

Impacts of Knowledge Sharing on Students Learning Outcomes in Public Higher Educational Institutions in Imo State

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Abstract: *This paper investigated the impacts of knowledge sharing on students learning outcomes in public higher educational institutions in Imo state. Descriptive survey research design was adopted for the study. One research question guided the study. Population of the study is 8,000 which comprised 3500 male and 4500 female students of Federal poly technic Nekede Owerri Imo state. 35 male students each were selected from Accountancy and Business Administration departments of Federal Polytechnic Nekede Owerri Imo state. On the other hand, 40 and female students each were selected from Architecture and Civil Engineering departments of Federal Polytechnic Owerri Imo state using stratified random sampling techniques. This gave a sample size of 155 students. Instrument used for data collection was a researcher developed questionnaire "titled impacts of knowledge sharing on students learning outcomes in public higher educational institutions in Imo state, was used with four rating scale of strongly agree, agree, dis agree and strongly disagree. Validation of the instrument was carried out by two specialists from department of Business Education, Madonna University Okija campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of the instrument at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. A total of 155 questionnaires were administered to students with the help of two research assistants and a total of 155 questionnaires were returned non- got missed. Mean scores were used to analyze the data. The finding from this study reveals that students engaged themselves in group discussions, group survey, turn to your partner, think/ pair / share, write/pair/share, Jigsaw, field trip, seminar, hands on learning, and project writing. These methods of knowledge sharing enabled students to engage themselves actively in their studies. It was recommended from this study that government should provide adequate teaching and learning facilities and equipment in public higher educational institutions. This would enable students achieve better learning outcomes and measure up academically with their mates in Diasporas countries of the world. It was also, recommended from this study that students should engage actively with their studies and stop engaging in discussions outside their learning. These would make students to develop active concentration in their studies.*

Keywords: Importance of Knowledge Sharing among Staff in Organizations, Knowledge Sharing in Public University's Classroom, Knowledge Sharing in Public University's Classroom, Knowledge Sharing among Students in Modern Classroom and Students Comfort learning Zones, Efficacy of Knowledge Sharing among Students.

Introduction

Knowledge has been very remarkable for societal growth and development. Effective knowledge sharing is a means of creating spirit of togetherness among groups in the whole world (Barseghian, 2011 & Cisco, 2008). In non-school organizations, knowledge sharing is imperative for actualizing goals, without it, organizations will wallow in confusions, ineffective service delivery and underdevelopment.

Knowledge sharing is embedded in acquisition of ideas, facts and skills that changes individual behavior in a positive way. It is a means of discarding the old practices and embracement of new practices that are rooted on facts, ideas, theories and practical (Clifford 2010 & Hallberg 2010). Nations that spent their resources on intellectual development of their citizens are greater than countries that spent their resources to encourage over population. No nation can boast of their economy without being emphatic on effective knowledge sharing for continued manpower development. Knowledge is power though, encompassing but rewarding at last. It changes or reforms an individual in a positive way. Knowledge is the pillar in which various countries spent their resources to actualize their economic dreams in a positive way. Knowledge sharing innovates, stabilize organizations. It is a means of setting the pace for other groups to emulate. Knowledge is the mirror, score card or the lens in which various nations of the world can see the gains of the future (Anyogu, 2021). Knowledge sharing is imperative for both peaceful and dynamic environment.

Importance of Knowledge Sharing among Staff in Organizations

Knowledge sharing started from the time medieval age to this new age. In public and private organizations, knowledge sharing is a platform for engaging staff about the goals of their organization. It is a means of actualizing effective production and creating

formidable union. Periodic meetings, conferencing and workshops are platforms for effective knowledge sharing in organizations. It encourages raves of ideas in organizations. It is a medium in which small, medium and large scale organizations sensitize their staff for effective service delivery and production. Organization uses meetings, conferences, symposiums to ensure that their staffs are not kept behind with the new standards, practices or conventions prevailing in formal organizations. In distributive outlets, knowledge sharing is a means of extracting facts, ideas about the taste, quality of certain products. In manufacturing organizations, knowledge sharing is a medium for sharing information for effective staff training and development. (Amstrong, 2013). Effective knowledge sharing helps manufacturing organizations to know consumers likes and dislike for effective production and distribution of goods to final consumers (Brayn, 2021).

Knowledge Sharing in Public University's Classroom

In educational institutions, knowledge sharing among students is imperative for students' academic success. Classroom, knowledge is shared under the auspices of a teacher or a lecturer. Classroom is a place where the success and failures of students are ignited and sustained (Nosiri, 2007). Classrooms for all intents and purposes are places where learners reason together. It is a place where a lecturer has full control of students. Knowledge sharing in the classroom do not take place in an atmosphere of rowdy or noise making. It takes place in a well- planned and coordinated classroom by a lecturer or group of lecturers.

Types of Classroom

In this era of knowledge explosion with use of modern teaching and learning technologies, some new classrooms have evolved. The traditional classroom is reformed in accordance to the taste of students in this modern age (Horn, 2015 & Lever Duffy, 2011). Modern classrooms includes: Mobile classroom, virtual, flipped and hybrid classroom. For all intents and purposes, modern classrooms are classrooms where students learn at the comfort of their homes, business and comfort zones. Modern classrooms are very imperative for students of this new age because they allows students to have access to new technological learning tools and tap knowledge from the learning tools (Morrison, 2010 & Inyan- Abia, 2004). In developing countries of the world, especially, Nigeria, modern classroom enables students to engage in academic discussions. they enable students to reason together and achieve solutions from questions that enrich their learning (Srinivas, 2014). Modern classrooms enable students to cope in competitive examinations and achieve good academic feats.

Knowledge Sharing among Students in Modern Classroom and Students Comfort Learning Zones

In this era of advancement in teaching and learning facilities and equipment, student collaboratively learn how to navigate with computer assisted learning tools. Students of this generation can swiftly navigate into different icons of their interest with any computer and get reasonable solutions to their learning. In this modern era, students speak the language of ICT with ease. This is because; they are born in this era where use of ICT is in vogue. Students of this new generation only needed little directives from their teachers and lecturers after which they can flow in their learning at ease. They can freely log onto the internet and get avalanche of software learning resources that add values to their seminar presentations, projects and all manners of assignments. They can swiftly raise brainstorming questions and receive instant feedbacks with computer assisted learning mechanisms. In this era, students receive lectures through zoom meeting, whatsapp calls among others. Students make use of Google to get answers or solutions to their learning. The traditional, face to face or teacher directed classrooms has been reformed. Lecturers can post notes discussed in the classroom to students whatsapp, Google meet and receive feedbacks from the same social media learning platforms (Williams & Adesope, 2015). Lap tops, desk tops, pam tops, note books, PCs and handsets are now in vogue adding more values to students learning. Modern learning technologies are efficacious to students learning in this modern technologically driven society. Students can use any of those learning technologies at any time or pace especially, where there are no frequent power outages and internet friendly environment. A big rewarding learning experience has permeated in the lives of students of this modern age. A lot of testimonies abound on use of innovative technologies in teaching and learning. Students, teachers, lecturers and other academicians have tested these enormous benefits with no retrogressions. In this modern time, the contents of lap tops, desk tops, pam tops, and handsets have added values to students learning. They are now the modern pens and papers for teaching and learning (Straw, 2014). Teaching and learning technologies have served as students and lecturers companions perhaps, serving as sleeping mats to students.

In public universities, knowledge sharing is remarkably a medium for creating students invitations to learn in both competitive, personalized or collaborative learning modes (The Center for teaching and Learning 2015 & Christian, 2025). A well- formed study groups is a road map to academic success. High performing students are known as A, B, and C grades students. A well-formed or collaborating study groups is a platform for effective knowledge sharing. It reduces students learning difficulties and crowns students with academic excellence (Christian 2024, 2025).

Efficacy of Knowledge Sharing among Students

Group Discussion: Knowledge sharing encourages cross pollination of ideas. In ideal cases, group discussion platforms where knowledge is shared is coordinated or moderated by teachers in primary and secondary schools. In Universities, it is moderated by a lecturer. In students study groups, knowledge sharing through group discussion is carried out by a student who soar high academically among his or her colleagues.

Group Survey: In group survey, contribution of every member is considered imperative. This ensured that no single member is left behind.

Turn to your Partner: (TTYP): This is the process of sharing knowledge with one another on a concept or different concepts of interest. It is carried out towards solving a given task thus paving way for effective knowledge sharing among students.

Think/Pair/Share: In this process, each member shares their opinion on particular concept of their interest before the general comments from the group or their leader.

Write/ pair/Share: In this type of learning, writing is considered effective for each member before the final moderation by the group.

Jigsaw: This knowledge sharing technique allows each task to be divided into subtasks. Each sub- group completes their tasks or assignments and share the same with other group. This is why there are skills acquired among groups that collaborate and share knowledge together.

Statement of the Problem

Students learn better when they form study group to share knowledge together. In this era, use of ICT to learn has been the rave among students especially in universities located in urban centers. However, lack of steady access to internet, frequent power outages have caused series of backs to students who make use ICT facilities to share knowledge among themselves. On the other hand, high cost of text books have caused students to rely on old texts books that are not adequately rooted to new knowledge students expected. On the other hand, some students have used study group to form false identity or union thus, fermenting evil among themselves thereby denting there image and the image of their universities. Those anti-social activities include: Long film watch, bizarre attitudes, obscene speeches, violence, cultism and pornographic life styles.

Conceptual Framework

The study was carried out with the following major concept.

Concept of Knowledge sharing

In educational institutions, knowledge sharing encourages seriousness and competitions. It enables students to tackle or chisel out their learning difficulties through formation of study groups. Knowledge sharing encourages study culture and make student stand academically high above their mates (Nosiri, 2007). It is a mean of waking the dissident student from academic slumber. In classroom teaching and learning transactions, knowledge sharing gives teachers or lecturers the impetus to raise brainstorming questions and expects immediate answers because they know the ability of their students (Hellen, 2006). Knowledge sharing develops learner's intellect in an educative and learning process (Ogunu, 2000). In classroom teaching and learning transactions, questions raised by a teacher are discussed, solved holistically among study groups or colleagues thus showing signs of maturity and collaborative learning by students (Nkwocha et al 2003 & Christian, 2025). In organizations, knowledge sharing is imperative for effective team building or relationship. Knowledge sharing boosts students morale, gives room for innovation, restores institutional best practices, establishes collaborations among students and improves better decision making among students in learning group (Christian, 2025).

Theoretical Framework

This study is glued from social learning theory of Albert Bandura of (1978).

Albert banduras was of the view that learning is achieved by imitation. Albert bandura adduced that human beings can learn and understand through continuous struggles to acquire knowledge and skills. He further stated that learning is not achieved only in a day but, through several repeated urge and quest to acknowledge and skills, where interactions, collaborations exists. Bandura however, stated that there are four factors that must be present before rewarding learning experiences can be achieved. They include: The observer (learner), teacher (Model), learners attention, proximity or nearness of learners to the teacher or classroom where

learning is taking place or carried out. Bandura affirmed that through repeated struggles to learn with devotion to emulate the model or a teacher, learning is achieved which result to permanent change in the behavior of the learner or learners. Bandura enthused that reinforcement or punishment is not the criteria for sound learning, rather, a learner learns with devotedness when there are no distractions coupled with the quality of equipment and facilities that facilitate learning. The relevance of this theory to this study reveals that learners learn in group in conducive environment where they can comfortably emulate their models especially models that teach them with sound mind or character.

Methods

This paper investigated the impacts of knowledge sharing on students learning outcomes in public higher educational institutions in Imo state. Descriptive survey research design was adopted for the study. One research question guided the study. Population of the study is 8,000 which comprised 3500 males and 4500 female students of Federal poly technic Nekede Owerri Imo state. 35 male students each were selected from Accountancy and Business Administration departments of Federal Polytechnic Nekede Owerri Imo state. On the other hand, 40 male and female' students each were selected from Architecture and Civil Engineering departments of Federal Polytechnic Owerri Imo state using stratified random sampling techniques. This gave a sample size of 155 students. Instrument used for data collection was a researcher developed questionnaire "titled impacts of knowledge sharing on students learning outcomes in public higher educational institutions in Imo state, was used with four rating scale of strongly agree, agree, dis agree and strongly disagree. A validation of the instrument was carried out by two specialists from department of Business Education, Madonna University Okija campus, Anambra State. Cronbach alpha statistics was used to determine the reliability coefficient of the instrument at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. A total of 155 questionnaires were administered to students with the help of two research assistants and a total of 155 questionnaires were returned non- got missed. Mean scores were used to analyze the data.

Results

Research Question one:

What are the series of knowledge sharing mechanisms used by lecturers and students in public higher educational institutions in Imo state?

Item Statement	X	Remarks	X	Remark
S/N				
1. Mostly students engage themselves in group discussion to tap knowledge from their learning.	2.60	Agree	2.70	Agree
2. Project method of learning equip students with knowledge of concepts, theories and methods of projects writing.	2.80	Agree	2.60	Agree
3. Field trip encourages students to develop more insights in their learning.	2.70	Agree	2.60	Agree
4. Students uses group survey of learning to bring solutions to their learning difficulties	2.60	Agree	2.80	Agree
5. Seminar presentations enables Students to ward off stage fright and speak with firmness in public.	2.80	Agree	2.70	Agree
6. Hands on learning encourages students to develop more skills on use of ICT facilities.	2.70	Agree	2.60	Agree
7. Turn to your partner method Method of knowledge sharing	2.90	Agree	2.60	Agree

encourages students to share ideas with one another.

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|---|------|-------|------|-------|
| 8. In study group, students pair/ think think in sub- group before presenting their facts and ideas to the group. | 2.70 | Agree | 2.80 | Agree |
| 9. Knowledge sharing encourages group to engage in individual and collective writing before presentations to the group. | 2.60 | Agree | 2.60 | Agree |
| 10. Students gain rewarded in their through jigsaw learning where activities are shared in groups and later each group gives their presentations. | 2.70 | Agree | 2.70 | Agree |

Test of Scores

The mean scores of the above analysis are: 2.60, 2.70, 2.80 and 2.90. However, the scores were above 2.5 of decision rule. The findings from the analysis revealed that students achieve more rewarding learning experiences from project writing, seminar presentations, hands on learning, talk to your partner, group discussion, write /pair share and Jig saw methods of knowledge sharing thus encouraging more holistic and rewarding learning among students

Discussion of Findings

The findings revealed that knowledge sharing encourages cross pollination of ideas. (Nosiri, 2007), affirmed that knowledge sharing encourages study culture and make student stand academically high above their mates. It is a mean of waking the dissident student from academic slumber. (Hellen 2016) identified that in classroom teaching and learning transactions, knowledge sharing gives teachers or lecturers the impetus to raise brainstorming questions and expects immediate answers because teachers and lecturers knew the ability of their students. on That note, (Ogunu, 2000) opined that knowledge sharing develops learner's intellect in an educative and learning process. (Nkwoch etal, 2003), maintained that in classroom teaching and learning transactions, questions raised by a teacher are discussed, solved holistically among study groups or colleagues thus showing signs of maturity and collaborative learning by students. (Christian, 2025) adduced that in organizations, knowledge sharing is imperative for effective team building or relationship. Knowledge sharing boosts students morale, gives room for innovation, restores institutional best practices, establishes collaborations among students and improves better decision making among students in learning group.

Recommendations

1. Regular orientations on knowledge sharing should be given to students. This would enable students participate actively with their mates in public universities in Nigeria.
2. Students should take their studies very serious through formation of study groups. This would enable students achieve good academic feats in their educational endeavours.

Conclusion

Knowledge sharing is a mean of collaborating or creating study groups among students. Date backs from history of collaborative learning, in Nigeria and in the whole world, knowledge sharing among students helps students to achieve good grades. Formation of study group where knowledge is shared, reduces laxity, loafing and enkindles spirit of togetherness where learning difficulties are tackled holistically with intellectually motivating answers.

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