KNOWLEDGE SHARING FOR THE IMPROVEMENT OF TEACHING ACTIVITIES IN NIGERIAN TERTIARY INSTITUTIONS: A CASE STUDY OF KADUNA POLYTECHNIC

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Abstract

The study investigated Knowledge sharing for improving teaching activities in Nigerian Tertiary institutions: A case study of Kaduna Polytechnic. The objectives of the study were to: identify the types of knowledge shared among Academic staff for the improvement of teaching activities in Kaduna Polytechnic; determine how Knowledge is shared among Academic Staff for the improvement of teaching activities in Kaduna Polytechnic; identify the platforms used by Academic staff in knowledge sharing for the improvement of teaching activities in Kaduna Polytechnic. The research method adopted for this study is the quantitative research method. The research design adopted for the study was a cross-sectional survey research design. The study population comprised the entire academic staff of Kaduna Polytechnic across six (6) colleges of the institution, totalling one thousand nine hundred 1900. The sample size for this study was one hundred and ninety (190), which is 10% of the entire Population of the academic staff of Kaduna Polytechnic. The instrument used for data collection was a structured questionnaire containing closed and open-ended questions. The data collected were analysed using frequency tables and percentages. The findings of the study revealed that the types of Knowledge shared for the improvement of teaching activities among academic staff were educational knowledge and best practices. The study also revealed that the majority of the respondents indicated that the type of knowledge-sharing practice they engaged in was the sharing of documents with other colleagues and group discussion. It was also revealed from the study that the major platforms used for knowledge sharing, as indicated by the majority of the academic staff, were Conferences, Academic Social Networks and Forums. The study recommended, among others, that the Polytechnic management should create a more conducive environment for the academic staff so that they can have more avenues or platforms through which they can easily share their knowledge, experience and expertise to improve teaching activities in the Polytechnic.

Keywords: Academic staff, Improvement, Knowledge sharing, Teaching activities

Introduction

Knowledge is considered the basis for the development of any organisation; it is one of the most expensive and most valuable resources an individual or an organisation can acquire. Knowledge gives an individual or an organisation the courage and ability to handle or deal with any situation or issue at hand. Therefore, knowledge can be seen as the information and understanding individuals gain through experience, learning or any other activity, which is very important in enhancing our daily affairs.

Stressing the significance of knowledge in an organisation, Mohajan (2023) stated that knowledge is considered the basis for developing a sustained, long-term competitive advantage for every organisation. According to Devenpot and Prusak (1997), Knowledge can be seen as a fluid mix of framed experience, values, conceptual information and expert insight that provides an environment and framework for evaluating and incorporating new experiences and information. Also, Abdurrahman (2021) viewed knowledge as a concept that refers to an understanding gained through experience, know-how or familiarity in carrying out activities such as teaching and research that enable a person to achieve results.

Knowledge is mostly domiciled in tertiary institutions as it is generated there to reform personalities, change paradigms, provide new knowledge and significantly contribute to the development of civil societies (Akorede et al., 2022; Idris et al., 2022; Solomon et al., 2025). Tertiary institutions are the intellectual centres of knowledge production and research, and as such are responsible for education, research and knowledge transfer to society, hence contributing to national development (Kumaravel & Vikkraman, 2018; Ojo, 2016). This makes knowledge a naturally shared commodity among individuals and organisations. This implies that for any organisation or institution to develop, progress and achieve its objectives, the knowledge of its employees or members must be shared among themselves to performance of their job effectively and increase productivity in the organisation (Akorede et al., 2021). This can be realised through engagement in knowledge-sharing activities.

Knowledge sharing is a process through which ideas, experiences, expertise and skills are transferred and exchanged between and among individuals in an organisation. As mentioned earlier, knowledge is a naturally shared commodity; this implies that once knowledge is generated, it should be transferred from the point of generation to the appropriate place or entity where such knowledge will be useful (Jusoh & Alfawareh, 2019). Hoegl et al. (2003) defined knowledge sharing as the exchange of ideas, expertise, experiences, and skills among employees as part of the social interaction of organisational culture. However, Jusoh and Alfawareh (2019) considered knowledge sharing as a key element of knowledge management processes and a success factor for knowledge management programs. The knowledge shared includes technical resources, frequently asked questions, training documents and people's skills. It can be deduced that Knowledge Sharing is a natural process that readily manifests wherever a community or group of people exists. It attracts research interest due to its recognition as a key facilitator of information diffusion and social interaction.

According to Chuma and Chidi (2018), people exhibit different habits or mannerisms in their sharing of knowledge. This diversity of attitudes has, inevitably, birthed the concept of Knowledge Sharing Practice (KSP). Knowledge Sharing Practice (KSP) can be seen as a series of activities, strategies and processes through which knowledge is exchanged amongst people and between organisations. It also captures the different mannerisms, attitudes and behaviours that are exhibited in the course of Knowledge Sharing. Also, Knowledge Sharing Practice (KSP), according to Otuza and Enyinnaya (2016), is composed of a set of activities through which knowledge is exchanged amongst people, friends, family, communities and organisations.

In other words, Knowledge-sharing practices are the processes and strategies involved in the transfer, dissemination, and exchange of information, skills, expertise, and insights among individuals or within organisations. The implementation of effective knowledge-sharing practices can foster innovation, improve problem-solving, enhance collaboration, and promote continuous learning. The key practices that academic staff can use to enhance knowledge sharing in their respective institutions include: group discussion with other colleagues, mentorship, distribution of literature to other colleagues, writing of books, engagement in academic research, writing of book chapters, meetings, forums and teaching activities.

Fullwood and Rawley (2013) posited that Tertiary Institutions are knowledge-intensive organisations given their engagement in teaching, research activities, dissemination of knowledge through Scholarly communication and partnerships with other businesses and organisations. Where there is a lack of proper and adequate sharing of knowledge among academic staff in Tertiary Institutions, this could be alarming since these institutions are considered as knowledge-intensive organisations, and this would have a great impact on the research output and teaching activities in such institutions. As it is popularly said, knowledge is power; it is one of the most important resources for an individual, organisation or country. Mohajan (2019) stated that any type of knowledge starts from the intelligence of individuals, and it is visible in procedures, norms, customs, tasks and systems. Knowledge sharing is regarded as an important phase of knowledge management and determines the success of knowledge management initiatives (Ramjeawon & Rowley, 2017). As knowledge-creating entities, Polytechnics, like other Tertiary Institutions, benefit from effective Knowledge Management and, in particular, Knowledge Sharing. Academic staff in the Polytechnics recognised the importance of knowledge sharing and commonly exchange knowledge with colleagues and administrators to enhance their daily activities of teaching, research and community service (Ramayah et al., 2014). Cheng et al. (2019) supported this view by noting that

the impact of Knowledge Sharing in Tertiary Institutions, where knowledge distribution and application are created, could even be greater than its impact in businesses and other organisations. In this regard, Ramjeawon and Rowley (2017) maintained that a good knowledge-sharing practice improves the identification and dissemination of the best information and knowledge, and also enhances organisational development, creates new opportunities that will inspire creativity and innovation, and enhances employee retention rate.

Knowledge sharing is generally accepted to be a remedy for meeting academic needs in the face of declining resources. Regardless of the importance of the role of individual knowledge and the need for this knowledge to be shared effectively, relatively little empirical research sheds light on the nature of individual knowledge in Nigerian Tertiary institutions and how lecturers in their work settings share this knowledge. In line with these trends, knowledge sharing among lecturers in Nigerian tertiary institutions has been rigorously slowed down due to inadequate awareness about the significance of knowledge sharing in the academic community and the poor attitude of lecturers towards the ideal of sharing knowledge.

Objectives of the study

The following are the objectives that are expected to be achieved at the end of this study:

1. To identify the types of knowledge shared among Academic staff for the improvement of teaching activities at Kaduna Polytechnic.
2. To determine how Knowledge is shared among Academic Staff for the improvement of teaching activities at Kaduna Polytechnic.
3. To identify the platforms used by Academic staff in knowledge sharing for the improvement of teaching activities at Kaduna Polytechnic.

Literatures Review

Different types of knowledge exist and reside in the minds of individuals as well as other entities, resources or materials on which knowledge can be stored. According to Lee (2018) in Jusoh and Alfawareh (2019), any type of knowledge starts from the intelligence of individuals, and it is visible in procedures, norms, customs, tasks and systems. Lee (2018) further stated that the knowledge shared or exchanged could be educational, historical, statistical, best practice, recreational, task-oriented or informational. The knowledge could also be suggestive, objective or subjective, depending on the target participants and contexts. A careful analysis of the above statement, as posited by Nnadozie (2016), indicates that the knowledge shared could be typified as explicit (as found in books, journals, novels, notebooks, disks, .) or tacit (as captured in stories, gossip, gist, discussions, .). Knowledge Sharing is, therefore, a natural process that readily manifests wherever a community or group of people exists.

In the same vein, Mohajan (2019) stated that there are two types of knowledge: tacit and explicit knowledge. Tacit knowledge is stored in the human mind, such as best practices, intuitions, hands-on skills, heuristics, and know-how. Explicit knowledge is stored in texts, videos, images, and audio forms, which are easily codified and transferable. Knowledge is also observed as an asset for an individual or an organisation. These assets are in the form of databases, policies, documents, procedures, processes, expertise, or experience in individual workers. Knowledge, whether tacit or explicit, is one of the organisational resources; therefore, the sustainability of any organisation depends on the knowledge that the organisation stores and manipulates. In light of the above statement, Jusoh and Alfawareh (2019) stated that in gaining a competitive advantage and a dynamic economy, it is necessary for any organisation, including the higher institutions of learning, to not only focus on recruiting and selecting knowledgeable employees in specific competencies but also on managing and utilising the existing knowledge within the organisation. The organisation can utilise the tacit knowledge which is stored in the minds of its staff using sharing.

Also, Abdurrahman (2021) viewed Knowledge as being an expertise procedure and experience that can be either subjective (personalised, dependent on individuals and difficult to define) or objective (non-personalised, independent of individuals and able to be codified into a tangible form), which is better known as ‘Tacit’ and ‘Explicit’ knowledge. This, according to him, is in agreement with Skyrme (2002), who mentions Polani (1966) as the pioneer to distinguish between the two types of knowledge, the implicit and explicit knowledge.

According to him, Tacit knowledge is defined as non-verbalised, intuitive and unarticulated that resides in people's minds, behaviour, and perceptions and evolves from social interaction among individuals (faculty members) (Polani, 1961). In the same vein, Polani (1961) also viewed tacit knowledge as knowledge embedded in humans that is vital for cognitive decisions. It accumulates through experience and participation in collective organisational and communal practices.

On the other hand, explicit or codified knowledge is knowledge that is usually in a formal and systematic language that is recorded in a form that enables individuals (academics), groups or organisations (universities) to share it (Abdurrahman, 2019). Similarly, Abdurrahman (2021) viewed explicit knowledge as the knowledge expressed in a formal and systematic language shared in the form of data, scientific formulae, specifications, and manuals. It is the knowledge that can be externally verbalised and recorded in print and non-print sources published and unpublished, such as books, magazines, newspapers, technical reports, projects, dissertations, theses, photos, audios, videos, microfilm and microfiche, databases, emails, the Internet and so on.

Knowledge Sharing Practice (KSP) can be seen as a series of activities, strategies and processes through which knowledge is exchanged between and amongst people in an organisation. According to Otuza and Enyinnaya (2016), Knowledge Sharing Practice (KSP) is composed of a set of activities through which knowledge is exchanged amongst people, friends, family, communities and organisations. The practices that academic staff can engage in to share knowledge with their colleagues include: group discussion with other colleagues, mentorship, distribution of literature to other colleagues, writing of books, writing of book chapters, meetings, forums and teaching activities, among others. In their view, Sumieh and Wahba (2022) asserted that knowledge-sharing practice is motivated and executed mainly at the individual level. Even in the absence of strong organisational norms of knowledge sharing, academics may tend to share knowledge according to their personal benefits and costs. In the end, the knowledge-sharing practice can help the institution become more productive and effective.

Wilensky (2017) posits that knowledge sharing is an incredibly beneficial practice that has the potential to improve educational outcomes and professional success. According to the American Psychological Association, knowledge-sharing practice offers a range of advantages, including increased collaboration, improved communication, deeper understanding, and more informed decision-making. Olatokun and Nwafor (2012) argued that knowledge-sharing practice is a key activity of any effective knowledge management system in any institution, be it an educational or non-educational institution. Knowledge-sharing practice makes it easier for individuals to access and share information and leads to greater efficiency and productivity (Haefner, 2015). Organisations that have well-established and clear procedures for knowledge sharing allow staff from all levels and departments to communicate more effectively and work more collaboratively (Silaccio, 2018). Organisations and institutions that encourage their staff to use tools such as shared document libraries, wikis, and discussion forums create a platform that can be used to share knowledge quickly and easily to achieve greater results and high productivity (McGrath, 2020). Additionally, having an effective feedback system, such as through performance reviews, helps to foster a culture of knowledge sharing and encourages a high level of knowledge sharing (McSchmidt, 2019). As such, knowing how and when to share information and knowledge within an organisation is an important part of the workflow process that is necessary for any institution to be successful.

Also, Maiga (2017) posited that the type of knowledge-sharing practice mostly engaged by academic staff includes: sharing of documents with other colleagues, group discussion, forums, writing of books and book chapters, and mentorship. The knowledge-sharing practice depends on the culture and willingness of the knowledge worker to seek out and be receptive to these institutions' knowledge sources. The appropriate organisational culture and incentives should be present. Facilitation of knowledge sharing can only be effective if the organisations understand the needs of the users, as well as the complexities and potential problems with managing knowledge and knowledge sources. Knowledge sharing, as stated earlier, is the dissemination or exchange of ideas, experiences, and expertise between and among individuals or groups of individuals in an organisation, and it must be through some channels or platforms. According to White (2017), Knowledge sharing among individuals and organisations has been greatly enhanced through advancements in technology.

He further stated that, through a variety of platforms such as email, wikis, forums, conferences, blogs, and social media, Knowledge can be easily shared and refined. Sharing and developing knowledge requires an ongoing dialogue; thus, these platforms provide a cost-effective method of disseminating knowledge while also providing a centralised place to connect and collaborate. Therefore, academic staff in tertiary institutions should take full advantage of the benefits that these platforms offer to improve communication, strengthen relationships and increase productivity in the areas of teaching and research in their respective institutions.

Furthermore, Knowledge sharing is the process of distributing knowledge to members at the best time, place and form through various platforms (Kamile & Bulitia, 2020; Zhang et al., 2008). The high use of technology is changing the pattern of life that includes working, learning and communicating with each other, such that the impact of technology devices on education usually manifests in teaching and research (Yasmeen et al., 2015). Also, Adesoji and Alalade (2019) opined that technologies such as electronic learning (e-learning) and, more recently, mobile learning (m-learning) might have the potential to facilitate teaching and research, thereby addressing the problem of poor access to education and knowledge among the academic staff. The Internet has also provided the academic staff with the convenience of real-time and cost-effective communications such as emails, academic social networks and instant messaging for exchanging and sharing information and knowledge (Jer Yuen & ShaheenMajid, 2007). Also, Perlego (2020) stated that knowledge sharing between academic staff is essential for the advancement of teaching and research in universities and other higher institutions. With the emergence of new technology, an increasing number of platforms for sharing knowledge have become available.

There are several different platforms available for the academic staff to share knowledge, including traditional academic publishing, such as journals, books and lecture notes, as well as more modern platforms, such as digital and online knowledge-sharing platforms, which may include e-mails, learning management systems, academic social networks and online libraries and databases (Oksanen, 2011). Academics can also share knowledge by contributing to e-learning and digital library systems, webinars, and even creating their own blogs or social media accounts (Ghafoor, 2016). For example, a digital learning and research platform provides access to a mix of educational resources and tools, including articles, journals and books (Perlego, 2020). Furthermore, Open Educational Resources (OERs) allow academics to easily share and distribute their knowledge, such as lecture slides, online courses, video tutorials and so on (Richardson, 2017). Ultimately, knowledge sharing is a key to academic success, and by understanding the different platforms available, academics can better adjust their approach to disseminate their knowledge.

Furthermore, Academics can use a multitude of platforms available to them to share knowledge with their colleagues. In this regard, the Teaching and Learning Centre (TLC) is a platform designed to support faculty members in the classroom by "providing interactive instruction, just-in-time teaching, and expert assistance" (TLC, 2020). Also, VariKnow is an online platform with an effective search engine, allowing lecturers to easily connect with others in their field with similar interests and exchange knowledge. Moreover, Open Educational Resources (OERs) represent different types of media such as lectures, podcasts, and video tutorials to connect with colleagues and disseminate knowledge, making it available to all at no cost (“What Are Open Educational Resources?" 2020). The existence of all these platforms and their ability to connect lecturers and other faculty members to exchange knowledge is invaluable for higher education.

However, Chuma and Chidi (2018) stated that there is no doubt that instruction strategies like problem-oriented teaching, contextualised teaching, target-oriented teaching, collaborative teaching and practicum are statutory platforms through which knowledge is shared in universities. In addition to these lecture-centric approaches are other platforms such as seminars, laboratory experiments, workshop practicals, group discussions, meetings, library research, and study tours through which knowledge can also be shared among academics in higher institutions of learning.

Methodology

The research method adopted for this study is the quantitative research method. The quantitative research method was suitable for this research because it deals with the gathering of numerical data using a deductive approach that is from general to specific. Layne (2019) posits that Quantitative research is a type of research that

involves the collection and analysis of numerical data to understand and explain phenomena. The research design adopted for the study was a cross-sectional survey research design. The population of the study comprised the entire academic staff of Kaduna Polytechnic across six (6) colleges of the institution, which is one thousand nine hundred 1900. The sample size for this study was one hundred and ninety (190), which is 10% of the entire Population of the academic staff of Kaduna Polytechnic. This was in line with Neuman (2006), who stated that a researcher could use 10% of the population for accuracy. A cluster simple random sampling technique was used to select the Sample from each of the various campuses. Hence, 10% of the population was selected across all the campuses as the sample size of the study. The instrument used for data collection was a self-developed Questionnaire.

Results

A total of one hundred and ninety (190) copies of questionnaires were distributed to the respondents, where one hundred and seventy-one (171) copies were successfully retrieved and found worthy of the analysis.

Table 1: Distribution of the Respondents by Gender

Gender	Frequency	Percentage (%)
Male	108	63
Female	63	37
Total	**171**	**100**

Table 1 shows the distribution of the respondents based on their gender. Among the total number of respondents, 108 are male, with 63% of the participants. On the other hand, 63 of the respondents with 37% are female. This indicates that the male Academic staff participate in knowledge-sharing practice more than the females.

Table 2: Academic Qualifications of the Respondents

Academic Qualification	Frequency	Percentage (%)
HND	18	11
BSc.	61	36
MSc	72	42
Ph.D.	20	12
Total	**171**	**100**

Table 2 shows the distribution of the respondents based on their academic qualifications. From the table, 72 of the respondents, with 42% are MSc. holders, and 61 of the respondents, with 36% are BSc. Holders and 20 of the respondents with 12% PhD, while 18 of the respondents with 11% hold an HND as their highest qualification. The results from Table 4.2 above indicate that the majority of the respondents are MSc. holders, followed by BSc. Holders, then the PhD holders, while the least of the respondents are the HND holders. This implies that Kaduna Polytechnic has more academic staff with master's degrees than other qualifications, which signifies that teaching and research activities are going to be in the institution.

Table 3: Types of Knowledge Shared among Academic Staff

S/N	Options	Frequency	Percentage (%)
1	Educational Knowledge	159	93
2	Historical Knowledge	27	16
3	Recreational Knowledge	12	7
4	Professional experience and industry insights	42	25
5	Best Practices	114	67
6	Intuitions	18	11
7	Task-oriented Knowledge	102	60
8	Statistical Knowledge	15	9
9	Hand on skill	84	49

Table 3 shows the types of knowledge shared for teaching and research among academic staff. The result from the table indicated that educational knowledge has the highest frequency of 159, representing 93% of the respondents, followed by Best practices with a frequency of 114, representing 67% of the respondents. Another

type of knowledge with high frequency from the table is Task-oriented knowledge, with a frequency of 102, representing 60% of the respondents. However, Recreational knowledge happened to be the type of knowledge with the lowest frequency of 12, representing 7% of the respondents. Also, Statistical knowledge has a low frequency of 15, representing 9% of the respondents. The result from Table 3 implies that educational knowledge, best practices and task-oriented knowledge are the main types of knowledge shared for teaching and research among the academic staff. The findings of this study correspond with those of Lee (2018), who discovered that educational knowledge, task-oriented knowledge and best practices, among others, are the major types of knowledge shared among academic staff. Also, the result from Table 3 implies that the academic staff does not have a high interest in sharing recreational and Statistical knowledge among themselves, which is important for their well-being as well as professional development.

Table 4: How Academic Staff Engaged in Knowledge-Sharing Practices for the Improvement of Teaching Activities

S/N	Options	Frequency	Percentage (%)
1	Group discussion	135	79
2	Sharing of Documents with other colleagues	156	91
3	Mentorship	84	49
4	Writing of books	60	35
5	Writing of book chapters	9	5
6	Teaching activities	69	40
7	Forums	93	54

Table 4 shows the types of knowledge-sharing practices engaged by academic staff for teaching and research at Kaduna Polytechnic. The result from Table 4 indicates that sharing of documents with other colleagues has the highest frequency of 156, representing 91% of the respondents. Similarly, 135 participants representing 79% of the respondents indicated that group discussion is the knowledge-sharing practice they engaged in. While 93 participants representing 54% of the respondents indicated that they engaged in forums. 84 of the participants representing 49% of the respondents state that they engaged in mentorship. Of 69 respondents 40% indicated that they engaged in teaching activities. However, writing of book chapters has the lowest respondents of 9, representing 5% of the entire respondents. The information from Table 4 signifies that sharing of documents with other colleagues and group discussion are the major practices engaged by the academic staff in their process of knowledge sharing and this is in line with the study conducted by Maiga (2017) who posited that, main practices engaged by academic staff in the process of knowledge sharing include; document sharing, group discussion and engagement in forums among others. While writing book chapters is less practised among the academic staff. The implication is that the academic staff at Kaduna Polytechnic prefer sharing knowledge with their colleagues in a more interactive manner because all the items with the highest percentages are more interactive than the others. Also, the result implies that the academic staff in the polytechnic have less interest in writing books as well as writing book chapters, which can negatively affect their future academic careers.

Table 5: Platforms Used in Knowledge Sharing

S/N	Options	Frequency	Percentage (%)
1	Conferences	156	91
2	Forums	126	74
3	Blog	30	18
4	Learning Management Systems	21	12
5	Email and Communication Tools	45	26
6	Research Collaboration Tools	54	32
7	Virtual Meeting and Video Conferencing Tools	12	7
8	Academic Social Network	144	84
9	Institutional Websites and Intranets	33	19
10	Online Libraries and Databases	9	5
11	Wikis	9	5

Table 5 shows the Platforms used in knowledge sharing for teaching and research among academic staff in Kaduna Polytechnic. The information from the table revealed that 156 respondents representing 91% of the

participants stated that they use conferences as their major platform for knowledge sharing. Similarly, 144 respondents representing 84% of the participants stated that they use Academic social networks as the major platform for knowledge sharing. Another platform that is also highly used for knowledge sharing is Forums, with a frequency of 126, representing 74% of the respondents. On the other hand, online libraries/database and wikis has the lowest frequency of 9, representing 5% of the respondents each, which indicates that they are the platforms that are rarely used for knowledge sharing among the academic staff. Also, "Virtual Meeting and Video Conferencing Tools" has a low frequency of 12, representing 7% of the respondents. The information from table 5 indicated that the major platforms used by academic staff for knowledge sharing include among others, journals, lecture notes and academic social networks and this aligned with the study conducted by Oksanen (2011) postulated that several different platforms are available for the academic staff to share knowledge which include journals, lecture notes, academic social networks, e-mail and communication tools. This result implies that the academic staff prefer using conferences, academic social networks and forums more than the pure internet facilities in the form of online libraries and databases, wikis and virtual meeting and video conferencing tools.

Conclusion

The study concludes that the academic staff in Kaduna Polytechnic engaged in knowledge-sharing activities using multiple media or platforms among themselves and shared different types of knowledge for the improvement of teaching and research in the Polytechnic. It is also concluded that knowledge-sharing practice for the improvement of teaching and research can be highly improved in the polytechnic if the academic staff show a high level of commitment and develop a positive attitude as well as sound behaviour towards knowledge-sharing activities. The study also concluded that if the Polytechnic management tried their best to address the identified challenges from this study, it would go a long way in improving knowledge-sharing activities in the Polytechnic, which in turn will result in high productivity among the academic staff in the aspects of teaching and research, which is their major business in the Polytechnic.

Recommendations

In line with the findings of this study, the following recommendations were made;

1. The Polytechnic management should encourage the sharing of other types of knowledge besides educational knowledge and best practices. Sharing of other types of knowledge, such as Professional experience and industrial insights, Recreational knowledge, Task-oriented knowledge and Hands-on skill knowledge, because of their great importance.
2. The academic staff of Kaduna Polytechnic should engage themselves in other types of knowledge-sharing practices, other than sharing documents with other colleagues and group discussions. They should also engage more in other practices, such as Mentorship, Forums, and the writing of books, to boost their professional careers.
3. The Polytechnic management should create a more conducive environment for the academic staff so that they can have more avenues or platforms through which they can easily share their knowledge, experience and expertise to improve teaching and research in the Polytechnic.

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