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# Effect of Self-Concept, Knowledge Sharing and Utilization on Research Productivity Among Librarians in Public Universities in South-West, Nigeria.

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# EFFECT OF SELF-CONCEPT, KNOWLEDGE SHARING AND UTILIZATION ON RESEARCH PRODUCTIVITY AMONG LIBRARIANS IN PUBLIC UNIVERSITIES IN SOUTH-WEST, NIGERIA.

by

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## ABSTRACT

*Research is subsisting and necessary part of modern university, therefore the significance of publication in the growth and development of the library profession cannot be overestimated. This study focused on the effects of self-concept, knowledge sharing and utilization on research productivity of librarians in public university in South-West Nigeria. Descriptive survey design was adopted; a total of one hundred and seven-four (174) respondents were selected for the study and 134 copies of the questionnaires were returned and virtually used for the study. The result showed that the level of publication of librarians is moderately high. There was relative effects of self concept ( $\beta = 0.253$ ,  $P < 0.05$  and knowledge utilization ( $\beta = 0.216$ ,  $P < 0.05$ ) on research productivity of librarians in public universities in South-West while, knowledge Sharing ( $\beta = -0.144$ ,  $P > 0.05$ ) was not relatively significant on research productivity. Furthermore, the finding established that the joint effect of self concept, knowledge sharing and knowledge utilization on research productivity was significant ( $F(3,130) = 6.067$ ;  $R = 0.350$ ,  $R^2 = 0.123$ ,  $Adj. R^2 = 0.103$ ;  $P < 0.05$ ). It was concluded that librarians who possess high self-concept and who properly make use of knowledge gained through knowledge sharing will have high research productivity. It was recommended that internal seminar and workshops should be organized every quarter of the year where it will be made compulsory for each librarian to present a quality paper. This will encourage knowledge sharing and will increase librarians' zeal to utilize knowledge and also have more research publications.*

**Keywords:** Research productivity, self-concept, knowledge sharing, knowledge utilization, librarians in public universities

**Word count: 253**

## Introduction

The hub of higher education in Nigeria is the universities. Sanyal (1995) stated that universities are institutions of higher learning which participate in the evolution of knowledge, provide facilities for teaching and research. The university library however, grows concurrently with their parent organization being an integral academic part of their parent organization. The university library is therefore a support system sets up to support teaching, research, promoting the publication of research work and community services (Okoye, 2000; Salaam and Agboola, 2002). Most of the research output in Nigeria occurs in the university. Indeed, research productivity has become essential for university success and academic's employment and promotion prospects for academic staff including librarians (Okiki, 2011). This is however true for librarians in the academic libraries because their promotion is tied to publishing and research. Therefore, in order to grow academically and professional wise, they need to undertake research and publish in reputable journals.

Research productivity in any university is a major index of a librarian's quality and the determinant of advancement in terms of prestige, recognition for creative thinking, promotion, salary increase and acceptability in the university setting (Edem, 1995; Ochai and Nedosa, 1998; Salaam and Agboola, 2002; Alemna, 1993; Bassey, U., Akuegwu B., Udida L. and Udey F.U. 2007). In addition, research output provides a good justification for librarians to become successful academics. This is so because research activity develops academic knowledge and as well reinforces the skills for effective knowledge transfer. The quality of research output among librarians in any university setting depends largely on quality and quantity of information resources at the university disposals as well as their self-concept.

Self-concept generally means the conscious reflection of one's own being or identity as object separate from other or from the environment (Huitt, 2009). The self-concept is an internal model which comprises self-assessments. The features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics. Self-concept is the cognitive or thinking aspect of self (related to one's image) and it is generally refers to (Yahaya, 2009) as the totality of a complex, organized, and dynamic system of learned beliefs attitudes and opinions that each person holds to be true about his or her personal existence. Self concept according to McLeod (2008) is how we think about, perceive and evaluate one self. People with high self-concept see themselves set challenging goals and maintaining strong commitment to them. Many of the successes and failure that people experience in many areas of life are closely related to the ways they have learned to view themselves and their relationships with others (Purkey, 1988).

Lee (2000) pointed out that the knowledge and experiences of librarians are the assets of any library and should be valued and shared. This signified that knowledge is now being seen as an important asset for both the university libraries and personal growth of the librarians through their research productivity. Knowledge sharing involves knowledge access and dissemination (Yaghi et al., 2011). Tan, et al. (2010) defined knowledge sharing as an activity of disseminating information, values and ideas about the perception between two parties to agree or disagree. The two parties could be between and among librarians within the organization. Petrides and Nodine (2003) opined that knowledge sharing is known as the essential components of the knowledge

management process in association with the exchange of information and transferring of knowledge among librarians.

Abell and oxbrow (2001) argued that the research productivity at times depend on how people share their competences with those who can use it. It then follows that knowledge sharing activities of any group will consequently create more opportunities for members to exchange ideas and engage in cooperative activities which will enhance their individual or group research productivity. Moorman and Miner (1997) observed that knowledge sharing creates the common ground that is necessary for co-operation and research productivity. Research has revealed that there are natural tendency of employees in almost every organization to hoard knowledge, this attitude of knowledge hoarding among librarian however can affect research productivity.

Knowledge utilization according to Alan (2011) is the ability to put knowledge into practice in an environment which supports interaction and experimentation. Choo (2003) specify the use of knowledge is an essential part of evaluating and adopting new knowledge. Knowledge use is vital to the work performance particularly research productivity of academic staff in any university system.

### **Statement of the Problem**

Empirical studies have shown that research outputs of librarians are still significantly low compared to their teaching counterpart in Africa particularly in Nigeria (Okebukola, 2002; Uzun, 2002). A study conducted by Ochai and Nedosa (1998) revealed that librarians in universities prefer qualification and length of service as criteria for determining their appointment and promotion rather than scholarly publication output. In many instances, librarians fall victim of the inability to meet up with the prescribed number of publications required of them to advance on the academic ladder, this explain why some librarians have stayed in one position for upwards of ten years without promotion. This study however, investigates the effects of self-concept, knowledge sharing and utilization on research productivity among librarians in public universities in South-West, Nigeria.

### **Objectives of the Study**

The objectives of this study are to:

1. find out librarian's level of self-concept in public universities in South-West, Nigeria
2. ascertain the extent of knowledge sharing among librarian in public universities in South-West, Nigeria.
3. determine the level of knowledge utilization among librarians in public universities in South-West, Nigeria
4. find out the research publication level of librarians in public universities in South-West, Nigeria.
5. To find out the relative effect of self-concept, knowledge sharing and knowledge utilization on research productivity of librarians in public universities in South-West, Nigeria.
6. find out if self-concept, knowledge sharing and knowledge utilization have joint effect on research productivity of librarians in public universities in South-West, Nigeria.

## **Research Questions**

The study is set to answer the following questions derived from the objectives.

1. What is the level of self-concept of librarians in public universities in South-West, Nigeria?
2. To what extent do librarians in public universities in South-West, Nigeria share their knowledge?
3. To what extent do librarians utilize knowledge available to them for research activities?
4. What is the level of research productivity of librarians in public universities in South-West within the last 4 years?
5. What is the relative effect of self-concept, knowledge sharing and knowledge utilization on research productivity of librarians in public universities in South-West, Nigeria?
6. Do self-concept, knowledge sharing and utilization have joint effect on research productivity of librarians in public universities in South-West, Nigeria?

## **Literature Review**

### **Research Productivity of Librarians in Public Universities in Nigeria**

Research productivity of librarians in Nigeria rest largely upon the quality, and often the quantity of research in form of books, journals articles, technical reports, etc. (Alemna, 1993; Nwakanma, 2003; Ochai and Nedosa, 1998). According to Edem (1997), publication output used for research, measures various works in terms of the number of books or chapters in books written, journal articles published, conference/workshop proceedings published, and work related publications such as abstracts, bibliographies, and indexes published. Corroborating this, Ramsden (1994) findings revealed that number of books, refereed papers, conference papers, edited books, and chapters in books are used as indices for research productivity of academics. However, much importance is attached to research and publication which have been regarded as a major criterion for promotion, of teaching staff and librarians in Nigerian Universities. This assertion is supported by the study of Salaam and Agboola, (2002) who reported that failure of librarians in the university libraries to produce stipulated numbers of publications would be stopped in spite of the candidate having met all other requirements for promotion.

The relevance of research productivity is that it enables librarians to share insights, demonstrate academic scholarship, gain recognition for creative thinking, and finally to develop a reputation for expertise in a specialty area (Rhodman, 2002). Librarians are engaged in publication for various reasons. These include: meeting institutional expectation; institutional support in travel funds, release time and research grants, intellectual curiosity (Fennewald, 2008); eagerness or enthusiasm to publish, presence of enabling environment (Ochai and Nedosa,1998) meeting the promotion and tenure demands of their institution to gain faculty status (Buttlar, 1991; Mularski and Bradigan ,1991). Ogbomo (2010) reported that librarians are motivated to publish for various reasons, for promotion, to contribute to knowledge, and for pleasure.

Ochai and Nedosa (1998) asserted that publication is motivated by eagerness or enthusiasm to publish, presence of enabling environment, self perception of individual librarians with respect to

their role, the will power on individual librarian to succeed and the determination not to “perish” in the academic high seas. Such self perception, according to Utulu (2005), is a product of education and skills acquired in the early days of professional practice which also determine the ability to produce scholarly papers. He added that one of the motivating factors for scholarly publications by librarians is the availability of other publications which contain the needed language for publication and how to use them.

Regardless of some of the motivating factors, librarians do not generally engage in adequate research and publication. This corroborates Powell (1997) who remarked that despite the benefits of publications to librarians, they do not conduct enough research and publication, this is acknowledged by Cullen (1998) and Molholt (1998), who noted that lack of interest hinders librarians’ scholarly publication. Several studies have shown that librarians in their first 2-3 years of professional life are potentially non-productive years for scholarly publication.

Lertputtarak (2008) observed that there is still an unacceptably low level of research productivity, especially in public universities. Suwanwala (1991); Aina (1997); Oshagbemi (1997); Ochai and Nedosa (1998); Cullen (1998); Molholt (1998) Powell et al. (2002); Sedikadiwa (2005); Utulu 2005; Onohwakpor and Tiemo (2006); Moahi (2008); and Ogbomo (2010) have reported on some other reasons for low research productivity of librarians. These include “failing to understand the purpose of publication, its limitation or how it might be effectively used; lack of time to spending more time in their daily routine jobs than in publishing; ignorance about where to publish; lack of interest; lack of funds; poor education which hinders the acquisition of adequate skills in research and identification of research problems; insufficient knowledge, skills and experience as well as not realizing the importance of conducting research and perhaps their self-concept in the academic community.

### **Self-Concept of Librarians in Public Universities**

There is a growing awareness that of all the perceptions we experience in the course of living, none has more profound significance than the perceptions we hold regarding our own personal existence, our concept of who we are and how we fit into the world (Yahaya, 2009). However, everyone including the librarians in public universities have a concept of what they are and who they are.

Shavelson and Bolus (1992) posited that self concept is an individual’s perception of self through experience with the environment, interaction with significant others and attributions of his/her own behaviour. It means that self concept is not instinct; it is learned or acquired through experience by virtue of one’s interaction with the environment and people. Self-concept is made up of how we assess ourselves, how we see our personality and how we rate our skills and abilities. As described by Baumeister (1997) the term self-concept refers to the totality of inferences that a person has about himself or herself. Positive self-concept is favorability of these self-inferences. Thus, individual with a positive self-concept evaluate themselves positively and are likely to make favorable inferences about themselves and be accepting of their identity. A strong self-concept enhanced human accomplishment and personal well being in many ways (including research productivity). People with high self-concept set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their effort in the face of

failure. Self-concept is influenced by our sense of identity (Ryan and Deci, 2000). Two things have powerful effects on our self-concept: The opinions and judgments other people make of us; and social comparisons - perceptions of the ways in which you are similar to and different from other people. Past studies have shown that self-concept of workers had significant relationship with their work performance/ productivity across workplaces (Adeleye, 2009; Oguniyi, 2008; Iyaro, 2002).

### **Knowledge Sharing among Librarians in Public Universities.**

Knowledge sharing is of central importance to librarians in public universities. Knowledge sharing enables employee (including librarians) to share their insight and experiences in order to allow for fast, efficient and effective provision of information services to their users. Knowledge sharing is an activity of disseminating information, values and ideas about the perception between two parties to agree or disagree (Tan, et al. 2010). To share knowledge according to Parekh (2009) means to learn, understand, extend and repeat the information, the ideas, the views and the resources with each other, connected with, on a specific ground. The success of knowledge sharing, that is, how knowledge is used among librarians, is claimed to build upon the amount and quality of interaction between librarians, as well as upon issues related to the reluctance to share knowledge, and the willingness and ability to use knowledge of others (Cohen and Levinthal, 1990; Szulanski, 1996).

The sharing of knowledge among librarians is a vital component of any knowledge management activities (Cabrera and Cabrera, 2002; Jarvenpaa and Staples, 2000; Nahapiet and Ghoshal, 1998; Wasko and Faraj, 2000). Nonaka (1994) identified four modes of knowledge sharing: socialization, externalization, internalization and combination. Parirokh (2008) sees socialization as interaction between two or more individuals for mutual understanding and benefits. He added that since tacit knowledge is intangible, through interaction, it can be understood and can create new tacit knowledge. Examples of such knowledge conversion is chat rooms, tea rooms, professional discussion groups, round tables, brainstorming and thinking sessions for discussing library issues and finding solutions to problems (Parirokh, 2008). This externalization can take many forms, including performing actions based on this knowledge, explaining it in a lecture or codifying it in an intelligent knowledge system (Hendriks 1999). Combination according to Binz-Scharf (2003) ties together different bodies of explicit knowledge held by individuals through processes such as meetings, telephone conversations, and document exchanges. Internalization is the conversion of explicit knowledge into tacit knowledge (Nonaka and Konno, 1998; Seufert et al., 2003). Internalization may occur during learning by doing activities in which concrete, articulated concepts emerge in interative trial-and error processes (Epple, Argote, and Devadas 1991; Darr, Argote, and Epple 1995), reading books, or trying to understand the codified knowledge in a knowledge base (Parirokh, 2008).

### **Knowledge Utilization of Librarians**

The use of knowledge is a phenomenon which appears everywhere in the context of everyday life (Savolainen, 2009). Hughes (2006) remarked that as a multifaceted experience, the use of knowledge covers the user's behaviour, connecting (to the source of the knowledge), searching for knowledge, knowledge skills, knowledge utilization, knowledge need, reactions and effects, as well as results (of learning ). The use of knowledge can be characterized as intellectual activity which is manifested through various thoughts and deeds (Limberg, 1998). The underlying purpose of making knowledge available is to utilize the available knowledge to improve the group's performance (Alavi and Leidner, 1999; Salisbury, 2003). In other words, individuals share what they have learned and transferred what they knew to those who have the collective interest and who have found the knowledge useful. Kulkarni et al (2006) define knowledge use as the degree to which an individual believes he or she has incorporated a knowledge object into work practices, including problem-solving and decision-making activities. For the purpose of this study knowledge use means the correct/suitable application of experiences, insights, skills, innovative ideas / creative ideas of the librarians to enhance their research productivity.

### **Self-Concept and Research Productivity of Librarians**

Franken (1994) states that “there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behaviour”. The concept that a librarian has about himself/herself when it comes to what he/she is able to do may affect his or her research productivity. A librarian can develop his/her positive self-concept through behaving objectively in knowing oneself, always appreciate oneself, be friendly to oneself and always have a positive and rational thinking. A positive self concept can contribute to research productivity of a librarian's optimistic personal expectations about himself or herself.

Marsh and Craven (1997) claim that enhancing self-concept is a vital goal in and of itself and that self-concept is an important mediating variable that causally impacts on a variety of desirable outcomes including librarians' research productivity. In other words, self concept can effect personal accomplishment such as research productivity of librarians with this understanding therefore; there is likelihood that a librarian who has a high level or positive self-concept may exhibit high research productivity. This implies that self-concept whether positive or negative holds an implication for either high or low research productivity of librarians in a public university. A librarian's confidence and the ability to express his/her self and interact in seminar and workshop are closely related to self-concept. According to Coyle (1993) the ability for interpersonal communication which also implies knowledge sharing will affect the self-concept of an individual. In other words, this feeling of lack of ability to deliver or communicate leads to low self-concept which in turn may probably affect the research productivity/ job performance of an individual like librarians in a university system.

### **Knowledge Utilization and Research Productivity of Librarians**

Knowledge utilization is the ability to apply one's knowledge to the benefit of goals either for self or others (Greenhalgh, et al. 2005). Knowledge utilization according to Estabrooks (1999) is the use of knowledge, regardless of the kind of knowledge. The utilization of knowledge in whatever form



by librarians in Nigerian universities has been studied by Ehikamenor (2003); Aduwa-Ogiegbean and Stella (2006); Adogbeji and Toyo (2006). Shokeen and Kaushik (2002) noted that special scientists of Harrana University in india most frequently used current journals, textbooks and reference books. Agba; Kikingo-Bukenya and Nyumba (2004) noted that the proper knowledge utilization leads to their better quality, efficient and effective research more than ever. As librarians make use of the knowledge shared among their professional colleagues, there is every tendency for better quality and efficient research output (research productivity).

Kenoni (2000) carried out a study on knowledge utilization in the University of Nairobi, Kenya and reported that librarians made use of tacit and explicit knowledge. He added that conferences, workshops and seminars are avenues where knowledge are shared and effectively utilized, and that these knowledge has helped a lot in their research output.

## Methodology

The descriptive survey research design of correlational type was adopted for the study. This is due to multivariate nature of the study and that the researchers are interested in establishing that self-concept, knowledge sharing and utilization are causative factors of research productivity of librarians in public universities in South- West, Nigeria. The population of the study was 174 librarians working in public universities (federal and state) in the South-West geo- political zone of Nigeria which comprises Oyo, Osun, Ogun, Lagos, Ondo, and Ekiti States. The single stage random sampling method was used to select 14 out of the 16 public universities in the South-West Nigeria and the librarians therein the selected university were covered. The researchers administered 174 copies of the developed questionnaire Research Productivity, Self-Concept, Knowledge Sharing and Utilization (RPSKSU) scale on the sampled librarians in the 14 public universities in South-West, Nigeria out of which 134 responded. However, the response rate achieved was 77%. (See table 1)

**Table 1: Questionnaire Administration and Retrieval**

S/n	Name of University	Population	Sample Size	Questionnaire returned	Percentage %
1	University of Ibadan	25	25	17	68
2	Ladoke Akintola University of technology, Ogbomosho	11	11	7	63.6
3	University of Agriculture, Abeokuta	21	21	19	90.5
4	Olabisi Onobanjo University, Ago-Iwoye	15	15	12	80
5	Tai Solarin University Education, Ijebu-Ode	7	7	5	71.4
6	University of Lagos	16	16	12	75
7	National Open University of Nigeria	6	6	6	100
8	Lagos State University	13	13	10	76.9
9	Obafemi Awolowo University, Ile-Ife	23	23	20	87
10	Osun State University	7	7	4	57.1
11	Federal University of Technology, Akure	14	14	12	85.7

12	Adekunle Ajasin University, Akungba	7	7	4	57.1
13	Ekiti State University of Technology, Ifaki	2	2	2	100
14	University of Ado-Ekiti	7	7	4	57.1
15	Ondo State University, Okitipupa	2	-	-	
16	University of Education, Ikere- Ekiti	2	-	-	
<b>Total</b>		<b>178</b>	<b>174</b>	<b>134</b>	<b>77.00</b>

### Method of Data Analysis

Descriptive statistics of frequency count, percentage, means and standard deviation and inferential statistics such as the multiple regression and pearson product correlation method were used to analyze the data. The statistical package used for the data analysis was statistical package for social sciences (SPSS).

### Results

Research Question 1: What is the level of self-concept of librarians in public universities in South- West, Nigeria?

**Table 2.** Mean and standard deviation scores of librarians in public universities in South-West, Nigeria.

S/n	Self concept	SD	D	NS	A	SA	$\bar{X}$	S.D.
1.	I take a positive attitude toward myself	2 1.5%	1 0.7%	5 3.7%	50 37.3%	76 56.7%	4.47	0.74
2.	I always express my feeling freely	2 1.5%	2 1.5%	8 6.0%	45 33.6%	77 57.5%	4.44	0.80
3.	My life add great value for me	4 3.0%	4 3.0%	7 5.2%	43 32.1%	76 56.7%	4.37	0.94
4.	I feel that I have a number of good qualities which help me to be a good researcher	3 2.2%		7 5.2%	64 47.8%	60 44.8%	4.33	0.77
5.	I think I am as good as other librarians	4 3.0%	3 2.2%	10 7.5%	46 34.3%	71 53.0%	4.32	0.93
6.	I like to be myself always	6 4.5%	9 6.7%	7 5.2%	58 43.3%	54 40.3%	4.08	0.06
7.	I am always happy with my outcome	3 2.2%	7 5.2%	11 8.2%	72 53.7%	41 30.6%	4.05	0.90
8.	I am used to taking rational decision	7 5.2%	7 5.2%	17 12.7%	60 44.8%	43 32.1%	3.93	0.06
9.	I have warm social attraction for others	6 4.5%	5 3.7%	17 12.7%	74 55.2%	32 23.9%	3.90	0.96
10.	I can face any difficulties in life	2 1.5%	12 9.0%	19 14.2%	74 55.2%	27 20.1%	3.84	0.90
11.	I am ambitious over attaining mastery of things	3 2.2%	12 9.0%	23 17.2%	61 45.5%	35 26.1%	3.84	0.99

12.	I am totally dependable	13 9.7%	32 23.9%	13 9.7%	36 26.9%	40 29.9%	3.43	0.38
13.	I feel proud because of my status in my work place	20 14.9%	25 18.7%	10 7.5%	60 44.8%	19 14.2%	3.25	0.32
14.	I sometimes regret some of my actions	7 5.2%	49 36.6%	30 22.4%	37 27.6%	11 8.2%	2.97	0.09
15.	I am not concerned about what other people are thinking about me	15 11.2%	42 31.3%	26 19.4%	35 26.1%	16 11.9%	2.96	0.23
16.	I cannot pray well when I am disturbed	30 22.4%	26 19.4%	25 18.7%	45 33.6%	8 6.0%	2.81	0.28
17.	I feel I don't have much to be proud of	22 16.4%	51 38.1%	13 9.7%	30 22.4%	18 13.4%	2.78	0.33
18.	I sometimes feel shy	21 15.7%	51 38.1%	23 17.2%	33 24.6%	6 4.5%	2.64	0.15
19.	I am often feeling withdrawn to myself	34 25.4%	49 36.6%	27 20.1%	22 16.4%	2 1.5%	2.32	0.07
20.	I constantly feel insecure	29 21.6%	73 54.5%	17 12.7%	11 8.2%	4 3.0%	2.16	0.96
21.	Life is meaningless to me at times	52 38.8%	47 35.1%	13 9.7%	19 14.2%	3 2.2%	2.06	0.12
22.	I often experience a feeling of worthlessness and helplessness in life	48 35.8%	58 43.3%	10 7.5%	13 9.7%	5 3.7%	2.02	1.08
<b>Aggregate (overall)</b>							<b>75.00</b>	<b>8.06</b>

Table 2 shows the percentage, mean and standard deviation scores of self-concept of librarians in public universities in South- West, Nigeria.

The test rule for the self-concept scale is 30. A score of 1-29 indicating low self-concept, 30-59 indicating moderate self-concept and 60-88 indicating high self-concept. Since the minimum score of a respondent on a self- concept scale is 88. The overall mean score of the respondents is  $\bar{X} = 75.00$ ,  $SD=8.06$ . One can therefore infer that the respondents have high self-concept. More so, this be justifies in Table 2. The reason being that majority of the respondents claimed that they take a positive attitude towards themselves ( $\bar{X} =4.47$ ,  $SD=0.74$ ), they always their feelings freely ( $\bar{X} =4.44$ ,  $SD=0.80$ ) etc.

Research question 2: To what extent do librarians in public universities in South- West, Nigeria share their knowledge?

**Table 3:** percentage, mean and standard deviation scores of knowledge sharing of the librarians

s/n	Statements	Not at all	Rarely	Some times	Often	Very often	$\bar{X}$	S.D.
1.	I share knowledge about new trend in library and information science with my workmates	7 5.2%	4 3.0%	21 15.7%	60 44.8%	42 31.3%	3.94	0.03
2.	I share knowledge about cataloguing and classification with work colleagues	8 6.0%	9 6.7%	27 20.1%	55 41.0%	35 26.1%	3.75	0.10
3.	I share knowledge, so that I can use the experience often in finding solution to problems I encounter on the job	9 6.7%	7 5.2%	29 21.6%	58 43.3%	31 23.1%	3.71	0.09
4.	I share new library and information science practice with my work colleagues	7 5.2%	3 2.2%	36 26.9%	65 48.5%	23 17.2%	3.70	0.96
5.	I share new working skills I learn with my workmates	9 6.7%	5 3.7%	26 19.4%	71 53.0%	23 17.2%	3.70	0.02
6.	My colleagues share knowledge on library and information science practice with me	12 9.0%	10 7.5%	29 21.6%	64 47.8%	19 14.2%	3.51	0.11
7.	My work colleagues share with me new working skills they learn	17 12.7%	12 9.0%	35 26.1%	55 41.0%	15 11.2%	3.29	0.18
8.	I share only of the important knowledge on library matters with my work colleagues	21 15.7%	10 7.5%	34 25.4%	55 41.0%	14 10.4%	3.23	0.22
9.	I find it difficult to share knowledge from my work colleagues	53 39.6%	22 16.4%	27 20.1%	32 23.9%	-	2.28	0.22
<b>Aggregate</b>							<b>31.11</b>	<b>6.54</b>

The result in table 3 shows responses on the knowledge sharing behaviour of the librarians in the public universities South-West, Nigeria. The overall mean score of knowledge sharing behaviour of the respondents is  $\bar{X} = 31.11$ ,  $SD=6.54$  one therefore deduce that the respondents exhibit good knowledge sharing behaviour. The reason being that majority of them claimed that: I share knowledge about new trend in library and information science with their workmates ( $\bar{X} = 3.94$ ,  $SD=0.03$ ); they share knowledge about cataloguing and classification with their work colleagues ( $\bar{X} = 3.75$ ,  $SD=0.10$ ), I share knowledge, so that I can use the experience often in finding solution to problems I encounter on the job ( $\bar{X} = 3.71$ ,  $SD=0.09$ ), I share new library and information science practice with my work colleagues ( $\bar{X} = 3.70$ ,  $SD=0.96$ ), I share new working skills I learn with my workmates ( $\bar{X} = 3.70$ ,  $SD=0.02$ ), My colleagues share knowledge on library and information science practice with me ( $\bar{X} = 3.51$ ,  $SD=0.18$ ), My work colleagues share with me new working skills they learn ( $\bar{X} = 3.29$ ,  $SD=0.22$ ), I share only of the important knowledge on library matters with my work colleagues ( $\bar{X} = 3.23$ ,  $SD=0.22$ ) and I find it difficult to share from my colleagues ( $\bar{X} = 2.28$ ,  $SD=0.22$ ).

Research question 3: To what extent do librarians utilize knowledge available to them?

**Table 4:** percentage, mean and standard deviation scores of knowledge utilization of librarians

s/n	Statement	SD	D	NS	A	SA	$\bar{X}$	S.D
1	Information and knowledge I obtained from workshop/ seminars and symposia attendance has really helped me to publish more scholarly papers	6 4.5%	3 2.2%	8 6.0%	71 53.0%	46 34.3%	4.10	0.94
2	I applied the knowledge I gained from my colleagues to enhance my work performance	5 3.7%	4 3.0%	6 4.5%	74 55.2%	45 33.6%	4.12	0.91
3	Knowledge got from the library document is used to generate new research skills	5 3.7%	2 1.5%	6 4.5%	79 59.0%	42 31.3%	4.13	0.86
4	Knowledge derived from the use of virtual library is applied to improve my information searching skills	8 6.0%	3 2.2%	7 5.2%	70 52.2%	46 34.3%	4.07	1.01
5	I make regular use of explicit knowledge more than tacit knowledge in solving work problems	7 5.2%	6 4.5%	21 15.7%	80 59.7%	20 14.9%	3.75	.95
6	I applied knowledge acquired through discussion group to improve my statistical data analysis ability	7 5.2%	6 4.5%	13 9.7%	84 62.7%	24 17.9%	3.84	.95
7	I have increased my research output in referred journals as a result of my applying knowledge I gained from my colleagues	6 4.5%	5 3.7%	14 10.4%	88 65.7%	21 15.7%	3.84	.89
8	Effective use of electronic information resources has helped me to present better seminary/workshops papers	7 5.2%	2 1.5%	8 6.0%	79 59.0%	38 28.4%	4.04	.94
9	Knowledge gained from community of practice in my workplace is used for writing research proposals	7 5.2%	8 6.0%	15 11.2%	78 58.2%	26 19.4%	3.81	.99
<b>Aggregate</b>							<b>35.67</b>	<b>7.1</b>

Table 4 shows the responses on the knowledge utilization of librarians: Knowledge got from the library document is used to generate new research skills ( $\bar{X}$  =4.13, SD=0.94) was ranked highest by the mean scores and was followed by I applied the knowledge I gained from my colleagues to enhance my work performance ( $\bar{X}$  =4.12, SD=0.91), Information and knowledge I obtained from workshop/ seminars and symposia attendance has really helped me to publish more scholarly papers ( $\bar{X}$  = 4.10, SD=0.86), Knowledge derived from the use of virtual library is applied to improve my information searching skills ( $\bar{X}$  =4.07, SD=1.01), Effective use of electronic information resources has helped me to resent better seminary/workshops papers ( $\bar{X}$  =4.04, SD=0.95), I applied knowledge acquired through discussion group to improve my statistical data analysis ability ( $\bar{X}$  =3.84, SD=0.95), I have increased my research output in referred journals as a result of my applying knowledge I gained from my colleagues ( $\bar{X}$  =3.84,

SD=0.89), Knowledge gained from community of practice in my workplace is used for writing research proposals ( $\bar{X}$  =3.81, SD=0.94), I make regular use of explicit knowledge more than tacit knowledge in solving work problems ( $\bar{X}$  =3.75, SD=0.99) respectively. On the whole one can therefore submit that the knowledge utilization of the respondent is high.

Research Question 4: What is the research publications level of librarians in public universities in South-West within the period of 4 years?

**Table 5:** The research publications level of librarians in public universities in South-West within the period of 4 years

s/n	Publications	N	No. of publications from 2007-2011	Percentage rate of publications
1	Textbooks	134	19	14.2
2	Chapters in books	134	41	30.6
3	Co-authored textbooks	134	27	20.1
4	Patent and certified invention	134	2	1.5
5	Monographs	134	10	7.5
6	Occasional papers	134	18	13.4
7	Articles in learned journals	134	107	79.9
8	Technical Reports	134	11	8.2
9	Scientific peer-reviewed bulletin	134	12	9.0
10	Conference proceedings	134	42	31.3
<b>Total</b>		134	289	

It is shown in table 5 above that the highest percentage rate of publication of the respondents was articles in learned journals 107(79.9%), followed by Conference proceedings 42 (31.3%), chapters in books 41 (30.6%), co-authored textbook 27(20.1%), textbooks 19 (14.2%), occasional paper 18 (13.4%), scientific peer- reviewed bulletin 12 (9.0%), monographs 10 (7.5%) and patent and certified invention 2(1.5%) respectively. The result shows that librarians publish more of articles in learned journals. The mean score of the research productivity of the librarians is ( $\bar{X}$  =82, SD=-5.0) while the low mean score is ( $\bar{X}$  =67, SD=9.0) by placing 95 percentage confidence interval on the mean population of the librarians in public universities in South-West, Nigeria of one can therefore deduce that the respondent research productivity is high especially a mean score of ( $\bar{X}$  =75.47, SD=10.06).

**Research question 5:** What is the relative effect of self-concept, knowledge utilization on research productivity of librarians in Nigerian universities?

**Table 6.** The relative effect of self-concept, knowledge utilization on research productivity of

librarians in public universities in South-West, Nigeria

Model	Unstandardized Regression Coefficient ( $\beta$ )		Standardized Regression Coefficient ( $\beta$ )	T	Sig.
	( $\beta$ )	Std. Error ( $\beta$ )			
(Constant)	-2.222	1.622		-1.370	.173
Self Concept	0.0058	.020	.253	2.587	.005
Knowledge Sharing	0.0025	.015	-.144	-1.628	.106
Knowledge Utilization	0.0057	.023	.216	2.450	.016

Table 6 indicates the relative effect of each of the independent variables on the dependent variable (research productivity) of the respondents: Self Concept ( $\beta = .253$ ;  $P < 0.05$ ), Knowledge Sharing ( $\beta = -.144$ ;  $P > 0.05$ ) and Knowledge Utilization ( $\beta = .216$ ;  $P < 0.05$ ). This implies that while self-concept and knowledge utilization of the librarians individually has effect on their research productivity of the respondents, knowledge sharing did not.

Research question 6: Do self-concept, knowledge sharing and utilization have joint effect on research productivity of librarians in public universities in South-West Nigerian?

**Table 7.** The joint effects of self-concept, knowledge sharing and knowledge utilization on the research productivity of librarians in public universities in South-West Nigeria.

Model	Sum of Squares (SS)	Degree of freedom (DF)	Mean Square (MS)	F- Ratio	Sig. P
Regression	56.214	3	18.738	6.067	.001
Residual	401.495	130	3.008		
<b>Total</b>	<b>457.709</b>	<b>133</b>			

Adj R = .350  
Adj R<sup>2</sup> = .123  
Standard Error of Estimate SEE= 1.757

In table 7, it was observed that the joint effects of the independent variables (Self Concept, Knowledge Sharing and Knowledge Utilization) on Research Productivity of the respondents were significant ( $F(3;130) = 6.067$ ;  $P < 0.05$ ). The independent variables jointly explained 12.3% variance in research productivity of the respondents. This result revealed that all the independent variables, that is, self-concept, knowledge sharing and knowledge utilization jointly have effects on research productivity of librarians in South-West, Nigeria.

### **Discussion of Findings**

The study revealed that librarians in public University in South-West, Nigeria exhibit high level of self-concept. Moreso, Yahaya (2008) asserted that one develops his or her positive self-concept through behaving objectively in knowing oneself, always appreciate oneself, be a friend to oneself and always have a positive and rational thinking. It is equally important to note that many of the successes and failures that employees experience in the world of work are closely related to the ways they have learned to view themselves and their relationships with others. Librarians that have high self-concept are likely to be productive in their workplace.

Regarding the extent to which librarians share knowledge, the findings of this study, revealed that librarians often share knowledge about new trend in librarianship and also by sharing knowledge, they use experience gained in finding solution to their problems on the job.

It was revealed by this study that librarians utilizes knowledge available to them to a great extent and that knowledge got from the library documents help generate new research skills got from their colleagues to enhance their work performance. The reason for this high knowledge utilization perhaps maybe as a result of the pressure to justify their academic status. Ochai and Nedosa, (1998) opined that what is however not so certain is their ability to demonstrate and, in fact, convince the academic community in which they operate, the justification for academic status so accorded them by way of research and publication. But librarians are however responding positively to knowledge utilization as this study has revealed.

This study also showed that research productivity of librarians was moderately high in the last four years. When ranking the highest publication by librarians it was discovered that articles in learned journals ranked high, followed by publication in co-authored textbook. The reasons for this may be as a result of the fact that article are very easy and cheaper to publish compare to textbook, monograph, etc. This is in line with the finding of Ogbomo (2010) that librarians most often publish in refereed and non-refereed journals in the Library and Information Science field. These publications include work done by librarians in the course of carrying out research.



The study indicated that self-concept, knowledge sharing, and knowledge utilization had significant joint effects on research productivity of the respondents. The ability of a person to interact with others requires a wide array of behaviours generally labelled social skills. When knowledge is internalized it gives a person the confidence, in addition one cannot share knowledge of what he/she does not know of. In other words when knowledge gained is internalized, it enhances ones' skills in research productivity as revealed in this study. Corroborating this is the study of Gergen (1971) who reported that knowledge sharing can affect individual self-concept.

It was revealed in this study, that self-concept and knowledge utilization have significant relative effect on research productivity while knowledge sharing did not. Keroni (2002) reported that the knowledge gained through seminar/workshops has helped many librarians to increase their research productivity. The significant contribution knowledge utilization has on research productivity is also supported by the findings of Agba, Kiging, Bukenya and Nyumba (2004). They reported that proper knowledge utilization leads to better quality, efficient and effective research productivity. As librarians make use of knowledge shared among their professional colleagues, there is every tendency for better and quality research output.

### **Summary of Findings**

1. The self-concept of librarians in public universities in the South-West, Nigeria is very high.
2. Librarians in public universities in the South-West, Nigeria share their knowledge.
3. The extent of knowledge utilization by librarians as revealed by the study is great.
4. The level of research publication of librarians in the last four years is moderately high with articles in learned journals occupying the fore front.
5. There is a significant joint effect of self-concept, knowledge sharing and knowledge utilization of librarians in public universities in South-West, Nigeria.
6. There is a relative contribution of both self-concept and knowledge utilization on research productivity, but it was revealed by this study that there was no relative contribution of knowledge sharing on research productivity.

### **Conclusion**

Librarians occupy a central position in the university system, and they are regarded as academics. In order to justify this status accorded them, they need to publish in order not to perish in the academic blue seas. As a result the research productivity of librarians is very important.

The inference that can be drawn from the outcome of this study is that self-concept, knowledge sharing and knowledge utilization variables play important role in the enhancement of research productivity of librarians in public universities. There is no doubt that librarians who possess

high self-concept and who properly make use of knowledge gained through knowledge sharing will have high research productivity.

### **Recommendations**

1. The library management should try as much as possible to encourage sharing and discourage hoarding of knowledge, by motivating them, giving the incentives that will encourage them to share their knowledge.
2. The library management should also solicit for fund from their parent body to sponsor librarians to conferences, workshops and seminars.
3. The library management should give self-concept training to the librarians there in public universities so as to improve their research productivity.
4. The library management should see that frequent internal seminar and workshops are organized, where it will be made compulsory for each librarian to present a quality paper every quarter of the year. This will increase their zeal to utilize knowledge and also have more research publications.

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