EXPLORING THE FACTORS INFLUENCING KNOWLEDGE SHARING PRACTICES AMONG LECTURERS IN KWARA STATE POLYTECHNIC, ILORIN, NIGERIA

BY:

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN LIBRARY AND INFORMATION SCIENCE DEPARTMENT.

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CERTIFICATION

This is to certify that this project work "**Exploring the Factors Influencing Knowledge Sharing Practices Among Lecturers in Kwara State Polytechnic, Ilorin, Nigeria.** was carried out by, OLUWAFEMI HANNAH OLAMIDE with Matriculation Number ND/23/LIS/FT/0029 and approved in partial fulfillment of the requirement for the award of National Diploma (ND) programme in the department of Library and Information Science, KWARA STATE POLYTECHNIC, ILORIN.

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DEDICATION

This research work is dedicated to Almighty God, for his protection and guidance over me throughout the duration of my course.

DECLARATION

I, OLUWAFEMI, Hannah Olamide, a ND student in the Department of Library and Information Science, Kwara, State Polytechnic, Ilorin, Hereby declare that this research project titled "**Exploring the Factors Influencing Knowledge Sharing Practices Among Lecturers in Kwara State Polytechnic, Ilorin, Nigeria".** submitted by me is based on my actual and original work. Any materials obtained from other sources or work done by any other persons or institutions have been duly acknowledged

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ABSTRACT

This study investigates the factors influencing knowledge sharing (KS) practices among lecturers at the Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin, Nigeria. Recognizing KS as a strategic activity in fostering academic productivity, innovation, and institutional development, the research focused on identifying the types of knowledge shared, assessing the impact of organizational, individual, and technological factors, and examining the channels through which knowledge is shared.

Using a survey research design, data were collected from 53 lecturers via structured questionnaires, out of which 39 valid responses were analyzed. The findings revealed that lecturers most frequently share knowledge about research and scientific discoveries, followed by academic opportunities, health and medical information, technological innovations, and economic or business-related insights. Organizational factors such as leadership support, institutional culture, and reward systems were found to positively influence KS practices, while organizational structure had minimal impact. On an individual level, personal motivation, trust in colleagues, self-confidence, and positive attitudes significantly enhanced knowledge sharing. Technological factors such as availability of ICT tools, ease of use, technical support, and internet bandwidth were also reported to facilitate KS.

Furthermore, the study identified social media platforms, academic seminars/workshops, emails, academic databases, and face-to-face interactions as the dominant channels of knowledge exchange among lecturers. Based on these findings, the study concludes that fostering a collaborative culture, offering incentives, and investing in reliable technological infrastructure can significantly promote effective knowledge sharing practices in polytechnic institutions.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

In the present world economy, knowledge has become a key resource and very vital for the development and growth of any society. Knowledge is inevitably becoming the driving force for enhanced productivity, economic growth and performance as the modern world economy is increasingly becoming knowledge- and information-based (Folayowon, 2024). Knowledge drives the activities of individuals and organizations in the 21st century, leading to the emergence of knowledge economies across the universe. Currently, knowledge is considered as central to the growth, development, survival and actualization of competitive advantage of institutions across the universe. Tella (2016) submits a concurring view that knowledge is a critical and strategic resource that leads to new ideas and spurs innovation, improves employees' performance and supports innovations in organizations.

Knowledge as the sum of experience acquired over a period of time, can also be described as expertise that has been mastered and can be demonstrated. It is considered as one of the most important tools contributing to progress in the society. It is an essential commodity that promotes organizational effectiveness and growth (Lawal, Oriogu & Ogbuiyi, 2017). Knowledge is required as a survival kit for any academic institution to thrive in this age of technological advancement. Knowledge based on how they possessed can be intrinsic (tacit) or acquired (explicit). Regardless of the sources at which knowledge is generated by lecturers, its sharing is important in order to survive and sustain the institution values.

Alexander (2022) aptly defined KS as the mutual formal or informal exchange of ideas among lecturers. KS is the voluntary process of transferring or disseminating knowledge from one lecturer to other lecturers whether in an institution or groups of institutions. It is the process by which knowledge is transferred between lecturers sending and lecturers receiving knowledge. KS focuses on the intentional sharing of awareness and experiences among lecturers with the goal of not only enriching their own individual learning, but also of creating or maintaining a common repository of reusable knowledge objects.

Curado and Vieira (2019) noted that KS refers to all types of communication of knowledge including explicit and tacit knowledge through socialization, interaction, and training. KS is the heart of the SECI Model which include Socialization, Externalization, Combination, and Internalization (SECI) of knowledge. KS implies that each process of knowledge sharing consists of bringing (or contributing) knowledge and obtaining (or collecting knowledge).

Longley (2020) argued that sharing knowledge is one of the most important parts of knowledge management. Organisations have identified knowledge and the sharing of knowledge as important resources that must be created and shared to maintain a competitive edge. Nonetheless, KS requires interaction between lecturers and this interaction depends on relationship involvement ,hinged on the process of communicating, sharing and exchanging information, ideas, views and experiences in order to solve problems, develop new ideas and implement policies within institutions (Maiga, 2010;Wang and Noe, 2010).

Studies have shown that there are several factors that influence KS practices in organizations. These factors are capable of influencing KS through various approaches. However, this position is viewed from the positivity prism, as there are negative factors that can decrease or inhibit knowledge sharing activities. For instance, fear of losing one's original idea to another person, due to lack of trust, may not allow one to share such knowledge. Thus, lack of trust becomes a negative factor decreasing KS. Studies like Paroutis and Al-Saleh(2009); Islam and Khan(2014); Jabbary and Madhoshi(2014); and Mafabi et al (2017) have established that individual factors, organizational factors and technological factors can influence KS within an organization.

Organizational factors refer to the conditions, policies, and structures within an institution that either promote or hinder knowledge sharing. These factors shape the work environment and influence employees' willingness to share knowledge.One of the major organizational factors influencing KS is organizational culture. Culture plays a significant role in determining how employees interact and share knowledge. A culture that encourages openness, teamwork, and collaboration fosters effective KS while a culture that promotes competition, secrecy, or individualism may hinder it (Paroutis & Al-Saleh, 2009).Another important organizational factor is staff motivation and rewards. Employees are more likely to share knowledge when they feel valued and recognized for their contributions.As a result, Mafabi et al.(2017) assumed that incentives such as promotions, recognition, and financial rewards can encourage KS. On the

other hand, a lack of incentives can discourage employees from engaging in knowledge-sharing activities. Organizational factors are those factors (conditions, approaches, styles or environment) that centers on the organization where the employee works. Such factors include: organizational culture, staff motivation/ reward, work environment, managerial styles etc.

Another factor research has established its contribution to KS is personal/individual factor.It refers to the personal characteristics, perceptions, and attitudes of lecturers that impact their willingness to share knowledge. Lecturer willingness to share knowledge is influenced by their trust levels. When there is a lack of trust among colleagues, individuals may withhold knowledge out of fear that others might take credit for their ideas (Islam & Khan, 2014). Another individual factor is self-efficacy, which refers to an individual's confidence in their ability to share useful knowledge. Employees who believe in their competence and expertise are more likely to share knowledge, while those who doubt their abilities may hesitate to contribute (Noor & Hashim, 2012). Additionally, an individual's attitude and willingness to share knowledge affect KS. Some individuals may be naturally inclined to share knowledge, while others may be reluctant due to fear of losing their competitive advantage. A positive attitude toward teamwork and collaboration enhances KS.

Furthermore, technological factors have been found to contribute to KS. Technological factors refer to the role of tools or machines in aiding knowledge sharing practices. According to Hashim, Hairulliza, Tengku, and Wook, (2016) and Imam et al, (2020), technology and ICT infrastructure, such as the social media are great enablers of KS in an organization. Technology plays a crucial role in facilitating KS in modern organizations. The availability and effective use of ICT infrastructure such as databases, intranet systems, and collaborative platforms enhance KS. Institutions that invest in modern knowledge management systems create an enabling environment for KS (Hashim et al., 2016).

Social media and other digital tools have also become important enablers of KS. Platforms such as discussion forums, professional networking sites, and institutional e-libraries provide avenues for lecturers to share and access knowledge easily (Imam et al., 2020). Moreover, ease of access to technological tools determines how effectively knowledge is shared in organisations. If employees face difficulties in accessing knowledge management systems, they may be

discouraged from participating in KS. A well-structured ICT framework that supports seamless knowledge exchange enhances KS.

With all the numerous advantages of technology in knowledge sharing, challenges such as lack of technological literacy and cybersecurity concerns may hinder its effectiveness. Employees who lack adequate technological skills may struggle to use digital knowledge-sharing platforms effectively, while concerns about data security and privacy may make employees hesitant to share sensitive information (Alavi, M., & Leidner, D. E., 2001).

1.2 Statement of the problem

Despite the known benefits, gaps remain in understanding how the identified factors interplay in a polytechnic setting, and it underscores why this study aims to explore the factors influencing KS practices among lecturers in Kwara State Polytechnic, Ilorin. KS is essential for improving educational quality, fostering innovation, and achieving organizational objectives. However, existing studies including Islam and Khan(2014); Jabbary and Madhoshi (2014) indicate that various barriers, such as mistrust, lack of incentives, and inadequate technological support inhibit effective KS.

These challenges may undermine lecturers' ability to share ideas, impacting their productivity and the institution's overall academic,research and administrative performance. This justifies why this study seeks to explore the factors influencing KS practices, among lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

1.3 Research Objectives

The main objective of this study is to explore the factors influencing KS practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

The specific objectives are to:

1. examine the knowledge shared by lecturers of Kwara State Polytechnic, Ilorin, Nigeria.

2. examine the technological factors influencing KS practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

3. examine the individual factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic,Ilorin,Nigeria.

4. examine the organizational factors influencing KS practices among lecturers in Kwara State Polytechnic,Ilorin,Nigeria.

5. identify the channels of sharing knowledge used by lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

1.4 Research Questions

This study seeks to answer the following questions:

1. What are the knowledge shared by lecturers of Kwara State Polytechnic, Ilorin, Nigeria?

2. What are the technological factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

3 What are the individual factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

4. What are the organizational factors influencing knowledge sharing among lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

5. What are the channels of sharing knowledge used by lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

1.5 Significance of the Study

This study is of great importance to a range of stakeholders, including institutional leadership, lecturers, researchers, and knowledge managers. For institutional leaders, the study offers valuable insights that can inform the development of effective policies and strategies aimed at fostering a culture of knowledge sharing within academic environments. Lecturers stand to benefit by gaining a deeper understanding of the factors that influence knowledge sharing, enabling them to create more collaborative and supportive teaching and learning environments.

Researchers will find this study particularly relevant as it contributes to the existing body of literature on knowledge sharing, with a focus on polytechnic institutions in Nigeria. This adds a contextual perspective that has been relatively underexplored, thereby filling a gap in academic research. Additionally, knowledge managers will gain practical insights that can help them improve their professional practices, develop essential skills, and enhance their career growth within the knowledge management field. Overall, the study serves as a valuable resource for promoting more effective knowledge sharing practices across educational institutions.

1.6 Scope of the Study

This study focuses on exploring the factors influencing knowledge sharing practices among lecturers in the Institute of Information and Communication Technology at Kwara State Polytechnic, Ilorin, Nigeria. It will examine how organizational, individual, and technological factors influence KS practices among the lecturers in the area of study.

1.7 Operational definition of terms

1. Exploring: Investigating the factors influencing KS practices among lecturers in Kwara State Polytechnic, Ilorin.

2. Factors Influencing Knowledge Sharing: The various conditions, motivators, and barriers (such as organizational culture, technological tools, incentives, and trust) that affect Kwara State Polytechnic lecturers' willingness and ability to share knowledge.

3. Knowledge Sharing: The exchange of ideas, experience, expertise and academic materials among lecturers in Kwara State Polytechnic, Ilorin.

4. Kwara State Polytechnic, Ilorin, Nigeria: An academic institution located in Kwara State, Ilorin, Nigeria.

5. Lecturers: Academic professionals /staff employed at Kwara State Polytechnic, Ilorin, who are responsible for imparting knowledge, conducting research, and engaging in academic collaborations

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the existing body of literature relating to this study by citing the works, definitions, revelations, positions, arguments, notions, views, recommendations or submissions of scholars, authorities, and researchers. Hence, this chapter will be arranged in the following order:

2.2 Concept of Knowledge Sharing

2.3 Knowledge Shared by Lecturers

2.4 Factors Influencing Knowledge Sharing

2.5 Individual Factors Influencing Knowledge Sharing

2.6 Technological Factors Influencing Knowledge Sharing

2.7 Channels Used for Sharing Knowledge Among Lecturers

2.8 Summary of reviewed literature

2.2 Concept of Knowledge Sharing

Knowledge sharing is defined as exchange, transfer and dissemination of knowledge between and among individuals, teams, departments and organizations. Sharing knowledge involves formulating a problem and suggesting potential solutions, supplying justifications or stimulating events to reflect on something. Knowledge sharing is a learning activity such as observation, listening and asking questions, sharing ideas, suggesting potential solutions and adopting patterns of behavior. These activities can be used as a way of capturing, organizing, re-using and transferring experience-based knowledge that resides within an organization in order to make that knowledge available to others (Onwubiko, 2022).

Knowledge sharing refers to all types of communication of knowledge including explicit and tacit knowledge through socialization, interaction, and training (Ibrahim & Heng, 2015).

Knowledge sha ring is the heart of socialization, externalization, combination, and internalization (SECI) model is frequently referred to as a spiral model in the of knowledge creation theory (Curado & Vieira 2019). Knowledge sharing is one of employees' main contributions to strengthen the organization's knowledge and can lead to high performance (Oyemomi et al., 2019). Knowledge sharing implies that each process of knowledge sharing consists of bringing (or contributing) knowledge and obtaining (or collecting knowledge). Knowledge sharing requires interaction between employees and this interaction depends on relationship involvement (Marampa et al., 2020).

Knowledge sharing between employees is very important in case of achieving sustainable competitive advantage. Knowledge sharing between co-workers is highly important for an organization. Relevant knowledge sharing has the potential to decrease costs, optimize processes and its weakness is that it could put the organization in danger and even make the process ineffective (Rutten, Blaas-Franken & Martin, 2016). Knowledge sharing as a part of knowledge production occurs more in a form of discussion while working together to solve problems, define problems together discussing a knowledge sharing option to find a common solution. Knowledge sharing refers to a process where team members share ideas related to tasks, information, improvement and suggestions with one another.

Adewuyi and Uthman (2023) explained knowledge sharing as the propagation of skills in the form of tacit knowledge that an individual has acquired over a period of time. Knowledge sharing also includes the making of existing documented organizational activities available to members of staff in the workplace so as to improve best practices. These documented records are collectively referred to as explicit knowledge. Both tacit and explicit knowledge constitute the required knowledge that is meant for sharing in university libraries as against the popular notion that knowledge sharing is about individual skills only. Valarmathi and Vasanth (2020) opined that knowledge sharing means making knowledge more active and relevant to create value in the organization. It is a process in the organization where information and knowledge passed from individuals, teams to all the members of the institutions.

Knowledge sharing is a critical aspect of knowledge management, which aims to create, organize, and disseminate knowledge to achieve organisational goals. Hajric (2018) noted that knowledge sharing is an understanding agreement and the coming together of librarians to

effectively assist one another. This led many prominent authors to submit that knowledge sharing is the process of transferring relevant knowledge and expertise among librarians and their teams within a library or group of libraries.

2.3 Knowledge Shared by Lecturers

From Michael Polanyi (1967) who invented the concept of tacit knowledge to other scholars who have researched the domain of knowledge, it has been proven overtime that the two major types of knowledge are tacit and explicit knowledge. However, Hajric (2018) opined that librarians can share personal, medical, research, professional, scientific, technological, business, political, educational and academic knowledge.

The personal knowledge, according Law Insider (2022), is the knowledge possessed by an individual as a result of previous experience and learning. This type of knowledge is acquired by means of taking cognizance of a circumstance or fact gained directly through first-hand experience or observation, or through a personal or familiar relationship with someone. It is knowledge that a person has himself gained through his own senses and can also be seen as actual observations made by an individual. This type of knowledge means knowledge gained through first hand observation or experience, as distinguished from information obtained solely from another person or source.

Another knowledge worthy to be shared by librarians is professional knowledge. Professional knowledge is the librarians' understanding of theory, techniques, practices and principles gained through degree-level discipline-based study. It is the extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. Professional knowledge is inherent in professional backgrounds (Law Insider, 2022). It is fundamental to 'creating conditions where both librarians and users are actively, critically and reflectively engaged in knowledge-making.

Wood (2021), on his part, believed that the scientific inventions have necessitate it for librarians to be sharing scientific knowledge. The scientific knowledge is learned by librarians through the scientific process, which involves experimenting and collecting data. Scientific research is the collection of data to investigate and explain a phenomenon. The idea of science is that librarians

can only learn about a phenomenon in a reliable and accurate way through collecting empirical data. The scientific process is designed to reduce librarians' bias as much as possible and make their conclusions as accurate as they can be. The elements of scientific knowledge are systems, models, constancy and change.

Scholars have agreed that the continuous evolutions of scientific inventions can be attributed to the quality of research in a particular discipline. This makes research an important undertaken worthy to be attempted by librarians in order to discover new things about their discipline. University of Auckland (2022) described research knowledge as research literacy. It is a knowledge that is concerned with a librarian's ability to efficiently source and store research data, rise to the challenges posed by new research software and digital tools, navigate contextual frameworks, develop and critically evaluate research knowledge and ideas. This knowledge is primarily associated with educational/academic knowledge. However, it is perceived to be independent because an individual may require to conduct research for personal or non-academic purposes.

Academic/educational knowledge is also significant for librarians to share. According to Spacey (2019), academic/educational knowledge are knowledge that benefit academic pursuits. These knowledge involve a set of skills like learning skills, report writing skills, analysis skills, communication skills, studying skills, test-taking skills, technical skills, research and presentation skills. Most of these skills are applied to both librarians and users that are vital to the enhancement and efficient library services delivery. The academic/educational knowledge is a specific form of knowledge that has characteristics that differentiate it from other kinds of knowledge, and particularly from knowledge or beliefs based solely on direct personal experience. In summary, academic knowledge is a second-order form of knowledge that seeks abstractions and generalizations based on reasoning and evidence. Fundamental components of academic knowledge are: transparency, codification, reproduction, and communicability (Rugg, 2014).

Since knowledge cuts across diverse areas of human life, another knowledge that are usually shared by librarians is political knowledge. The political knowledge is a measure of how much librarians knows about politics and how current they are informed on political matter. It is also sometimes referred to as political sophistication or political expertise, which is generally defined

as holding correct information—whether that is civic, issue, or candidate information, or the structural relationships among cognitions. Scholars often examine political knowledge as a dependent variable—for example, by examining media effects on political knowledge—but knowledge can also be examined as a predictor, moderator, or mediator in a variety of communication relationships (Hoffman, 2017).

In this sense, political knowledge may lead to political discussion, or it may moderate the relationship between media use and political participation. However, just as general knowledge cannot be directly measured—rather, it is assessed via test scores or grades—political knowledge is directly immeasurable. In other words, the content of political knowledge, generally, cannot be fully captured in a series of test questions. For that reason, scholars often conceptualize political knowledge in varying ways. However, scholars have come to agree on some measures of political knowledge as good representations of the information librarians must have to participate fully in a democratic society (Hoffman, 2017).

In the contemporary world polarised with abuse and harassments, librarians who need to fit-in need to have legal knowledge and also be sharing it with their colleagues. The legal knowledge is also referred to as legal proficiency. This type of knowledge is associated with having at least basic understanding of the general (and professional wise) legal precepts, terminologies and doctrines of the law. Being knowledgeable on legal issues is not only about being a lawyer or legal practitioner, it is about equipping oneself with requisite and adequate knowledge of legal issues, matters and ways legal provisions can be applied to moderate society for law and order to thrive.

Librarians, in the recent times, have started prioritising their wellbeing. The need to live healthily makes them strive to acquire medical knowledge. The medial knowledge enables librarians to know about the body of diseases, mechanisms and pathogenesis, therapies and interactions, and interpretation of lab tests, which is broadly applicable to decisions about multiple patients and public health policies, in contrast to patient-specific data. Being medically knowledge makes librarians have insights on using valid and reliable methods to make sound decisions on medical issues (Segen, 2012).

Sociocultural knowledge, also known as sociocultural awareness is also being shared among librarians. The sociocultural knowledge is the knowledge about social values and the norms of behaviour in a given society including the way values and norms are realized thorough language. Sociocultural knowledge can be both extra-linguistic and linguistic. Knowing whether people in a given culture shake hands on meeting, or embrace or bow, is extra-linguistic; knowing what they say, when they greet each other is clearly linguistic (Verbling, 2022).

Technological knowledge is another knowledge usually shared by librarians. The technological knowledge is the librarian's knowledge of, and ability to use, various technologies, technological tools, and associated resources (Kurt, 2019). It is a librarian's understanding of the functions and operations of currently available technology and applications of that technology. For example, an understanding of how to operate a tablet, download an app, and share a screenshot of something made in that app. Technological knowledge concerns understanding technology, considering its possibilities for a specific subject area, learning to recognize when technology will assist or impede learning, and continually learning and adapting to new technology offerings (Kurt, 2019).

On a final note, NIBusiness Info (2022) asserted that the people's transitions towards money-making ventures have given a rise to business, finance and economic knowledge. These knowledge are important strategic assets. They are a sum of skills, experiences, capabilities and insight which librarians collectively create and rely on in their business. This knowledge is usually shared among information consultants, infopreneurs, technopreneurs, cyber-café owners and librarians venturing into one form of information business or another. The business, finance and economic knowledge encompasses the ability to understand what affects all the activities in and around librarians' businesses. Examples of business knowledge include: the skills, competencies and experiences of a librarian's colleagues; the designs and processes for preparing a librarian's goods and services; the industry or market data a librarian has gained from research; a librarian's files or documents (electronic or otherwise); patrons' data or information on suppliers and stakeholders and plans for future activities, such as ideas for new information products or services.

2.4 Factors Influencing Knowledge Sharing

Several factors influence knowledge-sharing behaviors among lecturers. This section will be organized around the key factors of interest: organizational, individual, and technological.

Organizational factors plays a critical role in shaping knowledge-sharing practices among lecturers. These factors encompass the cultural, structural, and managerial aspects of the institution that can either facilitate or hinder knowledge sharing. More so, NM-AIST (2013b) noted that organizational culture is the extent to which the institution promotes and encourages knowledge sharing through norms, values and practices. It is an initiative to ensure knowledge dissemination and exchange among its employees. A culture that encourages collaboration, open communication and continuous learning is more likely to foster knowledge sharing among lecturers.

Leadership support encourages and facilitates knowledge sharing through policies, resources and incentives. Leaders who actively promote knowledge sharing, provide resources for collaboration, and recognize and reward knowledge-sharing behaviors can significantly influence the extent to which lecturers engage in such practices.

Reward systems is the recognition and rewards for knowledge-sharing activities, such as publications, presentations and collaborative projects. Incentives can motivate lecturers to share their knowledge and expertise with colleagues. Furthermore, organizational structure is the communication channels that enable or hinder knowledge flow among lecturers. A decentralized structure with open communication channels is more likely to facilitate knowledge sharing than a hierarchical structure with limited communication.

2.5 Individual Factors Influencing Knowledge Sharing

Individual factors refer to the personal characteristics, beliefs, and motivations of lecturers that influence their willingness and ability to share knowledge.

Motivation is an intrinsic and extrinsic encouragement to share knowledge, such as a desire to contribute to the community, gain recognition or advance one's career. Also, studies such Rugg (2014), Hoffman (2017) and Auckland (2022) indicated that the level of trust in colleagues and the belief that shared knowledge will be used appropriately and ethically.

Furthermore, positive or negative attitudes toward knowledge sharing, based on past experiences and beliefs about its value. Hoffman (2017) opined that confidences in one's ability to share knowledge effectively and contribute meaningfully to discussions are also individual factor influencing knowledge sharing among lecturers.

2.6 Technological Factors Influencing knowledge Sharing

Technological factors encompass the availability, accessibility, and usability of ICT tools and social media platforms that facilitate knowledge sharing (Mosha & Holmner, 2019). Rugg (2014) noted that access to and availability of ICT tools and social media platforms facilitate knowledge sharing. As indicated in the ICT policy 2013 (NM- AIST, 2013c), having the basic ICT structure is critical to support the integration and utilization of social media tools within the institution. More so, the perceived ease of use and usability of these technologies influence knowledge sharing among lecturers because they are more likely to use technologies that they find easy to use and that do not require extensive training or technical expertise (Davis, 1989). Likewise, the availability of technical support and training to assist lecturers in using ICT tools effectively.

2.7 Channels Used for Sharing Knowledge Among Lecturers

SOCIAL NETWORKING SITES

Platforms like Facebook, WhatsApp and LinkedIn facilitate online communication and interactions (Lwoga, 2013). These platforms enable lecturers to create professional networks, share research findings, and engage in discussions with peers.

WIKIS

Collaborative platforms that allow lecturers to create, edit, and share knowledge resources collectively. The Nelson Mandela African Institution of Science and Technology (NM-AIST) uses wikis to provide online training modules on information literacy (Mosha & Holmner, 2019). Wikis promote collaborative knowledge creation and management.

BLOGS

Online journals that enable lecturers to share their thoughts, insights, and experiences with a wider audience. Blogs can be used to disseminate research findings, share pedagogical innovations, and engage in scholarly discussions.

RSS FEEDS

Tools that allow lecturers to subscribe to updates from relevant sources and stay informed about new developments in their field. NM-AIST integrates RSS feeds on its website and Facebook page to update users on new information (Mosha & Holmner, 2019). RSS feeds help lecturers stay current with the latest research and trends in their fields.

2.8 Summary of Reviewed Literature

This chapter has clearly explained the concept of knowledge sharing and the types of knowledge shared by lecturers. It further demonstrates the factors that can enhance knowledge sharing among lecturers. Finally, this chapter briefly explains the major social media that can be used for knowledge sharing among lecturers.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology adopted for the study, the population of the study, sample size and sampling techniques, instruments for data collection and procedures for data collection and data analysis.

3.2 Research Design

A survey research design will be adopted, employing quantitative methods to collect data from lecturers. This approach ensures a systematic exploration of the factors influencing Knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

3.3 Population of the Study

The study targets all lecturers in the Institute of Information and Communication Technology (IICT) at Kwara State Polytechnic, Ilorin, estimated at 53 across various departments.

Table 1: Population Table

S/N	**Departments**	**No of lecturers**
1	Computer Science	22
2	Library and Information Science	9
3	Mass Communication	14
4	Office Technology Management	8
	TOTAL	53

3.4 Sample and Sampling Techniques

A censor enumerative sampling technique will be used to ensure representation across departments. Using a sample size of approximately 53 lecturers.

3.5 Instruments for Data Collection

A structured questionnaire will be developed to collect data. The questionnaire will have six sections:

Section A: Demographic Information

Section B: Knowledge shared by lecturers of Kwara State Polytechnic, Ilorin, Nigeria

Section C: Organizational factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria

Section D: Individual factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria

Section E: Technological factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria

Section F: Strategies employed to enhance knowledge sharing among lecturers in Kwara State Polytechnic?

3.6 Method of Data Collection

The questionnaire for this study will be administered to respondents by the researcher and two research assistants.

3.7 Data Analysis Procedures

Quantitative data will be analyzed using descriptive statistics. Descriptive analysis (e.g., frequencies, percentages, mean scores) will summarize the factors, will identify significant predictors of Knowledge sharing practices.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents, analyses, discusses and interprets the data obtained from field. For the sake of clarity, this chapter is further arranged in the following order:

4.2 Questionnaire Administration and Response Rate

4.3 Demographic Characteristics of Respondents

4.4 Analysis, Presentation of Data and Discussion of Findings

4.2 Questionnaire Distribution and Response Rate

From the 53 copies of questionnaires administered, only 42 were returned and out of the questionnaire returned, 39 were fully filled and adequate for analysis. The data of this study is valid for analysis with questionnaire response rate of 74.88%. According to Ramshaw (2021), questionnaire is suitable for analysis if the response rate is more than average for physically administered questionnaires and can be used to represent majority of the characteristics intended to describe by the researcher.

4.3 Demographic Information of the Respondents

Table 2: Characteristics of the Respondents

Options		F	%
Gender	Male	23	59.0
	Female	16	41.0
	Total	**39**	**100**
Age range	20 – 29 years	6	15.4
	30 – 39 years	14	35.9
	40 – 49 years	16	41.0
	50 – 59 years	2	5.1
	60 years and above	1	2.6
	Total	**39**	**100**
Marital status	Single	11	28.2
	Married	23	59.0
	Divorced	4	10.3
	Widow	1	2.6
	Total	**39**	**100**
Respondents department	Computer Science	11	28.2
	Library and Information Science	6	15.4
	Mass Communication	13	33.3
	Office Technology and Management	9	23.1
	Total	**39**	**100**

Source: Researchers' Field Survey, 2025

Table 2 shows that majority 23 (59.0%) of the respondents are males, while 16 (41.0%) are females. Also, 16 (41.0%) are between 40 – 49 years, followed by 30 – 39 years with 14 (35.9%) and 20 – 29 years with 6 (15.4%). Furthermore, 23 (59.0%) of the respondents are married, 11 (28.2%) are single and 4 (10.3%) are divorced. Finally, respondents from department of Mass Communication has the highest representation with 13 (33.3%), followed by Computer Science with 11 (28.2%), Office Technology and Management with 9 (23.1%), while Library and Information Science has 6 (15.4%).

4.4 Presentation, Analysis, Discussion and Interpretations of Results

4.4.1: What are the knowledge shared by lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

Table 3: Knowledge shared by lecturers of Kwara State Polytechnic, Ilorin, Nigeria

Statements	SA		A		D		SD		$\bar{X}$	DR
	F	%	F	%	F	%	F	%		
I share knowledge about research	26	66.7	6	15.4	3	7.7	4	10.3	3.38	**SA**
I share knowledge about scientific discoveries	22	56.4	10	25.6	3	7.7	4	10.3	3.28	**SA**
I share knowledge about academic opportunities	18	46.2	12	30.8	5	12.8	4	10.3	3.13	**A**
I share knowledge about health/medical issues	16	41.0	12	30.8	7	17.9	4	10.3	3.03	**A**
I share knowledge about technological inventions	10	25.6	20	51.3	5	12.8	4	10.3	2.92	**A**
I share knowledge about business/finance/economic activities	14	35.9	14	35.9	5	12.8	6	15.4	2.92	**A**
I share knowledge about cultural issues	6	15.4	24	61.5	5	12.8	4	10.3	2.82	**A**
I share knowledge about social issues	4	10.3	26	66.7	5	12.8	4	10.3	2.77	**A**
I share knowledge about political issues	4	10.3	24	61.5	7	17.9	4	10.3	2.72	**A**

Source: Researchers' Field Survey, 2025

Decision Rule (DR): If $\bar{X}$ is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA).

Table 3 reveals that the respondents strongly agreed that the knowledge shared among them are knowledge about research ($\bar{X}$ = 3.38) and knowledge about scientific discoveries ($\bar{X}$ = 3.28). Also, the respondents agreed that they shared knowledge about academic opportunities ($\bar{X}$ = 3.13), knowledge about health/medical issues ($\bar{X}$ = 3.03), knowledge about technological inventions and knowledge about business/finance/economic activities ($\bar{X}$ = 2.92). This implies that knowledge about research, scientific discoveries, academic opportunities, health/medical issues, technological inventions and business/finance/economic activities are the knowledge shared by lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

It's interesting to find out that the respondents strongly agreed that they shared knowledge about research and scientific discoveries. The sharing of research knowledge by the respondents

indicates that they are actively involved in knowledge sharing. It validates their role as agent of academic discourse in order to discover new things about their disciplines. These points aligns with the notion of University of Auckland (2022) who described research knowledge is concerned with a lecturer's ability to efficiently source and store research data, rise to the challenges posed by new research software and contribute new to the exiting knowledge in their domains respectively. This implies that the respondents shared research knowledge basically to expand the frontiers of knowledge and enhance professional development among themselves. Thus, making it one of the most important knowledge that should be shared among lecturers to further boost their research outputs and contribute immensely to their profession development.

Moving forward, the point that the respondents agreed to share technological inventions is worth discussing. Sharing of technological knowledge by lecturers will enable them to be aware and be able to use various technologies, technological tools and associated resources which have the potential to sophisticates the mode of teaching and research in the area understudying. This point validates the submission of Kurt (2019) that technological knowledge is concern with understanding technology, considering its possibilities for a specific subject area, learning to recognize when technology will assist or impede learning and continually learning and adapting to new technology offerings.

4.4.2: What are the organizational factors influencing knowledge sharing among lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

Table 4: Organizational factors influencing knowledge sharing among lecturers in Kwara State Polytechnic, Ilorin, Nigeria

Statements	SA		A		D		SD		$\bar{X}$	DR
	F	%	F	%	F	%	F	%		
Leadership support influences my knowledge sharing practices	8	20.5	22	56.4	3	7.7	6	15.4	2.82	**A**
Organizational culture influences my knowledge sharing practices	8	20.5	18	46.2	9	23.1	4	10.3	2.77	**A**
Reward systems influence my knowledge sharing practices	6	15.4	22	56.4	5	12.8	6	15.4	2.72	**A**
Organizational structure influences my knowledge sharing practices	8	20.5	8	20.5	17	43.6	6	15.4	2.46	**D**

Source: Researchers' Field Survey, 2025

Decision Rule (DR): If $\bar{X}$ is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA).

Table 4 shows that the respondents agreed that leadership support ($\bar{X}$ = 2.82), organizational culture ($\bar{X}$ = 2.77) and reward systems ($\bar{X}$ = 2.72) are organizational factors that influence their knowledge sharing practices. However, the respondents disagreed that organizational structure ($\bar{X}$ = 2.46) is not among the organizational factors that influences their knowledge sharing practices. This indicates that leadership, organizational culture and reward systems are organizational factors that influence their knowledge sharing practices.

Findings of this study reveal that one of the major organizational factors that influence knowledge sharing practices among the respondents is organizational culture. Organizational culture can influence knowledge sharing practices by encouraging collaboration, open communication and continuous learning among lecturers. It does this by providing an avenue to active collaboration and communism among the lecturers which will enhance knowledge sharing practices among them. This correlates with the affirmation of NM-AIST (2013b) that

organizational culture helps institutions to promote and encourages knowledge sharing through norms, values and practices. With this, encouraging values and norms is essential in an institution to influence knowledge sharing practices among lecturers and create a work environment that enable them to collaborate to achieve set goals.

The point that the respondents disagreed that organizational structure is not among the organizational factors that influence knowledge sharing practices is worthy of discussing. Its interesting to find out that organizational structures was regarded as one of the organization factors that doesn't influence knowledge sharing practices among the respondents. This means that due to the hierarchical structure, the respondents find it difficult to interact with their superiors or colleagues which has immensely affect sharing of knowledge among themselves. More so, organizational structures is said to have great impact on both professional and personal development in an institution, but in this context its becoming glaring that it may affect the extent at which individuals engage in knowledge sharing practices particularly in academics.

4.4.3: What are the individual factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

Table 5: Individual factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria

	SA		A		D		SD			
Statements	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	$\bar{X}$	**DR**
My personal motivation influences my knowledge sharing practices	22	56.4	6	15.4	7	17.9	4	10.3	3.18	**A**
My trust in others influences my knowledge sharing practices	18	46.2	14	35.9	3	7.7	4	10.3	3.18	**A**
My confidence in myself influences my knowledge sharing practices	12	30.8	18	46.2	5	12.8	4	10.3	2.97	**A**
My attitudes towards others influence my knowledge sharing practices	10	25.6	20	51.3	5	12.8	4	10.3	2.92	**A**

Source: Researchers' Field Survey, 2025

Decision Rule (DR): If $\bar{X}$ is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA).

Table 5 reveals that the individual factors that influence knowledge sharing practices among the respondents are their personal motivation and their trust in others ($\bar{X}$ = 3.18), followed by confidence in themselves ($\bar{X}$ = 2.97) and their attitudes towards others ($\bar{X}$ = 2.92). This means that personal motivations, trust in others, confidence in themselves and attitudes towards others are individual factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

It can be understood from the findings of this study that the respondents agreed that their trust in others influence knowledge sharing practices among themselves. Individual trust that any information shared with one another will be treated with utmost confidentiality and used ethically can be major factor lecturers share knowledge in the study area. When there is trust among the lecturers, it will enable them to share information and knowledge without any hesitation about leaking confidential things about one another. This point aligns with the studies of Rugg (2014), Hoffman (2017) and Auckland (2022) that the level of trust in colleagues and the belief that shared knowledge will be used appropriately and ethically can positively influence how knowledge is been shared among lecturers.

Findings of this study also revealed that attitudes towards others is another individual factor that influence knowledge sharing practices among the respondents. Just like the previous result, the interaction and perception of knowledge sharing could influence how the respondents engage in knowledge sharing. Thus, positive or negative attitudes toward knowledge sharing, based on past experiences and beliefs about its value influences knowledge sharing practices among lecturers

(Hoffman, 2017). Positive attitudes toward knowledge sharing can help individuals grow personally and professionally.

4.4.4: What are the technological factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

Table 6: Technological factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria

Statements	SA		A		D		SD		$\bar{X}$	SD
	F	%	F	%	F	%	F	%		
Availability of technical support influences my knowledge sharing practices	18	46.2	10	25.6	5	12.8	6	15.4	3.03	A
Availability of ICT tools influences my knowledge sharing practices	10	25.6	22	56.4	3	7.7	4	10.3	2.97	A
Ease-of-use of technologies influences my knowledge sharing practices	10	25.6	20	51.3	5	12.8	4	10.3	2.92	A
Strong Internet bandwidth influences my knowledge sharing practices	8	20.5	18	46.2	7	17.9	6	15.4	2.72	A

Source: Researchers' Field Survey, 2025

Decision Rule (DR): If $\bar{X}$ is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA).

Table 6 indicates that the respondents agreed that the technological factors that influences their knowledge sharing practices are availability of technical support ($\bar{X}$ = 3.03), availability of ICT tools ($\bar{X}$ = 2.97), ease-of-use of technologies ($\bar{X}$ = 2.92) and strong Internet bandwidth ($\bar{X}$ = 2.72). This shows that availability of technical support, availability of ICT tools, ease-of-use of technologies and strong Internet bandwidth are technological factors influencing knowledge sharing practices among lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

It can be understood from the findings of this study that the availability of technical support influences knowledge sharing practices among the respondents. This enables them to use ICT gadgets efficiently and effectively for teaching and research. Availability of technical support

helps the respondents to assist one another to discover, identify or use technological tools. This point is consistent with the result showed in Table 1 that sharing of technological knowledge by lecturers will enable them to be aware and be able to use various technologies, technological tools and associated resources which have the potential to sophisticates the mode of teaching and research in the area understudying.

Findings of this study point out that ease-of-use of technologies is also another technological factor that influences knowledge sharing practices among the respondents. This result is also in alignment with the previous point that availability of technical support or assist can influence knowledge sharing practices because when there is support from colleagues or superiors on how to effectively utilize technological tools, there is an engagement in knowledge sharing which thus, contributing to professional and personal development. This supports the postulation Davis (1989) that ease-of-use and usability of technologies tools influence knowledge sharing among lecturers because they are more likely to use technologies that they find easy to use and that do not require extensive training or technical expertise (Davis, 1989).

4.4.5: What are the channels of sharing knowledge used by lecturers in Kwara State Polytechnic, Ilorin, Nigeria?

Table 7: Channels of sharing knowledge used by lecturers in Kwara State Polytechnic, Ilorin, Nigeria

Statements	SA		A		D		SD		$\bar{X}$	DR
	F	%	F	%	F	%	F	%		
I share my knowledge through social media	24	61.5	8	20.5	3	7.7	4	10.3	3.33	SA
I share knowledge at conferences/seminars/workshops	22	56.4	8	20.5	5	12.8	4	10.3	3.23	A
I share knowledge through emails	22	56.4	6	15.4	7	17.9	4	10.3	3.18	A
I share my knowledge through academic databases	14	35.9	12	30.8	9	23.1	4	10.3	2.92	A
I share knowledge through face-to-face interactions	10	25.6	20	51.3	5	12.8	4	10.3	2.92	A
I share my knowledge though webinars/virtual workshops	4	10.8	24	64.9	5	13.5	4	10.8	2.76	A
I share knowledge through Listserv	14	35.9	8	20.5	9	23.1	8	20.5	2.72	A
I share my knowledge through Blogs	4	10.3	22	56.4	9	23.1	4	10.3	2.67	A
I share my knowledge through Wikis	6	15.4	16	41.0	11	28.2	6	15.4	2.56	A
I share my knowledge through RSS feeds	2	5.1	12	30.8	19	48.7	6	15.4	2.26	D

Source: Researchers' Field Survey, 2025

Decision Rule (DR): If $\bar{X}$ is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA).

Table 7 shows that the respondents strongly agreed that the major channel they used in sharing knowledge is social media ($\bar{X}$ = 3.33). Also, they agreed that they shared knowledge at conferences/seminars/workshops ($\bar{X}$ = 3.23), through emails ($\bar{X}$ = 3.18), academic databases and face-to-face interactions ($\bar{X}$ = 2.92). This indicates that the channels used by lecturers in Kwara State Polytechnic, Ilorin, Nigeria are social media, at conferences/seminars/workshops, through emails, academic databases and face-to-face interactions.

Its interesting to find out that the respondent strongly agreed to share knowledge sharing through social media. Social media platforms have great impact in revolutionizing how people

communicate with one another and holds immense advantages to lecturers or individuals who want to build a digital footprint or communicate their knowledge to others. This correlates with the position of Lwoga (2013) that social media platforms enable lecturers to create professional networks, share research findings and engage in discussions with peers. Platforms like Facebook, WhatsApp and LinkedIn facilitate online communication and interactions by connecting individuals together regardless of their geographical location or region.

The point that the respondents share knowledge through conferences, seminars or workshops is worth discussing. Conferences, seminars or workshops has been recognized has one of the major channel for knowledge sharing or dissemination and this study confirmed it as majority of the respondents agreed that they share knowledge through conferences, seminars or workshops. It is clear that academics thrive more by organizing conferences, seminars or workshops for their personnel to educate them more on new developments in their domains and in the institution. This not only provides them with the opportunity to learn new things but also enable them to communicate their knowledge.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the findings of this study, draws conclusion from those findings and makes appropriate recommendations. This chapter is arranged in the following order:

5.2 Summary of findings

5.3 Conclusion

5.4 Recommendations

5.2 Summary of findings

Results of this study revealed that:

1. Knowledge about research, scientific discoveries, academic opportunities, health/medical issues, technological inventions and business/finance/economic activities are the knowledge shared by lecturers in Kwara State Polytechnic, Ilorin, Nigeria.
2. Leadership, organizational culture and reward systems are organizational factors that influence knowledge sharing practices by lecturers in Kwara State Polytechnic, Ilorin, Nigeria.
3. Personal motivation, trust in others, confidence in themselves and attitudes towards others are individual factors that influence knowledge sharing practices by lecturers in Kwara State Polytechnic, Ilorin, Nigeria.

4. Availability of technical support, availability of ICT tools, ease-of-use of technologies and strong Internet bandwidth are technological factors that influences knowledge sharing practices by lecturers in Kwara State Polytechnic, Ilorin, Nigeria.
5. Channels for sharing knowledge used by lecturers in Kwara State Polytechnic, Ilorin, Nigeria are social media, conferences/seminars/workshops, emails, academic databases and face-to-face interactions.

5.3 Conclusion

Ultimately, knowledge sharing practices is considered as one of the most important tools contributing to progress in the society. It is an essential commodity that promotes organizational effectiveness and growth. Knowledge is required as a survival kit for any academic institution to thrive in this age of technological advancement. Regardless of the sources at which knowledge is generated by lecturers, its sharing is important in order to survive and sustain the institution values.

This study has brought into fore that knowledge about research, scientific discoveries amd academic opportunities are major knowledge shared by Lecturers in the study area. More so, leadership, personal motivation and availability of technical support are factors that influence knowledge sharing practices among the respondents. Meanwhile, the channels used for sharing knowledge by lecturers in Kwara State Polytechnic, Ilorin, Nigeria are social media, conferences/seminars/workshops, emails, academic databases and face-to-face interactions.

5.4 Recommendations

Based on the findings of this study, the following recommendations are hereby made:

1. Management of Kwara State Polytechnic, Ilorin, Nigeria should endeavor to create a reward system. This will positively influence knowledge sharing practices among the lecturers and enhance their views and experiences to develop new ideas and implement policies within the institution.
2. Lecturers in Kwara State Polytechnic, Ilorin, Nigeria should endeavor show optimistic attitudes towards others. This will influence knowledge sharing practices among them by ensuring positive attitude toward teamwork and collaboration.
3. Management of Kwara State Polytechnic, Ilorin, Nigeria and other stakeholders should endeavor to provide a strong Internet bandwidth. This will influence knowledge sharing practices among the lecturers because it will support the integration and utilization of social media tools within the institution which can be used to share knowledge.

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QUESTIONNAIRE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY

KWARA STATE POLYTECHNIC, ILORIN

Questionnaire on **"Exploring the Factors Influencing Knowledge Sharing Practices among Lecturers of Kwara State Polytechnic, Ilorin, Nigeria"**

Dear Respondent,

Request for Response to Questionnaire

We are students of the above-named institution, carrying out research on the above-mentioned topic. Our research is in partial fulfillment of the requirements for the award of National Diploma (ND) certificate in Library and Information Science.

Your assistance is hereby requested for timely completion of this questionnaire. We are assuring you that all data provided will be treated with utmost confidentiality and used for academic purpose only.

Thank you for your anticipated cooperation.

Researchers

Section A: Demographic Characteristics of Respondents

Kindly select the option of your choice by ticking from the answers below

Gender: Male ( ) Female ( )

Age range: 20 – 29 years ( ) 30 – 39 years ( ) 40 – 49 years ( )

– 59 years ( ) 60 years and above ( )

Marital Status: Single ( ) Married ( ) Divorced ( ) Widow ( )

Respondent Department: Computer Science ( ) Mass Communication ( )

Office Technology and Management ( ) Lib. and Info. Sci. ( )

Section B: Knowledge shared by lecturers

What are the knowledge shared by you?

Kindly tick (✔) SA for "Strongly Agree," A for "Agree," D for "Disagree." and SD for "Strongly Disagree."

S/No	Statements	SA	A	D	SD
1.	I share knowledge about research				
2.	I share knowledge about academic opportunities				
3.	I share knowledge about health/medical issues				
4.	I share knowledge about political issues				
5.	I share knowledge about cultural issues				
6.	I share knowledge about technological inventions				
7.	I share knowledge about scientific discoveries				
8.	I share knowledge about business/finance/economic activities				
9.	I share knowledge about social issues				

Others, please specify……..

Section C: Organizational factors influencing your knowledge sharing practices

What are the organizational factors that influence your knowledge sharing practices?

Kindly tick (✔) SA for "Strongly Agree," A for "Agree," D for "Disagree." and SD for "Strongly Disagree."

S/No	Statements	SA	A	D	SD
1.	Organizational culture influences my knowledge sharing practices				
2.	Leadership support influences my knowledge sharing practices				
3.	Reward systems influence my knowledge sharing practices				
4.	Organizational structure influences my knowledge sharing practices				

Others, please specify……..

Section D: Individual factors influencing your knowledge sharing practices

What are the individual factors that influence your knowledge sharing practices?

Kindly tick (✔) SA for "Strongly Agree," A for "Agree," D for "Disagree" and SD for "Strongly Disagree."

S/No	Statements	SA	A	D	SD
1.	My personal motivation influences my knowledge sharing practices				
2.	My trust in others influences my knowledge sharing practices				
3.	My attitudes towards others influence my knowledge sharing practices				
4.	My confidence in myself influences my knowledge sharing practices				

Others, please specify……..

Section E: Technological factors influencing your knowledge sharing practices

What are the technological factors influencing your knowledge sharing practices ?

Kindly tick (✔) SA for "Strongly Agree," A for "Agree," D for "Disagree" and SD for "Strongly Disagree."

S/No	Statements	SA	A	D	SD
1.	Availability of ICT tools influences my knowledge sharing practices				
2.	Ease-of-use of technologies influences my knowledge sharing practices				
3.	Availability of technical support influences my knowledge sharing practices				
4.	Strong Internet bandwidth influences my knowledge sharing practices				

Others, please specify……..

Section E: Channels through which you share knowledge

What are the channels through which you share knowledge?

Kindly tick (✔) SA for "Strongly Agree," A for "Agree," D for "Disagree" and SD for "Strongly Disagree."

S/No	Statements	SA	A	D	SD
1.	I share my knowledge through social media				
2.	I share my knowledge through Wikis				
3.	I share my knowledge through Blogs				
4.	I share my knowledge through RSS feeds				
5.	I share my knowledge through academic databases				
6.	I share my knowledge through emails				
7.	I share knowledge through face-to-face				

	interactions				
8.	I share knowledge at conferences/seminars/workshops				
9.	I share knowledge though webinars/virtual workshops				
10.	I share knowledge through Listserv				

Others, please specify……..

Thank you for your time.