

Research Project

DIGITAL LITERACY SKILLS AND ELECTRONIC INFORMATION RESOURCE UTILIZATION
AMONG LIBRARY AND INFORMATION SCIENCE STUDENTS IN FEDERAL POLYTECHNIC
OFFA, KWARA STATE

By

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CERTIFICATION

This is to certify that the project was carried out by Olukoya sofiulah
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DEDICATION

This project is dedicated to God Almighty.

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All glory and adoration to Almighty God the giver of life, the provider of substance and the giver of knowledge. I give thanks to him for given me the privilege to make this research work a successful one.

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ABSTRACT

The study investigates the factors influencing knowledge sharing among libraries in Offa local government area, Kwara state. Nigeria. The study was guide by five (5) specific objectives: Survey Design method was used for the study. The population of the study were libraries in Offa local government area (Lens polytechnic academic library, Summit university academic library, College of health Technology Academic library). Questionnaire was the instrument use for data collection. 30 copies of questionnaire

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were distributed for the study while 27 questionnaire was filled and returned for data analysis. Frequency table and Percentage was used for data presentation. The findings reveal that motivation, institutional support, teamwork, rewards, good leadership, interpersonal trust, career advancement among others were factors influencing knowledge sharing among libraries. The findings also reveals the types of knowledge shared among libraries, channels use for sharing knowledge among libraries, benefits of sharing knowledge among libraries. Despite this benefits libraries under investigation were faced with challenges such as lack of trust, threats to future career advancement, poor communication skills, lack of motivation, lack of knowledge awareness, inadequate interaction, and the absences of formal system to identify knowledge sharing partners. The findings further recommend that libraries should engage in training programs, promote trust, formalized systems for knowledge sharing, encourage collaboration, utilize diverse channels, and continuous training - retraining of library staff.

Keywords: Knowledge, Knowledge sharing, Factors influencing, Libraries, Channels, Librarians

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CHAPTER ONE

INTRODUCTION

Background to the Study

Knowledge can be understood as a word “to know” which is believed to be what people understand about things, ideas, concepts, theories, procedures, practices and the way things are been carrying out in an organization. However, knowledge can be classified into two categories which are tacit and explicit. Tacit knowledge are informal knowledge entrenched or gifted in various individual which is difficult to explain or transfer, while explicit knowledge are formal knowledge, systematic which can be explain and it is easily transferred to other people.

Knowledge can also be understand as the experience gained through formal or informal class and has a powerful influence which can lead to the prosperity of countries, organisations and institutions (Brouwer&Jansen, 2019). It is the basis for growth and the most strategically important resource for organizations and institutions to gain competitive and superior performance (Lawal, Oriogu&Ogbuiyi, 2021). According to Lofti, Muktar, Ologbo and Chiemeké (2020), knowledge may also be an accumulation of facts, rules of procedures or experiences; it is the know-how familiarity with how people

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do things and engage in specialized jobs. Knowledge sharing is an individual and voluntary act which is driven by some internal beliefs and factors (Fatoki, 2020). It is a method of exchanging knowledge, ideas, abilities, data, expertise, intelligence and experience to generate fresh knowledge (Ismail & Yusuf, 2021).

Knowledge sharing is an intentional act that makes it possible for people to share knowledge through the transfer of understanding an act of exchanging data or comprehension among people, teams, groups, lecturers, students and organizations. Thus, knowledge sharing is necessary for all (librarian, library users, scholars student etc of all categories as part of learning process (Osman, Kamal, Ali, Noor, Wahianuar& Othman, 2015). Knowledge sharing is a set of individual behavior involving sharing one's work-related knowledge and expertise with other members within an organization, institution (Ramayah, Yeap& Ignatius, 2018).

Knowledge sharing is believed by many organisations as a panacea for knowledge creation and an important activity to boost innovation, improve productivity and increase understanding among knowledge workers (Anna &Puspitasari, 2017). It involves the exchange of personal experiences, expertise, ideas, perspectives and information with others and making information easily available by establishing connections or channel between student, lecturers, institutions and organization within a specific scheme or community (Adamseged& Hong 2018).

Consequently, knowledge sharing is essential to knowledge-based organizations such as universities where the majority of students share their knowledge within themselves. Knowledge sharing practices involves all the processes and procedures established by institutions, organizations, and universities, both formal and informal through which knowledge is generated and distributed among the students (Montcalm, 2013).

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Furthermore, knowledge sharing practices may include training and mentoring programmes that promote and enhance the sharing of knowledge among workers, people, colleagues and lecturers and equipping them with knowledge needed to do their jobs (Manamela, 2018). Knowledge sharing is perceived to be influenced by different factors ranging from one organization to group or a particular population. In a study by Lee and Hong (2014) factors affecting hospital employees' knowledge sharing intention in Osong Public health hospitals, they revealed that knowledge sharing behavior is found to be influenced by mutuality, behavioural control, organizational factor and trust.

Basically, knowledge sharing practices in behavioural and the extent to which an individual or student are engage in knowledge sharing practices would be a great extent be influenced by his or her personal understanding. On their part, Osman et al (2015) established that knowledge sharing is a set of behaviours that involve the exchange of information or assistance to other. They noted further that knowledge sharing contains an element of reciprocity and information sharing can be unidirectional and unrequested. However, many studies have emphasize the importance of knowledge sharing as a medium for enhancing what individuals know and how such can improve overall operation for effectiveness and profitability. In spite of the extensive efforts made by university administrators towards encouraging knowledge sharing practices among student and by providing enabling environment, tools and instruments which can better enable effective knowledge sharing practices between student of all levels within and out the university, evidences abound that there are still barriers posing problems for knowledge sharing practice among student. Hence, this study intends to investigate factors influence knowledge sharing among librarian in Offa local government area, Kwara state Nigeria

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1.2 Statement of the problem

Knowledge sharing is perceived to be important in libraries activities. Knowledge sharing is widely acknowledged to be a panacea for meeting information, research and academic needs in the face of deteriorating of information resources. Knowledge sharing initiatives in libraries and research centres are either globally or locally are under explored (Fatoki, 2020). However, many studies have emphasize the importance of knowledge sharing as a medium for enhancing what individuals know and how such information can improve overall operation for effecient, effectiveness and rewarding. In spite of the extensive efforts made by libraries administrators towards encouraging knowledge sharing practices among librarian and by providing enabling environment, tools and instruments which can better enable effective knowledge sharing practices between librarian within and out of the library, evidences abound that there are still barriers posing problems for knowledge sharing practice among librarian. Hence, this study intends to investigate factors influencing knowledge sharing among librarian in Offa local government area

1.3 Objectives of Study

The main objective of this study is to investigate factors influencing knowledge sharing among librarian in Offa Local government area. The specific objective s are to:

examine the factors influencing knowledge sharing among Librarians in Offa local government area.

identify the types of knowledge shared;

ascertain the channels of knowledge sharing by librarian;

examine the benefit of sharing knowledge by librarian; and

identify the challenges librarians encountered when sharing knowledge.

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1.4 Research Questions

The following research questions are raised to guide the study:

What are the factors influencing knowledge sharing among Librarian in Offa local government area?

What are the types of knowledge shared by librarians?

What are the channels of knowledge sharing by librarians?

What are the benefits of sharing knowledge by librarians?

What are the challenges librarians encounter when sharing knowledge?

1.5 Significance of the Study

The importance of knowledge sharing in any organization cannot be over emphasized, as the study provided baseline on factors influencing knowledge sharing among librarians in Offa local government Area. This would serve as a tool for appropriate intervention by Librarian Associations in Nigeria.

This study would bring to the fore effective ways for Librarians of all libraries to share knowledge among themselves. Through trainings programs like seminars, conferences, workshops and open discussions, presentation, and librarians would be updated on latest developments in the field practices of librarianship. The study findings would contribute to the existing literature on influence of knowledge sharing among Librarians. It will also assist libraries administrators on how to formulate policies that will promote and enhance the knowledge sharing practice among the library staff, thus changing the attitudes of librarian towards sharing knowledge through effective motivational and reward. It will keep the interested librarians abreast of current development in his area of specialist.

1.6 Scope of the Study

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The study focused on factors influencing knowledge sharing among Librarians in Offa local government area. The study will only focus on librarians in academic libraries in Offa local government area. During the investigation 2022/2023 academic sessions.

The study would adopt survey methods and population for this study consists of librarian in Offa Local government Area. The study would also adopt questionnaire as instrument for gather data from the respondent.

1.7 Operational Definition of Terms

Knowledge: This refers to the state of knowing about a particular phenomenon, having a general understanding or familiarity acquired through experience such as subject, facts, information or skills.

Knowledge sharing: This refers to the deliberate exchange of knowledge or information between and among groups of people to generate new knowledge.

Tacit knowledge: This refers to the knowledge that is difficult to express or transfer to others by means of writing it down. This can be personal wisdom, experience and insight.

Explicit Knowledge: This refers to the knowledge that can be articulated, codified, stored and accessed. It can be easily transmitted to others. It can also be seen as a complementary to tacit knowledge.

Librarians: Librarians are professionals who are trained to manage and organize library resources. They assist individuals in finding information, provide guidance on research methodologies, and offer various library services to meet the information needs of users.

Student Research: Student research refers to the systematic investigation or inquiry conducted by students to acquire new knowledge, explore a specific topic, or contribute

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to existing scholarship. It involves the application of research methods and critical thinking to address questions or problems.

Researchers: Researchers are individuals engaged in a systematic process of investigation, analysis, and interpretation of information to generate new knowledge, develop theories, or contribute to the understanding of a particular subject or field.

Offa: Offa is a town or community, often referring to Offa, a city in Kwara State, Nigeria. It may also refer to other places with the name Offa

Local Government: A local government is a form of administrative division within a country, often smaller than a region or province. It is responsible for local governance, services, and administration within a specific geographic area

Kwara state: Kwara State is a state in north-central Nigeria. It is known for its diverse culture, agriculture, and educational institutions.

Nigeria: Nigeria is a country located in West Africa. It is the most populous country in Africa and is known for its diverse cultures, natural resources, and economic activities.

Factors: Factors are elements or circumstances that contribute to a particular result or situation. They can be variables, conditions, or influences that impact an outcome.

Influencing : Influencing refers to the act or process of exerting an effect, impact, or sway on something. In various contexts, it may involve the ability to change opinions, decisions, or behaviors through persuasion or other means.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature for this study was carried out under the following sub-headings:

2.1□Concept of knowledge sharing;

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2.2 □Factors influencing knowledge sharing

2.3□Channels of knowledge sharing by libraries

2.4□Types of knowledge shared by libraries

2.5□Benefits of sharing knowledge by libraries

2.6□Challenges library staffs encounter when sharing knowledge.

2.1□Concept of knowledge sharing

According to Ramayah et al. (2018), the most crucial aspect of knowledge management is information sharing. Knowledge sharing is the process through which people impart their experiences, knowledge, and abilities to one another. As a result, the organization has more resources and wastes less time trying things out . In order to communicate and transfer information within individuals or groups of people, both explicit and tacit forms are used.

The act of sharing one's professional knowledge and skills with other employees inside an organization is known as knowledge sharing. This behavior can increase an organization's overall performance (Jasmine, Yeaps & Ignatius, 2019).Through the purposeful transmission of understanding, it is possible for people to share knowledge. Knowledge sharing is the act of transferring information or comprehension with other people, teams, groups, individuals and organizations. information sharing is a means of transferring information, skills, data, expertise, insight, and experience to produce new knowledge, according to Ismail and Yusuf's study on the topic from 2019. Similar to this, Osman, Kamal, Ali, Noor, WahiAnur, and Osman (2021) showed that knowledge sharing is a collection of behaviors including the exchange of information or helping others. They also mentioned that information sharing might be unidirectional and unrequested and that reciprocity is a component of knowledge sharing. As a result, Maponya (2018),

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as reported in Supar (2019), asserted that sharing information leads to the creation of new knowledge, which in turn serves as a catalyst for innovation. However, knowledge sharing is the process by which people collaboratively and socially improve a thinking, an idea, or a recommendation in the light of experience.

Knowledge sharing, according to Van den-Hoof and Huysman (2019), as cited in Opeke and Opele (2019), includes face-to-face discussions with coworkers in bars, coffee shops, and classrooms, the use of sign language, coaching, teaching through listening, email exchange, e-learning platforms, phone-mail systems, discussion groups, and interactions in the form of conversations, dialogues, and chats that offer chances to maintain social relationships. In a similar vein, Ghodsian, Khanifar, Yadzani, and Dorrani (2022) noted that knowledge sharing may be accomplished through written communication or face-to-face interaction by networking with other professionals, recording, organizing, and gaining information for others.

Many organizations view knowledge sharing as a magic bullet for generating new information and as a crucial activity to foster innovation, raise productivity, and deepen understanding among knowledge workers (Anna & Puspitasari, 2019). Similar to this, knowledge sharing was defined as "the process of capturing knowledge or moving knowledge from a source unit to a recipient unit" by Bircham-Connolly et al. (2018), as mentioned in Opeke and Opele (2019). According to Ramayah et al. (2018), knowledge sharing is a collection of individual behaviors that involve sharing one's professional knowledge and experience with other employees inside one's firm.

2.2 Factors influencing knowledge sharing

According to Oliver, Igwe, and Ibeene (2018), knowledge sharing occurs when people working in a company participate in related or mutually beneficial activities and share

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ideas, inventions, and insights. It establishes a channel via which the processed data of every employee in a business may be exchanged in order to accomplish shared objectives. According to Ifeoma (2019), information sharing among libraries is seen as one of the most practical and efficient ways to acquire knowledge that may help with their academic endeavors. It emphasized that libraries resources sharing improves their capacity to seek out related assistance from another libraries, which in turn increases the results of information services. Additionally, libraries resources sharing fundamentally makes it possible for collaborative teaching and learning to produce its intended results.

Sharing information and learning go hand in hand. Sharing, thinking, teaching, and learning are all parts of the knowing process (Akparabore, 2021). It is generally believed that all parties involved are eager to participate in the knowledge sharing process for the success of their institution. However, knowledge sharing is frequently surprising and hoarding of knowledge appears to be a natural tendency for individuals, especially in academic environment (Goh&Sandhu, 2019). But as information is deeply rooted in individual conviction, one of the most prevalent hurdles to knowledge sharing is library staffs ' reluctance to share their knowledge and resources with their peers (Lambermont-Ford &Lambermont, 2020, quoted in Olaoluwa, 2022). Understanding the many aspects that are utilized to encourage and enhance knowledge-sharing behaviors among libraries is crucial since they are key to promoting and developing these behaviors. Hashim (2019) asserted that the following aspects influence knowledge sharing in an organization:

Motivation for knowledge sharing, institutional support, Team work, Rewards, good leadership styles, interpersonal trust or relationship

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Motivation for knowledge sharing: Intrinsic and extrinsic motivation are the two types of motivation. Intrinsic motivation is driven by self-interest and self-defined goals, whereas extrinsic motivation stems from the desire to be rewarded for one's efforts or that of one's pupils. This can enhance the performance and aid in the success of other team members. The majority of libraries have created incentive programs to motivate librarians to share information, skills, and abilities that boost organizational performance and efficiency. People are said to be more likely to share their expertise in a happy setting. Therefore, actions utilized to promote and inspire the sharing of knowledge-sharing practices among librarians include practical training, interviewing, coaching, and aiding others. (Li, 2019).

Institutional support: Institutional support is a motivator or facilitator of information sharing, (Phung, Hawryszkiewicz, & Binsawad, 2021). Since management has the power to influence whether team members are prepared to share their expertise with others, knowledge sharing techniques require the institution's support. Institutions are consequently primarily responsible for fostering and sustaining a culture of knowledge sharing (Jeenger & Kant, 2019). Institutions should proactively respond to issues with knowledge-sharing practices by being aware of potential barriers and developing solutions that are specific to a certain team. Institutions must consequently offer the tools, set aside the time, and foster an environment that encourages knowledge exchange. In order to create and offer a positive information sharing culture among the libraries, it is crucial for institutions to encourage and respect knowledge sharing activities (Atkova & Tuomela-Pyykkönen, 2021).

Team work: It is a group of librarians that communicate with one another to exchange knowledge, skills, and information as well as to make decisions that will help each

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member succeed in their field of specialization. When people work together, they create a positive synergy that produces performance that is greater than the sum of their individual contributions. This is accomplished via concerted efforts and requires certain team characteristics, including proper reward, management, trust, performance evaluation skills, diversity, common goals and specified objectives, and clarity regarding a particular issue (Chikono, 2018).

Reward: In order to encourage libraries and library staffs to share their knowledge with others, an effective incentive system is essential. Without this, some libraries and staffs may be reluctant to share their information out of concern that they may lose something as a result of doing so. According to Tahleho (2021), interventions that were recommended as methods to enhance knowledge sharing practices and aid in the creation of a supportive culture included incentives like recognition and awards.

Good leadership style: Leaders directly influence how institutions should handle knowledge-sharing procedures. The instructors and the librarian will take knowledge seriously if the department head does as well. When a library encourages their colleague, including understanding, sharing in the performance evaluation process, and offers both monetary and non-monetary prizes, library staffs are more willing to share their knowledge. Librarian have a direct say in what behaviors are rewarded, what behaviour is promoted, and how the institutions' and departments' work is valued. As a result, this aspect affects a library staff's capacity to produce new information and disseminate it to other staffs and users (Jain & Sandhu, 2021).

Interpersonal trust or relationship: The development of better working relationships among individuals in an organization depends heavily on interpersonal trust. Despite the significance of information sharing practices, Librarian are still dubious about the

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abilities required to share knowledge. A lack of trust between them might make it difficult for an organization to share knowledge. In order to create and share information, staffs in a given institution must be able to trust one another to be open, knowledgeable, and committed to shared goals (Manamela, 2021). staffs must be given the assurance that their knowledge won't be abused and that it will be of substantial benefit to them in the near future in order to foster an atmosphere where there is interpersonal trust or connection.

Interpersonal trust has been identified by academics and researchers as a key enabler and influencer in the information-sharing culture in the modern knowledge economy because libraries and library staffs need trust in order to react honestly and to share knowledge. It appears that in order to promote the application and growth of knowledge within a setting, interpersonal and relational trust is necessary. As a result, trust in the cultural environment promotes an increase in institutional knowledge sharing practices (Adamseged & Hong, 2018). The only way a student would feel comfortable imparting knowledge to other classmates in different ways is through interpersonal trust. This increases the chance of information exchange activities and guards against knowledge extinction. As they work to have a good influence on the university, faculty, and department as a whole, it is appropriate for libraries to encourage its staffs to develop interpersonal trust and partnerships and to be open and free to exchange information with one another (Ismail & Yusuf, 2019).

2.3 Channels of knowledge sharing by libraries

Channels are tools that encourage information exchange among all types of people in any organisation settings. In order to simplify the process of information exchange among them both within and outside of the institution, academic libraries are

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employing a variety of ways (Manamela 2021). Belin (2019) lists a number of ways that information can be disseminated, including the following: face-to-face contact or verbal, communication, social media tools, class presentation, departmental exco meeting, among others.

Face-to-face contact or verbal: Face-to-face contact or verbal is a casual talk where library staffs can share their thoughts on a given topic in an open and honest manner using spoken language and phrases. It is a highly helpful technique for Libraries to exchange knowledge and resources since it allows for immediate feedback, which helps libraries and its staffs to comprehend and interpret information correctly (Santosh& Panda, 2021). Salis and Williams (2019), who were referenced by Manamela (2021), also expressed the opinion that face-to-face contacts are the most effective way to communicate knowledge since they result in learning and practical experience. Accordingly, Zaglago, Chapman, and Shah (2021) suggested that in order for Libraries to develop deep bonds with one another that would ultimately promote information exchange, face-to-face encounters should be encouraged at by their staffs all times, especially at the beginning of a working relationship.

Communication: Human interactions including verbal discourse and the use of body language are referred to as communication. The presence of social networking within the university facilitates student interaction (Al-Alawi, 2020 as mentioned in Tahleho, 2021). libraries encouraged their staffs to express their ideas and views openly on different challenges at various levels by institutions that encourage knowledge exchange techniques and the absorption of understanding within and outside the organization.

Social media tools: Knowledge sharing via social media tools enables libraries and

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librarians to create greater relationships with each other and gives them with access to knowledge that can be shared because of their interactions with other colleagues. Whatsapp, facebook, twitter, and YouTube are popular social media tools that are used for sharing knowledge (Janus 2021). According to Cevik, Aksel, Akoglu, Eroglu, Dogan and Altunci (2021) social media tools have become a means of sharing knowledge. Social media tools are thought to play a significant role in sharing knowledge by enabling interactions among libraries resulting in communication and transmission of knowledge. Social media tools provide a platform to connect different libraries and library staff which allows them to share information (Irani, Sharif, Papadopoulos & Love 2022).

Departmental exco meeting: Higher education institutions are organized into a number of sections. Each division routinely holds small and big meetings on a regular basis to report the current state of affairs or to distribute the most recent concerns pertaining to their departments. This is one of the best strategies for libraries and library staffs to exchange information and libraries resources with one another (Ismail & Yusuf, 2019).

Class presentation: Librarian actively participate in the process and explore the issue at hand until a solution or a shared understanding is established. (Li, 2019). Librarian from different libraries may get together as part of this process to discuss issues pertaining to knowledge exchange and produce original ideas in a certain field.

2.4 Types of knowledge shared by libraries

Universities are knowledge-intensive settings that are essential for both the generation of new knowledge via research and its dissemination through publications. Their collaboration with companies and other organizations to promote innovation, social entrepreneurship, and cultural enterprise, as well as their support of learning through

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teaching, learning, and research training, all play important roles in the transfer of knowledge (Chikono, 2018). To increase their status and productivity while also advancing information sharing practices inside the institution, Libraries do, however, exchange various forms of knowledge within the institution with others libraries. Libraries exchange a variety of sorts of information, including: general knowledge, Research projects, skills, publication on journals and books among others.

General knowledge: Knowledge is acknowledged as a vital organizational resource and asset since it helps the business to advance its competitive advantage, particularly in a competitive setting. Institutions must make use of this resource, and one way to do so is by encouraging library staffs to impart their knowledge to their peers. Libraries converse among themselves on ideas, entertainment, sports, fashion, culture, religion, and medical information. This may be accomplished through unofficial meetings held within the university; such knowledge can improve library staffs ' quality of life and also increase their performance in their duties in terms of efficiency, productivity, skills, and effective performance (Shamsudin, Al-Badi, Bachkirov, and Ashuaibi, 2021).

Research projects: Universities must create research projects and programs. There is an urgent need to encourage study, and there are many different areas of inquiry. It is defined as producing new ideas, approaches, and understanding in a novel and creative way by applying existing information or by developing new knowledge. In order to establish or confirm facts, reaffirm the results of earlier work, resolve brand-new or ongoing problems, and support and produce new theories or knowledge, Librarian discuss research projects and programs (Masa'deh&Gharibeh, 2021).

Skills:Discussions and observations from seasoned libraries that are ready to share their teaching philosophy with other libraries may be very beneficial. Some other librarries

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have staffs have traits or skills that make it easier for them to connect with knowledgeable information, including an outgoing disposition. In other instances, knowledgeable other library staffs may go above and beyond to help struggling library users with their information needs and tutor in order to share their knowledge, abilities, and insights on a given topic (Anwar, 2022).

Publication on journal and books: Libraries enables librarians to share their expertise by publishing articles in journals in order to access resources, advance their careers, and improve the peer review system in journals, which results in more coherent work. Libraries share their work and resources through a variety of channels, including discussions, workshops, websites, discussion groups, and the exchange of scholarly ideas, according to Saufi and Tasmin (2021). The gold standard for intellectual knowledge distribution continues to be journals. The publishing also gives libraries the chance to build original theories and techniques in an area that is still under development, engaging other libraries and impacting research or knowledge-sharing activities at an early stage. Thus, books may be very helpful for a thorough exchange of information, but they only function if potential readers or instructors are present. In addition, libraries should encourage its staffs to express their thoughts and observations on the books they have read (Masa'deh & Gharibeh, 2021).

2.5 Benefits of sharing knowledge by libraries

By converting the implicit information that is stored in each person into explicit knowledge through contact, knowledge sharing boosts creativity (Al-Hussieni, 2021). Teachers frequently include two main types of new knowledge when a new development occurs in the study course in an academic setting: internal knowledge from their own experience, which was gained from prior involvement with the course,

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and external knowledge (other courses, books, conferences, etc.). Due to their initiative and motivation to share knowledge with individuals who lack an academic bent, knowledge sharing behaviors among library staffs in an academic setting encourage problem resolution (Calantone, Cavusgil, & Zhao 2018, as quoted in Manamela, 2021). Yang (2019) Sharing knowledge enables library staffs to learn new things, solve issues, deepen their comprehension of a certain subject, or just to assist one another.

Practices that encourage knowledge sharing can therefore be seen as an important way for library staffs to learn from one another and develop intellectually. Through the processes of individual exposure, assessment, synthesis, and reflection, this information and experience exchange occurs. It supports the development of knowledge and skills, promotes the generation of new ideas, and improves academic performance (Chikono, 2018). According to Majid (2019), collaborative learning that involves active knowledge sharing has many advantages for library staffs, including improved enhanced communication and interpersonal skills, appreciation for different ideas and viewpoints, positive interdependence, and a sense of fulfillment from helping others learn.

When the library staffs discusses ideas with others, they could come up with fresh, original ones. According to Lee et al. (2019), information sharing among special libraries and librarian is a key facilitator of innovative ideas and a major component that advances the special development. Additionally, information sharing might encourage individual innovation (Chen and Chen 2020), since it could facilitate cooperation among libraries and library staffs in the same department as well as with other library staffs, as well as enhance libraries and its staffs on subject knowledge (Amin et al. 2020). This might all be explained by the fact that knowledge sharing is one of the most crucial

elements that aids libraries in several ways, including retention of information, independent problem-solving, the development of new abilities and services, and creativity. By exchanging knowledge, libraries may acquire high-quality information and knowledge that can then mix with their own expertise to produce innovative ideas, new knowledge and new services (Amin et al. 2020).

2.6 Challenges library staffs encounters when sharing knowledge

There are certain obstacles to knowledge exchange among university library staffs . Sharma, Singh, and Neha (2019) noted a lack of top management, a lack of understanding of the concept of knowledge management, a lack of knowledge management strategy integration, a lack of infrastructure supporting knowledge sharing, a lack of transparency in rewards, a lack of organizational culture, an emphasis on the individual rather than the team, a lack of knowledge retention, staff retirement and defection, a lack of documentation, a lack of social networks, and a lack of sufficient analysis of past errors. Manamela (2021), citing Rangamiztousi and TseKian (2019), noted that knowledge-sharing procedures in educational institutions are not always successful. Knowledge sharing is sometimes hampered by circumstances or other barriers. They includes:

Lack of trust to share knowledge: Knowledge sharing activities are discouraged by the worry of having one's intellectual property stolen. It is very improbable that a professor would fully utilize the knowledge they get if they do not trust it (Riege, 2018 as referenced in Manamela 2021). According to Cleveland and Ellis (2021), a major obstacle to library staffs sharing information is a lack of trust. Lack of trust may result from apprehension that others may abuse information or unfairly claim credit for it, or it may be related to the accuracy and reliability of the knowledge. Zhou and Nunes (2021)

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made the observation that formal knowledge-sharing procedures may not be sufficient to encourage library staffs to share their knowledge with others inside the institution or department if there is no trust between them. In a similar vein, Phung, Hawryszkiewicz, and Binsawad (2021) said that the biggest obstacle preventing library staffs from exchanging understanding with one another is a lack of confidence between themselves

Threat to future career advancement: Knowledge is an intangible resource, making it difficult to identify library staffs who do not wish to share it. As a result, it might be challenging to determine whether or not pupils are hoarding knowledge. According to Wendling et al. (2019), library staffs who hoard information, abilities, or experience may find it difficult to impart them because doing so will help others advance in their careers. In a similar vein, (Assefa et al. 2019) claimed that some library staffs like sharing their knowledge and seeing it used by others. (Riege & Mitchell, 2018 referenced in Manamela, 2021) highlighted that library staffs hoard their information since sharing it is seen as undermining their position, authority, or prestige within the institution, faculty, or department. This is done in order to maintain a specific status, reputation, career, or authority.

Poor communication skills: If libraries want to effectively share their experience, they must be able to present ideas both orally and in writing. According to Assefa, Garfield, and Meshesha (2019), communication skills encompass both verbal and codification abilities. Human relationships are impacted by communication, which include vocal exchanges and the use of body language. When communication skills are lacking, some library staffs find it difficult to comprehend one another (Riege, 2018 as referenced in Manamela, 2018). Libraries encourage their staffs to openly express their ideas and

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opinions on particular topics by universities that encourage information exchange and the integration of knowledge into the institution (Tahleho, 2021).

Lack of motivation to share knowledge: iv.Velmurugan, Narayanasamy, and Rasih (2020), as stated in Tahleho (2021), said that it is widely recognized that inspiring library staffs to participate in knowledge-sharing activities is not a simple undertaking. In support of this, Phung, Hawryszkiewicz, & Binsawad (2021) found that student knowledge sharing behaviors are significantly influenced by motivation. In a similar vein, Khalil and Shea (2019), who were mentioned by Manamela (2021), claimed that library staffs might not be adequately motivated to share their experience with others. One explanation for the absence of information sharing is that library staffs are unwilling to share their expertise, and as a result, other library staffs are denied the chance to learn from their peers due to reluctance or lack of interest in knowledge sharing.

Lack of knowledge awareness: library staffs might not be aware of the value of their experience in helping out other university libraries and library staffs. Those with knowledge and experience are not apparent or acknowledged, while others who lack these things are unaware of those who do (Wendling, Oliveira & Macada, 2019). As a result, some library staffs fail to take into account what their faculty colleagues are doing or what they know, which wastes time and resources searching for resources that a colleague may already have (Atkova & Tuomela-Pyykkönen, 2021).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is devoted to the methodology that would be applied for carrying out the

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research. The procedures used in gathering data and statistical tools used in analyzing the data are explained. The following are covered in this chapter:

Research Design

Population of the Study

Sample Size and Sampling Technique

Data Collection Instrument

Data Collection Procedure

Validity of the Instrument

Reliability of the Instrument

Method of data Analysis

3.2 Research Design

The approach to be use for this study is survey method. A survey research design was adopted for this study. The survey research method involves the act of conducting a study of specific groups. It critically examines events, opinions, objects, attitudes, subjects or ideas with the aim of providing accurate information about the phenomenon being studied. The survey method is very appropriate for this study because it allows the researcher to investigate factors influencing knowledge sharing among libraries in Offa, Kwara State

3.3. □Population of the Study

The research population for the study consist the 3 Academic libraries in Offa local government area, Offa Kwara State which include College of Health Technology Offa, Academic library, Summit University library Offa and Lens Polytechnic library Offa.

3.4. □Sampling Technique and Sample Size

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Sampling is the process of selecting units (eg people, organizations) from a population of interest so that by studying the sample we may fairly generalize our result to the population from which they were chosen. There are different methods of sampling which are referred to as sampling techniques. Simple random sampling technique was used. Consequentially Three academic library in Offa local government area Offa was sampled, which include College of Health Technology Offa Academic library, Summit University Academic Library, and Lens Polytechnic Academic library Offa.

3.5 Data collection instrument

The instrument that was used for data collection in this study was questionnaire. The questionnaire will be a closed ended questionnaire. In order to secure honest responses from the respondents, they will be promised anonymity and was assured that any information they give will be treated in strict confidence. The questionnaire was of two parts. Part one includes the demographic information about the respondents including age, gender, Qualification, years of experiences, Part two of the questionnaire, comprises of sub section based on the objectives of the study.

3.6 Data collection procedure

30 Copies of the questionnaire were personally administered randomly to the College of Health Technology Offa, Academic library, Summit University library Offa and Lens Polytechnic Library, Offa local government areas, Offa Kwara.

3.7 Validity of the instrument

The instrument is validated to ensure both the content and construct validity. To achieve these, the instrument was given to the supervisor including other experts. Their observations was incorporated in the final questionnaire for distribution and in order to guarantee validity the researcher also provided enough clear questions for the

respondents.

3.8 □Reliability of the instrument

To achieve the reliability of the instrument that was used for data collection in this study, a small Split half reliability method will be use and the reliability of the instrument will be calculated using Pearson moment correlation.

3.9 □Method of data analysis

Descriptive statistics was used for the research work are Percentage and frequency table and this were used in analyzing the data. Percentages tables were used.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 □INTRODUCTION

This chapter is devoted to the analysis of the responses obtained from the questionnaire. In collecting the data, a total number of Thirty (30) questionnaire was distributed and (27) twenty- seven questionnaire were administered and recovered.

4.2□DATA ANALYSIS AND PRESENATION

SECTION A: Demographic information

Table 4.1:□Gender of the respondent

Table 4.2.1 above shows that 11 which is 40.7% of the respondent are male, while 16 which is 59.3% of the respondents are female.

Table 4.2:□Age range

Table 4.2 above shows that 5 which is 18.5% of the respondent are within the age range of 21-25years of age, 7 which is 25.9% of the respondent are within the age range of 26-30 years of age, while 9 which is 33.3% of the respondent are within the

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age range of 31-35years of age and 6 which is 22.2% of the respondents are 36 years and above.

Table 4.3: Qualifications

Table 4.3. shows that 4 which is 14.8% of the respondent have ND/NCE, 8 which is 11.1% of the respondent have HND, 5 which is 18.5% of the respondent have ma BsC, 9 which is 51.9% of the respondents have masters Degree and 2 which 7.4% of the respondents have PhD.

Table 4.4: Years of Services

Table 4.4 above shows that 6 which is 22.2% of the respondent have been in services for 1-5years, 7 which is 25.9% of the respondent have been in services for 6-10 years, 5 which is 11.1% of the respondent have been in services for 11-15years, while 6 which is 22.2% of the respondent have been in services for 16-20years and 3 which is 11.1% of the respondent have been in services for 20 years and above.

SECTION B:

Table 4.5: Factors influencing knowledge sharing among libraries

Table 4.5 above shows that 10 which is 37% of the respondent strongly agreed, 8 which is 29.6% of the respondent agreed, while 3 which 11.1% of the respondents disagreed and 6 which is 22.2% of the respondent strongly disagreed that motivation is a factor influencing knowledge sharing among libraries. It also shows that 8 which is 29.9% of the respondent strongly agreed, 10 which is 37% of the respondent agreed, 1 which is 3.7% of the respondent undecided while 4 which is 14.8% of the respondent disagreed and 4 which is 14.8% of the respondent strongly agreed that institutional support is a factor influencing knowledge sharing among libraries. It also shows that 9 which is 33.3% of the respondents strongly agreed, 8 which is 29.9% of the respondent agreed,

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2 which is 7.4% of the respondent disagreed and 4 which is 14.8% of the respondents strongly disagreed that teamwork is a factor influencing knowledge sharing among libraries. It also shows that 10 which is 37% of the respondent strongly agreed, 7 which is 25.9% of the respondent agreed, 3 which is 11.1% of the respondents were undecided, while 5 which is 18.5% of the respondent disagreed and 2 which 14.8% of the respondent strongly disagreed that rewards is a factor influencing knowledge sharing among librarraries.

It also shows that 11 which is 40.7% of the respondents strongly agreed, 9 which is 33.3% of the respondents agreed, while 4 which is 14.8% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that good leadership style is a factor influencing knowledge sharing among libraries. It also shows that 12 which is 44.4% of the respondents strongly agreed, 10 which is 37% of the respondents agreed, 1 which is 3.7% of the respondent undecided while 3 which 11.1% of the respondents disagreed and 1 which is 3.7% of the respondent strongly disagreed that interpersonal trust or relationship is a factor influencing knowledge sharing among libraries. It also shows that 9 which is 33.3% of the respondent s strongly agreed, 11 which is 40.7% of the respondent agreed, while 5 which is 18.5% of the respondents disagreed and 2 which is 7.4% of the respondent strongly disagreed that career advancement is a factor influencing knowledge sharing among libraries.

It also shows that 13 which is 48.2% of the respondents strongly agreed, 9 which is 33.3% of the respondents agreed, 1 which 3.4% of the respondents undecided, while 3 which is 11.1% of the respondents disagreed and 1 which 3.7% of the respondent strongly disagreed that educational level is a factor influencing knowledge sharing among libraries. It also shows 12 which is 44.4% of the respondents strongly agreed, 1

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which is 3.7% of the respondents agreed while 1 which is 3.4% of the respondent disagreed and 3 which is 11.1% of the respondent strongly disagreed that work practices is a factor influencing knowledge sharing among libraries.

Table 4.6: Types of Knowledge shared among libraries

Table 4.5 above shows that 7 which is 25.9% of the respondents strongly agreed, 3 which 11.1% of the respondent agreed, 4 which is 14.8% of the respondent were undecided while 11 which is 40.7% of the respondents disagreed and 2 which is 7.4% of the respondents strongly disagreed that General knowledge on course of study is a type of knowledge shared among libraries. It also shows that 19 which is 70.4% of the respondents strongly agreed, 1 which is 3.7% of the respondents agreed, while 3 which is 11.1% of the respondent disagreed and 5 which is 18.5% of the respondent strongly disagreed that knowledge on research project is a type of knowledge shared among libraries. It also shows that 5 which is 18.5% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, 1 which is 3.7% of the respondent were undecided while 9 which is 33.3% of the respondent disagreed and 5 which is 18.5% of the respondents disagreed that knowledge on skills acquisition is a type of knowledge shared among libraries. It also shows that 3 which is 11.1% of the respondents agreed while 2 which is 7.4% of the respondents disagreed and 4 which is 14.8% of the respondents disagreed that knowledge on fashion is a type of knowledge shared among libraries.

It also shows that 2 which is 7.4% of the respondents strongly agreed, 5 which is 18.5% of the respondents agreed while 7 which is 25.9% of the respondents disagreed and 13 which is 48% of the respondents strongly disagreed that knowledge on sport is a type of knowledge shared among libraries. It also shows that 9 which is 33.3% of the

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respondents strongly agreed, 15 which is 55.6% of the respondents agreed while 3 which is 11.1% of the respondents disagreed that knowledge on examinations is a type of information shared among libraries. It also shows that 16 which is 59.2% of the respondents strongly agreed, 4 which is 14.8% of the respondents agreed, 2 which is 7.4% of the respondents were undecided while 4 which is 14.8% of the respondents disagreed and 1 which is 3.7% of the respondents strongly disagreed that course registration is a type of knowledge shared among libraries. It also shows that 21 which is 77.8% of the respondents strongly agreed, 2 which is 7.4% of the respondents agreed while 1 which is 3.7% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that knowledge on results is a types of knowledge shared among libraries.

It also shows that 10 which is 37% of the respondents strongly agreed, 8 which is 29.6% of the respondents agreed, 2 which is 7.4% of the respondents were undecided while 4 which is 14.8% of the respondents disagreed, 10 which is 37% of the respondents strongly disagreed that knowledge on cultural religion is a types of knowledge shared among libraries. It also shows that 6 which is 22.2% of the respondent strongly agreed, 1 which is 3.7% of the respondents agreed, 7 which is 25.9% of the respondents were undecided while 3 which is 11.1% of the respondents disagreed and 10 which is 37% of the respondents strongly disagreed that knowledge on job opportunities is a type of knowledge shared among libraries. It also shows that 2 which is 7.4% of the respondents strongly agree, 1 which is 40.7% of the respondents agreed while 9 which is 33.3% of the respondents disagreed and 5 which is 18.5% of the respondents strongly disagreed that knowledge on scholarship is a type of knowledge shared among libraries

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Table 4.7: channels of knowledge sharing

Table 4.7 above shows the channels of knowledge sharing among libraries. It shows that 15 which is 55.5% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, while 3 which is 11.1% of the respondents disagreed and 2 which is 7.4% of the respondents strongly disagreed that Face to Face contact or verbal is a channel of knowledge sharing among libraries. It also shows that 13 which is 48.1% of the respondent strongly agree, 9 which is 33.3% of the respondents agreed. 1 which is 3.7% of the respondents were undecided while 1 which is 3.7% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that facebook is channels of knowledge sharing among libraries.

It also shows that 10 which is 37% of the respondents strongly agree, 8 which is 29.6% of the respondents agreed, 2 which is 7.4% of the respondents were undecided while 1 which is 3.7% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that Fackboook is channel of knowledge sharing. It also shows that 10 which is 37% of the respondents strongly agree, 8 which is 29.6% of the respondent agreed, 2 which is 7.4% of the respondents were undecided while 5 which is 18.5% of the respondents disagreed and 2 which is 7.4% strongly disagreed that whatsapp is channel use for sharing knowledge by libraries. It also shows that 11 which is 40.7% of the respondents strongly agreed, 6 which is 22.2% of the respondents agreed, 1 which is 3.7% of the respondents were undecided while 4 which is 14.8% of the respondents disagreed and 5 which is 18.5% of the respondents strongly disagreed that departmental exco meeting is channel for knowledge sharing among libraries. It also shows that 9 which is 33.3% of the respondents strongly agreed, 12 which is 44.4% of the respondents agreed while 2 which is 7.4% of the respondents disagreed and 4

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which is 14.8% of the respondents strongly disagreed that class presentation is a channel for knowledge sharing among libraries.

It also shows that 5 which is 18.5% of the respondents strongly agreed, 7 which is 25.8% of the respondents agreed, 2 which 7.4% of the respondents were undecided while 6 which is 22.2% of the respondents disagreed and 7 which is 25.9% of the respondents strongly disagreed that twitter is one of the channel for knowledge sharing among libraries. It also shows that 14 which is 51% of the respondents strongly agreed, 9 which is 33.3% of the respondents agreed while 3 which is 11.1% of the respondents disagreed and 1 which is 3.7% of the respondents strongly disagreed that email is a channel for knowledge sharing among libraries. It also shows that 6 which is 22.2% of the respondents strongly agreed, 8 which is 29.6% of the respondents agreed, 3 which is 11.1% of the respondent were undecided while 7 which is 25.9% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that blog is a channel for knowledge sharing among libraries.

It also shows that 9 which is 33.3% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, 2 which is 7.4% of the respondents were undecided and 5 which is 18.5% of the respondents disagreed and 4 which is 14.8% of the respondents strongly disagreed that tutorial classes is a channel for knowledge sharing among libraries.. it also shows that 16 which is 59.2% of the respondents strongly agreed, 8 which is 29.6% of the respondents agreed, 2 which is 7.4% of the respondents disagreed and 1 which is 3.7% of the respondents strongly disagreed that orientation programme is a channel for knowledge sharing among libraries.. it also shows that 7 which is 25.9% of the respondents strongly agreed, 5 which is 18.5% of the respondents agreed, 3 which is 11.1% of the respondents were undecided while 9

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which is 33.3% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that brainstorming session is a channel for knowledge sharing among libraries. It also shows that 15 which is 55.5% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, while 3 which is 11.1% of the respondents disagreed and 2 which is 7.4% of the respondents strongly disagreed that seminars/conferences/workshop is a channel for knowledge sharing among libraries.

Table 4.8: Benefit of sharing knowledge

Table 4.8 above shows the benefits of sharing Knowledge. It shows that 11 which is 40.7% of the respondents strongly agreed, 8 which is 29.6% of the respondents agreed, 2 which is 7.4% of the respondents were undecided while 3 which is 11.1% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that learning new thing is a benefit of sharing knowledge among libraries. It also shows that 15 which is 55.5% of the respondents strongly agreed, 6 which is 22.2% of the respondents agreed, 3 which is 11.1% of the respondents were undecided while 2 which is 7.4% of the respondents disagreed and 1 which is 3.7% of the respondents strongly disagreed that increasing understanding is a benefit of knowledge sharing among libraries.

It also shows that 12 which is 44.4% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, 4 which is 14.8% of the respondents were undecided while 2 which is 7.4% of the respondents disagreed and 2 which is 7.4% of the respondents strongly disagreed that helps to answer questions is a benefit of knowledge sharing among libraries. It also shows that 14 which is 51.8% of the respondents strongly agreed, 6 which is 22.2% of the respondents agreed, 3 which is 11.1% of the respondent were undecided and 4 which is 14.8% of the respondents

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strongly disagreed that solving of academic problem is a benefit of knowledge sharing among libraries. It also shows that 10 which is 3.7% of the respondents strongly agreed, 8 which is 28.6% of the respondents agreed, 2 which is 7.4% of the respondents were undecided while 4 which is 14.8% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that enhancing academic performance is a benefit of knowledge sharing among libraries.

It also shows that 13 which is 48.1% of the respondents strongly agreed, 8 which is 29.6% of the respondents agreed, 3 which is 11.1% of the respondents were undecided while 2 which is 7.4% of the respondents disagreed and 1 which is 3.7% of the respondents strongly disagreed that improve vocabulary services is one of the benefit of knowledge sharign among libraries. It also shows that 9 which is 33.3% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, 5 which is 18.5% of the respondents were undecided while 4 which is 14.8% of the respondents disagreed and 2 which is 7.4% of the respondents strongly disagreed that improve libraries confidences is one of the benefit of knowledge shairng among libraries. It also shows that 10 which is 37% of the respondents strongly agreed, 6 which is 22.2% of the respondents agreed, 4 which is 14.8% of the respondents were undecided while 3 which is 11.1% of the respondents disagreed and 4 which is 14.8% of the respondents strongly disagreed that assist in decision making is one of the benefit of knowledge sharing among libraries.

Table 4.9: Challenges libraries encounter when sharing knowledge

Table 4.9 above shows the challenges libraries encounter when sharing knowledge. It shows that 5 which is 18.5% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, 8 which is 29.6% of the respondents were undecided while 4

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which is 14.8% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that lack of trust to share knowledge is one of the challenges encounters by libraries when sharing knowledge. It also shows that 4 which is 14.8% of the respondents strongly agreed, 8 which is 29.6% of the respondents agreed, 9 which is 33.3% of the respondents were undecided, while 6 which is 22.2% of the respondent disagreed that threat to futures advancement is one of the challenges encounters by libraries when sharing knowledge. It also shows that 2 which is 7.4% of the respondents strongly agreed, 11 which is 40.7% of the respondents agreed 3 which is 11.1% of the respondents were undecided while 10 which is 37% of the respondents disagreed and 1 which is 3.7% of the respondents strongly disagreed that poor communication skills is one of the challenges encounter by libraries when sharing knowledge.

It also shows 3 which is 11.1% of the respondents strongly agreed, 3 which is 11.1% agreed, 10 which is 37% of the respondents were undecided while 5 which is 18.5% of the respondents disagreed and 6 which is 22.2% of the respondents strongly disagreed that lack of motivation to share knowledge is one of the challenges encounter by libraries when sharing knowledge. It also shows that 4 which is 14.8% of the respondents strongly agreed, 7 which is 25.9% of the respondents agreed, 9 which is 33.3% of the respondents were undecided while 4 which is 14.8% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that lack of knowledge awareness is challenges encounter by libraries when sharing knowledge.

It also shows that 5 which is 18.5% of the respondents strongly agreed, 6 which is 22.2% of the respondents agreed, 9 which is 33.3% of the respondents were undecided while 3 which is 11.1% of the respondent disagreed and 4 which is 14.8% of the respondents strongly disagreed that inadequate interaction between those who need

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knowledge and those who can provide the knowledge is a challenges encounter by libraries while sharing knowledge. It also shows that 4 which is 14.8% of the respondents strongly agreed, 8 which is 29.6% of the respondents agreed, 10 which is 37% of the respondents were undecided while 2 which is 7.4% of the respondents disagreed and 3 which is 11.1% of the respondents strongly disagreed that no formal system for libraries with whom they need to share knowledge with.

4.3 Discussion of Findings

The majority of respondents were female (59.3%). Respondents were distributed across various age ranges, with the highest percentage in the 31-35 age group. A significant number of respondents held a Master's degree (51.9%). Most respondents had 1-10 years of service experience (48.1%). Factors Influencing Knowledge Sharing which includes Motivation, institutional support, teamwork, rewards, good leadership, interpersonal trust, and career advancement were identified as key factors influencing knowledge sharing among libraries.

The findings also reveals the types of Knowledge Shared which includes Research projects, course registration, results, cultural/religious knowledge, and job opportunities were among the types of knowledge frequently shared among libraries.

The findings also reveals that Face-to-face contact, social media (Facebook, WhatsApp, Twitter), email, and seminars/conferences were identified as common channels for knowledge sharing etc are Channels use for Knowledge Sharing among libraries.

The findings also reveals the Benefits for Sharing Knowledge among libraries and some of this benefits includes learning new things, increasing understanding, helping to answer questions, solving academic problems, creating new ideas, enhancing academic performance, and improving vocabulary services. It also reveals that libraries faced

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challenges when sharing information and some of these challenges include lack of trust, threats to future career advancement, poor communication skills, lack of motivation, lack of knowledge awareness, inadequate interaction, and the absence of a formal system to identify knowledge-sharing partners.

4.4 Answering of Research Question

Research question 1: What are the factors influencing knowledge sharing among Libraries in Offa local government area?

Answer: according to the findings, factors influencing knowledge sharing among libraries include motivation, institutional support, team work, rewards, good leadership styles, interpersonal trust or relationship, career advancement, work practices, etc

Research question 2: What are the types of knowledge shared by libraries?

Answer: According to the findings the types of knowledge shared among libraries, includes General knowledge on course of study, research project, skill acquisition, sports, examination, course registration, result, cultural religion, job opportunities, scholarship etc.

Research Question 3: What are the channels of knowledge sharing by libraries?

Answer: According to the findings, the channels for knowledge sharing among libraries, this channel includes face to face contact or verbal of staffs, social media (facebook, whatsapp), departmental executive meeting, class presentation, twitter, email, blogs, tutorials, orientation programme, Brainstorming sessions, seminars/conferences/workshops etc

Research Question: What are the benefits of sharing knowledge by libraries?

Answer: According to findings. The benefits for sharing knowledge among libraries, this benefit includes learning new things, increasing understanding among libraries, helping

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to answers questions, solving academic problems, creating of new ideas, enhancing academic performances, improving vocabulary services, improve libraries confidences, assist in decision making of libraries.

Research question: What are the challenges libraries encounter when sharing knowledge?

Answer: According to the finding, the challenges includes lack of trust for sharing knowledge among libraries, threat to future career advancement, poor communication skills among libraries and libraries staff, lack of motivation to share knowledge, lack of knowledge sharing awareness , inadequate interaction between those who need knowledge and those libraries who can provide knowledge, no formal system for libraries to identify libraries with whom they need to share knowledge with.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

This chapter presents the summary of the findings, conclusion and recommendations on Factors Influencing Knowledge Sharing among libraries in Offa local government local government areas Offa.

5.1 Summary of the Findings

The summary of the findings was based on the analysis made in chapter four. The survey method was adopted for this study and it was conducted based on guided objectives of the study which were also the research questions for the study. From the data collected and analyzed the researcher was able to examine and ascertain the factors influencing knowledge sharing among libraries in Offa local government areas. Five research questions were raised and survey was adopted for the study.

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Questionnaire was the main instrument used for data collection. The instrument was subjected to validation by the supervisor and expert in measurement and evaluation. The findings of the study are summaries as follows:

The findings reveals that majority of the respondents are female, it was also reveal that majority of the respondent fall with the age range of 25-36 years, 37-45 years and 46years and above. It findings also reveals that majority of the respondent. It was also reveal that majority of the respondents have masters degree. The finding also reveals that majority of the respondents have more than 1-10 years of experiences in services.

The findings reveals the factors influencing knowledge sharing among libraries. This factors includes, motivation, institutional support, team work, rewards, good leadership styles, interpersonal trust or relationship, career advancement , work practices, etc.

The findings also reveals the types of knowledge shared among libraries, this includes General knowledge on course of study, research project, skill acquisition, sports, examination, course registration, result, cultural religion, job opportunities, scholarship etc.

The findings also reveals the channels for knowledge sharing among libraries, this channel includes faces to face contact or verbal of staffs, social media (facebook, whatsapp), departmental exco meeting, class presentation, twitter, email, blogs, tutorials, orientation programm, Brainstorming sessions, seminars/conferences/workshops etc

The findings also reveals that there are benefits for sharing knowledge among libraries, this benefit includes learning new things, increasing understanding among libraries, helping to answers questions, solving academic problems, creating of new ideas, enhancing academic performances, improving vocabulary services, improve libraries

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confidences, assist in decision making of libraries.

The findings also reveals that despite this benefit, libraries encounter challenges when sharing knowledge some of this challenges includes lack of trust for sharing knowledge among libraries, threat to future career advancement, poor communication skills among libraries and libraries staff, lack of motivation to share knowledge, lack of knowledge sharing awareness , inadequate interaction between those who need knowledge and those libraries who can provide knowledge, no formal system for libraries to identify libraries with whom they need to share knowledge with.

5.2 Conclusion

Knowledge sharing is a method of exchanging knowledge, ideas, abilities, data, expertise, intelligence and experience to generate fresh knowledge. It is an intentional act that makes it possible for organization to share knowledge through the transfer of understanding. Based on the findings of this study, the following conclusions were drawn from the outcomes of the study. Motivation; institutional support; team work; reward; good leadership style; interpersonal trust or relationship; career advancement and educational level as the major factors influencing knowledge sharing among libraries.

The study also concluded that lack of trust to share knowledge, threat to future career advancement, poor communication skills, lack of motivation to share knowledge, lack of knowledge awareness, inadequate interaction between those who need knowledge and those who can provide knowledge and lack of formal system at the school to identify student with whom they need to share knowledge” are the challenges encountered by libraries when sharing knowledge.

5.3 Recommendations:

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From the findings the following were recommended:

Training Programs: Implement training programs to enhance communication skills and motivate library staff to share knowledge effectively.

Promote Trust: Develop strategies to foster trust among library staff, addressing concerns related to future career advancement and ensuring a conducive environment for knowledge sharing.

Formalized Systems: Establish formal systems to facilitate the identification of potential knowledge-sharing partners within libraries.

Encourage Collaboration: Promote teamwork and collaborative initiatives within libraries to enhance knowledge-sharing practices.

Utilize Diverse Channels: Encourage the use of various channels, including social media and face-to-face interactions, to diversify knowledge-sharing methods.

Continuous Education: Provide ongoing educational opportunities to staff, emphasizing the benefits of knowledge sharing and its positive impact on career development and library services.

5.4□Area for further studies:

1.□Impact of ICT facilities on knowledge sharing among libraries

2.□Effect of effective collaboration among libraries and libraries staff in Academic libraries.

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APPENDIX I

APPENDIX II

APPENDIX III

APPENDIX IV

INTRODUCTION LETTER

Department of Library and

Information Science,

Federal Polytechnic Offa,

PMB 420, Offa,

Kwara State.

Dear respondents,

I am a final year student of the above mentioned institution and department, conducting a research topic Factors influencing Knowledge sharing among libraries in Offa local Government area".

I humbly request for your full participation and sincere response. All information gathered is purely for academics purpose and shall be treated with confidentiality.

Yours faithfully

Research Project

ChimuanyaBenedicta

Researcher

QUESTIONNAIRE

SECTION A

Instruction: Please fill and tick () the appropriate column that reflects your opinion

BIO-DATA

Gender: Male () Female ()

Age Range: 16-20 () 21- 25 () 26- 30 () 31- 35 () 36- above ()

Qualifications: National Diploma () High national Diploma () BSc. () Masters ()
PhD ()

Years in Services: 1-5 years () 6 - 10 years () 11- 15 years () 16 - 20 years ()
) 20 years and above ()

SECTION B

1. What are the factors influencing knowledge sharing among librarians?

Kindly tick S.A for “Strongly Agree”, A for “Agreed”, U for “ Undecided”, D for Disagreed, S.D for “Strongly Disagreed”.

What are the types of knowledge shared by librarians?

Kindly tick S.A for “Strongly Agree”, A for “Agreed”, U for “ Undecided”, D for Disagreed, S.D for “Strongly Disagreed”.

What are the channels of knowledge sharing by library staffs ?

Kindly tick S.A for “Strongly Agree”, A for “Agreed”, U for “ Undecided”, D for Disagreed, S.D for “Strongly Disagreed”.

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What are the benefits of sharing knowledge by Librarians?

Kindly tick S.A for “Strongly Agree”, A for “Agreed”, U for “ Undecided”, D for Disagreed, S.D for “Strongly Disagreed”.

What are the challenges libraries encountered when sharing knowledge?

Kindly tick S.A for “Strongly Agree”, A for “Agreed”, U for “ Undecided”, D for Disagreed, S.D for “Strongly Disagreed”.