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Evaluation of peer assistance among academic staff of universities in Kenya

By Magdalene Ndeto and Paul Mwanja

Abstract

The paper evaluates the extent to which peer assistance is practiced in learning institutions in a case study of universities in Kenya. The main objective of this study is to evaluate the extent to which academic staff in universities share the acquired knowledge through peer assistance. The study was carried out in the chartered universities as the unit of analysis and the heads of departments has the unit of observation. A sample size of 179 heads of departments was selected and data was collected from 155 respondents. The data was collected by use of questionnaires. The study established that peer assistance was taking place in universities although 59% the academic staff were unwilling to share the acquired knowledge. Unwillingness to share knowledge and lack of structured peer assistance among the academic staff were the leading challenges to the low level of peer assistance in universities. The study recommends creating an awareness of the importance of peer assistance in the learning institutions.

Key words: Peer assistance; academic staff; universities; Kenya

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Introduction

The benefits of sharing knowledge in organizations cannot be under estimated by any organization which desires to have a competitive advantage. Sharing of knowledge helps individuals and organizations build up knowledge. This is because it allows them to discuss and deliberate on certain topics which can encourage the generation of new knowledge. However there are reasons to believe that many employees are unwilling to share the acquired knowledge. The success of knowledge sharing is vital because, if successful, it results in shared intellectual capital. Knowledge sharing success, to a great extent, lies in the employees' capability to share knowledge. It is important that this knowledge sharing capability is translated into success through appropriate human resource management practices.

Background of the Study

Allameh, Zare and Davoodi (2011) define peer assistance as method of cooperation, based on dialogue and mutual respect among peers. According to Tsai, Tsai, Li and Lin, (2012) peer assistance promotes cooperation and gives a chance to combine the strengths and abilities of the people involved. Peer assistance can be an extremely useful learning activity which facilitates knowledge sharing, participatory learning, and collective problem solving (Sandhu, Jain, & Ahmad, (2011). They create a designated space for learning and knowledge sharing and can help prevent individuals and projects from making the same mistakes others have made. The peer assistance is a tool which supports a 'learning before doing' processes in which advice is sought from someone else, or a group that has/have done something similar. This tool encourages participatory learning, by asking those with experience in certain activities to assist those wishing to benefit from their knowledge (Abdel-Aziz & Bontis, 2010).

Universities exist to meet a set of specific objectives. As explained by Gudo, Olol and Oanda (2011) the failure to meet the specific objectives by the universities can a major loss to both the government and the society. The scholars further explain that universities are accountable to the stakeholders and this call for the need to guarantee that they can offer quality teaching. The aim of Kenya Vision 2030 which is the blueprint for development in Kenya (Oderero, 2010) is to create a globally competitive and prosperous country with a high quality of life by 2030. This is only possible if the universities are able to provide quality education. Universities play a key role in the realization of this Kenyan development plan. The performance of the Kenya universities would then be crucial to the country's development.

Statement of the Problem

Despite the growing numbers of universities in Kenya the universities have continue to rank lowly in the World University ranking both globally and regionally (CUE, 2015). According to this CUE report of 2015 on performance of universities, the poor performance can be attributed to lack of utilization of the created knowledge and the limited knowledge sharing of the tacit knowledge. Research indicates that knowledge sharing in the Kenyan universities in present but minimal and faced by a number of challenges (Owour, 2012). The challenges

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include lack of knowledge sharing policies, lack of favorable environment for knowledge sharing and unwillingness to share knowledge. Munyasi (2010) observes that the commonly used practices of knowledge sharing practices for both tacit and explicit knowledge include; Conference, seminars and workshops which this forms 85% of the knowledge sharing practices in universities in Kenya.

Theoretical Frame Work

The theory of reasoned action (Ajzen & Fishbein, 1980) was first introduced in 1967 by Fishbein in an effort to understand the relationship between attitude and behavior. It attempts to explain the relationship between beliefs, attitudes, intentions and behavior. According to the theory of reasoned action, the most accurate determinant of behavior is behavioral intention as explained by Chivu and Popescu (2008). The direct determinants of people's behavioral intentions are their attitudes towards performing the behavior and the subjective norms associated with the behavior (Edvardsson, 2008). In peer assistance the intention to share knowledge is necessary because sharing is a voluntary in nature. The expert employees share their knowledge with the other peer employees who voluntarily seek assistance to improve their skills.

Evans Elford and Wiggins (2008) maintain that attitude is determined by a person's beliefs about the outcomes or attributes of performing a specific behavior (that is, behavioural beliefs), weighted by evaluations of those outcomes or attributes. Subjective norm of a person is determined by whether important referents approve or disapprove of the performance of a behavior, weighted by the person's motivation to comply with those referents (Hamid & Salim, 2010). Attitudes help us define how we see situations, as well as define how we behave toward the situation or object. Hanna (2012) observes that TRA uses individualistic approach hence the theory has the inability to consider the role of environmental and structural issues and the linearity of the theory components (Holzmann, 2013). Individuals may first change their behavior and then their beliefs/attitudes about a skill or competence. The TRA is said to be casual because of the relationship between the construct of attitude and intention. More specifically, the construct of attitude is said to partially determine intention, which in turn is a predictor of actual behavior (Hung, Durcikova, Lai & Lin, 2011).

TRA concept of intention to behave in a particular manner may be useful to better understand peer assist and what can bring success in peer assistance. For example: intention could for instance be associated with behaviors consistent with the knowledge being passed through peer assist. That is, an individual intends to behave in ways that illustrate success of the knowledge gained (Jimenez-Jimenez & Sanz-Valle, 2013). The intention to pass knowledge may be part of these behaviors, hence influencing the peer assist behavior. Beliefs, attitudes and subjective norm are internal and therefore part of the individual. The above theory Supported the third research objective: To determine the influence of Peer assistance on the performance of universities in Kenya.

Empirical Review

Birungi (2010) carried out a study on approaches of academic staff development and the perceived performance of lecturers at Uganda Martyr's university. Data collection was done through interview and questionnaires to lecturers from various schools with a sample size of 152 lecturers. Data was analyzed both qualitatively and quantitatively and the results revealed that that some approaches of academic staff development like peer assistance generally contributed to improved performance of lecturers who undertook them. Likewise, a study

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undertaken Babalhavaeji and Kermani (2011) did a study on knowledge sharing behavior influences: in a case of library and information science faculties in Iran, support this position adding to it the element of “peer observation” which would lead to peer-review and peer assistance. The researcher explains that people tend to grasp well under the dynamics of peer-group environment.

Odinga (2010) carried out a study on staff development programs and job performance of lecturers of Moi University. The exploratory research with a sample size of 174 academic staff established that the cumulative percent on collaborative research projects undertaken with their local academic peers, indicates that majority (65%) of the lectures have regularly undertaken researches with their peers and that had contributed improved research performance in the universities. According to Easterby-Smith and Lyles (2011) peer assistance is a tool which encourages participatory learning, by asking those with experience in certain activities to assist those wishing to benefit from their knowledge, through a systematic process, towards strengthened mutual learning.

Luque (2015) carried out a study on veteran teachers’ experiences with peer assistance and review programmes. The study used qualitative research design with a target population of 7 teachers. The data was collected through questionnaires and interview schedules and the analysis established that peer assistance leads to an improvement on performance. This study also shows how peer assistance makes multiple efforts to improve teaching practice by ensuring that teachers are supported by a well-trained, highly qualified teacher, ensuring that they have access to quality professional development that is aligned to their goals, and ensuring confidentiality, which increases trust between the peers. Cheng (2009) similar study shows that peer assistance ultimately aims to get rid of ineffective teachers by turning them into good teachers and hence improvement in their performance.

Kenya Bukhala (2012) carried out a study on the Effect of a peer-tutor programme on social, psychomotor and physical fitness of youth with and without intellectual disability in Nairobi County. The study adopted a Pre post quasi experimental research design. Data was collected by use of questionnaires to the target group of 106 youths with physical disabilities. The analysis of the data observed that peer assistance was a very effective and powerful strategy to develop academic skills the tutors need to carry out their jobs. The study observed that through peer to peer assistance tutors provides one-on-one attention, immediate feedback, and active learning in a non-threatening environment. This in turn improve employee work performance and in great extent organizational performance.

Gichuhi (2014) carried out research on knowledge sharing in Kenyan universities library. The study adopted a descriptive research design using a survey approach. Data was collected from 209 Library junior staff. The study shows that knowledge sharing forums were in place but were largely unplanned, uncoordinated and there existed no policy or strategy. She observed that knowledge sharing and knowledge sharing forums were organized when the need arose. The researcher further explains that knowledge sharing in private universities libraries was better done than in public universities. Although knowledge sharing indeed took place in university libraries, the bulk of knowledge that was shared was explicit. The sharing of tacit knowledge though was not formalized and the universities libraries lacked the strategies and the practices for sharing the tacit knowledge. The study shows that university libraries lacked strategies to share knowledge and particularly those to link people to each other and help them communicate so as to achieve complex knowledge transfers. Abdullah, Selamat, Jaafar, Abdullah and Sura (2008) similarly noted that without initiatives directed to sharing of tacit knowledge, knowledge sharing practices have mainly focused on explicit knowledge and any tacit knowledge sharing have be ignored and left to chance.

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Research Methodology

Descriptive research design was adopted in order to ascertain and describe the characteristics of the variable under study. Using descriptive research design was advantageous to the researchers since it was possible to understand the characteristics of the various groups in the study and assists in systematic thinking about the various aspects of the study. Descriptive research design was appropriate because it assisted in understanding the role of ICT in knowledge sharing in institutions of higher learning. Population is the total collection of elements about which the researcher wishes to make inferences (Cooper & Schindler (2011). At the time of study in Kenya there were 40 chartered universities; 23 public and 17 private universities. The choice of the chartered universities was informed by the fact that the chartered universities meets and continues to meet standards of academic excellency set by the commission of universities (CUE) in Kenya. The commission ensures that the universities have adequate physical, human, library and financial resources, viable relevant academic programmes and sound structure of governance (CUE, 2014). The unit of analysis was all the 40 chartered universities in Kenya and the unit of observation was the 12 chartered universities which formed 30% of the total numbers of universities. According to Creswell (2011) 30% of the total number of objects of research quantitatively is enough for sampling.

Research Findings

Descriptive Analysis for Peer Assistance

The success of peer assistance can be attributed to peers readily sharing their knowledge with each other and accepting knowledge from each other. The study sought to establish whether peer assistance existed among the academic staff. The analysis in Table 1 showed that 47.7% strongly agreed and 37.2% agreed that there exists peer assistance among academic staff. The analysis further showed that 1.0% was neutral, 5.8% disagreed and 8.3% strongly disagreed that there existed peer assistance among the academic staff. The results showed that 84.9% strongly agreed and agreed that knowledge sharing was being practiced in the Kenyan universities. Peer assistance is an important practice of knowledge sharing in organization. Similar observations were made by a study by Wanjiru (2010) on Supporting Peer-to-Peer User Communities observed that peer assistance was the most common knowledge sharing practice in institutions of learning. Similar thoughts are shared by Wang and Noe (2010) by pointing out that when struggling academic staff is referred to their peers their performance improves and the organizational goals achieved.

The analysis of the question whether peer assistance often took place among the academic staff showed that 22.8% strongly agreed, 63.9 % agreed that peer assistance took place among the academic staff. However 6.8% disagreed and 6.5% strongly disagreed that peer assistance often took place among the academic staff. Knowledge sharing in organization is a continuous process which should always take place in organizations as explained by Tan, Ying, Tuan and Ying (2010). Majority of the respondents 86.7% strongly agreed and agreed that knowledge sharing through peer assistance often took place on universities. Since knowledge degrades when a new departments introduces a new idea or thought which does not build on old ideas, the frequency of knowledge sharing is key and important a concept supported by Paulin and Suneson (2012) when they point out that the frequency of knowledge sharing should be high in organization to prevent degrading of created knowledge.

The study also sought to establish whether peer assistance was a common practice among the academic staff. The analysis in Table 1 revealed that 43.5% strongly agreed, 42.6%,

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agreed and 3.7% were neutral that peer assistance was a common practice in the universities. The analysis further showed that 1.6% disagreed and 2.6% strongly disagreed that peer assistance is a common practice among the academic staff in the university. Peer assistance is important social learning activity in organizations since it facilitates knowledge sharing, participatory learning, and collective problem solving in organizations asserts Aswath and Gupta (2009). The universities used peer assistance to share knowledge since 86.1% strongly agreed and agreed that peer assistance was a common practice in universities. The high percentage of academic staff was a confirmation that the academic staff understood the importance of peer assistance in organizations. Similarly the study by Pangil and Nasrudin (2008) points out that peer assistance promotes knowledge sharing more in learning institutions since peer easily trust each other and this promotes knowledge sharing.

Peers are more likely to tell the truth about problems they have encountered and tend to be more open and inclined to use knowledge they gain from others if they get it before they commit to a specific plan of action. The analysis of willingness to sharing knowledge freely the analysis revealed that 12.9% strongly agreed, 6.8% strongly disagreed and 3.7% were neutral that the peers shared knowledge willingly and freely. The analysis further showed that 37.8% disagreed and 37.8% strongly disagreed that the peers shared knowledge willingly and freely. Nejatian, Nejati, Zarei and Soltani (2013) point out that the greatest hindrance to knowledge sharing is knowledge hoarding or unwillingness to share knowledge. In most cases the employees who are unwilling to share knowledge believe that knowledge is power and if they share their knowledge they lose the power they have in organizations. The analysis of the willingness to share knowledge showed that 75.6% felt that the academic staffs were unwilling to share knowledge.

To establish whether the academic staff easily accepted and utilize the acquired knowledge from their peers the analysis as shown in Table 1 showed that 32.6% strongly agreed, 20.6% agreed and 6.1% were neutral. However 29.7% disagreed and 11.0% strongly disagreed that the academic staff utilize the acquired knowledge from their peers. Shared knowledge only becomes useful to the organization once it is put into use in the organization. In the analysis 53.2% agreed and strongly agreed that the acquired knowledge was accepted and utilized in the universities. The integration of the shared knowledge to the business strategy enables the organization to achieve its goals and objectives asserts Jeon, Kim and Koh (2011). The benefits of knowledge sharing can only be achieved if acquired knowledge is shared and utilized in organizations. Knowledge management is a management tool which is used to create a competitive advantage to an organization. The analysis on whether the management encourages peers to share knowledge showed that 12.9% strongly agreed, 57.4% agreed and 5.2% were neutral that the management encourages the peers to share knowledge. However 11.0% disagreed and 13.5% strongly disagreed that management encourages peers to share acquired knowledge. In the analysis of whether management encourages the academic staff to share knowledge 70.3% strongly agreed and agreed that the management encourages the academic staff to share knowledge. A similar observation was made by Kaburu and Embeywa (2014) when they pointed out that the university staff require more knowledge on how to improve their performance and further explains that the management of universities should encourage the academic staff to share knowledge by ensuring that promotions in their careers should be based on the shared knowledge.

From the findings in it can be noted that the mean of the statements used to measure peer assistance ranged between 2.1 and 2.4. This showed that majority of the respondents were in agreement with the statements used to measure peer assistance. Similarly, the standard deviation of the items ranged between, 0.6 to 1.1. It was deduced that the

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responses to the items had a deviation of 0.5 which meant that the data points were not very far from the mean value.

Table 1 Peer Assistance

Item	SA %	A %	N %	D %	SD %	M	SD
Peer assistance exists among the academic staff	47.7	37.2	1.0	5.8	8.3	2.1	0.6
Peer assistance often takes place among the academic staff in this university.	22.8	63.9	0.0	6.8	6.5	2.2	0.7
Peer assistance is a common practice of sharing knowledge among the academic staff in this university.	43.5	42.6	9.7	1.6	2.6	2.3	0.9
Peers of academic staff share knowledge willingly and freely	12.9	6.8	3.7	37.8	38.8	2.4	1.1
Academic staff in the department easily accepts and utilize the acquired knowledge from their peers.	32.6	20.6	6.1	29.7	11.0	2.3	0.9
Management encourages peers to share the knowledge acquired.	12.9	57.4	5.2	11.0	13.5	2.4	1.1

Challenges of Peer Assistance in Universities

The study identified the following challenges as shown in Table 2 which hindered peer assistance in the universities in Kenya; unwillingness to share knowledge 58.7%, absence of structured peer assistance 38.1%, lack of knowledge sharing culture 32.9%, ethnicity 25.9% and some peers shying away from asking 20.6%. Many studies have identified different challenges of peer assistance argues Li (2012). The scholar further explains that culture of the employees in the organizations can lead to unwillingness to share knowledge. Some of the challenges identified by Hareya (2011) are lack of communication skills and social networks, differences in national culture, overemphasis of position statuses, and a lack of time and trust. The challenges identified by Ibia (2014) include unwillingness to share knowledge, limited time for sharing knowledge, organizational culture which does not support knowledge sharing and lack of trust.

Table 2 Challenges of Peer Assistance

Challenges of peer Assistance	Frequency	Percent
Unwillingness to share Knowledge	91	58.7
Absence of structured peer assistance	59	38.1
Lack of Knowledge sharing culture	51	32.9
Ethnicity	40	25.9
Some peers shy away from asking	32	20.6

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The respondents listed the following solutions (Table 3) to the encountered challenges. The challenges were; Scheduling time for peer assistance 52.9%, creating the culture of knowledge sharing 45.2%, creating the need to share knowledge 44.5%, having structured peer assistance 29.0%, institutions to empower peers to share knowledge 17.4% and practicing equality among academic staff 12.9%. Habtamu (2011) suggests that the creation of knowledge sharing culture in organizations is the main solution to all the challenges faced in knowledge sharing. Golamreza, Seyyedi, and Damirchi (2012) explains that creation of communication networks and creation of knowledge sharing culture together with building of trust and creating time for peer assistance would solve the challenges of peers assistance. Easa (2011) suggests that creating awareness on the need for knowledge sharing in organization would reduce on the unwillingness to share knowledge and creating organizational culture which is support knowledge sharing and building of trust can reduce on the challenges of peer assistance in organizations.

Table 3 Solutions to Challenges of Peer Assistance

Solutions	Frequency	Percent
Scheduling time for peer assistance	82	52.9
Create the culture of knowledge sharing	70	45.2
Creating awareness for need to share knowledge	69	44.5
Have structured peer assistance	45	29.0
Institutions to empower peers to share knowledge	27	17.4
Practicing Equality	20	12.9

Peer Assistance in Public Universities versus Private Universities

A comparison on public and private universities on whether peer assistance exists among the academic staff was done. The analysis as shown in Table 4 shows that in public universities 7.1% strongly agreed, 74.0% agreed while 11.8% were neutral to the statements that peer assistance exists among the academic staff. However, 7.1% disagreed and 0.0% strongly disagreed that peer assistance exists among the academic staff. In the private universities study established that in private universities 10.7% strongly agreed, 82.1% agreed while 7.1% were neutral to the statement that peer assistance exists among the academic staff. However, 46.4% disagreed and 7.1% strongly disagreed peer assistance exists among the academic staff. Further analysis showed that 81.1% of the respondents in the public universities agreed and strongly agreed peer assistance exists among the academic staff. In private universities 92.8% agreed and strongly agreed that peer assistance exists among the academic staff. The analysis showed that there was more of knowledge sharing through peer assistance in private universities than public universities in Kenya. Birungi (2010) affirms that peer assistance in organizations is mainly based on the organizational culture of knowledge sharing.

In the means and the standard deviation analysis (Table 4) the mean of the item was 2.2 and 2.0 this showed that the respondent shared similar observation on the statement peer assistance exists among the academic staff. All respondents agreed that peer assistance existed in the universities. The standard deviations were 0.7 and 0.4 implying there was no much variation in the responses of the academic staff in both the private and public universities.

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Table 4 Peer assistance exists among the academic staff

Statement	University	SA	A	N	D	SD	M	SD
		%	%	%	%	%		
Peer assistance exists among the academic staff	Public	7.1	74.0	11.8	7.1	0.0	2.2	0.7
	Private	10.7	82.1	7.1	46.4	7.1	2.0	0.4

A comparison on public and private universities on whether peer assistance often takes place among the academic staff was done. The analysis in Table 5 showed that in public universities 61.0% strongly agreed, 20.1% agreed while 11.8% were neutral to the statements that peer assistance often takes place among the academic staff. However, 7.1% disagreed and 0.0% strongly disagreed that peer assistance often takes place among the academic staff. In the private universities study established that in private universities 39.3% strongly agreed, 57.1% agreed while 0.0% were neutral to the statement that peer assistance often takes place among the academic staff. However, 3.6% disagreed and 0.0% strongly disagreed that peer assistance often takes place among the academic staff. Further analysis showed that 82.0% of the respondents in the public universities agreed and strongly agreed that peer assistance often takes place among the academic staff. In private universities 96.4% agreed and strongly agreed that peer assistance often takes place among the academic staff. The analysis showed that peer assistance was taking place in Kenyan universities with the private universities giving the highest percentage of peer assistance participation then the public universities. The findings agreed with earlier findings that the academic staff of private universities participated more in peer assistance than public universities.

In the means and the standard deviation analysis (Table 5) the mean of the item was 2.3 and 1.7 this implied that the respondents in both categories agreed with the statement that peer assistance often took place in the universities. The standard deviation was 0.7. It was deduced that the responses to the items did not deviate from the expected responses.

Table 5 Peer assistance often takes place in the university

Statement	University	SA	A	N	D	SD	M	SD
		%	%	%	%	%		
Peer assistance often takes place among the academic staff	Public	61.0	20.1	11.8	7.1	0.0	2.3	0.7
	Private	39.3	57.1	0.0	3.6	0.0	1.7	0.7

A comparison on public and private universities on peer assistance was a common practice of KS among academic staff was done. The analysis in Table 6 showed that in public universities 13.4% strongly agreed, 58.3% agreed while 11.8% were neutral to the statements that peer assistance was a common practice of KS among academic staff. However, 13.4% disagreed and 3.1% strongly disagreed peer assistance was a common practice of KS among academic staff. In the private universities study established that in private universities 14.3% strongly agreed, 82.1% agreed while 0.0% were neutral to the statement that peer assistance was a common practice of KS among academic staff. However, 3.6% disagreed and 0.0% strongly disagreed that peer assistance was a common practice of KS among academic staff.

Further analysis showed that 71.7% of the respondents in the public universities agreed and strongly agreed that peer assistance was a common practice of KS among academic staff. In private universities 96.4% agreed and strongly agreed that peer assistance was a common

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practice of KS among academic staff. The analysis showed that peer assistance was more common to the academic staff of private universities than academic staff of public universities. Luque (2015) asserts that peer assistance in learning institutions is promoted by an environment of trust and good relationships an observation to be adopted by all learning institutions.

In the means and the standard deviation analysis (Table 6) the mean of the item was 2.3 and 1.9. This showed that the respondent shared similar observation on the statement peer was common practice in universities. All respondents agreed that peer assistance was a common practice in the universities. The standard deviations were 1.0 and 0.5 implying there was no much variation in the responses of the academic staff in both the private and public universities. The public universities had a higher standard deviation than the private universities which implied that the data points in the public universities were more far from the mean value of the item compared to the public universities.

Table 6 Peer Assistance was a Common Practice among Academic Staff

Statement	University	SA	A	N	D	SD	M	SD
		%	%	%	%	%		
Peer assistance is a common practice of KS among academic staff	Public	13.4	58.3	11.8	13.4	3.1	2.3	1.0
	Private	14.3	82.1	0.0	3.6	0.0	1.9	0.5

A comparison on public and private universities on whether peers shared knowledge willingly and freely was done. The analysis in Table 7 showed that in public universities 8.7% strongly agreed, 57.5% agreed while 9.4% were neutral to the statements that peers shared knowledge willingly and freely. However 17.3% disagreed and 7.1% strongly disagreed that peers shared knowledge willingly and freely. In the private universities study established that in private universities 32.1% strongly agreed, 53.4% agreed while 10.7% were neutral to the statement that the peers shared knowledge willingly and freely. However, 3.6% disagreed and 0.0% strongly disagreed that peers shared knowledge willingly and freely. Further analysis showed that 66.6% of the respondents in the public universities agreed and strongly agreed that peers shared knowledge willingly and freely.

In private universities 85.5% agreed and strongly agreed that peers shared knowledge willingly and freely. The analysis showed that the academic staff shared knowledge willingly and freely with the academic staff from the private universities showing the highest level of willingness to share knowledge freely. The findings are in line with the assertion of Jeng and Dunk (2013) who explain that most employees are willing to share knowledge except a few who believe that knowledge is power and sharing of the tacit knowledge they have acquired over time makes them lose power in organization.

In the means and the standard deviation analysis (Table 7) the mean of the item was 2.6 and 1.9 this implied that the respondents in both categories agreed with the statement that peers share knowledge willingly and freely. The standard deviation was 0.8 and 1.1. It was deduced that the responses to the items did not deviate much, from the expected responses because of the small range in the standard deviation.

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Table 7 Peers Share Knowledge Willingly and Freely

Statement	University	SA	A	N	D	SD	M	SD
		%	%	%	%	%		
Peers share knowledge willingly and freely	Public	8.7	57.5	9.4	17.3	7.1	2.6	1.1
	Private	32.1	53.4	10.7	3.6	0.0	1.9	0.8

A comparison on public and private universities on whether peers easily accept and utilize the acquired knowledge was done. The analysis in Table 8 revealed that in public universities 7.1% strongly agreed, 63.8% agreed while 15% were neutral to the statements that peers easily accept and utilize the acquired knowledge. However 11.0% disagreed and 3.1% strongly disagreed that peers easily accept and utilize the acquired knowledge. In the private universities study established that in private universities 14.3% strongly agreed, 46.4% agreed while 21.4% were neutral to the statement that the peers easily accept and utilize the acquired knowledge. However, 3.6% disagreed and 0.0% strongly disagreed that peers easily accept and utilize the acquired knowledge.

Further analysis showed that 70.9% of the respondents in the public universities agreed and strongly agreed that peers easily accept and utilize the acquired knowledge. In private universities 60.7% agreed and strongly agreed that peers easily accept and utilize the acquired knowledge. The analysis showed that the academic staffs in public universities were more willing to accept and utilize acquired knowledge more compared to the academic staff of private universities. Kaburu and Embeywa (2014) point out that many learning institutions have employees who are willing to share knowledge with just a small fraction preferring to hoard knowledge in fear of losing their status in organizations.

In the means and the standard deviation analysis (Table 8) the mean of the item was 2.4 and 2.0 this implied that the respondents in both categories agreed with the statement that peers easily accepted and utilized the newly acquired knowledge. The standard deviation was 0.9. It was deduced that the responses to the items did not deviate much, from the expected responses.

Table 8 Peers Easily Accept and Utilize the Acquired Knowledge

Statement	University	SA	A	N	D	SD	Mean	SD	A com paris on publ
		%	%	%	%	%			
Peers easily accept and utilize the acquired knowledge	Public	7.1	63.8	15	11.0	3.1	2.4	0.9	A com paris on publ
	Private	14.3	46.4	21.4	3.6	0.0	2.0	0.9	

ic and private universities on whether management was encouraging peers to share knowledge acquired was done. The analysis in Table 9 that in public universities 10.2% strongly agreed, 55.1% agreed while 15.7% were neutral to the statements that management was encouraging peers to share knowledge acquired. However 12.6% disagreed and 6.3% strongly disagreed that management was encouraging peers to share knowledge acquired. In the private universities study established that in private universities 25.0% strongly agreed, 67.9% agreed while 3.6% were neutral to the statement that management was encouraging peers to share knowledge acquired. However, 3.6% disagreed and 0.0% strongly disagreed that management was encouraging peers to share knowledge acquired. Further analysis showed that 65.3% of

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the respondents in the public universities agreed and strongly agreed that management was encouraging peers to share knowledge acquired. In private universities 92.9% agreed and strongly agreed that management was encouraging peers to share knowledge acquired. The analysis showed that the management of private universities encouraged the academic staff more to share knowledge than the university management of public universities. Gudo and Olel (2011) disagree with the findings when they explain that it's the desire of every manager to promote knowledge sharing in their organizations.

In the means and the standard deviation analysis (Table 9) the mean of the item was 2.4 and 2.3 this implied that the respondents in both categories agreed with the statement that management encouraged the peers to share knowledge acquired. The standard deviation was 1.0. It was deduced that the responses to the items did not deviate much, from the expected responses.

Table 9 Management Encourages Peers to Share Knowledge Acquired

Statement	University	SA %	A %	N %	D %	SD %	Mean	SD
Management encourages peers to share knowledge acquired	Public	10.2	55.1	15.7	12.6	6.3	2.4	1.0
	Private	25.0	67.9	3.6	3.6	0.0	2.3	1.0

Recommendations

The study recommends that universities should create awareness on the importance of knowledge sharing to reduce on the number of academic staff who shy from sharing knowledge. The study also recommends provision of common rooms at departmental level to facilitate knowledge sharing among academic staffs that use the common rooms. The study too recommends that activities which promote team work should be enhanced so that trust and relationships are built since peer assistance is based on relationships and trust.

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