Impact of Knowledge Creation and Sharing on Knowledge Use Among Librarians in Federal Universities in Nigeria

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ARTICLE INFO

ABSTRACT

This paper aims to determine the impact of knowledge creation and sharing on use by librarians in federal universities in Nigeria. The study adopted the survey method of the correlation type, where 518 librarians were surveyed through a close-ended questionnaire, descriptive statistics, Pearson Product Moment Correlation coefficient and multiple regression were used to test the hypotheses. Findings indicate that significant relationships exist between knowledge creation and knowledge sharing (r=0.52), knowledge sharing and knowledge use (r=0.63) and knowledge creation and knowledge use (r=0.52), respectively. Knowledge created and shared by the librarians is used for better work performance. The paper adds value to the existing body of knowledge by proposing the need to understand the importance of knowledge creation and sharing as facilitators of knowledge use by librarians. This will, in turn, enhance service delivery to library patrons, thereby improving library patronage. This paper is limited to knowledge creation and sharing and its impact on knowledge use. Types of knowledge created and channels through which knowledge is shared are outside the focus of this article.

1. Introduction

Knowledge Management (KM), an integral entity, is essential based on personal abilities where individuals and associations could harness knowledge assets to transform work performance. The assets incorporate experience, abilities, capacities, schedules, and standards as innovations (Zhang, 2008). Knowledge use is the productive deployment and application of actionable information, ideas, expertise, skills, lesson learnt and insights in the production process among librarians. KM is the embodiment of overseeing knowledge and putting knowledge into actual use. The fact that knowledge is acknowledged and widely circulated among the employee of an organisation does not guarantee its daily use. Therefore, without the actual use, the likelihood that new knowledge will not be created for further application, where the framework of quality assessment is assured, and whatever

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venture made in obtaining such knowledge will be lost.

According to Savolainen (2009), knowledge usage is a ubiquitous phenomenon that occurs in everyday life. Hughes (2006) expands on this notion, explaining that knowledge usage encompasses the user's behaviour, linking to the knowledge source, knowledge search, knowledge skills, knowledge needs, knowledge utilisation and learning outcomes. Knowledge usage can be understood as an intellectual activity expressed through different thoughts and actions. The ultimate goal of creating knowledge is performance improvement (Salisbury, 2003; Husain & Nazim, 2013). In other words, individuals share and transfer what they have learned to others who have a collective interest and find the knowledge beneficial. To derive value from knowledge creation, librarians must share it with colleagues, co-workers, and teammates (Omotayo, 2015) so that it can be effectively used. Therefore, librarians are expected to use their tacit and explicit knowledge to the advantage of other colleagues and the library clientele. The belief is that when librarians rightly apply knowledge, it will enhance their innovative ideas and creative prowess.

Greenhalgh et al. (2005) define knowledge use as the ability to apply one's knowledge for personal or collective benefit. Senaphathi (2011) adds that knowledge utilisation involves the appropriate use of knowledge, regardless of its form or type. Agba, Kigingo-Bukenya, and Nyumba (2004) argue that effective knowledge use results in effective, high-quality and efficient research. The more librarians effectively use the knowledge shared among their professional colleagues, the greater the likelihood of producing better quality and more efficient research outputs.

Anna and Puspitasari (2013) maintained that knowledge sharing would be useless unless it is used by employees in the organisation. Oshri (2006) added that knowledge use is helpful in the creation of new products and knowledge, as well as knowledge reuse which can promote organisational performance. It should be noted, however, that when knowledge is not frequently utilised by the employees for work performance, service delivery, or make advancement in the library, the creation and sharing procedure of such knowledge is less effective.

Using knowledge effectively is a core value of all successful organisations, regardless of whatsoever businesses they do or the services they offer. The Nigerian government invests huge amounts of money in training and retraining its employees on skill acquisition through workshops, conferences or seminars. These efforts have a singular goal of facilitating the use of knowledge for optimal output. The inability to use the knowledge acquired through such an avenue will render all efforts and investments futile. Based on the foregoing, it is imperative to examine the success or otherwise of knowledge creation and sharing and its impact on use by librarians in Nigerian federal universities.

1.1 Objectives of the study

The specific objectives of the study are to:
ⅰ. identify what the knowledge created and shared are used for among librarians in federal universities in Nigeria;
ⅱ. determine how knowledge created and shared influence the job performance of librarians in federal universities in Nigeria;
ⅲ. establish the relationship between knowledge creation and sharing of librarians in federal

universities in Nigeria;

iv. establish the relationship between knowledge sharing and use of librarians in federal universities in Nigeria;

ⅴ. establish the relationship between knowledge creation and use of librarians in federal universities in Nigeria;

ⅵ. determine the joint prediction of knowledge creation and sharing on knowledge use by librarians on the basis of universities.

1.2 Research question

ⅰ. What are the knowledge created and shared among librarians used for in federal universities in Nigeria?

ⅱ. How has the knowledge created and shared among librarians influenced job performance in federal universities in Nigeria?

1.3 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho1 There is no significant relationship between knowledge creation and sharing of librarians in federal universities in Nigeria.

Ho2 There is no significant relationship between knowledge sharing and use of librarians in federal universities in Nigeria.

Ho3 There is no significant relationship between knowledge creation and use of librarians in federal universities in Nigeria.

Ho4 Knowledge creation and sharing will not jointly predict knowledge use among librarians in federal universities in Nigeria.

2. Literature Review

Knowledge use is the application of one's knowledge to support objectives either for self or others (Greenhalgh, Robert, Bate, Macfarlane, & Kyriakidou, 2005). Therefore, librarians are expected to use their tacit and explicit knowledge to the advantage of other colleagues and the library clientele. Knowledge utilisation is the appropriate use of knowledge, regardless of its forms and types (Senaphathi, 2011). The utilisation of knowledge in Nigerian universities by librarians has been studied by Adogbeji and Toyo (2006); Okonedo and Popoola (2012). Shokeen and Kaushik (2002) observe that exceptional researchers at Harrana University in India regularly rely on periodicals, textbooks, course readings, and reference materials. Agba, Kigingo-Bukenya, and Nyumba (2004) argue that effective knowledge application enhances higher quality, efficiency, and effective research outcomes. Library administrators who leverage the knowledge shared in the communities of practice are more likely to achieve better quality and more effective research results. Kemoni (2002) conducted a study on knowledge

utilisation at the University of Nairobi, Kenya, where it was reported that librarians utilise both tacit and explicit knowledge through various channels, such as conferences, workshops, and seminars. Speaking further on how librarians create and share knowledge, Jia et al. (2012) emphasised the importance of the humanistic mode among librarians. Humanistic mode refers to from one person to the other as a method of sharing and creation of knowledge. Librarians are professionals with work practice, skills and adequate knowledge. They have rich assets from some reports when working, summed up the jobs of recovery of archives and can get uncoded data. Library administrators can get a handle on the examination heading, inquire about patterns, create jobs specifically territories and provide variable references for research staff.

From the above arrays of responsibilities, librarians create and share knowledge. Islam et al. (2017) established an indirect effect of knowledge creation and knowledge sharing among librarians in a survey of 107 librarians in 39 countries. Producing knowledge requires an individual or gathering of individuals who think of explicit data, aptitudes, capacities or capabilities to get new ideas, inventive items or procedures and so on. It requires the use of tacit and explicit knowledge, which are both essential for knowledge creation. Therefore, creating new knowledge is the result of the outcome of knowledge-sharing processes. Although, arguably, understanding knowledge creation in inter-organisation is becoming critically important (Tootell, Kyriazis, Billsberry, Ambrosini, Garrett-Jones, & Wallace, 2021), the emphasis is much on knowledge sharing in organisation (Barley, Treem, & Kuhn, 2018).

Knowledge sharing is believed to be one of the essential aspects of knowledge management and is considered a crucial factor for organisations to survive. Yang and Wu (2008) posit that despite being crucial for organisational survival, it is difficult to understand owing to its complication of interface between people and organisations. Fang, Jiang, Makino, and Beamish (2010) assert that creating, transferring and sharing knowledge in organisations has become crucial to stay competitive in today's business environment. When knowledge is created, such knowledge must be shared. Creating knowledge without sharing it with employees in organisations will impede the organisational change and its having a competitive edge over their counterparts.

Awodoyin Osisanwo, Adetoro, and Adeyemo (2016) surveyed knowledge sharing behaviour pattern analysis of academic librarians in Nigeria. The study found, among many others, that librarians shared knowledge on scholarly outcomes and value, serial usage, and preservation of digital resources with colleagues. Similarly, the extent to which the librarians shared knowledge is high. Nine out of ten knowledge sharing indicators showed a significant and high mean value of

$\bar{x} = 3.81$ and the lowest mean score was $\bar{x} = 2.77$

In a knowledge-focused financial system, knowledge forms the hub of competitiveness and growth for companies and nations (Lin, 2007; Yesil & Dereli, 2013). Hu et al. (2009) stress that organisations and ventures can increase the upper hand if they can coordinate their representatives' knowledge, ability and aptitudes and utilise the best administrative practices in their everyday tasks. This involves the sharing and utilisation of learning and the conversion into training. Wang and Noe (2010) argue that knowledge sharing is a technique whereby employees can add to knowledge, innovation and

eventually, the competitive benefit of the organisation. One can rightly say that knowledge sharing is one of the most critical ways library personnel can meet their needs at the quickest possible time by using others' knowledge and experience.

Knowledge is recognised as a strategic basis for organisational invention, especially in today's business environment characterised by high uncertainty levels (Noor, Ismail, Ali, & Arif, 2014). The first constituent of managing knowledge is to create knowledge. It is a constant activity that groups, organisations or corporations engage in while relating with one another (Uriate, 2008). The survival of any organisation from time to time mostly depends on how it can create knowledge and use it to generate attractive products or services. If skills are managed effectively, they can be used to realise other means of doing things, quicker methods of executing tasks, and easier methods of realising predetermined outcomes. Suorsa and Huotari (2014) observed knowledge creation as integral to organisational information behaviour and practice associated with knowledge sharing and use. Davenport has explored the integration of decision support systems and analytics in knowledge-intensive processes. He has highlighted the role of data and analytics in enhancing decision-making and knowledge utilisation (Davenport, 2013) Therefore, Knowledge sharing is a link between knowledge creation and use because knowledge created and not shared will be limited, while knowledge created and shared but not used will be lost.

Islam et al. (2017) report that knowledge creation and use significantly contributed to the service innovation of librarians in academic libraries. Therefore, library workers must make reasonable efforts to apply the available knowledge for decision-making at different points of their operations. The organisation's capability to appropriate its knowledge to vital business operations determines the business objectives of the knowledge management programme and its real benefits. Therefore, using knowledge certainly requires the active involvement of all librarians naturally organised in work environments in the library (Dul, Ceylan, & Jaspers, 2011).

3. Methodology

The study employed a descriptive survey of the correlational type as the research design. The study was conducted in the forty (40) federal universities in Nigeria. The study population comprised 654 librarians and were enumerated, with 518 copies of the questionnaire returned, giving 79.2% response rate. The instrument of data collection was a questionnaire. The reliability of the instrument was achieved when it was administered to 30 librarians in the state universities that have common characteristics with the population of the study. The result of the reliability coefficient was $r = 0.88$. The questionnaire was administered after permission was obtained from the appropriate quarter. Five (5) research assistants were employed and trained to assist the researchers in administering the questionnaire. Descriptive and inferential statistics were used for data analysis in the study. The independent variables in this paper are knowledge creation and knowledge sharing, while the dependent variable is knowledge use. Four-point Likert scale rating was used because it offers a straightforward and easy-to-understand format, encourages respondents to make distinct choices and express their preferences or opinion more nuancedly.

4. Results presentation and discussion

4.1 Demographic characteristics of respondents

4.1.1 Demographic profile of respondents

The demographic characteristics of the respondents were analysed using descriptive statistics (frequency counts and percentages), and the result is presented in Table 1.

Table 1. Demographic characteristics of the respondents

Job Status	Frequency	Percentage
Assistant Librarian	109	21.0
Librarian II	134	25.9
Librarian I	111	21.4
Senior Librarian	85	16.4
Principal Librarian	51	9.8
Deputy Librarian	23	4.4
University Librarian	5	1.0
Gender	**Frequency**	**Percentage**
Male	306	59.1
Female	212	40.9
Marital Status	**Frequency**	**Percentage**
Single	81	15.6
Married	432	83.4
Divorced	1	0.2
Separated	1	0.2
Widowed	3	0.6
Age	**Frequency**	**Percentage**
20-29 years	22	4.2
30-39 years	225	43.4
40-49 years	153	29.5
50-59 years	97	18.7
60-69 years	21	4.1
Highest Academic Qualification	**Frequency**	**Percentage**
Ph.D.	70	13.5
M.Phil.	29	5.6
Master	325	62.7
Bachelor	94	18.1
How long have you been working in this library	**Frequency**	**Percentage**
1-9 years	320	61.8
10-19 years	117	22.6
20-29 years	44	8.5
30-39 years	36	6.9
40-49 years	1	0.2
Section	**Frequency**	**Percentage**
Management Unit	55	10.6
Cataloguing/Classification Unit	104	20.1
Acquisition Unit	70	13.5

Circulation Unit	85	16.4
Reference Unit	62	12.0
Virtual Unit	13	2.5
Reprographic Unit	31	6.0
IT & Computer Section Unit	41	7.9
Serial Unit	43	8.3
Audio-Visual	14	2.7
Years of work experience	Frequency	Percentage
1-9 years	243	46.9
10-19 years	157	30.3
20-29 years	72	13.9
30-39 years	40	7.7
40-49 years	4	0.8
50 + years	2	0.4
Total	518	100.0

From the demographic characteristics of the respondents, Librarian 11 dominated the status 134 (25.9%). This was followed by Librarian I Officers 111 (21.4%) and Assistant Librarians 109 (21.0%), respectively. The gender shows more males, 306 (59.1%) than females 212 (40.9%) librarians work in the federal universities in Nigeria. The marital status reveals more married 432 (83.4%) than single 81 (15.6%) librarians work in federal universities in Nigeria. Based on the highest academic qualification of the respondents, holders of Master's degrees 325 (62.7%) are the majority. The majority of the librarians work in Cataloguing/Classification Unit 104 (20.1%) and Circulation Unit 85 (16.4%), respectively.

4.2 Research Questions

- **Research question 1:** What are the knowledge created and shared among librarians used for in federal universities in Nigeria?

Table 2. The use of knowledge created and shared by librarians

S/N	The use of knowledge created and shared	SD	D	A	SA	$\bar{x}$	S.D
1	To enhance my work performance	5 1.0%	9 1.7%	277 53.5%	227 43.8%	3.40	0.58
2	To publish more scholarly papers	11 2.1%	28 5.4%	243 46.9%	236 45.6%	3.36	0.68
3	To generate new research skills	9 1.7%	14 2.7%	279 53.9%	216 41.7%	3.36	0.62
4	To enhance my information searching skills	7 1.4%	15 2.9%	283 54.6%	213 41.1%	3.36	0.61
5	Enhancement of cataloguing and classification skills	15 2.9%	31 6.0%	258 49.8%	214 41.3%	3.30	0.71
6	My conference/ seminars/workshops paper presentation has greatly improved	11 2.1%	31 6.0%	275 53.1%	201 38.8%	3.29	0.67
7	To solve problems encountered on the job	15 2.9%	30 5.8%	283 54.6%	190 36.7%	3.25	0.69

Table 2 presents what the knowledge created and shared are used for by the librarians. Librarians in the Nigerians' federal universities applied new ideas gained from the knowledge created and shared to:

ⅰ. Enhance their work performance,

ⅱ. Publish more scholarly papers,

ⅲ. Generate new research skills,

ⅳ. Enhancement of information searching skills

ⅴ. Make work easier, especially in cataloguing and classification of information materials, referencing services, ICT, serial management etc.

ⅵ. Present better seminars/workshops paper

- **Research question 2:** How does knowledge created and shared among the Librarians enhance their job performance?

Table 3. Summary of Regression analysis showing the joint contribution of knowledge created and shared by librarians on their job performance

R	R Square		Adjusted R Square	Std. Error of the Estimate
.624	.389		.387	8.07584

ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig. p	Remark
Regression	21426.492	2	10713.246	164.265	.000	Sig.
Residual	33587.896	515	65.219			
Total	55014.388	517				

Table 3 displays the combined impact of knowledge creation and sharing on the job performance of librarians in federal universities in Nigeria. The table reports a coefficient of multiple correlation (R = .624) and a multiple R2 of .389, indicating that when taken together, the two predictor variables account for 38.9% of the variance. The composite contribution's significance was evaluated at α = 0.05. Additionally, the table presents the results of the regression analysis of variance, which yielded an F-ratio of 164.265 (significant at the 0.05 level). This suggests that the joint effect of the independent variables on the dependent variable was statistically significant and that other variables not included in this model may have contributed to the remaining variance.

4.3 Testing of hypotheses

Ho1: There is no significant relationship between knowledge creation and knowledge sharing of librarians in federal universities in Nigeria

Table 4. Pearson Product Moment Correlation showing the relationship between knowledge creation and knowledge sharing by librarians

Variable	Mean	Std. Dev.	N	R	Sig P	Remark
Knowledge Creation	38.6429	5.9733				
	98.4653	11.5411	518	.516*	.000	Sig.
Knowledge Sharing						

* Sig at 0.5 level

Based on the findings of Table 4, a positive and statistically significant relationship (r = .516*, N = 518, p < .05) exists between the knowledge creation and sharing practices of librarians in federal universities in Nigeria. This suggests that knowledge creation is positively linked to knowledge sharing among librarians in federal universities in Nigeria, leading to the rejection of the null hypothesis. The results support the idea that knowledge sharing among librarians is crucial for maximising the impact of knowledge creation efforts. It is after librarians share the knowledge created on the job schedule with one another and the knowledge is applied before it will help librarians improve their work performance in the universities sampled.

Ho2: There is no significant relationship between knowledge sharing and knowledge use of librarians in federal universities in Nigeria

Table 5. Pearson Product Moment Correlation showing the relationship between knowledge sharing and knowledge use by librarians

Variable	Mean	Std. Dev.	N	R	Sig P	Remark
Knowledge Sharing	98.4653	11.5411				
	48.9286	6.6473	518	.628*	.000	Sig.
Knowledge Use						

* Sig at 0.5 level

Table 5 showed that there was a positive significant relationship between knowledge sharing and knowledge use of librarians in federal Universities in Nigeria (r = .628*, N= 518, p <.05). Hence, knowledge use is positively associated with sharing of knowledge by librarians in Nigerians' federal universities. The null hypothesis is therefore rejected.

The result established that when the librarians share knowledge among themselves, it will enhance its use. This will, in turn, forestall the challenges that usually arise when there is turnover intention among library personnel and further prevent gaps in knowledge among different categories of librarians in the universities. When shared knowledge is used, it will help librarians in their different contexts to improve their work performance and the sustainability of their institution, especially in the present-day knowledge economy.

Ho3: There is no significant relationship between knowledge creation and knowledge use of Librarians in federal universities in Nigeria

Table 6. Pearson Product Moment Correlation showing the relationship between knowledge creation and knowledge use by librarians

Variable	Mean	Std. Dev.	N	R	Sig P	Remark
Knowledge Creation	38.6429	5.9733				
			518	.519*	.000	Sig.
Knowledge Use	48.9286	6.6473				

* Sig at 0.5 level

Table 6 established a positive significant relationship between knowledge creation and knowledge use by librarians in Nigerians' federal universities (r = .519*, N= 518, p <.05). Hence, knowledge creation is positively associated with the knowledge use of the librarians in federal universities in Nigeria.

The null hypothesis is rejected because knowledge creation positively correlates with knowledge use. The rejected hypothesis implies that librarians are encouraged to create more knowledge either as products or services. The more the librarians create knowledge, the better the work performance and sustainability of the institution in the present-day knowledge economy.

Ho4: Knowledge creation and knowledge sharing will not significantly predict the knowledge use of librarians in federal universities in Nigeria

Table 7. Summary of Regression Analysis showing the joint contribution of knowledge creation and knowledge sharing on knowledge use by librarians

R	R Square		Adjusted R Square	Std. Error of the Estimate		
.668	.446		.444	4.95793		
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig. P	Remarks
Regression	10185.118	2	5092.559	207.174	.000	Sig.
Residual	12659.239	515	24.581			
Total	22844.357	517				

According to Table 7, the collective impact of knowledge creation and sharing on the knowledge used by librarians in Nigerians' federal universities was substantial. The table shows a coefficient of multiple correlation of R = .668 and a multiple R2 of .446, indicating that the predictor variables account for 44.6% of the variance when considered together. The composite contribution's significance was assessed at <.05. Additionally, the table reports that the analysis of variance (ANOVA) for

the regression produced an F-ratio of 207.174, indicating that the independent variables' joint effect on the dependent variable was statistically significant. However, other variables not included in this model may have contributed to the remaining variance.

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The implication of these findings on librarianship as a profession is that library administrators and University Management should invest in university libraries and the librarians by setting aside funds for librarians to execute laudable projects where knowledge can be created by the librarians.

Similarly, since knowledge sharing is a predictor of knowledge use, there should be incentives for librarians who share knowledge with colleagues.

4.4 Discussion of findings

The study affirmed that a significant number of librarians, 97.5%, rightfully applied new ideas gained from their colleagues to improve their performance in the workplace and is adjudged the most useful. Furthermore, the finding of this study corroborated the earlier findings of Okonedo and Popoola (2012) that librarians in public university libraries in South-West, Nigeria, use ideas gained from colleagues for better work performance and publishing of more scholarly papers.

From the study, it was revealed that knowledge acquired/derived from colleagues has improved their information-searching skills (95.6%), 91.1% of the respondents affirmed that cataloguing and classification of library materials have become much easier for them as a result of knowledge acquired through their colleagues. This is in line with the findings of Ralph and Tijerino (2009; 2013), who stressed that cataloguers have used records shared through collective cataloguing, using the bank of other libraries such as the Library of Congress (LC), Online Computer Library Centre (OCLC) among others to perform their duties as cataloguers.

A critical examination of the result of these findings revealed that 91.9% of respondents claimed that effective use of electronic information resources has helped them to present seminars and workshops in a better way, 92.9% of respondents affirmed that the application of actionable information gained from colleagues had helped them to discharge their duties more efficiently. Likewise, 91.3% of the respondents posited that they used experience acquired (tacit) from colleagues to provide better reference services, while 91.3% of the respondents used the experiences (tacit) of other colleagues for solving problems they encountered on the job. In support of this finding, Salisbury (2003), Husain and Nazim (2013) remarked that the purpose of making knowledge available is to improve the performance of an individual or work group.

A test of the relationship between knowledge creation and knowledge sharing showed that knowledge sharing positively impacts knowledge creation by librarians in federal universities in Nigeria r = 0.516 at 0.000 level of significance. The finding is in line with the position of Social Exchange Theory by Homan (1958), which was later modified by Blau (1964). The theory explains the emergence of dyadic relationships through exchange mechanisms and the outcome of interpersonal relationships. Islam et al. (2017) also established an indirect effect of knowledge creation and sharing among librarians across Asia, the United States of America (USA) and Japan.

The outcome is consistent with Sauchez et al. (2013) study, which discovered that knowledge

sharing is a method by which employees can contribute to an organisation's knowledge creation, application, innovation, and competitive advantage. Corroborating the finding of this study, Jia et al. (2012) on the application of social exchange theory (SET) in libraries, especially on how librarians create and share knowledge, emphasised the humanistic mode among librarians, i.e. a one to one person method of sharing and creation of knowledge. The study also confirmed the position of Anna and Puspitasari (2013) that knowledge sharing adoption in academic libraries promotes knowledge creation.

The study identified a positive significant association between knowledge sharing and use among librarians in Nigerians' federal universities r = 0.628 at 0.000 level of significance. This implied that as the level of knowledge sharing increases among librarians, the level of application of knowledge shared will also increase. The result corroborates the finding of Okonedo and Popoola (2012) that a significant relationship exists between knowledge sharing and knowledge use among librarians in the public universities in South-west Nigeria. This study found channels through which librarians shared their knowledge to include: formal and informal meetings, workshops, seminars, mentoring, conferences and social media like Facebook, Twitter, YouTube, etc. It should be noted that when knowledge is shared among professionals, it facilitates its use. This is because the correct deployment of actionable information in any organisation will determine its use.

The study showed a positive significant relationship between knowledge creation and knowledge use by the librarians in Nigerians' federal universities r= 0.519 at 0.000 level of significance. The implication is that only the created knowledge, either at the individual or organisational level, can be used. Knowledge creation is, therefore, positively associated with the knowledge use by the librarians. The finding corroborated the finding of Uriate (2008) in Indonesia, who affirmed that organisational survival is largely dependent on how they can create and use knowledge to advance and produce more attractive products or services.

Suorsa and Huotari (2014) earlier claimed that knowledge sharing is a link between knowledge creation and use. It should be noted that the interaction between knowledge creation and use will enable the creation of more knowledge and enhances the correct application of such knowledge. According to Omotayo (2015), in Nigeria, knowledge is created on a daily basis both in work and social settings, whereas Sanchez (2013) in Brazil discovered that converting tacit knowledge into explicit form can aid the utilisation of knowledge. Hislop (2013) further noted that the benefits of managing knowledge in an organisation cannot be attained unless the knowledge created is used effectively within the organisation.

5. Conclusion

The study established that knowledge is created and shared among librarians in Nigerian federal universities. It further established that knowledge created and shared among librarians is used to enhance work performance, publish more scholarly papers, generate new research skills and make their work easier, most especially in cataloguing and classifying information materials. This should be sustained by the library administrators in Nigeria.

6. Recommendations

To sustain the result of the findings on knowledge use among librarians, workshops and seminars should be organised regularly by library Administrators and coordinating bodies of librarianship on effective use of knowledge among librarians. Considering the place of the library in the education industry, if the culture of knowledge creation and sharing is sustained, the library users, the member of the faculty and the non-academic staff will benefit immensely, thereby helping to improve societal needs where knowledge creation can be encouraged in universities. It is worthy of note that without the creation of knowledge, how would it be shared among the librarians? If knowledge is not shared, its use or application for societal development cannot be feasible. Therefore, every necessary effort to ensure that knowledge is created, shared and used must be taken by all stakeholders.

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