RELATIONSHIP BETWEEN KNOWLEDGE DISSEMINATION, LEARNING SELF-EFFICACY AND TASK PERFORMANCE OF BUSINESS EDUCATORS

Helen E. Chukwuemeke[1] & Prof. V. I. Igbinedion[2]
Department of Vocational and Technical Education, Faculty of Education
University of Benin, Benin City. Nigeria
helen.chukwuemeke@uniben.edu, vicidion@gmail.com,

Abstract
This study determined the relationship between knowledge dissemination, learning self-efficacy and task performance of business educators in tertiary institutions in South-south Nigeria. A correlational survey design was adopted. The study population was 137 business educators from universities in South-South Nigeria, which also made up the sample size. The instrument used for data collected was a questionnaire which was face validated by three experts. Its reliability was measured using Cronbach alpha method and an overall alpha value of 0.892 was obtained. Data collected were analyzed using, mean, standard deviation and regression with bias corrected bootstrap. The study found that knowledge dissemination does not predict learning self-efficacy of business educators. However, knowledge dissemination and learning self-efficacy separately predict task performance of business educators in South-South universities in Nigeria. Based on the findings it was recommended that, universities management should encourage knowledge dissemination as this will lead to high task performance of business educators in institutions, and business educators should make effort to improve on themselves by attending academic workshops and seminars as this will make them efficacious and optimally enhance their task performance.
Keywords. Business education, knowledge dissemination, learning self-efficacy, task performance

Introduction

Business Educators are saddled with the responsibility of making the objectives of business education programme a reality. These objectives are to equip the students with necessary knowledge, understanding, attitude and skills needed for them to secure employment in their professional sub disciplines (Accounting, Marketing and Office Technology and Management), or related fields in industry and also to advance further in their professions. Additionally, the objectives of business education as opined by Njoku (2006) are: to empower individuals with desirable knowledge, skills and values to perform specific functions so as to become self-reliant, and for them to appreciate the world around them and contribute maximally to the social and economic development of the nation. If business educators performed their tasks as contained in business education programme, it will enhance the achievement of the objectives that would promote the nation's economic growth and recipient's wellbeing.

The tasks performed by business educators in higher education (e.g., universities) include classroom teaching, course advising, research. teaching practice supervision, SIWES supervision, examination supervision, results computation and presentation, as well as functioning as internal and external examiners among other administrative duties (c.f.

Chukwuedo & Igbinedion, 2014). Carrying out these assigned duties especially the instructional aspects involve pedagogical innovativeness. The task performance in itself can be described as a multi-dimensional construct. Campbell (1990) has proposed a hierarchical model of eight performance factors. Among these eight factors, five of them refer to task performance: job-specific task proficiency; non-job-specific task proficiency; written and oral communication proficiency; supervision, in case of leadership position; and partly management/administration. Each of these five factors consists of sub factors which are linked to various jobs aspects of a business educator, and these include classroom teaching, course advising and result computation (job specific task proficiency); creativity, job crafting and mentoring (non-job specific task proficiency); research publication and result presentation (written and oral proficiency); teaching practice supervision, SIWES supervision and examination supervision (supervision proficiency) and functioning as internal and external examiners (administrative proficiency).

For Business educators to perform according to their job description they need to be well-equipped with the appropriate knowledge for the job because knowledge is a core performance determinant. In other words, individuals with high cognitive abilities through good knowledge management practices are more successful in acquiring job relevant knowledge that in turn help them to accomplish their job tasks. In relation to such value, effective task performance adds to educational institution, knowledge dissemination is emphasized to enhance business educators' task performance for the overall benefit of the institutions. Effective task performance is predicated upon the knowledge, skills and abilities available to the workers. If knowledge (whether tacit or explicit) is properly disseminated, the worker (business educator) is likely to perform well.

Knowledge dissemination entails how knowledge is passed from one person or group to others. Nonaka and Takeuchi (1995) provide an approach to knowledge dissemination with their knowledge creation spiral in which four categories of knowledge dissemination are identified: socialization, externalization, combination and internalization. Socialization is a situation where individuals acquire knowledge directly from others (tacit-to-tacit); Externalization involves the articulation of knowledge into tangible form through dialogue (tacit-to-explicit); Combination involves combining forms of explicit knowledge, such as that in documents or databases (explicit-to-explicit); Internalization involves learning by doing, where individuals internalize knowledge from documents into their own body of experience (explicit-to-tacit). Effective knowledge dissemination could lead to business educators' task performance. That is to say that the extent to which knowledge management practices could lead to business educators' task performance is hinged on their learning self-efficacy. For instance, if knowledge dissemination exists in an institution and the workers are not willing to learn to add to their knowledge it might not translate to successful employee's task performance. Essentially learning self-efficacy may help to elucidate the effect of knowledge dissemination on business educators' task performance. Learning self-efficacy also has a bearing on the level and type of goals people decide to strive for (Latham & Locke, 1991) as well as the accompanying goal-striving processes (Bandura, 1986; Bandura, 1989, 1997; Schunk & Ertmer, 2000; Zimmerman, 2000). Self-efficacy is one's belief in one's ability to accomplish a task successfully. Thus learning self-efficacy is one's belief in the ability to successfully acquire specific learning competence within a particular context. Being that knowledge dissemination involves the transmission of information from a more experienced faculty to a less experienced faculty for successful task performance, it is

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

presumed in this study that the relationship between knowledge dissemination and task performance will be attained via learning self-efficacy of a business educators.

Business education programme is expected to have manpower that would manage both human and material resources in a school and other organizational settings. However, there seem to be cases of business educators not having quality teaching in the classroom and laboratories, not paying good attention to the students they course advised, not able to assess students effectively during teaching practice, not able to prepare and present students sessional results, also not able to supervise students project writing. In order to curb the assumed problem of poor task performance of Business educators as this may lead to low level of Business Education graduates and poor academic success of their students, this study seeks to determine the role of knowledge dissemination and learning self-efficacy may play on business educators task performance.

The theoretical framework of the study was hinged on Prosser's seventh theorem, of the sixteen theorems propounded by Prosser in 1949. The seventh theorem states that "Vocational education will be effective in proportional as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach." The implication in this case is that the teacher cannot teach that which he does not know, and this implies that business educators cannot perform beyond the knowledge they have acquired. As regards this, the need for, knowledge dissemination and learning self-efficacy for business educators task performance.

The purpose of this study was to determine the relationship between knowledge dissemination and learning self-efficacy and task performance of business educators in tertiary institutions in South-South Nigeria.

Research Questions

The following research questions were answered in this study.

1. What is the relationship between knowledge dissemination and learning self-efficacy?
2. What is the relationship between knowledge dissemination and task performance?
3. What is the relationship between learning self-efficacy and task performance?

Hypotheses

The null hypotheses were tested at alpha level of .05

1. There is no significant relationship between knowledge dissemination and learning self-efficacy.
2. There is no significant relationship between knowledge dissemination and task performance.
3. There is no significant relationship between learning self-efficacy and task performance.

Method

This study determined the relationship between knowledge dissemination, learning self-efficacy and task performance of business educators in tertiary institutions in South-South Nigeria. A correlational survey design was adopted since the study aimed at determining the relationship between variables (Gay, Mills, & Airasian, 2011). Hence, correlational survey is considered appropriate because the relationship between knowledge dissemination, learning self-efficacy and task performance was established among business educators in universities. The study population consisted of 137 business educators from universities in South-South, Nigeria, which were also used as the sample of the study because of the manageable size.

A face validated questionnaire, which was made of two adopted and one adapted scales, was used for data collected. The three scales measured the three main variables of this study (i.e. knowledge dissemination, learning self-efficacy and task performance). Knowledge dissemination was measured with a 10-item sub-scale adopted from Darroch (2003) knowledge management scale (e.g., My institution encourages employees with similar interests to work together to solve problems), Learning-self-efficacy was measured with a 7-item scale adapted from Lim and Chan, 2003 (e.g., I may not be able to keep pace with any of my institution's skills upgrading schedules for staff). Task performance was measured with a 10-item sub-scale adopted from Goodman and Svyantek, (1999) job performance scale (e.g., I could manage more responsibility than usually assigned to me). The reliability coefficients, obtained with Cronbach's alpha method, yielded alpha values of .879, .756, and .903 for knowledge dissemination, learning self-efficacy and task performance respectively. While the overall alpha value of 0.892 was obtained.

Data were collected by the researchers with the help of three research assistants. All administered questionnaire were carefully completed and retrieved. Hence, there were no missing data. The data were, therefore, analyzed using mean, standard deviation as well as bivariate correlation and simple linear regression with 2000 resample bias corrected bootstrap method. The 2000 resample bootstrap approach was employed to determine results for potential generalizable findings. Thus, bivariate correlation with bootstrap was used to answer the research questions, while regression with bootstrap was used to test the hypotheses at .05 level of significance.

Results

The results of the data analyses are presented in the order of research question followed with the corresponding hypothesis.

Research Question 1. What is the relationship between knowledge dissemination and learning self-efficacy?

Table 1: *Mean, Standard Deviation, Bootstrap and Correlation between Knowledge Dissemination and Learning Self-efficacy*

			2000 Resample Bootstrap Iterations			
				BCa 95% Confidence Interval		
Variables	*M*	SD	Bias: *M*(SD)	Lower: *M*(SD)	Upper: *M*(SD)	*r*
Knowledge Dissemination	2.604	.487	-.0002(-.00216)	2.522(.434)	2.685(.535)	.094
Learning Self-efficacy	2.857	.461	.0005(-.00162)	2.7781(.40870)	2.937(.510)	

Note. BCa = bias-corrected and accelerated estimates, *M* = mean, SD = standard deviation

Table 1 reveals the results of the correlation between knowledge dissemination and learning self-efficacy among business educators. The table shows the mean responses on knowledge dissemination (*M* = 2.604) and learning self-efficacy (*M* = 2.857). Hence, the 2000-resample bootstrap mean responses were relatively negligible, and this implies that a larger sample size of up to 2000 business educators' mean responses on knowledge dissemination and learning self-efficacy will cluster around the mean responses of 137 respondents. The correlation

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

coefficient (r = .094) reveals low correlation between knowledge dissemination and learning self-efficacy.

Hypothesis 1. There is no significant relationship between knowledge dissemination and learning self-efficacy

Table 2: *Regression Estimates of Knowledge Dissemination predicting Learning Self-efficacy*

			Coefficients						
						Bootstrap with BCa 95% CI			
Model	MS	F	Beta	t	P	Bias	P	Lower	Upper
Knowledge Dissemination	-		.094	1.096	.275	.001	.389	-.125	.298
Regression	.255	1.202							
Residual	.212								
Summary	R Square = .009, Adjusted R Square = .001, df = 1, 135								

Note. BCa = bias-corrected and accelerated estimates, CI = confidence interval

Data presented in Table 2 depict the prediction of knowledge dissemination on learning self-efficacy. The results reveal that knowledge dissemination do not significantly predict learning self-efficacy: F (1, 135) = 1.202, β = .094, t = 1.096, p > .05. The result of the 2000-resample bootstrap coefficients is also not significant (bias = .001, p > .05) with a relatively negligible bias. Thus, there is no significant relationship between knowledge dissemination and learning self-efficacy among business educators.

Research Question 2. What is the relationship between knowledge dissemination and task performance?

Table 3: *Mean, Standard Deviation, Bootstrap and Correlation between Knowledge Dissemination and Task Performance*

			2000 Resample Bootstrap Iterations			
				BCa 95% Confidence Interval		
Variables	*M*	SD	Bias: *M*(SD)	Lower: *M*(SD)	Upper: *M*(SD)	*r*
Knowledge Dissemination	2.604	.487	-.0013(-.00323)	2.526(.440)	2.679(.530)	.346
Task Performance	3.339	.401	.0008(-.00137)	3.272(.367)	3.410(.428)	

Note. BCa = bias-corrected and accelerated estimates, M = mean, SD = standard deviation

Data shown in Table 3 represent the correlation between knowledge dissemination and task performance among business educators. The results show the mean responses on knowledge dissemination (M = 2.604) and task performance (M = 3.339). The table shows that the 2000-resample bootstrap mean responses were relatively negligible, and this implies that a larger sample size of up to 2000 business educators' mean responses on knowledge dissemination and task performance will cluster around the mean responses of 137 respondents. The correlation coefficient (r = .346) reveals moderate relationship between knowledge dissemination and task performance.

Hypothesis 2. There is no significant relationship between knowledge dissemination and task performance.

Table 4: Regression Estimates of Knowledge Dissemination predicting Task Performance

			Coefficients						
						Bootstrap with BCa 95% CI			
Model	MS	F	Beta	t	P	Bias	P	Lower	Upper
Knowledge Dissemination	-		.343	4.286	.000	-.002	.000	2.316	2.895
Regression	2.619	18.369							
Residual	.143								
Summary	R Square = .120, Adjusted R Square = .113, df = 1, 135								

Note. BCa = *bias-corrected and accelerated estimates, CI = confidence interval*

Table 4 depict the results of knowledge dissemination predicting task performance. The table reveal that knowledge dissemination significantly predicts task performance: $F(1, 135) = 18.369$, $\beta = .346$, $t = 4.286$, $p < .001$. Consequently, the adjusted R-square of 113 indicates that knowledge dissemination accounts for 11.3% of variation in task performance among business educators. Additionally, the result of the 2000-resample bootstrap coefficients is also significant (bias = -.002, $p < .001$) with a relatively negligible bias. Thus, there is a significant relationship between knowledge dissemination and task performance among business educators.

Research Question 3. What is the relationship between learning self-efficacy and task performance?

Table 5: *Mean, Standard Deviation, Bootstrap and Correlation between Learning Self-efficacy and Task Performance*

			2000 Resample Bootstrap Iterations			
				BCa 95% Confidence Interval		
Variables	*M*	SD	Bias: *M*(SD)	Lower: *M*(SD)	Upper: *M*(SD)	*r*
Learning Self-efficacy	2.857	.461	.0001(-.00266)	2.782(.410)	2.933(.508)	.547
Task Performance	3.339	.401	.0002(-.00219)	3.275(.373)	3.406(.426)	

Note. BCa = bias-corrected and accelerated estimates, *M* = mean, SD = standard deviation.

Table 5 represent the correlation between learning self-efficacy and task performance among business educators. The table shows the mean responses on learning self-efficacy ($M = 2.857$) and task performance ($M = 3.339$). The table also shows that the 2000-resample bootstrap mean responses were relatively negligible, indicating that a larger sample size of up to 2000 business educators' mean responses on learning self-efficacy and task performance will cluster around the mean responses of 137 respondents. The correlation coefficient ($r = .547$) reveals moderate relationship between learning self-efficacy and task performance.

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

Hypothesis 3. There is no significant relationship between learning self-efficacy and task performance.

Table 6: Regression Estimates of Learning Self-efficacy predicting Task Performance

			Coefficients						
						Bootstrap with BCa 95% CI			
Model	MS	F	Beta	t	P	Bias	P	Lower	Upper
Learning Self-efficacy	-		.547	7.590	.000	-.002	.000	.391	.554
Regression	6.540	57.612							
Residual	.114								
Summary	R Square = .299, Adjusted R Square = .294, df = 1, 135								

Note. BCa = bias-corrected and accelerated estimates, CI = confidence interval

Table 6 depicts the results of learning self-efficacy predicting task performance. The table reveal that learning self-efficacy significantly predicts task performance: $F(1, 135) = 57.612$, $\beta = .547$, $t = 7.590$, $p < .001$. Accordingly, the adjusted R-square of .294 indicates that learning self-efficacy accounts for 29.4% of variation in task performance among business educators. The result of the 2000-resample bootstrap coefficients is also significant (bias = -.002, $p < .001$) with a relatively negligible bias. Thus, there is a significant relationship between learning self-efficacy and task performance among business educators.

Discussion of Findings

The study investigated relationship between knowledge dissemination, learning self-efficacy and task performance of business educators in Universities in South-South Nigeria. The result on knowledge dissemination-learning self-efficacy link revealed that there exist low correlation between knowledge dissemination and learning self-efficacy. Similarly, the result of the corresponding hypothesis one revealed that there is no significant relationship between knowledge dissemination and learning self-efficacy among business educators. Therefore, knowledge dissemination does not predict learning self-efficacy of business educators of South-South universities in Nigeria. The finding corroborates the studies of Stone, (2012); Vancouver, Thompson, Tischner, & Putka, (2014) who stated that "more is better" seems to apply to much of the findings on the effects of learning self-efficacy, "overconfidence" may sometimes lead to inaccurate appraisals or unrealistically high goals thereby leading to inability for learning self-efficacy to predict knowledge dissemination.

The result on the association between knowledge dissemination and task performance revealed that moderate relationship between knowledge dissemination and task performance. Similarly, the result of the corresponding hypothesis two revealed that there is a significant relationship between knowledge dissemination and task performance among business educators. Therefore, knowledge dissemination predicts task performance of business educators. The study corroborates the study of (Kohli & Jaworski, 2012; Narver & Slater, 2012; Kohli et al., 2017; Ng et al., 2012; Wei & Wang, 2011) who found that knowledge dissemination allows organizations to learn, reflect, unlearn, relearn, build, maintain and replenish its core competencies thereby increasing their task performance.

The result on learning self-efficacy-task performance relation revealed that reveals moderate relationship between learning self-efficacy and task performance. Similarly, there is a significant relationship between learning self-efficacy and task performance among business

educators. Therefore, learning self-efficacy predicts the task performance of business educators. The finding is in line with the study carried out by Pajares, (2008) which stated that learning self-efficacy originates in the inferential process concerning one's prior performance, and influence performance by boosting persistence, resiliency, and sustained effort, especially in a challenging and changing circumstances. Also, the finding corroborates with the work of Fred, (2011), which stated that the main sources of change in learning self-efficacy include performance accomplishments and emotional arousal progress in the task is expected (i.e., increases in accomplishments). The implication of the findings is that knowledge dissemination and learning self-efficacy both leads to enhanced task performance of business educators in universities in South-South, Nigeria.

Conclusion

Based on the findings of this study, it was concluded that knowledge dissemination and learning self-efficacy are significant predictors of task performance of business educators in south- south Nigeria. This is to say that organizations, with greater knowledge dissemination success will tend to be better in responding to a changing environment for performance improvement. However, successful knowledge dissemination will to some extent depend on the employees' capability to organize the knowledge resources that they received through a network of relationships. Furthermore, learning self-efficacy improves the quality of engagement by broadening one's thought-action tendencies, strengthening commitment, and enhancing attention and persistence, it is also likely that positive changes in self-efficacy during a task may contribute to enhanced task performance of business educators.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Universities management should encourage knowledge dissemination as this will lead to high task performance of business educators in institutions.
2. Business educators should make effort to improve on themselves by attending academic workshops and seminars as this will make them efficacious and optimally enhance their task performance.

References

Bandura, A. (1997). Self-Efficacy: The exercise of control. New York: Freeman.

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology, 25*, 729–735.

Campbell, J. P. (1990). 'Modeling the performance prediction problem in industrial and organizational psychology', in M. D. Dunnette and L. M. Hough (Eds), *Handbook of Industrial and Organizational Psychology* (pp. 687-732). Palo Alto: Consulting Press.

Chukwuedo, S. O., & Igbinedion, V. I. (2014). ICT competences and capacity building needs of technical and vocational education lecturers in Nigerian Universities. *African Journal of Interdisciplinary Studies, 7*, 45-53.

Durodie, B. (2003). Is real resilience attainable*? The Monitor, 2*(6), 15-19.

Fred, C .L. (2011). Self-efficacy in the workplace: Implications for Motivation and Performance. *International Journal of Management, Business and Administration 14*(1) 2011.

NAU Journal of Technology & Vocational Education Vol.6 No.1, July 2021. All Rights Reserved.
Website http://www.nauhtved.com.ng

Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research competencies for analysis and applications* (10th ed.). New York: Pearson Educational International.

Goodman, & Svyantek, (1999). Person-organization fit and contextual performance: Do Shared values matter. *Journal of Vocational Behaviour*, 55(2), 254-275

Kohli, A. K., & Jaworski, B. J. (2012). Market Orientation: The Construct, Research Propositions and Managerial Implications. *Journal of Marketing, 54,* 1-18.

Kohli, A. K., Jaworski, B. J., & Kumar, A. (2017). Zero-shot task generalization with multi-task reinforcement learning. *Proceedings of the 34th International Conference on Machine Learning.* PMLR 70:2661 -2670, 2017

Latham, G. P., & Locke, E. A. (1991). Self-regulation through goal-setting. *Organizational Behavior and Human Decision Processes, 50,* 212–247.

Lim, G. S., & Chan, A. (2003). Individual and situational correlates of motivation for skills upgrading An Empirical Study. *Human Resource Development International Journal*, 6, 219–242.

Narver, J. C., & Slater, S. F. (2012). The effect of a market orientation on business profitability. *Journal of Marketing 54*, 20-35.

Ng, Y., Lee, V., Foo, A. T., & Gan, P. (2012). The relationship between knowledge management practices and technological innovation: A conceptual framework. *International Journal of Management Knowledge and Learning, 1*(1), 71-89.

Njoku, C. U. (2006). Business education and value orientation for national economic empowerment development. Paper presented at the Owo. 2006 *Annual Conference of the Association of Business Educators of Nigeria (ABEN)*.

Nonaka, I., & Takeuchi, H. (1995), The knowledge of creating company–how Japanese Companies Create the Dynamics of Innovation, Oxford University Press, New York, NY.

Pajares, F. (2002). Overview of social cognitive theory and of Self-efficacy. Retrieved May 05, 2013 from http://www.uky.edu/_eushe2/pajares/eff.html

Schunk, D.H., & Ertmer, P.A. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boekaerts & P.R. Pintrich (Eds.), *Handbook of self-regulation* (pp. 631–649). San Diego, CA: Academic Press.

Stone, D. N. (2012). Overconfidence in initial self-efficacy judgments: Effects on decision processes and performance. *Journal of Postsecondary education and Disability 2012* ERIC

Vancouver, J.B., Thompson, C.M., Tischner, E.C., & Putka, D.J. (2014). Two studies examining the negative effect of self-efficacy on performance. *Journal of Applied Psychology, 87*, 506–516.

Wei, Y., & Wang, Q. (2011). Making sense of market information system for superior performance: The roles of organizational responsiveness and innovation strategy. *Industrial Marketing Management, 40*, 267-277.

Zimmerman, B.J. (2000). Self-Efficacy: An essential motive to learn. *Contemporary Educational Psychology, 25*, 82–91.