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DEVELOPMENT OF KNOWLEDGE MANAGEMENT SKILLS AMONG MALE AND FEMALE LECTURERS FOR CAPACITY BUILDING IN FEDERAL UNIVERSITIES IN SOUTH-EAST, NIGERIA

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Abstract
This study investigated the development of knowledge management skills among male and female lecturers for capacity building in federal universities in South-East, Nigeria. Three research questions and two hypotheses guided the study. The study adopted a descriptive survey design with a population of 1,265 male and female lecturers in the Faculty of Education of the five Federal Universities in South-East, Nigeria. A sample size of 250 male and female lecturers was drawn using stratified random sampling technique. The instrument used for data collection was questionnaire tagged "Developing Knowledge Management Skills among Lecturers for Capacity Building Questionnaire" developed by the researchers, which was validated. It yielded a reliability index of 0.79. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses at a 0.05 level of significance. The findings of the study revealed among others that, the challenges male and female lecturers face in developing knowledge management skills are: bridging the gender gap for job capacity building in the faculties, capturing and updating knowledge among male and female lecturers for proper curriculum delivery, setting up a knowledge approach to adapt to the new inventions/technological devices and apply them in teaching, mobilizing a knowledge network for academic purposes among lecturers, adapting to change management approaches/implications, integrating knowledge management into educational planning systems, execution of knowledge management test/measurements. The benefits of knowledge management skills to male and female lecturers for capacity building include: ensuring that the right information gets to the right people at the right time for appropriate decision making, promotes institutional agility towards academic improvements among male and female lecturers, improves operational efficiency of institutions and the staff, increases innovation rate among lecturers and students, promotes teachers' growth through current learning using the modern technologies, improves team communication among male and female lecturers, improves profitability/consistency among the lecturers and improves paper writing/management among male and female lecturers for capacity building. Recommendations were made based on the findings.

Keywords: Knowledge management, development of knowledge management skills, lecturers,

Introduction
Universities could be seen as institutions of higher learning where graduates of several disciplines are equipped with knowledge and skills by the lecturers through research for improved productivity. Bridgestock (2013) defined a university as an institution of higher learning that offers undergraduate and postgraduate programmes to those who are in need of it for individual growth and societal development. Southern Utah University (2016) defined university as an institution of higher learning that offers both undergraduate and postgraduate programmes to leaners through the lecturers for knowledge building and research development. Hence, a university is defined as higher education institution that offers undergraduate and postgraduate courses to students for the building of knowledge and skills through research, development and capacity building among the lecturers. Ukala and Nwabueze (2015) viewed university education as a central system for economic and political development, which is vital to global competitiveness in an increasing knowledge production and development. University education, which is also one of the 'post-secondary education' could be seen as a formal education system where the academic staff offer professional experiences in different areas of teaching to the learners for improved

productivity and global competitiveness. It is the training delivered in universities through teaching, which prepares individual for future works in various sectors of the economy (kpokpo, 2018).

University education is the training acquired from institutions of higher learning, which provides resources needed for teaching, learning and research, and as well authorized to grant academic degrees to those admitted in the institutions as students. University education equally means the totality of general and specialized knowledge and skills that enable university graduates to solve problems they may encounter in industries or perform scientific research as well as pedagogical work within the area of specialized knowledge that they have acquired (Ukala, Madumere-Obike & Nwabueze, 2013). Ukala and Nwabueze (2014) defined university education primarily as an institution where knowledge, skills and ideas are built for economic expansion in the global economy through training and research. Nwabueze and Onyenandu (2015) viewed university education as one of the most significant indicators of social progress in every society, because it is the only industry that produces manpower for socio-economic, cultural and political development of any given society. Nwabueze and Nwokedi (2016) defined university education as the system where knowledge and skills are acquired through teaching, learning, research building and community service through proper management of educational resources for individual growth and national development.

University education as the life-wire for human capital development of every nation needs to be well-structured in terms of the provision and management of human and material resources to enhance the academic staff and students' productivity. University education is one of the most important needs of every individual for survival and well-being of any society. It could be referred to as an institution where knowledge is transferred, and skills acquired through teaching, learning, administration and research aimed at bringing about the needed changes in people and the society at large, which must be positive in peoples' lives and their environment. This implied that academic programmes are delivered to students in universities by the male and female lecturers. Lecturers could be seen as trained academic staff mostly with the minimum of first degree trained for the purpose of teaching in tertiary institutions. They have qualifications with specialized knowledge, which they transfer to the learners for improved productivity. The lecturer is an individual who has undergone a formal training programme with specialized knowledge, skills and ideas to perform the following tasks: teaching, project supervision, administrative activities and research to produce quality graduates (Madumere-Obike, Ukala & Nwabueze, 2017). According to Thesaurus (2021), a lecturer is a person who gives lectures, especially as an occupation at a university, polytechnic or college of higher education. The lecturer therefore, is a trained individual with specialized degrees rooted in knowledge, skills and ideas to perform their instructional tasks and transfer the acquired knowledge, skills and ideas to students for improved productivity in universities. According to Ehule, Ibara and Richard (2019), the teaching workforce in tertiary institution is made up of lecturers of different abilities, competences, potentials and motivational factors, which in most cases influence the levels of their teaching performance. Also, Ololube (2006) indicated that, lecturers are expected to render a very high job performance to improve the standard of education system.

The purpose of any lecturer in university institution is to help learners learn, enquire, solve problems, and cope with their own emotional needs and tensions through teaching, research, administration and community service. The lecturer promotes quality education from the domain of teaching, research and learning through creative idea, participation and

cooperative learning, analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking for improved productivity (Igoni & Nwabueze, 2022). These indices of capacity building of lecturers lead to the development of knowledge and skills, attitude, and values that enable students to function effectively and live as responsible citizens as well as make useful contribution to the growth of universities and development of the society (Madumere-Obike, Ukala & Nwabueze, 2017). The knowledge, skills and ideas acquired at this level of education assist individuals to contribute their quota towards nation building for the development of the society when properly managed (Nwabueze & Nwokedi, 2016). All these can be achieved in the university system through capacity building among the lecturers.

Capacity building of lecturers is the systematic process of equipping university lecturers with the appropriate skills and knowledge to transfer instructions to students for individual growth and nation building. Capacity building is a process of equipping university lecturers with the necessary skills and capacities required for meeting the goals and objectives universities through developmental programmes (Nwabueze, Nwokedi & Edikpa, 2018). It is a process of acquiring new knowledge, teaching method, new techniques, skills, ideas and changes required for the production of students through training and development (Nwokedi, Nwafor & Amaewhula, 2018). The capacity building needed for university development include: knowledge of transferring knowledge to the students, knowledge of handling instructional devices, possessing research and development capacities. The above capacity building needs can be enhanced through conference attendance, post-doctoral degree programme, mentoring programme, seminar, team-teaching and workshops. Through capacity building, innovations in methodology, curriculum contents, improvisation of resource materials, administrative skills, supervisory methods teaching techniques, and evaluation models are made known to the lecturers to improve their competences and performance function in delivering instructions to the students. Capacity building of lecturers is aimed at equipping them with the functions to be able to discharge their professional responsibilities effectively for societal growth and development (Nwabueze, Nwokedi & Edikpa, 2018). Capacity building provides the staff with new knowledge, ideas and skills for university effectiveness. Capacity building helps the lecturers to perform their duties effectively; put the students in the right directions with skills and ideas needed for individual improvement; and contribute towards nation building. Lecturers would be deriving great benefit when they participate in capacity building programmes for academic growth and university development (Madumere-Obike, Ukala & Nwabueze, 2015). Capacity building of lecturers is a commitment to structured skills enhancement and personal or professional competence for effective service delivery.

Capacity building of lecturers is a process of acquiring skills and ideas required for individual development and nation building. Capacity building of lecturers is a commitment to structured skills enhancement and personal or professional competence for effective service delivery, which is important in ensuring that their skills and knowledge are up-to-date. Adiele (2005) stated that, capacity building involves the provision made to educate and improve the performance of staff from initial employment to retirement stage, which makes the staff functional and productive in his subject-area. International Labour Office (2000) affirmed that, capacity building of staff improves their productivity at work, income earning capacity and living standard for present and future growth. Non-involvement of lecturers in capacity building programmes affect the ways of reasoning and transfer of knowledge to students negatively, lack the abilities of handling practical ideas, and become ineffective in conducting research and development. The undertaking

of lecturers' development is particularly important in today's fast moving technology for the production of students with innovative and creative thinking through absolute transfer of knowledge.

Knowledge could be defined as facts, information, and skills acquired through experience or education from theoretical or practical point of view. It is the fact or condition of knowing something with familiarity gained through experience or association. Knowledge may exist in an explicit, implicit and tacit form (written, verbal and conceptual). Awad and Ghaziri (2017) defined knowledge as an understanding gained through experience or study. According to Davenport and Prusak (2018), knowledge is defined as a fluid mixed with framed experience, values, contextual information, and expert insight that provide a framework for evaluating and incorporating new experiences and information. Knowledge is all about having concepts, becoming familiar with them, being aware of the concepts that equip an individual with new knowledge, explicit skills, innovative ideas, and creative facts through academic instructions for personal growth and societal development (Edikpa, Nwabueze & Iremeka, 2018). Knowledge is an instrument designed to acquire relevant skills based on theory and practice, which can be gained within the four walls of educational institutions when properly managed (Nwabueze & Chukwuji, 2024). Knowledge acquisition in schools involves complex cognitive processes, ideas, skills, perceptions, communication principles, information, and reasoning for institutional development. Nonaka and Takeuchi (2015) defined knowledge as a product that results from the interaction of explicit, tacit and embedded knowledge. Explicit knowledge is a type of knowledge that is codified (meaning, it is found in books, files, folders, documents, databases and videos), which is mostly and easily extracted and handled by a knowledge management system (Nwabueze, Iremeka & Edikpa, 2018). Tacit knowledge is a form of knowledge that is intuitive in nature, which is based on experience and practice, and often helps in achieving long-term goals. Some examples of tacit knowledge include: identifying the right moment to launch into a sales pitch or developing leadership skills (Madumere-Obike, Ukala & Nwabueze, 2015). Embedded knowledge is found in processes, routines, manuals, structures and organizational cultures. It is embedded formally through management initiatives or informally as organizations use and apply the other two knowledge types (Nwabueze, Iremeka & Edikpa, 2018).

The process of creating knowledge results in a twirling of knowledge acquisition, which starts with lecturers sharing their internal tacit knowledge by socialising with others or by capturing it in digital and analogue form. The process by which information is compiled, retrieved, shared and gathered could be called 'knowledge management'. Knowledge has become a precious property and knowledge management (KM) has been widely practiced by many organisations as one of the most promising ways of achieving success in the information age (Malone, 2012). Organisational knowledge has been managed and stored in numerous ways, including: in human minds, documents, notes, manuals, and reports; and it has also been shared among individuals through several communication channels such as: conferences, seminars, training programmes, and forums (Davenport & Prusak, 2018). Knowledge is actionable information that educational institutions use to implement routine activities, projects or significant tactical maneuvers through appropriate knowledge management (Nonaka & Takeuchi, 2015).

Knowledge management refers to a process through which organizations generate value from their intellectual and knowledge-based assets for organizational productivity. Knowledge management (KM) involves activities such as acquisition, creation, packaging or application of knowledge for institutional progress and development (Edikpa,

Nwabueze & Iremeka, 2018). Knowledge management in education is a monograph that makes eminent sense; a wonderful combination of good intuition, practical know-how, and a feel for what might be best described as a set of emerging theories focusing on the effective management of knowledge in educational institutions (Nwabueze, 2011). The author further stated that, knowledge management in education supplies the framework needed to understand how good assessment practice improves effective information management system for instructional task performance among teachers. Knowledge management is concerned with the exploitation and development of the knowledge assets of an institution with a view to achieving the aim and objectives of such an institution (Nwabueze & Chukwuji, 2024). Knowledge management can be acknowledged as the systematic medium of distributing, building and effectively using existing and new skills for the production of graduates that would participate in nation building (Madumere-Obike & Nwabueze, 2012). Knowledge management is geared towards the accomplishment of institutional goals and objectives, which builds up the learner with the skills of solving problems within his vicinity. It is the explicit and systematic management of vital knowledge and its associated processes of creating, gathering, organizing, diffusion, use and exploitation within the education system (Madumere-Obike, Ukala & Nwabueze, 2016). The objective of Knowledge management is to improve the quality of contributions lecturers make in the delivery of effective instructions (Rychen & Salganik, 2013).

Knowledge management, if applied in the university system enhances the effectiveness of lecturers' instructional performance. It is used to describe everything that happens in the university system from the application of new technology in harnessing the intellectual capital of the institution (Sallis & Jones, 2012). Hence, the management of knowledge entails the processes associated with identification, creation, sharing, building and production of knowledge in the university system for improved teaching, research and learning outcome. University institutions that succeed in the practices of knowledge management are likely to view knowledge as an asset to develop institutional norms and values, which support the creation and sharing of knowledge to the learners by the teachers (Madumere-Obike & Nwabueze, 2012). Knowledge management increases the development of creativity and innovativeness of lecturers in delivering instructions effectively for positive learning outcome and increased competitive advantages in universities. Knowledge management is a relevant activity for the education industry to create, share and disseminate appropriate information to the students for capacity building (Edikpa, Nwabueze & Iremeka, 2018). Hence, proper knowledge management in university institutions enhances effective instructional performance among lecturers through creative ideas and innovative skills for capacity building. Knowledge management in universities is a monograph that makes eminent sense of togetherness in building capacities for knowledge management with wonderful combinations of good intuition, practical know-how, and the capacity to transfer knowledge to learners for improved productivity (Nwabueze, 2011). Knowledge management skills needed in capacity building of universities include: lecturers' pedagogical content knowledge, practical skill, knowledge creation, knowledge sharing, risk taking, knowledge building and knowledge transfer as these skills improve the effectiveness of instruction delivered to students for improved productivity.

Lecturers' skills in knowledge management enhance capacity building of universities by assisting them to plan their classroom instructions properly, equipping them with the right skills to transfer knowledge to students, becoming more creative in their subject areas for knowledge building, managing their academic time appropriately

for knowledge sharing processes, and the knowledge of operating new educational resources like technology resources for teaching and research (Nwabuez & Egenti, 2021). This is why Ogakwu and Nwabueze (2022) stated that, knowledge management skills help the teachers in sharing knowledge to students using available teaching aids in classroom activities, writing lesson notes for improved performance, participating in professional development programmes for knowledge building, being involved in team teaching for effective instructional task performance, being versatile in using practical applications to support the theoretical assumptions during teaching, and contributing maximally to knowledge advancement during classroom instructions. Nwabueze and Chukwuji (2024) revealed that, there is a very high relationship between knowledge management skills teachers' professional competences in secondary schools. This implied that, knowledge management practices among teachers' improve their professional competences in secondary schools.

It is obvious that when lecturers manage knowledge appropriately, their skills and competences are energized for capacity building in universities for knowledge building and production. However, competent lecturers are equipped with the right skills to transfer knowledge to students, assist the beginning lecturers in proper planning of classroom instruction, promote innovative ideas of handling students in classroom interactions, equip them with the knowledge of operating technological resources during teaching, and share concrete knowledge to students using available teaching aids in classroom activities. Competent lecturers through knowledge management acquire the skills of research writing, encouraging the students to improve their skills through knowledge transfer, and help in reducing errors while teaching the students. Newman and Conrad (2019) expressed that, knowledge management skills are associated with the entry of new knowledge into the system, which includes knowledge development, discovery and capture with a view to achieving the aim and objectives of such an institution. Knowledge management skills can be acknowledged as the systematic process of distributing, building and effectively using and possessing existing and new skills for the production of graduates that would participate in nation building (Madumere-Obike & Nwabueze, 2012).

Lecturers' competencies in practical skills promote effective instructional delivery and capacity building by adopting practical skills in the conduct of empirical research for quality instruction, video conferencing for effective instructional delivery, social networking practices for instructional updates, virtual presentations during conferences for knowledge building, use of power point in teaching, and use of magnetic boards for instructional enhancements. Ogakwu and Nwabueze (2022) revealed a very high and strong relationship between knowledge management skills and teachers' instructional task performance, which help the teachers to manage academic time appropriately for instructional effectiveness, use proper communication network in delivering instructions, allow students to express their opinions during classroom instruction, become aware of all information that may be of official interest to students, promote interactions during classroom instructions, encourage teachers to be functional in preparing their lessons for knowledge building, make teaching more clearer, and command respect for improved task performance. Madumere-Obike, Ukala and Nwabueze (2016) explained that knowledge management is the explicit and systematic management of vital knowledge and its associated processes of creating, gathering, organizing, diffusion, use and exploitation within the education system. University institutions have the potential to learn and integrate new knowledge into specific practices that will improve teachers' instructional effectiveness for academic progress.

Statement of the Problem

University education operates in an environment characterized with increased need for knowledge to create and sustain competitive advantage among the lecturers and students. University education in Nigeria is designed to prepare graduates for useful living and global competitiveness, which seem to not appear attainable in this present economic meltdown in Nigeria. These flaws could be due to inadequate capacity building among the lecturers as a result of poor knowledge management skills indicating ineffectiveness in the delivery of instructions in the university system. This on the other hand, seems to be caused by poor involvement lecturers in capacity building programmes leading to inadequate task performance in the management of knowledge and delivery of academic instructions. Improper instructional delivery and inadequate task performance on the part of these lecturers could be due to lack of lecturers' involvement knowledge management programmes which impede the accomplishment of the expected tasks in universities. It therefore, appears that lecturers do not possess the knowledge management skills needed to build their capacities to perform instructional tasks in universities. Due to these problems listed above, they seem to lack good communication skill, time management skill, presentation skill, knowledge creation skill, pedagogical knowledge of subject contents, knowledge sharing, knowledge of risk taking, and interpersonal relation skill in carrying out instructional practices in universities. This may equally be as a result of lack of motivational skills to be involved in capacity building programmes, which retard the already acquired knowledge and skills as well as academic growth in universities. Hence, lecturers' poor possession of practical skills, knowledge transfer exercises, and adequate lesson planning skills affect their capacity building in the delivery of instructions in universities. These could inhibit them from possessing the knowledge management skills and capacity building to communicate effectively, manage time properly, present the expected knowledge to students, and maintain interpersonal relationships between them and the students. Therefore, this study investigates the development of knowledge management skills among male and female lecturers for capacity building in universities in South-East, Nigeria.

Purpose of the Study

The aim of this study is to investigate the development of knowledge management skills among male and female lecturers for capacity building in universities in South-East, Nigeria. Specifically, the objectives of the study are to:

1. find out the knowledge management skills required of male and female lecturers for capacity building in universities in South East, Nigeria;
2. ascertain the benefits of knowledge management skills to male and female lecturers for capacity building in universities in South East, Nigeria; and
3. find out the challenges inhibiting male and female lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria.

Research Questions

The following research questions guided this study.

1. What are the knowledge management skills required of male and female lecturers for capacity building in universities in South East, Nigeria?
2. What are the benefits of knowledge management skills to male and female lecturers for capacity building in universities in South East, Nigeria?

3. What are the challenges inhibiting male and female lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria?

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

1. There is no significant difference between the mean scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities in South East, Nigeria.
2. There is no significant difference between the mean scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities in South East, Nigeria?
3. There is no significant difference between the mean scores of male and female lecturers on the challenges inhibiting lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria?

Methods

The study adopted a descriptive survey design with a population of 1,265 male and female lecturers in the Faculty of Education of the five Federal Universities in South-East, Nigeria. A sample size of 250 male and female lecturers was drawn using stratified random sampling technique from the population representing 19.8%. This included 110 male and 140 female lecturers from the five universities in South East, Nigeria. The instrument used for data collection was questionnaire tagged "Developing Knowledge Management Skills among Lecturers for Capacity Building Questionnaire (DKMSLVBQ)" developed by the researchers. The questionnaire had two sections, section A & B. Section A consisted of demographic information of respondents such as gender, while section B consisted of questionnaire items designed to answer the research questions and test the hypotheses. The questionnaire was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka and the reliability tested using Crombach Alpha Method in determining the internal consistency. This yielded a reliability index of 0.79. The copies of the instrument were administered to respondents, and all were filled and collected for data analysis. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses at a 0.05 level of significance.

Results

Research Question One: What are the knowledge management skills required of male and female lecturers for capacity building in universities in South East, Nigeria?

Table 1: Mean and Standard Deviation Scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities

S/N	knowledge management skills required of lecturers for capacity building in universities include:	Male Lecturer (110)		Dec	Female Lecturer (140)		Dec
		Mean	St.D		Mean	St.D	
1	Knowledge creativity skill	3.13	0.65	A	3.21	0.46	A
2	Knowledge sharing skill	3.38	0.63	A	3.30	0.46	A
3	Knowledge building skill	3.13	0.65	A	3.33	0.46	A
4	Pedagogical content knowledge skill	3.06	0.66	A	3.33	0.46	A

5	Knowledge transfer skill	3.19	0.64	A	3.38	0.45	A
6	Communication skill	3.44	0.62	A	3.35	0.45	A
7	Time management skill	3.25	0.64	A	3.37	0.45	A
8	Knowledge presentation skill	3.19	0.64	A	3.35	0.46	A
9	Use of magnetic white boards	3.44	0.62	A	3.41	0.45	A
10	Social networking skill	3.06	0.66	A	3.21	0.46	A
11	Use of power point in teaching	3.38	0.63	A	3.26	0.46	A
	Aggregate Mean scores	**3.24**	**0.64**	A	**3.32**	**0.46**	A

Decision Rule: Mean score of 2.50 and above = Agree; Below 2.50 = Disagree

Data on Table 1 present the mean scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities in South East, Nigeria. The respondents agreed on all the items presented in the table with high mean scores above the mean criterion of 2.50. The aggregate mean scores of 3.24 with standard deviation of 0.64 for male lecturers and 3.32 with standard deviation of 0.46 for female lecturers indicated that, they agreed on the items in the Table. Therefore, the knowledge management skills required of male and female lecturers for capacity building in universities in South East, Nigeria include: knowledge creativity, knowledge sharing, knowledge building, pedagogical content knowledge, knowledge transfer, communication, time management, knowledge presentation, use of magnetic white boards, social networking, and use of power point in teaching.

Research Question Two: What are the benefits of knowledge management skills to male and female lecturers for capacity building in universities in South East, Nigeria?

Table 2: Mean and Standard Deviation Scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities

S/N	Benefits of knowledge management skills to lecturers for capacity building in universities include:	Male Lect. (110) Mean	St.D	Dec	Female Lect. (140) Mean	St.D	Dec
1	Ensuring that the right information gets to the right people at the right time for appropriate decision making	3.00	0.67	A	3.44	0.45	A
2	promoting institutional agility towards academic improvements among male and female lecturers	3.06	0.66	A	3.44	0.45	A
3	Improving operational efficiency of institutions for lecturers' proficiency in delivering instructions	3.44	0.62	A	3.42	0.45	A
4	Following innovative ideas in preparing lessons	3.63	0.59	A	3.33	0.46	A
5	Promoting lecturers' growth through current use of modern technologies in teaching	3.50	0.61	A	3.42	0.45	A
6	Improving team communication among lecturers, university administrators and students	3.50	0.61	A	3.40	0.45	A
7	Improvement in conducting research and development for capacity building	3.38	0.63	A	3.54	0.44	A

8	Enhancing proper strategies in managing time for knowledge building	3.49	0.61	A	3.45	0.45	A
9	Promoting creativity among lecturers to improvise instructional materials for knowledge production	3.46	0.62	A	3.47	0.45	A
10	Establishing critical thinking in providing technology ideas through social networking	3.06	0.66	A	3.11	0.49	A
11	Enhancing profitability in the accomplishment of education goals by being consistent with recent methods of teaching	3.38	0.63	A	3.17	0.48	A
	Aggregate Mean scores	**3.36**	**0.63**	A	**3.38**	**0.46**	A

Data on Table 2 present the mean scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities in South East, Nigeria. The respondents agreed on all the items presented in the table with high mean scores above the mean criterion of 2.50. The aggregate mean scores of 3.36 with standard deviation of 0.63 for male lecturers and 3.38 with standard deviation of 0.46 for female lecturers indicated that, they agreed on the items in the Table. Therefore, the benefits of knowledge management skills to male and female lecturers for capacity building in universities in South East, Nigeria include: ensuring that the right information gets to the right people at the right time for appropriate decision making, promoting institutional agility towards academic improvements among male and female lecturers, improving operational efficiency of institutions for lecturers' proficiency in delivering instructions, following innovative ideas in preparing lessons, and promoting lecturers' growth through current use of modern technologies in teaching. Others include: improving team communication among lecturers, university administrators and students, improvement in conducting research and development for capacity building, enhancing proper strategies in managing time for knowledge building, promoting creativity among lecturers to improvise instructional materials for knowledge production, establishing critical thinking in providing technology ideas through social networking, and enhancing profitability in the accomplishment of education goals by being consistent with recent methods of teaching.

Research Question Three: What are the challenges inhibiting male and female lecturers from developing knowledge management skills for capacity building in universities in South East, Nigeria?

Table 3: Mean and Standard Deviation Scores of male and female lecturers on the challenges inhibiting lecturers from developing knowledge management skills for capacity building in universities

S/N	**Challenges inhibiting lecturers from developing knowledge management skills for capacity building in universities include:**	**Male Lect. (110)**		**Dec**	**Female Lect. (140)**		**Dec**
		Mean	**St. D**		**Mean**	**St. D**	
1	Pronounced gender gap in capacity building of faculties' lecturers	3.20	0.64	A	3.04	0.50	**A**
2	Poor knowledge updates among male and female lecturers on curriculum delivery	3.36	0.63	A	3.14	0.49	**A**
3	Inability in setting-up a knowledge approach on new inventions needed in teaching by university administrators	3.24	0.64	A	3.22	0.47	**A**
4	Lecturers' inability to apply knowledge network framework in academic building	3.33	0.63	A	3.33	0.46	**A**
5	Lecturers' inability to use modern technologies in	3.18	0.65	A	3.12	0.49	**A**

	teaching						
6	Ineffective team communication network among staff and students	3.14	0.65	A	3.10	0.49	**A**
7	Non-involvement of lecturers in the conduction of research and development	3.38	0.63	A	3.24	0.47	**A**
8	Poor time management in capacity building of lecturers	3.31	0.63	A	3.25	0.47	**A**
9	Lack of creative skills among lecturers in capacity building	3.16	0.65	A	3.37	0.45	**A**
10	Low critical thinking in providing innovative ideas through social networking among lecturers	3.06	0.66	A	3.11	0.49	**A**
11	Use of poor teaching methods by lecturers to deliver instructions	3.25	0.64	A	3.17	0.48	**A**
12	Non-improvisation of instructional materials by lecturers' for capacity building	3.27	0.64	A	3.31	0.46	**A**
13	Poor capacity building of lecturers inhibits the achievement of university education goals	3.11	0.65	A	3.21	0.47	**A**
	Aggregate Mean scores	**3.23**	**0.64**	**A**	**3.20**	**0.47**	**A**

Data on Table 3 present the mean scores of male and female lecturers on the challenges inhibiting lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria. The respondents agreed on all the items presented in the table with high mean scores above the mean criterion of 2.50. The aggregate mean scores of 3.24 with standard deviation of 0.64 for male lectures and 3.32 with standard deviation of 0.46 for female lecturers indicated that, they agreed on the items in the Table. Therefore, the challenges inhibiting male and female lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria include: pronounced gender gap in capacity building of faculties' lecturers, poor knowledge updates among male and female lecturers on curriculum delivery, inability in setting-up a knowledge approach on new inventions needed in teaching by university administrators, lecturers' inability to apply knowledge network framework in academic building, lecturers' inability to use modern technologies in teaching, ineffective team communication network between staff and students, and non-involvement of lecturers in the conduction of research and development. Other challenges include: poor time management in capacity building of lecturers, lack of creative skills among lecturers in capacity building, low critical thinking in providing innovative ideas through social networking among lecturers, use of poor teaching methods by lecturers to deliver instructions, non-improvisation of instructional materials by lecturers' for capacity building, and poor capacity building of lecturers inhibits the achievement of university education goals.

Test of Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

Hypothesis One: There is no significant difference between the mean scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities in South East, Nigeria.

Table 4: Summary of t-test analysis on the difference between the mean scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities in South East, Nigeria

Gender of Lecturers	N	Mean	St. D	df	t-calculated value	t-critical value	Decision
Male	110	3.24	0.64	248	- 0.189	±2.00	Fail to Reject Ho1
Female	140	3.32	0.46				

N/B: Significant Value = 0.05; df = degree of freedom; N = Number of Sampled Staff; St.D = Standard Deviation

Data presented on Table 4 showed the summary of t-test analysis on the difference between the mean scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities in South East, Nigeria. The null hypothesis was accepted because the t-calculated value of - 0.189 is less than the t-critical value of ±2.00 at 248 degree of freedom and 0.05 level of significance. This implies that, there is no significant difference between the mean scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities in South East, Nigeria.

Hypothesis Two: There is no significant difference between the mean scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities in South East, Nigeria?

Table 5: Summary of t-test analysis on the difference between the mean scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities in South East, Nigeria

Gender of Lecturers	N	Mean	St.D	df	t-calculated value	t-critical value	Decision
Male	110	3.36	0.63	248	- 0.105	±2.00	Fail to Reject Ho1
Female	140	3.38	0.46				

Data presented on Table 5 showed the summary of t-test analysis on the difference between the mean scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities in South East, Nigeria. The null hypothesis was accepted because the t-calculated value of - 0.105 is less than the t-critical value of ±2.00 at 248 degree of freedom and 0.05 level of significance. This implies that, there is no significant difference between the mean scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities in South East, Nigeria.

Hypothesis Three: There is no significant difference between the mean scores of male and female lecturers on the challenges inhibiting lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria?

Table 6: Summary of t-test analysis on the difference between the mean scores of male and female lecturers on the challenges inhibiting lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria

Gender of Lecturers	N	Mean	St. D	df	t-calculated value	t-critical value	Decision
Male	110	3.23	0.64	248	1.029	±2.00	Fail to Reject Ho1
Female	140	3.20	0.47				

Data presented on Table 6 showed the summary of t-test analysis on the difference between the mean scores of male and female lecturers on the challenges inhibiting lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria. The null hypothesis was accepted because the t-calculated value of 1.029 is less than the t-critical value of ±2.00 at 248 degree of freedom and 0.05 level of significance. This implies that, there is no significant difference between the mean scores of male and female lecturers on the challenges inhibiting lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria.

Discussion

The findings of this study revealed that, the knowledge management skills required of male and female lecturers for capacity building in universities in South East, Nigeria include: knowledge creativity, knowledge sharing, knowledge building, pedagogical content knowledge, knowledge transfer, communication, time management, knowledge presentation, use of magnetic white boards, social networking, and use of power point in teaching. The test of hypothesis one had shown that, there is no significant difference between the mean scores of male and female lecturers on the knowledge management skills required of lecturers for capacity building in universities in South East, Nigeria. Knowledge management increases the development of creativity and innovativeness of lecturers in delivering instructions effectively for positive learning outcome and increased competitive advantages in universities. Hence, proper knowledge management in university institutions enhances effective instructional performance among lecturers through creative ideas and innovative skills for capacity building. In line with the findings, Nwabueze and Egenti (2021), knowledge management skills needed for capacity building of universities include: lecturers' pedagogical content knowledge, practical skill, knowledge creation, knowledge sharing, risk taking, knowledge building and knowledge transfer as these skills improve the effectiveness of instruction delivered to students for improved productivity. Lecturers' skills in knowledge management enhance capacity building of universities by assisting them to plan their classroom instructions properly, equipping them with the right skills to transfer knowledge to students, becoming more creative in their subject areas for knowledge building, managing their academic time appropriately for knowledge sharing processes, and the knowledge of operating new educational resources like technology resources for teaching and research (Nwabueze & Egenti, 2021). This is why Ogakwu and Nwabueze (2022) stated that, knowledge management skills help the teachers in sharing knowledge to students using available teaching aids in classroom activities, writing lesson notes for improved performance, participating in professional development programmes for knowledge building, being involved in team teaching for effective instructional task performance, being versatile in using practical applications to support the theoretical assumptions during teaching, and contributing maximally to knowledge advancement during classroom instructions. Nwabueze and Chukwuji (2024) revealed that, there is a very high relationship between knowledge management skills teachers' professional competences in secondary schools. This implied that, knowledge management practices among teachers' improve their professional competences in secondary schools.

The finding also revealed that, the benefits of knowledge management skills to male and female lecturers for capacity building in universities in South East, Nigeria include: ensuring that the right information gets to the right people at the right time for

appropriate decision making, promoting institutional agility towards academic improvements among male and female lecturers, improving operational efficiency of institutions for lecturers' proficiency in delivering instructions, following innovative ideas in preparing lessons, and promoting lecturers' growth through current use of modern technologies in teaching. Others include: improving team communication among lecturers, university administrators and students, improvement in conducting research and development for capacity building, enhancing proper strategies in managing time for knowledge building, promoting creativity among lecturers to improvise instructional materials for knowledge production, establishing critical thinking in providing technology ideas through social networking, and enhancing profitability in the accomplishment of education goals by being consistent with recent methods of teaching. The test of hypothesis two had shown that, there is no significant difference between the mean scores of male and female lecturers on the benefits of knowledge management skills to lecturers for capacity building in universities in South East, Nigeria. Knowledge management (KM) supports the acquisition, creation, packaging or application of knowledge for institutional progress and development. Knowledge management is geared towards the accomplishment of institutional goals and objectives, which builds up the learner with the skills of solving problems within his vicinity. In line with the findings, Ogakwu and Nwabueze (2022) revealed a very high and strong relationship between the benefits of the acquired knowledge management skills to lecturers' capacity building in universities include: management of academic time appropriately for instructional effectiveness, use of proper communication network in delivering instructions, allowing students to express their opinions during classroom instruction, becoming aware of all information that may be of official interest to students, promoting interactions during classroom instructions, encouraging lecturers to be functional in preparing their lessons for knowledge building, making teaching more clearer, and commanding respect for improved task performance.

The finding finally revealed that, the challenges inhibiting male and female lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria include: pronounced gender gap in capacity building of faculties' lecturers, poor knowledge updates among male and female lecturers on curriculum delivery, inability in setting-up a knowledge approach on new inventions needed in teaching by university administrators, lecturers' inability to apply knowledge network framework in academic building, lecturers' inability to use modern technologies in teaching, ineffective team communication network between staff and students, and non-involvement of lecturers in the conduction of research and development. Other challenges include: poor time management in capacity building of lecturers, lack of creative skills among lecturers in capacity building, low critical thinking in providing innovative ideas through social networking among lecturers, use of poor teaching methods by lecturers to deliver instructions, non-improvisation of instructional materials by lecturers' for capacity building, and poor capacity building of lecturers inhibits the achievement of university education goals. The test of hypothesis three had shown that, there is no significant difference between the mean scores of male and female lecturers on the challenges inhibiting lecturers in developing knowledge management skills for capacity building in universities in South East, Nigeria. Lecturers' competencies in practical skills promote effective instructional delivery and capacity building by adopting practical skills in the conduct of empirical research for quality instruction, video conferencing for effective instructional delivery, social networking practices for instructional updates, virtual presentations during conferences for knowledge building, use of power point in teaching,

and use of magnetic boards for instructional enhancements. University institutions have the potential to learn and integrate new knowledge into specific practices that will improve lecturers' instructional effectiveness for academic progress.

In line with the finding, Madumere-Obike and Nwabueze (2012) are of the opinion that, the challenges to knowledge management include: poor participation, weak knowledge approach, improper mobilization of institutional network, improper integration knowledge management into school functions and development. Also, Cheruyot, Jagongo and Owino (2012) found the factors that influence institutionalization of Knowledge Management to include: problems of organizational practices, capacity building among staff and low availability of technological infrastructure and learning materials. However, Knowledge management increases the ability to learn from its environment and to incorporate knowledge into the business processes by adapting to new tools and technologies in the education system.

Conclusion

Knowledge management is very important in educational development of every individual for improved academic and administrative performance. It promotes lecturers' instructional task performance, school improvement and students' productivity. Knowledge management entails the process of creating, sharing, transferring and building of knowledge for lecturers' capacity building in the school system.

Recommendations

Based on the findings, the following recommendations were made.

1. University lecturers should possess the knowledge management skills to enable them plan their lessons before giving the instruction proper to aid them deliver their lectures in an efficient manner. This would help them know the instructional tasks needed of them for knowledge building and productivity.
2. University lecturers should be prepared to transfer knowledge to students with proper understanding of the subject contents.
3. Academic staff of universities should make proper utilization of time created for academic activities to transfer the right knowledge and skills to the students for global competitiveness.
4. Lecturers should always be involved in conducting research on their subject contents to be more conversant with the new methods and tools needed for quality instructional delivery and productivity.

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