



**NEAR EAST UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES  
DEPARTMENT OF INNOVATION AND KNOWLEDGE  
MANAGEMENT**

**KNOWLEDGE MANAGEMENT AND EMPLOYEE  
COMMITMENT OF MANUFACTURING COMPANY IN LAGOS  
STATE, NIGERIA**

**M.Sc. THESIS**

**JEREMIAH A. JOS-BAZUAYE**

**Nicosia  
January, 2022**

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## Approval

We certify that we have read the thesis submitted by **JEREMIAH A. JOS-BAZUAYE** titled "**Knowledge Management and Employee Commitment of Manufacturing Company in Lagos State, Nigeria**" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Social Sciences.

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## Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

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## **Acknowledgements**

I will gladly like to acknowledge the utmost contribution made by my supervisor Assoc. Prof. Dr. Behiye Cavusoglu, for the help and guidance offered throughout the research. I will also like to thank all the lecturers in the programme who helped me.

I will like to acknowledge my family members, and also Andy and Harry for their support.

**JEREMIAH A. JOS-BAZUAYE**

## **Abstract**

### **Knowledge Management and Employee Commitment of Manufacturing Company in Lagos State, Nigeria**

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**January 2022, 96 pages**

Organizations require a core of employees who are committed to the organization's values and goals and operate to their full potential. The study assesses the knowledge management and employee's commitment of manufacturing company in Lagos state Nigeria. The primary population of the study are employees of Nigerian Breweries Lagos State branch, Nigeria. 364 participants were adjudged sufficient representation of the population using Israel's table for sample size determination. Simple random sampling method was used to select of eligible participants. A self-administered semi structured questionnaire was 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. The inferential analysis was done using Pearson correlation and regression analysis. Knowledge transfer, was the most practised organizational knowledge management practices and continuance commitment was rated as the most predominant form of employee commitment. The higher the knowledge transfer the higher the knowledge creation, knowledge application, affective commitment and normative commitment in like manner, knowledge creation have a positive correlation with knowledge application, affective commitment and normative commitment. Knowledge application have a negative correlation with affective commitment, normative commitment and continuance commitment. The dimensions of employee commitment also have a positive correlation with one another. Employee commitment has a positive significant

correlation with knowledge acquisition, Knowledge documentation, knowledge transfer, knowledge creation and a negative correlation with knowledge application. The variance of employee commitment was found to be explainable by the organizational knowledge management practices. Also, the variance of employee commitment can be explained by the five dimensions of organizational knowledge management. Knowledge acquisition, Knowledge documentation, knowledge transfer and knowledge creation, have a positive impact on employee commitment while knowledge application has a negative impact.

**Keywords:** knowledge management, employee commitment, Lagos, Nigeria,

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## **List of Abbreviations**

OKM- Organizational knowledge management

F- Frequency

STD – Standard Deviation

Min- Minimum

Max- Maximum

n- Number of respondents or participants

KA-knowledge Acquisition;

KD- Knowledge documentation;

KT- knowledge transfer;

KC- Knowledge creation;

KAP- knowledge application;

AF- Affective commitment.

CON- continuance commitment;

NR- Normative commitment;

COM- Commitme

# CHAPTER I

## Introduction

This chapter includes the problem statement, objectives of the study, significance of the study and related descriptions on the study.

### 1.1. Problem Statement

The global economy is undergoing significant transformation. (Ferres, Firms & Travaglione, 2000). According to Burack (2000), there is a switch from manufacturing to services, industry globalization, and global dissemination of technological advances. According to McKay (2002), globalization and new business atmosphere have put enormous pressure on organizations to adjust the way they carry out their processes and operations in order to compete effectively. Burack (2000) goes on to say that the shift is empowering decision makers' to adapt their organization's structure, culture, and management procedures to the external environment's expectations. Internally, the change is perceived as motivating the deployment of participatory management and personnel involvement processes, which result in high employee commitment to the organization and improved performance. According to Travaglione (2000), this is occurring in a setting in which corporate restructuring and retrenchments have most likely altered the conventional psychological contract between employees and management. Many employees have become emotionally disengaged from their organization as a result of the last decade's turbulent modifications. Fear and distrust, increasing pessimism, escalating economic burdens, and ongoing challenges, according to Manion (2004), have a detrimental effect on the workforce's organizational commitment and performance. According to Manion (2004), the call for highly dedicated and consistently involved employees is really crucial than ever due to changing dynamic, increasing organizational difficulties and crises, shortage of manpower, and rising environmental pressures. Moreover, getting employees to align to needed or desired organizational initiatives and their assignment is a challenge that everyone faces (Manion, 2004). According to the Corporate Leadership Council (2004), tackling this dilemma has some benefits, as the findings of the Employee Engagement Survey (2004) state that organizations that improve workforce commitment will see an increase in the level of voluntary effort provided, as well as a

commensurate change in performance. Based on the study's findings, employees who transition from uncommitted to committed demonstrate a 57% increase in the upsurge of voluntary effort expended on the job, which corresponds into a 20% increase in employee performance. The preceding argument clearly shows the significance of having a committed workforce, the benefits to company or organization, and the evolving nature of the employment relationship. These transformations entail a shift in how organizations are run and necessarily imply a new managerial concept. A significant current thought in the last decade has emphasized the need for a transition from control to commitment as the key goal of management employment policies (Felstead, Gallie, and Green, 2001). In the late 1980s and early 1990s, there was a growing advocacy for new management ideologies that proposed a switch from control to commitment as the primary interest of management principles. Traditional Taylorist practices, which emphasis on a high level of division of labour and close monitoring, were progressively thought to result in employee emotional exhaustion and a purely abstract work style (Kalleberg & Marsden, 1995). According to Kalleberg and Marsden (1995), there is an emphasis on a commitment-oriented performance management model that attempts to control employees through attitudinal or emotional organizational commitment rather than coercive power. A comparison of two organizations with different levels of affective commitment revealed that strong affective commitment translated into a workplace where 15.8 percent of employees demonstrated the maximum level of discretionary effort, according to the Corporate Leadership Council's Employee Engagement Survey (2004). Low affective commitment, on the other hand, did result in a workplace in which only 7.8 percent of workers exert the greatest level of discretionary effort. The perceived quality of organizational commitment, as well as the essential adjustments in managerial methods in the new work environment, all occur within the context of a diverse and evolving business climate, with employee attitudes that have shifted to the contrary of what they were previously. According to McMorrow (1999), the evolving nature of business and the final act of the so-called "psychological contract" between workers and management has left many people in a void; because modern business processes entail individuals to be able to make choices, a focus on commitment rather than control is plausible (Guevara & Ord, 1996). The rise of lean manufacturing methods coincides with prevalent business practices such as outsourcing, subcontracting, offshoring, consultancy services, and, as a result, downsizing and customizing. Part-



time work, seasonal employment, flexible working hours, and self-employment are all on the rise in all countries. This pattern suggests that the work arrangement is changing (McMorrow, 1999). According to McKay (2002), it is critical to identify how to maintain employees' organizational commitment when re-organizations and other significant changes occur. Global issues have an impact on the national level as well. The 1994 transition and democratic elections established a free market system, increasing global competition and putting pressure is being moun on developing countries like Nigeria to interact and face the same dilemmas as the rest of the world. According to Oberholzer (2001), low birth rates and the technological bombardment have made a significant contribution to a skilled labour shortage in developed countries. All of these burdens have bumped up salaries and the valuation of benefits to extraordinary levels, making it difficult to keep skilled workers. Overseas companies are enticing the nation's best minds with unbeatable offers. Oberholzer (2001) asserts that the atmosphere of the workforce is changing. Rising levels of educational attainment, increased professionalism, and decreasing organizational loyalty among the workforce are among the trends. All such patterns may not be independent; for example, rising levels of education and professionalism may relate to a general decrease in commitment and loyalty to employers. In addition to the employment contract, organizations frequently include provisions for restraint of trade agreements and non-compete clauses.

Skill shortages exist in a highly complex environment characterized by technological innovation and programs and processes that take a long time to produce results and necessitate continuity in terms of management and team structure. In this environment, it is critical for businesses to have a committed and productive manpower. Employees' signing of agreements prevents key personnel from resigning and joining competitors. Companies frequently pay considerable amounts of money in order to retain key personnel and protect themselves and their investments in employee development. This frequently sparks a debate about whether employees stay in the organization because they have to or because they care about the organization. Under these conditions, everyone in business is concerned about the performance and individual contributions of their employees. As firms face more intense competition, developing committed and loyal employees carries the potential of exceptional financial returns (Chambers, 1998; Huselid, 1995). According to Camilleri (2002), one of the most

powerful engines of business success is commitment. People, unlike advanced technologies, cost, or new product development, are difficult to imitate, making a people-centered strategy a vital source of sustainable competitive advantage. Employees who are loyal and engaged tend to produce high transaction performance outcomes such as increased sales, improved productivity, profitability, and improved employee retention (Rogers, 2001; Tsui, Pearce, Porter, & Hite, 1995). These employees pledge allegiance to the organization's vision and mission. Commitment to the organization has evolved into an important yardstick for the measurement of employee's frame of mind toward the organization. Along with commitment, there is a need on the organizational side for employees who can deliver enterprise end result in a competitive marketplace.

Organizations are constantly under pressure to produce more with fewer resources. Investors are increasingly unwilling to put more money into assets while expecting a return on their investment. Investors are also not loyal to any one organization, and they are frequently prepared to make alternative investment decisions if the company fails to meet their expectations. In this context, organizations require a core of employees who are committed to the organization's values and goals and operate to their full potential (Caudron, 1996; Meyer & Allen, 1997). In the broader context of organizational commitment, research revealed that some authors questioned whether commitment was a reasonable expectation for employers to have for their employees in today's business environment, where changes in management and organisational focus can occur quickly (Hawkins, 1998). According to Laabs (1996), the old employment contract of lifetime employment in trade off for loyalty is no longer in effect. Unfortunately for many businesses, commitment has vanished. However, Morrow and McElroy (1993) reported that perceptions about a lack of commitment to organizations have served as a springboard for further research into organizational commitment. According to Baldry, Hyman, and Scholarios (2004), this is happening in a setting where expectations and mindsets have shifted not only for workers, but also for employers. Organizations do not expect employees to stay with them for life, but instead strive to be employers of choice by providing professional development. This shifting psychological contract can be viewed as a "new deal," in which high commitment and trust can only be generated through a negotiated reciprocity process (Baldry, Hyman & Scholarios, 2004). This new reciprocity process has brought about

a slew of changes. Loscocco (1989) claims that as people take on different roles in life, they make decisions about the relative importance of work. Researchers are increasingly interested in the concept of work commitment (Cohen, 2000). According to Rousseau (1989), employees exhibit high levels of work commitment, which is commitment to the work itself rather than the organization or career. However, the characteristics of the new organizational paradigm appear to question this conventional wisdom once more by establishing work arrangements that guarantee work commitment while ignoring the development of organizational commitment.

The competitiveness of industries is primarily based on its research section, and employees frequently have access to highly confidential documents. The loss of a senior member of an organization may result in the organization collapsing and competitors gaining access to sensitive information. In this context, it is critical for employees to be committed to the organization and its vision, as well as operate to their full potential. Even though opportunities in organizations are daunting, employees are frequently confronted with above-average salary offers from competitors due to the industry's limited talent pool. The study will be conducted in the manufacturing industry, which places a high value on knowledgeable workers. Professionals account for at least half of the workforce (PHRMA, 1997). Performance is extrinsically rewarded with bonuses and stock options. Firm-specific skills entail advanced scientific work on highly specialized projects that take a significant amount of time to grasp. In general, companies want to keep their employees but cannot guarantee them job security. Skilled industrial employees have a great deal of mobility, making commitment a top priority for employers and a critical factor in organizational practices. As a preferred employer in the manufacturing industry, the organization is eager to learn if there is a link between organizational commitment and job performance. This is due to a number of challenges that the manufacturing industries have faced. One of the most significant challenges was the nosedive in productivity. This resulted in numerous client complaints and had a negative impact on the organization's overall reputation. Competitors may see this as a chance and hire some of the other organization's key personnel. The industry's highly competitive nature, as well as the insufficiency of skill required for the key segment of manufacturing business, necessitates a high level of commitment, confidentiality, and ownership. In terms of privileged information, an increase in the number of people leaving a

manufacturing company could exert a competitive threat to the organization. Furthermore, the organization may be forced to go through a cost-cutting exercise, which may result in the closure of some departments and the retrenching of key personnel. The aforementioned challenges necessitated an examination of knowledge management practices and their relationship to organizational commitment.

## **1.2. Objectives of the study**

On a broader view, the research assesses the knowledge management and employee's commitment of manufacturing company in Lagos state Nigeria. Specifically, the study;

- Ascertain the extent of knowledge management practices (knowledge acquisition, knowledge documentation, knowledge transfer, knowledge creation and knowledge Application) of selected manufacturing company in Lagos state, Nigeria.
- Verify the employee's commitment (Affective commitment, Continuance commitment and Normative commitment) of selected manufacturing company in Lagos state, Nigeria.
- Assess the organizational performance
- Determine the correlate between knowledge management practices and employee's commitment of manufacturing companies in Lagos state Nigeria

## **1.3. Research Questions**

The study offer answer to the following questions:

1. What is the extent of knowledge management practices (knowledge acquisition, knowledge documentation, knowledge transfer, knowledge creation and knowledge Application) in the selected manufacturing company in Lagos state, Nigeria?

2. What is the commitment (Affective commitment, Continuance commitment and Normative commitment) of the employees in the selected manufacturing company in Lagos state, Nigeria?
3. What is the organizational performance?
4. Is there any correlation between knowledge management practices and employee's commitment of manufacturing company in Lagos state Nigeria?

#### **1.4. Research Hypotheses**

The study hypothesis was stated and tested in their null form.

**HO1:** There is no correlation between knowledge management practices and employee's commitment of manufacturing company in Lagos state Nigeria

**HO2:** There is no significant relationship between the dimensions of organizational knowledge management practices and employee commitment and its dimensions.

**Ho2i:** There is no significant relationship between knowledge acquisition and knowledge documentation

**Ho2ii:** There is no significant relationship between knowledge acquisition and knowledge transfer

**Ho2iii:** There is no significant relationship between knowledge acquisition and knowledge creation

**Ho2iv:** There is no significant relationship between knowledge acquisition and knowledge application

**Ho2v:** There is no significant relationship between knowledge acquisition and affective commitment.

**Ho2vi:** There is no significant relationship between knowledge acquisition and continuance commitment.

**Ho2vii:** There is no significant relationship between knowledge acquisition and normative commitment.

**Ho2viii:** There is no significant relationship between knowledge documentation and knowledge transfer

**Ho2ix:** There is no significant relationship between knowledge documentation and knowledge creation

**Ho2x:** There is no significant relationship between knowledge documentation and knowledge application

**Ho2xi:** There is no significant relationship between knowledge documentation and affective commitment.

**Ho2xii:** There is no significant relationship between knowledge documentation and continuance commitment.

**Ho2xiii:** There is no significant relationship between knowledge documentation and normative commitment.

**Ho2xiv:** There is no significant relationship between knowledge transfer and knowledge creation

**Ho2xv:** There is no significant relationship between knowledge transfer and knowledge application

**Ho2xvi:** There is no significant relationship between knowledge transfer and affective commitment.

**Ho2xvii:** There is no significant relationship between knowledge transfer and continuance commitment.

**Ho2xviii:** There is no significant relationship between knowledge transfer and normative commitment.

**Ho2xix:** There is no significant relationship between knowledge creation and knowledge application

**Ho2xx:** There is no significant relationship between knowledge creation and affective commitment.

**Ho2xxi:** There is no significant relationship between knowledge creation and continuance commitment.

**Ho2xxii:** There is no significant relationship between knowledge creation and normative commitment.

**Ho2xxiii:** There is no significant relationship between knowledge application and affective commitment.

**Ho2xxiv:** There is no significant relationship between knowledge application and continuance commitment.

**Ho2xxv:** There is no significant relationship between knowledge application and normative commitment.

**Ho2xxvi:** There is no significant relationship between affective commitment and continuance commitment.

**Ho2xxvii:** There is no significant relationship between affective commitment and normative commitment.

**Ho2xxviii:** There is no significant relationship between continuance commitment and normative commitment.

**HO3:** Organization knowledge management has no significant effect on employee's commitment.

**HO4:** Dimensions of organization knowledge management has no significant effect on employee's commitment.

### **1.5. Limitation of the Study**

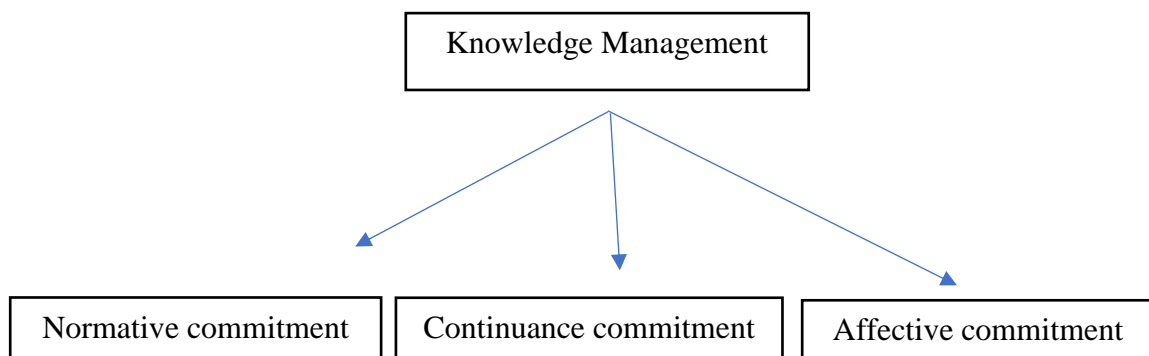
The study used a cross sectional design and focused on the knowledge management practices and employee's commitment of manufacturing companies in Lagos State, Nigeria. It ascertained the extent of knowledge management practices (knowledge acquisition, knowledge documentation, knowledge transfer, knowledge creation and knowledge Application) of the selected manufacturing companies, verify the employee's commitment (Affective commitment, Continuance commitment and Normative commitment) and determine the correlation between knowledge management practices and employee's commitment. The dimensions of knowledge management practices were; knowledge acquisition, knowledge documentation, knowledge transfer, knowledge creation and knowledge Application while the dimensions of employees' commitment are; Affective commitment, Continuance commitment and Normative commitment. The study was carried out using full time

staffs of selected manufacturing companies in Lagos state, Nigeria. The study preferred employee of industries because of their notable importance of expressing their perception as it pertains to knowledge management practices and their commitment to their company.

### 1.6. Significance of the study

This investigation offers a premise of building up the connection between knowledge management and employees' commitment. Furthermore, the study will aid the understanding of the relationship between employee's commitment and the performance of an organization which will serve as useful information for decision making for human resources managers. The discoveries of the investigation are powerful tool for strategy formulation and promotion of skilful utilization of knowledge management practices in the improvement of employees' commitment and work performance.

### 1.7. Research Model





## CHAPTER II

### Literature Review

Research related conceptual definitions, descriptions and information related to the subject that already exists in the literature are given in this chapter.

#### **Organisational Commitment**

##### **2.1 Organizational Commitment Conceptualization**

This sub-section will discuss the conceptualization of the concept of organizational commitment, with a particular emphasis on the definition of organizational commitment, approaches to organizational commitment, and the various models of organizational commitment.

##### **2.1.1 Definition of organisational commitment**

According to Porter (1974), organizational commitment is defined as the relative strength of an individual's identification with and involvement in a specific organization. Organizational commitment, according to Mowday, Steers, and Porter (1979), consists of three components:

- 1) a strong belief in and acceptance of the organization's goals and values,
- 2) a willingness to put forth significant effort on behalf of the organization, and
- 3) a strong desire to remain a member of the organization.

Meyer and Allen (1991) classified organizational commitment into three broad categories: affective, continuance, and normative. Thus, commitment is viewed as reflecting an affective orientation toward the organization, recognition of the costs of leaving the organization, and a moral obligation to stay with the organization. As a result, many definitions of commitment have been proposed, but one recurring strand appears to be the idea of a psychological bond; an intrinsic attachment or identification of a person with something outside of oneself (Firestone & Pennell, 1993). O'Reilly (1989) defines organisational commitment as an individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values

of the organisation. From this perspective, organizational commitment is characterized by employees' acceptance of organizational goals and willingness to exert effort on behalf of the organization (Miller & Lee, 2001). Chow (1994) defined organizational commitment as the extent to which employees identify with their organization and its goals, as well as their ability to invest effort, participate in decision making, and internalize organizational values. According to Meyer and Herscovitch (2001) organisational commitment can be conceived as a binding force that is experienced as a mindset or as a psychological state that leads an individual towards a particular course of action. Employees are considered committed to an organization, according to Zangaro (2001), if they willingly continue their alliance with the organization and devote significant effort to achieving organizational goals. According to Cohen (2003), commitment is a force that binds an individual to a course of action that is relevant to one or more targets. This general definition of commitment is related to Arnold (2005) definition of organizational commitment which explain commitment as the relative strength of an individual's identification with and involvement in the organisation. Miller (2003) also opines that organisational commitment is a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation. This definition is also corroborated by Kreitner and Kinicki (1995). Best (1994) maintains that committed individuals enact specific behaviours due to the belief that it is morally correct rather than personally beneficial. Reichers (1985) is of the school of thought that organisational commitment as a behaviour is visible when organisational members are committed to existing groups within the organisation. As a result, organizational commitment is a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and involvement in the organization (Miller & Lee, 2001). Organizational commitment is defined for the purposes of this study as a psychological bond that individuals have with their organization, characterized by a strong identification with the organization and a desire to contribute to the achievement of organizational goals. Allen and Meyer's affective commitment is referenced in this definition (Meyer & Allen, 1991).

### **2.1.2 Approaches to organisational commitment**

Organizational commitment is conceptualized in numerous ways. According to Stevens (1978), the various conceptions of organizational commitment can be divided into two categories: exchange approaches and psychological approaches. Exchange approaches see commitment as the result of inducement/contribution transactions between the organization and its member, with a clear emphasis on the functionalities of membership as the primary determinant of the member's accrual of merit or demerit in the ongoing process of exchange. In contrast to the exchange-based conception of commitment, Porter and Smith's (1970) psychological approach is a more active and positive orientation toward the organization.

#### **2.1.2.1 Exchange approaches**

The exchange approach consists of two approaches: behavioural and attributions.

##### **(a) Behavioural Approach**

Becker's (1960) work inspired the behavioral approach. This is known as the exchange-based or side-bet theory (Becker, 1960), and it holds that individuals are committed to the organization as long as they hold their positions and accrue better benefits (or incur higher costs at departure), which may discourage them from seeking alternative employment. Individuals are committed to the organization because the benefits of remaining in the organization outweigh the alternative opportunities and costs of leaving (Blau & Boal, 1987; Collins & Sells, 1988). Thus, commitment results from inducement or contribution transactions between an organization and its members (Blau & Boal, 1987). A drawback of exchange-based measures of commitment, according to Stevens (1978), is the paucity of data that they can be related to specific ongoing behavioral outcomes within the organization.

##### **(b) Attributions Approach**

This approach is concerned with attitudes that lead to the attribution of commitment. These attributions, according to Johnston and Snizek (1991), are primarily made to maintain consistency between one's behavior and attitudes. This is a moral or attitudinal approach in which individual behavior is guided by emotions or the heart, also known as affective/value rationality by Etzioni (Johnston & Snizek,

1991). Individuals are socialized by demonstrating active and affective participation in the organization's goals (Bar-Hayim & Berman, 1992; Randall, 1990). As a result, organizational commitment is defined as a state in which an individual identifies with a specific organization and its goals, and wishes to remain a member of the organization in order to facilitate its goals (Blau & Boal, 1987). According to the attributions approach (Reichers, 1985), commitment is an adhesion of the individual to behavioral acts that occurs when individuals attribute an attitude of commitment to themselves after engaging in volitional, explicit, and irreversible behaviors.

### **2.1.2.2 Psychological Approach**

The psychological approach is concerned with the process of identifying and dedicating one's own efforts to the goals of the organization. A company must instill in its employees feelings of commitment to their workplace, commitment to the company and its values and goals, commitment to one's occupation, commitment to one's career, and a strong moral compass (Cohen, 1995; Dalton & Tudor, 1993; Jaros, Jermier, & Sincich, 1993; Steers & Porter, 1985). This approach, also known as the psychological approach, defines commitment as an attitude or orientation toward the organization that links or attaches the person's identity to the organization. The three components of this orientation are;

1. identification with the organization's goals and values,
2. high engagement in its work activities, and
3. a strong desire to remain a member of the organization (Porter, Steers, Mowday, & Boulian, 1974; Steers, 1977).

According to Buchanan (1974), when these psychological approaches to commitment are considered together, they show a strikingly positive, high-intensity orientation toward the organization. Furthermore, they include, but go beyond, the reluctance to leave component, which has been the primary dimension represented in exchange-based measures of organizational commitment. Thus, there are two approaches to organizational commitment: exchange-based approaches and psychological approaches.

### **2.1.3 Models of organisational commitment**

A review of the literature reveals that the study of organizational commitment can be divided into several models. Models are useful in the study of organizational commitment because they investigate the various perspectives studied and documented, as well as how they are expressed in an organizational setting. Organizational commitment is classified as either unidimensional or multidimensional by the various models.

#### **2.1.3.1 O'Reilly and Chatman's model**

As discussed in Meyer and Herscovitch (2001), O'Reilly and Chatman (1986) developed their multidimensional conceptual model on the assumption that commitment signifies an attitude toward the organization and that there are multiple techniques through which attitudes can develop. Based on Kelman's (1958) work on attitude and behavior change, O'Reilly and Chatman (1986) argued that commitment can be divided into three types: Compliance occurs when attitudes and behaviors are incorporated in order to obtain specific rewards. Identification occurs when a person accepts influence in order to establish or sustain relationship.

Internalisation occurs when influence is accepted because the attitudes and behaviors that an employee is encouraged to adopt are consistent with the current ones. The employee's psychological attachment can be influenced by a variety of these three psychological foundations (O'Reilly & Chatman, 1986). Organizational commitment is thus multifaceted, taking three forms: compliance, identification, and internalization.

#### **2.1.3.2 Morrow's major commitments**

Morrow (1983) identifies five major commitments in her book that she believes have a mutual influence on one another. These five commitments are classified into two categories. The first group looks at commitments that influence work attitude but have nothing to do with the organization where the worker works. It includes

Protestant work ethic (Mirels & Garret, 1971), Career commitment (Greenhaus, 1971), and Job commitment (Blau & Boal, 1989). The second category includes commitments that are directly influenced by the organization in which the worker is employed, which includes both continuing and affective organizational commitments (Allen & Meyer, 1993). Morrow (1983) connects career commitment to persistence and affective commitment to the organization. In turn, sustained organizational commitment is related to affective commitment, and both of these commitments influence job involvement. Morrow (1983) asserted that the various levels of commitment are inextricably linked.

### **2.1.3.3 Etzioni's model**

Etzioni's model includes three perspectives: moral commitment, calculative commitment, and alienative commitment

#### **(a) Moral commitment**

One of the two affective perspectives of organizational commitment is moral commitment. Etzioni (1961) defined moral commitment as emanating from a symbolic compliance structure. Acceptance and identification with organizational goals characterize moral commitment (Patchen, 1970). It can be thought of as a type of organizational identification, according to Hall (1970). Wiener (1982) labeled such affective organizational attachments (for example, moral involvement) as commitment. He used this label because he associated organizational identification with Porter and his colleagues' hard work (Porter, Steers, Mowday & Boulian, 1974; Steers, 1977). Thus, measures like Hall's (1970) and Porter's (1974) are currently being developed to operationalize affective dimensions of commitment, similar to Etzioni's (1961) moral involvement.

#### **(b) Calculative commitment**

Calculative commitment is based on the employee being rewarded for matching contributions. According to Etzioni (1961), this type of organizational attachment is typical of compliance systems based on an exchange. Thus, it is conceptually based on Barnard's (1938) and March and Simon's (1973) exchange theory (1958). Calculated commitment does not have to be reduced to a desire to remain a member of an organization. It can be viewed in a broader sense as an

instrumental organizational attachment. In fact, the traditional concept of calculative commitment – the retention or forfeiture of organizational membership – may be more closely associated with an affective form of organizational commitment. For example, a willingness to resign from an organization may be the result of anger (negative affect) toward the organization. According to Etzioni's (1961) model, such feelings are the result of alienation (affective organizational attachment) rather than a calculative commitment. Furthermore, membership retention may reflect a personal identification with the organization, and such positive affect in the Etzioni model may be more appropriately associated with moral involvement (Etzioni, 1961).

**(c) Alienative commitment**

Alienative commitment is an emotional attachment to the organization. Etzioni (1961) first described alienative involvement as being typical of a prison or military basic training camp with a coercive compliance system in place. If one considers an employee's commitment to the organization as a result of a) a lack of control over the internal organizational environment and b) the perceived absence of alternatives for organizational commitment, alienation can be viewed as a basis for organizational commitment (Etzioni, 1961). Etzioni (1961) borrowed the term alienation from Karl Marx's work, which defined alienation as a lack of control, which is a perceived inability to change or control the organization in this context. Rewards and punishment may appear random to the alienatively committed worker rather than a direct result of the quality or quantity of work (Etzioni, 1961). The employee's perception sense of randomness contributes to the employee's sense of loss of control. As a result, the alienatively involved employee develops a negative affective attachment to the organization, as Etzioni describes. An employee who is alienatively committed to the organization may remain due to a lack of alternatives or a fear of significant financial loss. Thus, alienative commitment, according to Etzioni (1961), is a negative organizational attachment characterized by low intensity intentions to meet organizational demands combined with intentions to retain organizational membership. Thus, organizational commitment is classified into several models, including O'Reilly and Chatman's model, Morrow's major commitments model, and Etzioni's model.

#### **2.1.3.4 Meyer and Allen's three-component model**

Meyer and Allen made the most significant contribution to the literature on organizational commitment, publishing over fifteen studies beginning in 1984. Meyer and Allen's three-component commitment model was chosen for this study because it has received the most comprehensive empirical review (Allen & Meyer, 1996). Meyer and Allen (Allen & Meyer, 1990; Meyer & Allen, 1984) derived their three-component model from existing literature by identifying common themes in the conceptualisation of commitment. All conceptualisations shared the belief that commitment acts by binding an individual to an organization, reducing the likelihood of turnover. The main distinction is in the mindset assumed to characterize the commitment. The mindsets mirrored three distinct themes: emotional attachment to the organization, labelled Affective commitment, perceived cost of leaving, labelled Continuance commitment, and moral duty to remain at the organization, labelled Normative commitment (Allen & Meyer, 1990). According to Meyer and Allen (1991), organizational commitment is the belief that commitment is a psychological state that;

- a) characterizes the organization's relationship, and
- b) has implications for the decision to maintain membership in the organization

These three components are referred to as affective, continuance, and normative. The components are discussed in more detail in the paragraphs that follow.

##### **(a) Affective orientation (affective)**

The model's first component of organizational commitment is affective commitment. Affective commitment, according to Meyer and Allen (1997), is the employee's psychological bond to, identification with, and involvement in a particular organization. Organizational members who are emotionally invested in the organization continue to work for it because they want to (Meyer & Allen, 1991). Members who are emotionally committed to the organization stay because they see their personal employment relationship as congruent with the



organization's goals and values (Beck & Wilson, 2000). It is defined by Kanter (1968) as the attachment of an individual's fund of affectivity and emotion to the group. According to Sheldon (1971), it is an attitude or orientation toward the organization that connects or attaches the person's identity to the organization. According to Hall (1970), the affective dimension is the process by which the goals of the organization and those of the employee become more congruent. It is also regarded as a partisan, affective commitment to the organization's goals and values, to one's role in relation to those goals and values, and to the organization for its own sake, apart from its purely instrumental value (Buchanan, 1974). Gould (1979) observed that some employees go above and beyond what appears to be integratively necessary for the anticipated reward, and attributed this to the affective component of organizational commitment. Meyer and Allen (1997) go on to say that job challenge, role clarity, goal clarity, and goal difficulty, as well as management receptiveness, peer cohesion, equity, personal importance, feedback, participation, and dependability, all have an impact on affective commitment. The development of affective commitment entails identification with the organization and internalization of organizational values (Beck & Wilson, 2000).

**(b) Cost based (continuance)**

The second component of Allen and Meyer's organizational commitment model is continuance commitment. Meyer and Allen (1997) define continuance commitment as "awareness of the costs associated with leaving the organization." This definition is supported by Kanter (1968), who states that it is the profit associated with continued participation and a cost associated with leaving the organization. It is calculative in nature due to the overall evaluation or weighing of the costs and risks of leaving the current organization (Meyer & Allen, 1997). Meyer and Allen (1991) go on to say that employees whose primary connection to the organization is based on continuance commitment stay because they have to. Continuance commitment can be viewed as an instrumental attachment to the organization, in which the individual's association with the organization is based on an evaluation of the economic benefits gained (Beck & Wilson, 2000). Another perspective on continuance commitment is that it is a structural phenomenon that occurs as a result of individual transactions and changes in side bets or investments

over time (Hrebiniak & Alutto, 1972). Meyer et al. (1990) also contend that acquired investments and poor employment opportunities seem to force individuals to maintain their line of action and are responsible for these individuals being committed because they need to. Individuals stay in organizations because of the investments they have made as a result of their time spent there, not because they want to. This differs from affective commitment, in which individuals remain in the organization because they want to and identify with the organization and its values.

**(c) Obligation or moral responsibility (normative)**

Normative commitment is the final component of the organizational commitment model. Meyer and Allen (1997) define normative commitment as a sense of duty to continue working. Individuals are obligated to maintain membership in the organization due to internalized normative beliefs of duty and obligation (Allen & Meyer, 1990). The normative component is defined as employees' moral commitment to remain with the company, regardless of how much status enhancement or satisfaction the company provides them over time (Marsh & Mannari, 1977). Commitment behaviors, according to Wiener and Gechman (1977), are socially accepted behaviors that exceed formal and/or normative expectations relevant to the object of commitment. Normative commitment is also defined as the sum of all internalized normative pressures to act in a way that is consistent with organizational goals and interests (Wiener, 1982). Accepted rules about reciprocal obligation between the organization and its members influence the strength of normative organizational commitment (Suliman & Iles, 2000). The reciprocal obligation is based on social exchange theory, which states that a person who receives a benefit has a strong normative obligation or rule to repay the benefit in some way (McDonald & Makin, 2000). According to Meyer and Allen (1991), this moral obligation arises from a process of socialization within the society or the organization. As a result, employees feel obligated to repay the organization's benefits by remaining on the payroll. Researchers were made aware of the multidimensional nature of commitment as a result of the integration of the forms of commitment. The nature of the underlying mindset distinguishes the various dimensions of commitment in the multidimensional conceptualisation. Meyer and Allen (1991) contended that affective, continuance,

and normative commitment are components of organizational commitment rather than types, because the employee-employer relationship reflects varying degrees of all three. The multidimensional framework or conceptualisation does not appear to be mutually exclusive. According to Meyer and Allen (1991), the lack of agreement in the definition of commitment contributed significantly to its treatment as a multidimensional construct. Meyer and Allen (1997) employ the tridimensional model to conceptualize organizational commitment into three dimensions: affective, continuous, and normative commitments. Allen and Meyer (1996) urged researchers to systematically investigate the dimensionality of organizational commitment across cultures in order to determine whether multidimensional conceptualisations developed in the United States are applicable to other societies. A multidimensional approach to conceptualizing and assessing organizational commitment has been proposed and modified (Allen & Meyer, 1990; Meyer & Allen, 1984, 1991, 1997). Many studies have been conducted to investigate the construct validity of Meyer and Allen's (1991) three component model and its measures. Allen and Meyer (1996) examined data from over 40 samples and concluded that construct validity was strong enough to justify the subsequent use of scales. Many studies have been conducted to investigate its impact on work outcomes such as job performance. The models of commitment have been developed and tested in Western countries, Meyer and Allen write. More systematic research is needed to determine whether these models apply elsewhere (1997). The author wished to put this model to test in Nigeria. As a result, the Allen and Meyer model serves as the foundation for this research. Commitment, according to Allen and Meyer (1997), is a multidimensional concept. This section focused on affective, continuance, and normative commitments using the tridimensional model.

## **2.2 Knowledge Management (KM)**

Knowledge Management (KM) is widely considered a means for an organization to benefit from the tacit and explicit knowledge of its workforce, trading partners, and outside experts. Knowledge management is about gathering information and connecting people. KM also refers to the process of creating, sharing, and applying

knowledge within an organization. These processes form the foundation of KM: knowledge acquisition, knowledge conversion, and knowledge application. Various KM models have been proposed, and all of them are based on these three components. The presence and interaction of all three components is required for the success of KM initiatives:

- **Knowledge acquisition:** internal processes of creating, generating, developing, building, and constructing knowledge. These expressions refer to the process of gaining new and useful information and insight.
- **Knowledge conversion:** is the process of organizing and applying knowledge that has been created or acquired in ways that formalize and make it more accessible.
- **Knowledge application:** After knowledge has been organized and stored, the processes of sharing, transferring, disseminating, and distributing it are referred to as knowledge transfer. Knowledge that is kept solely in the domain of an individual is of little value to an organization. Applying and sharing knowledge means making it more active and relevant for the organization in creating values. An organization must continuously generate new knowledge, promote its sharing within the organization, and utilize knowledge to gain an edge over competitors. Knowledge management processes help an organization acquire, store, and use knowledge to help with problem solving, dynamic learning, strategic planning, and decision-making. Academics and practitioners are recognizing that knowledge management processes are becoming necessary for organizational success.

### **2.2.1. Definitions and concepts of knowledge management**

Knowledge management is the process of capturing and distributing a company's collective expertise, whether it's in databases, on article, or in people's heads, to wherever it can help produce the greatest payoff. Knowledge management is a deliberate strategy that works to promote organizational performance by getting the proper knowledge to the right people at the right time and assisting people in sharing and putting information into action. Knowledge management is a complex process that requires a solid foundation of enablers. Strategy and leadership, culture, measurement, and technology are KM enablers. Each of these must be designed and managed in

tandem with and in support of the process. In the use of knowledge, the process typically includes several of the following stages or sub - processes: create, identify, gather, organize, distribute, adapt, and then use. Knowledge management is the application of collective knowledge to achieve the business objectives of a company. In summary, knowledge management is a systematic effort to grow information and knowledge flow, and create value (O'Dell & Hubert, 2011), with the goal of ensuring that people have the right knowledge at the right place at the right time. The most broad approach to this concept is that knowledge management is a synthesis of three components: people, processes, and technology. Knowledge management (KM) also goes through the stages of knowledge creation, knowledge capture, and knowledge storage, knowledge sharing with others, and knowledge application, forming its own life cycle. Knowledge management concept presents the ability to acquire necessary information in short term, which will provide that everyone can bring the best decision about conditions on the market, product, service, planning activities of the competition or any other actions which are important for the company's success. In brief, knowledge management is the process by which an organization produces the value of its intellectual assets based on knowledge (Santosus et al, 2012). Daud et al. define KM in the following way: KM addresses policies, strategies, and techniques aimed at supporting an organization's competitiveness by optimizing the conditions needed for efficiency improvement, innovation, and collaboration among employees., he also states that it is the organized and systematic process of generating and disseminating information, and selecting, distilling, and deploying explicit and tacit knowledge to create unique value that can be used to achieve a competitive advantage in the marketplace by an organization (Daud et al., 2011). Chan et al. says it is a conscious strategy of getting the right knowledge to the right people at the right time by putting information into action that strives to improve performance (Chan et al., 2007). Being just in time is a key and very important element in maintaining the effectiveness of the knowledge management process (KMP), and it was frequently referred to and emphasized in KM studies within the framework of four aspects: (right) knowledge, (right) time, (right) place, and (right) person (Afrazeh, 2010). I investigators have been drawn to the concept of Knowledge Management (KM) because it is regarded as an important tool for achieving innovation and long-term competitive advantages (Cooper, 2006). Nonaka and Konno (1998) observed that in highly unpredictable economies, knowledge is the only sure source of long-term competitive advantage

(Nonaka, Konno, 1998). Several studies have found that firms that use knowledge management practices outperform competing firms that do not (Pathirage et al., 2007). Manufacturing, consulting, tourism, and call centers are just a few of the industries that have adopted knowledge management practices (Koh et al., 2005). Knowledge management has become such a popular topic that it has been dubbed the 1990s business mantra (Halal, 1998). Knowledge management is a logical continuation beyond information management, and information technologies have finally demonstrated a significant impact on organizational performance. Many people believe that the next wave of information technology/artificial intelligence (IT/AI) products will growingly enable knowledge management, rather than information management, and will thus have a far greater impact on organizational performance (Sveiby 1997). Knowledge management can also be viewed as the culmination and incorporation of many existing theories for organizational development (e.g., total quality, reengineering, organizational learning, benchmarking, competitive intelligence, innovation, organizational agility, asset management, supply chain management, change management, etc.). It combines these ideas into a broader, more comprehensive perspective that focuses on effectively developing and applying knowledge (Amidon 1998). Finally, Knowledge Management can be explained based on:

1. People – how do you increase an individual's ability to influence others with their knowledge in the organization?
2. Processes – The approach differs from one organization to the next. There is no restriction on the number of processes that can be run.
3. Technology – It should only be chosen after all of the requirements for a knowledge management initiative have been established.
4. Culture –The establishment of a knowledge-focused culture is the most important enabler of successful knowledge-driven organizations.
5. Structure – the business processes and organizational conditions that promote knowledge sharing

## **2.2.2. Dimensions of Knowledge Management**

### **2.2.2.1. Top Management Commitment**

In the end, knowledge management is a strategy, not just a tactic, and it is a set of business practices, not just a technology. Without a doubt, strong, active support from upper management is critical to the success of a knowledge management deployment, especially in the early stages. More deployments fail due to a lack of commitment from management than for any other reason. Designing managerial processes for capturing and disseminating knowledge is one of the organizational and managerial issues in KM. Furthermore, these processes must be continuously improved in order to become more effective and efficient. Knowledge management systems must be incorporated into an organization's structure. Such a structure (as in TQM) must, however, be adaptable and flexible. It is important that organizational structures are designed for flexibility (as opposed to rigidity) so that they encourage sharing and collaboration across boundaries within the organization and across the supply chain (Gold, et al. 2001). Management support and commitment for KMS use in an organization can be seen in the amount of funds that are allocated for the systems resources, training, and infrastructure to support KM initiatives (Aurum et al., 2007; Butler et al., 2007). Management's commitment to KMS use, on the other hand, can be illustrated by having managers spur and support system use, rather than simply promoting the system. The management support and commitment factor has been found to directly influence the extent of KMS use (Aurum et al., 2007; Butler et al., 2007). Management's support and commitment, in addition to contributing to the extent of KMS use in an organization, is known to play a role in determining the successful promotion of a knowledge sharing culture within an organization. An exploratory study of the mechanisms underlying KMS effectiveness, describing how an employee's perception of management's commitment can influence the knowledge sharing culture. Numerous KM experts have also backed up this claim, asserting that management was ultimately instrumental in driving the necessary cultural and system changes to increase KMS usage (Subramaniam et al., 2009). In addition, management support and commitment were mentioned as factors determining the development of knowledge content quality. It was demonstrated that senior leadership's commitment affects the quality of shared knowledge by pioneering the responsibility of developing an organizational wide taxonomy of knowledge that can be fed into a KMS. In other

words, the organizational strategies for defining and categorizing knowledge are determined by management support and commitment.

#### **2.2.2.2. Knowledge Culture**

Cultural factors are crucial in KM and have a direct impact on KM success or failure. They are, in fact, the first impediment to success. People in KM initiatives, like in TQM, tend to avoid or fight change, preferring "the old way of doing things" in the company. With KM, there will be a new way of making decisions in the organization, and people will need to share their knowledge and "know-how." Because knowledge is often associated with "power," promoting knowledge sharing is a difficult task, especially if employees do not see how they can directly benefit from it. Knowledge transfer can also occur between organizations. Leadership becomes critical at this point, and managing through a knowledge lens should be prioritized.

Cultural factors such as collaboration and trust are fundamental operations for effectively managing knowledge in an organization. Influencing cultural factors is critical for a company's ability to effectively manage its knowledge. The basic assumption was that for at least one KM process, namely KM culture, there was a statistically significant difference in perception of KM between two groups of respondents. Knowledge management culture has four dimensions, which are as follows:

1. Knowledge creating,
2. Knowledge learning,
3. Knowledge sharing, and
4. Knowledge cooperating,

The provision of a "knowledge-friendly" culture is one of the most important factors for effective project organization, but it is also the most difficult bottleneck to deal with. The most essential thing for businesses to do in order to successfully implement knowledge management (KM) is to foster a culture of creating, sharing, and utilizing critical knowledge. Culture is perhaps the most complicated barrier that management



teams must deal with, and it is comprised of several essential components (Arsenijevi et al., 2009).

**First:** The first is a positive attitude and perception to knowledge; in these areas, workers are self-motivated, curious about acquiring intellect, and exploring knowledge creation activities. In addition, the senior managers encourage these actions and provide incentives for them to continue with this approach.

**Second:** is a knowledge restraint in the culture; people are unwilling to share their job knowledge and are also resentful of the company. They do so because top management do not foster a culture of knowledge and make them fearful of the consequences, which could cost them their jobs.

**Third:** component in ensuring that the knowledge management type fits with the existing culture So far, theory in this study has been focused on existing knowledge, its transfer, and its management component. Theory has advanced to the next level in the creation of new knowledge. Knowledge creation is a process in which an organization amplifies and crystallizes individual knowledge to form new knowledge. Organizational knowledge is created in four ways through the interaction and conversation of explicit and tacit knowledge:

**Socialization (Tacit-to-tacit):** implies that sharing experience generates implicit knowledge such as shared mental models and practical expertise. Socialization works to indoctrinate everyone into the “way we do things around here”.

**Externalization (Tacit to explicit):** Implicit knowledge becomes explicit during a period of collective reflection triggered by dialogue through the sharing of precedents, narratives, and concepts. These exchanges are often carriers of knowledge, capable of transmitting general principles.

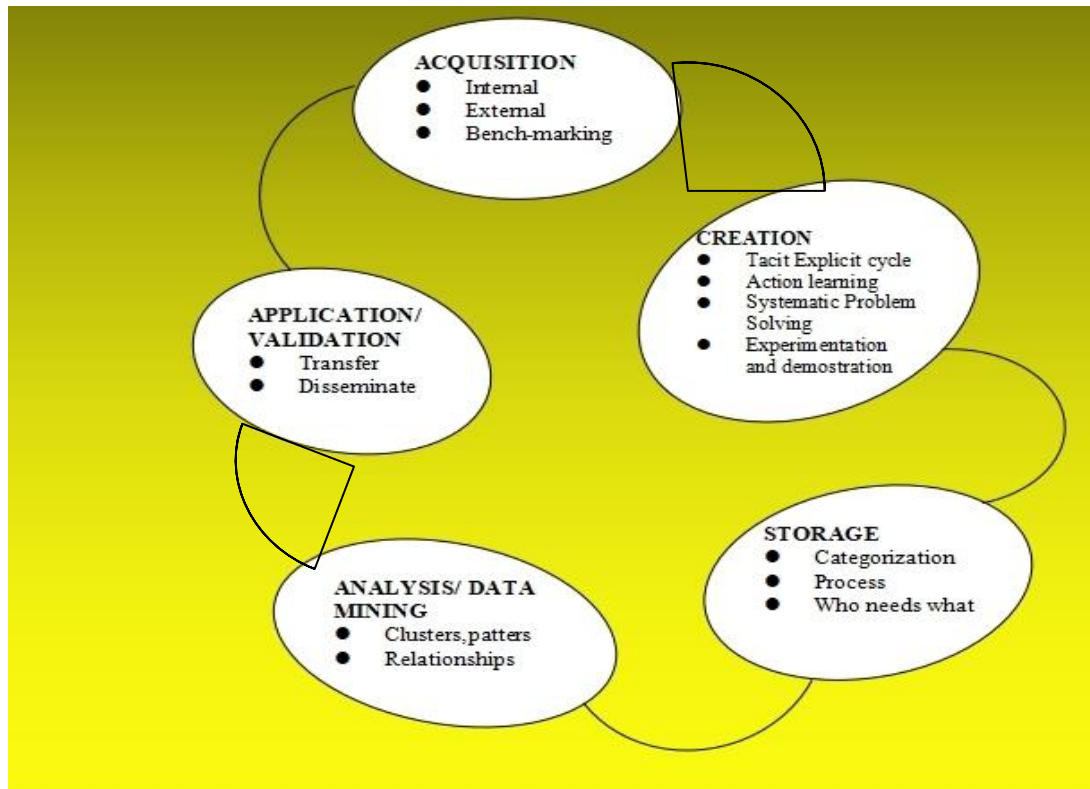
**Combination (Explicit to explicit):** is the process that combines or realign disparate bodies of explicit knowledge to generate new explicit knowledge. This is a typical type of knowledge transfer that occurs in schools and instructional programs. Members of an organization pool their explicit knowledge by sharing reports, memos, and other documents. Businesses also employ data warehousing and data mining techniques to uncover patterns in seemingly disparate data.

**Internalization (Explicit to tacit):** is the process of actually learning by performing a task repeatedly so that explicit knowledge of applied principles and techniques becomes absorbed as implicit knowledge of the individual's style and attitude.

### **2.2.3. Knowledge Management Processes**

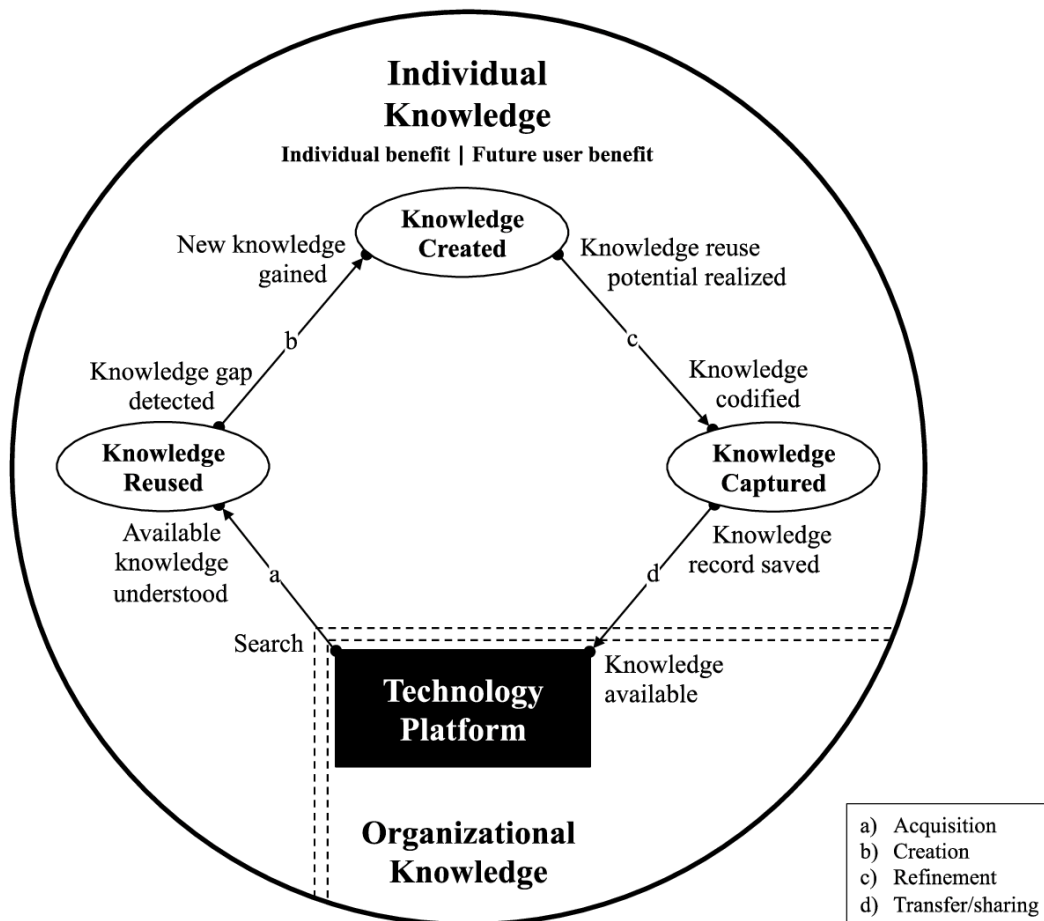
The function of knowledge management has become critical to the growth of knowledge-based societies and the knowledge management process. As knowledge management processes are critical to knowledge management, it is necessary to discuss their practical aspects. Numerous scientists and researchers have developed their own methods for determining knowledge management processes. Numerous concepts of knowledge management processes imply the establishment of the processes, which results in sequential operation in an unsegregated framework in which each process is dependent on the preceding process. Knowledge management processes serve as the central repository for organizational data and information used for decision making and problem solving, as well as a mechanism for investing appropriately in those processes.

However, knowledge management has emerged as a critical factor in business success over the last few years. Knowledge management processes and information technology are fundamentally derived from organizational memory, which unifies diverse types of people and organizational knowledge. Because the environment is constantly changing and knowledge is updated, an effective knowledge management system is never-ending. The life cycle of knowledge management processes has been defined by various authors and researchers, as illustrated in Figures (2), (3), and (4):



**Figure (2): Systems Model for KM**

*Source: Knowledge Management Subsystems by Aaron Cowan for OLIT 514*



**Figure (3):** The proposed KM life cycle, presented from an individual's perspective

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

The processes are explained from an individual's perspective (project member). It describes how a person moves through the model domain, including searching for knowledge in the technology platform, comprehending knowledge records, identifying a knowledge gap, filling the gap with new knowledge, documenting the knowledge in a record, and finally developing new knowledge to feed back to the technology platform. In an ideal scenario, certain roadblocks are overcome along the way, or there are none at all. On the other hand, an ideal procedure is rarely truly representative.

## The Institutional Knowledge Evolution Cycle



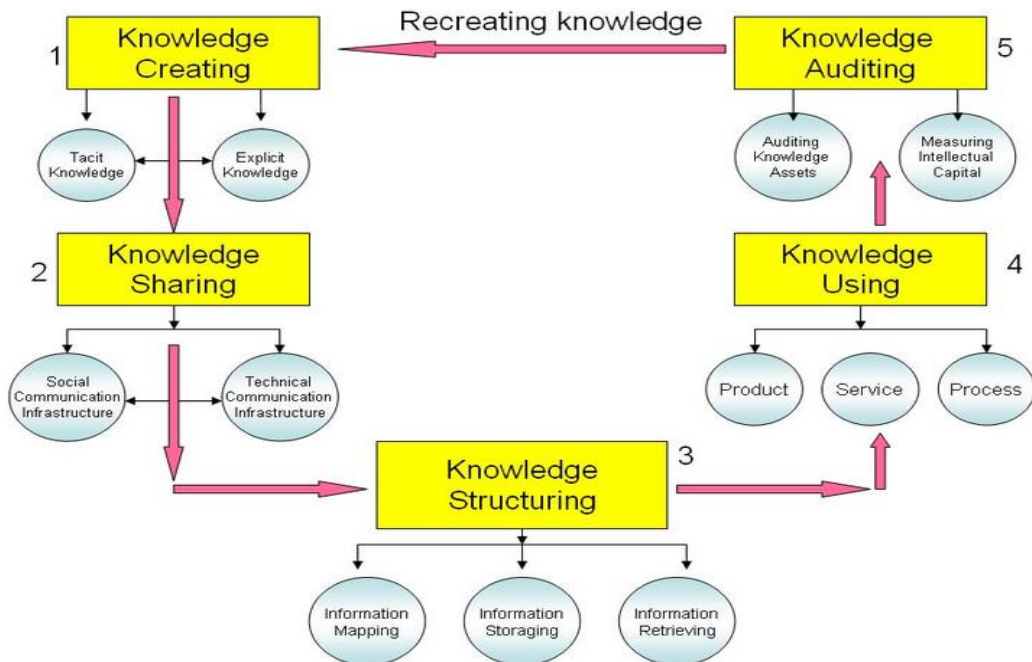
Copyright 2000 © Knowledge Research Institute, Inc.

**Figure (4):** Source Knowledge Research Institute, Karl WIIG

[http://www.krii.com/downloads/instit\\_knowl.pdf](http://www.krii.com/downloads/instit_knowl.pdf)

1. Knowledge Development: There are numerous ways to develop knowledge, including through education, invention, creativity, and knowledge importation from the environment.
2. Acquiring Knowledge: Data are gathered and stored in order to be used and treated later.
3. Knowledge Refinement: To make knowledge more accessible and usable, it is classified, modified, or included in published materials, process models, and other forms.
4. Distribution and Deployment of Knowledge: Knowledge is distributed and deployed to Points-of-Action through teaching, educational activities, automated knowledge-based systems, and expert networks (PoAs).

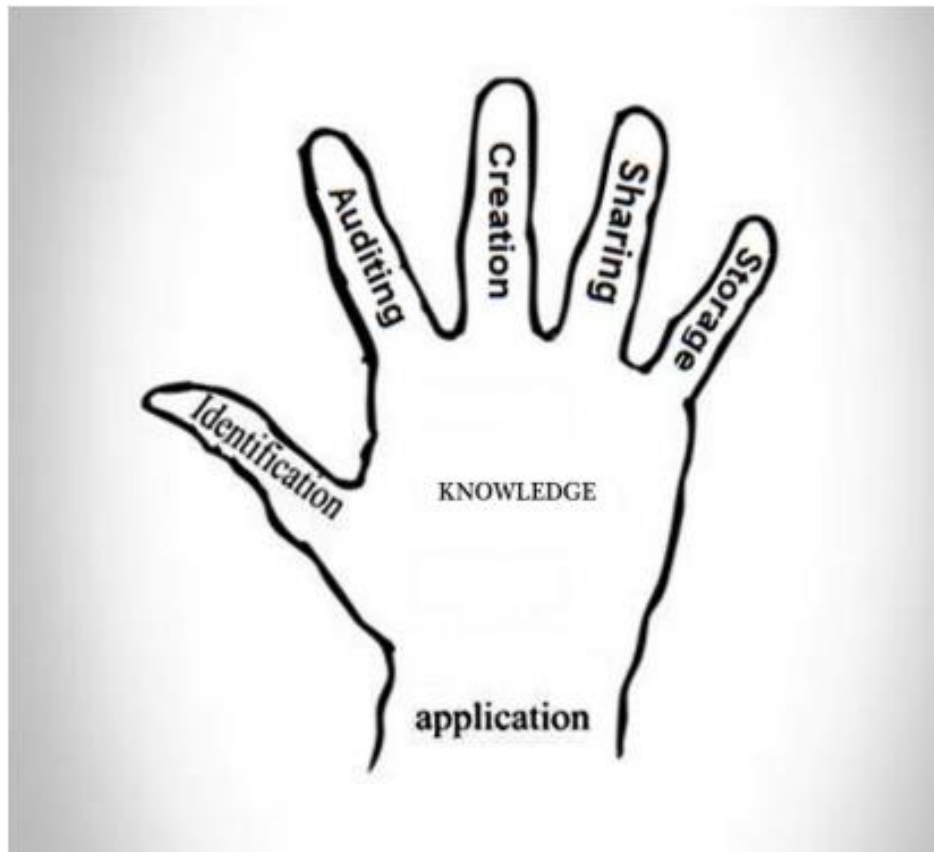
5. Leveraging Knowledge: Utilizing or leveraging knowledge lays the groundwork for future learning and innovation.



**Figure 5: 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 procedures of knowledge management are depicted in Figure (5). The researcher depicted knowledge management procedures as a hand; just as each finger has its own significance and power, each type of knowledge has its own purport and concepts, and they are all comparable to one another, so does each kind of knowledge. Consider the following example: when knowledge is used deliberately and consciously, the application of knowledge is flawless and effective. Accordingly, while the effectiveness of knowledge management systems cannot be proven to by each type of knowledge, the application of knowledge is a virtual guarantee of success. The following are the processes involved in knowledge management:



**Figure (6): Knowledge Management Processes**

*Prepared by the researcher based on previous studies*

### **2.2.3.1. Knowledge Identification**

The process of knowledge identification is critical to the success of any program for knowledge management. Due to the fact that it begins with the definition of knowledge and the search for information about where that knowledge is housed, this is one of the most important procedures in knowledge management. In people's thoughts, as well as in systems and processes, it can be found. It can be found in the thoughts of individuals, as well as in systems and procedures. As a result, one of the most significant issues encountered by business organizations is the identification process, which is critical to the success of any education management project because the accuracy of identification is critical to its performance. The ability to compare present knowledge within an organization with funding required information is also essential. This discrepancy shows the amount of work that the company must expend

in order to achieve the required level of technological innovation. Because knowledge can take on any shape, knowledge identification is the oldest word used in the literature to characterize knowledge in a fictitious fashion. It looks to be an extremely difficult task because knowledge can take on any form. It is possible to identify appropriate knowledge to address many of the existing problems by utilizing research processes to accurately identify knowledge, which is a contribution to the identification process (Alvesson, 1993). The significance of diagnosis implies that the knowledge process is developed on the basis of the organization's wealth as well as the active management of development and success in the organization. The results of the diagnostic process are found knowledge of the organization, which is used to find others in similar positions who have information.

#### **2.2.3.2. Knowledge Auditing**

Any knowledge management strategy should begin with an audit of existing knowledge. If done correctly, it would provide precise assessment, measurement, estimation, and evaluation of an organization's tacit and explicit knowledge (Hylton, 2002).

A knowledge audit is used to determine the costs associated with knowledge management operations (identification, creation, share, storage). A knowledge audit is used to uncover knowledge management practices and activities or to evaluate an organization, person, process, system, product, or project. Audits are conducted to determine the reliability and validity of data and to evaluate the internal control system. The purpose of an audit is to conduct an evaluation based on work performed in a controlled environment in order to form an opinion about an individual/system, organization's etc. Sasan (2007) defines knowledge audit as "a systematic and scientific assessment of the tacit and explicit knowledge resources used in an organization's activities, services, and products." As a result, it enables the business to clearly identify actual knowledge and to support the organization's and individual employees' primary goals. Additionally, it provides information on the degree to which information is organized and suggests areas that want improvement. Drucker stated in 1959, "We can no longer assert that 'Knowledge is truth' or 'All power corrupts.' We must embrace new paradigms: knowledge is power, and power is accountability." Thus, knowledge audit is a systematic examination of the veracity of intellectual capacities; when knowledge is added, it analyzes the knowledge utilized.



### **2.2.3.3. Knowledge Creation**

The term "knowledge creation" refers to the process of innovating knowledge with the assistance of work teams and support groups in order to generate intellectual capital in the form of new information about issues and practices. According to Rollett (2003), a corporation can grow its overall level of knowledge in two ways: by developing new information and by acquiring current knowledge. This is a method that aids in the definition of problems and continuously and innovatively solves them. It is critical to recognize that knowledge and invention are two distinct processes: Knowledge serves as the incubator for creativity and ideas generated by fresh knowledge. Knowledge production is cultivated by the collection of data and their integration through the connection of expertise and knowledge or through research, education, growth, and creative thinking. All of these terms refer to the creation of knowledge and the generation of new knowledge in a variety of ways; some of the ways to create knowledge are given below:

1. Capturing: The process of acquiring knowledge in an individual's mind.
2. Innovation: The process by which new information is generated.
3. Buying: Is the act of acquiring knowledge directly or through employment contracts.
4. Absorbing: Capable of comprehending explicit knowledge.
5. Discovery: Identifying the knowledge that exists

The extent to which a corporation can generate knowledge through restructuring and the combination of tacit and explicit knowledge generated through individual interactions is critical (Michael, 2002). New information can be developed in a variety of ways, ranging from laborious to innovative, and through extensive investigation. These could also be accomplished by the capacity for perceiving novel connections and incorporating them into previously known knowledge components via critical inductive reasoning. Turban & Wetherbe (2006) assert that knowledge is created when individuals discover a better approach to execute tasks or build know-how. Additionally, Nonaka & Takeuchi, 1995, argued that knowledge creation might occur

through the addition of knowledge, the correction of existing information, or through collective learning within an organization.

The SECI model illustrates four modalities of knowledge generation: conversion, combining, socialization, externalization, and internalization. This is the location of knowledge generation and re-foundation within the organization; it is depicted in Figure (6). To foster innovation, higher criteria or expectations must first be established in the field of knowledge development. The model elucidates the distinction between explicit and tacit knowledge. Because knowledge production is an ongoing activity that occurs both consciously and unconsciously inside an organization, this model views the capturing of this information as a component of continuous improvement.

#### **2.2.3.3.1. The Four Models of Knowledge Conversion (SECI Model)**

Knowledge conversion is the process by which tacit and explicit knowledge interact. According to Nonaka & Takeuchi, 1995; and Nonaka, 1990, 1991, both tacit and explicit knowledge increase in both quality and quantity during the conversion process.

The SECI model has become the most well-known and widely accepted model of knowledge. The model is precise and straightforward. This is illustrated in Figure (7). The movement eloquently illustrates the connection and relationship between explicit and tacit knowledge. A firm generates knowledge through the interaction of tacit and explicit knowledge.

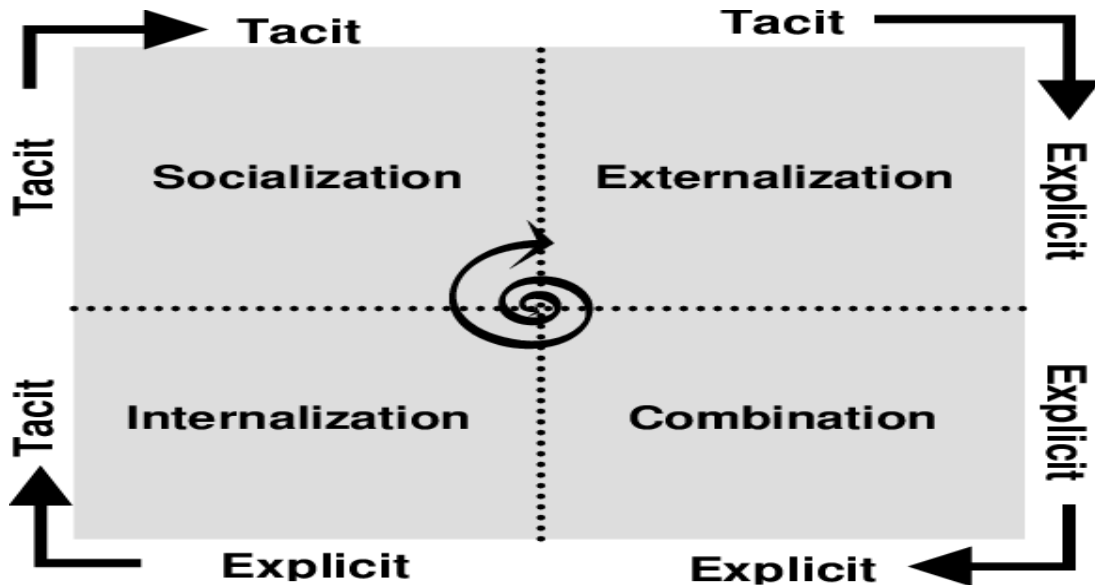


Figure (7): The knowledge-creating process: SECI model.

Source: Nonaka and Takeuchi (1999). *The knowledge-creating process: SECI model*.

### 3. Socialisation

Socialization is the process through which an employee can share tacit knowledge by implementing, observing, copying, monitoring, and participating in non-traditional and conventional locations and groups in order to impact or boost traffic. This technique primarily focuses on preventing the usage of a virtual space or physical setting in which the majority of contact occurs on a social level.

### 4. Externalisation

It is necessary to communicate tacit knowledge through speech and reflection in order to make the shift from tacit to explicit knowledge (Nonaka & Takeuchi, 1995). Through face-to-face interaction between the institution and its members tacit knowledge begins to evolve into explicitly known knowledge, so that within the institution tacit knowledge is expressed by individuals in an easily understandable form, and tacit knowledge becomes a whole through interaction between the institution and its members. Conceptualization is encouraged by managers through the facilitation of innovative and essential conversation, the application of thinking, and the use of metaphors in discourse. It refers to the process of transforming tacit information into explicit knowledge, which can be expressed in a variety of ways (Digital or Avatar).

It also translates knowledge into models and assumptions that project teams can use to guide their work.

### **5. Combination**

Specifically, Nonaka and Takeuchi (1995) claim that the exchange of explicit to tacit knowledge occurs through the interaction between explicitly learned and explicitly learned, or 'combination,' and that it may be described as the process of standardizing concepts into a knowledge system. It's the simplest strategy to execute. Codified knowledge sources (such as documents) are combined in order to generate new information. When it is necessary to disseminate knowledge within the organization, documents, emails, and databases, as well as meetings and dialogue sessions, are used to accomplish this goal. Later, the application is processed in the format of a knowledge institutional infrastructure, which makes it more usable and valuable to the organization.

### **6. Internalisation**

The conventional view of education and 'learning by doing' are fairly close to explicit (Nonaka, 1994, Nonaka & Takeuchi, 1995). For instance, a developmental program in international business teaches trainees to be self-aware and to comprehend the firm as a whole (Nonaka & Konno, 1998). It is the mechanism by which they comprehend knowledge and pass it on to all members of the organization in order to serve as a motivating and influencing engine for employees to acquire and build new tacit knowledge. This is then processed continuously and repeatedly inside the four patterns, amplifying the effect of the Nonaka model. The spiral becomes larger in scale as it travels up the ontological scale.

In businesses, knowledge management is founded on six critical processes. These processes involve the identification, creation, auditing, sharing, archiving, and application of knowledge. Each of these processes has sub-processes that are inextricably linked to the internal and external environments of an organization. Internalization of freshly created information is the process by which explicit knowledge is transformed into tacit knowledge within the organization.

#### **2.2.3.4. Knowledge Sharing**

Face-to-face communication's development of benefit knowledge is inextricably tied to knowledge exchange. Requesting assistance from another, i.e., someone who possesses the requisite information or expertise, is a viable method of acquiring knowledge; conversely, discussion is a successful method of exchanging knowledge between people. According to Sharratt & Usoro, 2003, sharing is a process in which an individual offers a resource and another person accepts it. Additionally, knowledge sharing is the collaborative process through which individuals refine a perspective, an insight, or a recommendation in light of their experiences (Chua, 2003). Additionally, as illustrated in Figure (5), Othman & Skaik (2014), attitude, subjective norm, self-efficacy, and control precede intention for information sharing. Knowledge sharing is the process by which individuals or groups within an organization exchange knowledge. Information sharing will become possible when people recognize that sharing their knowledge enables them to work more efficiently, maintain their jobs, advance their personal and professional development, compensates them for success (rather than blind sharing), and results in increased personal recognition (Sagsan, 2007). Certain characteristics are favorable to knowledge exchange;

1. Strengthening the environment conducive to the exchange of knowledge and ideas between individuals.
2. Activating the role of the media and utilizing them to facilitate knowledge transfer
3. Facilitating all employees' access to the organization's knowledge bases. Evaluating employee performance levels.

#### **2.2.3.5. Knowledge Storage**

The procedures involved in knowledge storage include archiving, maintaining, searching for, accessing, and retiring (Michal, 2002). Knowledge is stored via advanced platforms such as records, databases, human processes, collective individual memory, and consensus. The knowledge storage process demonstrates the importance and significance of organizational memory; organizations appear to be more vulnerable as a result of the loss of much of the information stored by employees who

leave for a variety of reasons. Knowledge storage and retention have proven critical and substantial, particularly for businesses with a high turnover rate and rely entirely on recruitment, as well as those that generate knowledge through transitory consultation agreements.

#### **2.2.3.6. Knowledge Application**

Because the purpose and focus of knowledge management processes is to maximize the use of the company's accessible knowledge, they are a well-known type of knowledge management process. Knowledge application entails knowledge investment; acquiring knowledge, developing new knowledge, and receiving feedback on re-identifying knowledge in new knowledge processes. It is saved and sharing is no longer adequate; what is critical is that this knowledge is transferred to its implementation. According to Hone (2009), "science is not just about knowledge, but also about its application." While knowledge alone does not guarantee the success of knowledge processes, knowledge applied ensures success. All previous knowledge management approaches are ineffective until they successfully apply knowledge. Additionally, the objective and focus of an organization's knowledge utilization. The primary objective and purpose of knowledge application is not only to be accessible, but also to be beneficial. Any organization's success is contingent upon its ability to apply knowledge. Not only does innovation imply the generation of new ideas, but also their successful implementation. As a result, innovation is a broader concept than knowledge creation. It is not just about identifying knowledge, developing knowledge, storing knowledge, sharing knowledge, and auditing knowledge; it is also about implementing knowledge.

## **CHAPTER III**

### **Methodology**

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

#### **3.1. Study Design**

The study used a cross-sectional research design to analyse the knowledge management and employee's commitment of manufacturing organizations in Lagos, Nigeria. According to Asiyanbi & Ishola, 2018; Babayanju, Animasaun, & Sanyaolu, 2017 cross-sectional survey design mainly focuses on vital facts, 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 is usually a small portion of the entire population (Alobari, Naenwi, Zukbee, & Miebaka, 2018; Uwuigbe, Amiolemen, Uwuigbe, Asiriwa, & Jafaru, 2017). More so, in cross-sectional surveys design, the researcher does not have direct influence on the independent variables because their effect has already occurred (Mugenda and Mugenda, 2009).

#### **3.2. Population of the Study**

A population refers to all of the events, things or individuals to be represented in the study (Christensen, 2001). The primary population of the study are employees of Nigerian Breweries Lagos State branch, Nigeria. The study was carried out among full time employees of the selected industries. The employees are preferred because they

possess rich information about the industry. The study utilized all the staff levels in the industry owing to their pertinence in reporting their perception as regards knowledge management practices and the employee commitment of their organization.

### **3.3. Sampling Unit**

The unit of sampling was employee who are full staff of the selected manufacturing industries in, Lagos 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.

### **3.5. Sample Size Determination**

Sampling aims at making a conclusion about the population by taking representative samples from the total population. Israel table for sample size determination was used to determine the sample size for the study (Israel, 2018). Nigerian Breweries has 3427 employees at their one location. The table indicates that when the size of the population is greater than 3,000 at 95% confidence level, the sample size of 364 participants is a sufficient representation of such population. To compensate for possible incomplete responses and double entry 21% of the sample size was added making the study sample size 440 respondents.



### **3.6. Sampling Technique**

According to Odugbemi & Oyesiku, 2000, cost-effectiveness, time-saving, reliability in dealing with respondents, representativeness, high level of accuracy, and absence of bias are key considerations in choosing the sampling procedure or technique suitable for a study. The employees to be sampled in the industry were selected using a simple random sampling method.

### **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 employees of Nigerian Breweries, Lagos state branch, Nigeria through a semi-structured self-administered questionnaire. This approach was adopted because it aids the collection of primary data that revealed the current state of the study respondents and promote authenticity of the study (Binuyo, Ekpe, & Binuyo, 2019). More so, primary data source is suitable for cross-section study design owing to the fact that it captures 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 used a semi-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 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. According to Distanont, Khongmalai, & Distanont, 2019, questionnaire can be self-administered, and often convenient to utilize compare to the other survey instruments.

The study adopts a questionnaire developed by Seleim and Khalil (2007). The reliability of the knowledge management scales was determined by estimating the composite scale reliability of the latent variables, which is a measure of internal consistency reliability similar to Cronbach's alpha. The composite scale reliability coefficients for the five knowledge management variables were greater than .70. The scale is made up of 29 items that are used to assess the five KM constructs. The scale was made public in an open assessment article. A few changes were made to the question in order to capture the type of work environment targeted by this investigation.

Meyer and Allen's three-component commitment model was selected for this study because it has the most comprehensive empirical support (Allen & Meyer, 1996). Meyer and Allen (Allen & Meyer, 1990; Meyer & Allen, 1984) developed their three-component model by characterizing common themes in the conceptualization of commitment in prior studies. The Organizational Commitment Scale was designed to assess organizational commitment as a three-dimensional construct (Meyer & Allen, 1997). Meyer and Allen (1997) state that the scale is intended to assess three aspects of organizational commitment: affective, continuance and normative commitment. The Organizational Commitment Questionnaire is made up of 24 well-structured statements or items that assess the affective, continuance, and normative dimensions of organizational commitment (Meyer & Allen, 1997). Respondents rate their responses using a four-point Likert-type scale. The following are the ratings: 1 means strongly disagree, 2 means disagree, and 3 means agree. 4 = Completely agree. The scale consists of 24 structured questions or items, with 8 items assigned to each sub-scale.

- a. Affective commitment dimension (8 items): This dimension assesses organizational members' emotional attachment to, identification with, and participation in the organization. Members stay in the organization because they want to, according to the affective dimension.

b. Continuance commitment dimension (8 items): The continuance dimension assesses organizational members' commitment to the organization based on the costs of leaving. In other words, members whose primary connection to the organization is based on ongoing commitment remain because they must.

c. Normative commitment dimension (8 items): This dimension assesses organizational members' feelings of obligation to continue working for the organization. Normative commitment entails members remaining in the organization because they should.

Meyer and Allen (1997) discovered that the reliability estimates of the organizational commitment scale are internal consistencies of the sub-dimensions ranging from 0.85 for affective, 0.79 for continuance, and 0.73 for normative. The overall reliability estimates are greater than 0.79. (Meyer & Allen, 1997). The construct validity of the Organizational Commitment Questionnaire sub-dimensions is based on the fact that they relate as predicted with the proposed antecedent variables (Meyer & Allen, 1997). This offers preliminary evidence that this questionnaire is a reliable predictor of organizational commitment. The median reliability estimates for the affective commitment sub-scale from more than 40 samples standing for over 16,000 employees from various employment groups, according to Allen and Meyer (1996), was 0.85. According to Johari & RashidMurali, the Cronbach alpha scores for the three sub dimensions of organizational commitment, namely affective, continuance, and normative commitment, were 0.9, 0.9, and 0.7, respectively (2003). The affective commitment sub-scale, according to Allen and Meyer (1990), strongly correlates with the most used 15-item organizational commitment questionnaire (Mowday, 1979), with reliability coefficient ranging from 0.74 to 0.88 reported for several samples (Allen & Meyer, 1990; McGee & Ford, 1987; Meyer & Allen, 1984; Meyer, Paunonen, Gellatly, Goffin & Jackson, 1989). According to Buckley (2001), Meyer and Allen's (1994) questionnaire are used for a study among MBA graduates because it is ubiquitously used and has validity and reliability indication from both UK and USA, as well as international samples (e.g., Yousef, 2000; Coleman, Irving and Cooper, 2000).

The study data collection tool has seven sections; section A consists of the personal details of the participants on their gender, age, degree status, and from where they come. While section B consists of questions representing the variables on knowledge acquisition, section C consist of questions on knowledge documentation and section D consists of questions representing the knowledge transfer, section E comprises of questions on knowledge creation, section F consists of questions on knowledge application and section G comprise of questions on employee's commitment.

### **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 organisation. The research assistants essentially help with the questionnaire administration, obtain informed consents, guide the study participants in the filling of the research instrument and retrieval of the data collection tool. The researcher keeps regular contact with the research assistant to ensure that the assessment process run smoothly thus, all bottlenecks were given prompt attention.

### **3.10. Pilot Study**

A pilot testing was conducted at a setting similar to that of the target population, this is to point out formulation errors, anomalies, ambiguity, and ensure consistency of the research instrument. 10% of the intended sample size were 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 recorded; as well as other important feed backs from the participants in order for the researcher to make necessary adjustment before administering the questionnaire to the main respondents.

### **3.11. Validity of the Research Instrument**

Content and construct validity were carried out to verify measurement validity. The content validity was done 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 thoroughly reviewed to confirm that the information sought from participants will be captured by the questionnaire. The questionnaire was segmented into sections for construct validity to ensure that each section adequately measure the information for a particular aim while also maintaining a close relationship with the study framework.

### **3.12. Reliability of the Research Instrument**

To evaluate the internal consistency of the research instrument to be used, a reliability test was conducted on the data collected from the pilot study using Cronbach Alpha coefficient as a judge of reliability. According to Nunnaly (1978) and Devellis (2003) a value of 0.7 will imply that the tested items correlate highly among themselves and there is consistency in measuring the concept of study interest.

### **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 primary data. The descriptive analysis was presented using percentages, mean, standard deviation. Tables and figures were employed to show the properties of the data collected from the respondents. The inferential analysis was performed using Chi square and Pearson correlation analysis.

#### **3.13.1. Data Treatment**

To reduce data entry errors, the primary data collected was double-checked for verification. The original questionnaires were used to check for errors, inconsistencies, and missing data. Following that, the questionnaire was decoded into numerical values on Microsoft Excel before being exported into the Statistical Package for Social Science (SPSS) for statistical analysis. For the stated null hypothesis, a p-value of less than 0.05 was considered statistically significant (95 % level of confidence).

### **3.13.2. A Priori Expectations**

Every study has expectations, primarily in relation to the research's major and sub-variables. The independent variables were expected to have an effect on the dependent variables in this study. This relates to the connection between knowledge management practices and employee commitment.

### **3.14. Ethical Considerations**

A verbal consent was obtained from the study participants. This expedites the voluntary participation of the respondents. Also, the research instrument was designed in a manner that the identity of the participants was unknown. The goal is to protect the participants' identities while also increasing the confidentiality of the research process. Furthermore, the investigator duly acknowledges, cite and reference all scholarly works being utilized. To ensure originality of the study plagiarism was avoided. Lastly, the study was carried out in alignment with the approved proposal by the University Research Ethics Committee

## CHAPTER IV

### Findings and Discussion

This section reports the findings of the study, resulting from the analysis of the primary data gathered from the study participants. 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 procedures were performed using the statistical package for social sciences (SPSS) version 26. 440 instruments for data collection were distributed and 98% return rate was recorded.

#### **4.1.1. Socio-demographic Characteristics of the study participants**

As shown in the table below the age category of respondents shows that 218 (50.3%) of the respondents were between the ages of 31-40 years, 127 (29.3%) were between the ages of 41-50 years, 83 (19.2%) were between the ages of 21-30 years 2(0.5%) were between ages of 10-20 years and 3 (0.7%) were between the ages of 51 years and above. The respondents sex distribution shows that 337 (77.8%) were males and 96 (22.2%) were females. Distribution of respondents according to the highest educational qualification reveals that 201 (46.4%) have OND/Diploma, 181 (41.8%) have HND/Bachelor's Degree, 37(8.5%) have O'level, 9 (2.1%) have Master's Degree, 4(0.9) have first school leaving certificate and 1 (0.2%) have PhD. More so, the result indicates that 174 (40.2%) have spent 6-10 years working with the organization and 185 (42.7%) have spent between 1- 5 years working in their present position/role. The mean age of the study participants was 37 years (min: 10; Max: 52; Std: 6.665) and the mean year spent in the organization was 10 years and the mean years spent in current position /role was 7 years. The study participants comprised mostly of machine operators (F=157; 36.3%).

**Table 1: Respondents' Demographic Information (n=433)**

<b>Variables</b>		<b>F</b>	<b>%</b>
Sex	Male	337	77.8
	Female	96	22.2
Highest level of qualification	First School Leaving Certificate	4	0.9
	O'Level	37	8.5
	OND/Diploma	201	46.4
	HND/B.Sc.	181	41.8
	M.sc/other equivalent	9	2.1
	PhD	1	0.2
Current occupational role	Supervisory role	73	16.9
	Machine Operators	157	36.3
	Engineers/Technicians	64	14.8
	General Labour	67	15.5
	Marketing/Customer relations	26	6.0
	Security	4	0.9
	Administration/Finance/HR	20	4.6
	Laboratory	22	5.1
Age group	10 -20 years	2	0.5
	21- 30 years	83	19.2
	31- 40 years	218	50.3
	41-50 years	127	29.3
	51 year and above	3	0.7
Years of service in the Organization	1 – 5	96	22.2
	6 – 10	174	40.2
	11– 15	117	27.0
	16 –20	42	9.7
	21 and above	4	0.9
Years of service in present position	1 – 5	185	42.7
	6 – 10	182	42.0
	11 – 15	58	13.4
	16 and above	8	1.8
	<b>Mean (Min ± Max)</b>		<b>STD</b>
Age		36.55 (10 ± 52)	6.665
Years of service in the Organization		9.62(1 ± 35)	4.618
Years of service in current position		6.77(1 ± 22)	3.648

*STD- Standard Deviation; % -Percentage, F- Frequency, Min- Minimum, Max- maximum*



#### 4.1.2. Descriptive statistics of the organization knowledge management

Ranking by the mean calculated in percentage, the descriptive statistics of organizational knowledge management revealed that knowledge transfer (82.45%), was the most practised organizational knowledge management followed by knowledge documentation (79.93%), knowledge acquisition (79.78), knowledge creation (78.34%) and knowledge application (75.55%) respectively (Table 2)

**Table 2: Descriptive Statistics of Organization Knowledge Management**

<b>Dimension of knowledge management</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Mean (%)</b>	<b>STD</b>	<b>Rank</b>
Knowledge Acquisition	19	32	25.53	79.78	2.360	3rd
Knowledge Documentation	15	28	22.38	79.93	2.340	2nd
Knowledge Transfer	26	40	32.98	82.45	3.303	1st
Knowledge Creation	22	43	34.47	78.34	4.282	4th
Knowledge Application	25	43	33.24	75.55	3.384	5th

#### 4.1.3. Descriptive Statistics of Employee commitment.

Ranking by the mean, the descriptive statistics of employee commitment shows that continuance commitment ( $23.79 \pm 3.667$ ), was the predominant form of employee commitment followed by normative commitment ( $23.52 \pm 3.444$ ) and affective commitment ( $23.45 \pm 3.457$ ) respectively (Table 3)

**Table 3: Descriptive Statistics of Employee Commitment.**

<b>Dimension of employee commitment</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>STD</b>	<b>Rank</b>
Affective Commitment	13	32	23.45	3.457	3rd
Continuance Commitment	16	32	23.79	3.667	1st
Normative Commitment	14	32	23.53	3.444	2nd

## TESTING OF HYPOTHESES

### 4.1.4. Relationship between organizational knowledge management, dimensions of organizational knowledge management, employee commitment and its dimensions.

As shown in Table 4 knowledge acquisition has a positive correlation with knowledge documentation ( $r=.306$ ,  $p<0.01$ ), Knowledge transfer ( $r=.478$ ,  $p<0.01$ ), Knowledge creation ( $r=.259$ ,  $p<0.01$ ), affective commitment ( $r=.339$ ,  $p<0.01$ ) normative commitment ( $r=.314$ ,  $p<0.01$ ). It has no direct significant correlation with knowledge application ( $r=-.085$ ,  $p>0.05$ ) and has a negative statistically significant correlation with continuance commitment ( $r=-.115$ ,  $p<0.05$ ).

Also, knowledge documentation has a positive correlation with knowledge transfer ( $r=.597$ ,  $p<0.01$ ), Knowledge creation ( $r=.223$ ,  $p<0.01$ ), Knowledge application ( $r=.223$ ,  $p<0.01$ ), affective commitment ( $r=.253$ ,  $p<0.01$ ) and normative commitment ( $r=.277$ ,  $p<0.01$ ). It has no direct significant correlation with continuance commitment ( $r=-.021$ ,  $p>0.05$ ).

More so, knowledge transfer has a positive correlation with knowledge creation ( $r=.193$ ,  $p<0.01$ ), Knowledge application ( $r=.238$ ,  $p<0.01$ ), affective commitment ( $r=.253$ ,  $p<0.01$ ) and normative commitment ( $r=.387$ ,  $p<0.01$ ). It has no direct significant correlation with continuance commitment ( $r=-.076$ ,  $p>0.05$ ).

The table also revealed that knowledge creation has a positive correlation with knowledge application ( $r=.414$ ,  $p<0.01$ ), affective commitment ( $r=.216$ ,  $p<0.01$ ) and normative commitment ( $r=.138$ ,  $p<0.01$ ). It has no direct significant correlation with continuance commitment ( $r=-.077$ ,  $p>0.05$ ) (Table 4).

The table also revealed that knowledge application has a negative correlation with affective commitment ( $r=-.173$ ,  $p<0.01$ ), normative commitment ( $r=-.413$ ,  $p<0.01$ ) and continuance commitment ( $r=-.255$ ,  $p<0.01$ ) and the dimensions of employee commitment has a positive correlation with one another.

Generally commitment has a positive statistically significant correlation with knowledge acquisition ( $r=.203$ ,  $p<0.01$ ), Knowledge documentation ( $r=.211$ ,  $p<0.01$ ), knowledge transfer ( $r=.239$ ,  $p<0.01$ ), knowledge creation ( $r=.104$ ,  $p<0.05$ ) and a negative correlation with knowledge application ( $r=-.331$ ,  $p<0.01$ ) meanwhile overall organization knowledge management have a positive relationship with affective commitment ( $r=.405$ ,  $p<0.01$ ) and normative commitment ( $r=.383$ ,  $p<0.01$ ) but has no statistically significant correlation with continuance commitment ( $r=-.084$ ,  $p<0.05$ ). Therefore, H2 was partially rejected

**Table 4: Correlation between organizational knowledge management, dimensions of organizational knowledge management, employee commitment and its dimensions.**

		KA	KD	KT	KC	KAP	AF	CON	NR	COM
<b>KA</b>	Pearson correlation		.306*	.478**	.259**	.085	.339**	-.115*	.314**	.203**
	Sig		.000	.000	.000	.077	.000	.017	.000	.000
<b>KD</b>	Pearson correlation			.597**	.223**	.223**	.253**	-.076	.387**	.239**
	Sig			.000	.000	.000	.000	.114	.000	.000
<b>KT</b>	Pearson correlation				.193**	.238**	.320**	-.076	.387**	.239**
	Sig				.000	.000	.000	.114	.000	.000
<b>KC</b>	Pearson correlation					.414**	.216**	-.077	.138**	.104*
	Sig					.000	.000	.108	.004	.031
<b>KAP</b>	Pearson correlation						-.173**	-.413**	-.255**	-.331**
	Sig						.000	.000	.000	.000
<b>AF</b>	Pearson correlation							.473**	.781**	.871**
	Sig							.000	.000	.000
<b>CON</b>	Pearson correlation								.552**	.797**
	Sig								.000	.000
<b>NR</b>	Pearson correlation									.903**
	Sig									.000
<b>OKM</b>	Pearson correlation	.661**	.684**	.758**	.704**	.381**	.405**	-.084	.383**	
	Sig	.000	.000	.000	.000	.000	.000	.080	.000	

*KA=knowledge Acquisition; KD: Knowledge documentation; KT: knowledge transfer; KC: Knowledge creation; KAP: knowledge application; AF: Affective commitment. CON: continuance commitment; NR: Normative commitment; COM: Commitment; OKM: organizational knowledge management*

\* correlation is significant at the 0.05 level (2-tailed)

\*\* correlation is significant at the 0.01 level (2-tailed)

#### 4.1.5. Impact of Organizational Knowledge Management on Employee Commitment.

Table 5 presents the linear regression analysis of the impact of organizational knowledge management on employee commitment. The result reveal that 7.1 percent ( $R^2=0.010$ ) of the variance of employee commitment can be explained by the organizational knowledge management practices. The analysis shows that organizational knowledge management have a statistically significant positive relationship with employee commitment ( $\beta=.266$ ,  $p<0.01$ ). Thus, hypothesis H1 was rejected.

**Table 5: Linear Regression between Organizational knowledge management and employee commitment**

Independent variables	Employee Commitment (Dependent variable)			
	Beta $\beta$	Sig.	B	Std error
<b>Organizational Knowledge management</b>	.266	.000	.271	.047
F value	32.896			
R square	.071			
Adjusted R square	.069			

#### 4.1.6. Impact of the dimensions of organizational knowledge management on employee commitment

Table 6 reports the multiple linear regression analysis among the dimensions of organizational knowledge management practices and employee performance. The results indicate that 28.3 percent ( $R^2=.283$ ) of the variance of employee commitment can be explained by the five dimensions of organizational knowledge management (Knowledge acquisition, knowledge documentation, knowledge transfer, knowledge creation, and knowledge application). The analysis shows that knowledge acquisition, Knowledge documentation, knowledge transfer and knowledge creation, have a positive impact on employee commitment while knowledge application has a negative impact ( $\beta=-.514$ ). Knowledge creation ( $\beta=.234$ ) has the strongest impact on employee commitment, followed by knowledge transfer ( $\beta=.214$ ), knowledge documentation ( $\beta=.138$ ), knowledge Acquisition ( $\beta=.041$ ) and knowledge application ( $\beta=-.514$ ). However, the impact of knowledge acquisition on employee commitment is not statistically significant. Thus, H4 was partially rejected.

**Table 6: Multiple regression among the dimensions of organizational Knowledge management and employee commitment.**

Independent variables	Employee commitment (Dependent variable)			
	Beta $\beta$	Sig.	B	Std error
KA	.041	.388	.159	.184
KD	.138	.008	.534	.200
KT	.214	.000	.585	.153
KC	.234	.000	.494	.099
KAP	-.514	.000	-1.373	.123

F value	33.659
R square	.283
Adjusted R square	.274

**Table 7: Hypotheses Summary**

		<b>P-value</b>	<b>Hypothesis number</b>	<b>Decision</b>
Relationship between organization knowledge management and employee commitment		.044	H1	Reject
Relationship between dimensions of organizational knowledge management, employee commitment and its dimensions		.000	H2i	Reject
		.000	H2ii	Reject
		.000	H2iii	Reject
		.077	H2iv	Fail to reject
		.000	H2v	Reject
		.017	H2vi	Reject
		.000	H2vii	Reject
		.000	H2viii	Reject
		.000	H2ix	Reject

	.000	H2x	Reject
	.000	H2xi	Reject
	.114	H2xii	Fail to reject
	.000	H2xiii	Reject
	.000	H2xiv	Reject
	.000	H2xv	Reject
	.000	H2xvi	Reject
	.114	H2xvii	Fail to reject
	.000	H2xviii	Reject
	.000	H2xix	Reject
	.000	H2xx	Reject
	.108	H2xxi	Fail to reject
	.004	H2xxii	Reject
	.000	H2xxiii	Reject
	.000	H2xxiv	Reject
	.000	H2xxv	Reject
	.000	H2xxvi	Reject
	.000	H2xxvii	Reject
	.000	H2xxviii	Reject
Impact of organizational knowledge management on	.000	H3	Reject



employee commitment				
Impact of dimensions of organizational knowledge management on employee commitment	Knowledge Acquisition to Employee commitment	.318	H4	Fail to reject
	Knowledge Documentation to Employee commitment	.008		Reject
	Knowledge Transfer to Employee commitment	.000		Reject
	Knowledge Creation to Employee commitment	.000		Reject
	Knowledge Application to Employee commitment	.000		Reject

## 4.2 Discussion

As shown in this study the mean age of the study participants was 37 years and most of the respondents were between the ages of 31-40 years. This thus, showed that the active age range of the organization work force is the ages between 31-40 years. The respondents were predominantly males, this reveals the gender preference and staff mix of the manufacturing company. Distribution of respondents according to the highest educational qualification revealed they mostly have OND/Diploma followed by those who have HND/Bachelors Degree of which they are mostly machine operators. It can thus be inferred that majority of the organization work force are very skilled employees, a situation likely to increase job performance. More so, the mean year spent in the organization was 10 years and the mean years spent in current position /role was 7 years.

Knowledge transfer, was the most practised organizational knowledge management followed by knowledge documentation, knowledge acquisition, knowledge creation and knowledge application respectively. Also, continuance commitment was rated as the most predominant form of employee commitment followed by normative commitment and affective commitment respectively. Age and length of service appear to demonstrate positive relationships with organisational commitment (Oberholster & Taylor, 1999; Rivera, 1994; Suliman & Iles, 2000) therefore, age and length of service could be accounted as a reasonable explanation for employee commitment.

Knowledge acquisition has a positive correlation with knowledge documentation, Knowledge transfer, Knowledge creation, affective commitment, normative commitment. It has no direct significant correlation with knowledge application and has a negative statistically significant correlation with continuance commitment. This implies that the higher the knowledge acquisition the higher the knowledge documentation, knowledge transfer, knowledge creation, affective commitment and normative commitment and the lower the continuance commitment.

Also, knowledge documentation has a positive correlation with knowledge transfer, Knowledge creation, Knowledge application, affective commitment and normative commitment. It has no direct significant correlation with continuance commitment. This implies that the higher the knowledge documentation the higher the knowledge transfer, knowledge creation, knowledge acquisition, affective commitment and normative commitment.

More so, knowledge transfer has a positive correlation with knowledge creation, Knowledge application, affective commitment and normative commitment. It has no direct significant correlation with continuance commitment. This mean that the higher the knowledge transfer the higher the knowledge creation, knowledge application, affective commitment and normative commitment

Knowledge creation was shown to have a positive correlation with knowledge application, affective commitment and normative commitment. This implies that the higher the knowledge creation the higher the knowledge application, affective commitment and normative although, it has no direct significant correlation with continuance commitment. The ability of an organization to create knowledge and to continue to learn from it may become a competitive advantage, since the innovative knowledge developed today becomes the core knowledge of tomorrow (Zack (1999).

Knowledge application was found to have a negative correlation with affective commitment, normative commitment and continuance commitment. The higher the knowledge application the lower the affective, normative and continuance commitment. Although the primary rationale for an organization is to produce and apply knowledge but the finding of this study negates the theoretical argument that knowledge application is a strategic resource of an organization (Choi & Lee, 2003; Grant, 1996; Nonaka, 1994; Nonaka & Takeuchi, 1995; Spender, 1996). The dimensions of employee commitment was also shown to have a positive correlation with one another.

Employee commitment has a positive statistically significant correlation with knowledge acquisition, Knowledge documentation, knowledge transfer, knowledge creation and a negative correlation with knowledge application meanwhile overall organization knowledge management have a positive relationship with affective commitment and normative commitment. This implies that if employee commitment is increases there will be an increase in knowledge acquisition, knowledge documentation, knowledge transfer and knowledge creation but will decrease knowledge application in the same line an increase in the organizational knowledge management practices will increase the affective and normative commitment. However, the continuance commitment is not in any way significantly affected.

7.1 percent of the variance of employee commitment was found to be explainable by the organizational knowledge management practices. Also, 28.3 percent of the

variance of employee commitment can be explained by the five dimensions of organizational knowledge management (Knowledge acquisition, knowledge documentation, knowledge transfer, knowledge creation, and knowledge application). The analysis shows that knowledge acquisition, Knowledge documentation, knowledge transfer and knowledge creation, have a positive impact on employee commitment while knowledge application has a negative impact. Thus, the condition in which organizational knowledge is applied and how it is done should be investigated because knowledge will be of no use if it is not applied. Unfavourable work environment could be a possible explanation to the reason why employee would have been reluctant in offering to apply the knowledge acquired, transferred and created. Knowledge creation has the strongest impact on employee commitment, followed by knowledge transfer, knowledge documentation, knowledge acquisition and knowledge application. However, the impact of knowledge acquisition on employee commitment is not statistically significant.

## CHAPTER V

### Conclusion and Recommendations

#### 5.1. Conclusion

Knowledge transfer, was the most practised organizational knowledge management practices and continuance commitment was rated as the most predominant form of employee commitment. Knowledge acquisition has a positive correlation with knowledge documentation, Knowledge transfer, Knowledge creation, affective commitment, normative commitment and has a negative statistically significant correlation with continuance commitment. Also, knowledge documentation has a positive correlation with knowledge transfer, Knowledge creation, Knowledge application, affective commitment and normative commitment. More so, the higher the knowledge transfer the higher the knowledge creation, knowledge application, affective commitment and normative commitment in like manner, knowledge creation have a positive correlation with knowledge application, affective commitment and normative commitment. Knowledge application have a negative correlation with affective commitment, normative commitment and continuance commitment. The dimensions of employee commitment also have a positive correlation with one another. Employee commitment has a positive significant correlation with knowledge acquisition, Knowledge documentation, knowledge transfer, knowledge creation and a negative correlation with knowledge application. The variance of employee commitment was found to be explainable by the organizational knowledge management practices. Also, the variance of employee commitment can be explained by the five dimensions of organizational knowledge management. Knowledge acquisition, Knowledge documentation, knowledge transfer and knowledge creation, have a positive impact on employee commitment while knowledge application has a negative impact.

#### 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 to sustain its organizational knowledge management practices
2. Organizations should come up with strategies to improve its employee continuance commitment.
3. Organization should improve knowledge acquisition, knowledge documentation, knowledge transfer and knowledge creation in order for improved affective and normative commitment

### **5.2.2. Recommendations for Further Studies**

1. Other studies should find out the knowledge application practices of organization in relation to employee continuance commitment.
2. The findings in manufacturing companies should be compared with other industries in other to properly ascertain the impact of organizational knowledge management on employee commitment among the workforce in Nigeria.
3. The study report of no statistically significant impact of knowledge management on employee continuance commitment should be investigated in a systematic way. The various reasons for such outcomes should be accounted for as well.
4. Qualitative approach or mixed study should be conducted the investigated the relationship between organizational knowledge management and employee commitment in order to appropriately account for the reason for the observed relationship.

### **5.3. Managerial Implications**

1. Customer's feedback should be used to improve organization product and services and dysfunctional beliefs within the organization should be conquered.
2. Apply multi-disciplinary teams to perform task and/or make decisions.
3. Build capacities in order to integrate its knowledge across different areas.
4. Prioritising employee's welfare, promotion opportunities and good remuneration are likely ways of improving continuance commitment.

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## Appendices

### Appendix A

#### KMECMC ACADEMIC RESEARCH QUESTIONNAIRE

Dear Respondent,

The main purpose of this study is to investigate the **Knowledge management and employee commitment of manufacturing companies, Lagos state**. This study is in partial fulfillment of the award of Master degree to the researcher. 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.

#### Section A: Demographic Information

(a) Age at last birthday (In Years) .....

(b) Sex: Male ( ) Female ( )

(c) Highest educational qualification: (a) Illiterate/No formal education ( ) (b) First leaving school certificate ( ) (c) O'level ( ) (d) OND/Diploma ( ) (e) HND/BSc ( ) (f) M.sc/other equivalent ( ) (g) PhD ( )

(d) Years of service in the organization .....

(e) Years of service in current position .....

(f) Current occupational role/position: .....

#### INSTRUCTION

Please score your opinions on a scale of 1 to 4 by crossing ('X') the most relevant box adjacent to each question as follows: **1 = Very low, 2= Low, 3= High and 4 = Very high**

#### Section B: Knowledge Acquisition (KA):

S/ N	Item	1	2	3	4
1.	To what extent does the members in your firm actively participate in professional networks or associations.				

2.	To what extent does your firm regularly collect information about the needs of its customers.				
3.	To what extent does your firm regularly conduct knowledge gap analysis.				
4.	To what extent does your firm hire consultants when important skills/information are not available in-house.				
5.	To what extent does your firm hire new staff members who possess missing knowledge.				
6.	To what extent does your firm conduct research (i.e., with universities and/or research centers) to explore future possibilities or to gain technical knowledge.				
7	To what extent does the employees in your firm regularly attend courses, seminars, or other training programs to remain informed. continued on following page				
8.	To what extent does your firm consider competitors as a source of inspiration for developing new methods and/or products				

### Section C: Knowledge Documentation (KD)

S/N	Item	1	2	3	4
1.	To what extent does your firm use brainstorming sessions for problem solving.				
2.	To what extent does your firm evaluate failures and successes and “lesson learned” are set down.				
3.	To what extent does your firm have available up-to-date handbooks, manuals, CDs, and so forth, which are frequently used				
4.	To what extent does your firm inform its members systematically of changes in procedures, handbook, and so forth				
5.	To what extent does your firm document the specific knowledge and skills of its individual members.				
6.	To what extent does your firm encourage its experts to make explicit the methods they use in developing software products				
7	To what extent does your firm keep and maintain knowledge maps, knowledge networks, and data warehouses.				

**Section D: Knowledge Transfer (KT)**

S/N	Item	1	2	3	4
1.	To what extent does your firm assign mentors to the new hires to help them find their way in the organization				
2.	To what extent does your firm extract the experiences of its experts and shares them with others in the organization				
3.	To what extent does the employees in your firm share with colleagues and others their knowledge/know how.				
4.	To what extent is the knowledge in your firm distributed in an informal way.				
5.	To what extent is the knowledge in your firm distributed in a formal way.				
6.	To what extent does your firm hold regular business update meetings to discuss development issues.				
7	To what extent do members in your firm regularly inform each other about positive experiences and successful work methods				
8.	To what extent does your firm conduct inter-colleagial review in which members discuss their methods of working				
9	To what extent does the members in your firm change jobs regularly in order to distribute their know-how.				
10	To what extent does your firm use mechanisms and means for knowledge exchange across individuals, groups, and organizational levels				

**Section E: Knowledge Creation (KC)**

S/ N	Item	1	2	3	4
1.	To what extent are individual performances assessed regularly and discussed in individual evaluative conferences				
2.	To what extent are problems, failures, and doubts discussed openly in your firm.				
3.	To what extent does new ideas lead to re-design of work methods and processes in your firm.				
4.	To what extent are members assigned to new projects depending on know-how and availability.				
5.	To what extent does your firm endeavour to find knowledge combination that contributes to its identity				
6.	To what extent are the members in your firm rewarded for developing new knowledge and testing new ideas.				
7	To what extent does your firm promote and stimulate a learning climate among employees				
8.	To what extent does your firm contribute to the development of the important ideas and knowledge in the industry				
9	To what extent are the important issues in your firm explored using scenario- or simulation techniques.				
10	To what extent does your firm analyze benchmark at the industry level.				
11	To what extent does your firm conduct data mining to discover new knowledge and insights				

**Section F: Knowledge Application (KAP)**

S/ N	Item	1	2	3	4
1.	To what extent does selling knowledge, products, or services gets explicit attention in your firm				

2.	To what extent is customer feedback used to improve products/services in your firm				
3.	To what extent does your firm use existing know-how in a creative manner for new applications.				
4.	To what extent does your firm carry out marketing research among potential clients before developing new products or services.				
5.	To what extent does your firm try to conquer dysfunctional beliefs within the organization.				
6.	To what extent does your firm utilize multi-disciplinary teams to perform tasks and/or make decisions				
7	To what extent does your firm have capabilities to integrate its knowledge across different areas.				
8.	To what extent does your firm maximize knowledge use through its organizational structure, management systems, and practices.				
9	To what extent does your firm attempt to discover the problems that cause gabs between targets and achievements.				
10	To what extent does your firm attempt to use its stocks of knowledge across different projects.				

### Section G: Employee's Commitment

Please score your opinions on a scale of 1 to 4 by crossing ('X') the most relevant box adjacent to each question as follows: **SD = Strongly disagree, D= Disagree, A= Agree and SA = Strongly agree**

S/ N	Items	S D	D	A	S A
	<b>Affective Commitment</b>				
1	I would be very happy to spend the rest of my career with this organization				
2	I enjoy discussing my organization with people outside it				
3	I really feel as if this organization's problems are my own				
4	I think that I could easily become as attached to another organization as I am to this one				

5	I do not feel like 'part of the family' at my organization				
6	I do not feel 'emotionally attached' to this organization				
7	This organization has a great deal of personal meaning for me				
8	I do not feel a strong sense of belonging to my organization				
<b>Continuance Commitment</b>					
1	I am not afraid of what might happen if I quit my job without having another one lined up				
2	It would be very hard for me to leave my organization right now, even if I wanted to				
3	Too much in my life would be disrupted if I decided I wanted to leave my organization now				
4	It wouldn't be too costly for me to leave my organization now				
5	Right now, staying with my organization is a matter of necessity as much as desire				
6	I feel that I have too few options to consider leaving this organization				
7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives				
8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here				
<b>Normative Commitment</b>					
1	I think that people these days move from company to company too often.				
2	I do not believe that a person must always be loyal to his or her organization				
3	Jumping from organization to organization does not seem at all unethical to me				
4	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain				
5	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization				
6	I was taught to believe in the value of remaining loyal to one				

	organization				
7	Things were better in the days when people stayed with one organization for most of their careers				
8	I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore				



## Appendix B

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**Appendix C**  
**Ethical Approval**



YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

05.10.2021

Dear Jeremiah A Jos Bazuye

Your application titled "Knowledge Management and Employee Commitment of Manufacturing Companies in Lagos State, Nigeria" with the application number NEU/SS/2021/995 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.