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EXPECTATION AS AN INFLUENCING FACTOR ON PSYCHOLOGICAL CONTRACT AND KNOWLEDGE MANAGEMENT PRACTICES: A CASE OF INDUSTRIES IN OLUYOLE LOCAL GOVERNMENT, OYO STATE, NIGERIA

OLUWASEGUN TUNDE ODUNLAMI

MASTER'S THESIS

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ACCEPTANCE/APPROVAL

We as the jury members certify the 'EXPECTATION AS AN INFLUENCING FACTOR ON PSYCHOLOGICAL CONTRACT AND KNOWLEDGE MANAGEMENT PRACTICES: A CASE OF INDUSTRIES IN OLUYOLE LOCAL GOVERNMENT, OYO STATE, NIGERIA' prepared by the OLUWASEGUN TUNDE ODUNLAMI defended on 25/06/2021 has been found satisfactory for the award of degree of Master

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I OLUWASEGUN TUNDE ODUNLAMI, hereby declare that this dissertation entitled 'Expectation as An Influencing Factor on Psychological Contract and Knowledge Management Practices: A Case of Industries in Oluyole Local Government Area, Oyo State, Nigeria' has been prepared myself under the guidance and supervision of 'Assoc. Prof. Dr. Behiye Cavusoglu' in partial fulfilment of the Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach and Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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ABSTRACT

EXPECTATION AS AN INFLUENCING FACTOR ON PSYCHOLOGICAL CONTRACT AND KNOWLEDGE MANAGEMENT PRACTICES: A CASE OF INDUSTRIES İN OLUYOLE LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

The management of expectation is germane in order to survive in this world of hardening competition. The study investigated how expectation influences psychological contract and knowledge management among employees of industries in Oluyole Local government area, Oyo state, Nigeria using a cross-sectional design. The primary population of the study are employees of industries in Oluyole Local Government area, Oyo State, Nigeria, the sample size of one hundred and eighty-six (186) respondents was determined as appropriate representation of the population using the Yamane (1976) formula for sample size determination. Proportionate sampling method was used to ascertain the number of employees to be sampled in each of the selected industry and simple random sampling method was utilized in the selection of eligible participants. The research used a quantitative approach and relied on data from primary sources. Psychological Contract Inventory developed by Rousseau (2008), USQ KM scale for Knowledge Management practice designed by Erwee, Skadiang and Reynolds (2007) and Career Expectation Scale (CES) invented and validated by Liu, Shen, Chau and Wang (2019) were adopted and combined as a self-administered questionnaire used as the instrument for data collection. A combination of descriptive and inferential analysis was used for the statistical analysis while the statistical package for social sciences (SPSS) version 26 and Microsoft Excel was utilised for data entry and statistical analysis. The descriptive analysis was presented using percentages, mean and standard deviation. Tables and figures were also used to show the properties of the data collected from the respondents. The inferential analysis was done using Pearson correlation and regression analysis. The study found that the career expectations of the employee are high both in term of their career reward expectations as well as career development expectations. Balanced and relational contracts were found as the main employee and employer's obligations. Organizational knowledge management cultures and organizational knowledge management process/ technology were rated first by mean ranking. A statistically significant relationship exists between expectation and knowledge management as

well as between psychological contract and knowledge management. Also, the study found out that 4.9% of expectation is dependent on psychological contract and organizational knowledge management. The study concluded that expectation influences psychological contract and organizational knowledge management. And based on the study findings, several recommendations were made both to organizations and for further studies.

ÖZ

EXPECTATION AS AN INFLUENCING FACTOR ON PSYCHOLOGICAL CONTRACT AND KNOWLEDGE MANAGEMENT PRACTICES: A CASE OF INDUSTRIES İN OLUYOLE LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

Giderek artan ve sertleşen rekabetler dünyasında beklentilerin yönetimi çok önemlidir Çalışma, Nijerya, Oyo eyaleti, Oluyole Yerel yönetim bölgesindeki endüstrilerin çalışanları arasında beklentinin psikolojik sözleşme ve bilgi yönetimini nasıl etkilediğini kesitsel bir tasarım kullanarak araştırdı. Çalışmanın birincil popülasyonu, Oluyole Yerel Yönetim alanı, Oyo Eyaleti, Nijerya'daki endüstrilerin çalışanlarıdır. Örneklem boyutunun belirlenmesi için Yamane (1976) formülü kullanılarak popülasyonun uygun temsili yüz seksen altı (186) katılımcı ile örneklem büyüklüğü belirlenmiştir. Seçilen sektörlerin her birinde örneklem alınacak çalışan sayısını belirlemek için orantılı örnekleme yöntemi ve uygun katılımcıların seçiminde basit rastgele örnekleme yöntemi kullanılmıştır. Araştırma nicel bir yaklaşım kullanmış ve birincil kaynaklardan elde edilen verilere dayanmıştır. Rousseau (2008) tarafından geliştirilen Psikolojik Sözleşme Envanteri, Erwee, Skadiang ve Reynolds (2007) tarafından tasarlanan Bilgi Yönetimi uygulaması için USQ KM ölçeği ve Liu, Shen, Chau ve Wang (2019) tarafından icat edilen ve onaylanan Kariyer Beklenti Ölçeği (CES) çalışmanın temel veri toplama yöntemi olarak benimsenmiştir. Veri toplama aracı olarak kullanılan anket kendi kendine uygulanan bir anket olarak birleştirilmiştir. İstatistiksel analiz için tanımlayıcı ve çıkarımsal analizin bir kombinasyonu kullanılırken, veri girişi ve istatistiksel analiz için sosyal bilimler için istatistiksel paket (SPSS) sürüm 26 ve Microsoft Excel kullanıldı. Tanımlayıcı analiz yüzdeler, ortalama ve standart sapma kullanılarak sunuldu. Katılımcılardan toplanan verilerin özelliklerini göstermek için tablo ve şekiller de kullanılmıştır. Çıkarımsal analiz, Pearson korelasyon ve regresyon analizi kullanılarak yapıldı. Çalışma, çalışanın kariyer beklentilerinin hem kariyer ödül beklentileri hem de kariyer gelişim beklentileri açısından yüksek olduğunu ortaya koymuştur. Dengeli ve ilişkisel sözleşmeler temel çalışan ve işveren yükümlülükleri olarak bulunmuştur. Organizasyonel bilgi yönetimi kültürleri ve organizasyonel bilgi yönetimi süreci/teknolojisi ortalama sıralama ile ilk sırada yer aldı. Beklenti ve bilgi yönetimi ile psikolojik sözleşme ve bilgi yönetimi arasında istatistiksel olarak anlamlı

bir ilişki vardır. Ayrıca çalışma, beklentinin %4,9'unun psikolojik sözleşmeye ve örgütsel bilgi yönetimine bağlı olduğunu ortaya koymuştur. Çalışma, beklentinin psikolojik sözleşmeyi ve örgütsel bilgi yönetimini etkilediği sonucuna varmıştır. Çalışma bulgularına dayalı olarak hem kuruluşlara hem de daha sonraki çalışmalar için çeşitli önerilerde bulunulmuştur.

Anahtar Kelimeler: Beklentiler, Bilgi Yönetimi, Psikolojik Kontrat, Nijerya.

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ABBREVIATIONS

OKM: Organizational knowledge management

F: Frequency

LGA: Local Government Area

STD: Standard Deviation

Min: Minimum

Max: Maximum

N: Number of respondents or participants

PC: Psychological Contract

INTRODUCTION

In today's, business community expectancy should be focused on, because it tends to increase or decrease the overall performance of an industry. For an employee to be able to get a job done, there must have been a kind of anticipation that if a certain effort is inputted, the expected result will be achieved. If a top-level employee was expecting a recognition and status after a particular assignment, such employee must be ready to put in the needed requirements and believe in his ability to meet his employer's expectation. This kind of relationship is known as expectancy. Both parties are expecting an outcome, which could later be either a negative or positive outcome, depending on if that expectation is met or not. Expectancy is based on the idea that individuals are driven to do somethings, since their decisions are going to result in what they want (Redmond,2009). Expectations act as cognitive domain of reference on which activities and behaviour of another person is evaluated. It affects employee-employer relationship.

Organizational management is now focused on the effectiveness of knowledge management practices. Organization's knowledge-based view has changed success paradigm to a new philosophy of effective knowledge management as it is being set as practices in non-contemporary organizational setting (Muqadas, Ilyas, & Assam 2016; Nonaka & Peltokorpi, 2006). Organizational entities may leverage their intellectual resources through knowledge management practices and it gives them the method of identifying important antecedents that foster or acts as obstacles to knowledge sharing behaviours (Muqadas, Ilyas, Aslam, & Rashman, 2017; Wang & Noe, 2010). Inherent knowledge in the mind of an individual

possesses no value until it is harnessed and shared among workers of an industry or establishment. (Davenport el al 1998). Sharing knowledge helps in sustainable growth and promote the healthiness of an organization, regardless of industry. Knowledge management is not just about creating a lesson workshop or warehouse. Most knowledge is tacit, that are rooted in individual values, norms, experiences etc. They are highly valuable and harder to store within a knowledge management system or databases.

Psychological contract is a belief or expectation that people maintain about the regulations, and conditions of their employment relationship. Psychological contract is perceived as an employee-employer shared obligation (Conway & Broner, 2005). There are undoubtedly links between the concepts of expectation and psychological contract; psychological contract is a set of affirmations or expectations that are shared between parties that is, an employer and employees. Employees have their responsibilities to their role, and the support they anticipated from their employer; which could be in form of work-family balance, recognition and status, training/ development and job variety opportunities, financial benefits, autonomy and control of role/ outputs. While, employers have the responsibility of, commitment to an organizational outcome that will require the input or effort of the employees, which includes high commitment, innovation, knowledge sharing, effort, results, performance and so on databases.

CHAPTER 1
THE RESEARCH GENERAL FRAMEWORK

1.1. Statement of the Problem

The management of expectation is germane in order to survive in this world of hardening competition. Psychological contract is viewed as employee-employer shared obligations (Conway & Briner, 2005) and according to Blackman & Phillips 2009, psychological contract is among the conceptual dimensions that has the tendency of influencing knowledge development. For effective knowledge management by an organization such organization according to Bonnie and Monica (2007) must form a psychological contract and prioritise employee's obligations as an indispensable requirement. Knowledge management and transfer of intellectual capital also include domains relating to the atmosphere of the work space as well as socially accommodating organizational customs (Alavi, Kayworth, & Leidner, 2005). Yeh, Lai & Ho (2006) is of the opinion that knowledge management of an organization hinges on the behaviour of individuals and the corporate culture of such organization. A good Industry should provide a learning environment for its employee, but how they celebrate knowledge management for partnership, research and interaction among employee and other stakeholders is worthy of note (Aslam, Rehman, Imran, & Muqadas, 2016; Mohd Ghazali, Nor Azirawani, Norfaryanti, & Mar Idawati, 2007). However, the argument is made that a careful management of the learning and knowledge creation procedure and the development of a creative custom, can increase the capacity of the organisation (Lam, 2003; Jones, 2001; Johannessen, Olaisen and Olsen, 1999). Organisational capacity is the ability of an organisation to become more competent in its acquisition and

use of all kinds of resources so as to better deliver its primary services or products (Honandle, 1981). To achieve organisational capacity, organisations need to put into consideration the interrelations of many elements so as to generate better arrangements, strategies and capability configurations (Miller et al., 2002 in de Wit and Meyer, 2005) which can promote organisational growth and development. These elements will not only comprise of institutional and human infrastructure, but also other elements which affect organisational learning. Although, some argued that these elements are the underpinning processes that promote capacity growth and development (Lam, 2003; Jones, 2001; Senge, 1990; Senge, Kleiner, Roberts, Ross, Roth, and Smith, 1999). For the development of learning to be supported then relational aspects such as employee's expectation, common values and trust, as well as systems and processes put in place to engender feelings of security, safety, and respect will be crucial, in order to promote the development of new ideas and innovations (Edmondson, 1999; Senge et al., 1999). The main reason for supporting learning is the development of new knowledge (Blackman and Henderson, 2005), which will build new capabilities to emerge from the increased capacity (Miller, Eisenstat and Foote, 2002 in de Wit and Meyer, 2005).

Expectation refers to the chance that something will happen if related criteria are met (Conway & Briner, 2005). Organisations may make known specific inducements that in turn, may create anticipatory expectations associated with an employment (Tomprou & Nikolaou, 2011). According to Kingshott & Dincer, 2008, a psychological contract that is intact is associated with a reduction in undesirable employee behaviours such as corruption

In South Africa, the annually increasing cases referred to the Commission for Conciliation, Mediation and Arbitration (CCMA, 2015, 2016): 179 528 (2015/2016), 188 449 (2016/2017) and 186 902 (2017/2018) (CCMA, 2017, 2018) may act as a pointer that the employer–employee relationship is progressively becoming more damaged. This problem is common across all sectors, including state-owned enterprises, local authorities, private sector, and constitutional entities (CCMA, 2016). There is usefulness in using the concepts of expectations, to investigate the components that form the

psychological contract and knowledge management practices (Clinton & Guest, 2014). Previous research indicates existence of gaps where expectations promised at the start of employment are not met (Morrison & Robinson, 1997). A few studies focus on the effects of psychological contract on knowledge management practice (Abdullah, Hamzah, Arshad, Isa, & Ghani, 2011; O'Neill & Adya, 2007), nevertheless, none has focused on the influence of expectation on psychological contract and knowledge management practices. More so, in Nigeria no study has been conducted to investigate the relationship of these constructs.

Hence, the study highlight how expectation influences psychological contract and knowledge management practices among employees of industries in Oluyole Local government area, Oyo state, Nigeria.

1.2.   Objective of the Study

The study investigate how expectation influences psychological contract and knowledge management. The study specifically:

Describe the respondents' demographic characteristics

Ascertain the career/job expectations of the respondents;

Determine the psychological contract of the respondents;

Assess knowledge management practices in the selected industries in Oluyole local government, Oyo state, Nigeria.

Investigate the effect of expectation on psychological contract and knowledge management practices.

1.3.   Research Questions

The study was guided by the following research questions:

What are the respondents' demographic characteristics?

What is the career/job expectations of the respondents?

What is the psychological contract of the respondents?

What are the knowledge management practices of the selected industries in Oluyole Local Government, Oyo state, Nigeria?

What effect does expectation have on psychological contract and knowledge management practices?

1.4.   Research Hypotheses

To achieve the aim of the study, the following null hypotheses will be tested:

$H_{O1:}$ Psychological contract has no significant effect on knowledge management practices.

$H_{O2:}$ Expectation has no significant effect on psychological contract

$H_{O3:}$ Expectation has no significant effect on knowledge management practices.

$H_{O4:}$ Expectation has no effect on psychological contract and knowledge management practices.

1.5.   Scope of the Study

The study focused on the influence of expectation on psychological contract and knowledge management practices using employee of industries located in Oluyole Local government Area, Oyo state, Nigeria. It ascertained the career/job expectations of the employee; their psychological contract and knowledge management practices, it also investigates the effect of expectation on psychological contract and knowledge management practices and determine how the relationship between psychological contract and knowledge management practices is moderated by expectation. The indicators of psychological contract were employee's obligation, employer's obligation, fulfilment and contract transition and the indicator of knowledge management were; organizational knowledge management strategy, organizational knowledge management culture, organizational knowledge

management processes and technology. The study was carried out using full time staffs of industries. The study preferred employee of industries because of their notable importance of expressing their views as it pertains to expectations, psychological contract and knowledge management practices of their industry.

1.6.   Significance of the Study

The study is crucial to key individuals with concerns for psychological contract and knowledge management practices.

The finding of this research reveals the expectations of employee to employers and more so, how it influences psychological contract and the knowledge management practices of the industry. This will help industry make necessary adjustments needed for effective realization of their aims and objectives.

The results of this investigation serve as an eye-opener to the effect of expectation on psychological contract and knowledge management practices. Hence, the research findings will guide employer's decision for the adoption of better psychological contract and good knowledge management practices. More so, it will aid better government policy regulations as regards employment.

This investigation is a rich wellspring of scholarly body of work to all future scholars, investigators, and industry owners. This is because it gives a true fountainhead of conceptual information which could act as a spring board for further investigations. Also, it will serve as an empirical explanation of the influence of expectation on psychological contract and knowledge management especially in Nigerian perspective.

1.7.   Limitations of the Study

The study might result into some deficiencies which can lead to some limitations in the presentation, interpretation and generalization which might

be useful as ground for further studies. Some of the limitations were envisaged and measures to tackle them were put in place.

The research instrument administration suffered the usual challenge of apathy of some very few respondents who withheld sensitive information as well as suspecting the sincerity of the research purpose. To reduce this, a ten percent (10%) non- response probability option was introduced into the estimated sample size of the study. Furthermore, the COVID-19 pandemic almost makes physical distribution of questionnaire nearly impossible, but the research assistants were educated to comply strictly with the COVID-19 guidelines. hence the research assistants were able to gather the data physically.

1.8. Research Model
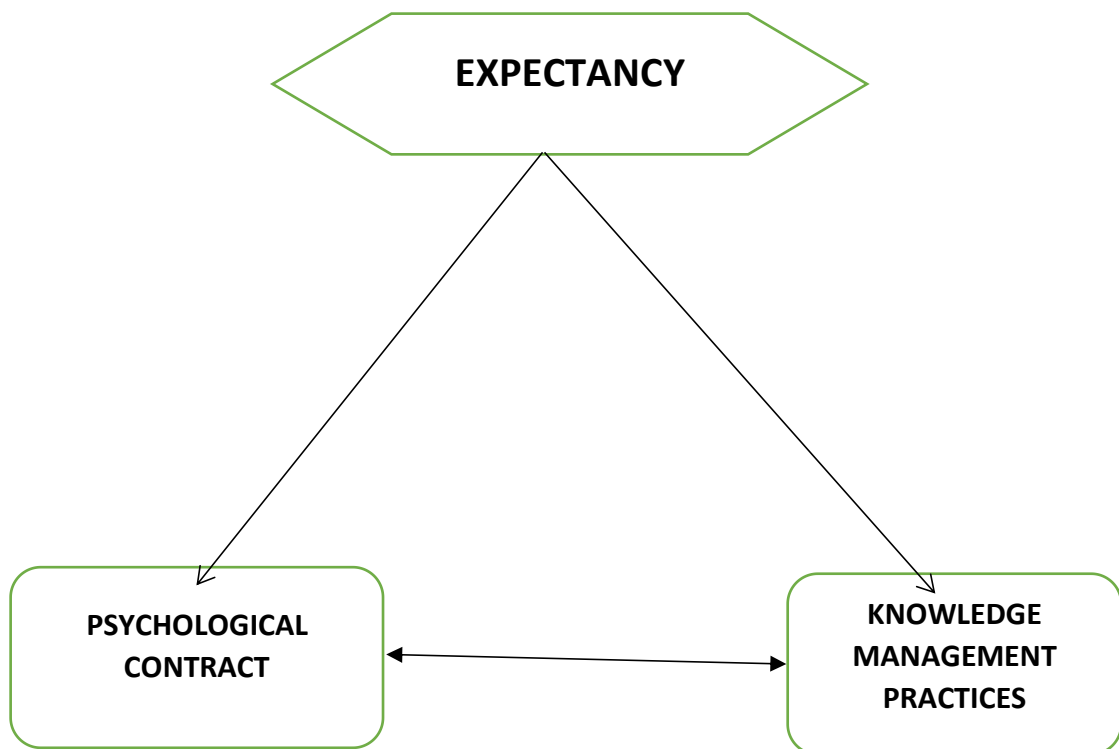
CHAPTER 2

LITERATURE REVIEW

2.1.1. Expectation

Overview

Managing is indeed a challenge, and it is not arduous to know why: Expectations influence the distribution of customer contact, including promptness of services, effectiveness of services, product functionality, and project success. Varieties of expectations vary from one person to another, one scenario to the other, and a day to another day. Expectations can be influenced by so many factors, such as experience, common sense, wishful thinking, false assumptions, personal motives, external or internal pressures, beliefs, the wisdom of those we trust, and expectations could also be influenced by organizational/departmental priorities, modes of operation and management styles. Expectations tend to vary significantly across organizations and organizational functions. Expectations are even greater in situation such as organizational cutbacks, competitive pressures, and lack of fulfilment.

Expectations are mentally ingrained ideologies that affect the formation of relationship between people including what stakeholders have among themselves, with organizations, and businesses. Management is added once strategic analysis of people's expectations is the aim that includes positive or negative implications. Presently, in communication atmosphere, there is no

possibility for management to control neutral presupposition; rather, expectation management submits to the information originating from presupposition as stakeholders' opinions and belief engineer from their experiences, knowledge, ideas, and individual gains. Expectation management is outlined as the industry's ability to handle the comprehension of what is demanded of it, particularly the various expectations and their variations in contentedness and order of importance. Therefore, expectation management is a tactical monitoring, planning, and natural expectation calculation.

Individuals are considered likely to look for causative justification of the behaviour of others' and make forecast for future behaviour as they try to understand the encircling advanced social sphere around them. Expectations significantly affect this method by establishing approaches for understanding the situations and scanning relationships in relation to these approaches, starting with extensive, public expectations of society standard, normality or suitability, to case-specific diversification; counting on subjective opinions and former information, the same as social assets. Expectations alter the connection between brands, organizations, and the investors, and it could take either a constructive or a destructive form.

Contextually, expectation is understood as a two-fold judgement encompassing what is thought as fascinating or unattractive, and therefore the likelihood of it unfolding, or the boldness implanted within the organization starting from high to low. Expectations serve as mental criterion against which events and behaviours is evaluated, and personal conduct is customized. Expectations also provide the guidelines or models against which those judgements, similarities, differences, and inferences are generated (e.g., organization or business behaviour). Analysis has connected expectations to flexibility to change investors' viewpoint, motivate, conduct, and content about the organization, making expectations a manageable advantage.

Expectations is not shaped in a vacuum however, it emerges and guided by social group moral or historical values and customs, furthermore on legal premises and justifications just like organizational or business legitimization. These expectations have an effect on how an organization or business is perceived and appraised by stakeholders and the way these stakeholders act to the organization. Similar to scientific discipline research on cognition and social relations which understood expectations as partly relationship and human reasoning, people invariably have certain expectations once meeting with others.

Expectations are principally mentioned with reference to relationships between businesses and people in the area of communication. The aspect of presupposition or expectations for organizations is remarkable, as regard will indicate an associate organization's potential to meet the expectations created by stakeholders or the general public. Extraordinary expectations, in addition, are known to boost credit, while failure to fulfil expectations will threaten the reputation. Approval also known as reputation creates the expectations set for future performance and supported past deeds. Summarily, higher the reputation, the upper the expectations. Expectations in relation to reputation, is also associated with social responsibility, which play, account or contributes to the organization overall reputation and assessment.

According to Ojasalo 1999, forms of expectations might be explicit, implicit, fuzzy, realistic, or unrealistic. Official and unofficial expectations are both possible as well. An evaluator employs official expectations for an evaluation based on an organization's aims and procedures, which are either tacitly or openly stated. The evaluator's intentions or aspirations are closely connected to unofficial expectations (Järvelin, 2001). However, it is crucial to highlight, that evaluators never use formal expectations in their appraisals, but rather their own understanding of them (Kotsalo Mustonen, 1996).

Expectations are mostly due to two main factors: the first is the content, and the second is the level or extent of expectation. The content of expectations is frequently linked to technical, monetary, or psychological elements of the employer-employee interaction. These factors can be related to a relationship's current operation or to what might possibly happen. (Holmlund et al.,1997; Järvelin et al., 2001).

When expressing the source of expectations, unofficial and official types of relations, as well as the content of a relation, can be employed. It may be contended that expectations partially stem from formal sources relating to technical, monetary, relational, and political elements, and partly from the evaluator's subjective, unofficial expectations. The sources or origin of expectations play a vital role in expectation management because many of the expectations changes is traced back to the sources of expectations being adjusted. Expectations associated with the technical point of view can be adjusted for example due to tempering in standards of quality or new business procedures present on the web, monetary expectations can affect the outcome of general business cycles, political expectations can fluctuate as a result of organizational changes within the partner company, and social expectations can change as a result of organizational changes within the partner company. Mittilä 2000 and Järvelin 2001 explained further those expectations regarding interactive features are likewise linked to corporate values, as are expectations about collaboration in situations where parties have different corporate values.
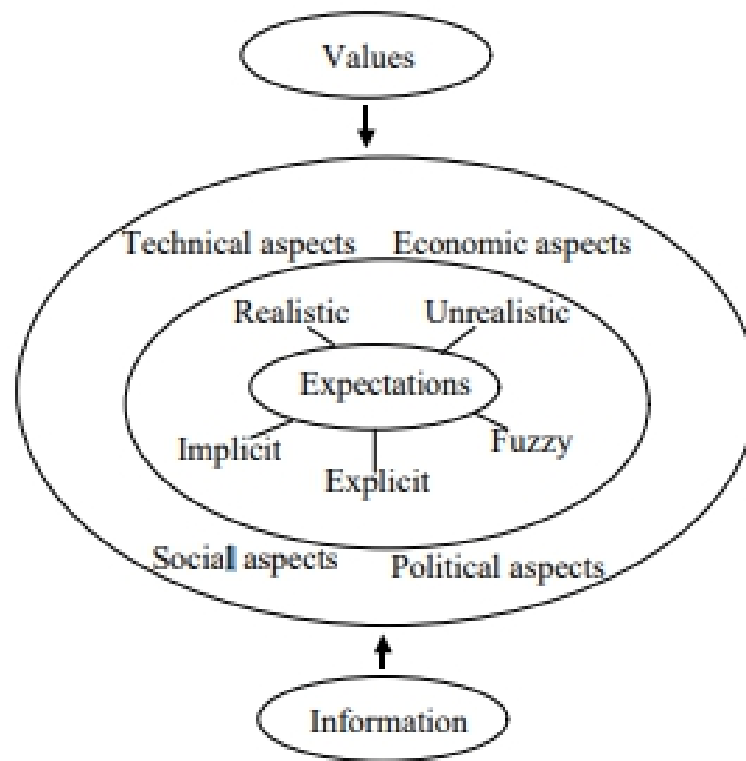
Figure 1: The Nature of expectations.

Source: *Ojasalo, J. (1999): Quality Dynamics in Professional Services. Doctoral Dissertation. Publications of the Swedish School of Economics and Business Administration, No 76, Helsinki.*

2.1.2 Managing Expectations

The type of expectations accessible determines how to manage them. Employees are kept informed about current employer expectations through consistent interaction and monitoring. Vilma Luomaaho and Laura Olkkonen developed an expectation grid that depicts expectations along two dimensions: context and tone. They recommend that the mapping of expectations is most suitable on a positive to negative outcomes scale and from low to high level of confidence in the organization. The four types of expectations dimensions are differentiated: cynical expectations (positive outcome, confidence is low), Pessimistic expectations (confidence is low, negative result), optimistic expectations (confidence is high, positive result),

and cautious or blind faith expectations (negative outcome, confidence is high). The expectation grid will facilitate organizations to build structure for their conceptual assessment of expectations and pinpoint future opportunity to gain employee's and other stakeholders support in addition to weak points of caution and the mistrust which may adversely affect the organizations if there is a continual neglect.

2.1.3. Relationship Management Strategy

It is a plan, a direction, and series of steps or course of action into the long term, a path to change position. This strategy is also a consistent model over time in behaviour. Mintzberg in 1994 viewed strategies as the results of intended actions that may be broken into deliberate, i.e., absolutely accomplished strategies, unfulfilled strategies, and emergent strategies. In emergent strategies, accomplished strategies are not supposed but however steps are taken, that intersect in time in some style of consistent pattern.

Table 1: Characteristics of relations and relationships:

RELATION	RELATIONSHIP
Actors' self-interest	Actors' mutual interest
Task-related intercommunication	Task-related and social intercommunication
Individual goals	Common goals
Remote/superficial	Close/deep
Freedom	Commitment
Independence	Interdependence

Source: *Mittilä, T. (2000): Relations Trine. An Analysis of Industrial Business Relations. Doctoral Disseration. Acta Universitatis Tamperensis 768, Tampere and Acta Electronica Universitatis Tamperensis 60, http://acta.uta.fi.*

In the aspect of relations, players pursue interests, have only personal goals, while the parties related share dividends, and want established relationships

by setting objectives that are common. Relationships can be remote and superficial, as individuals relate with one another only as persons of specific roles, i.e., on issues relating to tasks. Actors are stand-alone and free in switching partners in relations, but in relationships, they are organized or dedicated mentally because of a sense of interdependence. In relationships, actors have more deep and close interaction, and in organizations, people can inter-relate socially.

It is important to understand the situation of relationships at the levels both individually and collectively. It could be that though an organization has a connection i.e relationship-type with another organization, the individuals in the relationship may act only as role persons in their connections. Here, they can design, enhance, preserve and end relations with the other persons who also act as role-persons. However, personally, they are not dedicated to these relationships. There is no interaction between the parties if a relationship as a role ends, even if they are still players in a network. This occurs in organizations that restrict interaction with one another; they are still related to old associates and stand as players in a business.

2.1.4. Managing Different Expectations

All categories of expectations demand separate expectation management action. Järvelin in 2001 explained that fuzzy, unrealistic, implicit, explicit, and realistic expectations could also co-exist in a relationship, making expectation management a lot more taxing. For instance, employees can have expectations that are explicitly stated realistic that deal with the technical area of the relationship, while implicitly stated unrealistic expectations, which are concerning economic standpoints with fuzzy expectations associated with social areas.
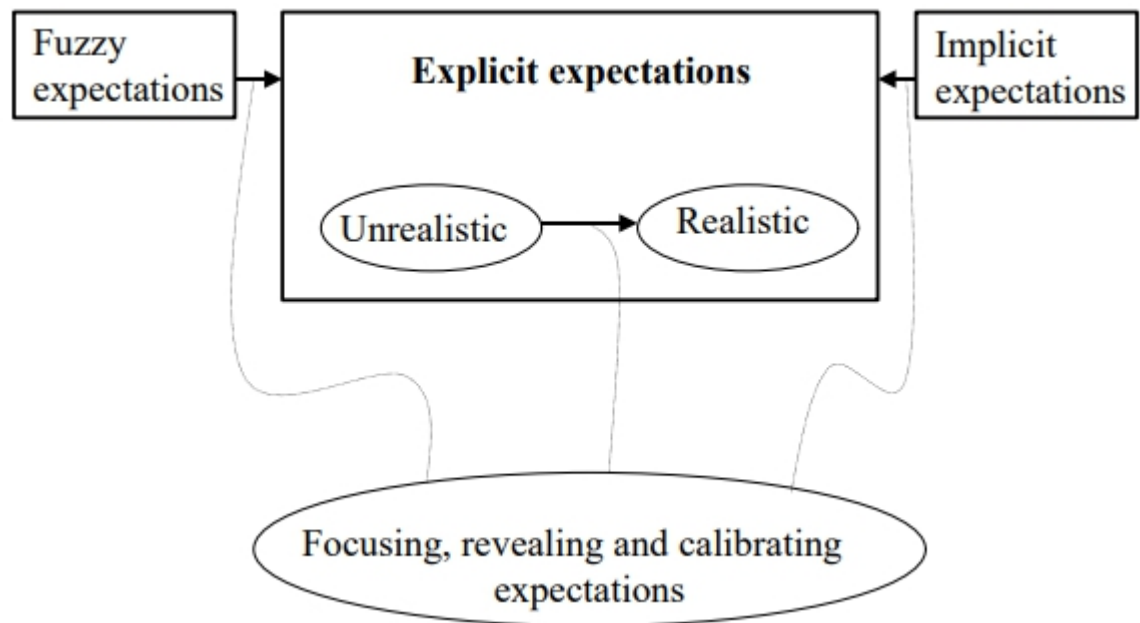
Figure 2: Management of different types of expectations.

Source: *Modified from Ojasalo 1999.*

Figure 2 reveals ways to deal with the types of expectations. A typical scenario is that for both sides, employees' expectations are explicit and realistic. To attain that optimal condition fuzzy expectations, there is need to concentrate, employees have to be certain of the output they should expect. An excellent way to do this is to relate with the employees in practice, i.e., openly have a conversation with the customer.

Implicit expectations are features of ingrained future relations where elements of the relationship can become so self-evident to the parties that they do not consciously consider them (Ojasalo, 1999; Järvelin, 2001). According to Ojasalo (1999), implicit expectations are viewed in two ways; the initial one is when another player shows them on purpose, and the second when the implicit expectations are not reached. In both scenarios, methods such as ignorance reactive or proactive may be applied. In the situation, the organization uses a short-term perspective; it reacts to end the argument but does not cause behavioural change and has no other aim than exploring the expectations wants. Unveiling implicit expectations requires unending intercommunication and halting implicit expectations in the future

calls for a different expectation management system. An ideal example could be a discussion geared towards discussing the objectives the parties involved have.

Adjusting unrealistic explicit expectations is setting the expectations to the right, realistic level (Ojasalo, 1999). Moreover, calibrating unrealistic expectations is barely associated with the expectation's levels compared to focusing fuzzy expectations and while revealing implicit expectations concerns the content of the expectations. Adjusting the unrealistic expectations to the right level is more complex than concentrating and revealing because now the employees have clarity and conscious expectations. Intercommunication in this regard needs more bargaining and negotiation kind of communication. If unrealistic expectations cannot be met, long-term relationship can therefore be broken, making the calibration or adjustment very important. At the start of a relationship or interaction, employers can even consider ending it on purpose, if the expectations of employee's are set on a high level. According to Järvelin 2001, unrealistic expectations are characterised for relationships and relations that are young; in long-term relationships, parties usually know the other party or parties and the contextual factors so well that they are able to fathom the realistic level.

2.1.5. Criticisms of Expectation Management

In an intangible mentality, expectations stay complex to make measurable bodies operational. The arrangement of expectations is secured tightly in difficult activities of human behaviour and assessments that people build, and thus they are not usually logical or coherent. Thus, organizations may discover it is complex to spot out or make the expectations they are able to spot a priority. The expectations that organizations encounter may not be a homogeneous array though in an employer group and likelihood to expressed expectations can differ.

Disparagement has centered on the non-lasting quality of expectations, and the ease of affecting them for good or bad. Management may also mean the

influence of expectations from the aspect of the organization, analyzing each the ethics and the risk of it. In comparison to the discussions on reputation management, it has been deliberated whether setting expectations too low on purpose to give a positive result is ethically just, and to what level ought to be permitted to form employer's expectations. Thus, the use of strategic vagueness has been questioned also, as it blurs the expectations. Meanwhile, it can be asked on the other hand as to what extent do organizations or business have real access to form employer's expectations if their standards are mental in the employer's heads.

2.2. Psychological Contract

2.2.1. Overview

The psychological contract had its existence for four decades ago, thus the usefulness and critical need was felt within the late 1990s because of the economic recession. The benefit of psychological contract makes it an important phenomenon studied by many researchers. This is primarily described from the viewpoint of an individual. Individuals' opinion differs according to their conviction and worth and they are poised to take a specific route based on their comprehension and interpretation. As a result, employers should know what workers expect from their job and conversely this occurs when there is mutuality and reciprocity of the bodies.

The psychological contract examines employee priorities and attitudes based on components that could be shown to affect productivity. Argyris's early approaches in 1960, Schein (1965;1978) and Levinson (1962) to conceiving psychological contract as a type of exchange which is social are motivated by the need to comprehend the part of indeterminate and subjective relationship between the two parties: the employer and employee. Both parties' priorities, as well as the degree of mutuality and reciprocity, needs to be considered to explain the causes of disagreement and agreement (Dundon and Cullinane, 2006).

 The empirical study of the psychological contract was pioneered by Kotter in 1973 and his definition highlighted it as an agreement made between a person and his organization that clearly defines what specifically each one requires to provide and obtain from one another in interaction. According to classical definitions, in the psychological contract, there are two parties involved: the employee and the employer, and both have preconceived notions relating relationship in employment. The psychological contract has also been defined by researchers as a person's perception.

The psychological contract refers to a person's beliefs pertaining to the terms of contract of an agreement, a mutual exchange, between the primary contact and another person (Rousseau 1989). Rousseau's definition is mirrored in the wide range of studies focusing mainly on the employee's point of view, with little or no focus on the employer's point of view (Shore & Tetrick, 1994; Morrison & Robinson, 1997; Robinson & Rousseau 1994; Chobrot Mason 2003). Further research by Coyle Shapiro and Kessler, 2000; Dabos & Rousseau, 2004; Lester, Turnley, Bloodgood, and Bolino, 2002; Tekleab and Taylor, 2003 has sprung up explaining the classical definitions by incorporating both employer and employee point of view.

The importance of research on the employers' perspective of the psychological contract is to create a detailed knowledge of the employment relationship.

In addition, the emphasis has been tailored near the personal and perceptual process of psychological contract advancement. Rousseau in 1990 carried out a survey on newly hired MBAs samples to investigate the rising of psychological contracts. She advocated for the creation of psychological contracts during the process of recruitment.

The psychological contract unlike its counterpart, the written employment contract, is not made rather revised severally in the course of the employment relationship. Expectations of an individual that make up the psychological contract could be induced by three different sources; the

individual's perceptions of the organization's culture, specific promises made by organizational representatives, and personal expectations of the individual concerning how the organization functions. Additionally, there are five various organizational representatives, such as the line manager, human resource manager, recruiter, and top manager, they might all share expectations and duties to the employee and thus the employee's point of view on the psychological contract (Lester et al. 2002).

2.2.2. Theoretical Framework

The most common theoretical framework, social exchange theory, is used to give a clear meaning to the psychological contract; and it states that the employment relationship is perceived as a social exchange relationship. In agreement to social exchange theory, each party will uphold a stabilized relationship, in accordance to the norm of reciprocity. This means that if the employer assists the employee, each expects the employee to bring in return a quota that is of good benefit to the organization. If the employer partially fulfils some part of the psychological contract and the employee suspects, this could cause relationship imbalance. Therefore, an employee will suspect a breach of contract. For a balanced relationship to be fixed, there is a likelihood the employee will lower his contributions to the employer. If the mutual failure to fulfil responsibilities and promises carries on into a pessimistic spiral, the relationship between employer and employee is likely to end. The good thing is that when the employee perceives that the employer has fulfilled the promised inducements, and even more than anticipated, in the psychological contract, the employee is likely to return the favour to restore balance. Blau stated that sharing reciprocal and understanding contributions for inter mutual benefit is the pivot of efficient exchange relationships.

Studies have also shown that employees and employers regularly have different views of what both parties should grant the other party in the relationship called incongruence and this happens when both parties have

contrary comprehension of the promises made. A typical case of incongruence occurs when an employee expects that an employer has a responsibility of giving review on performance and eventually it was not fulfilled, while the employer does not know that the employee expects a feedback on performance.

Equity theory is another theory used for understanding the psychological contract, which is a part of exchange theory. This theory indicates that individuals compare their contribution and outcomes to those of others, seeking equitable payment, tantamount to a social exchange relationship that is balanced. Inputs entail the service employees give their employer, such as their expertise, time dedicated and effort consumed. Outcomes mean rewards or remuneration employees perceive to get from the job, which could be privileges, pay bonuses, and status. This could be a subjective experience, which can lead to conflict among employees and employers on what comprises fairness and bias in the job.

2.2.3. Nature of Psychological Contract

Psychological contracts are personal views relating to contractual relationship. According to (Rousseau, 1990) these beliefs become an obligation when the person thinks he is indebted to the employer of a specific input (i.e., loyalty, diligence, sacrifice) in exchange for clear inducements (i.e.,high compensation, employment security).

Rousseau (1995) has argued that the disposition of the psychological contract depends on the different perceptions among people. Secondly, psychological contract is deviating, meaning it changes at some point in the relationship amid the concerned parties. The third is the bond that concerns inter mutual responsibilities, based on specified asseveration's, in which parties devote in their relationship with the anticipation of a good outcome for them. (Schal and Anderson, 1998). According to Roehling, 1997, researchers

have used the construct of the psychological in different ways, however it is vital to acknowledge the important aspects of all definitions of the psychological contract that embrace parts like ideals, philosophy, expectations and aspirations of each the worker and leader (Middlemiss, 2011).

Regardless of the reality that the psychological contract is exclusive and distinctive in nature, two types of psychological contracts are known, which are; transactional and relational contracts. However, they have been claimed to vary in four ways with reference to the central point of the contract; timeframe, steadiness and scope, according to (McNeil, 1985; Rousseau, Anderson & Schalk, 1998 and McLean-Parks, 1993) to which two additional dimensions contract level and exchange symmetry were included in the works of Sels, Janssens & Brande (2004).

2.2.4. Importance of Psychological Contract

The psychological contract is an explicative perception having a remarkably high `face veracity and everybody concurs that it mostly occurs as employees are able to specify the information in their contract. When a party recognize that, his or her inputs should necessitate the organization to reciprocate, a psychological contract happens. A certainty that reciprocity will emerge could be an indication of the emergence of a psychological contract.

When intimates begin what each member offers to the relationship, there comes a ground to investigate the nature/pattern of the relationship. A look into the importance of psychological contracts in organizations motivates employees to fulfil obligations promised to employers, when employees are certain that employers will retaliate and achieve their end of the contract. Employers will also have their own psychological contracts with employees, which depend on their individual capability, trustworthiness, and significance to the organization's objectives or goals. Some workers may sense that the firm is slacking in meeting its obligations and see their expectations as not

ascertained. This may influence employee's general loyalty and work (Sarantinos, 2007, Rousseau, 1995; Beardwell et al., 2004).

Employees generally maintained that they do not feel secure in their employment compared to some time back. The explanation given was related primarily to the reducing demand levels and resulting in a reduction in levels of production (Staines; Martin; and Plate, 1998). The psychological contract is the belief that the actual expectation of workers is reciprocal for his or her effort to the organization was an employment level balance in terms of both the functioning job security and environment (Sarantinos, 2007). What is crucial in shaping the continuity of the psychological contract is the degree to which the expectation, values, beliefs, and desires are viewed to be actualized or violated and the degree of reliance that exists among the relationship (Middlemiss, 2011)

2.2.5. Types of Psychological Contract

2.2.5.1. Transactional

Transactional Contracts are mutually agreed, reciprocal, and explicit agreement among two or more parties which defines the essential in operating terms of the relationship which are short terms. Under the transactional contract, a person's identity is gotten from their distinctive skills and capabilities, with those the exchange relationship itself is predicated on. For transactionally intend employees, the company is the location where people do their work and infuse mini emotional bond or obligation to the company. In addition, it is a place employees seek instant benefits out of the employment circumstance, like bonuses and credentials. Snow and Miles in 1980 stated in their study that transactional contracts include particular monetary exchanges (i.e., pay for attendance) among parties over a period as in the scenario of short-term employment.

The uses of 'transactional psychological contracts' occur where employees do not anticipate a long term 'relational' way with the organization which is based on job security and loyalty but instead see their employment as a transaction by which lengthy hours are given in exchange for higher contingent bonus and training. This captures the day's morale regarding labour market's flexibility and economic readjustment of the employment relationship (Dundon & Cullinane, 2006). They embark on particular attributes such as well competitive income rates and the nonexistence of long-term commitments (Rousseau, 1990). The bargaining of transactional contracts is liable to be clear and demands official agreement by each party. (Briner & Conway, 2005).

2.2.5.2.   Relational/Traditional

They are wider and more unstructured, unending, and both parties to the exchange subjectively deduce it. Relational contracts are associated with the substitution of individual, value-based, socio emotional, and economic resources (Briner and 2005) occurring over a particular period. Williamson 1979 and Rousseau, 1990, stated relational and relationship issues such as duties play a significant role in organizational behaviour and economics.

In 2004, Guest articulates the perspective that workplaces have progressively become fragmented due to the new and more versatile kinds of employment. In the same vein, employers have become highly impatient with time-wasting and slow procedures of negotiation in traditional systems of employment relationship. Subsequently, obligations and deals that are created are quickly damaged due to a variety of market essentials. The decrease in combined negotiation and the climb of individualist ideals among the employees, informal engagements are now becoming far more important in the place of work. Because of this, 'conventional' employment relations research has claimed to be out of sight with dynamic perspective of the world of work.

According to Rousseau, 1990 the relational contract initiates and preserves a relationship that involves both tangible and intangible exchanges. Blau (1964) also stated that a transactional obligation is associated with the exchange economically, while the relational obligations are related with the exchange socially (Millward and Hopkins., 1998). However, unlike economic exchange, social exchange includes unmentioned duties, the fulfilment of which rests on loyalty because its implementation is not possible in the unavailability of a bond. Rousseau and McLean Parks 1993; Rousseau 1990, claimed that relational and transactional contracts are more excellently considered as the farthest side of a continuum rudimentary contractual pact. With an increase in relational contract, the lesser the transactional contract becomes and vice versa. The workers in return for the employer creating job security consider the traditional psychological contract as an offer of commitment. Rousseau in 1995 differentiates between relational and transactional types of contracts as below:

Table 2: A Continuum of Contract Terms

Transactional		Relational
Economic	--------Focus---------	Economic, Emotional
Partial	-------Inclusion-------	Whole person
Closed ended specific	-------Time frame----	Open ended, indefinite
Written	----Formalization----	Written, Unwritten
Static	--------Stability-------	Dynamic
Narrow	---------Scope---------	Pervasive
Public, Observable	------Tangibility------	Subjective, understood

A Continuum of Contract Terms

Source: Understanding written and unwritten Agreements (Rousseau 1995).

Focus is on the areas that are indispensable for the individual whose works are exclusively needs that are extrinsic concerned or social-emotional. Time frame is the duration of the contract: a particular end or the duration

abeyance. Stability involves the attribute of the concurred tasks. In transactional contracts, it is steady and not dynamic, while in relational contracts it is flexible and stable. Scope indicates the impact of work on the confidence and identity of the employee. Relational contracts are more concerned with the areas that may be associated with the personal lives of employees, in comparison to the more insubstantial transactional contract. With respect to monetary in relational contracts, it is mostly not clear what separates the obligations of employees. They are more understood, are subjective but barely plainly approved.

2.2.5.3. Transitional Contract

The transitory contract is the origin of two individual's agreement that reflects the non-existence of commitments relating to future career advancement. It is not a psychological contract type itself, but it is a cognitive assertion, showing the ramifications of organizational transformation and the transitions that are in contrast with the occurrences in previous employment settings.

2.2.5.4. Balanced Contract

A balanced contract involves transactional and relational aspects which are flexible and open-ended employment agreements based on the economic fulfilment of the organizations and employment advancement avenues to build career merits. Both employees and employers add a lot to one another's development and learning. Rewards to workers lean on contributions and performance to an organization comparative edges, specifically in the area of changing demands because of market pressures. Balanced contracts conjoin with commitments on the part of the employer to develop the employer while anticipating that the employer will be stable and willing to make an adjustment if economic circumstances change and such contracts anticipate renegotiation over time as economic circumstances and employer needs change. Balanced contracts involve shared risk between worker and employer.

2.2.6. Employment Contract and Psychological Contract

There is obvious disparity between psychological contracts and contracts of employment. The psychological contracts entail a broader categorization and are based solely on the effective management and comprehending the attitudes and beliefs of each party in an employment condition while contracts of employment is focused more on official sections of the agreement that can be implemented via unofficial-legal i.e., disciplinary means and grievance or legal solutions. An employment contract is a documented agreement that differ from a psychological agreement which is unwritten. A psychological contract provides a lasting mental model of an employment relationship. The mental model creates an inflexible grasp of what to come in the future and shapes efficient action without so many needs for the practice. Kim, Lee and Lee, 2007 research have re-echoed the term mentioned by Henderson, 1990 on the aspect of legal agreements, that they are ineffective most times as an enforcement mechanism due to the perplexity and unclear of the working relationship, which may not be clarified explicitly. They are designed to help both parties; yet, their activities largely depend on each party's perception of reliance on reciprocity and mutuality. While the psychological contract is largely subjective and most time lack officiality and clarity and it is not legally binding on the parties involve. In spite of this, they will often impose a strong influence on behaviour precisely due to the beliefs based on the parties and in specific and the views of employees pertaining to the nature of the employment relationship they are working for. Levinson 1966, in his research, as cited in Spriggs, 1996 stated that expectations in legal contracts are exerted, explicit, and clarified, while expectations relating with the psychological contracts are unwritten, imprecise, and implicit. Even though a formal contract is obtainable, it is a written commitment that cannot be ascertained and must be boosted by unwritten promises to be fulfilled.

2.2.7. Breach and Violation of Psychological Contract

The psychological contract breach is definitely a thing both parties try to avoid in every possible way. It emerges when obligations are unmet by one or each party unable of the other. Reactions to an unmet contract could be critical and ultimately spur damage to workplace outcomes. A psychological contract breach could lead to a violation and emotional reactions. These most times can lead to negative emotional states as well such as disappointment, anger, or betrayal, and could influence worsened job performance, sharing of knowledge among employees, and unstoppable knowledge retention when employees leave the organization. Sadly, psychological contract violations are a usual and common occurrence at workplaces. In a study by Rousseau & Robinson, 1994, 55% of freshly hired individuals perceived their employers had violated their psychological contract within the first two years of employment. In the same line, little unconscious daily violated promises are typical occurrences in work environment. An example of simple each day violations could be an employee wasting firm's time by browsing the web or an establishment not avow an employees' excellent performance. Contract violations may appear to be an inescapable occurrence, but they are not. However, investigation still has a long way to go in terms of minimizing contract violations and the resulting responses to violations.

2.2.8.1. Contract Fulfilment

When expectations and promises are met the psychological contract will be described as being fulfilled. Contract fulfilment should be an aim. When expectations are achieved, this can cohere to good job outputs like higher job satisfaction, knowledge sharing, good attitude, and nose-dived turnover. When an employer is achieving or exceeding employee expectations, organizations are liable to reciprocate with decisions, intended to benefit the organization in general. It is necessary to manage the psychological contract to guarantee its fulfilment, and this is better realized when each party's contract is related and also high in mutuality and reciprocity.

2.2.8.2. The Three States of Psychological Contract Fulfilment

- **Mutuality:** This has to do with the extent to which the employer and employee hold shared thoughts regarding the component of their psychological agreement. i.e., if agreement terms are clear, or publicly communicated, and agreed upon by each party this constitutes a prominent level of mutuality. The existence of a great level of mutuality tends to correspond to contract fulfilment.

- **Alignment:** This explains the extent an individual's psychological contract is balanced equally between employer and employee obligations. When the agreement is balanced and just, where no side is specifically undercut by demanding commitments, this correlates to a balanced contract. It is usual for many individuals to quest for balanced relationships when it comes down to their employment interaction.

- **Reciprocity:** This is the extent to which both parties account for the obligations enacted as symmetrical. Is the other party reaching the actual level of expectations? If equally occurs, it increases the degree of agreement fulfilment and its correlates performance.

Communication of contract content is important. If each party knows what the other party expects from them, then commitments and promises can be easily remembered and performed. It is sacrosanct that consistency and structure with management frameworks are in place in order for organized communication to flow.

2.2.9. Consequences of Breach

In a situation whereby an employee percept that the employer has violated an agreement under the contract, his or her behaviour is subject to the perceived seriousness of the violation which will determine the consequence which could range from the acceptance, the little complaint, disengagement of effort, and the final resort of handling in his or her notice. When employees hold formidable opinions in their rights under the psychological agreement and they uncover that what they are expecting from their employer will not be fulfilled they could feel violated or feel that they have wasted their efforts.

2.3. Knowledge Management

2.3.1. Overview

Knowledge entails different kinds of truths, and information to perform a specific assignment based on a particular ability and learning that something is right according to personal beliefs. It has been argued that knowledge is not only data that is transformed into information but can be considered as a mix of values, facts, and skills gained by an individual via experience and education (theoretical and practical understanding of a subject). According to King, 2009, "Knowledge is not just data or information" hence, an organization need to manage knowledge as a process and object as well. Nonaka (1994) sees knowledge as a justified true belief. Nonaka also argues that knowledge cannot correspond with truth, even though the purpose of learning may, in fact, be to seek the truth. Knowledge is defined as a "justification of personal belief" (Nonaka & Kazua, 2007). According to Osterlohand & Frey, 2000 they see knowledge as an information that has been understood and ingrained in the brain. It is complex to transfer knowledge from one person to another. According to Jones & Sallis, 2002, knowledge is a lot more than information, it is social, a core organizational asset; developed in the mind of a knowing subject, depends individual perspective or point of view. There are many classifications to specify different forms of knowledge, the most fundamental distinction is between explicit and tacit knowledge, so knowledge can be said to be a progressing language.

Knowledge management (KM) is essential for getting the actual knowledge to the right individual at the right time. This may not seem so difficult, but it signifies an important tie to corporate strategy, knowing where and in what ways knowledge exists, providing processes that span organizational roles, and making sure that initiatives are brace and accepted by organizational members. Knowledge management can involve new knowledge creation, or it may just centre on knowledge storage, sharing, as well as refinement. It is sacrosanct to recall that knowledge management is not only about the

management of knowledge for knowledge's purpose. The general goal is to create significant value, leverage and refine the firm's knowledge assets to achieve organizational objectives. The implementation of knowledge management thus has several dimensions which include:

Figure 3: Knowledge Management Dimensions

Source: http://www.knowledge-management-tools.net/

- **KM Strategy:** Knowledge management strategy should be keen on organization strategy. The goal is to manage, share, and create vital knowledge assets to achieve strategic and tactical requirements.
- **Organizational Culture:** The organizational culture affects the interaction of people, in the context in which knowledge is been created, the resistance people will have regarding particular changes, can eventually influence the whether we share knowledge or not.
- **Organizational Processes:** The actual procedure, systems, environments, and processes that allow knowledge management to be established in the organization.
- **Management and Leadership:** Knowledge Management demand suitable and experienced leadership at all levels of organization

structures. There is a broad variety of knowledge management-related roles that an organization could implement or not, including the Chief knowledge officer, the knowledge managers, knowledge brokers, and much more. More on this in the segment on knowledge management roles and positions.

- **Technology:** The tools, technologies, and the system that meet the organization's criteria perfectly created and implemented.

- **Politics:** The long-run brace to implement and sustain ideas that entail virtually all the organizational functions, that could have a huge cost to implement which may involve both from the time and financial aspect, and which often does not have a directly visible return on investment made.

Basically, a failed initiative has brought about undue attention to knowledge management tools and systems while ignoring the other areas.

2.3.2. What is Knowledge Management?

The scope of knowledge management (KM) is not generally accepted. Thus, before one looks at the variations within the definitions, let's catechize the congruities. Knowledge is about the availability of the right knowledge to certain people who are in need of it. Making it a priority that an organization could imbibe, and this will make it possible for an organization to repossess and use its knowledge assets in present applications as they are wanted. According to Peter Drucker, the exploitation and the coordination of firm knowledge resources, helps to create competitive advantages over competitors. Disputes arises sometimes in confluence with the creation of new knowledge. Wellman (2009) has limited the purview of knowledge management to what was learned and the approach used for the management of what is known. Wellman also argues that knowledge creation is often seen as a different discipline and widely falls under innovation management. Bukowitz & Williams (1999) have linked knowledge management to strategic and tactical requirements. It focuses on the use and modification of knowledge-based assets to allow the organization to react to

situations. From this perspective, the answer to "what is knowledge management" will be considerably broader.

A wide definition but similar is given by Davenport & Prusak (2000), which states that knowledge management is by managing the corporation's knowledge which is through an organizationally and systematically described process to organize, sustain, acquires, apply, share and renew tacit and explicit knowledge of workers to influence firm's performance and also create value."

2.3.3.   Hierarchy of Knowledge

The hierarchy is referred to as 'Knowledge Hierarchy', the 'Information Hierarchy' and the 'Knowledge Pyramid'. It is one of the fundamental, widely recognized and 'taken-for-granted' models in information and knowledge literatures. It is often quoted, or used implicitly, in definitions of data, information and knowledge in the information management, information systems and knowledge management literatures (Rowley, 2007).

Knowledge is a vital aspect of human history. If knowledge does not exist, we would still be in the dark ages with no innovations. Humankind tends to improve knowledge over years, and also enhance the sophistication of technology. Organizational structure plays a crucial and core role in knowledge management. Elements of knowledge management may bring about consequences which might lead to unintended outcomes and become barriers to organizations and sharing of knowledge in the organization. A major problem within the organizational structure is allowing or permitting individual behaviour in the organizational structure units.
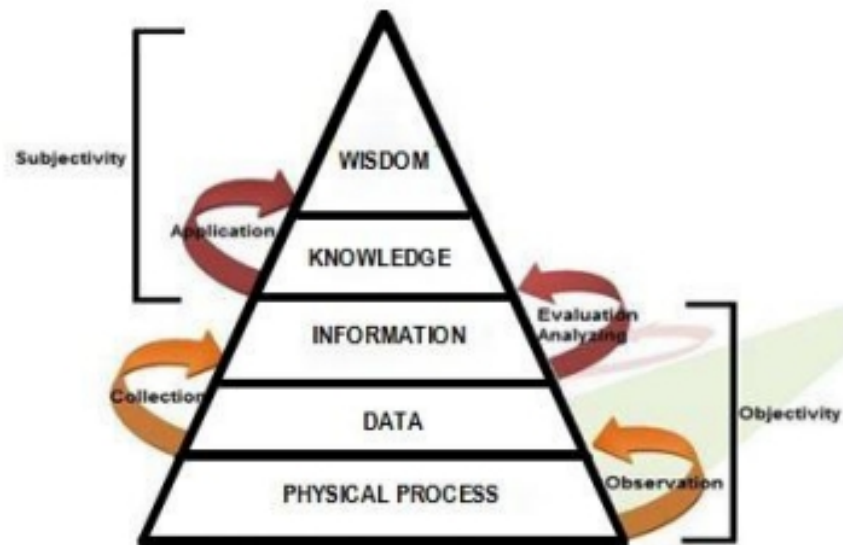
Figure 4: Knowledge hierarchy

Source: Prepared by the researcher based on previous studies

2.3.3.1. Physical Process

The capacity of human vision and critical thinking involves discovering the hidden things in our environment; however, it warrants access to interpret phenomena, able to control and use them. Thinking is said to be a radix of science that involves cognitive process and science has been used to enhance human behaviour that is totally different from past human behaviour.

When there is an increased knowledge it changes, the human perspectives of the various situations helps form the common humans from the dark ages who have seen things as normal, but the geological history of the world considers past ages and discovers the attributes of those ages while the physical recognition of persistent human presence possesses good psychological significance through thinking, people able to maintain the presence of humanity and its existence by taking the good opportunity of experiences of the past generations and being able to adapt to the environment and developing strategies to tackle the changes with the experiences gathered.

2.3.3.2. Data

Data are figures and facts which relay on specific, but are not structured in any way and provide no further information concerning context, patterns, and so on. Using the definition of Thierauf, 1999 data is an unstructured figures and facts which have little influence on a typical manager. Primarily, data is not specifically useful because it is raw, it cannot be trusted in making sound decision. So, this means the data becomes a piece of information when it is revised, classified, analysed, and placed in an understanding clear framework, easily interpreted by the recipient, and is an important raw material for the creation of information (Davenport & Prusak1998). Thus, when data is processed, it becomes ready and useful; meaning it can be depended upon to make a specific decision.

2.3.3.3. Information

For data to become a piece of information, it has to be adequately contextualized, classified, calculated, and compressed. The information thus gives a clear illustration, making data relevant and purposeful. It could give a trend in the environment, or indicate a delineation of sales for a certain given time. Basically, according to Ackoff, 1999 information is said to be found in answers to questions that start with words such as "what, where, who, how many, and when". Information technology is usually inestimable in the ability to turn data into a piece of information, especially in vast firms that generate a great substantial quantity of data across various multiple units and functions. Most importantly, the human brain is definitely needed to help in contextualization. Information is created and grows the position of knowledge when it is used for the purpose of parallelism, evaluation of the past and specific outcomes, communication, participation in a dialogue, and discussion. Information can be described as data showing the actual framework and content of pellucid and certain characteristics in order to use the outcomes to make a decision.

2.3.3.4. Knowledge

Knowledge comprises of truths, beliefs, concepts, judgements, new discoveries, methodologies, experiences, expectations, and know-how, the reasons for success and failure and procedures that are regarded as true or correct. Knowledge is characterized by individual and could be a result of past experiences containing the norms by which new inputs from the environment is assessed. Knowledge is said to be a flowing mix that captures; values, experiences, insight, information, and rooted intuitions that create an atmosphere and a template for assessing and integrating an additional knowledge and is used in peoples thought process. Knowledge has gradually become incorporated in an organization, not only in document repositories but also in management practices, procedures, and principles.

Types of Knowledge: Tacit Knowledge and Explicit Knowledge

Without question, explicit and tacit knowledge are the most sacrosanct dimension of knowledge management.
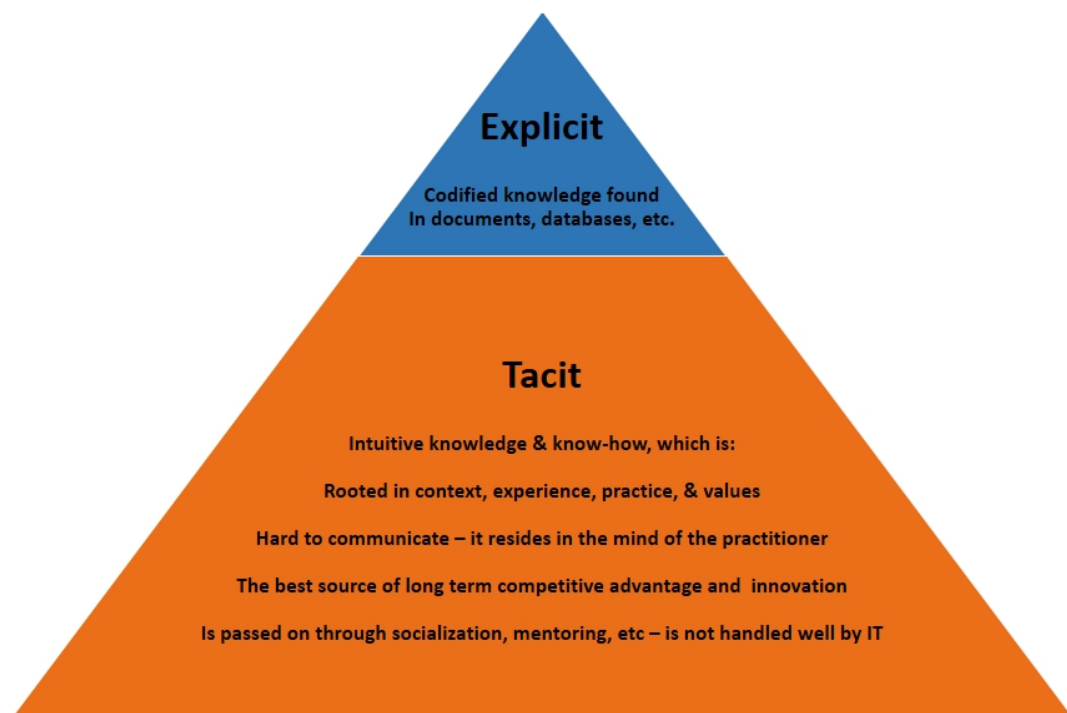
Figure 5: The two major Types of KM

Source: http://www.knowledge-management-tools.net/knowledge-information-data.php

2.3.3.4.1. Explicit Knowledge

Explicit knowledge is formal and classified, it is also interpreted as know-what according to Brown & Duguid 1998. This means it is totally not difficult to use, recapture, and safe (Wellman 2009). Explicit knowledge is the easiest form of knowledge to handle by the knowledge management system, which is very adequate at fostering the storing, retrieving, and modifying of documents. Looking at explicit knowledge from a managerial view, the biggest demurral with explicit knowledge is that of information and entails ensuring that individuals can retrieve the information they require. It is sacrosanct that knowledge is saved; and the knowledge is well-examined, revised, or disregarded. Many theoreticians believe that explicit knowledge is less important (e.g., Brown & Duguid 1991, Cook & Brown 1999, Bukowitz & Williams 1999, and so on) and also thought to be considerably easier, as such it does not have an opulent context that can create a prolonged benefit.

However, this is changing to some extent, knowledge management that is spurred by technology have been recorded to have its flaws of paying much attention to this type of knowledge and it has initiated a lot of products seen as knowledge management systems, pieces of information, fact and explicit knowledge management software.

2.3.3.4.2. Tacit Knowledge

Tacit knowledge is a form of knowledge that was initially explained by Polanyi in 1966, and most times viewed as know-how (Brown & Duguid 1998). Tacit Knowledge is based on intuition as such difficult delineate since it is significantly based on experience which means that tacit knowledge is context-dependent and individual based. Tacit knowledge is complex to express and profoundly embedded in an individual's devotion, involvement, and action (Nonaka 1994). Wellman, 2009 regarded tacit knowledge as most valuable cradle of knowledge, and critical to organizational advancement.

Tacit knowledge has two kinds: Which are technical and cognitive. The earlier involves the knowledge that an individual has acquired and developed in the mind by means of handicraft, according to the Dictionary of Philosophy, 1996. While the latter which is the cognitive dimension of tacit knowledge is aligned with ideas, judgments, notions, beliefs and mental models that can be acquired by just observing employee's behaviour and attitude. O'Sullivan, 2008 described tacit knowledge as a skill that is learned from individual personal experience.

2.3.3.5.   Wisdom

Wisdom is at the top of the knowledge hierarchy and to get there, we must answer questions such as 'why do something?' and 'what is best?'. Basically, wisdom is the knowledge that is applied in varieties of situations in everyday life. If a set of information and data is considering looking back on past moments, we can say knowledge, and wisdom is linked with what we do presently and what we want to attain in the long run. Wisdom is a process in which we also perceived, and maybe judge, for what is right or wrong. Machines lack the ability or aptitude to possess wisdom. Wisdom is peculiar to human, for it resides in the heart full of blood and life as in the mind.

2.3.4. Knowledge Management Processes

Knowledge management in its function has become important for the growth of knowledge-based societies and the knowledge management process. Knowledge management processes are vital to knowledge management as such there is need to talk about the practical areas of knowledge management processes. Many scientists and researchers have various ways of determining the knowledge management processes. A lot of notions of knowledge management processes entail the setup of the processes, which leads to working sequentially in an unsegregated arrangement, by which each process depends on the process that precedes it. Knowledge management processes are the core cradle of organization data and

information for decision making, getting problems solved, and a way of investing in those processes in an appropriate way.

However, in recent years, knowledge management has become an important success factor in business. Knowledge management processes and Information technology basically initiated from organizational memory that integrates various kinds of people and organizational knowledge. An effective knowledge management system is inexhaustible because the environment is always changing, and knowledge is updated. Different authors and researchers of knowledge management processes have given the life cycle, these are shown in Figure (6), (7) and (8):
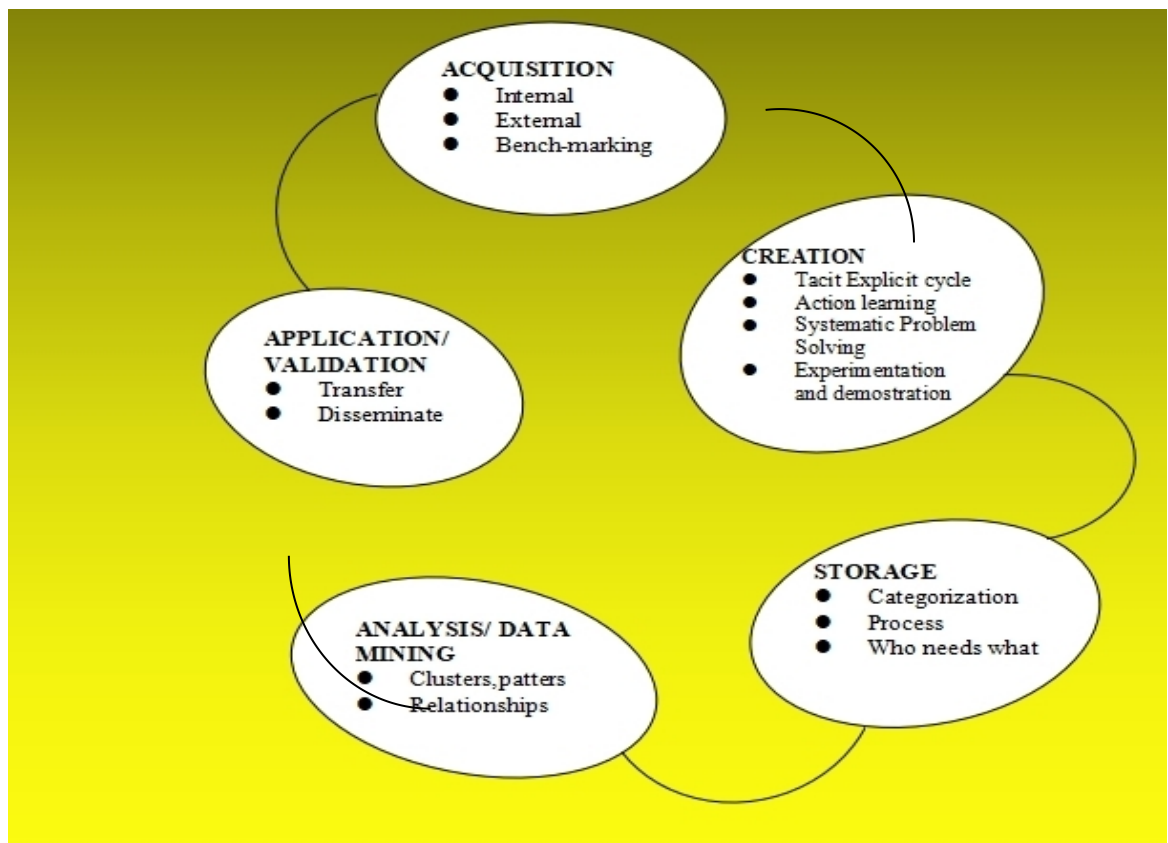
Figure (6)*: Systems Model for KM*

Source: Knowledge Management Subsystems by Aaron Cowan for OLIT 514
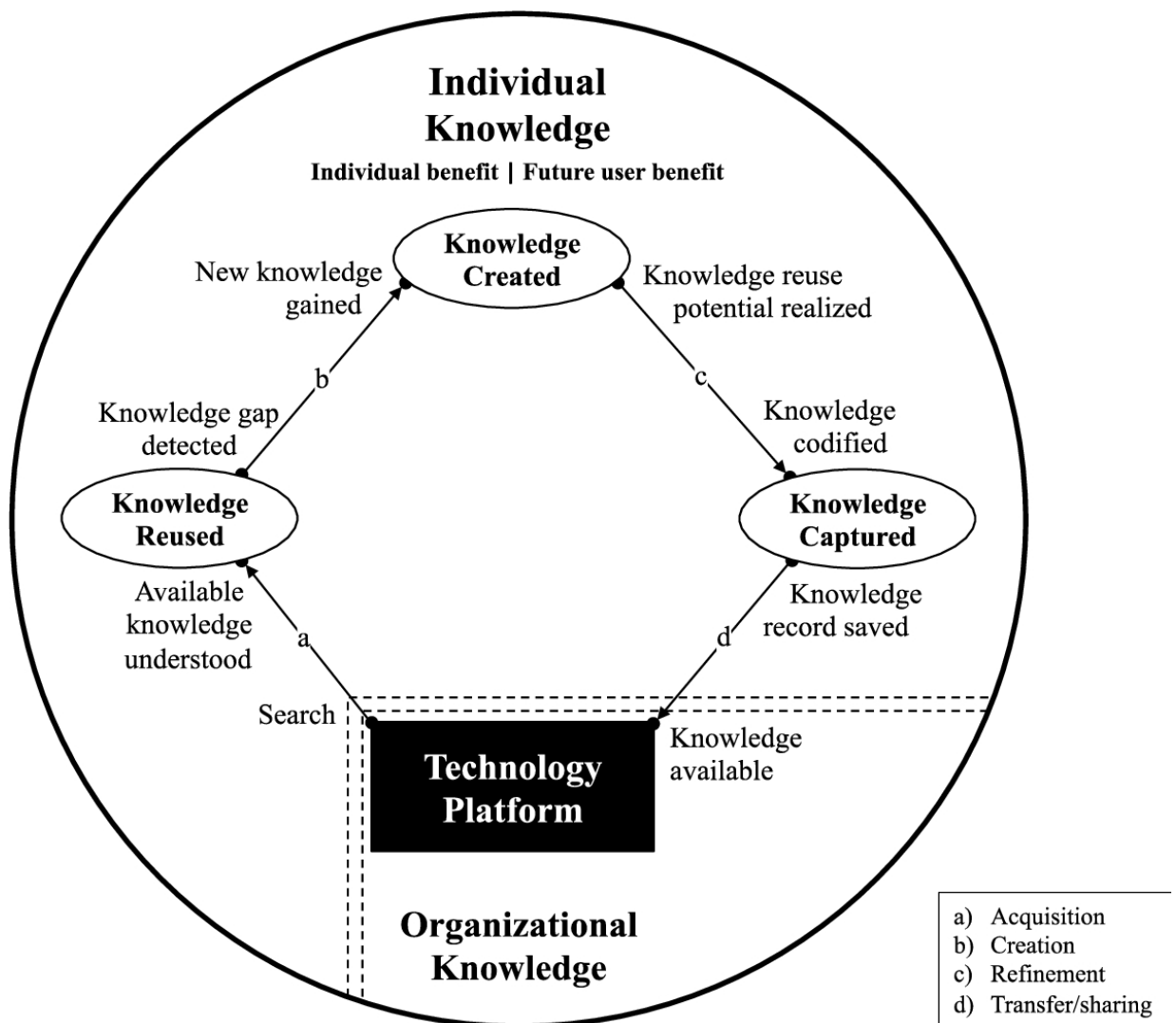
Figure 7: The proposed KM life cycle, presented from an individual's perspective

Source: *Knowledge management life cyle: An individual Perspective (Stenholm, J. Landahl, D. Bergsjö 2014)*

The processes are explained from the perspective of an individual (project member). It explains how a person moves through the model domain, including looking for knowledge in the technology platform, comprehension knowledge records, identifying a knowledge gap, filling the gap by generating new knowledge, documenting the knowledge into a record, and consequently developing new knowledge to be fed-back to the technology platform. In an

ideal approach, certain roadblocks are surmounted along the way, or no hinderances at all. An ideal procedure, on the other hand, is rarely truly representative.

Figure 8: The Institutional Knowledge Evaluation Cycle

Source Knowledge Research Institute, Karl WIIG
http://www.krii.com/downloads/instit_knowl.pdf

- Knowledge Development: Learning, invention, creativity, and knowledge importation from the environment are all ways to develop knowledge.
- Knowledge Acquisition: Information is gathered and stored to be used and later treated.
- Knowledge Refinement: Knowledge is sorted, modified, or included in published materials, process models, and other forms to make it available and usable.

- Knowledge Distribution and Deployment: By teaching, educational activities, automated knowledge-based systems, and expert networks, knowledge is distributed and deployed to Points-of-Action (PoAs).
- Knowledge Leveraging: Using or leveraging knowledge lays the foundation for future learning and innovation.
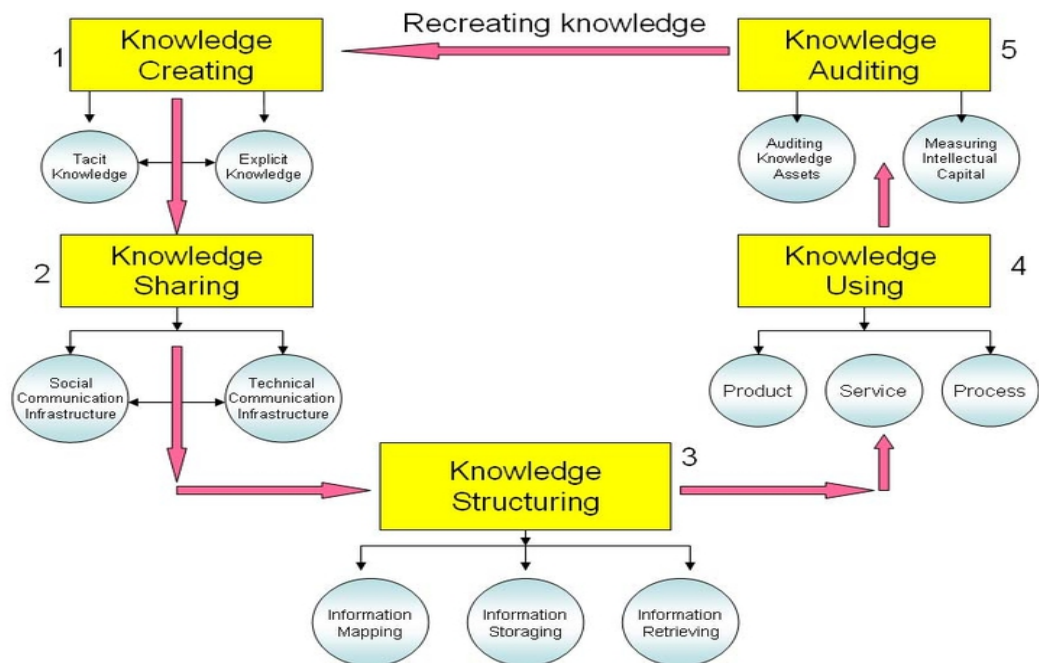
Figure 9: Knowledge management life cycle model

Source: *Knowledge management life cycle model Sagsan, M. (2007). "Knowledge management from practice to discipline: a field study", AID TODAIE's Review of Public Administration, 1(4):123-157.*

The Figure (9) shows the knowledge management processes. The researcher used a hand of knowledge management processes; as every finger has its own importance and power likewise, each form of knowledge has its own purport and ideas, and they are similar to one another. For instance, when the knowledge is used cautiously and consciously, the application of knowledge works perfectly and effectively. Thus, each form of knowledge is not attested to the success of knowledge management processes, but the knowledge application is a certainty of success. The Knowledge management processes are as follows:
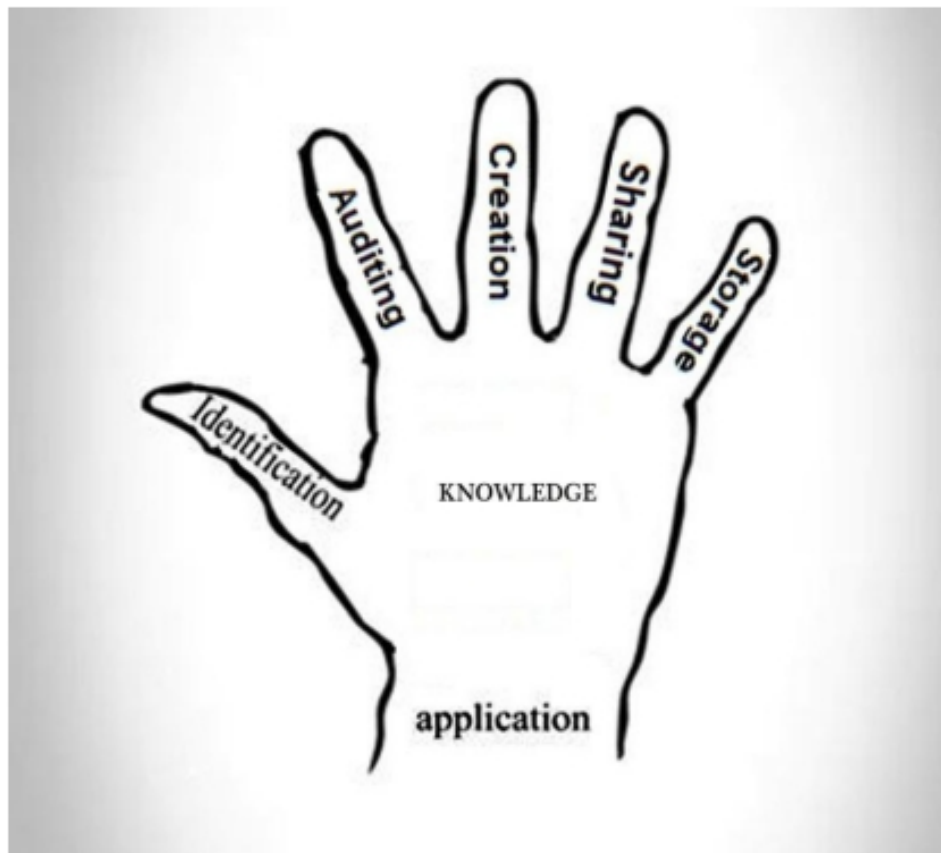
Figure 10: Knowledge Management Processes

Source: Prepared by the researcher based on previous studies

2.3.4.1. Knowledge Identification

The knowledge identification process is key to any program for knowledge management. This is one of the most significant procedures in knowledge management since it began with the definition of knowledge and the search for where that knowledge is stored. It can be found in people's thoughts, as well as in systems and processes. It is found in the minds of people, or in the systems or the processes. Therefore, the most important challenges faced by business organizations are the identification process because the success of any education management project depends on the accuracy of identification. In addition, achieving the comparison between finding current knowledge in an organization and funding required knowledge is critical. This difference

represents the volume of the effort made that the organization needs to get to the desired innovation. Knowledge identification is the oldest term used in the literature to define knowledge in a pseudo manner and appears to be incredibly challenging since knowledge can take any form. The identification process contributes to identifying the appropriate knowledge to addresses many of the existing problems using research mechanisms to accurately identify knowledge (Alvesson, 1993). The importance of diagnosis means that the knowledge process is created based on the organization's wealth and the active management of development and success. Diagnostic process results are discovered knowledge of the organization to identify people with like positions having knowledge.

2.3.4.2. Knowledge Auditing

Any knowledge management plan should start with a knowledge audit. It would give precise assessment, measurement, estimation, and evaluation of the organization's tacit and explicit knowledge if done correctly (Hylton, 2002).

A knowledge audit is used to estimate for knowledge management processes (identification, creation, share, storage). Knowledge audit is used to discover practices and activities of knowledge management or evaluation of an organization, person, process, system, product, or project. The audits are carried out to access the reliability and validity of information and to give an assessment of the internal control system. The aim of an audit is to make an evaluation based on work done on a test basis to give an opinion on the individual/organization system, etc. According to Sağsan, 2007, "knowledge audit is a systematic and scientific assessment of the tacit and explicit knowledge resources employed in the organization's processes, services, and products." Therefore, it helps the organization to clearly identify the true knowledge and support the main goal of the organization and individual activities. In addition, it gives data on the extent to which information is organized and identifies areas where changes are required. Drucker, 1959, revealed that "We cannot say any longer: 'Knowledge is the truth' or 'All power corrupts'. We must accept new propositions: Knowledge is power, and

power is responsibility." Hence, knowledge audit is a systematic review of the truthfulness of intellectual capabilities; when added it analyses the knowledge exploited.

2.3.4.3. Knowledge Creation

Knowledge creation means the innovation of knowledge with the participation of work teams and support groups to create the intellectual capital of new knowledge on issues and practices. Rollett, 2003, opined that there are basically two things needed for the firm to increase its overall level of knowledge: by creating new knowledge and by acquiring already existing knowledge. This is a process that assists with the definition of the problems and finds solutions to them in a continuous and innovative way. It should be understood that knowledge and innovation are two ways process: Knowledge is the cradle of innovation and ideas as a result of new knowledge. Knowledge creation is cultured by the gathering of information and incorporates them together through the link of the expertise and knowledge or through, research, education, growth, and creative thinking. All these refer to knowledge creation and the creation of new knowledge in different ways, some ways to create knowledge are listed below:

- **Capturing:** Acquiring knowledge in the minds of an individual.
- **Innovation:** Creating new knowledge.
- **Buying:** Is gaining knowledge via direct purchase or via the use of employment contracts.
- **Absorbing:** Capability to understand and comprehend explicit knowledge.
- **Discovery:** Determining availability of knowledge

The scope of the firm's ability to create knowledge by restructuring and the combination of tacit and explicit knowledge through interactions between individuals to create new facts is vital (Michael, 2002). Brand new knowledge can be generated by so many alternative processes that vary from

painstaking to innovate and by a lot of research. These could also be through the ability to perceive new connections and merging them with the already known knowledge components through critical inductive reasoning. According to Turban & Wetherbe, 2006, knowledge is being created as individuals determine another way of accomplishing things or developing know-how. In addition, Nonaka & Takeuchi, 1995, also supported that knowledge creation, could be by means of addition of knowledge or correcting the present knowledge or collective learning in an organization.

The SECI model is in the generation of knowledge process and it explains four modes of knowledge which are conversion, combination, socialization, externalization, and internalization. This is where knowledge is being generated and re-founded in the organization; it is as shown in Figure (10).

In order for innovation to occur, there must be higher standards or expectations, firstly, in the area of knowledge creation. The model explains the two kinds of knowledge, explicit knowledge, and tacit knowledge. Knowledge creation is a ceaseless process and can happen consciously and unconsciously within the organization, this model is regarded that the capture of this knowledge as a piece of continuous improvement.

2.3.4.3.1. The Four Models of Knowledge Conversion (SECI Model)

The interplay between the tacit and explicit knowledge is defined as knowledge conversion. According to Nonaka & Takeuchi, 1995 and Nonaka, 1990, 1991 the tacit and explicit knowledge in the conversion process evolves in both quality and quantity.

The SECI model has become the most known and accepted knowledge model. The model is precise and clear. This is shown in Figure (11). The movement easily explains the interaction and relationship between explicit and tacit knowledge. A firm creates knowledge by means of interrelationship between tacit and explicit knowledge.
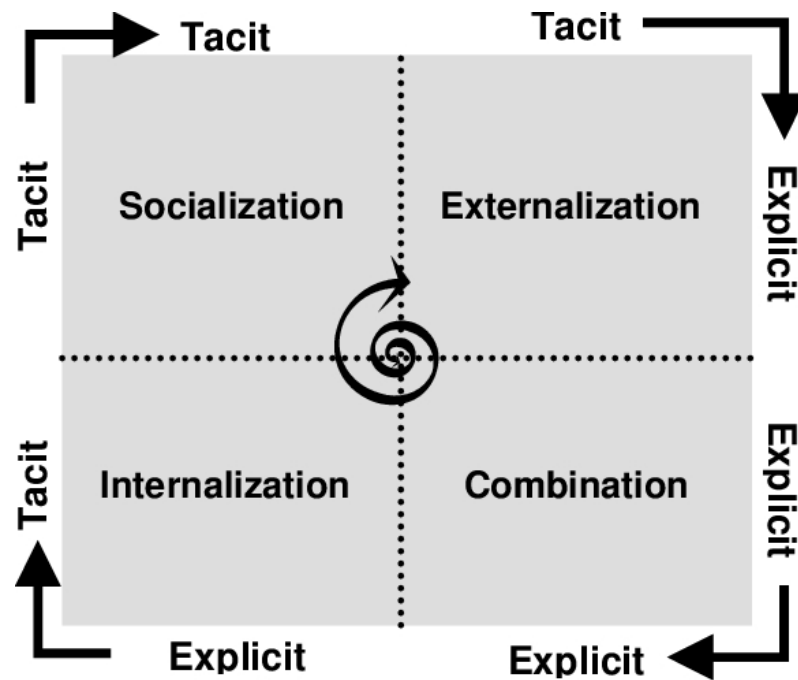
Figure 11: The knowledge-creating process: SECI model

Source: *Nonaka and Takeuchi (1999).*

● **Socialisation**

Socialization is the technique in which an employee could be able to share tacit knowledge by the use of implementation, observation, copying, monitoring, and involvement in non-conventional and conventional environments and groups to influence or enhance the traffic. This process basically develops the prevention of the use of a virtual space or physical environment where interaction largely holds on a social level.

● **Externalisation**

The transition of tacit into explicit knowledge (Nonaka & Takeuchi, 1995) requires communicating tacit knowledge through discourse and reflection. Tacit knowledge begins to evolve into explicit knowledge so that within the institution tacit knowledge is expressed by individuals in an easy-to-understand form, and becomes a whole through interaction between the

institution and its members face-to face. Managers encourage the production of concepts through facilitating creative and essential discourse, the use of thinking, and the use of metaphors in discourse. It means converting tacit knowledge into explicit knowledge and it is expressed in various explicit forms (Digital or Avatar). It also transforms knowledge into models and assumptions for project teams.

● **Combination**

According to Nonaka and Takeuchi (1995), the exchange of explicit to tacit knowledge arises through the interplay of explicit knowledge with explicit knowledge, or 'combination,' and is stated as the process of standadizing conceptions into a knowledge system. It is the easiest plan. To generate new information, codified knowledge sources (such as documents) are merged. Where the dissemination of knowledge in all parts of the organization is required, this is achieved through documents, emails, and databases, as well as meetings and dialogue sessions. Then, it becomes more usable and useful to the organization, and the application is processed in the format of a knowledge institutional infrastructure.

● **Internalisation**

The traditional conception of learning and 'learning by doing' are quite close to explicit to explicit (Nonaka, 1994, Nonaka & Takeuchi, 1995). For example, a developmental program in global enterprise helps the trainees to be self-aware as well as, comprehend the organization as a whole (Nonaka & Konno, 1998). It is the process in which they understand knowledge and is passed on to all individuals in the organization, to be a motivation and influential engine to generate and create new tacit knowledge of individuals. This is then processed again on a constant basis and repeatedly, within the four patterns and the Nonaka model's effect is amplified. As the spiral progresses up the ontological scale, it grows larger in scale.

In companies, knowledge management is built on six key processes. These include knowledge identification, creation, auditing, sharing, storage, and application. Each of these processes has sub-processes which are intertwined with an organization's internal and external environments. The conversion of explicit knowledge into tacit knowledge of the organization is known as internalization of newly created information.

2.3.5. Knowledge Sharing

The production of the beneficiary knowledge of face-to-face communication is organically linked to knowledge-sharing. Requesting assistance from another, i.e., someone who may have the necessary knowledge or skill, is a viable strategy for learning knowledge likewise, conversation is the effective means of sharing knowledge between people. According to Sharratt & Usoro, 2003, sharing is a process whereby a resource is offered by an individual and received by another person. Furthermore, knowledge sharing is the process by which individuals collaboratively refines a perspective, an insight, or a recommendation in light of experience (Chua, 2003). Additionally, according to Othman & Skaik, 2014, attitude, subjective norm, self-efficacy, and control then intention for knowledge sharing as displayed in Figure (10). Knowledge sharing is the process of mutual transmission of knowledge acquired by individuals or groups in the organization. Information sharing will become a possibility if people realize that sharing their knowledge helps them accomplish their work more efficiently; helps them continue to maintain their jobs; helps them in their personal development and professional growth; compensates them for achieving success (rather than blind sharing); and brings more personal recognition (Sagsan, 2007). Some elements are favourable to knowledge sharing;

- Strengthening the supportive environment for exchange knowledge in ideas between people.
- Activating the role of the media and employ them to transfer of knowledge

- Facilitating access for all employees to knowledge bases owned by the organisation. Evaluating levels of employee performance.

2.3.6. Knowledge Storage

Knowledge storage processes include keeping, maintaining, search, accessing and retiring (Michal, 2002). Advanced platforms such as records, databases, human processes, collective individual memory, and consensus are used to store knowledge. The knowledge storage process underscores the value and relevance of organizational memory; organizations seem to be more vulnerable as a result of the loss of much of the information stored by employees who exit the organization for various reasons. Knowledge storage and retention have proven essential and significant, particularly for businesses that have a high rate of turnover and depend solely on recruitment, as well as those that use transitory consultation agreements for knowledge generation

2.3.7. Knowledge Application

The goal and focus of knowledge management processes is the usage of the knowledge available to the company, so it is a well-known knowledge management process. The application of knowledge means knowledge investment; getting knowledge, new knowledge, and feedback on identifying knowledge again, in new knowledge processes. It is stored and sharing is no longer sufficient, the important thing is to transfer this knowledge to its implementation. According to Hone, 2009 "Science is not just about knowledge but also the application of knowledge". Knowledge is no guarantee of the success of knowledge processes, but knowledge applied is a guarantee of success. All earlier knowledge management processes do not achieve anything of benefit if they are not applying knowledge effectively. Besides, the goal and focus of the utilization of knowledge available to the organizations. The most prominent objective and purpose of the application of knowledge are not only to be available but also to be of benefit too. The

success of any organization depends on knowledge application. Innovation refers not only to come up with new ideas but also applying them successfully. Therefore, Innovation is a more extensive term than knowledge creation It is not just about knowledge identification, creating knowledge, knowledge storage, sharing knowledge, and knowledge auditing but also about applying the knowledge.

CHAPTER 3

METHODOLOGY

This chapter describes the different methods that was used to collect and analyse data for the study. The study design, study population, sampling technique, sample size determination, instrument for data collection, pilot study, and data gathering and analysis procedures were covered in the methodology. It also includes data treatment, prior expectations, and ethical considerations.

3.1. Study Design

The study was conducted using a cross-sectional design. According to Asiyanbi & Ishola, 2018; Babayanju, Animasaun, & Sanyaolu, 2017 cross-sectional survey design largely focuses on important fact, opinion, perception, demographic features, motives, attitudes, and behaviour of respondents to a specified research instrument Cross-sectional design involves data gathering from a population, or a subset representative, at a particular time

and it has merits over other methods of research that use individuals with unique features; with a sample population which usually a small portion of the entire population (Alobari, Naenwi, Zukbee, & Miebaka, 2018; Uwuigbe, Amiolemen, Uwuigbe, Asiriuwa, & Jafaru, 2017). More so, in cross-sectional surveys design, the investigator, because the independent variables' effect has already taken place, has no direct influence over them (Mugenda and Mugenda (2009).

Several authors have agreed on the suitability of this type of study design (Amsami, Ibrahim, & Hamid, 2020; Suh, Shim, & Button, 2018; Mboga, 2017; Taba, Ismail, Sobarsyah, & Tasrim, 2018) because they used it in their respective studies.

3.2. Population of the Study

The primary population of the study are employees of industries in Oluyole Local Government area, Oyo State, Nigeria. The study was conducted among full time employees of the selected industries. The employees are preferred because they have rich information about the industry. The study made use of all the staff levels in the industry owing to their pertinence in reporting their views as regards expectation, psychological contract, and knowledge management practices of their organization.

3.3. Sampling Unit

The unit of sampling was employee who are full staff of the selected industry located at the Oluyole Local government area, Oyo State, Nigeria. The full staff were selected as sampling unit due to their expertise and level of experience which goes a long way in the provision of quality data needed to enhance the generalisability of the research. Choosing this class of workers as sampling unit was particularly taken into account because of their involvement in industrial roles which considerably enhanced the quality of data obtained in the field.

3.4. Sampling Frame

The sampling frame for the study was the total number of full-time staff in the selected industries. The number of the full staff was gotten from the organization register or online report. These will include all class categories of full-time employees (junior staff, mid-level management, senior management, and executive management and director).

Table 3: Selected industries in Oluyole LGA and their corresponding number of employees

S/N	Names of Industry	Number of full staff employee
1	Expand global industries	70
2	Procter and gamble Nigeria Limited	70
3	Sumal foods Limited	98
4	O'Bounce technologies	15
5	E237 Solutions limited	7
6	Alcanah Limited	30
	Total	290

3.5. Sample Size Determination

Sampling aims at making a conclusion about the population by taking representative samples from the total population. The researcher used the formula provided by Yamane (1976) to have a sample size that is representative of the sample frame. In the formula, the sampling error was set at 5% which means a 95% confidence level used on the total population.

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

Where n = sample size

e= the desired level of precision (error term) (0.05).

N = population of the study

To give room for attrition, a 10% attrition rate was used to compute the new sample size. Substituting into Yamane (1976) formular:

$$n = \frac{290}{1+ 290(0.05)^2}$$

$$n = \frac{290}{1+ 290(0.0025)}$$

$$n = \frac{290}{1+0.725} = \frac{290}{1.725}$$

$$n = \textbf{168.12}$$

Adding the 10% attrition rate to the calculated sample size, the new sample size of the study was:

168.12+ (0.1*168.12)

168.12+ 16.812

184.93 which is approximately 185.

The new sample size is 185.

Table 4: Proportionate Distribution process among the industries

S/N	Industry	Distribution process	Sample size
	Expand global industries	70/ 290 x 185	45
	Procter and gamble Nigeria Limited	70/ 290 x 185	45
	Sumal foods Limited	98/ 290 x 185	63
	O'Bounce technologies	15/ 290 x 185	10
	E237 Solutions limited	7/ 290 x 185	4
	Alcanah Limited	30/ 290 x 185	19
			186

3.6. Sampling Technique

The sampling technique for this research was Stratified random sampling technique. The concept of sample and sampling is drawn from the probability that the investigator may be unable to access finite or infinite population. Hence, a sample is a portion of the total population particularly selected to represent the entire study population. In choosing the sampling procedure or technique suitable for a study, the investigator is required to elucidate in terms of timesaving, cost-effectiveness, reliability in dealing with respondents, representativeness, high level of accuracy, and absence of bias (Odugbemi & Oyesiku, 2000). In this research, full time employee of industries was sampled. Proportionate sampling method was used to ascertain the number of employees to be sampled in each of the selected industry.

A simple random sampling method was utilized in the selected industry to choose the participants so that every staff have an equal chance of being selected across the different cadres (junior officers, mid-level management, senior management, and executive management and director)

3.7. Method of Data Collection

To address the research goals, primary data was gathered. In statistical surveys, it is crucial to work on primary data hence the need to source for primary data (Onakoya, Moses, Iyiola, Salau, & Ayoade, 2018). The research used a quantitative approach and relied on data from primary sources. The primary data was sourced from the full-time staff of industries located in the study area through structured self-administered questionnaire. This approach was adopted because it aids the collection of primary data that revealed the current state of the study participant and promote authenticity of the study (Binuyo, Ekpe, & Binuyo, 2019). More so, primary data source is suitable for cross-section study design since it gets a snapshot of data regarding attitude and perception of respondents (Ehijiele & Sina, 2018). Furthermore, it assists in the reduction of the likelihood of getting an inaccurate data and equally creates a chance of gaining a deeper understanding of the subject being researched.

3.8. Research Instrument

The study adopted a structured questionnaire as the research instrument for data collection. It gives the researcher the opportunity to ask questions about vast number of participants' behaviour, attitudes, preferences, perspectives, and intentions (Onakoya et al., 2018). It assists in gathering feedback based on the opinion and perspective of the respondents on the variables of the study. Its use improves the comparability of results and makes it easier to demonstrate the relationship between variables. Its scale measurement system makes data collection from considerable number of full-time employees in industries convenient and swift without being narrow-minded of the opinion of the entire populace. Often, questionnaire can be self-administered, and convenient to utilize compare to the other survey instruments (Distanont, Khongmalai, &Distanont, 2019).

Psychological Contract Inventory developed by Rousseau (2008) was adopted as the instrument for data collection. Employee Obligations, Employer Obligations, Fulfilment, and Contract Transition Indicators are the four sets of psychological contract scales included in the inventory. The right to use all of the measures listed in study was granted for so long as acceptable citation are made. Also, the standardized tool USQ KM scale for Knowledge Management practice assessment used by Gebremedhin 2020 was also adopted to assess the knowledge management practices. The instrument was designed by Erwee, Skadiang and Reynolds (2007) who are researchers in the University of Southern Queensland. The instrument USQ KMS-16 progressed from a 103-item. The questionnaire length, sequence and question characteristics were terms used for the amendments. Furthermore, to assess the employee expectation a seven item Career Expectation Scale (CES) invented and validated by Liu, Shen, Chau and Wang 2019 was adopted to ascertain the expectations of the staff. The scale comprises of two domains namely; career development and career reward. According the study, the Cronbach's alpha for the entire career expectation scale was 0.823, and for the two factors the Cronbach's alpha was above the minimum 0.70 standard recommended by Nunnally (1978), with values ranging from 0.740 to 0.881. The scale was published in an open assess article. Few adjustments were made for the question to capture the kind of work environment targeted in this investigation.

The study data collection tool has four sections; the first section consists of the personal details of the participants on their gender, age, degree status, and from where they come. While section 2 consists of questions representing the variables on expectation, section 3 consist of questions on psychological contract and section 4 consists of questions representing the knowledge management practices.

3.9. Administration of Research Instrument

For administration and follow-up on the research instrument, the researcher employed the services of research assistants and administrative support from

the respective industry. The research assistants essentially helped to follow up on the contacts or group of employees provided by the human resources liaisons. The researcher kept in regular contact with the research assistants and human resource liaisons to ensure that the assessment process ran smoothly thus every bottleneck were addressed promptly.

3.10. Pilot Study

A pilot testing was conducted at an industry located in Oluyole Local government which is not part of the selected industries this is to identify anomalies, formulation errors, ambiguity, and ensure consistency of the research instrument. 10% of the sample size was recruited for the pilot study, in line with Ghauri, Grønhaug and Strange (2020) suggestions for a pre-test. The response rate and time spent by each respondent in filling the questionnaire was noted as well as other important feed backs in order for the researcher to make necessary adjustment before administering the instrument to the main respondents. for necessary adjustment.

3.11 Validity of the Research Instrument

Content and construct validity were used to verify measurement validity. The content validity was carried out by the investigator's supervisors and notable scholars with experience in this field of study. The questionnaire's grammatical structure, logical structure, and content were all reviewed to confirm that the information sought from participants was captured by the questionnaire. The questionnaire was partitioned into numerous sections for construct validity to ensure that each segment measured information for a particular aim while also maintaining a close relationship with the study's conceptual framework.

3.12   Reliability of the Research Instrument

To evaluate the internal consistency of the data collection tool a reliability test was conducted using Cronbach Alpha. According to Nunnaly (1978) and Devellis (2003) a value of 0.7 implies that the tested items correlate highly among themselves and there is consistency in measuring the concept of interest.

Cronbach's alpha coefficient is a measure that spans between 0 to 1. The stronger the internal consistency of the scale items, the closer the coefficient is to 1. Furthermore, according to George & Mallery (2003), the Cronbach's alpha coefficient: >.9 – Excellent, >.8 – Good, >.7 – Acceptable, >.6 – Questionable, >.5 – Poor, and < 5 – Unacceptable. As presented in the table, all the factors are within the acceptable range except for the career expectation scale and employer obligation sub dimension. (See table 5)

Table 5: Questionnaire Reliability

Scale	Sub Dimensions	No of items	Cronbach's Alpha	Reliability
Psychological Contract (PC)	Employee obligation	13	.718	**Acceptable**
	Employer obligation	13	.606	**Questionable**
	Contract Transition	7	.793	**Acceptable**
	Obligation fulfilment	2	.781	**Acceptable**
	PC Overall	**35**	**.809**	**Good**
Knowledge Management (OKM)	OKM Strategy	4	.929	**Excellent**
	OKM Culture	6	.922	**Excellent**
	OKM Technology/Process	6	.936	**Excellent**

	OKM Overall	16	.969	Excellent
Career Expectation			.315	Unacceptable

3.13 Methods of Data Analysis

A combination of descriptive and inferential analysis was used for the statistical analysis of the research. The statistical package for social sciences version 26 and Microsoft Excel was utilised for data entry and statistical analysis of the data. The descriptive analysis was presented using percentages, mean, standard deviation. Tables and figures were also used to show the properties of the data collected from the respondents. The inferential analysis was done using Pearson correlation and regression analysis.

3.13.1 Data Treatment

Data was double-checked for verification to eliminate data entering errors. Errors, inconsistencies and missing data were verified with the original questionnaires. Afterwards, the questionnaire was decoded into numerical variables on Microsoft excel and later exported into the Statistical Package for Social Science (SPSS) for statistical analysis.

3.13.2 A Priori Expectations

There are expectations in every study, most especially in the link between the major and sub-variables of the research. The expectation was that the independent variables would have an effect on the dependent variables. This refers to how expectation relates to psychological contract and knowledge management practices.

3.14 Ethical Considerations

The ability of the researcher and research assistants to collect information from informed and willing respondents serve as the first ethical consideration. Hence, to get the consent of the respondents to participate in the study, verbal consent was obtained from the respondents. This help to expedite the voluntary participation of the respondents. Also, the research instrument was designed with no option for respondent's identity declaration, that is, the respondents name and organisation name were excluded from the questionnaire. This was to preserve the identity of the participants, as well as increase the confidentiality of the process. Furthermore, the researcher duly acknowledges, cite and reference all scholarly works being reviewed using the APA Referencing style. Plagiarism was avoided to ensure the originality of the study. Lastly, the study was carried out in accordance with the approved proposal by the University Research Ethics Committee.

CHAPTER 4
DATA ANALYSIS AND RESULTS

This section reports the findings of the study, resulting from the analysis of the primary data gathered from the study respondents. Descriptive analysis was performed to describe the demographic characteristics of the respondents. To test relationship between the variable the study implores the use of the Pearson correlation while multiple regression analysis was conducted to test the stated hypothesis. All the analytical procedure were performed using the statistical package for social sciences (SPSS) version 26. 186 study instruments (questionnaires) were distributed and the study recorded 100% return of the data collection instrument. Two respondents did not fill their educational level hence the minimum level of education (O'level) was chosen as their educational level.

The section presents the research questions that covers the following:

- Demographic information;

- Career expectation

- Knowledge management

- Psychological contract

- The correlation between expectation, psychological contract and knowledge management

- Multiple regression analysis of the influence of expectation on psychological contract and knowledge management

Variables		F	%	Mean (Min ± Max)	STD
Age group	21 -30 years	52	28.0		
	31- 40 years	89	47.8		
	41- 50 years	33	17.7		
	51- 60 years	12	6.5		
Sex	Male	111	59.7		
	Female	75	40.3		
Years of service in Organization	1 - 5 years	108	58.1		
	6 – 10 years	57	30.6		
	11– 15 years	16	8.6		
	16 –22 years	5	2.7		
Highest level of qualification	No formal education	2	1.1		
	First School Leaving Certificate	4	2.2		
	O'Level	13	7.0		
	OND/Diploma	65	34.9		
	HND/B.Sc.	85	45.7		
	M.sc/other equivalent	12	6.5		
	PhD	5	2.7		
Years of service in present position	1 – 4 years	143	76.9		
	5 – 8 years	35	18.8		
	9 – 11 years	8	4.3		
Age				36.39 (22 ± 60)	7.93
Years of service in the Organization				6.20 (1 ± 22)	4.21
Years of service in present position				3.09 (1 ± 11)	2.31
Current occupational role	General Management	18	9.7		
	Operational – i.e., delivering service	45	24.2		
	Teaching/Training	23	12.4		
	Information technology	39	21.0		
	Administration	32	17.2		
	Accounting/finance	23	12.4		
	Programme officer/advisor/specialist	6	3.2		

Table 6: Demographic characteristics of the respondents:

Source: Researcher field survey 2021

The career expectation was grouped into two sub dimensions (career reward and career development). Using a 5-point Likert scale measurement the organizational management was examined under three main dimensions which were; organizational knowledge strategy, organizational knowledge culture and organizational knowledge management processes/ technology. The psychological contract was evaluated using a 7-point Likert scale, under the sub group; employee's obligations, Employer's obligation, psychological transition and contract fulfilment.

Table 6 above presents the demographic characteristics of the respondents such as age, sex, highest level of educational qualification, years of service in the organization, years of service in present position and current occupational role.

As presented in Table 6 the study respondents came in different age categories, however the respondents are averagely 36years old with the oldest being 60 years and the youngest participants being 22 years. The age category with the highest-level of participation is within the age of 31-40 years (47.8%), followed by those within 21-30years (28.0%). Other age groups captured in the study are 41-50 years (17.7%) and 51-60 years (6,6%). The sex distribution of the respondent comprised of 111 males accounting for 59.7% of the study participants while 75 of them were female covering 40.3% of all participants. The table also further demonstrates the respondent's highest educational qualification, most of the respondents 45.7% were with either Higher National Diploma or Bachelor of science degree, followed by those with OND/Diploma qualification (34.9%). The lowest group are those with no formal education (n=2, 1.1%). Other qualification captured are First school leaving certificate, O'level, Master degree and Ph.D. accounting for 2.2%, 7.0%, 6.5% and 2.7% respectively. The current occupational role of most of the study participant is operational (n=45, 24.2%) whereas the other participants' current occupational role, general management, teaching/training, information technology, administration, accounting/finance, programme officer/advisor/specialist were only (n=18, 9.7%), (n=23, 12.4%) (n=39, 21.0%), (n=32, 17.2%), (n=23, 12.4%) and (n=6, 3.2%) respectively. As it is obvious from the table above, the study participants spend an average of 6

years with their organisation. The highest years spent is 22 years while the minimum years is 1 year. Following the categorization, the higher rate of the participants was from 1- 5 years (58.1% n= 108). Whereas, the rest of the study respondents work experience, 6-10 years, 11-15 years and 16-22 years were only (30.6%, n=57) (8.6%, n=16), and (2.7%, n= 5) respectively. Also, based on the participants current position/role, the average number of years spent by the study participants is 3 years. The least participants spent 1 year in their current job position while the highest years spent is 11 years. using the grouping, majority of the participants spent between 1-4 years in their current job role/position (n=143, 76.9%) meanwhile for 5-8 years (n=35; 18.8%) and 9-11years (n=8, 4.3%)

Table 7: Descriptive Characteristics of Respondents Career Expectation

Item	Yes	No
	F (%)	F (%)
I expect to have a good salary for my job.	186(100)	
I expect to have good job benefits	186(100)	
I expect to have a high job stability	186(100)	
I expect to have many training opportunities and comprehensive training content	186(100)	
I expect to incorporate my interests and talents in my work.	186(100)	

I expect to work in an elegant environment.   186(100)

I expect to have more promotion opportunities through   186(100)
fair competition

I hope to work in a famous, medium or large industry.   186(100)

I want to have a challenging job   181(97.3)   5(2.5)

I hope to work in an industry which is in the cities.   177(95.2)   9(4.8)

I expect I will have a good relationship with colleagues.   186(100)

I hope my superior cares about employees.   186(100)

I can obtain the ability to work at higher levels through   186(100)
training and learning

 Source: Researcher field survey 2021

The Table 7 above presents the responses of the respondents as regards their career expectations. All the respondents (100%) stated that they expect to have a good salary for their job, good job benefits, high job stability, many opportunities and comprehensive training, incorporate interests and talents in their work, work in an elegant environment, promotion opportunities through fair competition, work in a famous, medium or large industry. However, 96.3% opined that they want to have a challenging hob while 95.2% stated that they hope to work in an industry which is in the cities. Nevertheless, 100% of the respondents expects to have a good relationship with colleagues, have superiors who cares about employee and should obtain ability to work at higher levels through training and learning.

Table 8: Descriptive Statistics of the Dimensions of Career Expectation

Issue	n	Min	Max	Mean	STD
Career Reward	186	3.00	3.00	3.00	.00

Career Development	186	4.00	6.00	4.08	.32
Career Expectation	186	13.00	15.00	13.08	.32

Source: Researcher field survey 2021

Table 8 summarises the career expectations into its sub dimensions comprising of career rewards and career development. The mean and the standard deviation of the sub dimensions are close to the maximum value and for career rewards the mean equals the maximum value indicating that the respondents have a very high career expectation especially in the aspect of career reward followed by career development

OKM Strategy issues/items	1-Strongly disagree; 2-Disagree; 3-Somewhat disagree; 4-Neither agree nor disagree; 5-Somewhat agree; 6-Agree; 7-Strongly agree								
	1	2	3	4	5	6	7	Mean	STD
Question 1	2	4	23	26	45	76	10	5.02	1.28
	1.1%	2.2%	12.4%	14.0%	24.2%	40.9%	5.4%		

	Disagree (15.7%)		Neutral (14.0%)	Agree (70.5%)				
Question 2	13	22	16	47	68	20	5.05	1.41
	7.0%	11.8%	8.6%	25.3%	36.6%	10.8%		
	Disagree (18.8%)		Neutral (8.6%)	Agree (72.7%)				
Question 3	3	13	30	42	75	23	5.30	1.18
	1.6%	7.0%	16.1%	22.6%	40.3%	12.4%		
	Disagree (8.6%)		Neutral (16.1%)	Agree (75.3)				
Question 4	5	22	21	41	72	25	5.23	1.31
	2.7%	11.8%	11.3%	22.0%	38.7%	13.4%		
	Disagree (14.5%)		Neutral (11.3%)	Agree (74.1%)				

Table 9: Descriptive Statistics of Organizational Knowledge Management Strategy.

Source: Researcher field survey 2021

Table 9 reported the responses of the respondents as regards the organizational knowledge management strategy. The result of the descriptive analysis revealed that (15.7%) of the respondent disagree that managing knowledge is a core part of the organisation`s strategy,(14.0%) of the respondent were neutral,(70.5%) of the respondent agreed while (18.8%) of the respondent disagree that in managing goals that improve organisational performance are purposely identified,(8.6%) of the respondent were neutral,(72.7%) of the respondent agreed,(8.6%) of the respondent disagree that priorities are established for addressing goals that improve organisational performance,(16.1%) of the respondent were neutral,(75.3%) of the respondent agreed and (14.5%) of the respondent disagree that the organisation has strategies to implement its

knowledge management capabilities externally,(11.3%) of the respondent were neutral,(74.1%) of the respondent agreed.

Table 10: Descriptive Statistics of the Organizational Knowledge Management Culture

OKM Culture issues/items	1-Strongly disagree; 2-Disagree; 3-Somewhat disagree; 4-Neither agree nor disagree; 5-Somewhat agree; 6-Agree; 7- Strongly agree								
	1	2	3	4	5	6	7	Mean	STD
Question 5		3	15	26	39	81	22	5.32	1.19
		1.6%	8.1%	14.0%	21.0%	43.5%	11.8%		
	Disagree (9.7%)			Neutral (14.0%)	Agree (76.3%)				
Question 6		2	23	18	35	89	19	5.31	1.22

			1.1%	12.4%	9.7%	18.8%	47.8%	10.2%		
	Disagree (13.5%)			Neutral (9.7%)		Agree (76.8%)				
Question 7			14	21	36	88	27	5.30	1.11
			7.5%	11.3%	19.4%	47.3%	14.5%		
	Disagree (7.5%)			Neutral (11.3%)		Agree (81.2%)				
Question 8	2	3	16	24	32	79	30	5.35	1.32
	1.1%	1.6%	8.6%	12.9%	17.2%	42.5%	16.1%		
	Disagree (11.3%)			Neutral (12.9%)		Agree (75.8%)				
Question 9			16	23	35	70	42	5.53	1.21
			8.6%	12.4%	18.8%	37.6%	22.6%		
	Disagree (8.6%)			Neutral (12.4%)		Agree (79%)				
Question 10		1	19	24	31	74	37	5.45	1.26
		0.5%	10.2%	12.9%	16.7%	39.8%	19.9%		
	Disagree (10.7%)			Neutral (12.9%)		Agree (76.4%)				

Source: Researcher field survey 2021

From the Table 10 above the result of the descriptive analysis of organizational knowledge management culture revealed that (9.7%) of the respondent disagree that employees are actively encouraged to make contribution to the organisations knowledge,(14.0%) of the respondent were neutral,(76.3%) of the respondent agreed while (13.5%) of the respondent disagree that employee are actively encouraged to use organisations knowledge,(9.7) of the respondent were neutral,(76.8%) of the respondent agreed,(7.5%) of the respondent disagree that employees are encouraged to look for new ideas internally,(11.3) of the respondent were neutral,(81.2%) of the respondent agreed,(11.3%) of the respondent disagree that the organisation actively supports the formation of close working relationships among employees,(12.9%) of the respondent were

neutral,(75.8%) of the respondent agreed,(8.6%) of the respondent disagree that the organisation has a strong culture of performing work to a high standard,(12.4%) are the respondent were neutral,(79%) of the respondent agreed and (10.7%) of the respondent disagree that employee actively use new ideas to improve organisational performance,(12.9%) of the respondent were neutral,(76.4%) of the respondent agreed

Table 11: Descriptive Statistics of Organizational Knowledge Management Process/Technology

OKM Process/Technology issues/items	1	1-Strongly disagree; 2-Disagree; 3-Somewhat disagree; 4-Neither agree nor disagree; 5-Somewhat agree; 6-Agree; 7-Strongly agree							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**Mean**	**STD**
Question 11				16	22	36	73	39	5.52	1.20
				8.6%	11.8%	19.4%	39.2%	21.0%		
			Disagree (8.6%)		Neutral		Agree (79.6%)			

			(11.8%)					
Question 12	3	13	21	36	76	37	5.51	1.22
	1.6%	7.0%	11.3%	19.4%	40.9%	19.9%		
	Disagree (8.6%)		Neutral (11.3%)		Agree (80.2%)			
Question 13	2	18	19	21	79	47	5.60	1.29
	1.1%	9.7%	10.2%	11.3%	42.5%	25.3%		
	Disagree (10.8%)		Neutral (10.2%)		Agree (79.1%)			
Question 14	1	17	17	30	77	44	5.60	1.23
	0.5%	9.1%	9.1%	16.1%	41.4%	23.7%		
	Disagree (9.6%)		Neutral (9.1%)		Agree (81.2%)			
Question 15	2	13	26	19	76	50	5.63	1.27
	1.1%	7.0%	14.0%	10.2%	40.9%	26.9%		
	Disagree (8.1%)		Neutral (14.0%)		Agree (78%)			
Question 16	3	10	16	33	72	52	5.70	1.21
	1.6%	5.4%	8.6%	17.7%	38.7%	28.0%		
	Disagree (7.0%)		Neutral (8.6%)		Agree (84.4%)			

Source: Researcher field survey 2021

The Table 11 presented the descriptive of the organizational knowledge process/technology. The result of the descriptive analysis revealed that (8.6%) of the respondent disagree that acknowledged subject matter 'experts' among employees are rewarded by the organisation for their expertise,(11.8%) of the respondent were neutral,(79.6%) of the respondent agreed while (8.6%) of the respondent disagree that the organisation invests resources to ensure that its information can be trusted,(11.3%) of the respondent were neutral,(80.2%) of the respondent agreed,(10.8%) of the respondent disagree that the organisation deliberately identifies optimal external practices,(10.2%) of the respondent were neutral,(79.1%) of the respondent agreed,(9.6%) of the respondent disagree that

transferring optimal practices among employees is a formalized process in the organisation,(9.1%) of the respondent were neutral,(81.2%) of the respondent agreed,(8.1%) of the respondent disagree that the organisation measures employees contribution to its knowledge resources,(14.0%) of the respondent were neutral,(78%) of the respondent agreed and (7.0%) of the respondent disagree that periodically reviewing the quality of its knowledge resources is a formalised process in the organisation,(8.6%) of the respondent were neutral,(84.4%) of the respondent agreed.

Table 12: Aggregated Mean Scores for Responses of Organizational Knowledge   Management Dimensions

Issue	n	Min (Aggregate)	Max (Aggregate)	Mean (Aggregate)	STD (Aggregate)
OKM Strategy	186	9.00	28.00	20.60	4.71
OKM Culture	186	19.00	42.00	32.46	6.21
OKM Process/technology	186	16.00	42.00	33.56	6.46
OKM OVERALL	186	48.00	109.00	86.62	16.51

Source: Researcher field survey 2021

Table 12 above shows that the aggregated mean scores for responses towards the three dimensions of knowledge management; Organizational Knowledge Management culture and Organizational Knowledge Management process/technology are close, i.e., 32.46 and 33.56, respectively. While, the aggregated mean score for Organizational Knowledge Management strategy tracks at 20.60, indicating the strategy dimension Organizational Knowledge Management is not well established in the selected industries as compared to the other two dimensions.

Table 13: Descriptive Statistics of Employee Obligations

    1=Not at all; 2= Slightly; 3=Somewhat; 4=Moderately; 5=To a great extent

Item	1	2	3	4	5
	F	F	F	F	F
	(%)	(%)	(%)	(%)	(%)
I am under no obligation to remain with this company	49	79	50	5	3

					75
	26.3	42.5	26.9	2.7	1.6
Make personal sacrifices for this organization	2	25	45	52	62
	1.1	13.4	24.2	28.0	33.3
Protect this organization's image	2	20	30	49	85
	1.1	10.8	16.1	26.3	45.7
Do only what I am paid to do	32	61	42	38	13
	17.2	32.8	22.6	20.4	7.0
Only perform specific duties I agreed to when hired	54	67	29	29	7
	29.0	36.0	15.6	15.6	3.8
Adjust to changing performance demands due to business necessity	10	18	49	88	21
	5.4	9.7	26.3	47.3	11.3
Seek out developmental opportunities that enhance my value to this employer		20	36	103	27
		10.8	19.4	55.4	14.5
Build skills to increase my value to this organization		12	39	96	39
		6.5	21.0	51.6	21.0
Actively seek internal opportunities for training and development	1	14	41	84	46
	0.5	7.5	22.0	45.2	24.7
Build contacts outside this firm that enhance my career potential	1	11	36	94	44
	0.5	5.9	19.4	50.5	23.7
Build skills to increase my future employment opportunities elsewhere	1	8	41	92	44
	0.5	4.3	22.0	49.5	23.7
Seek out assignments that enhance my employability elsewhere	3	16	78	64	25
	1.6	8.6	41.9	34.4	13.4

Make no plans to work anywhere else	21	57	63	28	17
	11.3	30.6	33.9	15.1	9.1

Source: Researcher field survey 2021

The Table 13 above presents the descriptive statistics of the employers' obligation. The table showed that 42.5% of the respondent slightly agreed that they are not under obligation to remain with their company while 26.9% somewhat agreed to that 26.3% opined that they have not made such commitment to their employer at all. 33.3% have to a great extent made personal sacrifices for their organization and 45.7% also have to a great extent protect the organization's image. 32.8% stated that to a slight extent they do what they are paid to do only while 36.0% points that to a slight extent they only perform specific duties they agreed to when they were hired. Furthermore, 47.3% to a moderate extent adjust to changing performance demands due to business necessity while to a moderate extent 55.4% of the participants seek out developmental opportunities that enhance their value to their present employer whereas, 51.6% of participants moderately build skills to increase their value to their organization while to a moderate extent 45.2% of the participants actively seek internal opportunities for training and development and 50.5% moderately build contacts that enhance their career potentials outside their firm and 49.5% moderately build skills to increase their future employment opportunities elsewhere. In seeking out assignments that enhances their employability elsewhere 41.9% somewhat do so and 33.9% has not make plans to work elsewhere.

Table 14: Summary of the Employee obligations

Issue		Min	Max	Mean	STD
Transactional	Narrow	2.00	10.00	5.0	2.0
	Short Term	1.00	5.00	2.1	0.9

Relational	Stability	1.00	5.00	2.80	1.11
	Loyalty	2.00	10.00	7.84	2.00
Balanced	Performance support	1.00	5.00	3.49	1.00
	Development	7.00	15.00	11.47	2.14
	External marketability	3.00	15.00	11.32	2.07
Transactional		3.00	15.00	7.07	2.43
Relational		6.00	15.00	10.64	1.99
Balanced		15.00	35.00	26.28	4.36
Employee's obligation		31.00	65.00	44.00	6.07

Source: Researcher field survey 2021

Table 14 presents the summary of the data in Table 13 and ranking by the mean the first employees' obligation is a balanced contract (Mean: 26.28; STD: 4.36) of which employee's development emerged as the most important component of the employee's balanced contract (Mean: 11.47; STD: 2.14). the second ranked employee's obligation is relational contract (Mean: 10.64; STD: 1.99) under which loyalty ranks high among its sub dimensions (Mean: 7.84; STD: 2.00). and lastly rated is the transactional contract (Mean: 7.07; STD: 2.43) of which the narrow sub dimension emerged as the most important (Mean: 5.00; STD:2.00)

Table 15: Descriptive Statistics of Employer Obligations

1=Not at all; 2= Slightly; 3=Somewhat; 4=Moderately; 5=To a great extent

Item	1 F(%)	2 F(%)	3 F(%)	4 F(%)	5 F(%)
Makes no commitments to retain me in the future	88(47.3)	52(28.0)	39(21.0)	6(3.2)	1(0.5)
Concern for my personal welfare	3(1.6)	31(16.7)	71(38.2)	71(38.2)	10(5.4)
Make decisions with my interests in mind	22(11.8)	19(10.2)	65(34.9)	71(38.2)	9(4.8)
Training me only for my current job	56(30.1)	57(30.6)	34(18.3)	34(18.3)	5(2.7)
Require me to perform only a limited set of duties	62(33.3)	43(23.1)	36(19.4)	35(18.8)	13(5.4)
Support me to attain the highest possible levels of performance	5(2.7)	20(10.8)	42(22.6)	94(50.5)	25(13.4)
Enable me to adjust to new, challenging performance requirements	1(0.5)	17(9.1)	39(21.0)	95(51.1)	34(18.3)
Opportunity for career development within this firm	2(1.0)	16(8.6)	43(23.1)	81(43.5)	44(23.7)
Opportunities for promotion		15(8.1)	37(19.9)	83(44.6)	51(27.4)
Help me develop externally marketable skills		9(4.8)	44(23.7)	84(45.2)	49(26.3)
Job assignments that enhance my external marketability		17(9.1)	46(24.7)	82(44.1)	41(22.0)
Wages and benefits I can count on		13(7.0)	91(48.9)	64(34.4)	18(9.7)
Stable benefits for employees' families	54(29.0)	58(31.2)	39(21.0)	24(12.9)	11(5.9)

Source: Researcher field survey 2021

The Table 15 above presents the descriptive statistics of the employer's obligation. It revealed that 47.3% of the respondent indicated that their employer has not made any commitment to retain them in the future while 38.2% participants each indicated that employers are somewhat and moderately

concern for their personal welfare respectively. 38.2% expressed to a moderate extent their employer makes decisions with their interest in mind while 30.6% are of the opinion that to a slight extent they receive training only for their current job and 33.3% stated that their employer has not only require them to perform only a limited set of duties whereas the respondents also indicated that to a moderate extent the employer has help them develop externally marketable skills (45.2%), given job assignments that enhances their external marketability (44.1%), 50.5% opined that their employer supports them to attain the highest performance level possible, 51.1% of the study participants indicated that to a moderate extent their employer enables them to adjust to new, challenging performance requirement and in the same way give them opportunity for career development within their firm (43.5%) coupled also with a moderate commitments to opportunities for promotion (44.6%) whereas, to a somewhat extent employers pay wages and benefits employee could count on (48.9%) and participants indicated that to a 'slight' extent employers were indicated to make commitment to employee's stable benefits for employee's families.

Table 16: Summary of Employer obligations

Issue		Min	Max	Mean	STD
Transactional	Narrow	2.00	10.00	4.73	2.00
	Short Term	1.00	5.00	1.82	0.91
Relational	Stability	3.00	10.00	5.82	1.62
	Loyalty	2.00	10.00	6.43	1.54
Balanced	Performance Support	4.00	10.00	7.39	1.55
	Development	4.00	10.00	7.71	1.60
	External Marketability	4.00	10.00	7.72	1.55
Transactional		3.00	14.00	6.54	2.43
Relational		8.00	18.00	12.25	2.12
Balanced		13.00	30.00	22.82	4.18
Employer's obligation		30.00	57.00	41.61	5.33

Source: Researcher field survey 2021

Table 16 shows the summary of the data in Table 15 and ranking by the mean the first employers' obligation is a balanced contract (Mean: 22.82; STD;4.18) under which the external marketability ranks high among its sub dimensions (Mean: 7.72; STD;1.55); the second ranked employers' obligation is relational contract (Mean: 12.25; STD: 2.12) of which employer loyalty emerged as the most important component of the employer's relational contract (Mean: 6.43; STD;1.54) and lastly rated is the transactional contract (Mean: 6.54; STD: 2.43) of which the narrow sub dimension emerged as the most important (Mean: 4.73; STD:2.00)

Table 17: Descriptive Statistics of Psychological Contract Fulfilment

1=Not at all; 2= Slightly; 3=Somewhat; 4=Moderately; 5=To a great extent

Item	1	2	3	4	5
	F	F	F	F	F
	(%)	(%)	(%)	(%)	(%)
In general, how well do you live up to your promises to your employer	1	10	39	87	49
	0.5	5.4	21.0	46.8	26.3
In general, how well does your employer live up to its promises	1	16	30	58	81
	1.5	8.6	16.1	31.2	43.5

Source: Researcher field survey 2021

The Table 17 present the descriptive statistics of psychological contract fulfilment. The descriptive analysis revealed that in response to the question; 'in, general how well do you live up to your promises to your employer?' 0.5% respondent chose 'not at all', 5.4% of the respondent chose 'slightly', 21.0% of the respondent chose 'somewhat', 46.8% respondent chose 'moderately' and 26.3% respondents chose 'to a great extent', while 1.5% respondent choose 'not at all' in response to the question; 'in general how well does your employer live up to its promises?, 8.6% respondent chose 'slightly', 16.1% of the respondent chose 'somewhat', 31.2% of the respondent chose 'moderately' and 43.5% respondent chose 'to a great extent'

Table 18: Summary of Psychological Contract Fulfilment

Issue	Min	Max	Mean	STD
Employee's psychological contract fulfilment	1.00	5.00	3.93	0.86
Employers psychological contract fulfilment	1.00	5.00	0.99	0.99

Source: Researcher field survey 2021

From the summary of the contract fulfilment presented in Table 18 the mean of the employee's contract fulfilment is closer to the maximum value (Mean:3.93, STD: 0.86, Min: 1.00, Max:5:00) while the mean of the employer's contract fulfilment is far from the maximum value (Mean:0.99, STD: 0.99, Min: 1, Max:5:00). This indicates that the employees fulfilled their contract more as compared to the employer

Table 19: Frequencies of Psychological Contract Transition

1=Not at all; 2= Slightly; 3=Somewhat; 4=Moderately; 5=To a great extent

Item	1	2	3	4	5
	F	F	F	F	F
	(%)	(%)	(%)	(%)	(%)
Acts as if it doesn't trust its employees	177	9			
	95.2	4.8			
Introduces changes without involving employees	182	2	2		
	97.8	1.1	1.1		
Doesn't share important information with its workers	176	9	1		
	94.6	4.8	0.5		
Difficult to predict future direction of its relations with me	172	13	1		
	92.5	7.0	0.5		
Uncertainty regarding its commitments to employees	173	12	1		
	93.0	6.5	0.5		
Demand more from me while giving me less in return	175	8	2	1	
	94.1	4.3	1.1	0.5	
More and more work for less pay	173	9	2	1	1
	93.0	4.8	1.1	0.5	0.5

Source: Researcher field survey 2021

Table 19 present the frequency of psychological contract transition. 95.2% of the respondents chose 'not at all' to the question to what extent their employer acts as if it doesn't trust its employees? and 4.8% of the respondent chose 'slightly', while 97.6% of the respondent chose 'not at all' that their employers introduces changes without involving its employees, 1.1% of the respondent chose 'slightly' and 1.1% of the respondent choose 'somewhat'; 94.6% of the respondent choose 'not at all' that their employer doesn't share important information with its workers, while 4.8% of the respondent indicated 'slightly' and 0.5% of the respondent chose 'somewhat'; as regards difficulty in predicting the future direction of the employers relation to its employee; 92.5% of the respondent indicated 'not at all'; 7.0% of the respondent chose 'slightly' and 0.5% of the respondent chose 'somewhat'. 93.0% of the respondent chose 'not at all' regarding uncertainty of the employer's commitment to its employees while 6.5% indicated 'slightly' and 0.5% chose 'somewhat'. More so, in response to the question on employers demanding more than from employee while giving less; 94.1% of the respondent chose "not at all', 4.3% of the respondent chose "slightly', 1.1% of the respondent chose 'somewhat' and 0.5% of the respondent chose 'moderately', meanwhile 93.0% of the respondent stated 'not at all' to the questions that employer requires employee to perform more and more work for less pay while 4.8% of the respondent chose 'slightly', 1.1% of the respondent chose 'somewhat', 0.5% of the respondent chose 'moderately' and 0.5% of the respondent chose 'to a great extent'.

Table 20: Summary of Psychological Contract Transition

Issue	N	Minimum	Maximum	Mean	STD
Mistrust	186	3.00	8.00	3.14	0.51
Uncertainty	186	2.00	5.00	2.16	0.47
Erosion	186	2.00	9.00	2.19	0.74
Psychological contract transition	186	77.00	139.00	101.10	11.29

Source: Researcher field survey 2021

Table 19 presents the descriptive of psychological contract transition which is summarised in Table 20. The sub dimensions of the psychological contracts transition are lower to the mid-point of their maximum value; mistrust (Mean:3.14, STD: 0.51, Min: 3.00, Max:8:00), uncertainty (Mean:2.16, STD: 0.47, Min: 2.00, Max:5:00) and erosion (Mean: 2.19, STD: 0.74, Min: 2.00, Max:9:00). This is an indication of a good contract transition.

4.1. Test of Hypothesis:

Table 21: Correlation Analysis Result of the Relationship Between Expectation, Psychological Contract and Knowledge Management

		Correlations		
		Psychological Contract	Knowledge Management	Expectation
Psychological Contract	r		.647**	-.008
	Sig. (2- tailed)		.000	.912
Expectation	r		.163*	
	Sig. (2- tailed		.026	

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

*. Correlation is significant at the 0.05 level (2-tailed)

Source: Researcher field survey 2021

Table 21 presents the result of the correlation analysis of the relationship between expectation, psychological contract and knowledge management. There is a strong positive significant impact between psychological contract and knowledge management (r= .647**, p< 0.01) leading to the rejection of the null hypothesis one (H_{O1}). There is also ae weak positive significant relationship between expectation and knowledge management (r= .163*, p< 0.05) which confirms the rejection of the null hypothesis three (H_{O3}). The relationship between

expectation and psychological contract was found not to be significant (r= -0.008**, p> 0.05) therefore, we fail to reject the null hypothesis two (H$_{O2}$). Hypothesis were rejected at p-value less than or equal to 0.05. See table 21b for the hypothesis 1, 2 and 3 remarks.

Table 21b: Hypothesis 1,2 and 3 Remark

Hypothesis	Relationship	Sig. (P-value)	Decision
H$_{O1}$	Psychological contract and knowledge management	.000**	Reject
H$_{O2}$	Expectation and Psychological contract	.912	Accept
H$_{O3}$	Expectation and Knowledge management practices	.026*	Reject

Hypothesis were rejected at p value less than or equal to 0.05, that is a p-value of less than or equal to 0.05 is statistically significant.

Table 22: Regression Analysis Result of the Influence of Expectation on Psychological Contract and Knowledge Management

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221ª	.049	.038	.31383
a. Predictors: (Constant), OKM, PSYCHOLOGICAL CONTRACT				

Source: Researcher field survey 2021

Table 22 reports the result of the regression analysis investigating the influence of expectation on psychological contract and knowledge management. According to the Table, R-square equals to .049 which indicate that 4.9% of the dependent variables (Expectation) is affected by the independent variables (Psychological

Coefficientsª						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	13.149	.209		63.030	.000
	PSYCHOLOGICAL CONTRACT	-.006	.003	-.195	-2.065	.040
	OKM	.006	.002	.289	3.059	.003
A. Dependent Variable: EXPECTATION						

contract and Knowledge management). The observed influence is statistically significant (P=0.00, 0.040, 0.03)

Table 22b: Hypothesis 4 Remark

Hypothesis	Impact	R Square	P-value	Remark
H_{O4}	Expectation on psychological contract and knowledge Management	.049	0.00, 0.040, 0.03	Reject

Source: Researcher field survey 2021

Hypothesis were rejected at p value less than or equal to 0.05, that is a p-value of less than or equal to 0.05 is statistically significant.

4.2. Discussion

This study in its finding agrees with the generally statement that employee at the commencement of work at a workplace, begin to set expectations for their future career development in accordance to their career pursuit, life experiences, and personal attributes (Woods, 1993). Although Järvelin 2001, noted that all types of expectations require distinct expectation management tactics. The study found out that there is a high level of career expectation among the employees of industries located in the study area. (Table 7, Table 8), both career reward and career development expectations were high.

According to Table 9 – Table 12 Organizational management culture and organizational management process/technology are key dimensions of organizational knowledge management. Organizations should periodically review

the quality of its knowledge resources, measures the employee's contributions to its knowledge resources, deliberately identify optimal external practices and transfer optimal practices among employees. According to table 10 for good organizational management culture, the organization developed a strong culture of performing work to high standard, employees actively use new ideas to improve organizational performance and the organization actively supports the formation of close working relationships among employees. The findings of Alavi, Kayworth, & Leidner, 2005, as well as Yeh, Lai & Ho 2006 buttress this finding in their opinion that knowledge management and transfer of intellectual capital included ties in terms of organizational atmosphere as well as socially interactive organization cultures (Alavi, Kayworth, & Leidner, 2005) while Yeh, Lai & Ho (2006) mentioned that knowledge management of an organization hinges on the behaviour of individuals and the corporate culture of such organization. The two studies pointed out the importance of organisational culture as an ingredient for organisational knowledge management.

However, revealing from table 13 to table 16 respondents ranked balanced contract and relational contracts as the obligation of both employee and employer of which it was also indicated that aiding development and external marketability are the main balanced contract whereas loyalty was the most reported relational contract. This pointed out that employers help employee develop externally marketable skills, gives job/ assignments that enhances external marketability, give opportunity for career development within the firm and also makes decisions in the interest of the employee in mind while the employee in return build contacts outside the firm that enhance their career potential, seek out developmental opportunities that enhances their value to their present employer while they also make personal sacrifices for their organisations. It is noteworthy that the report on table 17 revealed that the employee's obligation fulfilment was rated much better than the employer fulfilment of psychological contracts. The gap between the employee fulfilment and employer fulfilment of psychological contract is so wide, hence the need for employers to strive towards closing the widened gap for improved productivity of employee and aid decline in employee undesirable behaviours such as corruption (Kingshott & Dincer, 2008), more so,

Conway & Briner, 2005 viewed psychological contract as employee-employer shared obligations. Sarantinos, 2007, Rousseau, 1995; Beardwell et al., 2004 also shed light as regards employers non fulfilment of their obligation. It was noted that workers may feel that the firm is defaulting in the fulfilment of its obligations and see their expectations as not being ascertained. They noted that it may affect employee's loyalty and performance.

Mistrust and erosion were ranked high among the sub dimensions of psychological contract transition where they stated that employers do not acts as though they do not trust their employee, does not introduce changes without involving employees and do share important information with employees. The respondents also do not agree that the employers demand more from them while giving them less in return.

Based on the significance values reported in Table 21, there is a strong positive significant impact between psychological contract and knowledge management leading to the rejection of the null hypothesis one (H_{O1}). Also, there is a weak positive significant relationship between expectation and knowledge management which confirms the rejection of the null hypothesis three (H_{O3}). However, the relationship between expectation and psychological contract was found not to be significant hence the null hypothesis two (H_{O2}) cannot be rejected. Hypothesis were rejected at p -value less than or equal to 0.05.

More so, based on the regression analysis there is a statistically significant influence of expectation on psychological contracts and knowledge management (p -value less than or equal to 0.05). Thus, the null hypothesis four (H_{O4}) was rejected. 4.09% of expectation was found to be dependent on psychological contract and knowledge management therefore, proper attention should be given by employers to the psychological contracts and organizational knowledge management which will aid the achievement of the employee's expectations this aligns with the proposition of Redmond,2009 that expectancy is based on the

idea that individuals are driven to do somethings, since their decisions are going to result in what they want.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Expectation of employees as regards their career reward and career development expectations are high. Also, the study revealed that there is a statistically significant relationship between expectation and knowledge management as well as between knowledge management and psychological contract. The findings of this study submit that; a balanced contract and relational contract leaning on the development of external marketability and development in line with a relational contract through loyalty are vital employee and employer's obligation. Psychological contract fulfilment was shown as being greatly upheld by employee compared to employers. More so, among the dimensions of organizational knowledge management practices; organizational knowledge culture and organizational knowledge management process/ technology were the most important dimension. The relationship between expectation and knowledge management, psychological contract and knowledge management were found statistically significant. Furthermore, the study established that expectation of employee is dependent on psychological contract and knowledge management. Therefore, expectation was concluded through hypothesis test as an influencing factor for psychological contract and organizational knowledge management.

5.2 Recommendations

Based on the findings of the study the following recommendations were made, both to organizations and for further studies:

5.2.1 To organizations

1. Organizations should device means of ensuring the fulfilment of their psychological contract as employees strives towards fulfilling theirs because by so doing, they are invariably aiding the actualization of the employee expectations.

2. Employers should seek to know the expectations of their employee from time to time and should be sincere in their evaluation of whether they are fulfilled or not

3. Organizational knowledge management cultures and organizational knowledge management process/ technology should be maintained in organizations.

4. Organizations should always evaluate the psychological contracts of its employee as it is related to their organizational knowledge management.

5.2.2 Recommendations for Further Studies

1. Other studies should seek to use a more reliable scale for the measurement of the expectations of the employees.

2. Studies should be carried out in other states, geopolitical zones and industrial areas with special focus on a more diverse types of industries in the county in order to ascertain the true nature of the influence of expectation on psychological contract and organizational knowledge management in the country.

3. Measures of expectation and other variables well suited for the country could also be developed.

4. Interventional approach can also be employed in addressing studies of this nature.

5. The study report of no statistical relationship between expectation and psychological contract should be further investigated. Could organizational knowledge management be playing a moderating role? Further research should seek to find out.

6. Further study should identify and investigate factors responsible for observed influence of expectation on psychological contract and knowledge management

5.2.3 Managerial Implications

The human resources management department must properly evaluate the nature of their organizational knowledge management and psychological contract bearing in mind the role of expectation and also ensure the fulfilment of their obligation as much as the employee's fulfilled theirs in order to optimise performance, if not the organization might loss or not harness the dividend of its intellectual resources. Hence, human resources department should be equipped to probe or assess its employee's expectation as its place a key role in knowledge management and psychological contracts. Practically, the human resource manager should;

1. Give opportunity for career development within the organization.
2. Offer wages and benefits employee's can count on.
3. Give opportunities for promotion.
4. Give job assignments that will enhance employee's external marketability.
5. Put strategies in place to enable employee adjust to new, challenging performance requirement.
6. Periodically review the quality of its knowledge resources.

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APPENDIX

EIFPCKM QUESTIONNAIRE

Dear Respondent,

The main purpose of this study is to investigate expectation as an influencing factor on psychological contract and knowledge management among employee in industries located in Oluyole LGA, Oyo State, Nigeria. This study is in partial fulfillment of the award of Master degree to the researcher by the Near East University. All the information you provide will be used solely for the purpose of this research. Please note that no name is required and your participation is voluntary. The result from this questionnaire will be treated with utmost confidentiality. Kindly answer each question as sincere as possible.

Thanks, in anticipation of your co-operation.

Oluwasegun Tunde Odunlami

Department of Innovation and Knowledge Management

Near East University

Lefkosa, North Cyprus.

Demographic Information

1.	Age at last birthday (In Years) ……………

2.	Sex:	Male ( )	Female ( )

3.	Highest educational qualification:	Illiterate/No formal education ( )	First leaving school certificate ( )	O'level ( )	OND/Diploma ( )	HND/BSc ( ) M.sc/other equivalent ( )	PhD ( )

4.	Years of service in the organization ………………

5.	Years of service in current position ………….

6.	Current organisational occupational role (tick the one that best describes your principal (that is, predominant day-to-day) employment responsibilities**:**

a)	General management ( )

b)	Operational – i.e., delivering services to clients, e.g., social work ( )

c)	Teaching/training ( )

d)	Information technology ( )

e)	Administration ( )

f)Accounting/finance ( )

g)	Programme officer/advisor/specialist ( )

h)	Other (please specify) ………..

Section 2: Career Expectation Scale

S/N	Item	YES	NO
1	I expect to have a good salary for my job.		
2	I expect to have good job benefits		
3	I expect to have a high job stability		
4	I expect to have many training opportunities and comprehensive training content		
5	I expect to incorporate my interests and talents in my work.		
6	I expect to work in an elegant environment.		
7	I expect to have more promotion opportunities through fair competition		
8	I hope to work in a famous, medium or large industry.		

9	I want to have a challenging job					
10	I hope to work in an industry which is in the cities.					
11	I expect I will have a good relationship with colleagues.					
12	I hope my superior cares about employees.					
13	I can obtain the ability to work at higher levels through training and learning					

Section 3: Psychological Contract

Please answer each question in this section using the following scale: **1=Not at all; 2= Slightly; 3=Somewhat; 4=Moderately; 5=To a great extent**

3A: Employee Obligations

S/N	Item	1	2	3	4	5
To what extent have you made the following commitments or obligations to your employer?						
1	I am under no obligation to remain with this company					
2	Make personal sacrifices for this organization					
3	Protect this organization's image					
4	Do only what I am paid to do					
5	Only perform specific duties I agreed to when hired					
6	Adjust to changing performance demands due to business necessity					
7	Seek out developmental opportunities that enhance my value to this employer					
8	Build skills to increase my value to this organization					
9	Actively seek internal opportunities for training and development					

10	Build contacts outside this firm that enhance my career potential					
11	Build skills to increase my future employment opportunities elsewhere					
12	Seek out assignments that enhance my employability elsewhere					
13	Make no plans to work anywhere else					

3B: Employer Obligations

S/N	Item	1	2	3	4	5
	To what extent has your employer made the following commitments or obligations to you?					
1.	Makes no commitments to retain me in the future					
2.	Concern for my personal welfare					
3.	Make decisions with my interests in mind					
4.	Training me only for my current job					
5.	Require me to perform only a limited set of duties					
6.	Support me to attain the highest possible levels of performance					
7.	Enable me to adjust to new, challenging performance requirements					
8.	Opportunity for career development within this firm					
9.	Opportunities for promotion					
10	Help me develop externally marketable skills					
11	Job assignments that enhance my external marketability					
12	Wages and benefits I can count on					
13	Stable benefits for employees' families					

3C: **Psychological Contract Fulfilment**

S/N	Item	1	2	3	4	5
1	In general, how well do you live up to your promises to your employer					
2	In general, how well does your employer live up to its promises					

3D: **Psychological Contract Transitions**

S/N	Item	1	2	3	4	5
To what extent do the items below describe your employer's relationship to you?						
1	Acts as if it doesn't trust its employees					
2	Introduces changes without involving employees					
3	Doesn't share important information with its workers					
4	Difficult to predict future direction of its relations with me					
5	Uncertainty regarding its commitments to employees					
6	Demand more from me while giving me less in return					
7	More and more work for less pay					

SECTION 4: KNOWLEDGE MANAGEMENT PRACTICES

Please score your opinions on a scale of 1 to 7 by crossing ('X') the most relevant box adjacent to each question as follows: 1-Strongly disagree; 2-Disagree; 3-Somewhat disagree; 4-Neither agree nor disagree; 5-Somewhat agree; 6-Agree; 7-Strongly agree

S/N	ITEM	1	2	3	4	5	6	7
1	Managing knowledge is a core part of the organisation's strategy							

2.	In managing knowledge, goals that improve organisational performance are purposely identified.						
3.	Priorities are established for addressing goals that improve organisational performance						
4.	The organisation has strategies to implement its Knowledge management capabilities externally						
5.	Employees are actively encouraged to make contributions to the organisation's knowledge						
6.	Employees are actively encouraged to use the organisation's knowledge						
7.	Employees are actively encouraged to look for new ideas internally						
8.	The organisation actively supports the formation of close working relationships among employees						
9.	The organisation has a strong culture of performing work to a high standard						
10.	Employees actively use new ideas to improve organisational performance						
11.	Acknowledged subject matter 'experts' among employees are rewarded by the organisation for their expertise						
12.	The organisation invests resources to ensure that its information can be trusted						
13.	The organisation deliberately identifies optimal external practices						
14.	Transferring optimal practices among employees is a formalized process in the organization						
15.	The organisation measures employees' contributions to its knowledge resources						
16.	Periodically reviewing the quality of its knowledge resources is a formalised process in the organization						

THANKS FOR PARTICIPATING

EXPECTATION AS AN INFLUENCING FACTOR ON PSYCHOLOGICAL CONTRACT AND KNOWLEDGE MANAGEMENT PRACTICES: A CASE OF INDUSTRIES IN OLUYOLE LOCAL GOVERNMENT, OYO STATE, NIGERIA.

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YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK   **KURULU**

03.05.2021

Dear Oluwasegun Tunde Odunlami

Your application titled **"Expectation as an Influencing Factor on Psychological Contract and Knowledge Management Practices"** with the application number NEU/SS/2021/960 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.