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Spring 3-29-2021

Library Use And Knowledge Sharing Amongst Undergraduates In Babcock University, Ilishan Remo, Ogun State, Nigeria

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Akanbiemu, Adetola A.; Ajibare, Oluwaseun Oluropo; and Ogunwemimo, Taiwo A., "Library Use And Knowledge Sharing Amongst Undergraduates In Babcock University, Ilishan Remo, Ogun State, Nigeria" (2021). *Library Philosophy and Practice (e-journal)*. 5370.

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Library Use And Knowledge Sharing Amongst Undergraduates In Babcock University, Ilishan Remo, Ogun State, Nigeria

Abstract

Academic libraries have evolved over the years; they have become an important nerve centre for the delivery of academic services in higher institutions of learning. Higher institution library has the primary function of supporting the vision of the university through the provision of adequate and accessible information resources. However, a decline in library usage by students may bring about less effective use of resources provided by the university library. Students should find the library to be a place to source information and thereby act on the knowledge gained. Despite this, the state of knowledge sharing is perceived to be poor among students. Knowledge sharing has been postulated by scholars to help student's academic performance, hence the need to investigate the influence of library use on knowledge sharing amongst undergraduates in Babcock University, ilishan-remo, Ogun State, Nigeria.

Survey research design was adopted for the study. The population comprised 8,968 undergraduates. Undergraduates were purposively selected; the Saunders, Lewis and Thornhill formula was used to arrive at the sample size of 387 respondents. A validated questionnaire was administered to the respondents. The Cronbach's Alpha coefficient values for the constructs were: Library Resource Use (0.803), Library Service Use (0.831), Knowledge Sharing (0.772) and challenges faced by Babcock University undergraduates (0.766); while 0.870 was obtained for the total scale. A total of 387 copies of the questionnaire were administered to the respondents with a response rate of 100%. Inferential statistics (simple linear and multiple linear regression) were used to analyse the data.

Findings revealed that library resource utilisation significantly influences tacit knowledge sharing ($R^2=0.181$, $p<0.05$), library service utilisation does not significantly influence tacit knowledge sharing ($p>0.05$), library resource utilisation significantly influences explicit knowledge sharing ($R^2=0.284$, $p<0.05$), library service utilisation does not significantly influence explicit knowledge sharing ($p>0.05$) and library use significantly influences tacit knowledge sharing ($R^2 = 0.369$, $p<0.05$).

The study concluded that library resources were useful in enhancing knowledge sharing among Babcock University undergraduates. Babcock University library administration should provide services that will encourage users to engage in knowledge sharing among undergraduates.

1.1 Background to the Study

The goal of the libraries being established is to support the information needs of the host institution. Roberson (2005) defined the library as an institution that manages the intellectual products of society and processes them in such a manner that the individual can gain access to them readily. Library information resources can be in both printed and electronic formats such as books, journals, indexes, newspapers, magazines, reports, CD-ROMs, computers files, microfilms. Library services such as current awareness, reference services, indexing and abstracting, photocopying, printing and bindery are added services. The services rendered in the library must meet the needs of the library patrons especially the students in this case (Omotoso & Okiki, 2015). It is expected that knowledge gained from the use of the library through the information resources consulted would lead to knowledge sharing amongst undergraduates.

Knowledge sharing is the fundamental means through which individuals are capable to re-adapt and reconstruct knowledge by opening up multiple perspectives and challenging one's understanding while taking into account peers' perspectives. Co-construction of knowledge happens when learners reflect on newly shared knowledge, justify and defined them, re-evaluate their thoughts with them, and externalise them by transforming the internal processes into public processes (Choi, Land& Turgeon, 2005). All these processes lead to a deeper understanding and learning of both the content and the processes through which learning occurs (Rogers, 2000). Shared mental models including team-related, task-related, and knowledge-related are also facilitated by sharing knowledge. Moreover, students' ability to share knowledge is alongside with corporate world's interest in recruiting employees who possess diversified social communication skills and the ability to share a message across to others clearly and unambiguously (Begoña & Carmen, 2011).

1.2 Statement of the Problem

Every higher institution has the primary functions of learning, teaching and research. The library is meant to support the vision of the university through the provision of adequate and accessible information resources. However, it seems there is a decline in library usage as some students may not be taking advantage of the resources provided by the university library. Where such is the case, students may find it difficult to cope with demanding academic requirements. Teaching activities carried out in form of lectures and assignments are given to ensure that learning has taken place. In the process, students find the library a

place to source more information and thereby act on the knowledge gained. Despite this, the state of knowledge sharing is perceived to be poor among students. Consequently, students may embrace the mentality of hoarding knowledge to gain academic advantage against other students, thereby reducing knowledge sharing. Could it then be that the use of library resources and services are not sufficient to the extent that students' knowledge sharing is positively influenced? It is in the light of the above, that this study investigates the influence of library use on knowledge sharing amongst undergraduates in Babcock University, Ilishan-remo, Ogun State, Nigeria.

1.3 Objective of the Study

The general objective of this study is to find out the effect of library use on knowledge sharing among undergraduate of Babcock University, Ilishan-remo, Ogun State.

The specific objectives are as follows:

1. To find out the extent to which Babcock University undergraduates use library resources
2. To find out the extent to which library services are used by Babcock University undergraduates.
3. To ascertain the level of knowledge sharing amongst Babcock University undergraduates.
4. To identify the challenges faced by Babcock University in the use of the library for knowledge sharing.

1.4 Research Questions

1. To what extent do Babcock University undergraduates use library resources?
2. What is the extent of library services use among Babcock University undergraduates?
3. What is the level of knowledge sharing amongst Babcock University undergraduates?
4. What are the challenges faced by Babcock University undergraduates in the use of the library for knowledge sharing?

1.5 Hypotheses

1. H₁: Library resource utilisation significantly influences tacit knowledge sharing

2. H₂: Library service utilisation significantly influences tacit knowledge sharing
3. H₃: Library Resource utilisation significantly influences explicit knowledge sharing
4. H₄: Library service utilisation significantly influences explicit knowledge sharing
5. H₅: Library use significantly influences knowledge sharing

1.6 Significance of the Study

This study will increase the awareness and importance of knowledge sharing among undergraduates at Babcock University. Furthermore, Babcock University undergraduates' awareness of library resources and services will be increased. This study will add to the literature on library use and knowledge sharing because few studies have been carried from this perspective.

1.7 Scope of the Study

This study is about library use and knowledge sharing among undergraduates at Babcock University. It will specifically cover print resources and e-resources, tacit and explicit knowledge. This study will be carried out among undergraduates at Babcock University. Finally, this research will be carried out between February and April 2017.

1.8 Operational Definition of Terms

Library Resources Use: This refers to the utilisation of library materials which includes print and e-resources. Measured by using e-books, e-journals (e-resources) and textbooks, journals (print resources).

Library Service Use: This refers to the services rendered in the library which includes circulation, reference and reprographic services. Measured using reference, circulation and reprographic services.

Knowledge Sharing: This refers to the process of transferring and communicating one's idea and actionable information. Measured through tacit and explicit knowledge sharing

Tacit Knowledge: This refers to knowledge that resides in people's head. The use of group discussion, lecture and presentation and so on will be used to measure this.

Explicit Knowledge: This refers to encoded, written and documented knowledge. E-mail, social networking sites and SMS for example will be used to measure this.

2.0 Literature Review

This chapter reviews the literature on library use and knowledge sharing. It also includes the conceptual model to the study.

2.1 Library use amongst students

Ogbebor (2011) defined a library as "an organised collection of published and unpublished books and audio-visual materials with the aid of services of staff who can provide and interpret such material as required to meet the informative research, educational and recreational needs of its users" (p. 5). Freeman (2005) emphasised that the academic library as a place holds a unique position on campus. No other building can so symbolically and physically represent the academic heart of an institution. In the present information age, there is a revolution in the information house. Popoola (2008) stated that university libraries by their very nature are expected to acquire process into retrievable form and make available the much-needed information to the academic community and the public at large who may require them for their various teaching and research activities. The accomplishment of this function depends on the available stock of information products in the university libraries. One of the library promotion programmes is the current awareness service, which is commonly referred to as the table of contents services, historically involved the dissemination of information in the form of print journals or photocopied journal contents routed to library users subscribed to the service(Onuoha & Subair, 2013).

The relevance of the library in the age of technology has been a matter of debate in recent times. While the debate rages on within and outside academia, Abosede and Ibikunle (2011) noted growing concern over students' use of the libraries in higher institutions in Nigeria. Studies by Akin and Ajayi (2008), Oluwadare (2006); Yusuf and Iwu (2010)bring to light the declining use of libraries within the university system even though libraries are being used; they are, however, reduced to seasonal places of reading as most students make use of the

library when preparing for examinations. In situations where libraries were seen to have recorded high patronage, evidence abounds that users face a variety of challenges including, but not limited to, difficulty in catalogue use, obsolete materials and poor shelving.

Library use is an important measure of the output of services provided by libraries. An understanding of library use would, therefore, aid the planning of future services that could encourage library patronage (Okere & Onuoha, 2008; Amkpa 2000). Aanu and Olatoye (2011) reviewed literature and discovered that students in schools with good library resources and full-time librarians perform at high levels than students in schools with minimal or no library resources. No wonder then, that library use has been the subject of many studies. It was revealed that students use the library mostly during examinations to study, to do class assignments and library collections were inadequate to meet users' demands. Okiy (2000) assessed students and faculty use of academic libraries in Delta State University, Abraka. It was noted that students constituted the majority of the users, most respondents were found to use the library 2-3 times a week or daily. The study further revealed that textbooks are the most frequently used materials with 63.6%, followed by reference materials at 16.2%. A study on the accessibility and library use of the Federal Polytechnic Ado-Ekiti, Nigeria students by Oluwadare (2006) revealed that the library was well used. This was affirmed by 52.6% of the respondents who claimed to use the library whenever they want to read. Among the study's respondents, 25.7% claim that they hardly use the library because materials in the library do not meet their needs.

In related studies, low use of libraries was, however, established by Haglund and Olsson (2008) who conducted observational studies at three universities in Stockholm and Sweden. The result of the study confirmed that most researchers used Google for everything and were confident that they could manage their information needs on their own. The study further confirmed that researchers had very little contact with the library and little knowledge about the value librarian competence could add. Yusuf and Iwu (2010) established in their statistical study at Covenant University that students utilise the online public access catalogue more than the manual catalogue. In related studies, Onuoha, Ikonneand Madukoma (2013) studied library use and research productivity of postgraduate students, concluded that postgraduate students place more importance on books (print) followed closely by internet provision and electronic journals. Udo-Anyanwu, Jeff-Okafor and Mbagwu (2012) compared the use of library resources between students at Imo State University and Alvan Ikoku

Federal College of Education. They grouped library materials into three broad categories namely: oral information; printed information and digitised information. The study established that in both libraries, students utilised printed information more than digitised information and oral information was never used in any of the libraries. The study also identified insufficient library space as the greatest problem facing the use of both libraries.

Mubashrah, Riaz and shaziah (2013) in their study found that undergraduates visited the library once a week and spend 1-2 hours reading books for the cause of assignments and increasing their knowledge. Notwithstanding, they also spend their spare time reading and they preferred print materials to other forms of resources. They also found that libraries are underutilised despite the willingness of students to use the library and the lack of relevant human and material resources were the main reason for underutilisation. They finally concluded that if library services and provisions can be improved, relevance and utilisation of libraries can be enhanced.

Wu and Yeh (2012) previously discovered a contrary opinion that students prefer electronic resources to printed materials, despite that; they did not use the resources frequently. This renders the electronic resources unused and underutilised. The study also found out that low capability in using library electronic resources posed a challenge to the frequent use of library electronic resource. Saikia & Gohain (2013) added that the library plays an important role in meeting the demands of student for information and knowledge; they also suggested that users should be aware of available library resources and services. Burman(2013) found that students visited the library for reading textbooks, use the photocopying service, make use of the internet for educational purpose and need proper orientation in the use of library resources.

2.2 Knowledge sharing amongst students

Knowledge Management involves the management of all aspects of the knowledge management process from acquisition to sharing and innovation. The most relevant aspect of the knowledge process is knowledge sharing. There are two types of knowledge, which are tacit and explicit. Explicit knowledge is characterised by ease of expression in terms of words spoken or written in print media in all types and sorts. It can be manifested as tables, manuals, white papers, books, magazines, audio, video and images. In contrast, tacit

knowledge is obscure and not easily clear and not fully expressed. Such knowledge could be shared only by way of learning by doing or close interaction between people (Heng-Li & Ted, 2006). Email is considered the most important tool used in knowledge sharing by students. Universities assign a unique email address for students and faculty members which are utilised in sharing knowledge across the knowledge body. Forums and online Bulletin Boards are considered a major part of the knowledge sharing process on campus. Special interest groups are formed and students may choose to join the group to receive news and updates about certain topics. Human interaction is also a major source of knowledge sharing. Students meet on campus and communicate face to face in the classroom, cafes and libraries (Ghadirian, Ayub, Silong, Bakar & Zadeh, 2014). Wei, Choy, Chew and Yen, (2012) determined that students may embrace the mentality of hoarding knowledge with a competitive advantage against other students. If their unwillingness to share knowledge with peers continues, this may likely become part of their personality and students may exhibit the same mindset as they continue their studies, or worst, at the workplace. It was supported by Alstyne (2005) when his study found out that the lack of trust is an important factor as it is the key to positive interpersonal relationships in various circumstances which encourage knowledge sharing.

Hubert and Lopez (2013) further emphasised that there are hindrances to sharing knowledge among students because everyone brings their own beliefs, habits and values from diverse backgrounds. This will hinder the aim of sharing knowledge meant to solve problems. Perhaps, if a culture is initiated, ideas could be easily shared and things could be easily done without much ado. They also stated some impediments of knowledge sharing which includes; awareness, having little experience, trust, time, sponsorship. Previous research about knowledge sharing was conducted and questionnaires were used to measure the response of participants. The overwhelming majority of the respondents agreed that knowledge sharing among students shall benefit them all (Yuen & Majid, 2007). Most students believed that they should volunteer to share knowledge and information with their fellow students. Respondents also believed with almost a 50 per cent rate that sharing is vital in a university context and that students expect their peers to share important information and knowledge. Another majority of respondents disagreed with the statements that knowledge sharing should not be a norm at schools. A good percentage of about 78.8 per cent played down the remark that knowledge sharing can be labelled as plagiarism. The study respondents had a somewhat

positive attitude related to knowledge sharing among students (Yuen & Majid, 2007). The Internet and its services have boosted the level of information, knowledge and opportunities available to Nigerian academics. Analysis of its use however indicates that only generic services and applications such as e-mail, search engines and World Wide Web are, as of yet, widely used. The use of the Internet for knowledge sharing and collaboration through interactive services such as blogs, web sites, mailing lists and videoconferencing is still very limited in Nigeria (Osunade, Philips & Ojo, 2007).

Wei et al., (2012) study refer to knowledge sharing as the dissemination or exchange of explicit or tacit knowledge, ideas, experiences or even skills from one individual to another individual student or group of students. In contrast, knowledge hoarding is the deliberate withholding of knowledge that would benefit others. In addition, Oosterlinck (2004) found that knowledge sharing assists students to receive additional feedback and improves their further research initiatives. Kim and Jarvenpaa (2008) highlighted the importance of technical aspects to enable knowledge-sharing activities in an institution. Muhammad, Abdul, Mahabub, Norizah and Chin, (2014) also found out that technological support, sharing information and degree of competition play significant roles in influencing knowledge-sharing behaviour among university students. Yuen and Majid (2007) researched in Singapore and Wei et al. (2012) researched Malaysia to discover university students' knowledge-sharing behaviour. Both surveys found out that students extensively used the Internet as a tool to share significant information. Nevertheless, the rapid advancement in distance learning and networking technology has enabled students to exchange knowledge beyond time and space barriers of which they can learn effectively through sharing by questioning and explaining.

According to Yaghi, Barakat, Alfawaer, Shkokani and Nassuora, (2011), knowledge sharing can be done through different medium and tools that help in transmitting knowledge. Ideas and opinions from the experience or the lesson elsewhere need to be share so that the knowledge would not lose. There are a few medium and tools that are recently used among undergraduate students to share, store and transmit knowledge. The tools provide different frameworks to evaluate and monitor knowledge. Previous studies had mentioned that knowledge is about two-way communication and to improve the knowledge one can apply

some techniques to improve it for the better. A face-to-face meeting, email, instant messaging are part of the medium use to share knowledge in any organisation. In the process of gaining knowledge, we need to expand our contact among colleagues, classmates and random people we meet. According to Norhanim, UmiKalsum, Kamaruzzaman and Afifah (2013), there are differences between tools and medium. Tool refers to instrument, machine or apparatus which is in physical form and uses to achieve our goal to transfer knowledge and medium can store or transmit data. Therefore we can widen and share our knowledge by expanding contact and sharing knowledge via specific tools and medium.

2.3 Channels Used in Enhancing Knowledge Sharing

Lecture: Lecture is an appropriate medium to share theoretical knowledge (Tsui, Chapman, Schnirer & Stewart, 2006). Usually, a lecture involves communicating with a large number of students when the interactive element is limited. The lecturer would distribute lecture notes or teach the lesson by using slides. The lecture notes and slide will be the guide for the students to study for the final examination, tests and quizzes and they will search for other additional information from the books in the library or online information from the internet.

Group discussion: Another method to share knowledge is by having a group discussion with classmates. Each student has their understanding and through this method, a weak student could get the idea of what is taught by the lecturer in the class and this would help them to excel in the study and increase the students' achievement (Norhanim, et al., 2013).

Seminar: Knowledge sharing can be done through the seminar and during the seminar, people listen to the presenter without interrupting. The presenters or speakers are mostly experts in the field that they are going to talk about. A seminar is another method to share knowledge among students and a seminar is usually held to discuss and share a particular subject. Through a seminar, a student could get a knowledge which is additional and sometimes it would not relate with the subject they took in university but the topic could be on the knowledge of other fields (Norhanim, et al., 2013).

Presentation: Presentation is one of the ways to share knowledge with others in the form of speaking from one person to another (Tsui, et al., 2006). The benefit of knowledge sharing from the presentation is that we could share knowledge with a group of people and face-to-

face. Presentation is being done based on the research and additional information get from the indirect study.

2.4 Tools Used in Enhancing Knowledge Sharing

E-mail: Most professional organisations use online database and technology to improve the weakness and limitation of personal acquaintance in sharing knowledge or information. It serves as a communication tool to speed up and to make knowledge sharing between other users easier and formal. By using email the sender will communicate more appropriately and think of the important points before composing the mail and it is one of the easiest tools that can be used in sharing and exchanging knowledge.

Social Networking: Social networking has gained big attention because the user can communicate informally or formally. A lot of online business and other communication use the social network as a medium to market and communicate with their buyers online. University student actively uses social networks to know and discuss the assignment and ask virtually after the lecture. Through social network, people could expand their contacts wider and can jump from their list of a friend to others to share knowledge worldwide (Norhanim, et al., 2013).

Dropbox: Dropbox is an application that is used to share a document. It is another type of tool that is being used currently to share information and documents with others. It is an online storage utility that had been created to send document rather than email. The documents that can be attached in the email are limited to 25MB while dropbox can share up to 2GB of the files. Dropbox makes sharing easier by just sharing a folder that consists of the file we would like to share with others. Therefore, technology nowadays had made sharing easier and we should take advantage to share the knowledge with others (Tsui, et al., 2006).

SMS: A mobile phone is an essential tool used in communicating, information sharing, opinion, discussion and knowledge sharing regularly via text. Individuals share a lot of information and through SMS people communicates faster and the communication between one another is private.

Student Portal: This is widely used in higher learning education which acts as an information gateway. Nowadays, there a huge number of users on the internet who search for

data and information online and web portals manage to give the relevant information. It is a step to the globalisation of knowledge sharing and the existence of portal ease the users who need specific information. Users can store, retrieve learning sources and share with the other students easily (Tsui, et al., 2006).

Video or audio Knowledge sharing: E-discussion that had been done structurally can be made into a video. This can be used as the primary source and the same goes for audio. Some lecturers use video and audio to share information with their students. This could help the student understand better and give a clear view of the topic. Video sharing or audio sharing could help to get student attention in class rather than the usual slide presentation. Through video conferencing, knowledge can be shared.

3.0 Methodology

This chapter gives an overview of the procedures by which this study was carried out.

3.1 Research Design

In this study, a survey design was adopted. This is appropriate because it provides an excellent way to examine respondents' opinions towards the studied variables. It also helps to determine the relationship between the variables under examination. This design was used to gather information from a representative sample of the population under study.

3.2 Population

The population for this study comprise of undergraduates of Babcock University. Babcock University undergraduates according to the figures gotten from the registry are eight thousand nine hundred and sixty-eight (8,968).

3.3 Sampling Technique and Sample Size

The sampling technique adopted for this study was the purposive sampling technique. This was necessary because the criterion for respondents' selection is the use of the library. Hence, To calculate the sample size for this study, Saunders, Lewis and Thornhill's formula (2009) was adopted. There are three stages in the refinement of the final sample size for the study.

1st Stage

$$n = p\% \times q\% \times \left[\frac{z}{e\%} \right]^2$$

n is the minimum sample size required

$p\%$ is the proportion belonging to the specified category

$q\%$ is the proportion not belonging to the specified category

z is the z value corresponding to the level of confidence required

$e\%$ is the margin of error required.

Therefore: it is assumed that undergraduates had an equal chance of using or not using the library (50% chance they use the library and 50% chance they do not use the library):

Hence:

$$n = 50 \times 50 \times \left(\frac{1.96}{5\%} \right)^2$$

Therefore the minimum sample size for this study is =384.16 approximately 384.

(2) 2nd Stage

This stage refines the sample size by factoring the population size of the study into another equation to bring about an adequate representation of the target population. The formula for the second stage is as follows:

$$n = \frac{n}{1 + \left(\frac{n}{\text{Population}} \right)}$$

Therefore 384 which is n the result of the minimum sample size calculated earlier will be substituted for n in the equation while 121,679 will be substituted for the population

Hence:

$$n = \frac{384}{1 + \left(\frac{384}{8968}\right)}$$

Therefore the adjusted sample size is 368.23, approximately 368

(3) 3rd Stage

This is the final stage where the response rate according to Saunders, Lewis and Thornhill (2009) is factored into the equation. Here the researcher projects the proportion of the response rate of data gathering processes. The response rate for this study was projected to be 95% (*re*) because it was envisaged it would be easy to retrieve copies of the questionnaire from undergraduates. Therefore, 368 was substituted for *n* in the following formula.

$$n^a = \frac{n \times 100}{re\%}$$

Where:

n^a = *actual sample size*

n = *minimum sample size*

$re\%$ = *response rate expressed in percentage*

$$n^a = \frac{368 \times 100}{95}$$

n^a = 387.37 approximately 387

n^a = 387

Hence, 387 undergraduate library users were involved in this study.

3.4 Research Instrument

Data was collected from the respondents using a self-structured questionnaire. A questionnaire titled 'Library use and Knowledge Sharing among undergraduates of Babcock University (LUKS) was designed and used for data collection. The questionnaire was divided into five sections.

Section A: This section focused on the demographic characteristics of the respondents.

Section B: Extent to which Babcock University undergraduates use library resources. Rating Scale: TVE=To a Very Large Extent, LET=Large Extent, TLE= To a Low Extent, TVLE= To a Very Low Extent, N=Never, ***Decision Rule if mean is ≤ 1.49 =Never; 1.5 to 2.49 = To a Very Low Extent; 2.5 to 3.49 = To a Low Extent; 3.5 to 4.49= Large Extent; 4.5 to 5= To a Very Large Extent

Section C: Extent to which Undergraduates Use Library Services Rating Scale: Rating Scale: TVE=To a Very Large Extent, LET=Large Extent, TLE= To a Low Extent, TVLE= To a Very Low Extent, N=Never, ***Decision Rule if mean is ≤ 1.49 =Never; 1.5 to 2.49 = To a Very Low Extent; 2.5 to 3.49 = To a Low Extent; 3.5 to 4.49= Large Extent; 4.5 to 5= To a Very Large Extent

Section D:Level of Knowledge Sharing among Babcock University Undergraduates. Rating Scale: VH= Very High, H=High, L= Low, VL= Very Low, N=Never, ***Decision Rule if mean is ≤ 1.49 =Never; 1.5 to 2.49 = Very Low; 2.5 to 3.49 = Low; 3.5 to 4.49= High; 4.5 to 5= Very High

Section E: Challenges Faced by Babcock University Undergraduates in the Use of Library for knowledge Sharing. Rating Scale: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, N=Never ***Decision Rule if mean is ≤ 1.49 = Never, 1.5 to 2.49 = Strongly Disagree; 2.5 to 3.49=Disagree; 3.5 to 4.49 = Agree; 4.5 to 5=Strongly Agree

3.5 Reliability and Validity of Instrument

To ensure that the questionnaire measured what it is supposed to measure, the instrument was presented to experts in the Department of Information Resources Management of Babcock University for screening and thorough vetting. This was to check for face and content validity. To ensure that the structured questionnaire was reliable, a pre-test was conducted on 30 Covenant University undergraduates, Ogun State which was not included in the sample size using Cronbach's alpha method. Library Resource Use (0.803), Library Service Use (0.831), Knowledge Sharing (0.772) and challenges faced by Babcock University undergraduates (0.766); while 0.870 was obtained for the total scale. The results of the pre-test showed that the instrument employed for the research work was reliable.

3.6 Data Collection Procedure

A total number of 387copies of the questionnaire were administered to Babcock University undergraduates, ilishan-remo, Ogun State, Nigeria. The administration process involved the

full participation of the researcher(s). The fieldwork took place between February and April 2017 in the Lazzotti library of Babcock University.

3.7 Method of Data Analysis

Data were analysed using descriptive and inferential statistics. IBM SPSS version 23 was used for data analysis.

3.8 Ethical Consideration

The researcher observed ethical issues related to data collection.

4.0 Data Analysis, Results And Discussion Of Findings

This chapter details the presentation of data analysis and interpretation from the instrument of data collection used for the study. Three hundred and eighty-seven (387) copies of the questionnaire were distributed, retrieved and validated for data analysis constituting a 100 per cent response rate. It begins by depicting the respondents' demographic characteristics, thereafter, answered the research questions raised for the study. Finally, a test of hypotheses was carried out among variables of interest.

4.1 Presentation of Results

Table 4.1.1: Demographic Features of Respondents

Features		Frequency	Percentage (%)
Gender	Male	107	27.6
	Female	280	72.4
	Total	387	100.0
Age of Respondents	Below 16	36	9.3
	16-20	219	56.6
	21-25	132	34.1
	Total	387	100.0
Level of Respondents	100	52	13.4
	200	55	14.2

300	64	16.5
400	194	50.1
500	22	5.7
Total	387	100.0

Table 4.1.1 shows that the study was female-dominated because female respondents had 72.4 per cent representation (n=280), while the male gender had 27.6 per cent representation (n=107). Also, the study participants were predominantly between the age categories of 16 to 20 (n=219, 56.6%) while those that were below 16 years of age (n=36, 9.3%) were the least represented in the study. Finally, the most represented level of studentship was 400 (n=194, 50.1%), while the least represented was 500 level (n=22, 5.7%).

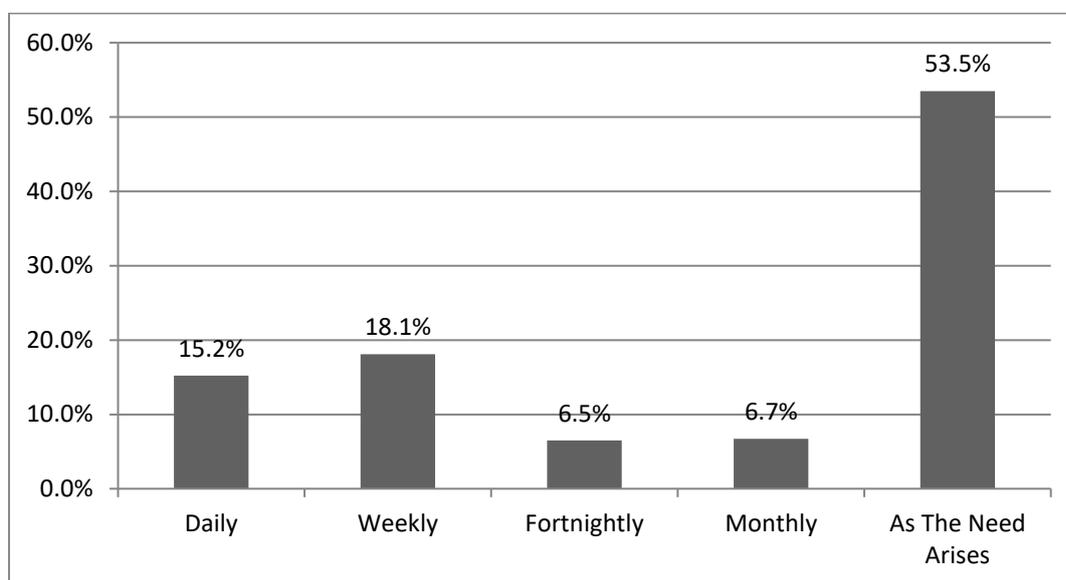


Fig. 1 Frequency of Library Visit

From Fig. 1, 53.5 per cent (n=207) of the respondents visited the library as the need arises, followed by those who visited the library weekly (n=70, 18.1%) and daily (n=59, 15.2%). This implies that a little above half of the study participants visited the library based on their needs.

Research Question One: To what extent do Babcock University undergraduates use library resources?

Table 4.1.1: Extent to which Undergraduates Use Library Resources

ITEMS	TVE 5	LET 4	TLE 3	TVLE 2	N 1	Mea n	SD	Average Mean
Print Resources								
Textbooks	132 (34.1)	207 (53.5)	25 (6.5)	-	23 (5.9)	4.10	0.97	3.74 (SD=1.13)
Journals	136 (35.1)	174 (45)	45 (11.6)	12 (3.1)	20 (5.2)	4.02	1.03	
Magazines	98 (25.3)	194 (50.1)	50 (12.9)	12 (3.1)	33 (8.5)	3.81	1.11	
Encyclopaedia	112 (28.9)	95 (24.5)	129 (33.3)	27 (7)	24 (6.2)	3.63	1.15	
Newspapers	80 (20.7)	179 (46.3)	39 (10.1)	49 (12.7)	40 (10.3)	3.54	1.24	
Theses	70 (18.1)	147 (38)				3.34	1.29	
E-Resources								
E-books	174 (45)	106 (27.4)	81 (20.9)	17 (4.4)	9 (2.3)	4.08	1.02	3.65 (SD=1.15)
e-journals	131 (33.9)	144 (37.2)	73 (18.9)	18 (4.7)	21 (5.4)	3.89	1.09	
e-newsletters	83 (21.4)	159 (41.1)	80 (20.7)	43 (11.1)	22 (5.7)	3.62	1.11	
Indexes	105 (27.1)	58 (15)	139 (35.9)	42 (10.9)	43 (11.1)	3.36	1.29	
E-references	73 (18.9)	100 (25.8)	127 (32.8)	45 (11.6)	42 (10.9)	3.30	1.21	
Total Average Weighted Mean								

KEY: TVE=To a Very Large Extent, LET=Large Extent, TLE= To a Low Extent, TVLE= To a Very Low Extent, N=Never, ***Decision Rule if mean is ≤ 1.49 =Never; 1.5 to 2.49 = To a Very Low Extent; 2.5 to 3.49 = To a Low Extent; 3.5 to 4.49= Large Extent; 4.5 to 5= To a Very Large Extent

From Table 4.1.1, undergraduates used library resources to a large extent (Total Average Weighted Mean=3.70, SD=1.14). This suggests that generally, undergraduates of Babcock University use print and electronic library resources. However, Babcock undergraduates on average used print resources (Average Mean=3.74, SD=1.13) than e-resources (Average Mean= 3.65, SD=1.15). Besides, on average, undergraduates utilised *Textbooks* (Mean=4.10, SD=0.97) more than other print resources. The least utilised print resources by undergraduates were *Theses* (Mean=3.34, SD=1.29). This suggests that print resources were utilised to a large extent by Babcock University undergraduates than electronic resources, however, they used *Textbooks* more while *Theses* were used the least. On the other hand, *e-books* (Mean= 4.08, SD=1.02) were used more, while the least used was *e-references* (Mean=3.30,SD=1.21).

Research Question Two: What is the extent of library service use among Babcock University undergraduates?

Table 4.1.2: Extent to which Undergraduates Use Library Services

ITEMS	TVE 5	LET 4	TLE 3	TVLE 2	N 1	Mean	SD
Reference services	118 (30.5)	145 (37.5)	80 (20.7)	42 (10.9)	2 (5)	3.87	0.99
Reprography (binding and photocopy)	139 (35.9)	105 (27.1)	56 (14.5)	53 (13.7)	34 (8.8)	3.68	1.32
Circulation (Lending Services)	125 (32.3)	79 (20.4)	104 (26.9)	43 (11.1)	36 (9.3)	3.55	1.30
Serials services	38 (9.8)	65 (16.8)	111 (28.7)	88 (22.7)	85 (22)	2.70	1.26
Average Weighted Mean						3.45	1.22

KEY: TVE=To a Very Large Extent, LET=Large Extent, TLE= To a Low Extent, TVLE= To a Very Low Extent, N=Never, ***Decision Rule if mean is ≤ 1.49 =Never; 1.5 to 2.49 = To a Very Low Extent; 2.5 to 3.49 = To a Low Extent; 3.5 to 4.49= Large Extent; 4.5 to 5= To a Very Large Extent

Table 4.1.2, shows that generally, undergraduates on the average used library services to a low extent (Total Average Weighted Mean=3.45, SD=1.22). This indicates that Babcock University undergraduates generally used library services to a low extent. Although, reference services were used to a large extent (Mean=3.87, SD=0.99), while the least used library service by Babcock undergraduates were serials services.

Research Question Three: What is the level of knowledge sharing amongst Babcock University undergraduates?

Table 4.1.3: Level of Knowledge Sharing among Babcock University Undergraduates

ITEMS	VH 5	H 4	L 3	VL 2	N 1	Mean	SD	Average Mean
Tacit								
I share my knowledge during presentation	135 (34.9)	188 (48.6)	64 (16.5)	-	-	4.18	0.69	
I participate in lecture	113 (29.2)	199 (51.4)	66 (17.1)	-	9 (2.3)	4.05	0.82	
I engage in group discussion	145 (37.5)	156 (40.3)	45 (11.6)	8 (2.1)	33 (8.5)	3.96	1.16	3.97 (SD=0.98)
I share my knowledge during tutorials	117 (30.2)	159 (41.1)	72 (18.6)	24 (6.2)	15 (3.9)	3.88	1.04	
I voluntarily share my know-how and abilities with my colleagues	123 (31.8)	139 (35.9)	78 (20.2)	9 (2.3)	38 (9.8)	3.78	1.20	
Explicit								
I direct my colleagues to relevant books in the library	188 (48.6)	96 (24.8)	59 (15.2)	10 (2.6)	34 (8.8)	4.02	1.24	
I share my books with my	137	156	55	20	19	3.96	1.07	

colleagues	(35.4)	(40.3)	(14.2)	(5.2)	(4.9)			
I share my knowledge via SMS	124 (32)	164 (42.4)	62 (16)	11 (2.8)	26 (6.7)	3.90	1.09	3.78 (SD=1.21)
I share my knowledge via social networking sites	123 (31.8)	138 (35.7)	52 (13.4)	44 (11.4)	30 (7.8)	3.72	1.24	
I share my knowledge via E-mail	100 (25.8)	87 (22.5)	87 (22.5)	46 (11.9)	67 (17.3)	3.28	1.41	
Total Average Weighted Mean								3.87 (SD=1.10)

KEY: VH= Very High, H=High, L= Low, VL= Very Low, N=Never, *Decision Rule if mean is ≤ 1.49 =Never; 1.5 to 2.49 = Very Low; 2.5 to 3.49 = Low; 3.5 to 4.49= High; 4.5 to 5= Very High**

Table 4.1.3, depicts that on average, undergraduates engaged in knowledge sharing to a high level (Total Average Weighted Mean=3.87, SD=1.10). This implies that from the general perspective, undergraduates of Babcock University mostly engaged in *Tacit* knowledge sharing (Average Mean=3.97, SD=0.98) than *Explicit* knowledge sharing (Average Mean= 3.78, SD=1.21). Undergraduate of Babcock University shared their knowledge to a high level during presentation (Mean=4.18, SD=0.69), although they voluntarily share knowledge with colleagues, it constituted the least tacit knowledge sharing method among Babcock University undergraduates (Mean=3.78, SD=1.20). Babcock Undergraduates direct their colleagues to relevant books in the library to a high level (Mean=4.02, SD=1.24) while they least shared coded knowledge through e-mail (Mean=3.28, SD=1.41).

Research Question Four: What are the challenges faced by Babcock University undergraduates in the use of library for knowledge sharing?

Table 4.1.4: Challenges Faced by Babcock University Undergraduates in the Use of Library for knowledge Sharing

ITEMS	SA 5	A 4	D 3	SD 2	N 1	Mean	SD
Inability to use the library catalogue	154 (39.8)	140 (36.2)	83 (21.4)	-	10 (2.6)	4.11	0.91
Fear of being tagged as a show-off	148 (38.2)	128 (33.1)	80 (20.7)	19 (4.9)	12 (3.1)	3.98	1.03
Fear of losing academic advantage to colleagues when knowledge is shared	128 (33.1)	152 (33.1)	70 (18.1)	12 (3.1)	25 (6.5)	3.89	1.10
Lack of knowledge sharing culture with colleagues	107 (27.6)	143 (37)	75 (19.4)	40 (10.3)	22 (5.7)	3.71	1.15
Inadequate relevant books	89 (23)	160 (41.3)	56 (14.5)	59 (15.2)	23 (5.9)	3.60	1.17
Average Weighted Mean						3.86	1.07

KEY: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, N=Never *Decision Rule if mean is ≤ 1.49 = Never, 1.5 to 2.49 = Strongly Disagree; 2.5 to 3.49=Disagree; 3.5 to 4.49 = Agree; 4.5 to 5=Strongly Agree**

From Table 4.1.4, Babcock University undergraduates agreed they generally faced challenges in the use of the library for knowledge sharing (Average Weighted Mean= 3.86, SD=1.07). Specifically, undergraduates admitted they averagely faced the following challenges: inability to use the library catalogue (Mean= 4.11, SD=0.91), followed by the fear of being tagged as a show-off (Mean=3.98, SD=1.03), fear of losing academic advantage to colleagues when knowledge is shared (Mean=3.89, SD=1.10), lack of knowledge sharing culture with colleagues (Mean=3.71, SD=1.15) and inadequate relevant books (Mean=3.60, SD=1.17). This implies that Babcock undergraduates faced challenges related to the inability to use the library catalogue, fear of being tagged as a show-off, fear of losing academic advantage to colleagues when knowledge is shared, lack of knowledge sharing culture with colleagues and inadequate relevant books in the use of the library for knowledge sharing.

4.2 Test of Hypotheses

Decision Rule

The pre-set level of significance for this study is 0.05. The hypotheses assume a relationship between the variables being considered. The p-value indicates the significance or the probability value, if it exceeds the pre-set level of significance ($P > 0.05$), the hypothesis stated will be rejected, however, if the p-value is less than or equal to 0.05 (≤ 0.05), the hypothesis will be accepted.

Hypothesis One: Library resource utilisation significantly influences tacit knowledge sharing

Table 4.2.1a Model Summary for the influence of Resource Utilization on Tacit Knowledge Sharing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.426 ^a	0.181	0.179	2.56713

a. Predictors: (Constant), Library Resource Utilization

Table 4.2.1b Simple Linear Regression Indicating the influence of Resource Utilization on Tacit Knowledge Sharing

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	B	Std. Error	Beta		
	(Constant)	10.072	.743	13.554	0.000
1	Library Resource Utilization	0.179	0.019	0.426	0.000

a. **Dependent Variable: Tacit Knowledge Sharing**
b. ANOVA= (F(1,385)562.067; p<0.05)

Table 4.2.1b indicates that library resource utilisation significantly influences tacit knowledge sharing ($p < 0.05$). This suggests that the utilisation of library resources such as print resources significantly influence tacit knowledge sharing. Besides, when undergraduate students use library resources, they will most likely share knowledge that is hard for them to formalise and codify. Besides, the model indicates a weak positive correlation coefficient ($r = 0.426$) which implies that an increase in library resource utilisation among Babcock University undergraduates will lead to an increase in tacit knowledge sharing while a reduction in library resource utilisation by Babcock University undergraduates will lead to a reduction in tacit knowledge sharing. Library resource utilisation could explain 18.1 per cent ($R^2 = 0.181$) variation in tacit knowledge sharing. The model accounts for a significant proportion of tacit knowledge sharing variance ($F(1,385)562.067$; $p < 0.05$). Hence, the hypothesis is accepted.

Hypothesis Two: Library service utilisation significant influences tacit knowledge sharing

Table 4.2.2a Model Summary for the Influence of Library Service Utilization on Tacit Knowledge Sharing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.027 ^a	0.001	-0.002	2.83620

a. **Predictors: (Constant), Library Service Utilization**

Table 4.2.2b Simple Linear Regression Indicating the influence of Library Service Utilization on Tacit Knowledge Sharing

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.094	0.517		33.059	0.000
	Library Service Utilization	-0.023	0.042	-0.027	-0.536	0.592

a. Dependent Variable: Tacit Knowledge Sharing

b. ANOVA= (F(1,385)0.287; p=0.592)

Table 4.2.2b shows that library service utilisation does not significantly influence tacit knowledge sharing (p=0.592). This implies that library service utilisation by Babcock University undergraduates will not likely encourage tacit knowledge sharing. Therefore, the hypothesis is rejected.

Hypothesis Three: Library Resource utilisation significantly influences explicit knowledge sharing

Table 4.2.3a Model Summary for the influence of Library Resource Utilization on Explicit Knowledge Sharing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.533 ^a	0.284	0.282	2.65552

a. Predictors: (Constant), Library Resource Utilization

Table 4.2.3b Simple Linear Regression Indicating the influence of Resource Utilization on Explicit Knowledge Sharing

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.324	.769		8.228	0.000
	Library Resource Utilization	0.248	0.020	0.533	12.346	0.000

a. Dependent Variable: Explicit Knowledge Sharing

b. ANOVA= (F(1,385)152.428; p<0.05)

Table 4.2.3b depicts that library resource utilisation significantly influences explicit knowledge sharing ($p < 0.05$). It suggests that when library resources such as textbooks are used by Babcock University undergraduates, explicit knowledge sharing will likely to a large extent occur. The model shows a moderate positive correlation coefficient ($r = 0.533$) which suggests that an increase in library resource utilisation among Babcock University undergraduates will lead to an increase in explicit knowledge sharing while a reduction in library resource utilisation by Babcock University undergraduates will lead to a reduction in explicit knowledge sharing. Library resource utilisation could explain 28.4 per cent ($R^2 = 0.284$) variation in explicit knowledge sharing. The model accounts for a significant proportion of explicit knowledge sharing variance ($F(1,385)152.428$; $p < 0.05$). Consequently, the hypothesis is accepted.

Hypothesis Four: Library services utilisation significantly influence explicit knowledge sharing

Table 4.2.4a Model Summary for the influence of Library Service Utilization on Explicit Knowledge Sharing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.042 ^a	0.002	-0.001	3.13465

a. Predictors: (Constant), Library Service Utilization

Table 4.2.4b Simple Linear Regression Indicating the influence of Resource Utilization on Explicit Knowledge Sharing

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.210	.571		26.615	.000
	Library Service Utilization	0.039	0.047	0.042	0.832	0.406

a. Dependent Variable: Explicit Knowledge Sharing
b. ANOVA= ($F(1,385)0.693$; $p=0.406$)

Table 4.2.4b depicts that library service utilisation does not significantly influence explicit knowledge sharing ($p > 0.05$). This implies that library service utilisation by Babcock

University undergraduates will not likely encourage explicit knowledge sharing. Therefore, the hypothesis is rejected.

Hypothesis Five: Library use significantly influence knowledge sharing

Table 4.2.5a Model Summary for the Influence of Library Use on Knowledge Sharing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.607 ^a	0.369	0.366	4.58293

a. Predictors: (Constant), Library Service, Resource Utilization

Table 4.2.5b Simple Linear Regression Indicating the Influence of Library Use on Knowledge Sharing

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	19.241	1.367	14.078	0.000
	Library Resource Utilization	0.562	0.038	0.657	0.000
	Library Service Utilization	-0.449	0.074	-0.267	-6.092

a. Dependent Variable: Knowledge Sharing
b. ANOVA= (F(2,384)112.242; p<0.000)

Table 4.2.5b shows that library resource utilisation and library service utilisation significantly influence knowledge sharing ($p < 0.05$). It suggests that when library resources and library services are utilised by Babcock University undergraduates, they will likely engage in knowledge sharing. The model indicates that library resources ($r = 0.657$, $p < 0.05$) and library services ($r = -0.267$, $p > 0.05$) individually have a significant influence on Babcock University undergraduates. While library resources have a moderate positive influence, library services have a weak negative influence on Babcock University undergraduates knowledge sharing; which indicates that an increase in library resource utilisation will lead to an increase in knowledge sharing; while an increase in library service utilisation by Babcock University undergraduates will lead to a decrease in knowledge sharing among them. Table 4.2.5a indicates that library resource utilisation and library service utilisation could explain 36.9 per cent ($R^2 = 0.369$) variation in Babcock University knowledge sharing. The model accounts

for a significant proportion of knowledge sharing variance ($F(2,384)112.242$; $p<0.000$). Consequently, the hypothesis is accepted.

4.2 Discussion of findings

This study examined the effect of library use on knowledge sharing among undergraduates of Babcock University, Ilishan-remo, Ogun State. Given this, the study purposively selected three 387 respondents, to proffer answers to the questions raised in this study, the survey research design was adopted. Three hundred and eighty-seven (387) copies of the questionnaire were administered and validated for further analysis, constituting a 100 per cent response rate. Female respondents dominated the study, ($n=280$, 72.4), as well as those between the age categories of 16 to 20 ($n=219$, 56.6%) and undergraduate in 400 level ($n=194$, 50.1%), while half of the study participants visited the library as the need arises ($n=207$, 53.5%). Closely related to this, Okiy (2000) found that students used libraries 2 to 3 times a week, while Oluwadare (2006) revealed that students used the library whenever they wanted to read.

The extent to which Undergraduates Use Library Resources and Library Services

The study found that undergraduates on average used library resources to a large extent (Total Average Weighted Mean=3.70, SD=1.14). Undergraduates' use of library resources to a large extent in Babcock University reaffirms the argument by Freeman (2005) that academic libraries hold a unique position on campus because they represent the academic heart of an institution. This may not be surprising because what attracts them according to Popoola (2008) are a set of systematically engaging activities such as the acquisition of relevant information resource, that are easily retrievable, made available for students activities such as research. This study asserts that Babcock Undergraduates mostly utilised print resources more than electronic resources, this is related to the discovery made by Anyanwu, Okafor and Mbagwu (2012) established that students utilised print information than digitised information resources.

Textbooks and *E-books* were utilised more by Babcock undergraduates, this discovery is related to that made by Onuoha, Ikonne and Madukoma (2013) that students placed more importance on books (print) followed closely by internet provision and electronic journals. Okiy (2000) also pointed out that textbooks were the most frequently used materials. This

study indicates that undergraduates used information resources in the library to a large extent because they might have been aware of the resources; this line of thought was shared by Onuoha and Subair (2013) that the accomplishment of the function of the library depends on the available stock of information products in the university libraries, which are made known to students through library promotion programmes such as current awareness service, disseminating information about the availability of information resources such as print journals, e-journals, textbooks and so on.

Contrastingly, Babcock undergraduates used library services to a low extent (Total Average Weighted Mean=3.45, SD=1.22), although, reference services were used to a large extent and serials services were the least utilised, from the general perspective, library services were used to a low extent. This might have been possible because as opposed to the current awareness usually carried out by libraries on print and other information resources, they might not have adequately disseminated information about different library services that could satisfy their information needs. This is related to a finding made by Haglund and Olsson (2008) that students have little knowledge about the value librarian competence could add. Besides, Akin and Ajayi (2008), Oluwadare (2006); Yusuf and Iwu (2010) noticed a decline in the use of libraries by undergraduates because of the seasonality of patronage, especially for examination preparation.

Level of Knowledge Sharing and Library Use among Babcock University Undergraduates

Table 4.1.3, depicts that on average, undergraduates engaged in knowledge sharing to a high level (Total Average Weighted Mean=3.87, SD=1.10). They engaged in *Tacit* knowledge sharing (Average Mean=3.97, SD=0.98) than *Explicit* knowledge sharing (Average Mean=3.78, SD=1.21). These contradict assertion made by Wei, Choy, Chew and Yen, (2012) that students may embrace the mentality of hoarding knowledge with a competitive advantage against other students. Similarly, Yuen and Majid (2007) discovered that students had the perception that knowledge should be voluntarily shared among themselves, they also believed that knowledge sharing is vital in a university context and that students expect their peers to share important information and knowledge. Alstynne (2005), on the other hand, found that

lack of trust is an important factor as it is the key to positive interpersonal relationships in various circumstances which influence knowledge sharing.

Undergraduate of Babcock University shared their knowledge to a high level during presentation (Mean=4.18, SD=0.69), although they voluntarily shared knowledge with colleagues, it constituted the least tacit knowledge sharing method among Babcock University undergraduates (Mean=3.78, SD=1.20). Babcock Undergraduates direct their colleagues to relevant books in the library to a high level (Mean=4.02, SD=1.24) while the least shared coded knowledge was through e-mail (Mean=3.28, SD=1.41). This study contradicts that conducted by Ghadirian, Ayub, Silong, Bakar and Zadeh (2014) that e-mail is considered the most important tool used in knowledge sharing by students. The study discovered that library resource utilisation and library service utilisation are proxies for library use that jointly significantly influenced knowledge sharing ($R^2=0.369$, $p<0.05$). however, from the individual perspective, Library resources ($r=0.657$, $p<0.05$) and library services ($r= -0.267$, $p>0.05$) individually had a significant influence on Babcock University undergraduates. While library resources had a moderate positive influence, library services had a weak negative influence on Babcock University undergraduates knowledge sharing; which implies that an increase library resource utilisation will lead to an increase in knowledge sharing; and that an increase in library service utilisation by Babcock University undergraduates led to a decrease in knowledge sharing among them. Furthermore, the study found that library service utilisation does not significantly influence explicit and tacit knowledge sharing ($p>0.05$).

Challenges Faced by Babcock University Undergraduates in the Use of Library for knowledge Sharing

From this study, Babcock University undergraduates faced challenges related to the inability to use the library catalogue, this was similarly discovered by Yusuf and Iwu (2010) that students utilised the online public access catalogue more than the manual catalogue because they were not comfortable with the manual catalogue. Also, the research found other challenges such as fear of being tagged as a show-off, fear of losing academic advantage to colleagues when knowledge is shared, lack of knowledge sharing culture with colleagues and

inadequate relevant books in the use of the library for knowledge sharing. Alstynne (2005) also found that lack of trust is an important factor as it is the key to positive interpersonal relationships in various circumstances which influence knowledge sharing. Also, Akin and Ajayi (2008), Oluwadare (2006); Yusuf and Iwu (2010) assert that where libraries record high patronage, there is evidence that users face a variety of challenges including, but not limited to, difficulty in catalogue use, obsolete materials and poor shelving.

4.3 Summary of Findings

RQs/Hyp	Research Questions/Hypotheses	Finding	Decision
RQ 1	To what extent do Babcock University undergraduates use library resources	Mean = 3.70 (SD=1.14)	Averagely Large extent
RQ 2	What is the extent of library service use among Babcock University undergraduates	Mean =3.45 (SD=1.22)	Averagely Low extent
RQ3	What is the level of knowledge sharing among Babcock University undergraduates	Mean =3.87 (SD=1.10)	Averagely High Level
RQ 4	What are the challenges faced by Babcock University undergraduates in the use of library for knowledge sharing	Mean =3.86 (SD=1.07)	Averagely Agreed
H ₁	Library Resource utilisation significantly influences tacit knowledge sharing	P<0.05	Significant
H ₂	Library Service utilisation significantly influences tacit knowledge sharing	p>0.05	Not Significant
H ₃	Library Resource utilisation significantly influences explicit knowledge sharing	P<0.05	Significant
H ₄	Library Service utilisation significantly influences explicit knowledge sharing	p>0.05	Not Significant
H ₅	Library use significantly influences knowledge sharing	P<0.05	Significant

5.1 Summary, Conclusion and Recommendation

Library use is fundamental to knowledge sharing among undergraduates; this is because library resource utilisation and library service utilisation can improve the extent to which undergraduates engage in knowledge sharing. Knowledge sharing practices among undergraduates may be the strategy that will enhance their capacity to learn and be successful in an increasingly competitive university environment.

Conclusively, Undergraduates of Babcock University use library resources both print and electronic to a large extent. The study showed however that the use of library service among Babcock University students was low. Furthermore, knowledge sharing was found to be high among undergraduates with tacit being higher than explicit. The research demonstrated that

library resource utilisation significantly influences tacit and explicit knowledge sharing; while library service utilisation does not significantly influence knowledge sharing among Babcock undergraduate. Finally, library use significantly influences knowledge sharing among Babcock University undergraduates.

Recommendations

The following are recommended

1. It is recommended that Babcock University library administration should provide services that will encourage users to engage in knowledge sharing such as the provision of special areas for discussion among undergraduates.
2. Relevant library resources such as print and electronic should be acquired to increase their influence on undergraduates knowledge sharing.
3. Constant orientation on library catalogue use should be conducted by Babcock University library.

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