

Knowledge Creation and Knowledge Sharing as Determinants of Knowledge Utilization among Selected University Libraries in South-West Nigeria

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Abstract

Purpose: The paper examined the relationship between knowledge creation, knowledge sharing and knowledge utilization in selected university libraries in the South-West, Nigeria.

Design/methodology/approach: Descriptive survey research design was used for the study, using a self-developed and pre-tested and validated questionnaire as research instrument. The pre-tested was done at the Olabisi Onabanjo University, Ago-Iwoye, Ogun State, which was different from the selected Universities. 185 copies of the questionnaire were administered on the respondents, using total enumeration technique. Descriptive statistics such as frequency, percentages, mean and standard deviation were used to analyze the research questions while inferential statistics such as multiple regression analysis were used to test the hypotheses.

Findings: The study discovered that there is a significant relationship between knowledge creation and knowledge utilization in Nigerian University Libraries in South-West, Nigeria. The study also established a positive significant relationship between knowledge sharing and knowledge utilization in selected University Libraries in South-West, Nigeria ($r = .316, p < .05$). However, even though the study discovered that there were positive influence of both knowledge creation and knowledge sharing on knowledge utilization in the studied university libraries in South-West, Nigeria but knowledge creation has the highest effect on knowledge utilization than the knowledge sharing.

Originality/Value: Several studies have been conducted on knowledge sharing either on its own or in relationship with other variables especially in library literature but it seem none have been done to examine the relationship between the three interwoven constructs of knowledge management vis-a-vis knowledge creation, knowledge sharing and knowledge utilization. Thus makes this study unique. The result may be useful by University Management to further strengthen knowledge management practices.

Keywords: knowledge, knowledge management, knowledge creation, knowledge sharing, knowledge utilization, tacit knowledge, explicit knowledge, Nigerian University Libraries.

INTRODUCTION

Knowledge constitutes an indispensable and intangible asset of the organization which gives an organization the enablement to compete favourably with its rivals in the knowledge economy of today. Every organization is therefore striving to make sure that it preserves its organizational knowledge to achieve successful operations. Knowledge management initiative is a mechanism that is put in place with a view to achieve this aim.

Information and knowledge are two different albeit, closely related constructs. In the words of Bartlett (2016) information is the daily stock in trade of librarians. Processed information literarily

transformed to knowledge. Stressing the importance of knowledge in the workplace, Dhamdhare (2015) declared that knowledge is the key for decision making and strategy creation and that Knowledge creation fuels innovation. The essence of knowledge management is to prevent the loss of organizational knowledge as a result of an employee resignation, retirement or death. The individual knowledge that transforms into organizational knowledge is covertly and overtly being captured through interaction among members by sharing what they know. From the extant literature revealed as revealed by Khan (2014) had grouped scholars on the classification of knowledge into two, those

before the year 2000 and those after the year 2000.

Various scholars' different classification of knowledge before year 2000

The scholars before year 2000 are Sackmann (1992) whose classified knowledge as dictionary knowledge, directory knowledge, recipe knowledge and axiomatic knowledge. Lundvall and Johnson (1994) who classified knowledge as know-what, know-why, know-how and know-who. In their own contribution, Nonaka and Takeuchi (1995) based on the original ideas of knowledge by Aristotle and Plato defined epistemology (knowledge) as "justified true belief" and grouped knowledge into two major types, tacit and explicit. Blackler (1995) classified knowledge as embrained knowledge, embodied knowledge, encultured knowledge, embedded knowledge, and encoded knowledge. In another contribution, Ruggles (1997) classified knowledge into three as process knowledge, catalog knowledge and experiential knowledge. Probst (1998) classified knowledge into two as individual knowledge and collective knowledge. Blumentritt and Johnston (1999) classified knowledge as codified knowledge, common knowledge, social knowledge and embodied knowledge.

Various scholars' different classification of knowledge after year 2000

Long and Fahey (2000) classified knowledge as human knowledge, structural knowledge and social knowledge. Sanchez (2001) classified knowledge as theoretical knowledge, practical knowledge. Becerra-Fernandez, Gonzalez and Sabherwal (2004) classified knowledge as general knowledge and specific knowledge. Christensen (2007) classified knowledge as professional knowledge, coordination knowledge, object-based knowledge and know-who knowledge. Similarly to the classification by Sanchez (2001), Wallace (2007) classified knowledge as practical

knowledge, intellectual knowledge and small-talk and pastime knowledge, spiritual knowledge and unwanted knowledge. The latest classification so far by Zhang, Li, Chen, Song, Wang and Shi (2008) is individual knowledge, team knowledge and organizational knowledge. This classification seems to be more encompassing, embracing and therefore preferable to the present researcher.

One major striking thing that can be noticed from these classifications is that those after the year 2000 fashioned their classifications in line with the prerequisite of the information age with the words such as human, social, professional, intellectual, individual, team and organizational knowledge but in the real sense, all the classifications actually stemmed out of Nonaka and Takeuchi (1995) classification of knowledge.

Knowledge creation, knowledge sharing and knowledge utilization are critical elements of knowledge management cycle. The purpose of knowledge management initiative in the workplace is to ensure loss of valuable organizational knowledge and thereby promoting organizational effectiveness. Knowledge management encompasses of a cycle that covers knowledge identification, knowledge creation, knowledge sharing, knowledge storage and knowledge utilization. The university libraries as active stakeholder in the knowledge industry are not left out in the completion race of striving to excel. It therefore becomes imperative that university libraries must protect its organizational knowledge through knowledge creation (processing), knowledge sharing (dissemination) and knowledge documentation (storage) preferably in both soft and hard copy format for present and future use (knowledge utilization) when the needs arise.

Drawing inferences from the extant literature, knowledge creation can be

succinctly defined as the conversion of knowledge processes. It is the conversion of tacit knowledge to explicit knowledge and vice versa, whereas knowledge sharing is the exchange of knowledge from one person to another or from one person to a group of people. Knowledge utilization is the application of accessible information (knowledge) in the performance of operation.

Dhamdhare (2015) defined knowledge creation as the process by which new knowledge is created within the organization or institute in the form of new products, services or systems becomes the cornerstone of innovative activity and for the purpose of simplicity, Dhamdhare (2015) broke knowledge creation process into just two that is, conversion between tacit knowledge and explicit knowledge and secondly is where knowledge created by individual is changed into knowledge at another level be it group or organizational levels. This is against the Nonaka and Takeuchi's (1995) four conversion processes and a novel contribution.

In the words of Shanmugam and Balasubramanian (2020) knowledge sharing is becoming increasingly important to ensure that practice and policy are based on sound evidence and that knowledge sharing is a tool that can be used to promote evidence-based practice and decision making.

This study is aimed at finding out availability of knowledge management initiative in the selected university libraries with specific intention of finding out the extent to which knowledge creation and knowledge sharing influence knowledge utilization in the studied university libraries.

STATEMENT OF PROBLEM

Libraries are establishments that are deeply rooted in technical skills for effective service delivery through the book selection, acquisition, processing and communication

strategy. To strengthen the professionalism in librarianship therefore, the required technical skills must be protected. However, this seems to be gradually eroded partly as a result of staff retirement, resignation or even deaths. For instance, Adewuyi (2007) reported that lack of professional skills and required competent of available staff were among the environmental factors responsible for the backlogs of information resources.

Knowledge management initiative is a mechanism by which the organizational knowledge in libraries can be protected. Knowledge management is about knowledge identification, knowledge creation, knowledge sharing, knowledge storage and knowledge utilization. Effective knowledge creation, knowledge storage, knowledge sharing and knowledge utilization is likely to strengthen professionalism in libraries, improve innovation and creativity, introduction of new services and products (in the case of the university libraries, these new products and services may include taking active role in institutional repository, special dissemination of information (SDI), provision of library bulletin/newsletter indicating newly processed information resources, etc.).

Thus, this study is being carried out to find out relationship between knowledge creation, knowledge sharing and knowledge utilization in Nigerian University Libraries with particular focus to the selected Nigerian University Libraries in South-West, Nigeria.

OBJECTIVE OF THE STUDY

Objective of the study is to examine relationship between knowledge creation, knowledge sharing and knowledge utilization among selected University Libraries in South West Nigeria

RESEARCH QUESTIONS

1. Is knowledge being created in the selected University Libraries in South West Nigeria?
2. Is knowledge being shared among staff of the selected University Libraries in South West Nigeria?
3. Is knowledge created and shared being utilized among the staff of the selected University Libraries in South West Nigeria?

HYPOTHESES

The paper is guided by the following hypotheses:

Ho1: There is no significant relationship between knowledge creation and knowledge utilization in Nigerian University Libraries in the South-West, Nigeria

Ho2: There is no significant relationship between knowledge sharing and knowledge utilization in Nigerian University Libraries in the South-West, Nigeria

Ho3: There are no combined effects of the independent variables (knowledge creation and knowledge sharing) on the dependent variable (knowledge utilization) in Nigerian University Libraries in the South-West, Nigeria

LITERATURE REVIEW

As noted in the introduction knowledge has become the most critical factor of production. It is an important element that is needed to co-ordinate and facilitates the use of other factors of production propounded by a renowned Economist, Adam Smith's classification of factors of production – land, labour, capital and entrepreneur. Knowledge as thus become an indispensable element for all persons from all walks of life, organization and government that wants to succeed. Knowledge has now become globally considered as a critical factor of production, and perhaps much more than the previously well-known postulated factors of

production by Adam Smith. Thus, in the words of Verma and Chakraborty (2018), "organizations are powered by knowledge, and most opportunities are derived from intellectual rather than physical assets". Knowledge management can therefore be seen as an offshoot of knowledge itself. Gbaje and Okojie (2011) asserted that knowledge is a key component of every human endeavour and in a statement credited to the Yale Law School Information Society (2008) access to knowledge is essential for promoting human rights, economic and cultural development, innovation, individual freedom and creativity. Hence, access to knowledge (A2K) is globally acknowledged as a desirable value, worthy of being promoted and protected. Essalmawi (2009) cited by Gbaje and Okojie (2011) asserted that "access to knowledge movement emerged with the mission of disseminating knowledge and making it accessible to all people everywhere".

Knowledge utilization

As noted in the introduction, knowledge has been globally accepted as a critical factor of production and just as Man has to bring three (labour, money and entrepreneur) of the Adam Smith's factors of production into place, man also has to bring knowledge into being.

To bring knowledge into being, Man has to create it via the conversion processes of tacit and explicit knowledge. In doing this, learning either formally or informally becomes imperative, and then be willing to allow other people benefit from what he or she has learnt. The act of transferring what he or she has learned to other people is known as knowledge sharing. Thus, knowledge sharing leads knowledge creation. However, as important as these two constructs are within the knowledge management parlance, they are not an end in themselves but just means to an end. The end here refers to the application or utilization of what has been created and shared by another person to the new receipt.

Therefore knowledge utilization is very critical to the success of an organizational performance. Knowledge utilization can be regarded as the application of required knowledge such as practical knowledge, intellectual knowledge, administrative knowledge, etc in the performance of required task with the view to get desired results. Mutavayi, Mupaikwa, and Tauro (2018) carried out a study on access to and use of agricultural information and reported that language barrier of using English when training farmers or providing text affected the utilization of the provided information, especially for the elderly and uneducated farmers

Knowledge creation

Knowledge creation occurs as a result of the interaction among people, made possible by sharing of knowledge. Knowledge creation happens at all levels, be it household, religions organizations, governmental level and therefore does not necessarily limited to educational sector alone as it is been wrongly perceived. One of the characteristics of knowledge creation is that it is an endless process.

Nonaka and Takeuchi's (1995) formulation of a model known as SECI which stood for socialization, externalization, combination and internalization has remains the only acceptable knowledge creation process till date. Extant literatures reveal that while socialization is conversion of tacit knowledge to tacit knowledge, externalization is the conversion of tacit knowledge to explicit knowledge. On the other hands, combination is the conversion of knowledge from explicit knowledge to explicit knowledge and finally, internalization is the conversion of explicit knowledge to tacit knowledge. From the above, it can therefore be seen that knowledge creation process can only be possible through the conversion processes. In Bumbie-chi's (2020) investigation of knowledge sharing, it

was reported that knowledge acquisition was mainly through workshops/conferences/seminars, personal development, in-service training, formal education and through colleagues. Knowledge acquisition here means knowledge creation. In another contribution, Aikins and Bumbie-chi (2018) investigated bridging the gap between knowledge creation and access to research out and discovered that accessibility of content at the academic and research libraries in Ghana was without barriers or restrictions and items could be retrieved through any search engine. This could therefore imply to have enhanced knowledge creation among the staff of the studied institutions. Mwanzu, Wendo and Kibet (2021) conducted a study on knowledge management for innovativeness and sustainable organizational development using selected corporate institution in Kenya as a case study and reported that sustainable organizational development has a significant relationship with both innovativeness and knowledge management in the studied organizations. The researchers therefore concluded that knowledge management, through knowledge creation, learning, simplifying knowledge and synergy, has a critical role in sustainable organizational development by enhancing innovativeness.

Lwanga, N.E. and Ngulube, P., (2019) investigated relationship between reward culture and knowledge creation in selected academic libraries in Uganda and reported that both the non-financial and financial reward cultures influence knowledge creation but that non-financial reward culture influences knowledge creation more than the financial reward culture in the studied academic libraries. Koloniari, Vraimaki and Fassoulis (2019) studied factors that affect knowledge creation in academic libraries and the report of the study suggests that libraries must develop

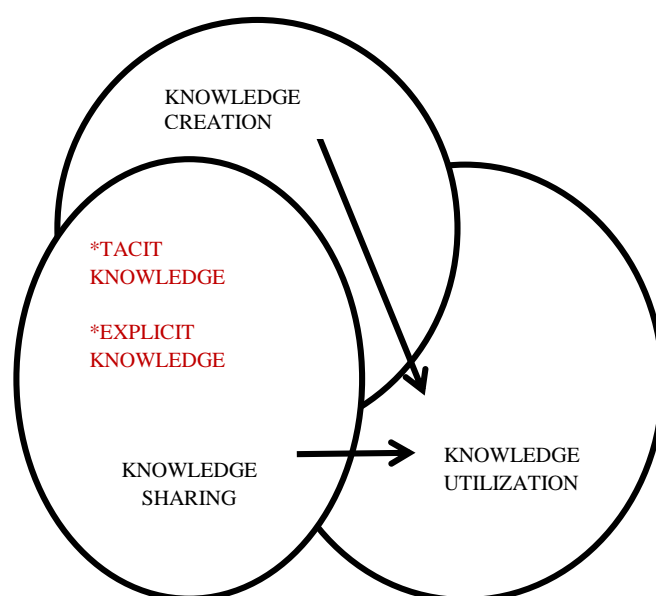
and implement a knowledge-centred strategy orchestrated by the appropriate social and technological framework that will enhance the creation of new knowledge.

Knowledge sharing

Izu (2020) carried out a study on Knowledge sharing among staff at Delta State University Library and reported even though knowledge sharing was not formalized in the studied library but knowledge sharing play an important role in improving service provision in the library in terms of the provision of accurate and in time services, learning best library practices, avoidance of mistake repetition and solving problems encountered on the job while lack of knowledge sharing culture is seen as major constraint to effective knowledge sharing. Bumbie-chi's (2020) The knowledge sharing strategies identified included personal conversations, workshops/ training/ seminars, formal meetings, emails, telephone calls, chat groups and SMS. Challenges identified among staff on the same campus were apathy, grapevine communication, internet challenges and poor knowledge sharing culture among others.

Bamigboye, Adenekan, and Olude, (2018) studied knowledge Sharing and Research Output among Academic Staff of Federal University of Agriculture, Abeokuta and discovered that level of research output among academic staff is high and that there is significant relationship between knowledge sharing and research output among academic staff of the studied library. The study of knowledge sharing by Santosh and Panda (2016) revealed that knowledge sharing was less preferred voluntarily among faculty members of Mega Open University and in networks; publishing was most preferred knowledge sharing mechanism.

Kalu, Usied and Chidi-Ka;U (2019) studied knowledge sharing behaviours and pattern among academic students of electrical engineering technology students of National Institute of Construction Technology (NICT) Uromi and reported that students preferred using social networks in knowledge sharing and that trust is the key factor that motivate them in doing do. In conclusion, it was reported that students' satisfaction in knowledge sharing was moderate.



Conceptual Model of knowledge creation, knowledge sharing and knowledge utilization

The model explains the interrelated of knowledge creation, knowledge sharing and knowledge utilization in the workplace. The intervene variables – tacit knowledge and explicit knowledge – are the major types of knowledge that are frequently being shared in the workplace. While tacit knowledge, though not documented, is knowledge mostly shared through socialization and mentoring practices in the workplace explicit knowledge on the other hands, is gained through documented sources such as research, written policy,

guidelines, minutes of meeting, etc. To make effective use of explicit knowledge, the potential user has to read and internalized the salient meanings and then transformed it to usage.

RESEARCH METHODOLOGY

The descriptive survey research was adopted for the study. The study is limited to the selected University Libraries in the South-West, Nigeria, using only the Academic Librarians and Para-Professional staff as population of study. A simple random sampling technique was used to select nine University Libraries in the South-West geo-political zones in Nigeria. There are six states in the South West Nigeria out of which three states were selected by balloting for this study. The selected University Libraries were made up of Nine (9) Universities in the ratio of three federal universities, three state universities and the three private in the state covered as shown in table 1.

One hundred and eighty five (185) copies of the questionnaire were administered with

TABLE 1: SELECTED UNIVERSITIES LIBRARIES IN THE SOUTH-WEST, NIGERIA

the assistance of link persons in the selected University Libraries using total enumeration technique, One hundred and thirty- three (133) copies were retrieved, representing 71.9% retrieval rate. From the total retrieved, one hundred and twenty six (126) copies were found usable for analysis, and this formed 94.7%. The data were analyzed, using Statistical Packages for Social Sciences (SPSS) version 20. Details of the questionnaire administration and retrieval response rate are as shown in table 1:

S/N	Ownership	AL	LO	Total	R	Percentage
	FEDERAL					
1	Obafemi Awolowo University, Ile-Ife, Osun State	22	5	27	25	92.6%
2	University of Lagos, Akoka, Lagos State	12	10	22	19	86.4%
3	University of Ibadan, Oyo State	21	25	46	17	37%
	STATE					
4	Ladoke Akintola University of Technology, Ogbomoso, Oyo State	11	4	15	15	100%
5	Lagos State University, Ojo, Lagos State	12	10	22	14	63.4%
6	Osun State University, Osogbo, Osun State	11	10	21	13	61.9%
	PRIVATE					
7	Ajayi Crowther University, Ibadan, Oyo State	7	6	13	11	84.6%
8	Babcock University, Ilishan-Remo, Ogun State	7	7	14	14	100%
9	Fountain University, Osogbo, Osun State	5	2	5	5	100%
	TOTAL	108	79	185	133	71.9%

KEY: AL: Academic Librarians; LO: Library Officers; R: Retrieved

The results presented were based on the usable 126 copies of the questionnaire that were considered valid for analysis. Mean score and standard deviation and multiple regression were used to analyze the hypotheses. Pearson Product Moment

METHOD OF DATA ANALYSIS

Correlation and multiple regression analysis were also used to test the hypotheses. Computer software known as Statistical Package for Social Science (SPSS) version 20 was used.

RESULTS OF THE HYPOTHESES

Ho1: There is no significant relationship between Knowledge Creation and Knowledge Utilization in Nigerian University Libraries in South-West, Nigeria

Table 2: PPMC showing the relationship between knowledge creation and knowledge utilization in selected University Libraries in South-West, Nigeria

Variable	Mean	Std. Dev.	R	p-value	Remark
Knowledge Utilization	28.20	4.60			
Knowledge Creation	32.33	4.86	.433**	.000	Sig.

** Sig at 0.01 level N=126

Table 2 above showed that there was a positive significant relationship between Knowledge Creation and Knowledge Utilization in Nigerian University Libraries in South-West, Nigeria ($r = .433^*$, $p < .05$).

Hence, knowledge creation had a positive influence on knowledge utilization in University Libraries in South-West, Nigeria in the study. The null hypothesis is rejected and alternative hypothesis that, "there is significant relationship between knowledge

creation and knowledge utilization in Nigerian University Libraries in South-West, Nigeria is thus accepted”.

Ho2: There is no significant relationship between Knowledge Sharing and Knowledge Utilization in Nigerian University Libraries in South-West, Nigeria

Table 3: PPMC showing the relationship between knowledge sharing and knowledge Utilization in selected University Libraries in South-West, Nigeria

Variable	Mean	Std. Dev.	R	p-value	Remark
Knowledge Utilization	28.20	4.60	.316**	.000	Sig.
Knowledge Sharing	43.75	15.62			

** Sig at 0.01 level N=126

Table 3 above showed that there was a positive significant relationship between knowledge sharing and knowledge utilization in selected University Libraries in South-West, Nigeria ($r = .316, p < .05$). The null hypothesis is rejected and alternative hypothesis that, “there was significant relationship between knowledge sharing and knowledge utilization in

Nigerian University Libraries in South-West, Nigeria is thus accepted”. This implies that knowledge shared is consequently being utilized in the selected Nigerian University Libraries in the South-west Nigeria.

Ho3: There are no combined effects of the independent variables (Knowledge Creation and Knowledge Sharing) and the dependent variable (Knowledge Utilization)

Model	Unstandardized Coefficient	
	B	Std. Error
(Constant)	12.235	2.516
Knowledge Creation	0.406	.074
Knowledge Sharing	0.276	.023

Table 4: Regression analysis showing the combined effect of knowledge creation and knowledge sharing on knowledge Utilization

R	R Square	Adjusted Square	R	Std. Error of the Estimate		
.512	.263	.251		3.9785		
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig. P.	Remark
Regression	693.115	2	346.558	21.894	.000	Sig.
Residual	1946.924	123	15.829			
Total	2640.040	125				

Tables 4 shows the combined effect of the two independent variables (Knowledge Creation and Knowledge Sharing) to the prediction of the dependent variable i.e. Knowledge Utilization. The table also shows a coefficient of multiple correlation ($R = .512$ and a multiple R^2 of $.263$). This means that 26.3% of the variance was accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 21.894 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

The relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: Knowledge Creation ($\beta = .406$, $P < .05$) had significant relative contribution and Knowledge Sharing ($\beta = .276$, $P < .05$) had significant relative contribution.

DISCUSSION OF FINDINGS

The study established that there was a positive significant relationship between knowledge creation and knowledge utilization in Nigerian University Libraries in South-West, Nigeria ($r = .433^*$, $p < .05$). This study confirmed the findings of Aikins and Bumbie-chi (2018), Lwanga, and Ngulube, (2019), Koloniari, Vraimaki and Fassoulis (2019). Aikins and Bumbie-chi's (2018) investigation of knowledge creation at the academic and research libraries in Ghana revealed that access to research out accessibility of content was facilitating knowledge creation. Lwanga and Ngulube (2019) study confirmed that both the non-financial and financial reward cultures influence knowledge creation in selected

academic libraries in Uganda Koloniari, Vraimaki and Fassoulis (2019) studied factors that affect knowledge creation in academic libraries and the report of the study suggests that libraries must develop and implement a knowledge-centred strategy orchestrated by the appropriate social and technological framework that will enhance the creation of new knowledge.

The study further confirmed a positive significant relationship between knowledge sharing and knowledge utilization in Nigerian University Libraries in South-West, Nigeria ($r = .316$, $p < .05$). This was in agreement with the findings of Okonedo and Popoola (2012), Chitumbo and Kanyengo (2017) and Bamigboye, Adenekan, and Olude, (2018). Okonedo and Popoola (2012), who in their study of, effect of self-concept, knowledge sharing and utilization on research productivity among Librarians in public Universities in South-West, Nigeria reported a joint effect of self-concept, knowledge sharing and knowledge utilization on research productivity was significant. Also, the positive significant relationship between knowledge sharing and knowledge utilization in Nigerian University Libraries confirmed the finding of Chitumbo and Kanyengo (2017) who in their study of knowledge management culture among library cataloguers in the Zambia University reported that there was systematic knowledge sharing and transfer of knowledge among cataloguers of the studied university library. This was in agreement with the finding Bamigboye, Adenekan, and Olude, (2018) who in their study discovered a significant relationship between knowledge sharing and research output among academic staff of the Federal University of Agriculture, Abeokuta

The relative contribution of the two independent variables to the dependent variable, expressed as beta weights, viz: knowledge creation ($\beta = .406$, $P < .05$) had

significant relative contribution and knowledge sharing ($\beta = .276, P < .05$) had significant relative contribution. The study has therefore established that even though both knowledge creation and knowledge sharing had positive influence on knowledge utilization in the studied University Libraries in South-West, Nigeria but knowledge creation has the highest influence on knowledge utilization. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Thus, knowledge management is being practiced in the selected University Libraries in the South-West, Nigeria as at the time of this study. This will in turn have positive influence on service delivery vis-à-vis organizational performance.

CONCLUSION AND RECOMMENDATIONS

The study had attempted to examine the relationship between knowledge creation, knowledge sharing and knowledge utilization in the selected University Libraries in South-West, Nigeria and established that even though both knowledge creation and knowledge sharing had positive influence on knowledge utilization but knowledge creation has the highest influence. Resulting from this, the paper recommends that management of Nigerian University Libraries in South West Nigeria should create appropriate structures that will promote knowledge sharing among staff. Both financial and non-financial incentive measure could be employed in this direction as motivational mechanism to encourage knowledge sharing among staff. The paper also suggests that employment of effective conflict management strategies that will foster unity among staff be adopted and with the hope of strengthen knowledge sharing.

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