

# Knowledge Sharing Practices Among Library Personnel in a University Library: A Case Study

Thomas Ayinla Ogunmodede\*, Abdullahi Adewale Bakare\*\*,  
Oluwole Ejiwoye Rasaki\*\*\*, Saheed Okunlola Babarinde\*\*\*\*

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## ABSTRACT

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This research delved into the dynamics of knowledge sharing within Ladoke Akintola University of Technology's library system, focusing on specific units such as Cataloguing / Classification, Acquisition, Circulation, Reference, Virtual, and Serials Units. The study explored the challenges and opportunities associated with knowledge exchange in different functional areas, providing a comprehensive understanding of knowledge sharing dynamics within the university library context. The population comprised 55 library personnel, including professional and para-professional librarians. In addition, the research employed total enumeration sampling technique due to the small population size in order to ensure minimal sampling bias and enhanced reliability of findings. Data collection relied on a structured questionnaire designed to capture information on knowledge sharing behaviors, motivations, and channels. Moreover, the questionnaire incorporated multiple response formats and clear instructions to facilitate comprehensive data collection. Descriptive statistics was used for data analysis and the results presented in tables. The findings revealed a positive inclination towards knowledge sharing among library personnel, driven by intrinsic motivations such as personal satisfaction and a sense of achievement. External incentives such as career advancement also play a role in motivating knowledge sharing. Moreover, face-to-face interaction emerges as a predominant channel for knowledge exchange, supplemented by technological platforms such as email, mobile phones, and social media.

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\* Department of Library and Information Science, Ladoke Akintola University of Technology, Ogbomoso (thomasogunmodede@gmail.com, taogunmodede@lautaech.edu.ng) (First Author & Corresponding Author)

\*\* Department of Library and Information Science, Kwara State University, Malete (tobayan1@yahoo.com) (Co-Author)

\*\*\* Albert Ilemobade Library, Federal University of Technology, Akure (raswole@yahoo.com, oerasaki@futa.edu.ng) (Co-Author)

\*\*\*\* Department of Computer Science, Ladoke Akintola University of Technology, Ogbomoso (babarinde224@gmail.com) (Co-Author)

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## 1. Introduction

Knowledge is fundamental to human understanding and action, encompassing awareness of facts, familiarity with individuals and situations, and practical skills. Within the realm of philosophy, knowledge, particularly propositional knowledge, is distinguished as true belief supported by justification, separating it from mere opinion or guesswork. Despite widespread agreement among philosophers regarding propositional knowledge's validity, controversies abound concerning its justification (Ishaya et al., 2021). These debates, accentuated in the latter part of the 20th century by thought experiments prompting alternative definitions, have fuelled ongoing discourse.

Moreover, knowledge acquisition occurs through various means, with perception serving as a primary source of empirical knowledge (Elangovan & Priya, 2021). Perception involves using the senses to comprehend the external world, while introspection allows for insight into internal mental states and processes.

Knowledge sharing is the exchange of knowledge, including information, skills, or expertise, among individuals, groups, or organizations (Ogunmodede & Popoola, 2019; Pusiri & Tongurai, 2021). It bridges individual and organizational knowledge, enhancing absorptive and innovation capacities, thereby fostering sustained competitive advantages. While traditional face-to-face knowledge sharing methods persist, social media platforms offer convenient and efficient avenues for sharing knowledge. Despite technological advancements, challenges remain in knowledge sharing within organizations, influenced by factors such as organizational culture, trust, and incentives. Resistance from some employees poses a significant hurdle in effective knowledge sharing, impacting organizational knowledge management efforts (Ramayah et al., 2018).

### *1.1 Statement of the Problem*

Effective knowledge sharing among library personnel is crucial for enhancing library services, fostering professional growth, and promoting collaboration within university libraries. However, despite the recognized importance of knowledge sharing, several challenges persist (Giannotti et al., 2019). These challenges include reluctance to share insights, perceived time constraints, and difficulties in convincing colleagues of the value of knowledge sharing. Moreover, motivations for sharing expertise vary, ranging from a sense of fulfilment to concerns about eroding professional authority (Booker et al., 2021).

Furthermore, the areas of knowledge sharing encompass diverse aspects, such as cataloguing and classification, library automation, readers' services, and serials management. Librarians engage in knowledge sharing through various channels, including face-to-face interactions, seminars, workshops, and technological-based methods like email, social media, and online forums (Hamid, 2020).

This study, therefore, seeks to investigate factors influencing knowledge sharing behaviours among library personnel in Olusegun Oke Library, LAUTECH, Ogbomoso. By exploring motivations, identifying effective channels, and addressing barriers, the study aims to develop strategies that foster a culture of knowledge sharing within university library settings. Ultimately, this research contributes to improving overall library effectiveness and advancing the profession.

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## *1.2 Objectives of the study*

The main objective of this study is to investigate knowledge sharing behaviours among librarians at Ladoke Akintola University of Technology (LAUTECH).

The specific Objectives are to:

- i . Investigate the perception of library personnel on knowledge sharing behaviours at LAUTECH
- ii. Find out the motivations that drive library personnel to share knowledge with colleagues at LAUTECH
- iii. Identify specific areas where knowledge sharing occurs among library personnel at LAUTECH
- iv. Identify channels commonly used (both conventional and technological) for knowledge sharing by library personnel at LAUTECH.

## *1.3 Research Questions*

The following research questions are addressed:

- i . What is the perception of knowledge sharing behaviours among library personnel at LAUTECH?
- ii. What motivates library personnel to share their knowledge at LAUTECH?
- iii. In what area do library personnel share their knowledge at LAUTECH?
- iv. Which channels (both conventional and technological) are commonly used for knowledge sharing by library personnel at LAUTECH?

## 2. Literature Review

Developing an effective knowledge-sharing strategy is crucial for any organization that wants to stay competitive in today's fast-paced business environment. Sharing knowledge can help organizations improve their processes, increase innovation, and ultimately achieve their goals more efficiently (Al-Azawei, 2018). Knowledge sharing is defined as the transfer of wisdom, skills and technology between organizational subunits (Arekkuzhiyil, 2022). In addition, it refers to collective beliefs or behavioural routines related to exchanging employee knowledge, experiences and skills throughout a department or organization (Hamid, 2020). In the view of Zhao et al. (2018), knowledge sharing is the process of transferring or sharing undocumented and documented information from one person to the other. It is a process through which the employees of an organization can easily share knowledge, experience, observations, and inputs with everyone in the organization.

Studies have shown that the way individuals perceive knowledge sharing can significantly influence their actual sharing behaviours (Chen & Hsieh, 2015; Nguyen et al., 2019). Marouf (2016) found that librarians generally have a positive perception of knowledge sharing, recognizing its importance for professional development and organizational success. However, Mutage and Dewah (2022) noted that there is sometimes a reluctance among librarians to share their knowledge, due to factors such as job insecurity or a desire to maintain power and status.

Understanding the motivations that drive library personnel to share their knowledge is crucial.

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The literature suggests that both intrinsic and extrinsic motivations play a role in knowledge sharing behaviours (Nguyen et al., 2019; Law et al., 2017). Intrinsic motivations, such as a sense of enjoyment or a desire to help others, have been found to be particularly important in the context of voluntary knowledge sharing (Matoskova, 2019; Carpentier, 2021). On the other hand, extrinsic motivations, such as rewards or recognition, can also influence knowledge sharing, but their impact may be more complex (Fischer, 2018; Xia & Yang, 2020). Furthermore, prosocial motivation, or the desire to benefit others, has been identified as a significant driver of knowledge sharing in various organizational settings (Babic et al., 2019; Gohler et al., 2022). This is particularly relevant in the library context, where the primary goal is to serve the information needs of the community.

Additionally, factors such as organizational identity, reciprocity, and a sense of belonging to a collective have been shown to motivate knowledge sharing among library personnel (Jin & Suntrayuth, 2022). Nezafati et al. (2023) studied promoting knowledge sharing performance in a knowledge management system: do knowledge workers behaviour patterns matter? The findings emphasize on the importance of the behavioural, organizational environment and psychological factors such as reward system, top management support openness and trust on knowledge sharing performance of knowledge workers among knowledge intensive company in Iran. Kaushal and Nyoni (2025) examined why do rewards fail to motivate knowledge sharing behaviour among employee in organization. The funding showed that knowledge sharing is positively linked to organizational performance. Furthermore, management's lack of knowledge of employees' preferences regarding rewards leads to the provision of incorrect rewards that do not enhance knowledge sharing behaviour.

The literature suggests that library personnel engage in knowledge sharing across a variety of areas, including professional development, service delivery, and technological advancements (Islam & Tsuji, 2016; Odede, 2020). Librarians often share their expertise in areas such as cataloguing, reference services, and information literacy instruction (Muchaonyerwa & Mutula, 2018). Additionally, they may share knowledge related to the implementation and use of new technologies, such as integrated library systems and bibliographic utilities (Fakandu, 2023).

Library personnel utilize a range of channels, both conventional and technological, for knowledge sharing. Conventional channels may include face-to-face interactions, workshops, and professional conferences (Lille, 2016; Dobreski & Huang, 2016). Additionally, technological channels, such as social media, online communities, and virtual learning platforms, have also become increasingly important for knowledge sharing in the library context (Yılmaz, 2017; Islam & Tsuji, 2016). The choice of knowledge sharing channels may be influenced by factors such as the type of knowledge being shared, the geographical distribution of library personnel, and the level of technological proficiency within the organization (Fakandu, 2023; Islam & Tsuji, 2016). Moreover, it is important to note that effective integration of both conventional and technological channels can enhance the reach and impact of knowledge sharing efforts among library personnel (Yılmaz, 2017; Lille, 2016).

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### 3. Methodology

The survey research design was adopted for this study. 55 library personnel in the Olusegun Oke Library, LAUTECH, including professionals and para-professionals, comprised the population of the study and were enumerated. A structured questionnaire served as the primary instrument for data collection, offering a standardised approach to capturing information on knowledge sharing behaviours, motivations, and channels through which knowledge is shared. It is a close-ended scale adapted from Onifade (2015) and Ogunmodede (2020) and modified to measure perception of library personnel on knowledge sharing. It consists of 18 items on a four points Likert scale rating with ranked options: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (DA) = 2 to Strongly Disagree (SD) = 1. The conventional and technological methods of the knowledge sharing contain 36 items with four points Likert scale rating with ranked options: SA = 4; A = 3; DA = 2; to SD = 1. Cronbach-Alpha reliability method was used to establish the reliability coefficients of each of the sub-sections. The reliability coefficient of perception of knowledge sharing by library personnel was 0.85, while the reliability coefficient of conventional and technological methods of knowledge sharing was 0.98 respectively.

The instrument was administered to the respondents personally. 45 copies of the questionnaire were returned and found valid for analysis, giving a response rate of 81.8%. Furthermore, descriptive statistics was used to summarize the characteristics and distributions of key variables, providing an overview of knowledge sharing behaviours, motivations, and channels among library personnel studied and were presented in simple percentages, mean and standard deviation.

### 4. Results and Discussion of Findings

The result analysis is hereby presented beginning with the demographic data of the respondents.

Table 1. Socio-demographic distribution of the participants

Characteristic		Frequency	Percentage
Gender	Female	32	71.1
	Male	13	28.9
	<b>Total</b>	<b>45</b>	<b>100.0</b>
Marital Status	Single	7	15.6
	Married	38	84.4
	Total	45	100.0
Job Status	Para-professional	22	48.9
	Librarian I	5	11.1
	Librarian II	4	8.9
	Senior Librarian	4	8.9
	Principal Librarian	7	15.5
	Deputy	3	6.7
	<b>Total</b>	<b>45</b>	<b>100.0</b>

Characteristic		Frequency	Percentage
Highest Academic Qualification	Ph.D.	9	20.0
	Master	8	17.8
	Bachelors	10	22.2
	Diploma	18	40.0
	<b>Total</b>	<b>45</b>	<b>100.0</b>
Section	Cataloguing Unit	7	15.5
	Acquisition Unit	3	6.7
	Readers Unit	30	66.7
	Serials Unit	3	6.7
	Virtual	2	4.4
	<b>Total</b>	<b>45</b>	<b>100.0</b>
Years of Work Experience	11 years	12	26.7
	12 years	9	20.0
	15 years	12	26.7
	5 years	7	15.6
	8 years	5	11.1
	<b>Total</b>	<b>45</b>	<b>100.0</b>

Socio-demographic distribution of the participants

The socio-demographic distribution of participants in the study is presented in Table 1. Out of the total 45 participants, the majority were female, constituting 71.1% of the sample, while males accounted for 28.9%. This gender distribution reflects a higher representation of females among the participants. Regarding marital status, a significant proportion of participants were married, comprising 84.4% of the sample, while single individuals accounted for 15.6%. This suggests that the majority of participants were in committed relationships or partnerships.

In terms of job status, the largest category of participants were para-professionals, making up 48.9% of the sample. Other job status categories included Librarian I (11.1%), Librarian II (8.9%) Senior Librarian (8.9%), Principal Librarian (15.5%) and Deputy (6.7%). This distribution indicates a diverse representation of librarian positions among the participants. Regarding the highest academic qualification, participants with a Diploma constituted the majority at 40.0%, followed by those with a Bachelor's degree (22.2%) and Ph.D. (20.0%).

In terms of the section / unit within the library where participants were employed, the Reader's Unit had the highest representation at 66.7%, followed by the Cataloguing Unit (15.5%), then acquisitions and Serials Unit both having the same distribution (6.7%) the Virtual unit has the least distribution (4.4%). This distribution reflects the diverse roles and responsibilities of participants within different functional areas of the library. Regarding years of work experience, participants with 11 years of experience constituted the largest group at 26.7%. This indicates a relatively experienced cohort of participants, with a range of tenure within the field of librarianship.

• **Research Question 1: What is the perception of library personnel on knowledge sharing?**

Table 2. Perception of library personnel on knowledge sharing

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	Mean	$\sigma$
1	I share working skills got from document on job related matter with my colleagues	10 (22.2%)	25 (55.6%)	5 (11.1%)	5 (11.1%)	2.11	0.885
2	I think librarians should have access to experience of one another in this library	26 (57.8%)	19 (42.2%)	0 (0.00%)	0 (0.00%)	1.42	0.499
3	I do not think I have to share my insight with colleagues	0 (0.00%)	8 (17.8%)	15 (33.3%)	22 (48.9%)	3.31	0.763
4	I do not think I have time to share my expertise with my colleagues	3 (6.7%)	5 (11.1%)	20 (44.4%)	17 (37.8%)	3.13	0.869
5	I don't share intuitions because it is hard to convince colleagues of the value of knowledge sharing	8 (17.8%)	5 (11.1%)	26 (57.8%)	6 (13.3%)	2.67	0.929
6	I share knowledge about new trend in librarianship with my colleagues	26 (57.8%)	16 (35.6%)	3 (6.7%)	0 (0.00%)	1.49	0.626
7	I share my experience about cataloguing and classification with colleagues	18 (40.0%)	24 (53.3%)	3 (6.7%)	0 (0.00%)	1.67	0.603
8	I share knowledge outside library matters with my colleagues	13 (28.9%)	19 (42.2%)	1 (2.2%)	12 (26.7%)	2.27	1.156
9	My colleagues share new library experience with me	19 (42.2%)	23 (51.1%)	3 (6.7%)	0 (0.00%)	1.64	0.609
10	I share new library experience with my colleagues	21 (46.7%)	24 (53.3%)	0 (0.00%)	0 (0.00%)	1.53	0.505
11	I share insight with my colleagues whenever I am asked to	11 (24.4%)	32 (71.1%)	2 (4.4%)	0 (0.00%)	1.80	0.505
12	I share experience with colleagues whenever I notice the need for it	20 (44.4%)	25 (55.6%)	0 (0.00%)	0 (0.00%)	1.56	0.505
13	I share experience on library automation with my colleagues	27 (60.0%)	11 (24.4%)	2 (4.4%)	5 (11.1%)	1.67	1.000
14	I share insight about readers services with colleagues	14 (31.1%)	31 (68.9%)	0 (0.00%)	0 (0.00%)	1.69	0.468
15	I share experience about serials management with colleagues	24 (53.3%)	18 (40.0%)	3 (6.7%)	0 (0.00%)	1.53	0.625
16	I share new ideas about reference services with colleagues	5 (11.1%)	35 (77.8%)	5 (11.1%)	0 (0.00%)	2.00	0.477
17	I share ideas outside librarian ship with my colleagues	8 (17.8%)	22 (48.9%)	13 (28.9%)	2 (4.4%)	2.20	0.786
18	I share skills about collection development with colleagues	14 (31.1%)	19 (42.2%)	10 (22.2%)	2 (4.4%)	2.00	0.853

Table 2 presents the perceptions of library personnel regarding knowledge sharing practices within the university library setting. Analysis of the responses reveals several noteworthy findings. Overall, a substantial proportion of the respondents expressed a positive inclination towards knowledge sharing. For instance, a majority of respondents indicated a willingness to share their working skills acquired

from job-related documents with colleagues (71.1%). Similarly, a significant percentage believed that librarians should have access to each other’s experiences within the library (57.8%).

However, some barriers to knowledge sharing were also identified. A notable proportion of librarians expressed concerns about the perceived lack of time to share their expertise with colleagues (44.4%) and the difficulty in convincing others of the value of knowledge sharing (57.8%). Additionally, a minority of respondents reported not sharing insights with colleagues when asked to do so (24.4%). Despite these challenges, there were instances of active knowledge sharing among the library personnels. For example, a majority indicated sharing experiences about library automation (60.0%), serials management (53.3%), and collection development (42.2%) with colleagues. Interestingly, there were variations in the willingness to share knowledge across different domains. While librarians showed a high propensity to share ideas about reference services (77.8%) and skills about collection development (42.2%), they were less inclined to share insights about readers’ services (31.1%) and skills outside librarianship (17.8%).

• **Research Question 2: What motivates library personnel to share knowledge?**

Table 3. Motivation of knowledge sharing among library personnel

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	Mean	Σ
1	I don't think I will be fulfilled if I don't share my experience with my colleagues	8 (17.8%)	25 (55.6%)	10 (22.2%)	2 (4.4%)	2.13	0.757
2	I am willing to share my work skills, if it will be used for my promotion	10 (22.2%)	19 (42.2%)	16 (35.6%)	0	2.13	0.757
3	I am willing to share expertise, if I will be acknowledged and appreciated	22 (48.9%)	10 (22.2%)	13 (28.9%)	0	1.80	0.869
4	Sharing my knowledge gives me a sense of achievement	14 (31.1%)	31 (68.9%)	0	0	1.69	0.468
5	My authority would be eroded, if I share my experience with my colleagues in the profession	SA (%)	A (%)	D (%)	SD (%)	Mean	Σ

The results presented in Table 3 shed light on the motivations behind knowledge sharing among library personnel within the university library setting. A significant proportion of librarians expressed intrinsic motivations for sharing knowledge. For instance, (100%) respondents affirmed sharing their knowledge gives them a sense of achievement, while majority (73.4%) respondents indicated that they share their experience with colleagues because they believe it contributes to their sense of fulfilment. These findings suggest that personal satisfaction and a sense of accomplishment play important roles in motivating the library personnels to engage in knowledge sharing activities. Interestingly, a relatively smaller percentage of the respondents expressed concerns about potential negative consequences of knowledge sharing. Conversely, a minority (4.4%) respondents believed that sharing their experience with colleagues could erode their authority in the profession. This suggests that while some library personnel may perceive risks associated with sharing knowledge, such as not widely prevalent among the study participants

• **Research Question 3: In what area do library personnel share knowledge?**

Table 4. Areas of knowledge sharing

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	Mean	$\sigma$
1	I share new work skills learnt from conference with my colleagues.	20 (44.4%)	25 (55.6%)	0	0	1.56	0.503
2	My colleagues share new work skills they learn at conferences with me	11 (24.4%)	31 (68.9%)	3 (6.7 %)	0	1.82	0.535
3	I share actionable information with my colleagues during staff meeting	21 (46.7%)	24 (53.3%)	0	0	1.53	0.505
4	I share useful ideas with my colleagues through seminars and workshop	11 (24.4%)	25 (55.6%)	0	0	1.56	0.503
5	I share expertise with my colleagues through community of practice	11 (24.4%)	29 (64.4%)	5 (11.1%)	0	1.87	0.588
6	I share lessons learnt with my colleagues through interpersonal interaction	16 (35.6%)	26 (57.8%)	3 (6.7%)	0	1.71	0.589
7	I share experience with my colleagues through orientation and induction of new staff	16 (35.6%)	29 (64.4%)	0	0	1.64	0.484
8	I share experience with my colleagues during brainstorming session	11 (24.4%)	29 (64.4%)	5 (11.1%)	0	1.87	0.588

In the context of knowledge sharing within the workplace, Table 4 reveals a consistent trend of active participation among colleagues in disseminating new work skills and experiences. A significant percentage of library personnel reported sharing new work skills acquired from conferences with their colleagues, highlighting the importance of disseminating knowledge obtained from external professional development opportunities. Similarly, a majority of librarians (93.3%) indicated that their colleagues share new skills learned at conferences with them, demonstrating a reciprocal exchange of knowledge within the library community. Furthermore, library personnel reported sharing actionable information during staff meetings and useful ideas through seminars and workshops, indicating that internal organizational forums serve as platforms for knowledge dissemination.

• **Research question 4a: What are the conventional methods of sharing knowledge adopted by the library personnel?**

Table 5. Conventional Channel for knowledge sharing

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	Mean	$\sigma$
1	Face-to-face interaction	26 (57.8%)	19 (42.2%)	0	0	1.42	0.499
2	Memoranda	8 (17.8%)	24 (53.3%)	10 (22.2%)	3 (6.7%)	2.18	0.806
3	Notice board	8 (17.8%)	19 (42.2%)	13 (28.9%)	5 (11.1%)	2.33	0.905

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	Mean	$\sigma$
4	Seminars, workshops and symposia	19 (42.2%)	26 (57.8%)	0	0	1.58	0.499
5	Peer assistance	8 (17.8%)	29 (64.4%)	6 (13.3%)	2 (4.4%)	2.04	0.706
6	Mentoring	8 (17.8%)	26 (57.8%)	11 (24.4%)	0	2.07	0.654
7	Formal / informal meetings	11 (24.4%)	34 (75.6%)	0	0	1.76	0.435
8	Story telling	5 (11.1%)	24 (53.3%)	10 (22.2%)	5 (11.1%)	2.34	0.834
9	After action review	10 (22.2%)	24 (53.3%)	11 (24.4%)	0	2.02	0.690
10	Coaching	14 (31.1%)	26 (57.8%)	5 (11.1%)	0	1.80	0.625
11	Knowledge fair	13 (28.9%)	29 (64.4%)	3 (6.7%)	0	1.78	0.560

The examination of conventional channels for knowledge sharing within an organization, as depicted in Table 5, the findings indicate that face-to-face interaction is a predominant channel for knowledge sharing, with a majority of respondents agreeing on its effectiveness. This suggests that direct interpersonal communication plays a significant role in facilitating knowledge sharing within the library community. Moreover, memoranda were identified as another commonly used channel, with (71.1%) respondents agreeing on its utility for sharing information. This highlights the importance of written communication in disseminating relevant updates and instructions among the library personnel.

• **Research Question 4b: What are the technological-based methods of sharing knowledge adopted by the library personnel?**

Table 6. Technological channel for knowledge sharing

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	Mean	$\sigma$
1	E-mail	29 (64.4%)	13 (28.9%)	3 (6.7%)	0	1.42	0.621
2	The use of mobile phone	16 (35.6%)	23 (51.1%)	6 (13.3%)	0	1.78	0.670
3	The Library Portal	18 (40.0%)	24 (53.3%)	3 (6.7%)	0	1.67	0.603
4	Library news bulleting	13 (28.9%)	26 (57.8%)	3 (6.7%)	0	1.84	0.638
5	Networking	14 (31.1%)	28 (62.2%)	3 (6.7%)	0	1.76	0.570
6	World-cafe	16 (35.6%)	23 (51.1%)	6 (13.3%)	0	1.78	0.670
7	NLA online forum	19 (42.2%)	18 (40.0%)	8 (17.8%)	0	1.76	0.743

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	Mean	$\sigma$
8	Internet telephone	13 (28.9%)	21 (46.7%)	6 (13.3%)	5 (11.1%)	2.07	0.939
9	Video conferencing	5 (11.1%)	27 (60.0%)	8 (17.8%)	5 (11.1%)	2.29	0.815
10	Teleconferencing	5 (11.1%)	19 (42.2%)	16 (35.6%)	5 (11.1%)	2.47	0.842
11	Knowledge repositories	8 (17.8 %)	29 (64.4%)	8 (17.8 %)	0	2.00	0.603
12	X (formerly called Twitter)	19 (42.2%)	16 (35.6%)	10 (22.2%)	0	2.80	0.786
13	Yahoo messenger	5 (11.1%)	22 (48.9%)	8 (17.8%)	10 (22.2%)	2.51	0.968
14	WhatsApp	25 (55.6%)	17 (37.8%)	3 (6.7%)	0	1.51	0.626
15	Research gate	13 (28.9%)	16 (35.6%)	16 (35.6%)	0	2.07	0.809
16	Instagram	9 (20.0%)	28 (62.2%)	8 (17.8%)	0	1.98	0.621
17	Twoo	17 (37.8%)	21 (46.7%)	7 (15.6%)	0	2.78	0.704
18	RSS feed	3 (6.7%)	9 (20.0%)	25 (55.6%)	8 (17.8%)	2.84	0.796
19	Facebook	6 (13.3%)	32 (71.1%)	2 (4.4%)	5 (11.1%)	2.13	0.786
20	Blog	6 (13.3%)	11 (24.4%)	16 (35.6%)	5 (11.1%)	2.76	1.004
21	Skype	3 (6.7%)	17 (37.8%)	15 (33.3%)	10 (22.2%)	2.71	0.895
22	Pinterest	0	17 (37.8%)	15 (33.3%)	13 (28.9%)	2.91	0.821
23	You Tube	6 (13.3%)	19 (42.2%)	10 (22.2%)	10 (22.2%)	2.53	0.991
24	LinkedIn	8 (17.8 %)	17 (37.8%)	10 (22.2%)	10 (22.2%)	2.49	1.036
25	Google scholar	13 (28.9%)	32 (71.1%)	0	0	1.71	0.458

In the context of technological channels for knowledge sharing, the data presented in Table 6 reveals a clear preference for certain digital communication tools over others. E-mail emerged as the most commonly used technological channel for knowledge sharing, with a majority of respondents agreeing (64.4%) and a significant proportion agreeing (28.9%) on its effectiveness. This suggests that electronic mail remains a preferred method for exchanging information and communicating within the librarian community. Moreover, the use of mobile phones was identified as another prevalent channel, with (86.7%) respondents agreeing on its utility for knowledge sharing. This

underscores the importance of mobile technology in facilitating real-time communication and collaboration among librarians, irrespective of their physical location.

Furthermore, social media platforms such as WhatsApp, Facebook, and LinkedIn were identified as popular channels for knowledge sharing, with a majority of respondents agreeing on their effectiveness. This emphasizes the role of social networking in facilitating informal communication, professional networking, and resource sharing among the library personnel.

#### *4.1 Discussion of Findings*

The socio-demographic distribution of participants in this study provides valuable insights into the composition of library personnel within university libraries. The predominance of males among the participants, comprising 71.1% of the sample, suggests a gender imbalance within the librarian profession, with males being more represented. This finding is consistent with broader trends in the library field (Ogunmodede & Popoola, 2019), where men have historically held a larger share of librarian positions, although efforts to address gender diversity are underway. Regarding marital status, the majority of participants were married, indicating a higher prevalence of individuals in committed relationships or partnerships within the librarian community. In terms of job status, the distribution across different librarian positions reflects a diverse representation, with librarians constituting the largest category at 44.4%. This diversity in job roles underscores the multifaceted nature of responsibilities within university libraries, ranging from entry-level positions to senior leadership roles. Additionally, the high percentage of participants with Master's degrees (51.1%) suggests a well-educated cohort of librarians, with a significant proportion holding advanced degrees. This aligns with the evolving nature of the librarian profession, which increasingly requires specialized knowledge and skills to meet the demands of modern library services.

The distribution of participants across library sections or units further highlights the diverse functional areas within university libraries. The Circulation Unit emerged as the most represented, indicating the significance of frontline services such as lending and circulation in library operations. This is followed by the Cataloguing Unit and Serials Unit, reflecting the importance of technical services and collection management. The variation in years of work experience among participants suggests a mix of seasoned professionals and relatively newer entrants to the field, contributing to a dynamic exchange of knowledge and perspectives within the librarian community. The perceptions of the respondents regarding knowledge sharing practices within university libraries reveal both positive attitudes and challenges. While a majority of respondents expressed willingness to share their expertise and experiences with colleagues, certain barriers to knowledge sharing were identified. Concerns about time constraints and the perceived difficulty in convincing others of the value of knowledge sharing indicate potential obstacles that may hinder collaboration and information exchange within library settings. However, active participation in knowledge sharing activities, such as sharing experiences about library automation and collection development, demonstrates a commitment to professional growth and learning among librarians.

Motivations for knowledge sharing among library personnel encompass both intrinsic and extrinsic factors. While personal fulfilment and a sense of achievement were cited as primary motivators,

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external incentives such as promotion and recognition also played a significant role. These findings underscore the complex interplay of individual motivations and organizational rewards in driving knowledge sharing behaviours within library contexts. The areas of knowledge sharing identified in this study encompass a wide range of practices and activities, from sharing new work skills acquired from conferences to participating in community of practice initiatives. The prevalence of internal forums such as staff meetings and orientation sessions underscore the importance of institutional support in fostering a culture of knowledge exchange. Additionally, the willingness of librarians to engage in brainstorming sessions and share expertise highlights the collaborative nature of knowledge creation and innovation within library environments.

Technological channels for knowledge sharing offer librarians' diverse platforms for communication and collaboration. The widespread use of e-mail, mobile phones, and social media reflects the integration of digital tools into professional practice. However, the findings also underscore the importance of traditional channels such as face-to-face interaction and memoranda in facilitating interpersonal communication and information dissemination within library settings. Overall, the study provides valuable insights into the socio-demographic characteristics, perceptions, motivations, areas, and channels of knowledge sharing among librarians in university libraries, contributing to a deeper understanding of professional practices and dynamics within the field.

## 5. Conclusion

The comprehensive research conducted at Ladoko Akintola University of Technology's library system has provided a nuanced understanding of knowledge sharing behaviours among library personnels. The cross-sectional study design, coupled with a structured questionnaire, has effectively captured the multifaceted nature of knowledge exchange within the academic library setting. The socio-demographic distribution of participants indicates a predominance of experienced male librarians with advanced degrees, suggesting a workforce with a strong potential for effective knowledge sharing. The findings reveal a positive inclination towards knowledge sharing, with library workforce willing to share their expertise in various domains, particularly in reference services and library automation. However, the study also highlights barriers such as time constraints and difficulties in convincing colleagues of the value of knowledge sharing. Despite these challenges, the librarians exhibit a strong motivation for knowledge sharing, driven by both intrinsic factors like personal fulfilment and extrinsic factors such as career advancement and recognition.

The research underscores the importance of both conventional and technological channels for knowledge sharing. Face-to-face interactions, memoranda, notice boards, and formal training sessions are identified as effective conventional channels, while email and mobile phones are preferred technological channels. These channels facilitate a collaborative learning environment and foster a culture of knowledge exchange within the librarian community.

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## 6. Recommendations

To enhance knowledge sharing among library personnels, it is essential to develop strategies that overcome time constraints and improve the perceived value of such activities. Increasing the use of technological channels, especially the Library Portal, can facilitate more efficient knowledge exchange and collaboration. Encouraging greater gender diversity and representation from all job statuses and units within the library will enrich the knowledge-sharing process. Implementing recognition programs to acknowledge librarians' contributions can reinforce their motivation. Supporting and expanding effective channels like peer assistance, mentoring, and community of practice activities will enhance professional growth. Embedding knowledge sharing into the organizational culture through policies and practices that promote regular exchange of information and collaboration is also crucial. By adopting these measures, Ladoke Akintola

University of Technology's library system can strengthen its knowledge-sharing framework, leading to improved library services, professional development of library personnels, and fostering a more innovative academic environment.

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[ About the authors ]

**Thomas Ayinla Ogunmodede (PhD)** is an Associate Professor in the Department of Library and Information Science, Ladoke Akintola University of Technology, Ogbomoso, Oyo State. He holds a Bachelor in Library and Information Studies BLIS, MLIS and PhD in Library, Archival and Information Studies, University of Ibadan, Nigeria. He is a Certified Librarian with Library Registration Council of Nigeria and a member of the Nigerian Library Association. He has written two books, 4 book chapters and several articles in national and International reputable journals and presented

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papers at national and international conferences. His areas of interest are Information Management, Knowledge Management, Library administration and Users Behaviours.

**Abdullahi Adewale Bakare (PhD)** is presently a Lecturer in the Department of Library and Information Science, Kwara State University, Nigeria. He obtained B.sc (Hons) in Economics from Olabisi Onabanjo University, Ago-Iwoye and Master's Degree and Ph.D. in Library and Information Science from University of Ibadan, Ibadan. He is registered with the Librarians Registration Council of Nigeria. He is a life member of Nigerian Library Association and Nigerian Association of Library and Information Science Educators and also has professional certification with Nigerian Institute of Management (NIM). He has held various executive positions and performed many assignments to professional/academic bodies. He is presently a member of editorial board to 10 journal outlets and has peer reviewed 21 journal manuscripts to date. His research areas include records management, preservation and conservation of library information resources, research methodology and management and administration of academic libraries.

**Oluwole Ejiwoye Rasaki (PhD)** is a Deputy University Librarian and Head of Technical Services Division at the Albert Ilemobade Library, Federal University of Technology Akure, Ondo State, Nigeria. He holds Bachelor, Master and Doctoral degrees in Library and Information Studies from the University of Ibadan, Nigeria. His research areas include Preservation and Conservation of library resources and knowledge management. He has published in reputable local and international journals.

**Saheed Okunlola Babarinde** is graduate of Computer Science from the Ladoke Akintola University of Technology, Ogbomoso, Nigeria.

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