

Examining the Effect of Knowledge Acquisition and Information Distribution on Employees' Performance in Classified Hospitality Firms in Kenya

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Abstract: Performance at employees' level is critical to the overall performance of the organization since employees have the first sight of service and product delivery. Knowledge acquisition and information distribution have been acknowledged in literature as fundamental constructs of organizational learning with significant impact on performance. However, most studies have focused on performance at organizational level with limited attention to employees' performance. Empirical literature is inconclusive on the effect of knowledge acquisition and information distribution on employees' performance in different contexts. Therefore, the objective of this study was to examine the effect of knowledge acquisition and information distribution on employees' performance in the hospitality sector in Kenya. Using purposive and stratified random sampling, a sample of 225 respondents was selected from 75 classified hospitality firms in Kenya. Data was collected using a self-administered questionnaire and analyzed using multiple regression and correlation analyses. The results indicated that knowledge acquisition and information distribution were significantly positively correlated with employees' performance and had higher effect on employees' performance dimensions of service delivery and efficiency. The findings underscore the significance of acquiring new knowledge, exploiting the existing knowledge, sharing knowledge and distributing information to improve service delivery and efficiency in the hospitality sector. The findings emphasize the need to align new knowledge to firm's strategy and processes in order to enhance impact on employees' performance.

Keywords: Employees' Performance, Information Distribution, Knowledge Acquisition, Organizational Learning

1. Introduction

The hospitality sector is characterized by volatile business environment which calls for improved performance at employee level because of the personalized nature of service delivery. The view that employees have first view of opportunities for product and process change underlines the significance of employees' behavior and outcomes to the success of the firms [22, 45]. Therefore, there is need to effectively manage employees' performance, particularly in developing their ability and motivation to perform and make contribution in the organization [36].

Empirical literature has drawn a link between organizational learning and employees' performance with

evidence suggesting that organizational learning aligns employees to organizational goals and values and improves their citizenship behaviour. Further, organizational learning is linked to employee's attitudes, perceptions and actual behaviour [46]. The centrality of employees' performance to organizational performance provides the basis to invest and develop employees through learning [19]. A learning climate characterized by acquisition of new knowledge and information distribution among employees is significant in development of employees' capabilities for optimal performance. An organization characterized by a solid culture of learning is best placed to harness employee innovative behaviour as knowledge and information are transferred and exchanged [34].

Empirical literature [29] suggests that organizational learning capacity transcends every facet of organization's system and that employees are the life-blood of organizational learning process as firms are reliant on employee's creativity, innovativeness, exploitation of existing knowledge, exploration of new knowledge, and information and knowledge sharing [24]. Supporting this view, some scholars [23] aver that employees play significant role in idea generation, dissemination and implementation.

Despite the consensus that organizational learning practices are linked to achievement of higher employees' performance [2], research on organizational learning has to a large extent focused on performance at the organization level. There is scarcity of empirical studies that link organizational learning and employee level performance. The need to study performance at employee level is dire since employees' performance is critical to organizational effectiveness and competitiveness [1].

The current study adopted organization learning as the process of acquiring, distributing, interpreting and storing organizational knowledge and information [21]. Knowledge acquisition and information distribution were studied as the predictor variables. On the other hand, employees' performance, the dependent variable, was studied using the task and contextual model of performance [9] with four indicators: service delivery, efficiency, teamwork and citizenship behaviour.

The general objective of the study was to examine the effect of knowledge acquisition and information distribution on employees' performance in classified hospitality firms in Kenya. The specific objectives of the study were:

- i. To determine the effect of knowledge acquisition on employees' performance in classified hospitality firms in Kenya
- ii. To establish the effect of information distribution on employees' performance in classified hospitality firms in Kenya

The research hypotheses were:

H₀₁: Knowledge acquisition has no significant effect on employees' performance in classified hospitality firms in Kenya

H₀₂: Information distribution has no significant effect on employees' performance in classified hospitality firms in Kenya

2. Literature Review

2.1. Organizational Learning

The concept of organizational learning has gained prominence with scholars adopting varied theoretical standpoints on its construction and operationalization [6, 7, 21, 37, 38, 43]. Senge's Model [43] proposes a five-dimensional model of organizational learning comprising personal mastery, mental models, shared visions, team-learning, and systems thinking encapsulating learning at individual, group and organizational levels. Building on

Senge's model, organizational learning is viewed to constitute four dimensions of socialization (transferring tacit knowledge into tacit knowledge), externalization (transferring tacit knowledge into explicit knowledge), internalization (transferring explicit knowledge into tacit knowledge), and combination (transferring explicit knowledge to explicit knowledge) [38].

An earlier model of organizational learning comprising knowledge acquisition, information distribution, information interpretation and organizational memory [21] has gained prominence in recent empirical studies [5, 13, 40]. Although some scholars have studied organizational learning as a capability [11, 18], a process [6, 40] and as part of organizational culture, it is argued that Huber's model [21] incorporates the fundamental aspects of organizational learning [40], that is, knowledge acquisition, information distribution, information interpretation and organizational memory. For the purpose of this study, the constructs of organizational learning used were knowledge acquisition and information distribution as used in previous studies [40]. Knowledge acquisition was indicated by founder's vision or congenital learning, experience-based and indirect learning, searching and grafting. The second construct information distribution was indicated by communication, inter departmental meetings, cross-training, discussions and proposals, social networks, and information diffusion.

2.2. Ability, Motivation and Opportunity Theory

Ability, motivation and opportunity (AMO) theory advanced [3] has become a fundamental theory in HRM literature. The theory proposes that the firm's performance is a product of employee outcomes highlighted by employee attitudes, motivation and opportunity to perform and contribute to organizational goals. The theory postulates that it is the employee's attitudes and resultant behaviour or performance that directly influence how organizations systems impacts firm performance. This view holds that employee performance is the fulcrum of the firm's performance.

The theory postulates that organization's culture and climate as characterized by HR strategies, policies, systems and practices should focus on enhancing employee performance through developing employees' abilities and motivation to perform and creating opportunities for them to make significant contributions to organizational goals. Enhanced employee outcomes (in terms of skills, attitude, motivation and behaviour) leads to positive behavioural outcomes [26]. According to literature [36], employee's ability determines the extent of performance, motivation of employees influences the extent to which the employee exert themselves within their abilities, and opportunity involves the chances the ability of the motivated employees to immerse themselves to perform as per the requirements of their roles and standards of performance set. This theory promotes an organizational climate that is performance-oriented with support and autonomy at the core, elements which are also critical for a learning environment [47].

Studies have drawn the link between organizational learning and employee's performance through maximization of intellectual capital [25]. This linkage is explained by the much acclaimed theoretical postulation that employee's contribution is a direct outcome of ability, motivation and opportunity. Employees whose abilities have been enhanced, are motivated, and provided opportunities for growth are more likely to be creative, optimize and share knowledge, seek new knowledge and ultimately be more inclined towards the performance goals of the organization [30, 31, 46]. Therefore, this theory is used to explain employees' behavioural outcomes.

2.3. Task and Contextual Performance Model

Task and contextual performance model [9] has been embraced by scholars who view performance as comprising both task and contextual elements. The dimensions of employee's performance: job proficiency, communication, discretionally effort, discipline, teamwork, and leadership [10] have elicited empirical interest for decades. However, task and contextual performance model view task performance as employee's effectiveness in executing technical activities while contextual performance refers to employee's undertaking of activities that relate to social, cultural and psychological contexts or dimensions of the organization. The contextual performance dimensions comprise enthusiasm, extra effort, volunteering, assisting and cooperating with coworkers, adhering to rules and procedures and participating in corporate affairs [9].

The validity of the task and contextual model has been tested with results showing that measures such as task execution, job proficiency, efficiency, assisting coworkers, cooperation, and teamwork are valid measures of employee's performance [14]. Contextual performance closely relates to organizational citizenship behaviour which comprise elements of altruism, courtesy, sportsmanship, conscientiousness and civic virtue. Of particular interest to this study is altruism which refers to employees' activities of helping and assisting colleagues, conscientiousness which involves adherence to the rules and regulations, and civic virtue which is demonstrated in employee's concern and interest in the affairs of the organization [14]. This study adopted task and contextual model to measure employee's performance using service delivery, efficiency, team work, and citizenship behaviour as indicators.

2.4. Knowledge Acquisition and Employees' Performance

Several studies have been conducted on the effect of knowledge acquisition on various aspects of firm performance. For instance, a study [1] investigated the relationship between knowledge acquisition and employee's performance in tertiary educational institutions in Nigeria. The results revealed that knowledge acquisition has significant effect on employee's performance. Empirical studies have revealed that knowledge acquisition is mainly affected by organizational factors that include absorptive

capacity, organizational structure and culture [11, 19]. A positive relationship between knowledge acquisition and organizational contextual factors such as organizational goals and shared vision has been established. It is argued that contextual factors influence acquisition of knowledge with management playing a critical role. The management role is primarily in searching for new knowledge from external sources and grafting or appropriation of this knowledge into the organization [39]. A study [28] that investigated the factors influencing knowledge acquisition among employees in public sector in Taiwan showed a link between information interpretation and knowledge acquisition. Further the findings revealed that information literacy and training impacted employees learning experience and ultimately their performance.

Learning in organizations is multi-levelled [42]. It occurs through individuals, amongst working groups and organizational units. Knowledge is acquired and stored in the mind and work related behaviors at the individual level. It is reflected in form of tacit knowledge, mental models, skills, expertise, competence and application or experience. At the group level, members acquire knowledge through social interactions and team or group working. This knowledge or learning is reflected in performance of tasks. Lastly, knowledge is acquired and institutionalized through organizational strategies, structures, processes, systems and culture at organizational level. It is evident that the construct of knowledge acquisition has received varying empirical operationalization. However, measures including tacit and explicit knowledge, exploration, exploitation, sources of information, searching, risk taking, experimenting, managerial commitment and systems perspective have been used as indicators of knowledge acquisition [40, 42].

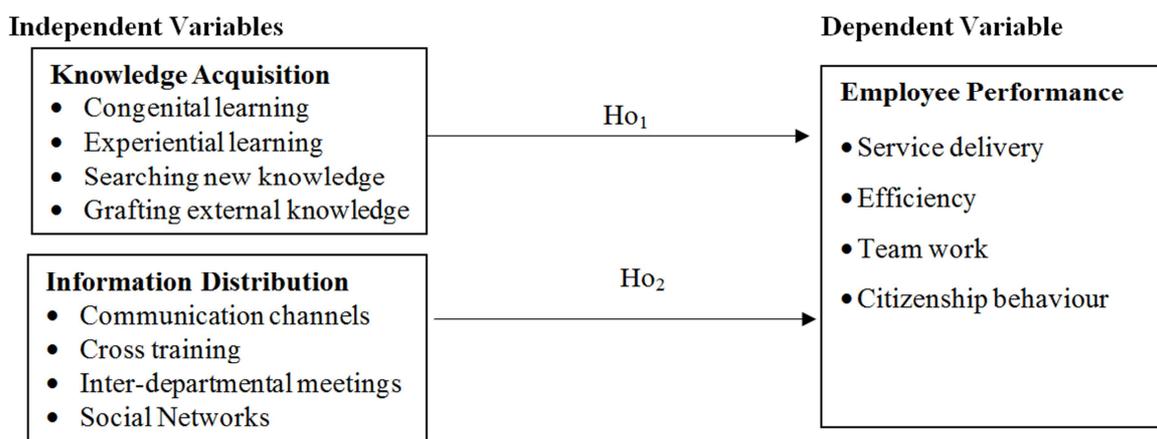
2.5. Information Distribution and Employees' Performance

Empirical studies reveal that the transfer or distribution of knowledge within work groups and among different organizational units is fundamental to organizational learning. A study [4] examined the link between organizational learning and performance. The study holds that information distribution and knowledge dissemination involved organizing, capturing and actual distribution of knowledge and information to other users. Employees learn directly from own experience and indirectly from other each other. Although it is difficult to disseminate and formalize tacit knowledge, it creates inimitability which is a basis for competitive advantage. Information distribution across groups, organizational units or geographical boundaries is done through technology, personal movement, templates, routines and social networks and alliances mechanisms.

An empirical study examining knowledge assimilation process of rapidly internationalizing SMEs [17] established that distribution of knowledge within work groups and among different organizational units was fundamental to organizational learning. This distribution occurs in a shared social context of interlinked units

through a network of shared resources. To facilitate knowledge and information distribution across work groups and organizational units, line managers play a critical role as the pillars of dissemination through provision of managerial support. Information distribution is associated with positive organizational outcomes including high productivity, efficiency, creativity and innovative behaviour. The study reveals that knowledge should be shared and institutionalized. To promote knowledge and information sharing, organizations redesign their physical infrastructure to form open offices and information networks and also implement systems of rewarding knowledge sharing [42].

2.6. Conceptual Framework



Source: Njoroge, Bula and Wanyoike (2020).

Figure 1. Conceptual Framework.

3. Research Methodology

3.1. Research Design, Data Collection and Analysis

Both descriptive and explanatory research designs were adopted for the study. The designs were cross-sectional in nature. The target population comprised 75 firms classified as five star, four star and three star located in Nairobi and South Rift regions in Kenya. Using stratified random sampling, a sample of 225 respondents comprising managers for human resources, food and beverage, and accommodation and conferencing was selected. Data was collected using a semi structured self-administered questionnaire.

To ascertain validity of the research instrument, validated measures were used to operationalize study variables and constructs. A twelve-item scale was used to measure each variable. Measures for Knowledge acquisition and information distribution were adapted from measures used in past studies [21, 40]. Employees' performance twelve-item scale was adapted from Borman & Motowidlo task and contextual model [9] whose measures have been validated empirically [14]. To test the reliability of the quantitative measures, Cronbach's Alpha Coefficient statistical method was used in which a Cronbach's alpha coefficient value

greater than 0.7 was considered adequate [20]. However, some studies have determined that culture, strategy, information technology, training do not have significant influence on transfer and distribution of knowledge and information [16]. Empirically, learning-oriented organizations are more predisposed to develop an agile and innovative culture. It is argued that knowledge resources are instrumental in organizational differentiation, competitiveness and innovative capabilities due to the rarity and inimitable nature of knowledge [32]. Knowledge is at the centre of organizational learning which many scholars have considered to be an antecedent of both firm and employee level performance [29].

greater than 0.7 was considered adequate [20].

Data was analyzed using both descriptive and inferential statistics. Diagnostic tests were conducted prior to quantitative analysis. The empirical model for relationship between independent variables and dependent variable was determined using multiple regression analysis. Pearson correlation analysis was used to evaluate whether there was statistical evidence for a linear relationship among the same pairs of study variables. The correlations were to be considered strong if the coefficient $r > 0.5$ at 95% level of confidence [12, 41].

3.2. Measurement of Variables

The independent variables, knowledge acquisition and information distribution, were measured using scale of items validated empirically [13, 15, 21, 40]. The constructs which form the explanatory variables are knowledge acquisition and information distribution. The indicators of knowledge acquisition were congenital learning, experiential learning, searching new knowledge and grafting external knowledge. The indicators of information distribution included communication, cross training, inter-departmental meetings and social networks [15, 40]. Employees' performance, which is the dependent variable, was operationalized based

on the indicators advanced in the task and contextual model [9]. The measures adopted to indicate task and contextual performance for this study were service delivery, efficiency,

teamwork, citizenship behavior. These measures have been adapted in empirical literature [14].

3.3. Hypothesis Testing

Table 1. Hypothesis Testing.

Hypothesis (Ho)	Hypothesis Test	Statistical Model
Ho ₁ : Knowledge acquisition has no significant effect on employee’s performance in classified hospitality firms in Kenya	X ₀ : β = 0 X ₀ : β ≠ 0 Reject H ₀ if p < 0.05, If not fail to reject the H ₀	Y = β ₀ + β ₁ X ₁ + β ₂ X ₂ + ε Where: Y = Employee’s Performance X ₁ = Knowledge Acquisition X ₂ = Information Distribution ε = Error term
Ho ₂ : Information distribution has no significant effect on employee’s performance in classified hospitality firms in Kenya	X ₀ : β = 0 X ₀ : β ≠ 0 Reject H ₀ if p < 0.05, If not fail to reject the H ₀	β ₀ = Intercept β ₁ - β ₂ = Slope coefficients

Source: Njoroge, Bula and Wanyoike (2020).

4. Results and Discussions

4.1. Reliability of Research Instrument

To test the reliability of the research instrument, internal consistency reliability test was conducted on all items to get

the Cronbach’s alpha coefficient. This approach was considered suitable for measuring internal consistency when multiple Likert questions have been used [41]. Internal consistency of questionnaire items was considered adequate if they had a Cronbach’s alpha coefficient value of 0.7 or higher [20].

Table 2. Reliability of Questionnaire Items.

Variables	Measures	No. of Items	Cronbach’s Alpha Value
Independent Variables Knowledge Acquisition	Congenital learning	3	0.889
	Experiential learning	3	0.912
	Searching	3	0.892
Information Distribution	Grafting	3	0.875
	Communication	3	0.902
	Cross training	3	0.922
	Inter-departmental meetings	3	0.893
	Social networks	3	0.855
Dependent Variable Employees’ Performance	Service delivery	3	0.913
	Efficiency	3	0.877
	Team Work	3	0.944
	Citizenship Behaviour	3	0.928

Source: Njoroge, Bula and Wanyoike (2020).

The results presented in table 2 show that the questionnaire had internal consistency with all items having a coefficient value greater than 0.7. For the independent variables, the items for knowledge acquisition and information distribution had coefficient values > 0.85 and on all items and employees’ performance items had an aggregate of α > 0.9 on all items of measure.

4.2. Response Rate

Out of the 225 questionnaires administered to respondents who comprised human resource managers, food and beverage managers and accommodation and conferencing managers, 162 were completed and considered valid for the study which is equivalent to 72 per cent response rate. A response rate of 70 per cent and above is considered good and adequate for

analysis as it surpasses the threshold of 50 percent [8, 12].

4.3. Adoption of Knowledge Acquisition and Information Distribution Practices

The results for adoption of knowledge acquisition show that firms have adopted congenital learning, experiential learning, searching and grafting to a great extent. Learning from experience, internal sources and from outside the organization are the main ways of acquiring knowledge with means of 4.229, 3.875 and 3.999 respectively on a 5-point Likert scale. Knowledge is acquired mainly to refine existing processes (Mean 3.999), help solve problems (Mean 3.627) and for competitiveness through service improvement (Mean 3.592). This is in line with past studies that identified knowledge acquisition as critical in improving efficiency and

competitiveness [1].

The results indicate that information distribution indicators, communication, cross training, interdepartmental meetings and social networks, have been adopted to a significant level in classified hospitality firms. Communication and cross training emerged as the most critical in information distribution and knowledge sharing with means of 3.958 and 3.690 respectively on a 5-point Likert scale. The main objective of information distribution is to solve problems. Formal structures for knowledge sharing and cross functional meetings have been used to integrate existing information and assess new

knowledge. However, there is need to enhance the climate of trust and collaboration, and involvement of employees in decision making processes because learning is a social activity [5].

4.4. Knowledge Acquisition and Information Distribution Influence on Employees' Performance

The study sought to establish the extent of influence of knowledge acquisition and information distribution on employees' performance indicators as shown in table 3.

Table 3. Effect on Employees' Performance.

Independent Variables	Employees' Performance	N	Min	Max	Mean	Std. Dev	Std. Error
Knowledge Acquisition	Service Delivery	162	1	5	3.864	1.045	0.082
	Efficiency	162	1	5	3.870	0.983	0.077
	Teamwork	162	1	5	3.302	1.551	0.122
	Citizenship Behaviour	162	1	5	3.537	1.322	0.104
Information Distribution	Service Delivery	162	1	5	3.938	1.028	0.081
	Efficiency	162	1	5	3.833	1.159	0.091
	Teamwork	162	1	5	3.426	1.501	0.118
	Citizenship Behaviour	162	1	5	3.543	1.397	0.110

Source: Njoroge, Bula and Wanyoike (2020).

The results presented in table 3 show that knowledge acquisition and information distribution have a high influence on the various aspects of employees' performance. It is evident that knowledge acquisition and information distribution have higher influence on service delivery and efficiency.

4.5. Correlation Between Organizational Learning and Employees' Performance

Table 4. Pearson Correlation Matrix.

Dimension		Employees' Performance	Knowledge Acquisition	Information Distribution
Employees' Performance	Pearson Correlation	1	.764**	.785**
	Sig.(2-tailed)		.001	.000
Knowledge Acquisition	Pearson Correlation	.764**	1	.061
	Sig.(2-tailed)	.001		.084
Information Distribution	Pearson Correlation	.785**	.061	1
	Sig.(2-tailed)	.000	.084	

**Correlation is significant at the 0.01 level (2-tailed).

Source: Njoroge, Bula and Wanyoike (2020).

The results in table 4 indicate that independent variables have statistically significant positive correlation with employees' performance. The correlation between knowledge acquisition and employees' performance, $r = .764^{**}$ is statistically significant, $p (0.001) < 0.05$, information distribution and employees' performance, $r = .785^{**}$ is statistically significant, $p (0.000) < 0.05$. The correlation between knowledge acquisition and information distribution, $r = 0.061$, $p (0.084) > 0.05$, which implies that there is no significant relationship between the independent variables.

The study sought to determine whether knowledge acquisition and information distribution had a correlation with employees' performance. A Pearson's correlations of dimensions was conducted to determine correlation coefficients of each variable and employees' performance and to establish whether the correlations were statistically significant using 2-tailed, sig. < 0.05 . The results of the correlation matrix are shown in table 4.

These findings relate with past studies that have established a correlation between organizational learning indicators and employees' performance [1, 2].

4.6. Regression Analysis

In order to test hypotheses, linear regression analysis was performed. The regression analysis was used to examine how changes in the independent variables (knowledge acquisition and information distribution) influenced changes in the dependent variable (employees' performance). The results are

presented in table 5.

Table 5. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.772	.596	.591	.624

Predictors: (Constant), knowledge acquisition, information distribution.

Source: Njoroge, Bula and Wanyoike (2020).

The results presented in table 5 show a significant proportion of variance in performance ($R^2 = 0.596$). The results indicate that the independent variables collectively explain 59.6% of the variation in employees' performance.

This implies a significant influence of knowledge acquisition and information distribution on employees' performance in classified hospitality firms.

Table 6. ANOVA.

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	64.76	2	32.38	83.03	.000
	Residual	61.01	159	0.39		
	Total	125.77	161			

a. Predictors: (Constant), knowledge acquisition, information distribution.

b. Dependent variable: employees' performance.

Source: Njoroge, Bula and Wanyoike (2020).

The study tested the overall significance of the model using ANOVA (F) test at 95% confidence level. The results in table 6 show sig. $p(0.00) < 0.05$ which means that the regression model statistically significantly predicts the outcome variable. That is, knowledge acquisition and information distribution can be used to reliably predict employees' performance at 0.05 significance level.

Table 7. Regression Coefficients for Independent Variables.

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.968	.565		5.253	.000
	Knowledge Acquisition	.252	.064	.386	3.938	.000
	Information Distribution	.287	.071	.415	4.042	.000

Dependent Variable: employees' performance.

Source: Njoroge, Bula and Wanyoike (2020).

The results of regression coefficients for independent variables presented in table 7 were used to test hypotheses and draw conclusions.

H_{01} : Knowledge acquisition has no significant effect on employees' performance in classified hospitality firms in Kenya

As indicated in table 7, the null hypothesis was rejected since knowledge acquisition significantly predicted employees' performance: $\beta = 0.252$, $p(0.000) < 0.05$ at 95% confidence level. This finding imply that knowledge acquisition has significant effect on employees' performance. This is consistent with empirical studies that have established that knowledge acquisition is a determinant of employees' performance [1, 2, 40].

H_{02} : Information distribution has no significant effect on employees' performance in classified hospitality firms in Kenya

The null hypothesis was rejected since information distribution significantly predicted employees' performance: $\beta = 0.287$, $p(0.000) < 0.05$ at 95% confidence level. These results reveal that information distribution has significant effect on employees' performance. These findings are in consonance with past studies that have established an association between information distribution and employees' outcomes [2, 11 19].

5. Conclusions

The results show that knowledge acquisition and information distribution have a high influence on employees' performance dimensions of service delivery and efficiency and moderate influence on teamwork and citizenship behaviour. Knowledge acquisition and information distribution predict employees' performance and have statistically significant correlation with employees' performance. These results underscore the significance of acquiring new knowledge, exploiting the existing knowledge, sharing knowledge and distributing information to improve service delivery and efficiency in the hospitality sector [31].

The results show that knowledge acquisition practices of congenital learning, experiential learning, searching and grafting have significant effect on employees' performance dimensions of service delivery, efficiency, team work and citizenship behaviour. Exploitation of existing knowledge is important as it cannot be imitated by competitors. Searching and grafting of new knowledge is critical in improving services and building efficiency in operations at employees' level. It is notable that encouraging generation of new ideas,

incubating and implementing employees' novel ideas influence employees' performance. This conclusion is in line with empirical literature [19, 29].

Adoption of best practices to information distribution is critical for an effective information distribution system that positively impacts employees' performance. Open channels of communication and embedded feedback mechanism is crucial to improving performance standards. Implementation of formal and informal approaches for information dissemination and knowledge sharing are critical in creating and sustaining a learning environment. Cross training is useful in disseminating technical information while social networks is useful for sharing information informally and strengthening social bonds within teams.

Practical Implications

The findings point to the fact that it is critical to improve the important aspects of knowledge acquisition and information distribution by adopting relevant practices that would enhance their impact in the organization. Employees should be encouraged to learn from their own experience, take responsibility of their actions, learn from their mistakes and generate new ideas. The firm should create an enabling environment where viable ideas are experimented, incubated, improved and implemented. This may require investment in research and development. New knowledge should be aligned to the strategy in order to improve existing processes, refine and update existing knowledge and solve problems.

In addition, firms should only seek knowledge that is relevant and has strategic impact on performance at both organizational and employees' levels. This is achieved by conducting an institutional knowledge assessment to determine the level of existing knowledge, its viability in current situation, knowledge and information gaps, new knowledge requirements, sources of new knowledge, resource requirements and impact on the status quo and future of the organization. Inasmuch as new knowledge is important for growth and competitiveness, organizations should also exploit existing knowledge as it may be easier to tap into and difficult to be imitated by competitors.

Further Research

There are many factors that affect the level of adoption and implementation of knowledge acquisition and information distribution in the firm. Therefore, future research should consider factors such as absorption capacity, resource allocation and business strategy as moderators of the linkage between knowledge acquisition, information distribution and employees' performance.

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