



Knowledge Sharing Behaviour Pattern Analysis of Academic Librarians in Nigeria

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ABSTRACT

The changing research and academic environment has provided platforms for new competency expectation from librarians such as knowledge sharing. Knowledge is a vital and intangible asset that needs to be shared in order to tap into employee's wealth of untapped experience and knowledge (tacit knowledge) thus creating and sustaining competitive advantage. This study therefore investigated knowledge sharing behaviour pattern analysis of academic librarians in selected academic libraries in Nigeria. The descriptive survey research design of the ex-post facto type was adopted for the study. Total enumeration was used to capture one hundred and seventeen (117) academic librarians in selected academic libraries in Nigeria using questionnaire as the research instrument. All questionnaire administered were returned and found useful for the study. The findings revealed that librarians primarily share knowledge using face-to-face interaction, mobile phones, emails and newsletters. Other avenues are E-mail, memo, web forum, bulletin boards and discussion boards. The study also found out that knowledge sharing was beneficial because it enhances innovation (110 (94%)), efficiency and effectiveness (117 (100%)) and brings about emotional relief (94 (80.3%)). The study thus concludes that though librarians are aware of knowledge sharing; it is yet to be formally adopted in libraries as a means of generating and creating new ideas. The study therefore recommends that it is not enough for librarians to share the outcome of seminar and conference participation; rather library management should make it a routine for open interaction between librarians either within the library or outside the library in order to generate and tap into librarians' innovative ideas that will help shape and reshape the library.

Keywords: Knowledge sharing, Librarians, Academic libraries, Nigeria.

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I. Introduction

Academic library is the heart of a university, without a functional library a tertiary institution cannot be accorded the status of a university, thus a library is established as soon as a university starts full operation. Over the years, academic libraries have been able to generate wealth of information about its operation but just like other organisations, they are yet to be fully explored and re-invented into the system to create organisational knowledge (Towley, 2001). Knowledge is considered a competitive resource for organisations and a strategic capital in the information economy, hence the more knowledge is expanded in an organization, the more the capacity of competition is (Heng-Li Yang et al., 2006). Fontaine and Lesser (2002) affirmed that organisations of today have become competitive and operate in an economy of competition, hence such organisation

perceive their staff knowledge as an untapped and critical resource. Lee (2000) corroborating this in relation to the library, stated that the knowledge and experiences of library staff are the assets of any library and should be valued and shared. This signifies that knowledge is an important asset for university libraries.

In general, knowledge is either explicit or tacit according to the extent to which such knowledge is shared with another person. Typically, explicit knowledge refers to knowledge which is easily expressed by words or documents, easily codified and articulated in language, and can be packaged, transferred and shared among individuals (Heng-Li Yang et al., 2006; Mutula & Mooko, 2008). In contrast, tacit knowledge is an informal personal knowledge embedded in the mental processes and uniquely rooted in individual experience, beliefs, values and often times not easily learn or fully expressed because it is obtained through experience and work practices. It can only be shared by observation or

discussion with the carrier and learnt by doing or close interaction between people (Heng-Li Yang et al., 2006; Choo, 2000; Choi & Lee, 2003).

Towley (2000) posited that both the tacit and explicit knowledge is gained through everyday experience on the job, and often times it is shared most commonly in social interactions with other workers. The author further posited that the social interaction involves capturing an organization's objective-related knowledge in addition to the knowledge of its customers, competition, products, processes, and then sharing that knowledge with the appropriate people throughout the organization. Therefore Knowledge Management (KM) tries to elicit and support ideas and experiences, which are usually, embedded in individuals or employees brains, thus it is a vital resource and a tool for organisational productivity and only the right organisational climate will enable and persuade people to share it (Aharony, 2011; Towley, 2001). Knowledge sharing on the other hand can be described as the provision of task information and expertise to help others and to collaborate with others to develop new ideas, implement policies or procedures, or solve problems (Pulakos, Dorsey, & Borman, 2003; Cummings, 2004). Knowledge sharing can occur via face-to-face communications or written correspondence through networking with other experts, or documenting, organizing and capturing knowledge for others (Pulakos, Dorsey, & Borman, 2003; Cummings, 2004).

In line with the foregoing, since tacit knowledge, which include employees skills, experiences, and value judgments that resides in the mind of an individual and often difficult to document. People often feel that sharing what they know will make them expendable or that their knowledge on any given subject is what makes them unique (Naikal & Paloti, 2005). It then follows that; each time employees leave a job they carry what they know with them, forgetting that sharing tacit knowledge among employees ensures that important knowledge stay around long after such employees have left the company. However, Maponya (2004) observed that knowledge sharing in academic libraries is often uncoordinated and usually based on conversation.

Librarians working in higher institution libraries therefore need to equip themselves with relevant tacit and explicit knowledge and share it, in order to cope with the rapid changes occurring in their libraries. This is because libraries have transcend the conventional functions of acquiring, processing, storing, disseminating and utilizing document to provide services, rather libraries are in the knowledge economy era which is inclusive of human knowledge in addition to its resources to provide services (Shanhong, 2009).

II. Statement of the Problem

Today's libraries emphasis has shifted from ownership of information to access, thus librarians are faced with the task of having to develop themselves in order to meet the ever-changing user needs. This has therefore necessitated that librarians invest in training and professional development in order to keep pace with constantly changing user needs and information environment.

However, observation has shown that there is reluctance to share acquired or experienced information and knowledge among librarians. Because there is no regular or systematic ways of sharing both explicit and tacit knowledge by the librarians, and making such knowledge available to others in order to improve organisational effectiveness and add value to the operations of libraries.

Since knowledge is stored in individual brains, observation has also shown that when librarians disengage from service in libraries or are being transferred from one section to another, they often leave such duties with their acquired and experienced knowledge, as there had been a failure in the system to capture, retain and transfer such knowledge. Such knowledge are often buried in unread reports and filed away in cabinets or totally lost. This study therefore seeks to unravel the type and extent of knowledge sharing among academic librarians. It will also dig into the impediments of knowledge sharing by academic librarians in Ogun State, Nigeria.

III. Research Questions

The following were the guiding questions for the study:

1. To what extent do librarians in the selected academic libraries share their knowledge?
2. In what areas are knowledge been shared by librarians in the selected academic libraries?
3. What are the channels for knowledge sharing by librarians in selected academic libraries?
4. What are the perceived benefits of knowledge sharing by librarians in the selected academic libraries?
5. What problems militate against knowledge sharing by librarians in the selected academic libraries?

IV. Literature Review

Knowledge is exchanged among people, colleagues, organizations, communities, friends, or families through this means. Knowledge has been recognized by organizations as a valuable, intangible asset for creating and sustaining competitive advantage. According to Bartol and Srivastava (2002), knowledge is a process that involves individuals sharing relevant information, ideas, suggestion, best practices, special skills or expertise with one another. Similarly, Maponya (2004) posited that knowledge sharing is based on the experiences which have been gained internally and externally in the organization, and that if this knowledge is available to other organizational members, it will reduce duplication of efforts and serve as basis for solving problem and enhancing the decision making process.

Knowledge basically exists in two different forms: tacit and explicit knowledge. While explicit knowledge can be shared easily in printed papers, visual formats, audio recordings, or other digital forms such as email or online forums (Nonaka & Takeuchi, 1995), tacit knowledge resides in people and experts and is hard to acquire or share. The tacit knowledge shared in an organization forms only a small proportion of that which is available

(Beijerse, 1999), effective knowledge sharing increases the competitive advantage of an organization (Dyer & Singh, 1998; Jivan & Zarandi, 2012; Matzler & Mueller, 2011), and is vital for effective decision-making. Similarly, Haas and Hansen (2007) discussed that there are two types of knowledge sharing within organizations. While the first type is the common way of direct contact among individuals through advice or conversations, the second type is the written documents whether in the form of white papers or electronic documents. Knowledge sharing can therefore occur through written correspondence or face-to-face interaction, through networking with other experts, or documenting, intranet, telephones, emails, internet, informal meeting rooms, workshops and seminars, organizing and capturing knowledge for others (Mayekiso, 2013; Cummings, 2004; Pulakos, Dorsey, & Borman, 2003). Mushi (2009) study on intellectual capital and public universities in Tanzania also found out that knowledge sharing mainly through meetings in public universities in Tanzania, and other avenues are seminars and sharing best practices.

The role of universities in the KM drive cannot be downplayed, as they are the locomotive upon which KM anchors in our institutions for the production of both tacit and explicit knowledge. As a result of the foregoing, knowledge and knowledge related works can best be encouraged in a knowledge based economy such as university, because of its vantage position as a knowledge based economy (Wotherspoon, 2012 cited in Mayekiso, 2013). KM principles should be inclusive in the processes and culture of universities because as knowledge based economy, they are seen as the storehouse and motivator of knowledge, thereby influencing the society culturally, economically and socially. The academic library being one of the most important unit of academic institutions is confronted with the challenges of having to position their goals to fit into the role that these institutions of higher learning have adopted (teaching, learning and research activities), libraries therefore promote these objectives by identifying, organising, describing, and providing system for easy recognition and access to the stored information and knowledge of which they are custodians (Hayes & Kent, 2010).

The stored knowledge can be shared among librarians through collaboration in assigned task; however, this will require that academic libraries move from information role to a resource-based and collaborative role in order to tap into the knowledge sharing capabilities of its employees. Consequently, the present technology age should propel academic libraries to change the method in which information is provided to users, because this trend has brought about technologically literate users in the library that the library needs to serve as well (Parirokh, Daneshgar, & Fattahi, 2008). It is however disheartening to know that effective knowledge sharing activities is not yet a welcome idea as such in academic libraries owing to lack of infrastructure (Sarrafzadeh, Martin, & Hazeri, 2010). On the other hand, business, corporate, or special libraries are susceptible to initiate and take the lead in KM practices (Wen, 2000 cited in Towley, 2001).

Organisations will encourage KM practices if the profits, improved return on investment, and the business value as a whole can be related to the importance of KM

sharing (Jantz, 2001). This is evident in a study of KM practices in Eastern and Southern African academic libraries, the findings of the study revealed that only few libraries embedded KM plan as a component of their library strategies (Jain, 2007). The study further revealed that the target population (university libraries) affirmed that the culture of knowledge sharing in their libraries was not yet a welcome idea. In a related study, Parirokh (2008) found out that academic libraries do not have KM policies and strategies as a component of KM practices in the library.

Similarly, Maponya's (2004) study at the University of KwaZulu-Natal library found out that, although there were some forms of informal sharing of knowledge among staff, yet there is lack of a system that promotes knowledge sharing in the library. Moreover, the library had no written policies or a plan of action intended to accomplish KM activities. There is however reported instances of the successful application of KM activities in the academic library. Jantz (2001) study also found out that in order to adopt the KM practice in the library, the library had departmental libraries managed by reference librarians that developed a database known as common knowledge database for the management of the tacit knowledge of the employees. The study further established that the objective of the database is to enable tacit knowledge acquisition and sharing to improve and facilitate reference service through improved communication with the ultimate goal of becoming one library system.

Okonedo and Popoola (2012) found out that librarians also often share knowledge about new trend in librarianship and by sharing knowledge, they use experience gained in finding solution to their problems on the job. For organizations to succeed with KM practices there is the need for such organisations to be the enablers that could assist KM implementation and the impediments that could prevent its success. The difficulty of knowledge sharing among people may be related to multiple factors that influence the sharing of knowledge. Riege (2005) discussed individual, organizational, and technology barriers to knowledge sharing. Individual barriers may include lack of social skills, cultural differences, and lack of time and trust. Organizational barriers may include lack of infrastructure and resources, accessibility, and physical environment. Technological barriers include reluctance to use applications that do not meet user's requirements and unrealistic expectations of Information technology systems.

There are several factors that influence individual readiness for knowledge sharing. These factors range from physical objects, such as tools and technologies to abstract concepts, such as motivations and providing incentives to encourage knowledge sharing, organizational culture, national culture, organizational resources such as time and space and access to knowledgeable people in an organization. Other factors are self-efficacy, self-esteem and organizational commitment (Alam, Abdullah, Ishak, & Zain, 2009). The availability of modern required tools and technological equipment are major factors that tend to influence the sharing of knowledge behaviour in an organization. Technological tools availability tends to foster the

readiness and ease of sharing knowledge among staff members in an organization. According to Zain (2009) providing incentives is a way of motivating staff in an organization to continually, influence knowledge sharing within the organization. Staff in an organization tends to participate fully once they know there is a reward for them at the end.

The availability of time and space, having the right access to people with the wealth of knowledge and experience are other factors that can influence knowledge sharing behaviour among staff. Especially tacit knowledge which resides in an individual requires the presence of people with wealth of knowledge and experience in an organization to share such knowledge. Knowledge sharing is very vital to any organisation and a panacea for knowledge creation and innovation. Innovation is thus fostered by knowledge sharing through the free flow of ideas. Knowledge sharing helps to improve access to, and transfer of, organizational knowledge. This often takes place by creating an experts' network comprising of individuals with desired expertise, thus creating a community of interest.

Mayekiso's (2013) study found that the benefit of knowledge sharing in academic library include better-informed staff which in turn leads to better service delivery. In a related study, Anna and Puspitasari's (2013) study found out that the benefits of knowledge sharing include less duplication of tasks, improvement in productivity and working methods, encouragement to learn more by staff, expertise and knowledge from staff who either resign or retire will also be retained, and there is a continuous learning by everyone in the organization as no knowledge gets lost thereby making the library become an incubator for more and better knowledge, thus promoting innovative ideas which will result in a better service to the users.

In another study, Semertzaki (2012) posited that knowledge sharing facilitates better decision making, utilizes the existing computer systems, encourages the free flow of ideas and knowledge, improves customer service satisfaction, and boosts revenues. It also enhances the value of existing products, reduces costs in human labour and hours, streamlines operations, helps to make better use of employees' working time, and improves the collective-organization memory.

There are a large number of electronic tools to facilitate knowledge sharing in an organisation and some of which are electronic mail, internet, intranet, web portal, e-mail mailing list, social network media such as Facebook, collaboration technology tools such as audio visual tools, wikis, bulletin boards, and news groups (Mushi, 2009; Anna & Puspitasari, 2013).

V. Methodology

Descriptive survey research design of the ex-post facto type was adopted for the study. The population of the study comprises of one hundred and seventeen (117) academic librarians in twelve (12) selected academic libraries in Ogun State, Nigeria. Total enumerative technique was used to capture the entire academic librarians. The librarians were randomly selected using

ballot system. A questionnaire developed by the researchers was used for this study. Test re-test method was used to ensure reliability of the instruments, after it had some thorough face and content validity by experienced librarians and knowledge management teachers/scholars. The questionnaire had two sections. Section A dealt with the demographical data of the respondents, while section B dealt with the questions relating to knowledge sharing by the librarians. These were the statistical analysis conducted; frequency count and percentages, mean and standard deviation.

VI. Findings

Result in Table 1 shows the number of librarians surveyed from the twelve (12) academic libraries in Ogun State.

TABLE I
POPULATION OF THE STUDY

Selected Academic Libraries	Number of Librarians
<i>Babcock University Library, Ilishan</i>	10
<i>Bells University Library, Abeokuta</i>	8
<i>Covenant University Library</i>	19
<i>Federal College of Education, Osiele, Abeokuta.</i>	10
<i>Federal Polytechnic library, Ilaro</i>	8
<i>Moshood Abiola Polytechnic, Abeokuta</i>	8
<i>Nimbe Adedipe Library, University of Agriculture, Abeokuta.</i>	20
<i>Olabisi Onabanjo University library, Ago-iwoye</i>	8
<i>Redeemers University library, Mowe, Ogun state.</i>	7
<i>Salamotu Adebute Library, Crescent University</i>	6
<i>Tai Solarin College of Education library, Omu</i>	4
<i>Tai Solarin University of Education Library, Ijagun, Ijebu-Ode</i>	9
TOTAL	117

Research Question 1: What are the channels for knowledge sharing by librarians in selected academic libraries in Ogun State? Its results are given in Table 2.

TABLE II
CHANNEL FOR SHARING KNOWLEDGE

Knowledge Sharing Channels	Frequency	Percentage
<i>Through face to face interaction and mobile phone</i>	97	82.9%
<i>Through e-mail and newsletter</i>	89	76.1%
<i>Through memo</i>	73	62.4%
<i>Through Web forum</i>	72	61.5%
<i>Through Bulletin boards and Discussion board</i>	72	61.5%
<i>Through Face book, twitter and yahoo messenger</i>	53	45.3%
<i>Through library blog and library portal</i>	52	44.4%
<i>Others</i>	45	38.4%

Majority of the librarians (97(82.9%)) uses face to face interaction and mobile phone as knowledge sharing channels which is an informal means. The result further showed that e-mail and newsletter is frequently used by 89(76.1%) out of 117 librarians surveyed. The least used channels for knowledge sharing by the librarians is library blog and library portal (52(44.4%)) and social media channels (Facebook, Twitter, Yahoo messenger).

Research Question 2: In what area do librarians in the selected academic libraries share knowledge? Its results are given in Table 3.

The librarians viewed that they share knowledge in virtually all areas provided. Significant mean scores were recorded for scholarly communication and communication value ($\bar{X} = 3.71$; $SD = 1.07$), staffing issues with colleagues ($\bar{X} = 3.56$; $SD = 1.22$), serial usage issues ($\bar{X} = 3.41$; $SD = 1.26$), data curation and digital preservation issues ($\bar{X} = 3.37$; $SD = 1.23$), library users issues with colleagues ($\bar{X} = 3.37$; $SD = 1.18$), classification and cataloguing of library materials issues with colleagues ($\bar{X} = 3.36$; $SD = 1.05$). In addition, knowledge sharing in the following areas was recorded technology use in libraries, readers and reference services, as well as information access and delivery issues.

TABLE III
RANK ORDER OF AREAS OF KNOWLEDGE SHARING

Knowledge sharing areas	Mean	Std. D	Decision
<i>I share knowledge about scholarly communication and communication value</i>	3.71	1.07	Significant
<i>I share knowledge about staffing with colleagues</i>	3.56	1.22	Significant
<i>I share knowledge about serials usage issues with colleagues</i>	3.41	1.26	Significant
<i>I share knowledge about data curation & digital preservation issues with colleagues</i>	3.37	1.23	Significant
<i>I share knowledge about library users issues with colleagues</i>	3.37	1.18	Significant
<i>I share knowledge about classification and cataloguing of library materials issues with colleagues</i>	3.36	1.05	Significant
<i>I share knowledge on technology use in libraries with colleagues</i>	3.26	1.20	Significant
<i>I share knowledge about readers services issues with colleagues</i>	3.22	1.28	Significant
<i>I share knowledge about reference services issues with colleagues</i>	3.19	0.97	Significant
<i>I share knowledge about how information is delivered and accessed</i>	3.12	1.44	Significant

STD.D= Standard Deviation Decision score of $\bar{X} = 3.0$ and above is significant.

Research Question 3: To what extent do librarians in the selected academic libraries share their knowledge? Its results are given in Table 4.

The extent to which librarians share knowledge is high. Nine out of the ten indicators of knowledge sharing showed significant and high mean scores. The highest being $\bar{X} = 3.81$ and lowest being $\bar{X} = 2.77$.

Research Question 4: What are the perceived benefits of knowledge sharing by librarians in academic libraries in Ogun State? Its results are given in Table 5.

The benefits of knowledge sharing as perceived by librarians in academic libraries in Ogun States are in the following areas. The enhancement of effectiveness (100%) benefits both the person who generates and shares it (100%), boosts confidence (96%), strengthens bonds and connections (96.6%), increases innovation and discovery (94%), ideas, insights and information source are applied to solve problems (89.7%), cost effectiveness (86.3%), provides satisfaction (82.9%), emotional relieve and decreased tension (80.3%), and saves time (79.5%).

TABLE IV
EXTENT OF KNOWLEDGE SHARING

Knowledge Sharing Extent	Mean	Std. D	Decision
<i>My colleagues share new library practice with me</i>	3.81	0.96	Significant
<i>I share new working skill I learn with my colleagues.</i>	3.67	1.20	Significant
<i>My colleagues share with me new working skills they learn.</i>	3.65	1.00	Significant
<i>I share new library practice with my colleagues.</i>	3.61	1.28	Significant
<i>Knowledge sharing is something normal in this library.</i>	3.56	1.16	Significant
<i>Every member of staff is usually aware of new knowledge in this library.</i>	3.55	1.13	Significant
<i>I share only important knowledge on library matters with colleagues</i>	3.35	1.20	Significant
<i>I share knowledge about new trend in librarianship with my colleagues</i>	3.26	1.07	Significant
<i>I find it difficult to share from my colleagues experience</i>	2.77	1.40	Not Significant

Decision score of $\bar{X} = 3.0$ and above is significant

TABLE V
KNOWLEDGE SHARING BENEFITS

Perceived Benefits of Knowledge Sharing	Frequency	Percentage
<i>Enhancement of effectiveness and efficiency by spreading good ideas and practices.</i>	117	100
<i>Respectful ways of using knowledge with attribution and permission benefit the person who generates the knowledge and the person who shares it</i>	117	100
<i>Confidence-good team knowledge and decision-making.</i>	113	96.6
<i>Bonds and connections between professionals are strengthened; solving problems brings people together.</i>	113	96.6
<i>Innovation and discovery increase as does: excitement, engagement and motivation.</i>	110	94.0
<i>More sophisticated ideas, insights and information sources are applied to problems resulting in better solutions</i>	105	89.7
<i>Cost effectiveness-knowledge is developed and then re-used by many people.</i>	101	86.3
<i>A feeling of satisfaction from sharing knowledge, much like giving charity, results from making a contribution to society.</i>	97	82.9
<i>Emotional relief and decreased tension are experienced when problems are shared.</i>	94	80.3
<i>Time saving-Professionals learn from their mistakes and those of others.</i>	93	79.5

Research Question 5: What problems militate against knowledge sharing by librarians in the selected academic libraries? Its results are given in Table 6.

The major problems militating against effective knowledge sharing by librarians are lack of understanding on how to effectively share knowledge (97(82.9%)), lack of social networking skills (81(69.2%)), inability to use modern technology (81(69.2%)) and failure to appreciate the value of sharing knowledge (73(62.4%)). On the contrary (77(65.8%)) of the respondents were not in

support of the fact that knowledge sharing was dependent on technology.

TABLE VI
FACTORS MILITATING AGAINST KNOWLEDGE SHARING

Knowledge Sharing Challenges	Frequency	Percentage
<i>Lack of understanding how to effectively share knowledge</i>	97	82.9
<i>Lack of social networking skills</i>	81	69.2
<i>Inability to use modern technology</i>	81	69.2
<i>Communication barrier skills</i>	77	65.8
<i>Lack of time</i>	77	65.8
<i>Failure to appreciate the value of sharing knowledge</i>	73	62.4
<i>Individual factors</i>	70	59.8
<i>There are no incentives or rewards for knowledge sharing</i>	61	52.1
<i>Reliance on technology</i>	40	34.2

VII. Discussion of Findings

This finding corroborates Okonedo and Popoola (2012) study that librarians share knowledge on new trends in the profession. It has become evident in this study that the extent to which librarians in the selected libraries share knowledge is high in spite of the myriads of challenges prevalent in African libraries. The librarians engage in knowledge sharing activities at a high level. This is not only encouraging, but also worthy of commendation given the infrastructural lack in many of our libraries in Nigeria and indeed in Africa.

The high level of knowledge sharing activity of the libraries is in several areas, which include scholarly communication, staff issues, library use and user issues and on cataloguing and classification of materials. It is important to note that the librarians share ideas and information regarding technology use, readers and reference services as well as access and information delivery issues. These areas of knowledge sharing are worthwhile. This shared knowledge should result in improved service delivery and productivity. In sharing these ideas, the librarians primarily use face-to-face interaction, mobile phones, emails and newsletters. They also communicate their knowledge to others through office memo, web-forums, bulletin boards and discussion groups. Social media sites also featured in sharing knowledge. The librarians have shown that they are capable of using modern tools of communication to share knowledge. This corroborates Mushi (2009); Anna and Puspitasari (2003) which found out that knowledge sharing was through bulletin boards, e-mail, internet, intranet etc.

The librarians were also of the view that the benefits accrued to them because of knowledge sharing are numerous. Shared knowledge has enhanced their effectiveness, has been mutually beneficial to those sharing the knowledge, it has boosted their confidence and strengthen bonds and connections. Knowledge sharing has increased discovery and innovation among other benefits, although it is crucial to stress that despite the benefits some notable challenges need to be tackled in order to further strengthen the librarians' capability to share knowledge the more. Many of the librarians do not understand clearly how to effectively share knowledge,

some lack social networking skills and many are not able to use technology adequately to effectively share their experiences. Though the study also reveals that some libraries still do not appreciate the importance of knowledge sharing and they complain of lack of time to engage in knowledge sharing, it is suffice to say now that knowledge sharing by the librarians is a worthwhile venture and should contribute to the personal and professional upward mobility of the libraries.

VIII. Conclusion

Knowledge sharing is beneficial to librarians because it helps to increase innovation, good team knowledge, as well as strengthen bonds and connections between professionals. This knowledge sharing is facilitated in the library through face-to-face interaction and mobile phones and the extent of knowledge sharing is typically for professional purpose. Amidst the benefits of knowledge sharing, librarians still have a lack of understanding on how to effectively share and formally adopt knowledge sharing in libraries as a means of generating and creating new ideas. Librarians who engage in high-level knowledge sharing using new tools and technology would influence each other positively, and professionally would be effective at work.

In line with the findings, the study therefore recommends that it is not enough for librarians to share the outcome of seminar and conference participation; rather library management should make it a routine for open interaction between librarians. This can be either within the library or outside the library in order to generate and tap into librarians innovative ideas that will help shape and reshape the library. Also librarians should be exposed to evolving technology in order to facilitate knowledge sharing not only mainly through face-to-face interaction as found out in the study, but sharing knowledge without limitation of distance.

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