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KNOWLEDGE SHARING FOR KNOWLEDGE RETENTION AND GROWTH AMONG LIS EDUCATORS IN AKANU IBIAM FEDERAL POLYTECHNIC EBONYI STATE

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KNOWLEDGE SHARING FOR KNOWLEDGE RETENTION AND GROWTH AMONG LIS EDUCATORS IN AKANU IBIAM FEDERAL POLYTECHNIC EBONYI STATE

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Abstract

The LIS educators need adequate and accurate knowledge of information to enhance effectiveness as well as productiveness of their teaching profession, most especially as a result of the emergence of ICT in library and information studies. In line with this, knowledge sharing practice for knowledge retention and growth was investigated among the LIS educators in Akanu Ibiyam Federal Polytechnic Ebonyi State. Simple random sampling technique was used to select 32 respondents who represented the sample size for the study. Data was obtained through the use of a structured questionnaire. Frequency counts, percentages, means, standard deviations and PPMC were used for data analysis. Findings revealed that 68.8% of the respondents were male and 31.3% female, 59.4% were Senior Lecturers and 65.6% were between ages 40 to 49 years. Majority (87.5%) of the respondents shared professional knowledge and exchange research knowledge and out-put, while 78.2% shared knowledge for career development. On the other hand 100%, 90.6% and 59.4% were not sharing knowledge relating to family issues, experiences, method of teaching and ICT related issues. However, 100% of the respondents realised the importance of knowledge sharing in their department as they shared knowledge during departmental meetings, seminars, workshops, interpersonal interaction and also encouraged their students to share knowledge among themselves. Sharing knowledge with colleagues improved knowledge retention of the respondents (93.8%), and Knowledge sharing built their assimilation skills (78.2%). Furthermore, 87.5% of the respondents were able to apply the knowledge gained from interaction with their colleagues to their professional routine. This built the growth of their information acquisition, confidence and ability to withstand educational related activities, including the respondents' productivities in teaching and research output (68.7%). Disinterest to get engaged in debate sessions about the specialized fields of Library and Information Science (68.8%) and lacked of cooperation among the faculty members, dissimilarity of the level of knowledge and experience between the faculty members (62.5%) is affecting their knowledge sharing practice. PPMC revealed that knowledge sharing significantly ($p < 0.05$) influence knowledge retention and knowledge growth. The study concluded that knowledge sharing influence knowledge retention and knowledge growth. It was recommended that the LIS educators should improve their knowledge sharing in the areas of experiences, method of teaching and ICT related issues.

Keywords: *Knowledge sharing, knowledge retention, knowledge growth, LIS educators, Akanu Ibiam Federal Polytechnic and Ebonyi State.*

Background to the study

Library and information studies is a course of study in higher tertiary institutions of learning. Graduates of this course are trained to maintain and manage the libraries attached to our institutions of learning such as primary schools, secondary schools, polytechnic, college of education, special libraries as well as university libraries. In recent years ICT has transformed the way in which information are acquired and disseminated across the globe. For example information is now widely shared via electronic devices such as laptop, desktop, ipad among others using internet and intranet connectivity. Furthermore, most of the world renowned publishers preferred publishing in digital form. This necessitates the need for familiarisation of LIS educators with the trend of information acquisition, dissemination and use. It is therefore, imperative for LIS educators to embrace knowledge sharing that could enable knowledge retention and growth among them. Knowledge sharing according to Otuza (2016) is an activity through which knowledge is exchanged among people. These could be group of friends, faculty's members, communities and organizations members. Igwe (2016) stated that knowledge sharing is one of the core principles and fundamental aspect of knowledge management because it is only when knowledge is shared and transferred that it can be easily applied in requisite contexts for productivity in any organizations.

Dysvik, Buch and Kuvaas (2015) opined that knowledge sharing behaviour consists of supply of new knowledge and demand for new knowledge; They described two central behaviours of knowledge sharing as knowledge donating as communicating one's personal intellectual capital to others and knowledge collecting as consulting others to get them share their intellectual capital. Knowledge sharing has been shown to improve individual and organization performance and innovativeness (Chau, 2018). In addition, knowledge sharing is a practice that had becomes increasingly important to organization as most organization now considered operating in a knowledge economy. Knowledge sharing in an organization not only occurs at the individual level but also at the collective level (Igwe, Ewah Otu, and Adedeji, 2016). Igwe, et al (2016) further stated that an organization's capacity for knowledge sharing is crucial as a factor in the ability to utilize the resources and capabilities of its members.

The underlying purpose of knowledge sharing is to utilize available knowledge to improve performance (Fauzi, 2018). In other words individuals share what they have learnt and transfer what they knew to

those who have the collective interest and who have found the knowledge useful. Knowledge sharing can greatly improve work quality and decision-making skills, problem solving efficiency as well as competence that will benefit the organization at large (Yang, 2007). In line with this it is opined that knowledge sharing among the LIS educators can improved their knowledge retention and growth which will increase productivity, and facilitates actualization of competitive advantage.

Problem statement

ICT had invaded into library and information studies. This has gradually transformed the operational routines in the libraries. In order for library to maintain its status as the heart of its parent organisation and as well provide the necessary services that will support the objectives of its establishment. It becomes of great importance for LIS educators to catch them young by teaching relevant courses/subjects that will meet the latest development in the library industries. In line with this, it is important for LIS educators to share knowledge among themselves for effective knowledge retention and growth. But from observation and literature it was discovered that the LIS educators were not much aware of the importance of knowledge sharing that could enhance their impact in their students' productivities across the institutional libraries. To this end, the study investigated knowledge sharing for knowledge retention and growth among LIS educators in Akanu Ibiam Federal Polytechnic Ebonyi State.

Objectives of the study

The main objective of this study is to investigate knowledge sharing for knowledge retention and growth among LIS educators in a tertiary institution in Southeast Nigeria. While the specific objectives are to:

1. Identify the types of knowledge that were shared among the LIS educators;
2. Examine the importance attached to knowledge sharing among the LIS educators;
3. Investigate how knowledge sharing helped LIS educators in knowledge retention;
4. Investigate how knowledge sharing has helped the LIS educators in knowledge growth;
5. Identify the challenges encounter by LIS educators in the process of sharing knowledge;

Research questions

1. What are the types of knowledge shared among LIS educators?
2. What is the importance attached to knowledge sharing by LIS educators?
3. How has knowledge sharing help in knowledge retention of LIS educators?
4. How has knowledge sharing help the knowledge growth of LIS educators?
5. What is the challenges encounter in the process of sharing knowledge among the LIS educators?

Research hypotheses

H₀₁: There is no significant influence of knowledge sharing on knowledge retention of LIS educators

H₀₂: There is no significant influence of knowledge sharing on knowledge growth of LIS educators

Literature Review

Knowledge sharing had been seen as an important tool that has the potential of turning individual knowledge into a group organizational knowledge. Knowledge sharing among LIS educators' is a procedure through which experiences, ideas and skills acquired by an individual over a long period of years are expected to be passed from one person to another to solve a given problems. This helps those involved to develop new ideas, techniques and more experiences that could help in the improvement of their professions. Imperatively, the future success of a particular organization is likely to depend on effective knowledge sharing. Casimir, Lee and Loon (2012) opined that knowledge sharing have enormous impacts in the creation of learning an organization culture, knowledge, and innovation.

Series of research had been conducted on knowledge sharing in organization and how it could be sponsored among employees (Zhang and Jiang, 2015). Nevertheless, there has been lack of knowledge sharing in most education environment, particularly among lecturers who are expected to impacts knowledge acquisition of students (Kaba & Ramaiah, 2018). The academics were expected to organize

themselves to a large knowledge sharing cooperate bodies to produce real knowledge and solve real world problems. In this century, knowledge sharing plays key role in students learning. Therefore, the main challenge to academia is to embrace knowledge sharing in order to produce an upright individual that will promote the development of their nation (Rafique & Anwar, 2017).

The common argument for the link of exchange to organizational performance is that if knowledge is not shared appropriately then critical knowledge can be lost or detrimental effects incurred (Bontis, Crossan and Halland; McDougall and Beattie, as cited in Milia & Birdi, 2010).

Stephen (2016) explain that academic institutions (Universities, Polytechnics, Monotechnics and Colleges of Education) play major role in the manpower development of any nation because they provide the high and middle level manpower necessary for the social, economic, political and technological advancement of any nation, all done through teaching, research and community development. Having underlined the potentials of knowledge sharing for knowledge. Retention and growth among LIS educators, it is therefore, imperative for LIS educators to embrace knowledge sharing that could enable knowledge retention and growth among them.

Knowledge sharing among peers plays an important role in students' learning process and development. The primary motives of sharing knowledge were to improve understanding of the concepts discussed in the class and to build relationship with classmates. Knowledge retention involves capturing knowledge in the organization so that it can be used later. Knowledge retention focus on ensuring that created knowledge is effectively retained by an organization and can be reused by organizational members. Knowledge sharing among the LIS educators will determine the kinds of librarian that we are going to have in our intuitional libraries. Because right from the school level the librarian were taught to be the organizers, custodians and providers of information in various format.

According to the Information School, University of Washington, (2019), Library and Information Professionals or educators design and develop knowledge organization systems and help scholars locate archival and other resources crucial to their work. Uzomba, Oyebola and Izuchukwu (2015) noted that it is the duty of librarians or library and information education to know which additional sources can be queried to make a search as complete as possible.

They help users to become acquainted with new technologies that can be used to access and use knowledge and information, ways of achieving these characteristics of learning through effective e-learning which is done by addressing requirements for quality-learning through effective interface-design (Pattison, P., 2011). Arockiam and Selvaraj (2013) opined that interface design can positively enhance the quality of learning in an e-learning environment. Experts need to inspect guidelines, memos, research articles and documentation. This is because required knowledge comes from divergent sources.

Librarians have been dealing with inter-library loan, un-service training of employees in other libraries for a long time. Today, they are involved in searching online database and web archiving of e-resources for their clients. This kind of experience can be very helpful in building knowledge bases and repositories, which is a crucial area of knowledge sharing since knowledge acquisition is the starting point of knowledge sharing in libraries. Jain (2013) opined that knowledge in academic libraries can be acquired through:

- Establishing knowledge links or networking with other libraries and with institution of all kinds.
- Attending training courses, conferences seminars and workshops.
- Subscribing to list-servers and online or virtual communities of practice.
- Buying or borrowing knowledge products or resources in the form of manual, blue prints, reports and research reports from other libraries and organizations.

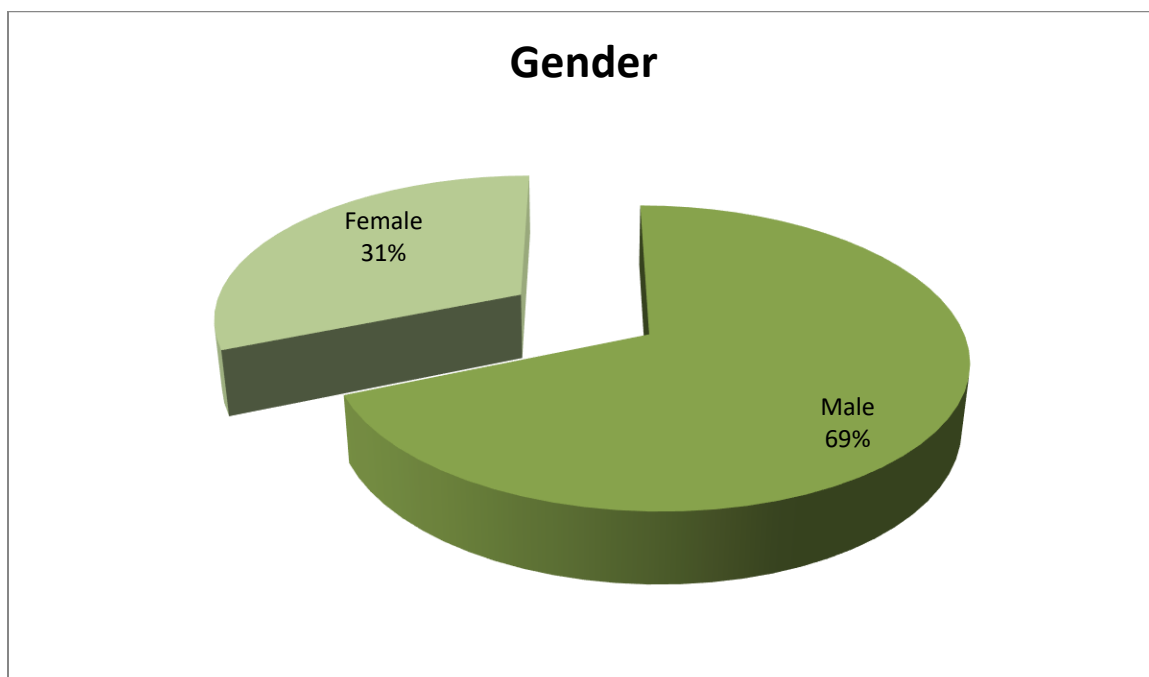
Knowledge retention approach as postulated by Frigo (2006) must include both technical and human solutions. The retention and growth of knowledge is a major challenge among the LIS educators. It was observed that those knowledge that were held by experienced academics that have spent longer years in services were not adequately shared for retention and growth among their colleagues (Serdyukov, 2017). In this century, professional were faced with challenges of working rapidly with changing technical and scientific environment from where they can gain experiential knowledge that could be shared, retain and grow within an individual (Silverstone, Phadungtin and Buchanan, 2009). Consequently, in order to sustain knowledge retaining and growth it is necessary to share knowledge through the know-how technique, which is the process of demonstration, and through show-how technique, which involves face-to-face contact between the source and receiver (Allen, Eby and Lentz, 2006). In order words knowledge retention and growth involved the know-how and show-how processes. According to Dawson (2014) the concept of Community of Practice among the LIS educators is seen as an effective

social activity for sharing and retaining organisational knowledge. This has a remarkable effect of promoting human networks and motivates people to participate in training and mentoring through knowledge sharing that could create knowledge retention and growth.

Methodology

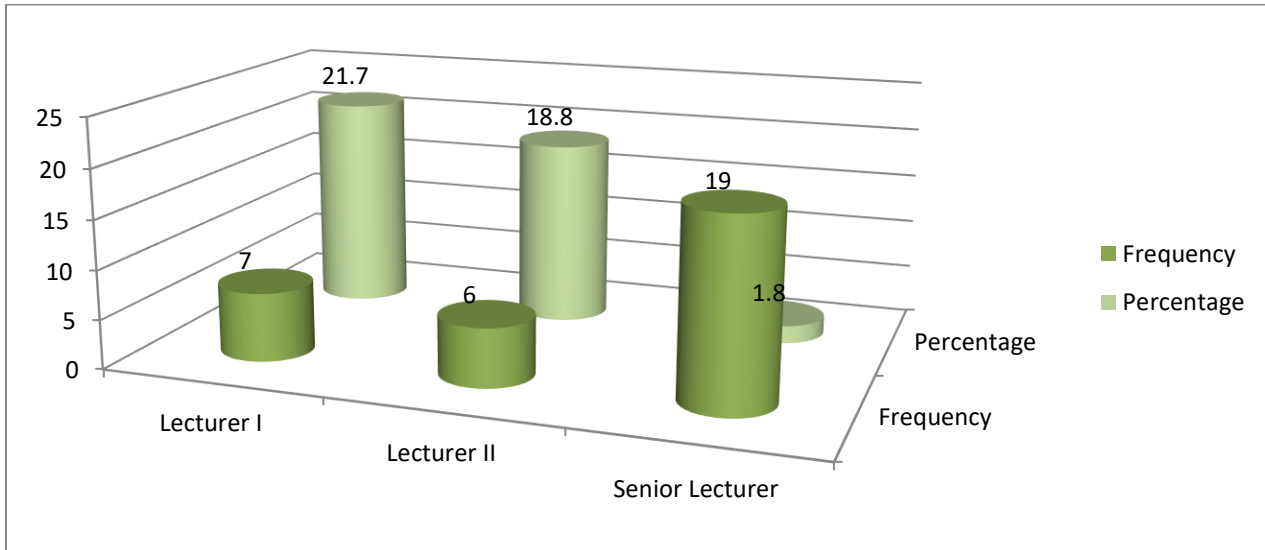
Descriptive survey research design was adopted for this study. The population comprised LIS educators in Akanu Ibiam Federal Polytechnic Ebonyi State. Simple random sampling technique was used to select 32 respondents who represented the sample size for the study. Data was obtained through the use of a structured questionnaire. Statistical Package for Social Sciences (SPSS) was used to analyse the data. Through which frequency counts, percentages, means, standard deviations and PPMC were used for data analysis.

Result and findings



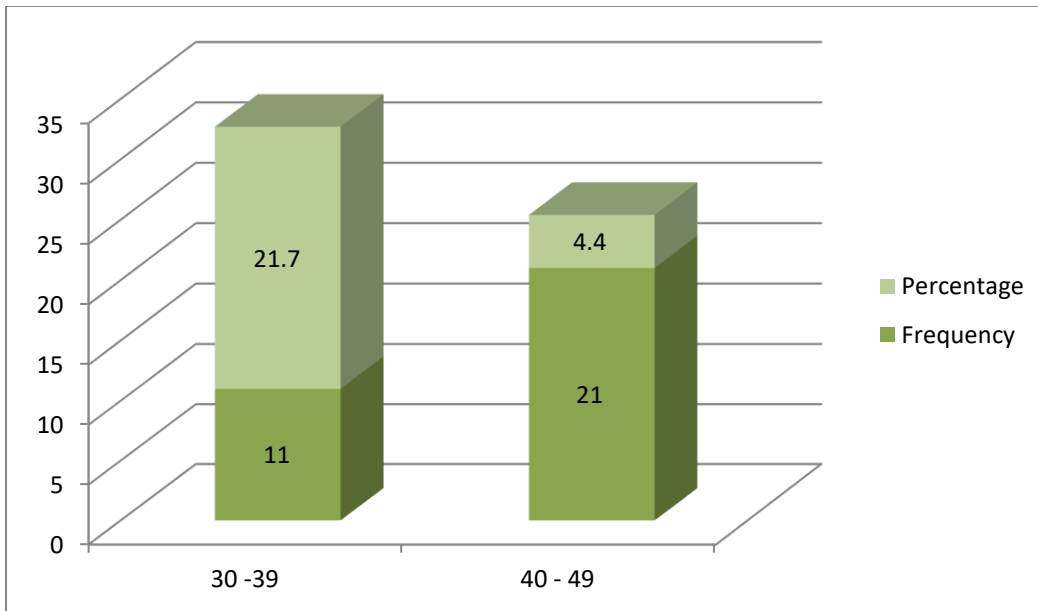
A number of 22 (68.8%) male and 10 (31.3%) female participated in the study. This indicated that majority of the respondents were male.

Professional Ranking



The respondents consist of 7(21.7%) Lecturer II, 6 (18.8%) Lecturer I and 19 (59.4%) Senior Lecturer. This implies that senior lecturers constituted majority of the respondents.

Age Bracket



Age bracket of the respondents revealed that age 30 – 39 has 11 (34.4%) and age 40 – 49 has 21 (65.6%), which happened to be the age that has highest representative of respondents of the study.

Types of knowledge shared among the LIS educators

Items	SA (%)	A (%)	D (%)	SD (%)	X	SD
Professional knowledge	11 (34.4)	17 (53.1)	4 (12.5)	0 (0.0)	1.78	0.659
Career development	15 (46.9)	10 (31.3)	3 (9.4)	4 (12.5)	3.00	0.916
Knowledge relating to family issues	0 (0.0)	0 (0.0)	28 (87.5)	4 (12.5)	3.13	0.336
Unionism related knowledge	3 (9.4)	4 (12.5)	15 (46.9)	10 (31.3)	3.00	0.916
Knowledge of events and programmes relating to my profession	9 (28.1)	6 (18.8)	7 (21.9)	10 (31.3)	2.56	1.216
International conferences	3 (9.4)	5 (15.6)	24 (75.0)	0 (0.0)	2.66	0.653
Knowledge of experience and method of teaching	3 (9.4)	0 (0.0)	25 (78.1)	4 (12.5)	3.03	0.474
Knowledge on ICT related issues and debates	7 (21.9)	6 (18.8)	9 (28.1)	10 (31.3)	2.69	1.148
Exchanging research knowledge and out-put	20 (62.5)	8 (25.0)	4 (12.5)	0 (0.0)	1.50	0.718
Curriculum development	19 (59.4)	4 (12.5)	3 (9.4)	6 (18.8)	2.75	0.803

Types of knowledge shared was investigated among the respondents it was revealed that majority 28 (87.5%) of the respondents shared professional knowledge and exchange research knowledge and out-put. This is followed by 25 (78.2%) who agree that they shared knowledge for career development. On the other hand, knowledge relating to family issues 32 (100%), knowledge of experience and method of teaching 29 (90.6%) as well as Knowledge on ICT related issues and debates 19 (59.4%) were not being shared by the LIS educators.

Importance attached to knowledge sharing among the LIS educators

Statements	SA (%)	A (%)	D (%)	SD (%)	X	SD
I don't see knowledge sharing as something special to my profession	3 (9.4)	2 (6.3)	3 (9.4)	24 (75.0)	3.50	0.984
Knowledge sharing cannot enhance my productivities	5 (15.6)	3 (9.4)	0 (0.0)	24 (75.0)	3.59	0.756
I really appreciate the knowledge shared among my professional colleagues	7 (21.9)	25 (78.1)	0 (0.0)	0 (0.0)	1.78	0.420
Knowledge sharing has greatly enhance my career progression	5 (15.6)	27 (84.4)	0 (0.0)	0 (0.0)	1.84	0.369
When I identified the important of knowledge sharing, I equally encourage my students to share knowledge among themselves	32 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1.00	0.000
Ever since we identified the importance of knowledge sharing in our department, we've been	32 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1.00	0.000

encourage to share knowledge during departmental meetings, during seminars and workshops, within a community of practice and during interpersonal interaction

The knowledge we shared among ourselves had greatly influence our institutional curriculum	28 (87.5)	4 (12.5)	0 (0.0)	0 (0.0)	1.13	0.336
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The importance of knowledge sharing was investigated among the LIS educators. The findings revealed that majority 32 (100%) of the respondents realised that ever since they have identified the importance of knowledge sharing in their department, they've been encouraged to share knowledge during departmental meetings, during seminars and workshops, within a community of practice and during interpersonal interaction. They encouraged their students to share knowledge among themselves and admitted that they appreciated the knowledge shared among their professional colleagues has its greatly enhances their career progression.

How knowledge sharing helped LIS educators in knowledge retention

Statements	SA (%)	A (%)	D (%)	SD (%)	X	SD
Sharing knowledge with my colleagues had greatly improved my knowledge retention	15 (46.9)	15 (46.9)	2 (6.3)	0 (0.0)	1.59	0.615
I don't have a problem in retaining knowledge, so I don't need to share knowledge with my colleagues	1 (3.1)	4 (12.5)	7 (21.9)	20 (62.5)	3.44	0.840
Sharing knowledge with my colleagues has nothing to do with my knowledge retention	3 (9.4)	4 (12.5)	3 (9.4)	22 (68.8)	3.38	1.040
It is easier for me to remember and teach my students effectively topics that were deliberated during interaction with my colleagues	9 (28.1)	21 (65.6)	2 (6.3)	0 (0.0)	1.78	0.553
Knowledge sharing built my assimilation skills	10 (31.3)	15 (46.9)	5 (15.6)	2 (6.3)	1.97	0.861

Appreciable number 30 (93.8%) of the respondents admitted that sharing knowledge with their colleagues had greatly improved their knowledge retention as well as make it easier for them to remember and teach their students effectively topics that were deliberated during interaction with their colleagues. Furthermore, 25 (78.2%) confirmed that Knowledge sharing built their assimilation skills. While 27 (84.4%) disagree to the statement that they do not have a problem in retaining knowledge, so they don't need to share knowledge with their colleagues.

How knowledge sharing has helped the LIS educators in knowledge growth

Statement	SA (%)	A (%)	D (%)	SD (%)	X	SD
Sharing knowledge with my colleagues improved my teaching skills	13 (40.6)	7 (21.9)	8 (25.0)	4 (12.5)	2.09	1.088
Knowledge sharing built my	13 (40.6)	9 (28.1)	8 (25.0)	2 (6.3)	1.97	0.967

productivities both in teaching and research output							
I found it easy to apply the knowledge gained from interaction with my colleagues to my professional routine	13 (40.6)	15 (46.9)	4 (12.5)	0 (0.0)	1.72	0.683	
Knowledge sharing built the growth of my information acquisition	14 (43.8)	14 (43.8)	4 (12.5)	0 (0.0)	1.69	0.693	
Knowledge sharing built my confidence and ability to withstand any educational related activities	13 (40.6)	15 (46.9)	2 (6.3)	2 (6.3)	1.70	0.832	

The findings revealed that majority 28 (87.5%) of the respondents found it easy to apply the knowledge gained from interaction with their colleagues to their professional routine. Knowledge sharing built the growth of their information acquisition and built their confidence and ability to withstand any educational related activities respectively. In addition, 22 (68.7%) affirmed that knowledge sharing built their productivities both in teaching and research output.

Challenges encounter by LIS educators in the process of sharing knowledge

Statements	SA (%)	A (%)	D (%)	SD (%)	X	SD
Lacked of cooperation among the faculty members	11 (34.4)	9 (28.1)	8 (25.0)	4 (12.5)	2.16	1.051
The lack of adequate structure/infrastructure within the organization	5 (15.6)	5 (15.6)	12 (37.5)	10 (31.3)	2.84	1.051
Insufficient supports from the management, which is required for knowledge sharing	11 (34.4)	4 (12.5)	7 (21.9)	10 (31.3)	2.50	1.270
The absence of identification-based trust among the faculty members to share their Knowledge	5 (15.6)	13 (40.6)	14 (43.8)	0 (0.0)	2.28	0.729
The dissimilarity of the level of knowledge and/or experience between the faculty members	8 (25.0)	12 (37.5)	8 (25.0)	4 (12.5)	2.25	0.984
The lack of enough knowledge among the faculty members about the specialized fields of the Library and Information Science	7 (21.9)	5 (15.6)	16 (50.0)	4 (12.5)	2.53	0.983
The faculty members' inadequacy of interaction skill needed for communicating with each other	5 (15.6)	13 (40.6)	12 (37.5)	2 (6.3)	2.34	0.827
The faculty members' disinterest to get engaged in the debate sessions about the specialized fields of the Library and Information Science	8 (25.0)	14 (43.8)	6 (18.8)	4 (12.5)	2.19	0.965
Discrimination based on professional status	7 (21.9)	11 (34.4)	12 (37.5)	2 (6.3)	2.28	0.888
Hoarding of information due to	5 (15.6)	6 (18.8)	19 (59.4)	2 (6.3)	2.56	0.840

rivalry among the academic staff						
Lack of proper organisation and coordination among the academic staff	3 (9.4)	5 (15.6)	12 (37.5)	12 (37.5)	3.03	0.967

It was revealed in the findings that faculty members' disinterest to get engaged in the debate sessions about the specialized fields of the Library and Information Science was rank high 22 (68.8%) of the challenges faced in the course of knowledge sharing among the respondents. This is followed by 20 (62.5%) who claimed that lacked of cooperation among the faculty members and the dissimilarity of the level of knowledge and/or experience between the faculty members is affecting their knowledge sharing practice. In addition, 18 (56.3%) affirmed that absence of identification-based trust among the faculty members; faculty members' inadequacy of interaction skill needed for communicating with each other and discrimination based on professional status affect their Knowledge sharing practice.

Testing of Hypotheses

H₀₁: There is no significant influence of knowledge sharing on knowledge retention of LIS educators

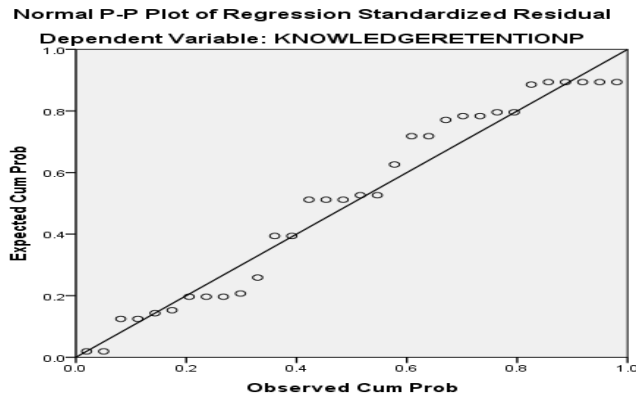
		KNOWLEDGERETENTION	KNOWLEDGESHARING
Pearson Correlation	KNOWLEDGERETENTION	1.000	.949
	KNOWLEDGESHARING	.949	1.000
Sig. (1-tailed)	KNOWLEDGERETENTION	.	.000
	KNOWLEDGESHARINGP	.000	.
N	KNOWLEDGERETENTION	32	32
	KNOWLEDGESHARINGP	32	32

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	345.740	1	345.740	269.556	.000 ^b
	Residual	38.479	30	1.283		
	Total	384.219	31			

a. Dependent Variable: KNOWLEDGERETENTIONP

b. Predictors: (Constant), KNOWLEDGESHARINGP



It was revealed that there is a significant ($p < 0.05$) influence of knowledge sharing on knowledge retention of the LIS educators, so the null hypothesis is rejected.

H₀₂: There is no significant influence of knowledge sharing on knowledge growth of LIS educators

Correlations

		KNOWLEDGESHARING	KNOWLEDGEGRWOTH
KNOWLEDGESHARING	Pearson Correlation	1	.904**
	Sig. (2-tailed)		.000
	N	32	32
KNOWLEDGEGRWOTH	Pearson Correlation	.904**	1
	Sig. (2-tailed)	.000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

The result revealed that knowledge sharing significantly ($p < 0.05$) influence knowledge growth of the respondents, so the null hypothesis is rejected.

Discussion of findings

The study established that majority of the respondents' shared knowledge for career development, they shared professional knowledge and exchange research knowledge and out-put. This is in line with Amin et al. (2011) that knowledge sharing could help collaboration among staff and could also improve the domain knowledge. But it was discovered in the study that the respondents were not sharing knowledge on family related issues, knowledge of experience and method of teaching as well as Knowledge on ICT related issues and debates. This finding contradicted the study of Ajegbomogun and Diyaolu (2018) who found that respondents from University of Ibadan, University of Lagos and Federal University of Agriculture, Abeokuta agreed that knowledge sharing is a common practice in their organization.

The importance of knowledge sharing was investigated among the LIS educators. The study revealed that the respondents realised that ever since they have identified the importance of knowledge sharing in their department, they've been encouraged to share knowledge during departmental meetings, during seminars and workshops, within a community of practice and during interpersonal interaction. They encouraged their students to share knowledge among themselves and admitted that they appreciated the knowledge shared among their professional colleagues has its greatly enhances their career progression. These is corroborated with Wang and Noe (2010) who confirmed that knowledge sharing among staff and individual in an organisation is an avenue of providing opportunities of discovering new knowledge which can be invested on among the people in such organization.

The respondents admitted that sharing knowledge with their colleagues had greatly improved their knowledge retention, built their assimilation skills as it make it easier for them to remember and teach their students effectively topics that were deliberated during interaction with their colleagues. Furthermore, the LIS educators found it easy to apply the knowledge gained from interaction with their colleagues to their professional routine. Knowledge sharing built the growth of their information acquisition and built their confidence and ability to withstand any educational related activities. In addition knowledge sharing built the productivities of the LIS educators both in teaching and research output.

The most effective result that knowledge sharing practices can produce among staff as ascertained by Peariasamy (2009) is that knowledge sharing practices improved workers' skills, knowledge, efficiency and productivity. However, hindrances such as faculty members' disinterest to get engaged in the debate sessions about the specialized fields of the Library and Information Science; lacked of cooperation among the faculty members and the dissimilarity of the level; absence of identification-based trust among the faculty members; faculty members' inadequacy of interaction skill needed for communicating with each other and discrimination based on professional status were challenges that are affecting knowledge sharing practice of the LIS educators. This is in agreement with Ajegbomogun and Diyaolu (2018) that the library staff in FUNAAB, UI and UNILAG affirmed that they were not encouraged to share knowledge with their colleagues as their colleagues do not appreciate the knowledge sharing practice. In addition, Ajegbomogun and Diyaolu found that challenges such as workload, office layout and favoritism restricted the staff from sharing knowledge with their colleagues. The study established that there is a significant influence of knowledge sharing on knowledge retention and growth among the LIS educators.

Conclusion

The study concluded that knowledge sharing influences knowledge retention and growth of the LIS educators in Akanu Ibiam Federal Polytechnic Unwana, Ebonyi State. Knowledge sharing is an appropriate and effective tool that can enhance and promote collaborations among the educators, career development, professional knowledge development and increase their research knowledge and output. However, these educators were still being hindered from sharing their knowledge with colleagues because of faculty members' inadequacy of interaction skill needed for communicating with each other and discrimination based on professionalism.

Recommendations

The following recommendations were made based on the findings of the study.

- The LIS educators should improve their knowledge sharing in the areas of experiences, method of teaching and ICT related issues to enhance their knowledge retention and growth.
- They should work towards preventing challenges of faculty members' inadequacy of interaction skill from hindering their knowledge sharing practice.

- Discrimination based on professionalism should be avoided among the educators as this will encourage the knowledge sharing practice that will enhance the subordinate knowledge retention and growth.
- The junior educators should not hesitate to approach their superior to acquire knowledge of experience from them. This will boost their knowledge retention and growth.
- The faculty head should facilitate and promote knowledge sharing practice among the faculty members, because it is whatever experience passed to the students that will make the professional effectiveness of such students in labour market which are the libraries that were attached to our various institutions.

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Appendix

KNOWLEDGE SHARING FOR KNOWLEDGE RETENTION AND GROWTH AMONG LIS EDUCATORS

This questionnaire is designed to get information on the above variables. Your response which is purely for research purpose shall be treated with absolute confidentiality.

Thanking you for your cooperation.

Diyaolu, Basirat O.
Owunezi, Margaret K.

SECTION A: DEMOGRAPHIC INFORMATION

Please fill in the appropriate answers and tick (v) the right option where necessary

1. What is the name of your institution?

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2. Gender: a) Male (), b) Female ()

3. Professional Ranking: a) Graduate Assistant () b) Assistant Lecturer () c) Lecturer II () d) Lecturer I () e) Senior Lecturer () f) Reader () g) Professor ()
4. Age bracket: a) 20- 29 () b) 30 - 39 () c) 40 - 49 () d) 50 - 59 () e) 60 - 69 ()
5. Highest Educational Qualification: a) Bachelor's Degree () b) Master of Library Science () d) PhD ()
6. Years of Teaching Experience a) 1 – 10 () b) 11 – 20 () c) 21 – 30 () d) 31 – 40 ()

Section B

Types of knowledge shared among the LIS educators

Please fill in the appropriate answers and tick (v) the right option where necessary. Note: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)

Items	SA	A	D	SD
Professional knowledge				
Career development				
Knowledge relating to family issues				
Unionism related knowledge				
Knowledge of events and programmes relating to my profession				
International conferences				
Knowledge of experience and method of teaching				
Knowledge on ICT related issues and debates				
Exchanging research knowledge and out-put				
Curriculum development				

Section C

Importance attached to knowledge sharing among the LIS educators

Please fill in the appropriate answers and tick (v) the right option where necessary. Note: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)

Statement	SA	A	D	SD
I don't see knowledge sharing as something special to my profession				
Knowledge sharing cannot enhance my productivities				
I really appreciate the knowledge shared among my professional colleagues				
Knowledge sharing has greatly enhance my career progression				
When I identified the important of knowledge sharing, I equally encourage my students to share knowledge among themselves				
Ever since we identified the importance of knowledge sharing in our department, we've been encourage to share knowledge during departmental meetings, during seminars and workshops, within a community of practice and during interpersonal interaction				
The knowledge we shared among ourselves had greatly influence our institutional curriculum				

Section D

How knowledge sharing helped LIS educators in knowledge retention

Statement	SA	A	D	SD
Sharing knowledge with my colleagues had greatly improved my knowledge retention				
I don't have a problem in retaining knowledge, so I don't need to share knowledge with my colleagues				
Sharing knowledge with my colleagues has nothing to do with my knowledge retention				
It is easier for me to remember and teach my students effectively topics that were deliberated during interaction with my colleagues				
Knowledge sharing built my assimilation skills				

Section E

How knowledge sharing has helped the LIS educators in knowledge growth

Statement	SA	A	D	SD
Sharing knowledge with my colleagues improved my teaching skills				
Knowledge sharing built my productivities both in teaching and research output				
I found it easy to apply the knowledge gained from interaction with my colleagues to my professional routine				
Knowledge sharing built the growth of my information acquisition				
Knowledge sharing built my confidence and ability to withstand any educational related activities				

Section F

Challenges encounter by LIS educators in the process of sharing knowledge

Statements	SA	A	D	SD
Lacked of cooperation among the faculty members				
The lack of adequate structure/infrastructure within the organization				
Insufficient supports from the management, which is required for knowledge sharing				
The absence of identification-based trust among the faculty members to share their Knowledge				
The dissimilarity of the level of knowledge and/or experience between the faculty members				

The lack of enough knowledge among the faculty members about the specialized fields of the Library and Information Science				
The faculty members' inadequacy of interaction skill needed for communicating with each other				
The faculty members' disinterest to get engaged in the debate sessions about the specialized fields of the Library and Information Science				
Discrimination based on professional status				
Hoarding of information due to rivalry among the academic staff				
Lack of proper organisation and coordination among the academic staff				

Thank you.