

CHAPTER FOUR

Attitude towards Knowledge Sharing among Library and Information Science Educators in Universities in South-west, Nigeria

**AJIBOYE Olubukola Oluyemisi, JACOB Priscilla Ayooluwa &
ARAMIDE Olufemi Kunle**

<https://doi.org/10.54908/iljs.cisp2026.10.01.004>

Abstract

The study investigated library and information science educators' attitudes towards knowledge sharing in Nigeria's South-West universities. The study adopted a survey research design, with a questionnaire serving as the data-gathering instrument. The study's population consisted of 480 Library and Information Science (LIS) educators working at universities in South-West Nigeria. The total enumeration of the population was used for the investigation. The data collection instrument was a questionnaire, with 334 copies found usable with a response rate of 69.5%. Data analysis was done through descriptive statistics. The findings demonstrated a positive attitude towards knowledge sharing among LIS educators. According to the findings, university administrators in South-West Nigeria should develop knowledge-sharing policies for LIS instructors.

Keywords: Attitude, Knowledge Sharing, LIS Educators, Practices, South-west.

Introduction

Knowledge sharing has evolved into a practice and culture that is actively employed to facilitate learning and achievement around the world. As a result, fostering a knowledge-sharing culture among teachers is critical for increasing cooperation, innovation, and continual professional growth, all of which benefit both students and instructors. Knowledge sharing is the process of exchanging information among individuals or groups of people with the goal of sharing ideas and gaining collaborative learning and experience in specific topic areas of interest to the users of the information. Educators' information sharing is a primary motivator for developing novel pedagogical approaches,

participatory learning, professional development, and enhanced curriculum design (Paiva & Quintas-Mendes, 2024; Yu, 2023; Wu, 2024; Meguro, 2024). Teachers foster a culture of innovation and pedagogical experimentation by sharing their experiences, resources, and best practices. Educators can benefit from each other's experience and know-how by sharing knowledge, and they are urged to use best practices while resolving instructional issues. However, attitude continues to be an important influence on behaviours and choices in a variety of areas of life, including schooling.

Educators' attitudes towards knowledge sharing are critical components in fostering a collaborative learning culture. Tanveer (2024) demonstrated how teachers' attitudes towards knowledge sharing encourage information sharing behaviour by allowing them to collaborate in fixing difficulties that arise in their profession. Attitude can be defined as a psychological tendency exhibited by judging a given entity with some degree of favour or disfavour. However, an unfavourable attitude towards an action or thought would be classified as negative. Positive attitudes can promote professional development, creativity, and innovation in educational institutions. It is, therefore, so critical to determine LIS educators' attitudes towards knowledge-sharing activities.

Attitudes can be cognitive, emotive, or behavioural in nature. The cognitive aspect refers to educators' attitudes about knowledge. For example, some educators feel that knowledge sharing leads to better teaching practices. The affective aspect frequently considers the feelings and emotions linked with the action, such as being excited about sharing knowledge with co-workers. However, in terms of behaviour, attitude refers to a predisposition to perform in a specific way. A favourable attitude towards information sharing may motivate an instructor to actively participate in joint projects. However, other circumstances influence the decision to share knowledge. Tella (2024) investigated further the drivers of teachers' desire to share knowledge and discovers that a healthy work environment and individual input recognition have a determining influence on educators' attitudes towards sharing knowledge. Wajid (2024) also looked into how people's feelings about the learning environment affect how they share information in the education sector. The results showed that teachers are more likely to be willing to share what they know and learn from others when they feel valued and supported.

The results show how important it is to have a positive attitude that makes teachers want to share what they know, which can help students learn better.

It is very important for LIS educators to share what they know with each other in order to improve their teaching methods, help their students do better, and make the classroom a place where everyone works together to learn. The practice involves sharing ideas, experiences, and resources, which can lead to new ways of teaching and making new curricula. According to Nya-Lin Yan (2016), knowledge sharing is when teachers are willing to build close relationships with their co-workers, which leads to sharing knowledge through teaching, research, and service. People share knowledge through writing, talking, and using technology. Writing, talking, and technology help in spreading knowledge. LIS teachers are also called "knowledge workers" because they are always creating, using, sharing, and applying knowledge. LIS teachers share what they know in many ways, such as through mentoring, working together, giving talks and presentations, holding seminars, having conversations, and getting together. They also share information through writing, such as newsletters, press releases, media advisories, book chapters, and books.

Knowledge sharing is critical in education because it allows LIS educators to successfully respond to changing educational trends. Several studies, like those by Xu and Li (2022), Adu and Olowu (2022), and Park et al. (2024), emphasised the relevance of information sharing in education. Park et al. (2024) discovered that instructors from diverse nations collaborated to sustain the quality of learning amid pandemic attacks such as COVID-19. Sharing knowledge would have been a difficult undertaking if not for technology innovation, which has enabled collaboration with co-workers from all over the globe. A variety of tools (e.g., ICT tools, social networking tools, the internet, and e-learning tools) are used to facilitate knowledge exchange, particularly in this digital age. Technology promotes knowledge exchange through internet platforms such as social media, emails, websites, forums, and Wikis. Elenurm (2024) investigated the use of social media as a medium to facilitate sharing of knowledge in optimal teaching methods in both virtual and face-to-face settings among academics.

Additionally, it is vital to determine what motivates teachers to share knowledge. Giving teachers incentives to share information can change their

attitudes a lot, making the workplace more open and collaborative. Incentives work as motivators, making teachers more likely to share what they know and have. There are many reasons why a teacher may choose to or not to share what they know. It could be about money, the state of the economy, the desire for recognition, or the level of support they get from their institution. All these factors can directly influence how they feel about sharing information. Wu (2024), for example, found that salary and material rewards can encourage teachers to share professional knowledge and experiences, which in turn leads to more collaboration and better sharing of resources among colleagues. In the same vein, Hosen et al. (2022) stressed that organisational support, especially through incentives, plays a huge role in defining teachers' attitudes towards knowledge sharing. Their study points out the need to create a safe and supportive environment, where teachers feel valued for what they contribute. One clear way to shift attitudes in a positive direction is by offering financial incentives. As Zaremohzzabieh and Mohd Rasdi (2025) pointed out, understanding what drives people to share knowledge makes it easier to tackle the barriers and strengthen the motivators. If institutions reward their teachers for sharing, it could open the door to a stronger culture of collaboration and better teaching practices across the board.

According to research, people see their knowledge as a source of power (Kundi et al., 2023). So, giving up this knowledge may make LIS trainers feel like they are giving up the secrets to their job security, and thus they are likely to be reluctant in sharing what they know (He et al., 2023). This would discourage knowledge sharing in the education industry because instructors who believed they could be rendered redundant would not share their expertise. As a result, people's unwillingness to share knowledge is a problem that must be addressed. For example, incentives should be provided to encourage educators to share their knowledge. Ehijiagbone and Olatokun (2020) discovered that the lack of necessary criteria such as rewards, incentives, organisational policy on tacit knowledge exchange, or an adequate environment are inhibitors for knowledge sharing. Salary increases, bonuses, job security, and other factors must, therefore, be considered as incentives (Fullwood et al, 2013).

Knowledge sharing remains challenging to implement in underdeveloped nations because it takes a favourable attitude to share knowledge voluntarily (Mazorodze and Mkhize, 2022). Since coercing instructors to share

knowledge is immoral, it is necessary to raise awareness of the importance of sharing knowledge so that LIS educators can respond positively. Despite the fact that Nigeria has more public and private universities, there is concern regarding professors' low performance in terms of teaching and research. This demonstrates that professors, who are at the forefront of knowledge acquisition, have yet to properly leverage the existing information sharing platforms to improve their competitive advantage. Poor workplace performance can be attributed to a variety of causes, including the LIS educators' unwillingness to share their experience with other members of the organisation, which may have a negative impact on performance. That is why this study sought to investigate the attitudes of LIS instructors regarding information sharing in South-west Nigerian universities.

Objectives of the Study

The main purpose of the study was to investigate LIS educators' attitude toward knowledge sharing practices of universities in South-west, Nigeria. The goals of the study were to specifically:

- i. determine the knowledge sharing practices of LIS educators in universities in South-west Nigeria;
- ii. examine the attitudes of LIS educators towards knowledge sharing practices in South-west, Nigeria

Research Questions

- i. What are the knowledge sharing practices among LIS educators in universities in South-West, Nigeria?
- ii. What are the attitudes of LIS educators towards knowledge sharing practices in South-west, Nigeria?

Literature Review

For LIS teachers, talking to each other about what they know is not just a nice idea; it is something they really need to do if they want to keep up with the way education is changing. When lecturers share ideas and experiences, they get to hear about new tools, fresh teaching methods, and better ways to help their students succeed. Research has shown just how powerful this can be. For instance, Olatokun et al. (2024) discovered that when LIS lecturers in Nigerian universities shared information, it influenced how they use

MOOCs (Massive Open Online Courses) which are fast becoming a modern way of teaching. In another example, Inyang (2022), in a study at the University of Calabar, talked about how mentoring and working together helps LIS teachers feel like they belong to a community and makes it easier for them to solve problems in their work.

Sharing knowledge helps lecturers stay informed, work better together, and keep their teaching methods fresh and relevant. However, it all comes down to attitude, how a person thinks, feels, and plans to act towards a person, group, activity, or idea. Attitudes can be good or bad. If the attitude is affirmative towards a deed, then it can be termed as positive. The Theory of Reasoned Action (TRA) is utilised to measure a person's attitude towards the knowledge sharing behaviour that, in turn, can affect the inclination of a person to share the knowledge. The TRA tells us how somebody's conduct is determined by their desire to do something (Ajzen & Fishbein, 1980). The theory tells us that intention is influenced by attitude towards an action and subjective norm. ,

In terms of knowledge sharing, one's attitude and subjective norms drive intention to share. Knowledge sharing is very significant to educators and learners because it leads to new knowledge generation. Areekkuzhiyil (2019) researched the Kerala, India undergraduates and investigated the attitude towards knowledge sharing and reached the conclusion that there exists a positive attitude towards knowledge sharing among the students. A cross-sectional research design was adopted in the research, with a representative sample of 400 students belonging to different departments. The research concluded that there is positive attitude towards knowledge sharing. Likewise, the studies demonstrate that attitude towards knowledge sharing differed significantly by gender, study stream and institution type. Various studies place greater emphasis on the importance of knowledge sharing in education. A study by Xu and Li (2022) placed greater emphasis on how crucial knowledge sharing is for professional development and competitive edge among educational institutions.

Adu and Olowu (2022) focused on the promotion of acceptable norms for knowledge sharing in developing countries like Nigeria and the need for teaching practices that are relevant to the community. Onifade (2015) conducted another study on knowledge sharing among Nigerian federal universities, using a questionnaire to obtain data from 362 librarians. The

study found a positive attitude toward knowledge sharing. However, the practice of knowledge sharing among the library professionals was low. The knowledge being shared was mostly by word of mouth, workshop and seminar.

Awodoyin et al. (2016) also looked into librarians' knowledge-sharing practices in selected Nigerian academic libraries. Their study found that librarians may share knowledge through newsletters, mobile phones, face-to-face communication, and email, which improves emotional relief, efficiency, innovation and effectiveness. However, information exchange has not yet been formally implemented in the academic context investigated. It was suggested that information sharing become a routine that management of the studies library should implement.

Ehijiagbone and Olatokun (2020) investigated tacit knowledge-sharing (KS) practices of thirty-one purposively selected academics at the University of Ibadan in Nigeria. Using a case study research approach, the study investigated the availability of tacit knowledge sharing culture and practices, the factors influencing tacit knowledge sharing, and how the University facilitates the sharing of this type of knowledge. The study found that there is a widespread culture of information sharing among professors, and that they share tacit knowledge through personal encounters, conversations, and, most importantly, seminars. They identified communication, lecturers' willingness to share tacit knowledge, the presence of cordial relationships, the availability of constant electricity in offices and the university environment, and a platform for older lecturers to mentor younger ones as factors that positively influence their tacit knowledge sharing. The study revealed that there is little sharing of tacit knowledge among professors. The provision of a platform for sharing tacit knowledge, the inclusion of a reward system, and an enabling atmosphere were all advocated. According to Olatokun and Elueze's (2012) study findings, the level of information technology (IT) utilisation has a substantial influence on knowledge sharing behaviour. More IT infrastructure and services that promote beneficial knowledge sharing were advocated.

Methodology

Using a descriptive survey methodology, the population consisted of four hundred and eight Library and Information Science (LIS) educators from South-West Nigeria. The overall population included academic librarians and

academic personnel from Library and Information Science Departments at universities in South-West Nigeria. Library and Information Science Educators are university lecturers/educators who are in charge of training library personnel, as well as professionals who work in academic libraries and teach LIS-related courses at universities. A total enumeration technique was utilised to sample the entire population. The data collection instrument was a questionnaire, with 334 copies found usable with a response rate of 69.5%. Data analysis was done through descriptive statistics.

Results and Discussion of the Findings

The demographics of the respondents are presented in Table 1.

Table 1: Demographic characteristics of the Respondents

Demographic Variables		Frequency	Percentage
Gender	Female	181	54.2
	Male	153	45.8
	Total	334	100
Age Range			
	21 _30 years	63	18.9
	31 _40 years	102	30.5
	41 _50 years	103	30.8
	51 _60 years	58	17.4
	Above 61 years	8	2.4
	Total	334	100
Qualification			
	PhD	92	27.6
	Masters	106	31.7
	Others	136	40.7
	Total	334	100

The results in Table 1 revealed 45.8% of the respondents were male while 54.2% were female. This indicates a higher proportion of female LIS Educators than their male counterparts in the surveyed universities. The results further revealed that most of the respondents were between ages 21-30years (18.9%) and 31-40 years (30.5%) while those above 60years were only 2.4%. This implies that majority of the respondents were active working age made up the majority of the respondents. The table also showed that the majority (59.3%) held a Masters degree while about 54% worked in the higher institution of learning for 1-10 years. This may imply that a higher percentage of respondents are early or mid-career LIS educators.

The results of the analysis based on the research questions are presented in Tables 2 and 3.

Table 2: Knowledge Sharing Practices among LIS Educators

Knowledge Sharing Practices	Strongly Disagree/Disagree	Strongly Agree/Agree	Mean	Std. Dev
I discuss about new knowledge formally with fellow colleagues	325(97.3%)	9(2.7%)	3.36	0.59
I use the internet to share new knowledge with other colleagues	318(95.2%)	16(4.8%)	3.35	0.58
I share new knowledge with others informally	306(91.6%)	28(8.4%)	3.32	0.65
I use the social media to share new knowledge	309(92.5%)	25(7.5%)	3.28	0.62
I share new knowledge through printed copies to other colleagues	286(85.6%)	48(14.4%)	3.18	0.72

According to the data in Table 2, respondents indicated knowledge-sharing activities among LIS educators. The findings revealed that having a formal discussion about new knowledge with co-workers has the greatest mean value (3.36). This is closely followed by LIS educators using the internet to share

new knowledge with other colleagues (mean = 3.35). However, of the other knowledge-sharing behaviours reported by the respondents, the distribution of printed copies of new knowledge to colleagues had the lowest mean value (3.18). The data showed that LIS teachers in the Nigerian region that was surveyed shared more information among themselves.

These findings on how LIS instructors share information relate closely to earlier studies by Howell and Annansingh (2013), Awodoyin et al. (2016), and Akosile and Olatokun (2020). For instance, consistent with the current study's observation that new knowledge is shared online and through technical means, Awodoyin et al. (2016) found that LIS professionals exchange information not only face-to-face but also via mobile phones, email, and newsletters. This multi-channel approach fosters innovation, improves efficiency and effectiveness, and supports emotional well-being, reinforcing the present study's conclusion about the value of technology in knowledge sharing among educators.

Similarly, Ehijiagbone and Olatokun (2020) stressed the importance of information sharing among lecturers, echoing this study's findings on the role of formal discussions in spreading new knowledge. Their research showed that LIS instructors effectively share tacit knowledge through personal interactions, conversations, and seminars, demonstrating the combined value of both formal and informal methods. Together, these studies highlighted how blending traditional and technology-driven approaches creates a more collaborative, innovative, and professionally enriching environment within the LIS field.

Table 3: LIS Educators' Attitude towards Knowledge Sharing

Attitude towards Knowledge Sharing	Strongly Disagree/Disagree	Strongly Agree/Agree	Mean	Std. Dev
I feel that I acquire new knowledge by sharing knowledge and experience	4(1.2%)	330(98.8%)	3.57	0.52
I feel that professional development is enhanced by sharing	5(1.5%)	329(98.5%)	3.52	0.56

knowledge in teaching and research				
I understand the importance of sharing knowledge in teaching and research	5(1.5%)	329(98.5%)	3.46	0.54
I feel that I save time when I share teaching materials with colleagues	25(7.5%)	309(92.5%)	3.33	0.69
I feel that sharing knowledge and transferring experience enhances social interaction	99(29.7%)	235(70.3%)	2.93	0.89

The results in Table 3 show that respondents felt sharing their knowledge and experiences helps them gain new insights (mean score: 3.57). They also agreed that exchanging knowledge in teaching and research plays a key role in their professional development (mean score: 3.52). Put simply, the LIS instructors surveyed clearly see information sharing as a positive and valuable practice.

Ajzen and Fishbein's (1975) work suggested that what people do is largely shaped by their intention to act, and that intention is influenced by how they feel about the activity itself. In other words, when someone has a positive attitude combined with social encouragement, they're more likely to follow through, which can lead to a better performance. In this study, the findings showed that LIS educators generally have a positive attitude towards sharing information, which means they're willing to take part in such practices. This aligns with earlier findings. For example, Onifade (2015) and Fayda-Kinik (2022) both found that educators tend to view information sharing favourably. Fayda-Kinik (2022) noted that faculty members were open and ready to share what they knew, while Quadri (2019) observed a similar pattern among LIS professionals in university libraries across South-west Nigeria. The trend is not unique to Nigeria. Abd-Mutalib et al. (2023) found that among Korean educators, a positive attitude towards information sharing went hand in hand

with a strong intention to share. Taken together, these studies pointed to the same conclusion: cultivating the right attitude towards knowledge sharing is a key step in boosting collaboration among LIS educators; and that collaboration is an important driver of professional growth.

Conclusion and Recommendations

For any educator who wants to grow in their career, publish stronger research, and stay relevant, sharing knowledge is key. The same goes for universities; they can't thrive or last without it. This study examined how Library and Information Science (LIS) lecturers in South-west Nigerian universities share what they know. Three main methods stood out: formal discussions, the use of ICT tools, and, less often, sharing printed materials. Formal discussions, whether in conferences, seminars, or presentations, remain a favourite. They give colleagues a chance to exchange ideas, learn from each other, and work as a team. Technology is also playing a big role. Many lecturers now share information online and use digital tools to make communication faster and access to knowledge easier. Printed hand-outs, however, are rare, probably because printing costs are high. One good sign is that most LIS educators actually want to share knowledge; they have a positive attitude towards it. The challenge is making it a consistent habit. To push this forward, the study suggested three things. First, educators should intentionally build a culture of sharing, which opens minds and strengthens collaboration. Second, universities should introduce rewards and incentives to encourage it, especially for younger lecturers. And third, NALISE (the National Association of Library and Information Science Educators) could champion a mentor-mentee system to pair experienced lecturers with newer ones. This would make sharing second nature and boost professional growth across the board.

References

- Abd-Mutalib, H., Muhammad Jamil, C. Z., Mohamed, R., & Ismail, S. N. A. (2023). The determinants of environmental knowledge sharing behaviour among accounting educators: a modified theory of planned behaviour. *International Journal of Sustainability in Higher Education*, 24(5), 1105-1135.

- Adu, E. O., & Olowu, R. T. (2022). De-colonising global citizenship education for knowledge sharing and acceptable norms in Nigeria. *International Journal of Research in Business and Social Science*, 11(6), 500–511. <https://doi.org/10.20525/ijrbs.v11i6.191>
- Akosile, A., & Olatokun, W. (2020). Factors influencing knowledge sharing among academics in Bowen University, Nigeria. *Journal of Librarianship and Information Science*, 52(2), 410-427.
- Areekkuzhiyil, S. (2019). Assessment Practices in Higher Education: Myths and Realities. *University News*, 57(11), 18-20.
- Awodoyin, A., Osisanwo, T., Adetoro, Ni. and Adeyemo, I. (2016). Knowledge Sharing Behaviour Pattern Analysis of Academic Librarians in Nigeria. *Journal of Balkan Libraries Union*, 4, 12-19.
- Ehijiagbone, A.C. & Olatokun, W.M. (2020). Tacit knowledge sharing among lecturers: Observations from Nigeria's premier university. *Library Philosophy and Practice* (e-journal). 4502.
- Fishbein, M. & Ajzen. (1975). Beliefs, attitude, intention and behavior: An introduction to theory and research, *Addison-Wesley Publishing Company Reading, MA: Routledge*.
- Hosen, M., Ogbeibu, S., Lim, W.M., Ferraris, A., Munim, Z.H. and Chong, Y.-L. (2023). Knowledge sharing behavior among academics: Insights from theory of planned behavior, perceived trust and organizational climate. *Journal of Knowledge Management*, 27(6), 1740-1764.
- Howell, K. E., & Annansingh, F. (2013). Knowledge generation and sharing in UK universities: a tale of two cultures?. *International Journal of Information Management*, 33(1), 32-39.
- Inyang, O. G. (2022). Mentoring: A Tool for Successful Collaboration for Library and Information Science (LIS) Educators. *International Journal of Library and Information Services (IJLIS)*, 11(1), 1-12. <https://doi.org/10.4018/IJLIS.20220101.oa1>
- Jun, Y. (2023). Research on sharing economics classroom teaching methods based on innovative talent cultivation. *Region - Educational Research and Reviews*, 5(3), 179-182.

- Kundi, Y. M., Baruch, Y., and Ullah, R. (2023). The impact of discretionary HR practices on knowledge sharing and intention to quit – a three-wave study on the role of career satisfaction, organizational identification, and work engagement. *The International Journal of Human Resource Management*, 34(22), 4205-4231.
- Mazorodze, A.H., and Mkhize, P. (2022). Factors and variables to promote a knowledge-sharing culture change in higher education institutions of developing countries. *South African Journal of Information Management*, 24(1), a1491
- Olatokun, W. M., Oladokun, B. D., & Adetayo, A. J. (2024). Knowledge and use of MOOCs for teaching by library and information science educators in higher educational institutions in Nigeria. *Journal of Librarianship and Information Science*, 8(3), 103-110. <https://doi.org/10.1177/09610006241264826>
- Onifade, F.N. (2015). Knowledge sharing among librarians in Federal University Libraries in Nigeria. *Information and Knowledge Management*, 5(3), 657-677.
- Quadri, G. O. (2019). Information and communication technology skills on knowledge sharing among librarians in federal university libraries in South-West, Nigeria (Doctoral dissertation).
- Tanveer, V. (2024). Cracking the code: The influence of personality traits on knowledge management culture and sharing behavior. *Uncertain Supply Chain Management*, 12 (2024) 2547–2558.
- Wu, Y. (2024). Research on Factors Influencing Teachers' Willingness for Knowledge Sharing. *Transactions on Social Science, Education and Humanities Research*, 5, 189-198. <https://doi.org/10.62051/jf8yj570>
- Zaremohzzabieh, Z. and Mohd Rasdi, R. (2025). Revisiting the determinants of knowledge-sharing behavior in organizations: a meta-analytic structural equation model application. *Global Knowledge, Memory and Communication*, 74(1/2), 1-22. <https://doi.org/10.1108/GKMC-02-2022-0034>