) carried out a study on Transformational Leadership, Knowledge Management and Performance of Telecommunication Firms in Kenya. Using a survey research design, the Sample for the study was drawn from a population of 404 Telecommunication firms registered by the Communications Authority of Kenya (CAK) as of June 2015. Regression analysis was used to test the hypotheses in a sample of 202 firms. The findings suggest that Transformational leadership has a direct and significant effect on firm performance.

Jiang & Chen (2021) carried out a study on Innovative Enterprises Development and Employees' Knowledge Sharing Behavior in China: The Role of Leadership Style. Using a sample of 791, the structural equation model to test the theoretical model. Results showed that: (1) Transformational leadership was positively linked to explicit and implicit knowledge sharing, while authoritative leadership was positively linked to explicit knowledge sharing. (2) Trust tendency mediates the relationship between authoritative leadership and knowledge sharing. (3) Supportive and bureaucratic cultures moderate the influence of trust tendency on implicit knowledge sharing, such that the positive relationship is stronger for the low-quality of supportive

culture and the high-quality of bureaucratic culture.

Laila, Irawanto & Susilowati (2022) carried out a study on the effect of organizational culture and transformational leadership style on organizational commitment with knowledge management practices as mediating variables. Using a sample of 164 respondents. The data were collected using questionnaires and analyzed using PLS-SEM. The results show that organizational culture has a significant positive effect on organizational commitment, however, transformational leadership style has no effect on it. Both organizational culture and transformational leadership style have a positive effect on organizational commitment through the mediation of knowledge management practice.

Allameh, Babaei, Chitsaz, & Gharibpoor (2012) investigated the relationship between leadership style (transformational/transactional) and Knowledge conversion processes among employees of the University. This study was conducted using the correlation method. 90 faculty members of the University of Isfahan were chosen by using stratified randomized sampling as a sample case. The study was conducted using the correlation method. The results indicated that there is a positive and significant relationship between transformational leadership style and Knowledge conversion process dimensions and that there is no significant difference between faculty members' knowledge conversion process & leadership style considering the variables of age, gender, and field of study and employment status.

Hamasaleh (2017) investigated the Impact of Leadership Styles on Knowledge Management Requirements: A Case Study of Shahrood University. Seventy-one copy of the questionnaire was delivered to the heads of departments, and all of them were correctly filled out & received. Results show that the levels of

knowledge management requirements with cognitive needs are significantly high, and cognitive awareness has reached an average level. Also, the level of the Democratic style is significantly high, whereas autocratic and laissez-faire styles are relatively low at Salahuddin University. The highest positive correlation significance is found respectively in knowledge management requirements and the Democratic and Autocratic styles.

Nnabuife, Onwuka and Ojukwu (2015) carried a research on Knowledge management and Performance of Selected Commercial Banks in Awka. The findings revealed 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. Hayat, Maleki, Hasanvand, Nikakhlag & Dehghani (2015) examined the Role of Transformational Leadership and its knowledge management processes. The research method was descriptive-correlative. Using a sample of 214 Data were collected through the Multifactor Leadership Questionnaire and Knowledge Management Questionnaire. The results showed that the correlations between transformational leadership and transactional leadership with knowledge management were significant. Other results showed that the correlations between transformational leadership and knowledge management components - creating knowledge, sharing knowledge, storing knowledge, and applying knowledge were significant. Results showed that the correlations between transactional leadership and knowledge management components - creating knowledge, sharing knowledge, and applying knowledge - were significant. Also, it was revealed that there was no significant relationship between Laissez-faire style and dimensions of knowledge management. Finally, the results of multiple regression analysis showed that among transformational leadership components, inspirational motivation and idealized influence could predict knowledge management processes.

Apriyani, Siswoyo, Susanto & Arni (2022) carried out a study on the influence of transformational and transactional leadership styles on knowledge sharing and employee performance in Condong Catur Hospital. The research design used a quantitative approach through research instruments. Saturation sampling was used to collect the sample of the study. Using a sample of 147 employees of the Condong Catur Hospital, the study showed that the transformational leadership style has a positive and significant effect on knowledge sharing.

Zulfiqar, Ghulam, Muhammad, Fouzia, Muhammad & Qandeel (2021) studied the impact of Authoritative and Laissez-Faire Leadership on Thriving at Work: The Moderating Role of Conscientiousness. A sample of 312 participants was taken from a leading school system with branches in Lahore and Islamabad, Pakistan. The participants either worked as managers, teachers in headquarters, or school campuses, respectively. Results from the regression analysis showed that authoritative leadership and conscientiousness have a significantly positive impact on thriving at work. It also revealed that conscientiousness moderates the relationship between a laissez-faire style of leadership and thriving at work relationships. The findings of this study have notable theoretical propositions for authoritative and laissez-faire leadership, employee conscientiousness, and managerial applications for practitioners.

Methodology

Research Design

Dionco-Adetayo (2001) opines that research design involves defining the methodological structure or apparatus within which research is to be experimented. The overall framework this study adopted is the survey research design method, which is usually concerned with the systematic gathering of

information from respondents for understanding and/or predicting some aspects of behavior of the population of interest (Olanny, 2013). Agbonifoh and Yomere (1999) defined the survey research method as a “systematic gathering of information from respondents for the purpose of understanding and/or predicting some aspect of the behavior of the population interest. Survey approach is deemed to be the most appropriate for this study since the issue of concern deals with opinions, perceptions or attitudes of individuals which cannot be measured directly because we cannot observe it. Within the survey research, a cross-sectional study that involves drawing a sample of elements from the population of interest that are measured at a single point in time is used.

Sources of Data

There are two basic sources of data in social and management science research: They are primary and secondary sources. Both sources were explored in this research.

Primary Source

The primary source is the most important and reliable data collection source (Agbonifoh & Yomere, 1999). It connotes obtaining first-hand information about the subject matter through questionnaires and observation. Onodugo, Ugwuonah & Ebinne (2010) suggests that it can come from observation of events, manipulation of variables, and contrivance of research situations including the performance of experiments and responses to a questionnaire. The researcher used a questionnaire method to gather information without manipulating the respondents for appropriateness. The use of a questionnaire permits wide coverage of respondents, low-cost administration, approachability of respondents, adequate time to give well-thought-out answers by respondents and freedom from bias (Agbonifoh & Yomere, 1999).

Population of the Study

Agbonifoh and Yomere (1999) say “Population is made of the entire universe of which we would like to generalize our findings” it is the totality from which a researcher draws his sample. To be complete, the population investigated is defined in terms of elements, sampling units, extent and time (Tull & Hawkins, 1993). With respect to this, the target population of the study comprises (2,691) academic and non-academic staff in the Faculty of Management Sciences of the eight (8) Federal Universities located in South-South Nigeria as of September 2021 (NUC updated list, 2021). The population was drawn from there, as indicated in the scope of the study.

A sample is the representativeness of the population from which it is drawn if the aggregate characteristics of the sample closely approximate those same aggregate characteristics of the population (Agbonifoh & Yomere, 1999). In light of the foregoing, the resulting quota sampling is given in Table 3.2 below

The sample size was derived using the Taro Yamani's formulas stated below:

$$n = \frac{N}{1+N(\epsilon)^2}$$

$$n = \frac{2,691}{1+2,691(0.05)^2}$$

$$n = 348.$$

Therefore, 348 was deemed appropriate to form the sample size, having a population of 2,691.

Table 3.2 Proportionate Distribution of the sample size to the selected University

S/N	List of Federal Universities in South-South Nigeria	Population	Sample Size
1.	Federal University of Petroleum Resources, Effurun	215	$(215/2,691)*348=28$
2.	Federal University, Otuoke, Bayelsa	427	$(427/2,691)*348=55$
3.	University of Benin	512	$(512/2,691)*348=67$
4.	University of Calabar	405	$(405/2,691)*348=52$
5.	University of Port Harcourt	334	$(334/2,691)*348=28$
6.	University of Uyo	381	$(381/2,691)*348=49$
7.	Nigerian Maritime University Okerenkoko, Delta State	324	$(324/2,691)*348=42$
8.	Federal University of Technology, Ikot Ekpene, Akwa Ibom State	211	$(211/2,691)*348=27$
		2,691	348

Source: Researcher's Computation

Table 3.3 Quota distribution of the sample size of selected institutions

S/N	Categories	Percentage	Number
1	Academic Staff	65%	$0.65*383=226$
2	Non-Academic Staff	35%	$0.35*383=122$
	Total	100	348

Source: researchers' computation, 2021.

This refers to the consistency of the questionnaire in producing the same or similar results on repeated trials. With a pilot sample of 25 management practitioners and educational psychologists who had the requisite knowledge of the interplay of workplace incivility measures on performance in educational institutions, a test-retest method was used to assess the reliability of the questionnaire. Using Cronbach's Alpha coefficient test to measure the measurement scale reliability, the internal consistency of the study variables is confirmed. The recommended coefficient value for Cronbach's Alpha test score is set at 0.7 (Hair, Bush & Ortinau, 2006).

Table 3.4 Reliability coefficients of study constructs

Item	Obs	Sign	item-test correlation	item-rest correlation	average interitem covariance	alpha
transls	32	+	0.7430	0.6602	.3635185	0.8761
kmacqpr	32	+	0.7021	0.6080	.3699895	0.8802
tranzls	32	+	0.7256	0.6453	.3718222	0.8771
kmconpr	32	+	0.6789	0.5986	.3864926	0.8804
lzfails	32	+	0.8593	0.8178	.3573934	0.8657
kmshapr	32	+	0.6308	0.5505	.3987815	0.8835
demcrl	32	+	0.5706	0.4887	.4106784	0.8871
kmapppr	32	+	0.7430	0.6602	.3635185	0.8761
authtls	32	+	0.7021	0.6080	.3699895	0.8802
kmpropr	32	+	0.7256	0.6453	.3718222	0.8771
Test scale					.3764006	0.8893

Source: Stata output of pilot survey data, 2023.

From Table 3.3, it can be observed that the reliability coefficients are above the 0.7 benchmark. Favorable reliable scores were obtained from all items in general. The estimation reported acceptable internal consistency, thus testifying high reproducibility.

Model Specification

Since the study examined the impact of the causal model among many independent variables against one dependent variable (employee job performance), multiple regression analysis will be correctly applied as test statistics. The multiple regression model is specified. To further simplify this equation, the variables in this study are juxtaposed to fit the model. Therefore, the equation (1) and (2) is expanded as:

Knowledge Management is a function of leadership style

KM (KMACQPR, KMCONPR, KMSHAPR, KMAPPPR, KMPROPR) ...equation 2

LS (TRANSLS, TRANZLS, LZFAILS, DEMCRL, AUTHTLS) equation 3

Putting equation 2 and 3, we have a linear regression model as follow

$$KM\bar{A}CQPR = \alpha_1 + \beta_1 \text{TRANSLS} + u_1 \dots \text{equation 4}$$

$$KMCONPR = \alpha_2 + \beta_2 TRANZLS + u_2 \quad \dots \quad \text{equation 5}$$

KMAPPPR = $\alpha_4 + \beta_4$ DEMCRL + u4 equation 7

$$KMPROPR = \alpha_5 + \beta_5 \text{AUTHTLS} + u_5 \dots \text{equation 8}$$

Where:

TRANSLS = Transformational Leadership Style

TRANZLS = Transactional Leadership Style

LZFAILS = LaissezFaire Leadership Style

DEMCRSL = Democratic leadership Style

AUTHTLS = Authoritarian Leadership

KMACQPR = KM Acquisition Process

KMCONPR = KM Conversion Proc

KMSHAPR = KM Sharing Process

KMAPPPR = KM Application Process

KMPROPR = KM Protection Pro

$\beta_1 - \beta_n$ = Regression

4: Results and Discussion

Table 4.1.2 Demographic Profile of Respondents

Options	Frequency	Percentage
Gender		
Male	189	59.1
Female	131	40.9
Total	320	100
Age		
18-28 years	45	14
29-39 years	116	36.3
40-50 years	135	42.2
Above 50 years	24	7.5
Total	320	100
Marital Status		
Single	58	18.1
Married	186	58.1
Separated	42	13.1
Divorced	22	6.9
Widowed	12	3.8
Total	320	100
Highest Educational Qualification		
WASCE	10	3.1
OND/NCE	74	23.1
HND/B.Sc.	129	40.3
MBA/MSc.	49	15.3
Ph.D.	58	18.1
Total	320	100
Staff category		
Academic staff	252	78.7
Non-academic staff	68	21.3
Total	320	100

Source: computed from field survey data, 2023

Analysis of Data

Table 4.2.1: Autocratic leadership style

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
1	My leader.....	25	7.8	30	9.4	59	18.4	107	33.4	99	30.9
2	Feels that employees need to be supervised closely, or they are not likely to do their work.	15	4.7	42	13.1	56	17.5	120	37.5	87	27.2
3	Feels that most employees in the general population are lazy.	-	-	63	19.7	78	24.4	102	31.9	77	24
4	Gives rewards or punishments in order to motivate employees to achieve organizational objectives.	-	-	12	3.7	52	16.3	39	12.2	112	35
5	Makes most employees feel insecure about their work and need direction.	-	-	12	3.7	52	16.3	39	12.2	112	35
6	Is the chief judge of the achievements of the members of the group.	-	-	59	18.4	55	17.2	92	28.8	114	35.6
7	Give orders and clarify procedures.	28	8.7	70	21.9	87	27.2	102	31.9	33	10.3

Source: Analysis of Field Survey, 2023

Table 4.2.2: Democratic leadership style

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		No	%	No	%	No	%	No	%	No	%
7	My leader.....	No	-	40	12.5	88	27.5	86	26.9	106	33.1
8	Allows employees want to be a part - of the decisionmaking process.	-	-	40	12.5	88	27.5	86	26.9	106	33.1
9	provides guidance without pressure	22	6.9	58	18.1	57	17.8	95	29.7	88	27.5
10	give supportive communication to- workers	-	-	33	10.3	40	12.5	120	37.5	127	39.7
11	helps subordinates accept responsibility for completing their work	15	4.7	77	24	49	15.3	89	27.8	90	28.1
12	helps subordinates find their "passion."	10	3.1	32	10	87	27.2	96	30	95	29.7
13	Believes that people are basically competent and if given a task will do a good job.	14	4.4	37	11.6	40	12.5	111	34.7	118	36.8

Source: Analysis of Field Survey, 2023

Table 4.2.3: laissez faire leadership style

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
13	My leader.....	No	-	22	6.9	47	14.7	135	42.2	116	36.2
14	let subordinates work problems out on their own in complex situations	-	-	22	6.9	47	14.7	135	42.2	116	36.2
15	Stay out of the way of subordinates as they do their work.	8	2.5	57	17.8	88	27.5	80	25	87	27.2
16	allow subordinates to appraise their own work as a rule,	17	5.3	40	12.5	69	21.5	92	28.8	102	31.9
17	give subordinates complete freedom to solve problems on their own	26	8.1	41	12.8	56	17.5	99	30.9	98	30.6
18	give subordinates little input in most situations.	-	-	77	24	60	18.8	87	27.2	96	30
19	Feel it is best to leave subordinates alone.	15	4.7	62	19.4	56	17.5	105	32.8	82	25.6

Source: Analysis of Field Survey, 2023

Table 4.2.4: transformational leadership style

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
19	My leader.....	4	1.2	35	10.9	56	17.5	116	36.3	109	34
20	Instills pride in me	6	1.9	27	8.4	47	14.7	128	40	112	35
21	Spends time teaching and coaching	-	13	4.1	67	20.9	115	35.9	125	39.1	
22	Considers moral and ethical-consequences	-	-	60	18.8	77	24	35	10.9	148	46.3
23	Views me as having different needs, abilities, and aspirations	12	3.7	27	8.4	55	17.2	137	42.8	89	27.8
24	Encourages me to perform	15	4.7	26	8.1	37	11.6	140	43.7	102	31.9
25	Increases my motivation	-	-	28	8.7	60	18.8	98	30.6	134	41.9
26	Encourages me to think more creatively	8	2.5	32	10	59	18.4	107	33.4	114	35.6
27	Sets challenging standards	15	4.7	42	13.1	56	17.5	120	37.5	87	27.2
28	Encourages me to rethink never-questioned ideas	12	3.7	52	16.3	39	12.2	112	35	105	32.8

Source: Analysis of Field Survey 2023

Table 4.2.5: Transactional leadership style

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
29	My leader.....	25	7.8	30	9.4	59	18.4	107	33.4	99	30.9
30	Instills pride in me	-	-	63	19.7	78	24.4	102	31.9	77	24
31	Encourages me to perform	28	8.7	70	21.9	87	27.2	102	31.9	33	10.3
32	Encourages me to think more creatively	-	-	59	18.4	55	17.2	92	28.8	114	35.6
33	Sets challenging standards	22	6.9	58	18.1	57	17.8	95	29.7	88	27.5

Source: Analysis of Field Survey, 2023

Table 4.2.6: KM acquisition process

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		No	%	No	%	No	%	No	%	No	%
34	My organization.....										
35	Has processes for acquiring knowledge about our customers.	85	26.6	51	15.9	15	4.7	90	28.1	79	24.7
36	Has processes for generating new knowledge from existing knowledge.	60	18.7	43	13.4	34	10.6	102	31.9	81	25.3
37	Has processes for acquiring knowledge about our suppliers.	62	19.4	72	22.5	65	20.3	72	22.5	49	15.3
38	Uses feedback from projects to improve subsequent projects.	19	15.3	84	26.3	52	16.3	75	23.4	60	18.7
39	Has processes for distributing knowledge throughout the organization.	-	-	63	19.7	78	24.4	102	31.9	77	24
40	Has processes for exchanging knowledge with our business partners.	-	-	59	18.4	55	17.2	92	28.8	114	35.6
41	Has processes for inter-organizational collaboration.	48	15.0	45	14.1	47	14.7	86	26.8	94	29.4
42	Has processes for acquiring knowledge about new products/services within our industry.	71	22.2	38	11.9	72	22.5	60	18.7	79	24.7
43	Has processes for acquiring knowledge about competitors within our industry.	8	2.5	24	7.5	121	37.8	146	45.6	21	6.6
44	Has processes for benchmarking performance.	79	24.7	49	15.3	46	14.4	76	23.7	70	21.8
45	Has teams devoted to identifying best practices.	5	1.6	47	14.7	98	30.6	107	33.4	63	19.7
	Has processes for exchanging knowledge between individuals.	7	2.2	15	4.7	178	55.6	39	12.2	81	25.3

Source: Analysis of Field Survey, 2023

Table 4.2.7: KM conversion process

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
46	My organization.....	25	7.8	30	9.4	59	18.4	107	33.4	99	30.9
47	Has processes to convert knowledge	12	3.7	52	16.3	39	12.2	112	35	105	32.8
48	Has processes that enable knowledge conversion and protect it from inappropriate use outside the organization.	-		63	19.7	78	24.4	102	31.9	77	24
49	Knowledge that is complicated is clearly explained.	-		59	18.4	55	17.2	92	28.8	114	35.6
50	Clearly communicates the importance of converting knowledge.	-		28	8.7	70	21.9	87	27.2	102	31.9
51	Has incentives that encourage the conversion of knowledge.	32	10.0	29	9.1	51	15.9	83	25.9	125	39.1
52	Has technology that facilitates knowledge conversion.	-		40	12.5	88	27.5	86	26.9	106	33.1

Source: Analysis of Field Survey, 2023

Table 4.2.8: KM sharing process

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		No	%	No	%	No	%	No	%	No	%
53	My organization.....										
53	Has processes for converting knowledge into the design of new products/services.	14	4.4	37	11.6	40	12.5	111	34.7	118	36.8
54	Has processes for converting competitive intelligence into plans of action.	-		33	10.3	40	12.5	120	37.5	127	39.7
55	Has processes for filtering knowledge.	10	3.1	32	10	87	27.2	96	30	95	29.7
56	Has processes for transferring organizational knowledge to individuals.	15	4.7	77	24	49	15.3	89	27.8	90	28.1
57	Has processes to absorb knowledge from individuals into the organization	26	8.1	41	12.8	56	17.5	99	30.9	98	30.6
58	Has processes for absorbing knowledge from business partners into the organization.	-		77	24	60	18.8	87	27.2	96	30
59	Has processes for distributing knowledge throughout the organization.	15	4.7	62	19.4	56	17.5	105	32.8	82	25.6
60	Has processes for integrating different sources and types of knowledge.	-		22	6.9	47	14.7	135	42.2	116	36.2
61	Has processes for organizing knowledge	16	5.0	82	25.6	37	11.6	94	29.4	91	28.4
62	Has processes for replacing outdated knowledge.	62	19.4	94	29.4	55	17.2	48	15	61	19.0

Source: Analysis of Field Survey, 2023

Table 4.2.9: KM application process

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		No	%	No	%	No	%	No	%	No	%
	My organization.....										
63	Has processes for applying knowledge learned from mistakes.	8	2.5	57	17.8	88	27.5	80	25	87	27.2
64	Has processes for applying knowledge learned from experiences.	17	5.3	40	12.5	69	21.5	92	28.8	102	31.9
65	Has processes for using knowledge in development of new products/ services.	15	4.7	62	19.4	56	17.5	105	32.8	82	25.6
66	Has processes for using knowledge to solve new problems.	26	8.1	41	12.8	56	17.5	99	30.9	98	30.6
67	Matches sources of knowledge to problems	-		77	24	60	18.8	87	27.2	96	30

	and challenges.										
68	Uses knowledge to improve efficiency.	6	1.9	27	8.4	47	14.7	128	40	112	35
69	Uses knowledge to adjust strategic direction.	-	13	4.1	67	20.9	115	35.9	125	39.1	
70	Is able to locate and apply knowledge to changing competitive conditions.	12	3.7	27	8.4	55	17.2	137	42.8	89	27.8
71	Makes knowledge accessible to those who need it.	15	4.7	42	13.1	56	17.5	120	37.5	87	27.2
72	Takes advantage of new knowledge.	12	3.7	52	16.3	39	12.2	112	35	105	32.8
73	Quickly applies knowledge to critical competitive needs.	-	98	30.6	85	26.6	66	20.6	71	22.2	
74	Quickly links sources of knowledge in solving problems.	30	9.4	55	17.2	72	22.5	53	16.5	110	34.4

Source: Analysis of Field Survey, 2023

Table 4.2.10: KM protection process

S/N	Questionnaire Items	U(1)		SD (2)		D (3)		A(4)		SA (5)	
		Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
75	Has processes to protect knowledge from inappropriate use inside the organization	4	1.2	35	10.9	56	17.5	116	36.3	109	34
76	Has processes to protect knowledge from inappropriate use outside the organization	-	60	18.8	77	24	35	10.9	148	46.3	
77	Has processes to protect knowledge from theft from within the organization	15	4.7	26	8.1	37	11.6	140	43.7	102	31.9
78	Has processes to protect knowledge from theft from outside the organization	-	28	8.7	60	18.8	98	30.6	134	41.9	
79	Has incentives that encourage the protection of knowledge	16	5.0	82	25.6	37	11.6	94	29.4	91	28.4
80	Has technology that restricts access to some sources of information	62	19.4	94	29.4	55	17.2	48	15	61	19.0
81	Has extensive policies and/or-procedures for protecting trade secrets and knowledge embedded in individuals	-	98	30.6	85	26.6	66	20.6	71	22.2	

Source: Analysis of Field Survey, 2023

Table 4.2.11: Descriptive characteristic of data collected

variable	mean	p50	max	min	N
transls	3.790625	4	5	1	320
kmacqpr	3.659375	4	5	1	320
tranzls	3.8375	4	5	1	320
kmconpr	3.875	4	5	1	320
lzfails	4.13125	4	5	2	320
kmshapr	4.1375	4	5	2	320
demcrl	4.2	4	5	1	320
kmapprr	3.790625	4	5	1	320
authtls	3.659375	4	5	1	320
kmpopr	3.8375	4	5	1	320

Source: Researcher's computation (using Stata version 13.0)

Table 4.2.11 shows the descriptive properties of the data set used for the analysis, the constructs have a maximum value of 5 indicating that the respondents always experience or encounter at some point for all the questions asked, while the minimum of 1 for the constructs except-laissez faire leadership style and KM application process with a minimum of 2. On the average, the respondent chooses 4 (agree). The descriptive statistics Table further shows that the sample size of 320 respondents was sampled (n = 320).

Table 4.2.12:Normality Test

Variable	Obs	Skewness/Kurtosis tests for Normality			----- joint -----	
		Pr(Skewness)	Pr(Kurtosis)	adj	chi2(2)	Prob>chi2
transls	320	0.0000	0.1240	30.18	0.0000	
kmacqpr	320	0.0000	0.0085	19.95	0.0000	
tranzls	320	0.0000	0.0002	52.05	0.0000	
kmconpr	320	0.0000	0.0004	46.57	0.0000	
lzfails	320	0.0000	0.2272	28.72	0.0000	
kmshapr	320	0.0000	0.1222	23.47	0.0000	
demcrl	320	0.0000	0.0001	42.75	0.0000	
kmapprr	320	0.0000	0.1240	30.18	0.0000	
authtls	320	0.0000	0.0085	19.95	0.0000	
kmpropr	320	0.0000	0.0002	52.05	0.0000	

Source: Researcher's computation (using Stata version 13.0)

The result of the normality test is shown in Table 4.2.12 which shows that all the variables are normally distributed at 5% level of significance. Hence, any recommendations made to a very large extent would represent the characteristics of the population of the study.

Table 4.2.13 Correlations among the dimensions of study variables

	transls	kmacqpr	tranzls	kmconpr	lzfails	kmshapr	demcrl	kmapprr	authtls	kmpropr
transls	1.0000									
kmacqpr	0.2877	1.0000								
tranzls	0.4580	0.3215	1.0000							
kmconpr	0.4031	0.4838	0.3564	1.0000						
lzfails	0.6216	0.5151	0.5690	0.6199	1.0000					
kmshapr	0.3463	0.3605	0.3276	0.4030	0.6065	1.0000				
demcrl	0.3178	0.2938	0.3032	0.3548	0.5039	0.5795	1.0000			
kmapprr	0.43122	0.2877	0.4580	0.4031	0.6216	0.3463	0.3178	1.0000		
authtls	0.2877	0.3224	0.3215	0.4838	0.5151	0.3605	0.2938	0.2877	1.0000	
kmpropr	0.4580	0.3215	0.3034	0.3564	0.5690	0.3276	0.3032	0.4580	0.3215	1.0000

Correlation is significant at the 0.05 level (2 tailed)

Source: Researcher's computation (using Stata version 13.0)

The result in Table 4.2.13, reveals that there is a positive correlation analysis involving the dimensions of the leadership styles and knowledge management. For instance, the transformational leadership style has a weak positive correlation with the KM acquisition process ($r=0.2877$), the KM conversion process has a moderate positive correlation with the autocratic leadership style ($r=0.4839$) and KM sharing process has a fairly strong positive correlation with the democratic leadership style ($r=0.5795$). Overall, the dimensions of the independent variable maintained a positive correlation with that of the dependent variable.

4.3 Test of Hypotheses

Decision Rule

Ordinary least square (OLS) simple regression analysis was employed as an analytical tool for testing the hypothesis formulated. The null hypotheses advanced as tentative answers to the research questions of the present study were tested to see whether they were supported by the empirical data or not.

Level of Significance

The null hypotheses shall be accepted if the p-value (calculated value) is greater than ($>$) the established level of significance (critical value) and to reject the null hypotheses if it is less than ($<$) the critical value. In addition, Gujarati and Porter, (2009) opined that the level of significant p-value of 0.05 and above is a condition for accepting the alternate hypothesis (H_1). But if otherwise, that is p-value less than 0.05 is the condition for rejecting the alternate hypothesis (H_0).

Table 4.3.1: Transformational leadership style(dependent Variable) on knowledge acquisition (dependent Variable)

Source	SS	df	MS	Number of obs	=	320
Model	27.4622031	1	27.4622031	F(1, 318)	=	28.69
Residual	304.409672	318	.957263119	Prob > F	=	0.0000
Total	331.871875	319	1.04035071	R-squared	=	0.0827
				Adj R-squared	=	0.0799
				Root MSE	=	.9784

kmacqpr	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
transls	.2915985	.0544419	5.36	0.000	.1844867 .3987104
_cons	2.554034	.2134937	11.96	0.000	2.133996 2.974073

Source: Researcher's computation (using Stata version 13.0)

H_0 : Transformational leadership style has no positive relationship with Knowledge Acquisition.

The regression result output in Table 4.3.1 shows that transformational leadership style has a significant and positive relationship with knowledge acquisition (Coef. 0.2915, $p = 0.000$), the p -values for transformational leadership style are less than 0.05, hence, we reject the null hypothesis and accept the alternate hypothesis, which states that transformational leadership style has a significant and positive relationship with knowledge acquisition in Federal Universities in South-South Nigeria.

Furthermore, it can be seen from the table that the R^2 (coefficient of determination) value of 0.082 shows that 8.2% of the variance in knowledge acquisition is accounted for by transformational leadership style.

Table 4.3.2: Transactional leadership style (independent Variable) on knowledge conversion (dependent Variable)

Source	SS	df	MS	Number of obs	=	320
Model	29.0898597	1	29.0898597	F(1, 318)	=	46.27
Residual	199.91014	318	.62864824	Prob > F	=	0.0000
				R-squared	=	0.1270
				Adj R-squared	=	0.1243
Total	229	319	.717868339	Root MSE	=	.79287
<hr/>						
kmconpr	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
tranzls	.3214349	.0472526	6.80	0.000	.2284676	.4144022
_cons	2.641494	.1866704	14.15	0.000	2.274229	3.008758

Source: Researcher's computation (using Stata version 13.0)

H_0_2 : Transactional leadership style has no positive relationship with Knowledge Conversion.

The regression result output in Table 4.3.2 shows that transactional leadership style has a significant and positive relationship with knowledge conversion (Coef. 0.3214, $p = 0.000$), the p-values for transactional leadership style is less than 0.05, hence, we reject the null hypothesis and accept the alternate, which state that transactional leadership style has a significant and positive relationship with knowledge conversion in Federal Universities in South-South Nigeria.

Furthermore, it can be seen from the table that the R^2 (coefficient of determination) value of 0.127 shows that 12.7% of the variance in knowledge conversion is accounted for by transactional leadership style.

Table 4.3.3 Laissez faire leadership style (independent Variable) on knowledge application (dependent Variable)

Source	SS	df	MS	Number of obs	=	320
Model	70.6130372	1	70.6130372	$F(1, 318)$	=	185.06
Residual	121.336963	318	.381562776	Prob > F	=	0.0000
				R-squared	=	0.3679
				Adj R-squared	=	0.3659
Total	191.95	319	.601724138	Root MSE	=	.61771
<hr/>						
kmshapr	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
lzfails	.5464348	.0401679	13.60	0.000	.4674064	.6254632
_cons	1.880041	.1694982	11.09	0.000	1.546562	2.213521

Source: Researcher's computation (using Stata version 13.0)

H_0_3 : Laissez-faire Leadership Style has no positive relationship with Knowledge Application.

The regression result output in Table 4.3.3 reveals that laissez-faire leadership style has a significant and positive relationship with knowledge application (Coef. 0.5464, $p = 0.000$), the p-values for laissez faire leadership style is less

than 0.05, hence, we reject the null hypothesis and accept the alternate, which state that laissez faire leadership style has a significant and positive relationship with knowledge application in Federal Universities in South-South Nigeria.

Furthermore, it can be seen from the table that the R^2 (coefficient of determination) value of 0.367 shows that 36.7% of variance in knowledge application is accounted for by variance in laissez faire leadership style.

Table 4.3.4: Democratic leadership style (independent Variable) on knowledge protection (dependent Variable)

Source	SS	df	MS	Number of obs	=	320
Model	32.6123487	1	32.6123487	F(1, 318)	=	35.72
Residual	290.359526	318	.913080271	Prob > F	=	0.0000
				R-squared	=	0.1010
				Adj R-squared	=	0.0981
Total	322.971875	319	1.01245102	Root MSE	=	.95555
<hr/>						
kmapprr	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
demcrl	.4443099	.0743446	5.98	0.000	.2980405	.5905794
_cons	1.924523	.3167835	6.08	0.000	1.301267	2.54778

Source: Researcher's computation (using Stata version 13.0)

H_0 : Democratic Leadership Style has no positive relationship with Knowledge Protection.

The regression result output in Table 4.3.4 shows that democratic leadership style has a significant and positive relationship with knowledge protection (Coef. 0.4443, $p = 0.000$), since the p-values for democratic leadership style is less than 0.05, we reject the null hypothesis and accept the alternate, which state that democratic leadership style has a significant and positive relationship with knowledge protection in Federal Universities in South-South Nigeria.

Additionally, from the table the R^2 (coefficient of determination) value of 0.101 shows that 10.1% of variance in knowledge protection is brought about by the democratic leadership style.

Table 4.3.5: Autocratic leadership style(independent Variable) on knowledge sharing (dependent Variable)

Source	SS	df	MS	Number of obs	=	320
Model	29.1089224	1	29.1089224	F(1, 318)	=	36.67
Residual	252.441078	318	.793839867	Prob > F	=	0.0000
				R-squared	=	0.1034
				Adj R-squared	=	0.1006
Total	281.55	319	.882601881	Root MSE	=	.89098
<hr/>						
kmprop	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
authtls	.296161	.0489081	6.06	0.000	.1999365	.3923854
_cons	2.753736	.1857745	14.82	0.000	2.388233	3.119238

Source: Researcher's computation (using Stata version 13.0)

H_0 : Autocratic leadership Style has no positive relationship with Knowledge Sharing. The regression result output in table 4.3.5 shows that autocratic leadership style has a significant and positive relationship with knowledge sharing (Coef. 0.2961, $p = 0.000$), since the p -values for autocratic leadership style is less than 0.05, we reject the null hypothesis and accept the alternate, which state that autocratic leadership style has a significant and positive relationship with knowledge sharing in Federal Universities in South-South Nigeria. Additionally, from the table the R^2 (coefficient of determination) value of 0.103 shows that 10.3% of variance in knowledge sharing is brought about by autocratic leadership style.

4.4 Discussion of Results

4.4.1 Transformational Leadership Style and Knowledge Acquisition

The test of hypotheses above showed that transformational leadership style has

a significant and positive relationship with knowledge acquisition (Coef. 0.2915, $p = 0.000$), with the p-values for transformational leadership style less than 0.05, this led to the acceptance of the formulated alternate hypothesis, implying that the two variables move in same direction such that when transformational leadership style is on the increase, there is increase in knowledge acquisition process of Federal Universities in South-South Nigeria. Similarly, when transformational leadership style is on the decrease, there is a decrease in the knowledge acquisition process of Federal Universities in South-South and South-East Nigeria.

This finding is in alignment with Lopez and Esteves (2012) observation that transformational leaders' role of mentoring followers enables followers to acquire knowledge useful to carry out their tasks. Similarly, findings from Politis (2002) study also proved that transformational leadership behaviors, particularly inspirational motivation and intellectual stimulation are positively related to knowledge acquisition.

4.4.2 Transactional Leadership Style and Knowledge Conversion

The result shows that transactional leadership style has a significant and positive relationship with knowledge conversion (Coef. 0.32142, $p = 0.000$), the p-value for transactional leadership style is less than 0.05, therefore, we accepted the alternate hypothesis. What this means is that when there is a rise in the adoption of the transactional leadership style in the selected universities, there is also growth in the knowledge conversion process of Federal Universities in South-South Nigeria and vice versa.

The finding is also supported by Hussain, et al. (2017) report that a leader's transactional behavior has the tendency to trigger knowledge conversion through its explanation about the target to reach. Furthermore, Tseng (2010)

emphasized that in transactional leadership style, the social interactions between groups of individuals allow for the exchange of ideas and conversion of knowledge from individual to team level.

4.4.3 Laissez-Faire Leadership Style and Knowledge Application

The regression result output shows that laissez-faire leadership style has a significant and positive relationship with knowledge application (Coef. 0.5464, p = 0.000), since the p-values for laissez faire leadership style is less than 0.05, we rejected the null hypothesis and accepted the alternate. This implies that when the usage of laissez faire leadership style is on the increase, there is a knowledge application process of Federal Universities in South-South Nigeria and the other way around.

This is in consonant with Cherry's (2022) assertion that adopting a laissez-faire Leadership Style in a team full of highly skilled and experienced people, enables the group experts to apply their knowledge and to work independently. This is further supported by Zack's (1999), discovery that laissez faire leadership style is associated with the ability of individuals in an organization to use knowledge, locate, access, and use information and knowledge stored in the formal and informal organization of memory systems.

4.4.4 Democratic leadership style and knowledge protection

The result reveals that democratic leadership style has a significant and positive relationship with knowledge protection (Coef. 0.4443, p = 0.000), since the p-value for democratic leadership style is less than 0.05, we rejected the null hypothesis and accepted the alternate. In a sense, it means that if there is a proliferation in democratic leadership style adoption, the knowledge protection process is going to improve in Federal Universities in South-South and South-East Nigeria. On the other side, when there is less adoption of the

democratic leadership style, knowledge protection will be affected unfavorably.

This finding concurs with Liebeskind's (1996) argument that through participative leadership firms possess specific capabilities that allow them to protect their knowledge from expropriation and imitation more effectively than market contracting. In addition, Sadia and Aman (2018) discovered that by encouraging subordinates to share their ideas; democratic leadership styles can lead to better ideas and innovative solutions to problems. Thus, organization seek to protect the knowledge they have in a way that is beneficial and detrimental to them.

4.4.5 Autocratic Leadership Style and Knowledge Sharing

The finding also shows that autocratic leadership style has a significant and positive relationship with knowledge sharing (Coef. 0.2961, p = 0.00), the p-value for autocratic leadership style is less than 0.05, hence, acceptance of the alternate hypothesis. What this means is that when there is improvement in autocratic leadership style, there is also an increase in the knowledge-sharing process of Federal Universities in South-South and South-East Nigeria and vice versa.

This outcome is in line with Jiang and Chen's (2021) postulation that autocratic leadership style is generally considered helpful for team knowledge sharing. Armstrong (2012) position that autocratic leadership may be useful in emergency situations where there is a homogeneous workforce, where the leader is wise, fair and has a good understanding of the followers also lends support to this.

Conclusion and Recommendations

The study aimed to investigate the effect of leadership styles on knowledge management of Federal Universities in South-South Nigeria. In light of the foregoing findings noted, the relevant conclusions are stated as follows;

Transformational leaders are known to possess qualities that help build up their subordinates' understanding and way of acquiring knowledge which are deployed to solve the problems faced in the course of carrying out work activities.

The use of rewards and recognitions are strategic arsenals that are used by leaders to facilitate the transition of tacit knowledge into explicit knowledge for broader organizational activities.

When subordinates who have the capacity to work independently and engage in creative thinking are provided autonomy and little guidance by a leader, knowledge is applied to the maximum limit.

By giving subordinates and employees to have input in decision-making and work procedures is one of the surest means of protecting the valuable knowledge and intellectual property of the organization.

In an organizational setting, where there is an urgent need to control the exchange and flow of information among teams, an autocratic leadership style is often effective.

Most importantly, the situational theory of leadership propounded by Hersey and Blanchard in 1969 suggests that there is no best style of leadership and that the situation determines the most appropriate style of leadership to adopt. A leader should base his or her level of task- task-relationship behavior on the

ability and willingness of employees. Employees may have either high or low ability/ willingness which could be clearly identified by a good leader.

Recommendations

1. Leaders should apply different leadership styles to suit the situation they find themselves as there is no best style of leadership.
2. The ability and willingness of the employees must be considered to know the level of experience they have acquired and the appropriate leadership styles
3. For knowledge acquisition to be effective, the leader should ensure that training methods match the learning needs and preferences of the subordinates.
4. Organizational leaders should develop a technique for building knowledge bases and use team incentives that encourage people to share what they know so that others.
5. To enhance the full use of knowledge, appropriate resources and regular constructive feedback should be provided to subordinates who are working more independently.
6. Top executives must establish uniform processes for assessing each member's opinions and inputs to ensure they are all considered in order to retain valuable knowledge.
7. When giving out direction or delegating tasks, the autocratic leader should clearly outline expectations and processes for completing the tasks so that those involved can perform at the highest level.

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