Gender and Its Impact on Knowledge Management and Employee Engagement in Banking

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Abstract: This study explored the impact of gender on knowledge management practices and employee engagement in selected commercial banks in Akoka, Shomolu LGA, Lagos State, Nigeria. A descriptive research design was adopted, and data were collected from 200 conveniently sampled employees across ten commercial banks using a structured questionnaire. The instrument incorporated the Knowledge Management Assessment Instrument (KMAI) by Lawson (2003) and the Utrecht Work Engagement Scale (UWES) by Schaufeli et al. (2006), both with established reliability. Data were analyzed using SPSS version 22, employing descriptive statistics and Independent Samples t-tests to assess gender-based differences. Results revealed no significant gender differences in most aspects of KM, except for the storing knowledge dimension, where male employees scored significantly higher. In contrast, all three dimensions of employee engagement (vigour, dedication, and absorption) showed statistically significant gender differences, with male employees reporting higher engagement levels than female counterparts. These findings highlight the need for gender-sensitive strategies to boost female engagement while maintaining inclusive knowledge-sharing practices across the sector.

Keywords: **gender, knowledge management, employee engagement, commercial banks, Lagos state.**

INTRODUCTION

Knowledge management (KM) has emerged as a critical factor in organizational success, particularly in knowledge-intensive industries such as banking (Aldehayyat, Almohtasb & Alsoboa, 2021; Nguyen, 2024). KM involves the processes of creating, sharing, utilizing, and managing an organization's knowledge and information assets to enhance performance (Ayinaddis, 2024). Effective KM practices foster innovation, improve decision-making, and enhance customer service, making it a strategic tool for banks aiming to maintain competitive advantage. At the core of KM is employee engagement, which refers to the level of commitment, passion, and involvement employees' exhibit towards their organization (Singh, 2022). Engaged employees contribute to knowledge-sharing behaviours, which strengthen organizational learning and adaptability.

The role of gender in organizational behaviour, particularly in KM and employee engagement, has gained increasing attention in academic and professional discourse (Laras, Supriadi & Luthfiana, 2024; Nguyen, 2024; Li, Xu & Huang, 2025; Bukhari et al., 2025). Gender differences influence how employees acquire, share, and apply knowledge within organizations, shaping the effectiveness of KM strategies. According to Farooq (2024), men and women exhibit distinct approaches to knowledge-sharing behaviours due to differences in communication styles, social networks, and cognitive processes. Furthermore, employee engagement is also influenced by gender-related workplace experiences, such as perceptions of inclusivity, leadership representation, and work-life balance (Zvavahera, 2023).

Within the banking industry, where knowledge-intensive activities require a high degree of collaboration and information flow, gender dynamics play a crucial role in shaping KM and engagement outcomes. Studies indicate that gender diversity enhances team performance and innovation by bringing diverse perspectives to problem-solving and decision-making processes (Abiew, Okyere-Kwakye & Ellis, 2022; Hemmert, Cho & Lee, 2024). However, gender disparities in leadership roles, access to mentorship, and professional development opportunities may impact how knowledge is created and disseminated in banking institutions. The interplay between gender and engagement is particularly relevant in banking, where the pressure to meet financial targets and manage customer relationships requires high levels of motivation and commitment.

Alhalwachi and Mordi (2021) examined gender disparities in the banking sector, with findings suggesting that female employees often face barriers in accessing leadership positions, which may affect their engagement and participation in KM initiatives. While some research highlights that women tend to engage more in collaborative knowledge-sharing activities, others suggest that organizational culture and leadership structures mediate these tendencies (Jing et al., 2022; Ng, 2023). Moreover, gendered perceptions of work-life balance and career growth opportunities influence engagement levels, affecting knowledge transfer and retention within organizations (Bahrami et al., 2022).

Despite the growing recognition of the importance of KM in the banking sector, gender disparities in knowledge-sharing behaviours and employee engagement remain significant barriers to the effective implementation of KM practices. Gender differences in communication styles, leadership opportunities, and workplace dynamics can limit the extent to which employees, particularly women, contribute to knowledge creation and dissemination within banking institutions. Women are often underrepresented in leadership positions, which can affect their access to decision-making processes and their ability to influence KM strategies. This gender gap in leadership, combined with different expectations placed on male and female employees in terms of work-life balance and career advancement, may hinder the

engagement and commitment of female employees, further limiting the effectiveness of KM initiatives.

The lack of a clear understanding of how gender influences employee engagement in the context of KM exacerbates the challenges faced by organizations in the banking sector. Gendered perceptions of organizational culture, inclusivity, and professional growth opportunities often result in unequal engagement levels between male and female employees, influencing their participation in knowledge-sharing activities. This inequality creates a fragmented knowledge-sharing environment where diverse perspectives are not fully utilized, ultimately affecting the bank's overall performance and innovation capacity (Paolone et al., 2024). Addressing these gender-related barriers is crucial for enhancing the effectiveness of KM practices and ensuring that employee engagement is maximized across all genders in the banking industry.

The following research hypotheses are formulated to guide this investigation;
H_{01}: There is no significant relationship between the genders of bank workers on measures of knowledge of management practice
H_{02}: There is no significant relationship between the genders of bank workers on measures of employee engagement

CONCEPTUAL FRAMEWORK
Employee Engagement
In his 1990 study, Kahn defined employee engagement as the simultaneous expression and employment of a person's "preferred self" in their work job, which promotes connections to work and people and personal presence (physical, cognitive, emotional) and active, full-role performance. Since then, the term "employee engagement" has emerged (Macey & Schneider, 2008). Robinson, Perryman, and Hayday (2004) characterize employee engagement as an employee's favourable attitude about the company and its value. Saks (2006) defined employee engagement as a discrete and independent term that includes cognitive, emotional, and behavioral components linked to the performance of an individual's function Since 2005, however, the notion of "employee engagement" has become popular among corporate executives, consultants, and politicians (Welch, 2011).

In today's firms, employee engagement is a major issue because of its direct relation to organizational success (Brenyah & Obuobisa-Darko, 2017). When employees are involved in their work, they are more likely to remain with their employer, which results in higher productivity (Turkson, 2012). As a good predictor of a company's desired results, employee engagement is an effective way to gauge the health of a business (Rich, Lepine & Crawford, 2010). Employees who are engaged in the organization's purpose, objectives, and vision are known as engaged employees (Schmidt, Henges, & Bryson, 2003). Thus, consumers and workers alike have a greater feeling of duty to secure the company's long-term viability by doing their share (Lockwood, 2007). They are prepared to go above and beyond to guarantee the success of

their employer (Seijts, Gerard & Crim, 2006). Since they are invested in their work and enthused about it, engaged employees are more likely to take actions that help the company.

According to Parent and Lovelace (2015), workers are more likely to put their skills to use, build positive relationships, and increase their productivity as a consequence of the connections they have formed as a result of their involvement in the workplace. Employees are excited about their jobs and have a strong feeling of loyalty to their company when they have high levels of engagement. They spread the word about the company since they are confident in their ability to enhance the quality of the items (White, 2010). However, employees who aren't engaged are not only a drain on the company's bottom line, but they also have a negative impact on team performance because of their lack of productivity (Konrad, 2006).

According to Spreitzer (1995), there are four dimensions of engagement: meaning (a sense of purpose), competence (a sense of control), a sense of self-determination (a sense of control), and impact (confidence that one's efforts will make a difference). According to Schaufeli, Bakker, and Salanova (2006), employee engagement is a pleasant, fulfilling work-related attitude of mind characterized by vigour, dedication, and absorption.

i. Vigour:

One's willingness to put effort at work, the capacity to endure when confronted with job-related problems, and a high energy level are all characteristics that are considered vigour (Brenyah & Obuobisa-Darko, 2017). The term "vigour" refers to a person's desire and propensity to work hard and persist even in the face of perceived obstacles. Strong energy, resilience, the willingness to put in extra effort on the work, the ability to fight exhaustion, and the ability to persevere even in the face of adversity are all characteristics of this person. Extreme drive and mental toughness are symptoms that show themselves in the workplace.

It was characterized by Schaufeli and Bakker (2004) in terms of "the speed and focus with which people dedicate themselves to particular operations as a consequence of heightened morale and enthusiasm, sense of responsibility and dedication to the organization's goals". To put in the extra effort required to complete their work, an employee is referred to as someone who goes above and beyond what is expected of them. When employees face recurring barriers or problems at work, or if they have an inner drive to put effort into whatever task is assigned to them, they are more likely to display vigour (Madu, Oparanma & Gabriel, 2019). Workplace power and energy are more likely to be shown by employees who have a positive attitude about their jobs or the workplace. When individuals are under a lot of strain at work, this intensity drives them to do more work and apply greater effort. High levels of energy and cognitive resilience, the willingness to put in a lot of effort and tenacity in the face of seemingly insurmountable obstacles are all described in this study as vigour. According to Madu, Asawo, and Gabriel

(2017), employees who have a high level of physical force and vitality while working are goal-oriented and self-motivated.

Vibrance is characterized by Schaufeli, Salanova, González-Romá, and Bakker (2002) as having great energy and mental resilience when working, as well as the willingness to put in effort and tenacity when faced with difficulties. A person's vigour is linked to their ability to exert willpower and find new ways to achieve their goals, as well as their optimism about the future and their perseverance in achieving them. When a person is enthusiastic about their job, it's apparent that they are invested in their position. Strive also suggests that the employee goes above and beyond in terms of effort, time, and initiative to contribute to the success of the organization. When employees go above and above their contractual commitments and remain loyal to their companies for an extended period, they are referred to be "engaged" (Towers Perrin, 2006).

ii. Dedication:

The qualities of significance, excitement, inspiration, pride, and challenge characterize someone who is dedicated (Brenyah & Obuobisa-Darko, 2017). An engaged worker is more focused on the job at hand, believing it is critical to their performance. It is the state of being fully engaged in one's work, expressing passion, inspiration, and pride, as well as being driven by it, according to Schaufeli (2007). Attendance at work, meetings, and other organizational events is high among employees who are devoted to their work (Madu, Oparanma & Gabriel, 2019). Initiative and familiarity with the history, purpose, values, and visions of the company are two characteristics that distinguish these individuals.

As a general rule, dedication is a person's devotion or commitment to a subject that he or she feels enthusiastic about (Madu, Oparanma & Gabriel, 2019). An overwhelming sensation of support and dedication to a company's mission. Schaufeli and Bakker (2004) emphasize employees' willingness to put in substantial effort and their commitment to the task they do, as well as their resolve to deal with obstacles at work. Consistency, continuity, and connectivity on the job show employees' commitment to achieving organizational goals. The achievement of a company's goals is made possible by employees who are dedicated to their jobs, productive, and capable of making a difference (Madu, Oparanma & Gabriel, 2019). As a result of their dedication to the organization's mission, they exhibit these traits. When employees feel respected, valued, empowered, trusted, and included in choices that influence their well-being and work habits, they are more likely to exhibit loyalty and commitment to the company. Having an exhilarating, energizing sense of purpose in one's work is what this alludes to (Schaufeli, Salanova, González-Romá, & Bakker, 2002). Being dedicated to one's job means working hard and delivering the best you can. Self-disciplined behaviour, such as obeying rules, showing initiative to address a problem at work, and going above and beyond one's unique job requirements are all examples of self-disciplined behaviour that is required in the workplace. It is difficult to gauge a company's loyalty to its

employees, according to Macey and Schneider (2008), due to the difficulty of deciphering complex feelings and emotions.

iii. Absorption:

Being completely immersed and involved in a task to the point that time flies and it is impossible to get out of it is known as absorption (Brenyah & Obuobisa-Darko, 2017). As a result, an employee may feel as if their work has taken over their life and virtually made them a slave. According to Schaufeli and Demerouti (2007), it refers to being so engrossed in one's work that one is unaware of time passing and finds it impossible to separate oneself from the task.

When you're entirely engaged in something and can't get your mind off of it, it's called absorption. According to Madu, Asawo, and Gabriel (2017), employees who are fully immersed in their tasks are said to be in a state of absorption (or concentration). Absorption is described as total immersion and the inability to detach oneself from one's professional activity. An employee's ability to disconnect from work due to a high degree of attention and embeddedness at work, produced by intrinsic drive, is included. Employee attention and fixation on a task is called absorption, according to Schaufeli, Salanova, González-Romá and Bakker (2002). Workers can perform at a high level due to the intrinsic motivation or delight that they get from their job. People who are involved in their work are those who demonstrate a high degree of attention and disengagement. Being entirely engrossed and happy in what you're doing is a state known as "absorption," when time rushes by and you can never get out. This area of employee engagement focuses on the euphoric aspects of work (Schaufeli & Bakker 2010). A person must be enthusiastic about the work and like doing it to be engaged. Thus, a happy and focused staff member is actively involved in their work.

Knowledge Management Practices

According to Davenport (1998), KM is a fluid blend of values, experience, context, and expert insight that serves as a framework for appraising and taking in new experiences. For Rastogi (2000), KM may be defined as a systematic and integrative strategy for integrating throughout an entire company activity such as gathering, developing and maintaining information as well as disseminating and using it to meet critical organizational goals. When an organization's competitive advantage is built on the ability to locate and influence collective information, it is known as "knowledge management" (Kianto, Vanhala & Heilmann, 2016). A company's intangible assets may be maximized via KM, which improves its overall performance (Davenport & Prusak 1998).

Encouraging individuals to cultivate a culture of learning that pushes them to continually produce, share, and utilize knowledge to broaden their perspectives (Nonaka & Takeuchi, 1995). According to DeTienne and Jackson (2001) and Jolly and Thérin (2007), Organizational performance can be improved by tapping into the "tacit knowledge" of individuals. This is the premise on which knowledge management is built. Employee knowledge can be controlled, managed, or manipulated to achieve a specific goal through a formalized process for collecting individual expertise and experience, which is the general idea (Gloet & Terziovski, 2004), transforming it into the organization through integration (Edgington & Chen, 2002), and re-using it to create new knowledge (Nonaka & Takeuchi, 1995), this leads to the creation of new knowledge (Leonard & Sensiper, 1998).

The five primary activities (knowledge acquisition, knowledge sharing, knowledge production, knowledge codification, and knowledge retention) were affirmed by Kianto, Vanhala, and Heilmann (2016). However, this research focused on Lawson's (2003) aspects of knowledge creation, capture, organization, storage, dissemination, and application.

• Creating Knowledge

The process of knowledge generation is complicated, multifaceted, and dynamic. The capacity of an institution to produce knowledge and circulate it across the organization, goods, services, and systems is known as organizational knowledge creation (Nonaka & Takeuchi, 1995). When it comes to the creation of new knowledge, there are important contrasts between personal and organizational. Social knowledge may be defined as the total of what individuals know (Goucher, 2007). A list of elements that influence knowledge development was offered by Ang and Massingham (2007). Cultural, organizational, knowledge sources and knowledge processes were the four categories they divided these factors into. Deduction and induction, order and chaos, mind and body, micro and macro, part and whole, self and others, tacit and explicit, and creativity and control are all examples of pairings of apparently antagonistic notions that are used to produce knowledge (Nonaka, Toyama & Konno, 2001).

• Capturing Knowledge

Knowledge capture is the act of developing new information and making updates to already existing content in a company's tacit and explicit knowledge base (Pentland, 1995). Firms must collect data from both within and outside the corporation to stay successful and competitive (Park, 2006). For future projects, they must also continue to learn from each other via benchmarking and project feedback, so that they may continue to improve their knowledge. After these habits and differences have been identified, the firm may record the data for internal use (Gold, Malhotra & Segars, 2001). From both internal and external sources, organizations construct their knowledge bases. There are two ways to conduct an in-depth analysis of an organization: passive or aggressive. Employee expertise, shared experiences and the formation of ongoing change processes are all benefits that organizations may obtain from their workforce. As a result, watching news programs on television, reading newspapers and magazines, attending conferences, as well as, receiving electronic information from manufacturers and customers as well as following the economic, social and technical procedures of other organizations, hiring new employees, cooperating with other organizations and making mutual investments (Markwart, 2002).

In a production-oriented approach to KM, capturing knowledge is the primary two-dimensional goal. These goals are recognition and technical-professional components, which emphasize the use of current information and communication technologies in knowledge capture procedures (Ekbia & Hara, 2008). Capturing knowledge involves the use of a wide range of tools and techniques. These include email clients, word processors and presentation applications. There is also a growing use of new technology, such as voice recognition software, shared workspaces and video conferencing, among others (Sharma, Gupta & Wickramasinghe, 2008).

- **Organizing Knowledge**

Knowledge structure, knowledge listing, and knowledge modelling are all aspects of the knowledge organization process (Allameh & Zare, 2011). The three stages of knowledge organization are selection and appraisal, organization, and weeding. User communities welcome assistance in selecting and evaluating options. Another important consideration is that content is not kept in an archive for eternity; it must be re-evaluated to determine whether it has been superseded or no longer fulfils the community's requirements. Data and information are made accessible to the public community via their data collection and recording (Allameh & Zare, 2011).

According to the phases of knowledge generation, methods for knowledge organization must be developed (knowledge creation, knowledge adoption, knowledge dissemination, knowledge revision). Each phase of the knowledge-generating cycle must be reviewed for its repeatability, uniformity, reliability, and stated qualities. There must be a variety of opportunities throughout the knowledge creation stage to learn from the uncertainty, instability, unpredictability and chaos that characterize the world around us. During the adoption phase, an organization must acquire and standardize particular knowledge items, modules, procedures, and processes. At this point, it is critical to ensure that all employees have equal access to the information and can contribute their expertise. Allowing for a diversity of opinions throughout the revision stage will ensure that employees have ample opportunity for growth (Bahtt, 2000).

- **Storing Knowledge**

New knowledge is essential, and procedures are needed to store and retrieve it when necessary, according to Alavi (2000). Organization of memory is an excellent solution in this situation. Organizational memory includes codified human knowledge stored in expert systems, structured information kept in electronic databases, documented organization procedures and processes, written documentation, and tacit knowledge accumulated by individuals and networks of people (Tan, Teo, Tan & Wei, 1998). Organizational memory includes both individual and collective memory, as well as shared knowledge and interactions, changes, structure (formal organizational roles), ecology (physical work setting), and information archives (both within and outside the organization) (Walsh & Ungson, 1991). Establishing security

measures to limit who gets access to their information is also a top priority for these organizations. According to Probst, Rub and Rumhardt (2000), to protect knowledge, the following activities must be carried out: knowledge protection against inappropriate use or leakage, password-protected access to some knowledge sources, tacit knowledge protection, easily identifying restricted knowledge and, most importantly, communicating the importance of knowledge protection on a company-wide level.

- **Disseminating Knowledge**

Transferring knowledge throughout an organization is referred to as knowledge dissemination according to Alavi and Leadner (2001). Any kind or number of communication channels may be used by individuals, groups, and organizations to distribute information. The source knowledge's worthiness, the source's desire to share, the communication channel's media richness, the recipient's readiness to learn, and the recipient's absorption ability are all components of a flow of information (Gupta & Govindarjan (2000). According to Davenport and Prusak (1998), knowledge sharing is a process of knowledge exchange between individuals and groups. For Connelly and Kelloway (2003), knowledge sharing is the exchange of information or assistance to others, as well as other activities. People's knowledge-sharing activities are impacted by a range of factors. From hard issues like tools and technology to soft issues like motivations and incentives to encourage organizational culture, knowledge sharing, national culture, personal values and self-identities, trust, and organizational resources like time and space, as well as access to knowledgeable people within the organization, these issues range in complexity (Chennamaneni, 2006). According to Yi (2005), organizational structure and human resources management are the most important elements that impact knowledge sharing. An organization's infrastructure includes its culture, structure, conventions, and information technology (Yi, 2005).

- **Applying Knowledge**

KM is all about making sure that a company's existing information is put to good use for the benefit of the business (Probst, Rub & Rumhardt, 2000). Businesses benefit from the effective application of knowledge, which increases productivity and lowers costs (Davenport & Klahr, 1998). There are a variety of ways in which knowledge may be applied, including decision-making, action, and problem resolution. The cycle of knowledge production, transmission, and implementation continues. Expertise management systems may help those who utilize other people's knowledge (Sabherwal & Fernandez, 2006). Information technology helps the workplace by implementing an organizational strategy (Gottschalk, 2002). Knowledge application has its own set of challenges, just as information sharing has its own set of challenges. Organizational blindness, a fear of revealing sensitive regions, or a suspicion of foreign competence may be to blame for these challenges. With the normal and dull flow of events and work, we find it difficult to appreciate the worth of fresh information or ideas exchanged with our coworkers

on new work practices. Our confidence in the capabilities of new ways to improve performance and efficiency will be eroded as a consequence of this uncertainty. An individual's knowledge does not alter as a consequence of this phenomenon, which is known as "organization blindness," and this may hinder the application of that knowledge (Probst, Rub & Rumhardt, 2000).

THEORETICAL REVIEW
The social exchange theory was the lens through which Saks (2006) evaluated employee engagement. An insight into why individuals become more or less interested in their work may be gained by studying this concept. Mutually dependent people establish obligations via a series of contacts, according to social exchange theory. The 'give and take' connection and the sense of fairness between the two parties determine the success of a relationship. While social exchange theory holds that as long as parties adhere to certain trade standards, the relationship will develop into a mutually beneficial one that is based on trust, loyalty, and mutual respect. So as a consequence, it is one of the most efficient methods by which an employee may pay back their employer. An explanation for why workers choose to be more or less engaged at work is provided by the Social Exchange Theory. According to SET, numerous meetings between interdependent persons establish obligations. When two people make promises to one other, they should follow the laws of trade, and their relationships will grow into trusting and mutually beneficial ones. As a result, workers may show their gratitude to their bosses by increasing their level of involvement. In other words, the benefits that workers get from the company influence their level of commitment. If a company provides services, employees might demonstrate their gratitude by dedicating a significant amount of time and effort to the project.

Employees who have a better grasp of KM are more productive and effective in their workplace social exchange network, according to Obstfeld (2005). Workers will feel more connected to the company if you use the social exchange theory to help them design an environment and manage information that supports sociability and interpersonal connection development. Business owners who wish to use science to build a workplace where their employees may be happy and productive should pay particular attention to this. Everyone should contribute more emotionally, cognitively, and physically to the company to be fully engaged in one's work, (AbuKhalifeh & Som, 2013). Having resources from their employer motivates workers to put in more effort and become more engaged in their work. In the absence of these resources, workers are more prone to get disengaged from their jobs and become less productive. An employee's emotional, cognitive, and physical resources are influenced by the resources their employer provides them with (Kahn, 1990). It is the psychological and emotional connection between an employee and their employer that results in either a favourable or negative work performance (AbuKhalifeh & Som, 2013).

METHODOLOGY
Research Design
This study adopted a descriptive research design. This design involves gathering data on a given set by questioning people about their perceptions, attitudes, behaviour or values on some dimensions of KM practices and employee engagement. According to Neuman (2000), it included gathering data that might be used for analysis and drawing findings and suggestions from it.

Population of the Study
The population of this study included selected banks in Lagos state. Due to the difficulty of covering all employees in the selected area due to the large number, the study focused on Akoka area in Shomolu LGA, Lagos state in Nigeria. The targeted population included Guaranty Trust Bank Plc (GTB) (n = 28), First Bank of Nigeria Limited (FBN) (n = 24), First City Monument Bank Limited (FCMB) (n = 21), Fidelity Bank Plc (n = 21), Union Bank for Africa Plc (n = 23), Ecobank Nigeria Plc (n = 27), Sterling Bank Plc (n = 22), Access Bank Plc (n = 26), United Bank for Africa Plc (UBA) (n = 32), and Stanbic IBTC Bank Plc (n = 20), this resulted in total population size of 244 employees.

Sampling Technique/ Sample Size
Firstly, the convenience sampling method was adopted to focus on ten (10) commercial banks: Guaranty Trust Bank Plc (GTB), First Bank of Nigeria Limited (FBN), First City Monument Bank Limited (FCMB), Fidelity Bank Plc, Union Bank for Africa Plc, Ecobank Nigeria Plc, Sterling Bank Plc, Access Bank Plc, United Bank for Africa Plc (UBA), and Stanbic IBTC Bank Plc in Akoka, Lagos state. This was due to easy accessibility and proximity to the researcher. According to Etikan, Musa and Alkassim (2016), a convenience sample occurs when a researcher selects subjects based on their proximity to the researcher, i.e., the subjects that are most accessible to the researcher. Two hundred (200) workers were selected as a total sample size using a convenience sampling technique, and this was based on their readiness to participate in the study.

Data Collection Method
A questionnaire was the only instrument used in this study. The questionnaire used included adapted items from previous studies related to this study. There were two sections in the questionnaire. Section A included demographic information about the participants, while Section B focused on the study construct but adapted items from previous studies that are relevant to this study.

i. Knowledge Management Practices
Knowledge management assessment instrument (KMAI) which was developed by Lawson (2003) was adopted. The instrument is divided into six (6) processes: creating, capturing, organising, storing, disseminating, and applying knowledge with Cronbach alpha values of 0.84, 0.731, 0.714, 0.763, 0.803 and 0.703 respectively. Sample of items used was "My organization rewards employees for new ideas and knowledge" (creation), "My organization responds to employee's ideas and documents them for further development" (capture), "My organization gives feedback to

employees on their ideas and knowledge" (organization), "My organization has mechanisms to patent and copyright new knowledge" (storage), "My organization has libraries, resource centres, and other forums to display and disseminate knowledge" (dissemination), "My organization has different methods for employees to further develop their knowledge and apply them to new situations" (application). The Cronbach alpha values for the instrument were rated on a 5-point Likert scale ranging from Strongly Disagree, Disagree, Neutral, Very Often and Always.

ii. Employee Engagement:

Utrecht Work Engagement Scale (UWES) which was developed by Schaufeli, Bakker and Salanova (2006) was adopted. The scale is divided into three subscales: vigour, dedication and absorption with Cronbach alpha values of 0.77, 0.85 and 0.78 respectively. Sample of items used were "At my work, I feel bursting with energy" (vigour), "I am enthusiastic about my job" (dedication), and "I am immersed in my work" (absorption). The instrument is rated on a 7-point Likert scale ranging from Never, Almost Never, Rarely, Sometimes, Often, Very Often and Always.

Data Analysis Method

Preparation of completed surveys for data processing included editing, coding, inputting, and cleaning the data. Descriptive statistical methods were used to summarize and describe the characteristics of the respondents. To test the hypotheses, Independent Samples t-test analysis was employed to determine whether there were significant differences between male and female bank workers in terms of KM and employee engagement measures. The Statistical Package for the Social Sciences (SPSS) (version 22) was used for data analysis and quantitative reporting.

RESULTS

Table 1: Demographic Data of Respondents (N= 171)

Demographic Characteristics	Frequency	Percentage (%)
Gender: Male Female	77 94	45.0 45.0 55.0
Age: Below 21 21 - 30 31 - 40 41 - 50 51 & above	8 44 96 21 2	4.7 25.7 56.1 12.3 1.2
Marital Status: Married Single Others	38 132 1	22.2 77.2 .6

Educational Qualification: SSCE/GCE OND/NCE HND/B.Sc MBA/M.Sc	1 13 109 48	.6 7.6 63.7 28.1
Work Experience: Less than 1 year 1 but less than 4 years 4 years but less than 8 years 8years and above	2 40 100 29	1.2 23.4 58.5 17.0

Source: Researcher's Filed Survey (2021)

Table 1 shows the gender distribution of the respondents, 77 (45.0%) of them were male and 55 (55%) of them were female. This means that there were more females than males in the banks under the survey.

Table 1 shows the age group of the respondents, out of the 171 respondents, 8 (4.7%) are within the age group of below 21, and the majority 96 (56.1%) are within the working age group of 31-40. Only 2 (1.2%) are above 51 years of age.

Table 1 indicates that 132 (77.2%) of them are single which means that the majority of the employees belong to the single category, and 1 (0.6%) of them is either divorced, separated or widowed.

Table 1 shows the academic level of the respondents, it was observed that most employees of the banks are well educated, out of the 171 respondents, 109 (63.7%) of them are first-degree holders while 48 (28.1%) of them had furthered and bagged themselves with a either MBA, M.Sc. or PhD.

Table 1 shows how long the respondents have been in the service of their respective banks. The result shows that 2 (1.2%) are just within their first 1 year, 40 (23.4%) of them have spent between 1 – 3 years with their banks, 100 (58.5%) of them are within 4 – 7 years, while only 29 (17.0%) have spent above 7 years.

Test for Hypotheses

Hypothesis I:

H₀: There is no significant relationship between the gender of bank workers on measures of knowledge of management practice

Table 2: Group Descriptive Statistics – Gender and KM Practices

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CRK	Male	77	4.3149	.63272	.07211
	Female	94	4.2500	.60792	.06304
CAK	Male	77	4.2792	.56045	.06387
	Female	94	4.1356	.75817	.07820

ORK	Male	77	4.3377	.60258	.06867
	Female	94	4.1941	.71481	.07373
STK	Male	77	4.4838	.52619	.05996
	Female	94	4.2739	.59463	.06133
DIK	Male	77	4.4545	.50447	.05749
	Female	94	4.2872	.60681	.06259
APK	Male	77	4.3409	.57912	.06600
	Female	94	4.3830	.61205	.06313

Table 3: Gender and KM Practices Independent Samples Test

SEE APPENDIX A

For gender and creating knowledge, since p > 0.05 under Levene's test, the variances are significantly not different. This implies that equal variances are assumed. Therefore, from the independent sample t-test, there were no significant differences [t(168) = 0.681, p > 0.05] in the scores for Male (M = 4.3149, SD = 0.63272) and Female (M = 4.2500, SD = 0. .60792). The magnitude of the difference in the means (means difference = .06494, 95% CI: -0.12343 to 0.25330) was very small, that is, not significant.

For gender and capturing knowledge, since p < 0.05 under Levene's test, the variances are significantly different. This implies that equal variances are not assumed. Therefore, from the independent sample t-test, there were no significant differences [t(167.339) = 1.424, p > 0.05] in the scores for Male (M = 4.2792, SD = 0.56045) and Female (M = 4.1356, SD = 0.75817). The magnitude of the difference in the means (means difference = .14358. 95% CI: -.05575 to 0.34292) was very small, that is, not significant.not significantly

For gender and organizing knowledge, since p > 0.05 under Levene's test, the variances are significantly different. This implies that equal variances are assumed. Therefore, from the independent sample t-test, there were no significant differences [t(169) = 1.401, p > 0.05] in the scores for Male (M = 4.2792, SD = 0.60258) and Female (M = 4.1356, SD = 0.71481). The magnitude of the difference in the means (means difference = 0.14351. 95% CI: -.05878 to 0.34581) was very small, that is, not significant.

For gender and storing knowledge, since p > 0.05 under Levene's test, the variances are significantly not different. This implies that equal variances are assumed. Therefore, from the independent sample t-test, there were significant differences [t(169) = 2.417, p < 0.05] in the scores for Male (M = 4.4838, SD = 0.52619) and Female (M = 4.2739, SD = 0.59463). The magnitude of the difference in the means (means difference = 0.20983, 95% CI: 0.03843 to 0.38123) was significant.

For gender and disseminating knowledge, since p < 0.05 under Levene's test, the variances are significantly different. This implies that equal variances are not assumed. Therefore, from the independent sample t-test, there were no significant differences [t(168.957) = 1.969, p > 0.05] in the scores for Male (M = 4.4545, SD = 0.50447) and Female (M = 4.2872, SD = 0.60681). The magnitude of the difference in the means (means difference = 0.16731. 95% CI: -.00046 to 0.33508) was very small, that is, not significant.

For gender and applying knowledge, since p > 0.05 under Levene's test, the variances are significantly not different. This implies that equal variances are assumed. Therefore, from the independent sample t-test, there were no significant differences [t(169) = -0.458, p > 0.05] in the scores for Male (M = 4.3409, SD = 0.57912) and Female (M = 4.3830, SD = 0.61205). The magnitude of the difference in the means (means difference = -0.04207, 95% CI: -0.22336 to 0.13922) was very small, that is, not significant.

Hypothesis II:
H0: There is no significant relationship between the genders of bank workers on measures of employee engagement

Table 4: Group Descriptive Statistics – Gender and Employee Engagement

	Gender	N	Mean	Std. Deviation	Std. Error Mean
VI	Male	77	5.1558	.81754	.09317
	Female	94	4.5567	1.37188	.14150
DE	Male	77	5.1532	.80387	.09161
	Female	94	4.5638	1.35042	.13928
AB	Male	77	4.9437	1.02940	.11731
	Female	94	4.4823	1.53833	.15867

Table 5: Gender and Employee Engagement Independent Samples Test

SEE APPENDIX B

For gender and vigour, since p < 0.05 under Levene's test, the variances are significantly different. This implies that equal variances are not assumed. Therefore, from the independent sample t-test, there were significant differences [t(155.381) = 3.536, p < 0.05] in the scores for Male (*M* = 5.1558, *SD* = 0.81754) and Female (*M* = 4.5567, *SD* = 1.37188). The magnitude of the difference in the means (means difference = 0.59911, 95% *CI:* 0.26445 to 0.93376) was significant.

For gender and dedication, since p < 0.05 under Levene's test, the variances are significantly different. This implies that equal variances are not assumed. Therefore, from the independent sample t-test, there were significant differences [t(155.302) = 3.536, p < 0.05] in the scores for Male (*M* = 5.1532, *SD* = 0.80387) and Female (*M* = 4.5638, *SD* = 1.35042). The magnitude of the difference in the means (means difference = 0.58942, 95% *CI:* 0.26010 to 0.91873) was significant.

For gender and absorption, since p < 0.05 under Levene's test, the variances are significantly different. This implies that equal variances are not assumed. Therefore, from the independent sample t-test, there were significant differences [t(162.900) = 2.339, p < 0.05] in the scores for Male (*M* = 4.9437, *SD* = 1.02940) and Female (*M* = 4.4823, *SD* = 1.53833). The magnitude of the difference in the means (means difference = 0.46145, 95% *CI:* 0.07181 to 0.85110) was significant.

CONCLUSION

The study indicates that gender has limited influence on KM practices among bank employees, with only one out of six components (storing knowledge) showing a statistically significant difference between male and female employees. This suggests that, overall, both male and female staff members demonstrate comparable levels of engagement with knowledge creation, capturing, organizing, disseminating, and application processes in their work environments. The lack of substantial gender differences in these areas implies that KM practices are generally inclusive and not significantly shaped by gender-based disparities within the banking sector.

Conversely, the analysis of employee engagement reveals a consistent and significant difference between male and female employees across all measured dimensions (vigour, dedication, and absorption). Male employees reported higher levels of engagement than their female counterparts. These differences may be influenced by organizational culture, role expectations, or work-life balance challenges that affect how male and female employees relate to their work. The results highlight a need for banks to examine the factors contributing to lower engagement levels among female employees and develop strategies that foster equitable engagement across genders.

In conclusion, while gender does not appear to be a major determinant in KM practices, it plays a more critical role in influencing employee engagement levels. The study emphasizes the importance of implementing gender-sensitive policies that not only ensure equal access to knowledge resources but also address the underlying dynamics that impact motivation and work commitment. By doing so, organizations can create more balanced work environments that enhance both individual and collective performance. The following recommendations were made by the researchers:

- Since gender had minimal impact on most aspects of KM, banks should focus on creating inclusive and gender-neutral knowledge-sharing platforms while giving slight attention to areas like storing knowledge, where male employees showed significantly higher engagement.
- Given the significant differences in employee engagement dimensions (vigour, dedication, and absorption), with male employees scoring higher, banks should design targeted engagement strategies that address the unique challenges female employees may face, such as work-life balance and flexible schedules.
- To bridge the gender gap in employee engagement, especially among female staff, banks should implement mentorship and leadership development programs that empower women, boost morale, and promote equal participation across all levels of the organization.

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APPENDIX A

Table 3: Gender and KM Practices Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	Lower	Upper
CRK	Equal variances assumed	.084	.773	.681	69	.497	.06494	.09541	-.12343	.25330
	Equal variances not assumed			.678	59.569	.499	.06494	.09578	-.12422	.25409
CAK	Equal variances assumed	10.078	.002	1.381	69	.169	.14358	.10397	-.06167	.34883
	Equal variances not assumed			1.422	67.339	.157	.14358	.10097	-.05575	.34292
ORK	Equal variances assumed	3.666	.057	1.401	69	.163	.14351	.10247	-.05878	.34581
	Equal variances not assumed			1.424	68.850	.156	.14351	.10075	-.05539	.34241
STK	Equal variances assumed	.834	.362	2.417	69	.017	.20983	.08682	.03843	.38123
	Equal variances not assumed			2.446	67.966	.015	.20983	.08577	.04049	.37917
DIK	Equal variances assumed	5.165	.024	1.933	69	.055	.16731	.08655	-.00355	.33817
	Equal variances not assumed			1.969	68.957	.051	.16731	.08498	-.00046	.33508
APK	Equal variances assumed	.004	.951	-.458	69	.647	-.04207	.09183	-.22336	.13922
	Equal variances not assumed			-.461	65.485	.646	-.04207	.09133	-.22239	.13825

APPENDIX B

Table 5: Gender and Employee Engagement
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	Lower	Upper
I	Equal variances assumed	29.466	.000	3.372	169	.001	.59911	.17768	.24835	.94986
	Equal variances not assumed			3.536	155.381	.001	.59911	.16942	.26445	.93376
E	Equal variances assumed	48.995	.000	3.371	169	.001	.58942	.17486	.24424	.93460
	Equal variances not assumed			3.536	155.302	.001	.58942	.16671	.26010	.91873
B	Equal variances assumed	20.630	.000	2.251	169	.026	.46145	.20500	.05677	.86614
	Equal variances not assumed			2.339	162.900	.021	.46145	.19732	.07181	.85110