



## **Social Media Use as a Determinant of Knowledge Sharing Practices by Librarians in Tertiary Institutions in Lagos State, Nigeria**

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### **Abstract**

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The proliferation of information and communication technology has had a significant influence on knowledge sharing practices in organizations. This has raised the consciousness of libraries to adopt the use of social media for the exchange of knowledge. Studies have indicated that knowledge sharing practices are not fully integrated in most libraries. Hence, this study investigated the extent to which social media is used to share knowledge in tertiary institutions in Lagos State, Nigeria. The survey research design was used for the study. The population of the study consisted of all 204 librarians in 21 tertiary institutions in Lagos State. Total enumeration was used for the study. Data collected were analysed using descriptive statistics for the research questions while linear regression was used to test the hypothesis. Findings revealed that social media use ( $B = .377, p < 0.05$ ) had a significant positive influence on knowledge sharing practices of librarians in tertiary institutions in Lagos State. In addition, the study showed that librarians mostly use brainstorming and verbal discussions for knowledge sharing among other knowledge sharing practices, which implied that knowledge sharing practices of librarians were low in the library. Findings also revealed that available social media tools were not fully utilized by librarians in tertiary institutions in Lagos State. The study concluded that social media use had a positive influence on knowledge sharing practices of librarians in

tertiary institutions in Lagos State. The study recommended that knowledge sharing practices such as mentoring, community of practices, staff meetings and storytelling that were scarcely used to share knowledge should be encouraged in the library using diverse social media tools such as Pinterest, Ning, Flickr, Del.icio.us, Instagram and Social Bookmarking that were sparingly used in the library.

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**Keywords:** Social media Use, Knowledge Sharing practice, Librarian, Tertiary Institution

## **Introduction**

The contemporary society has developed a huge interest in the area of knowledge due to its benefits to the society and organizations. It is all about bringing and getting knowledge, where individuals learn from experiences from each other through the knowledge shared. Knowledge sharing is an aspect of knowledge management considered as a process of transferring knowledge such as skills, experiences and understanding between individuals, groups and organisations while knowledge sharing practices are diverse personal interactive processes such as discussions, debates and meetings, where one is influenced by other's experiences (Latupapua, 2016). Other knowledge sharing practices include; verbal discussion, seminars/workshops, mentoring, staff meetings, storytelling, community of practice, and so on. Knowledge sharing practices are means where people share what they know. Knowledge sharing practices in organisations are important because it bring about innovation and creativity.

Knowledge sharing is a new concept and has not been fully integrated in libraries. Today, libraries are becoming more conversant with the benefits of knowledge sharing practices and creating avenues to introduce knowledge sharing in the library, citing reference to Mosha, Holmner and Penzhom (2015) who conducted a study on the librarians of Nelson Mandela University and found that knowledge sharing practices in the library is low. In Malaysia, the case is the same with reference to Chong (2003) whose findings showed that libraries have not fully implemented knowledge sharing

except few government bodies who only use face-to-face interaction to share knowledge.

Social media use for work purposes has a positive effect on knowledge sharing within an organization which is influenced by the organizational culture towards its use (Zande, 2013). Social media, however, enables users to easily share knowledge among themselves with the aid of ICT (Panahi, Watson & Partridge, 2012). On the other hand, the library profession has attempted to identify the means by which librarians can promote knowledge sharing practices among librarians through the use of social media. Knowledge sharing in a social media environment is important among librarians because it gives librarians unique ideas on how to serve the patrons better. Knowledge sharing practices bring out the best from librarians because shared understanding is a driving force for the growth of any organisation. The value of knowledge is viewed in two different ways; knowledge creation and knowledge sharing. Once knowledge is created, it can be used by others for different purposes and once knowledge is shared, new knowledge is created (Alavi & Leidner, 2001). Knowledge creation is achieved using social media through the communication process.

Effective knowledge sharing boosts an organisational intellectual capital which is the most important asset of an organisation. MacAdam (1998) noted that knowledge sharing is an essential part of libraries because libraries play a key role in knowledge sharing. Knowledge sharing is achieved in the library when technical and systematic infrastructure is put in place (Seonghee & Boryung, 2008). Harinarayana and Raju (2010) opined that libraries use social media to provide organized resources, arouse user participation and engage in the act of knowledge sharing. Furthermore, librarians can use social media to stimulate users in creating new library services by contributing their knowledge online (Casey & Savastinuk, 2010). The rate at which knowledge is shared on social media is overwhelming. The use of ICT has made it easy for knowledge to be shared and received by users on social media platforms. The library professionals are not left out; one will attest to the fact that even if a library does not create its social media platform, librarians still visit social media sites for their personal interests

Social media use has become a habitual part of everyday life. This is as a result of the proliferation of Information and Communication Technology (ICT). It has taken over the traditional means of communication such as face to face interaction because of its dominant influence on the user community. The term social media is broadly known as computer- mediated tool that allows people to create, share or exchange information, ideas, pictures and videos in virtual communities and networks. Social media is also known as a tool for interaction that gives room for exchange of knowledge between users. Studies have shown that librarians are using different social media tools such as Microblogs, Instant Messaging, Blogs, Wikis and Social Bookmarking for different purposes (Dickson & Holley, 2010). Other social media tools which librarians have been using advantageously include, Facebook, WhatsApp, Twitter, YouTube, LinkedIn and Google+. However, the extent to which these social media tools are used for knowledge sharing and service delivery is not certain. Library professional in this information age are expected to take advantage of the influx of technology to exchange knowledge and provide library services to meet up with the information needs of library users' and social media has posed itself as a medium of taking information to the door steps of library patrons in the 21<sup>st</sup> Century.

Social media is a tool that can flourish in Nigerian academic libraries with the advancement of technology. Nigeria as a developing country has witnessed the establishment of libraries in all the States in the country, Academic libraries in Nigeria are looking out for technology channels to share knowledge and improve library services. Social media are tools that Nigerian libraries can use to reach out to a large number of the user community/ citing Akporhonor and Olise (2015) on their findings in social media use by librarians in South- South, Nigeria revealed that social media enhances communication among librarians and the user community but social media is underutilized by librarians in South-south, Nigeria for the provision of library services. The study emphasized that in order for librarians to reach out to the 21<sup>st</sup> Century users, social media is a channel of reaching out to patrons.

The use of social media has come to stay in the library world. A library as a learning organization can be successful by integrating the knowledge of librarians for the growth of the library. Libraries can take advantage of the

use of social media for effective knowledge sharing practices. Therefore, it is paramount to find out whether social media is used by librarians for knowledge sharing practices in tertiary institutions in Lagos State, Nigeria.

### **Social Media Use in Libraries**

For the past centuries, the interaction between people at a long distance has been a huge challenge. Man as a social animal depends on communication to foster relationships as well as organizations and when face-to-face interaction becomes difficult, people retire to the media as a source to relate with others (Hendricks, 2013). Social media was initially invented as a personal communication tool people used to interact with one another, but as the world advances in technology, business organizations adopted social media as a form of communication tool between them and their customers (Investopedia, 2016). Libraries in this 21<sup>st</sup> Century are gradually moving from the manual library to the electronic world in order to remain significant in this technology driven era. 21<sup>st</sup>-century librarians are using diverse technology applications to meet up with the information needs of library patrons and one of these technology applications is the Social media.

Social media use by librarians as discussed earlier supports knowledge sharing in the library 2.0 environment, citing reference to Johnson and Burclaf (2013) in a study on making social media successful, noted that 94% of academic libraries mainly use Facebook, Twitter, and YouTube and encourage librarians to create a social media library policy that can help them use social media effectively. Social Media can be relevant for information seeking, information sharing and retrieval of information because it uses ICT to collect digital information required by the user. Social media application helps in information seeking and knowledge sharing among users, this application reduces boredom to the users because it links them to activities where they can connect with people, share their thoughts as well as get valuable resources from the library e-resources link.

Bakare, Chiemenem, Bamigboye and Okonredo (2015), in a study on social media tools as a medium for knowledge sharing found that the academic staff and students at the Federal University of Agriculture, Abeokuta, Ogun State are aware of social media tools and they use social media tools such as Facebook, YouTube, Twitter, Wiki, and so on for different activities. These

activities include; interaction with friends, download of music and videos and carrying out of research. The study showed that the librarians who are among the staff of the university do not use social media tools for knowledge sharing in the library. In the same vein, the study carried out by Pradhan and Pradhan (2016) showed that Facebook is the most popular social media tool used by librarians because it is easily used for collaboration among librarians. The study revealed that librarians are not conversant with several social media tools that can improve library services.

The use of social media by librarians is cost effective and involves little training. Librarians can boast of quick communication when using social media because social media provides instant messaging services. In a survey carried out by Taylor and Francis (2014) found that 72% of librarians use social media to enhance their professional profile, 64% view it as an avenue to always connect with users while 57% view it as a tool for collaborating with other departments in the organization. Social media use in the library creates extra information and knowledge apart from the resources in the library's repository. Scale (2008) noted that social media use will amount to future delivery of information to meet search queries. Watts, Dodds and Newman (2002) asserted that social media applications are tools that can be used to communicate with distance learners. It will encourage libraries to use technology competently and also compete with international libraries.

Therefore, Social media is a new means that allows user communities as well as libraries to search, locate and utilize information in an efficient way. Libraries are expected to understand the idea behind social media in order to provide quality services to the user community. Librarians need to use social media applications in order to remain as significant as other information providers to meet the needs of contemporary users. The world is changing with technology; libraries must also change as well as library patrons respectively.

### **Knowledge Sharing Practices**

According to Latupapua (2016), knowledge sharing practices are diverse personal interactive processes such as discussions, debates and meetings where one is influenced by others experiences. It is also the act of explaining an idea or an experience among employees in an organization (Kharabsheh,

2007). Knowledge sharing practices is influenced by the nature of knowledge, individuals and the organization. Tacit knowledge is the type of knowledge obtained during knowledge sharing practices such as imitation, observation, apprenticeship and mentoring. Knowledge sharing can only be achieved when employees are willing to share their knowledge and organizations are ready to create an enabling environment for knowledge sharing practices. Similarly, Wu and Sukoco (2010) in a study to investigate why people share knowledge on the electronic media showed that knowledge sharing practices enhance one's professional reputation and one's social capital and the willingness to share knowledge in an organisation depends on the trustworthiness of the employees. Choo and Lee (2002) asserted that technology is a tool that supports knowledge sharing and its management in organisations.

Knowledge organisations can increase their performance through knowledge exchange and knowledge organisations view knowledge as a state of mind of individual learning and also an act of knowledge exchange between individual and groups of individuals in an organisation (Alavi & Leidner, 2001). Knowledge sharing as an aspect of knowledge management seeks to build and transfer knowledge by enhancing knowledge sharing practices, providing knowledge infrastructure thereby making knowledge available for use in the organisation (Davenport & Prusak, 1998; Alavi & Leidner, 2001). Von Krogh, Nonaka and Aben (2001) noted that that competitive advantage and superior profitability is attained in organisations that effectively create and share knowledge. Knowledge sharing is rooted in human behaviour, making people the driving force behind knowledge management, also knowledge management lies in the ability of people to share and reuse knowledge.

### **Social Media use and Knowledge Sharing Practices in Libraries**

Today organisations, as well as libraries, are becoming more conversant with the benefits of knowledge sharing practices and creating avenues to introduce knowledge sharing in the library. The library profession has attempted to identify requirements by which librarian can promote knowledge sharing practices among librarians in their everyday activities. In order to affirm this assertion, Harden (2012) in a study on knowledge sharing in the work place

found that the requirement for tacit knowledge sharing involves: social interaction, experience sharing, observation, informal relationship/networking, and mutual trust. The study revealed that social media enables synchronous communication in terms of chatting, discussions and story-telling, which are knowledge sharing practices that librarians can use to serve the patrons better.

Knowledge is categorized into different levels such as individual knowledge, group knowledge and organizational knowledge. Organizational knowledge is a synthesis of individual and group knowledge. Librarians can share knowledge individually and also as a group on social media which will become the knowledge of the library for the promotion of library services. Knowledge sharing practices, according to Lam (2000), are influenced by the two broad categories of knowledge which are tacit and explicit knowledge. Tacit knowledge is obtained through experiences and it is difficult to articulate while explicit knowledge is documented knowledge obtained through formal learning.

There are several knowledge sharing practices that librarians can use to improve library services. According to Mayekiso (2013), the University of South Africa (UNISA) library uses the following knowledge sharing practices and activities to boost library services: meetings, establishing blogs, staff rotation, communities of practice, debates, ICT workshops, brainstorming, colloquiums, journal clubs, conference feedbacks, improved working relations, workshops and so on. The study also found that librarians want to be acknowledged for their contribution. The study concluded that knowledge sharing is occurring in the library but it is fairly unstructured and individualized. It recommended that the library needs to create an environment of trust to ensure knowledge sharing occurs.

Studies on knowledge sharing practices in some Nigerian libraries revealed that knowledge sharing practices is not fully implemented in Nigerian libraries. In order to support this, the results of the findings on knowledge sharing among librarians in university libraries according to Akparobore (2015) revealed that knowledge sharing practices among Nigerian librarians is quite low and this is levied to lack of awareness and inadequate ICT facilities that will encourage knowledge sharing practices in Nigerian

Libraries. The study suggested that knowledge sharing practices could be encouraged in Nigerian Libraries, through seminars and conferences using ICT. The study also suggested that knowledge sharing practices should be achieved using ICT and that social media tools can be used to exchange ideas that will boost library services.

In the same vein, Onifade (2015) in a study on knowledge sharing in Nigeria showed that Nigerian librarians in Federal Universities have a positive perception on knowledge sharing. This is important because the library environment is constantly changing and librarians need to share knowledge through networking with one another and redefine their services to satisfy library patrons. The study also revealed that regardless of Nigerian libraries having a positive perception on knowledge sharing, knowledge sharing practices is still very low. The study noted that knowledge sharing practices such as community of practices and mentoring are means of retaining the experiences of older employees in the library. The study finally recommended that incentives should be given to librarians and knowledge sharing practices should be put in place in order to motivate librarians to share their knowledge.

Similarly, the findings of Variant and Puspitasari (2013) on knowledge sharing practices in Indonesian University libraries revealed that knowledge sharing is not fully integrated in the libraries because the libraries' main focus is on strategies for implementation rather than the practices of knowledge sharing. The libraries in Indonesia view knowledge sharing as the exchange of information which is different from knowledge sharing. The study found that there is face to face interaction between librarians and discussions on the results of seminars and meetings but these activities are not seen by librarians as important processes for knowledge creation and innovation. The study also recommended that libraries in Indonesia needs ICT facilities and reward systems that will encourage knowledge sharing practices among librarians as lack of ICT and reward system will hinder knowledge sharing practices.

The findings of Anari, Asemi, Asemi and Bakar (2013) revealed that Wiki and Micro-blogging are the only social media tools used by Glucksman librarians of Limerick, Ireland for knowledge sharing because of the broad

presentation of content. This shows that social media tools are under-utilized by Glucksman librarians because there are numerous social media tools that can be used for knowledge sharing practices, such as Google+, Social Bookmarking, Blogs, LinkedIn, and so on. Liu, Chang and Hu (2010) noted that ever since the inception of the internet, the library has become the centre of knowledge resource. Chang and Hu (2010) also report that knowledge sharing creates innovative ideas in the library today and organisations cannot boast of knowledge sharing without employees or individuals in an organisation. Hislop (2005) opined that knowledge is shared when tacit knowledge is transmitted from a sender to a receiver. Knowledge management main objective is embedded in knowledge sharing which brings about transformation and creativity (Hayes & Kent, 2010). Therefore, knowledge sharing in the library will bring about new knowledge and creativity. Knowledge sharing quickens the activities of the library; it brings solutions to problems at a fast rate and also erases replication of effort.

Ismail and Yusof (2009) in a study discovered that knowledge sharing in the library is an avenue for librarians to improve their skills in that knowledge sharing is achieved where people work together. Knowledge sharing in the library also brings about quality service delivery to the user community. Libraries can become more efficient towards service delivery when they create an enabling environment where librarians can interact, and share their knowledge with one another. When new knowledge is created as a result of knowledge sharing, it should be stored in the library's corporate memory for future use.

Lekay (2012) noted that a library activity is a social affair which involves library patrons, information resources and librarians too, while they interact with each other, information is generated as well as knowledge. Maponya (2004) noted that individuals should know how to use information technology to collect, process, retrieve and share the knowledge in their possession for organisational growth. According to Harry (2005), "internalisation of knowledge shared through socialisation becomes an intangible asset of an organisation that leads to innovative practices in an organisation" (p. 35). However, knowledge sharing is not obtained compellingly; rather, it is a natural activity which managers need to device a

means of getting their staff to share their knowledge. It is important for institutions to organise and send out their staff to seminars, conferences that will encourage their staff to share the lessons learnt from the programmes.

Lekay (2012) also reported that a study conducted at the Malaysian Public Library revealed that librarians are encouraged to interact, observe others, learn and practice knowledge sharing which is a perfect example of socialisation. Socialisation is paramount in the library because it provides room for knowledge sharing among librarians. Nonaka and Takeuchi (1995) proposed that socialisation is a process of conversion of shared tacit knowledge to codified knowledge. The act of socialization is profitable to the librarians because through social media, libraries can network with each other.

Knowledge sharing is imperative in the library because it helps in the documentation of knowledge assets of workers and therefore nullifies the issue of knowledge walking out of the door at the retirement or reshuffling of librarians. In this technology epoch, social media can be used to share knowledge among librarians. Viehland (2005) opined that employees should be motivated to share knowledge by making them feel valued and appreciated for the knowledge they give out. There should be a feedback mechanism that assures the employees that the knowledge shared was utilized effectively for problem solving and achievement of organisational goals. Viehland (2005) also highlighted some of the major factors that can hinder knowledge sharing in an organisation which includes employees engaging in time sapping activities which give no room for knowledge sharing and employees having limited access to technologies that will encourage knowledge sharing. Additionally, Cheng, Ho and Lau (2009) noted that knowledge sharing becomes effective in the technology world when users are conversant on how to use IT. Librarians must develop interest in the use of ICT in order to use social media for knowledge sharing.

Quinn, Anderson and Finkelstein (1996) noted that the challenge to sharing of knowledge by professionals to their peers is insecurity because professionals view their knowledge as the most precious asset in their possession which should be guarded jealously. Quinn et al (1996) also noted that professional people's reluctance to share knowledge with their peers is

one of the main challenges to knowledge sharing, as they regard knowledge as their most precious asset. In order for the library to maintain library patron relationship, knowledge sharing is key to the achievement of this goal using social media platform as a tool. Employees in an organization gain new knowledge and understanding through knowledge sharing which adds to self and organizational development. Yang (2004) opined that when librarians exchange knowledge, ideas and experience, common understanding is achieved and new knowledge is created. Social media is a cost efficient application that is relevant both in private and government owned facilities (levy, 2009). Therefore, Avram (2006), Zheng and Zheng (2010) asserted that social media is often referred to as social software which has a prospective qualities of enhancing knowledge sharing in the technology world.

### **Objectives of the Study**

The specific objectives of this study are to:

1. Ascertain the knowledge sharing practices among librarians in tertiary institutions in Lagos State;
2. Find out the types of social media tools used by librarians in tertiary institutions in Lagos State;
3. Examine the purpose for which social media is used by librarians in tertiary institutions in Lagos State;
4. Find out the extent of social media use by librarians in tertiary institutions in Lagos State;
5. Determine the influence of social media use on knowledge sharing practices of librarians in tertiary institutions in Lagos State.

### **Research Questions**

1. What are the knowledge sharing practices of librarians in tertiary institutions in Lagos State?
2. What are the types of social media tools used by librarians in tertiary institutions in Lagos State?
3. For what purposes do librarians use social media in tertiary institutions in Lagos State?

4. What is the extent of social media use by librarians in tertiary institutions in Lagos State?

### **Hypothesis**

$H_1$  Social media use has no significant influence on knowledge sharing practices of librarians in tertiary institutions in Lagos State.

### **Methodology**

The survey research design was used for the study. The population of the study consisted of all 204 librarians in 21 tertiary institutions in Lagos State. Total enumeration was used for the study. A self-structured questionnaire titled “Social Media Use as a Determinant of Knowledge Sharing Practices” (SDK) was used for data collection. 204 copies of the questionnaire were administered and returned. Data collected was analysed using descriptive statistics for the research questions while linear regression was used to test the hypothesis.

### **Research Instrument**

The instrument adopted for this study was a self-structured questionnaire. The questionnaire for this study had closed-ended questions. It was structured into six (5) sections using the Likert type, five point scale.

### **Validity and Reliability of Instrument**

To ensure that the questionnaire measured what it is supposed to measure, the instrument was presented to five Information Resources Management experts in Babcock University, Ilishan Remo, Ogun State for screening and thorough vetting. This was to check for face and content validity. The content validity of the instrument was established using 15 librarians in Babcock University, Ilishan, Remo, Ogun State and 15 librarians in Tai Solarin University of Education, Ijagan, Ogun State, with a total number of 30 librarians from both universities. The Cronbach’s alpha co-efficient test was used to test the reliability of the instrument. The overall Cronbach Alpha for the scale was 0.92.

## Results

### Demographic Information

Table 1 presents information on the demographic characteristics of the respondents which includes; age, gender, highest educational qualification, work experience and designation.

**Table 1**

*Demographic Characteristics of the Sampled Participants (N=204)*

S/N	Demographic Characteristic	Frequency	%	
1	Age	20-25 years	36	17.6
		26-35 years	89	43.6
		36-45 years	54	26.5
		46 years and above	25	12.3
2	Gender	Male	82	40.2
		Female	122	59.8
3	Highest educational qualification	Diploma in Library Science	36	17.6
		BLS/BA/BSC	85	41.7
		MLS	56	27.5
		PhD	19	9.3
		Others	8	3.9
4	Work Experience	1-5 years	102	50
		6-10 years	67	32.8
		11-15 years	21	10.3
		16 years and above	14	6.9
5	Designation	Institution librarian	2	1.0
		Deputy librarian	11	5.4
		Principal librarian	17	8.3
		Senior librarian	24	11.8
		Librarian I	8	3.9
		Librarian II	65	31.9

S/N	Demographic Characteristic	Frequency	%
	Assistant librarian	77	37.7

Table 1 shows information on demographic characteristics of the respondents. Specifically, 17.6% of them were in the age bracket of 20 to 25 years, 43.6% were between 26 to 35 years of age, 26.5% were between 36 to 45 years of age and 12.3% were 46 years and above. More than half (59.8%) of them were females and 40.2% were males. Also, 17.6% had diploma in library science, majority (41.75) of them had a first degree, 27.5% had masters, and 9.3% had PhD while just 3.9% had other qualification lower than the above qualifications. About half (50%) had at least 1 to 5 years of experience, 32.8% had 6 to 10 years of experience, 10.3% had 11 to 15 years of experience and 6.9% had 16 years of experience and above. 1.0% of them were institution librarians, 5.4% were deputy librarians, 8.3% were principal librarians, 11.8% were senior librarians, 3.9% were librarians I, 31.9% were librarians II while majority (37.7%) of them comprised of assistant librarians. Table 4.1 shows that the respondents are qualified librarians who can give accurate responses to the research questions.

**Research Question 1:** What are the knowledge sharing practices of librarians in tertiary institutions in Lagos State?

Table 2 presents information on the knowledge sharing practices of librarians such as; brainstorming, verbal discussion, seminars/workshops, mentoring, staff meetings, community of practices and storytelling.

**Table 2**

*Knowledge Sharing Practices in the Library*

	SD	D	N	A	SA	Mean	SD
	F (%)	F (%)	F (%)	F (%)	F (%)		
<b>I use the following knowledge sharing methods such as...</b>							
Brainstorming	6 (2.9)	2 (1.0)	6 (2.9)	50 (24.5)	140 (68.6)	4.55	.850
Verbal discussion	6 (2.9)	2 (1-0)	6 (2.9)	52 (25.5)	138 (67.6)	4.54	.850

	SD	D	N	A	SA	Mean	SD
	F (%)						
Seminars/Workshops	6 (2.9)	2 (1.0)	28 (13.7)	62 (30.4)	106 (52)	4.27	.943
Mentoring	8 (3.9)	18 (8.8)	60 (29.4)	68 (33.3)	50 (24.5)	3.66	1.064
Staff meetings	10 (4.9)	43 (21.1)	42 (20.6)	47 (23)	62 (30.4)	3.53	1.257
Community of practice	32 (15.7)	72 (35.3)	57 (27.9)	27 (13.2)	16 (7.8)	2.62	1.136
Storytelling	28 (13.7)	77 (37.7)	68 (33.3)	14 (6.9)	17 (8.3)	2.58	1.077
<b>I share knowledge on...</b>							
Database search	6 (2.9)	0	4 (2.0)	72 (35.3)	122 (59.8)	4.49	.803
Cataloguing /Classification	8 (3.9)	0	10 (4.9)	87 (42.6)	99 (48.5)	4.32	.889
Reference services	10 (4.9)	0	8 (3.9)	85 (41.7)	101 (49.5)	4.31	.940
User education	6 (2.9)	0	22 (10.8)	74 (36.3)	102 (50)	4.30	.885
Library marketing through social media	10 (4.9)	8 (3.9)	12 (5.9)	63 (30.9)	111 (54.4)	4.26	1.067
Current awareness services	6 (2.9)	2 (1.0)	26 (12.7)	80 (39.2)	90 (44.1)	4.21	.913
Library automation	10 (4.9)	1 (0.5)	16 (7.8)	86 (42.2)	91 (44.6)	4.21	.972
Reader services	10 (4.9)	6 (2.9)	14 (6.9)	87 (42.6)	87 (42.6)	4.15	1.018
Acquisition of library materials	6 (2.9)	22 (10.8)	24 (11.8)	84 (41.2)	68 (33.3)	3.91	1.070
Library policies	8 (3.9)	22 (10.8)	33 (16.2)	94 (46.1)	47 (23)	3.74	1.054
Selective dissemination of information	10 (4.9)	16 (7.8)	62 (30.4)	68 (33.3)	48 (23.5)	3.63	1.078
Interlibrary loan services	6 (2.9)	75 (36.8)	43 (21.1)	36 (17.6)	44 (21.6)	3.18	1.224

Table 2 shows that the respondents strongly agreed that librarians use brainstorming (Mean=4.55, SD=.850) and verbal discussion (Mean=4.54,

SD=.850) while sharing knowledge on database search (Mean=4.49, SD=.803), cataloguing/classification (Mean=4.32, SD=.889), reference services (Mean=4.31, SD=.940), user education (Mean=4.30, SD=.885), library marketing through social media (Mean=4.26, SD=1.067), current awareness services (Mean=4.21, SD=.913), library automation (Mean=4.21, SD=.972) and reader services (Mean=4.15, SD=1.018), followed by librarians who agreed that they use seminars/workshops (Mean=4.27, SD=.943), mentoring (Mean=3.66, SD=1.064) and staff meeting (Mean=3.53, SD=1.257) as knowledge sharing methods.

Table 3 presents information on the types of social media tools used by librarians in tertiary institutions in Lagos State, which includes; Facebook, WhatsApp, YouTube, Twitter, Google+, LinkedIn, Wiki, Library Thing, Instagram, Lib.rario.us, Blogs, SlideShare, Ning, Del.icio.us, Flickr, Social Bookmarking, Pinterest and Meebo.

**Research Question 2:** What are the types of social media tools used by librarians in tertiary institutions in Lagos State?

**Table 3**

*Types of Social Media Used by Librarians*

S/N	Types of social media	NO	YES
		F (%)	F (%)
1	Facebook	10 (4.9)	194 (95.1)
2	WhatsApp	12 (5.9)	192 (94.1)
3	YouTube	35 (17.1)	169 (83)
4	Twitter	30 (14.7)	174 (85.3)
5	Google+	34 (16.7)	170 (83.3)
6	LinkedIn	59 (28.9)	170 (71)
7	Wiki	70 (34.3)	134 (65.7)
8	LibraryThing	64 (31.4)	140 (68.7)
9	Instagram	77 (37.7)	127 (62.2)
10	Lib.rario.us	79 (34.3)	134 (65.7)



S/N	Purpose of Use	SD	D	N	A	SA	Mean	SD
		F (%)	F (%)	F (%)	F (%)	F (%)		
1	Acquiring information	4 (2.0)	0	0	38 (18.6)	156 (76.5)	4.74	.657
2	Academic purposes	4 (2.0)	0	0	44 (21.6)	156 (76.5)	4.71	.667
3	Reference services	4 (2.0)	6 (2.9)	6 (2.9)	88 (43.1)	100 (49)	4.34	.836
4	Announcing library news and events	6 (2.9)	6 (2.9)	21 (10.3)	96 (47.1)	75 (36.8)	4.12	.918
5	Information literacy programmes	6 (2.9)	2 (1.0)	32 (15.7)	86 (42.2)	78 (38.2)	4.12	.913
6	Keeping abreast with current news	10 (4.9)	4 (2.0)	20 (9.8)	102 (50)	68 (33.3)	4.05	.976
7	Collaborating with colleagues in other libraries	4 (2.0)	6 (2.9)	34 (16.7)	92 (45.1)	68 (33.3)	4.05	.892
8	Keeping track with professional trends	6 (2.9)	4 (2.0)	29 (14.2)	109 (53.4)	56 (27.5)	4.00	.874
9	Alerting users on newly purchased books	10 (4.9)	8 (3.9)	30 (14.7)	93 (45.6)	63 (30.9)	3.94	1.027
10	Sharing work ideas	6 (2.9)	8 (3.9)	44 (21.6)	89 (43.6)	57 (27.9)	3.90	.954
11	Interacting with users	6 (2.9)	12 (5.9)	48 (23.5)	71 (34.8)	67 (32.8)	3.89	1.028
12	Communicating with friends	10 (4.9)	22 (10.8)	26 (12.7)	72 (35.3)	74 (36.3)	3.87	1.163
13	Entertainment	26 (12.7)	10 (4.9)	69 (33.8)	47 (23)	52 (25.5)	3.44	1.275

Table 4 presents responses on the purposes of social media use in the library. The respondents strongly agreed that librarians use social media to acquire information (Mean=4.74, SD=.657) and for academic purposes (Mean=4.71, SD=.667) followed by respondents who agreed that librarians in tertiary institutions in Lagos State use social media for reference services (Mean=4.34, SD=.836), for announcing library news and events (Mean=4.12,

SD=.918), for information literacy programmes (Mean=4.12, SD=.913), for keeping abreast with current news (Mean=4.05, SD=.976), for collaborating with colleagues (Mean=4.05, SD=.892) for keeping track with professional trends (Mean=4.00, SD=.874), for alerting users on newly purchased books (Mean=3.94, SD=1.027), for sharing work ideas (Mean=3.90, SD=9.54), for interacting with users (Mean=3.89, SD=1.028) and for communicating with friends (Mean=3.87, SD=1.163).

**Research Question 4:** What is the extent of social media use by librarians in tertiary institutions in Lagos State?

Table 5 presents information on the extent of use of the following social media tools in the library such as; Facebook, WhatsApp, YouTube, Twitter, Google+, LinkedIn, Wiki, Library Thing, Instagram, Lib.rario.us, Blogs, SlideShare, Ning, Del.icio.us, Flickr, Social Bookmarking, Pinterest and Meebo.

**Table 5**

*Extent of Social Media Use in the Library*

S/N	Extent of Use	For many years	For a year	For a month	For a week	Never	Mean	SD
		F (%)	F (%)	F (%)	F (%)	F (%)		
1	Facebook	190 (93.1)	6 (2.9)	0	0	8 (3.9)	4.81	.791
2	Twitter	158 (77.5)	38 (18.6)	2 (1.0)	0	6 (2.9)	4.68	.771
3	Google+	152 (74.5)	38 (18.6)	0	0	14 (6.9)	4.54	1.038
4	YouTube	150 (73.5)	38 (18.6)	2 (1.0)	0	14 (6.9)	4.52	1.048
5	LinkedIn	148 (72.5)	34 (16.7)	0	0	22 (10.8)	4.40	1.242
6	WhatsApp	158 (77.5)	4 (2.0)	0	2 (1.0)	40 (19.6)	4.17	1.601
7	Wiki	102 (50)	52 (25.5)	4 (2.0)	0	46 (22.5)	3.80	1.588

S/N	Extent of Use	For many years	For a year	For a month	For a week	Never	Mean	SD
		F (%)	F (%)	F (%)	F (%)	F (%)		
8	Instagram	128 (62.7)	10 (4.9)	0	2 (10)	64 (31.4)	3.67	1.843
9	Library Thing	122 (59.8)	16 (7.8)	0	0	66 (32.4)	3.63	1.841
10	Lib.rario.us	106 (52)	26 (12.7)	0	0	72 (35.3)	3.46	1.850
11	Blogs	93 (45.6)	26 (12.7)	2 (1.0)	2 (10)	81 (39.7)	3.24	1.874
12	SlideShare	78 (38.2)	43 (21.1)	2 (1.0)	2 (1.0)	79 (38.7)	3.19	1.811
13	Meebo	38 (18.6)	42 (20.6)	4 (2.0)	0	120 (58.8)	2.40	1.721
14	Del.icio.us	32 (15.7)	24 (11.8)	2 (1.0)	0	146 (71.6)	2.00	1.619
15	Flicker	44 (21.6)	8 (3.9)	0	0	152 (74.5)	1.98	1.690
16	Social Bookmarking	46 (22.5)	2 (1.0)	0	2 (1.0)	154 (75.5)	1.94	1.683
17	Pinterest	32 (15.7)	10 (4.9)	2 (10)	0	160 (78.4)	1.80	1.543
18	Ning	18 (8.8)	16 (7.8)	0	0	170 (83.3)	1.59	1.334

Table 5 presents information on the extent of social media use in the library. The result shows that librarians have been using Facebook (Mean=4.81, SD=.791), Twitter (Mean=4.68, SD=.771), Google+(Mean=4.54, SD=1.038) and YouTube (Mean=4.52, SD=1.048) for many years in the library followed by LinkedIn (Mean=4.40, SD=1.242), WhatsApp (Mean=4.17, SD=1.601), Wiki (Mean=3.80, SD=1.588), Instagram (Mean=3.67, SD=1.843) and LibraryThing (Mean=3.63, SD=1.841) which librarians have been using for a period of one year while Meebo (Mean=2.40, SD=1.721), Del.icio.us (Mean=2.00, SD=1.619), Flicker (Mean=1.98, SD=1.690), Social Bookmarking (Mean=1.94, SD=1.683), Pinterest (Mean=1.80, SD=1.543) and Ning (Mean=1.59, SD=1.334) are sparingly used in the library.

## Test of Hypothesis

The hypothesis was tested and the findings are presented below.

Hypothesis 1: Social media use has no significant influence on knowledge sharing practices of librarians in tertiary institutions in Lagos State. This was tested using linear regression analysis and the result is displayed on table 4.9.

**Table 6**

*Linear Regression Analysis showing the influence of social media use on knowledge sharing practices of librarians*

Predictor	B	T	R	R <sup>2</sup>	F	Sig	Remarks
Social media use	.377	5.767	.377	.142	33.255	.000	Significant

Table 6 shows the independent influence of social media use on knowledge sharing practices. The result indicated that social media use (B =.377, P<0.05)) was a significant independent predictor of knowledge sharing practices. This implied that social media did significantly predict knowledge sharing practices by librarians in tertiary institutions in Lagos State. This result implied that social media use would lead to improved knowledge sharing practices.

The analysis of coefficient of determination further revealed that social media use contributed 14.2% to the variation in knowledge sharing practices by librarians in tertiary institutions in Lagos State (R<sup>2</sup> = .142, P<0.05). Other factors apart from social media use are attributable to knowledge sharing practices of librarians in tertiary institutions. Therefore, the hypothesis that stated that “social media use has no significant influence on knowledge sharing practices of librarians in tertiary institutions in Lagos State” is rejected.

## **Discussion of Findings**

The findings on knowledge sharing practices of librarians in tertiary institutions in Lagos State indicated that the respondents strongly agreed that librarians use brainstorming and verbal discussion while sharing knowledge an database search, cataloguing/classification, reference services, user education, library marketing through social media, current awareness services, library automation and reader services, followed by librarians who agreed that librarians use seminars/workshops, mentoring and staff meeting as knowledge sharing methods. The result showed that there is a limitation in the use of knowledge sharing practices which necessitates the need for librarians to develop other methods of knowledge sharing such as community of practice and storytelling. The Library as an organization, through knowledge sharing can accelerate the process of knowledge creation and reuse of knowledge through more than the knowledge sharing methods indicated by the sampled librarians so as to move its services forward in this technology advanced age.

On the contrary, Bakare, Chiemenem, Bamigboye and Okonedo (2015), in a study on social media tools as medium for knowledge sharing found that librarians who are among the staff of the Federal University of Agriculture in Ogun State does not use social media tools for knowledge sharing in the library. They only use social media tools such as Facebook, YouTube, Twitter, Wiki, and so on for their personal social communication. In the same vein, Onifade (2015) in a study on knowledge sharing in Nigeria showed that Nigerian librarians in Federal Universities have a positive perception on knowledge sharing. The study also revealed that regardless of Nigerian libraries having a positive perception on knowledge sharing, knowledge sharing practices are still very low among the staff of the Federal University of Agriculture in Ogun State.

The result on the types of social media use in the library revealed that Facebook and WhatsApp are commonly used by librarians followed by respondents who indicated that YouTube, Twitter, Google+ and LinkedIn are moderately used in the library. This is similar to the findings of Johnson and Burclaf (2013) in a study on making social media successful, noted that 94% of academic libraries mainly use Facebook, Twitter, and YouTube for

knowledge sharing. On the other hand, Taylor and Francis (2014) found that librarians use social media to enhance their professional profile, connect with users and for collaborating with other departments in the organization.

The findings on the types of social media use also revealed that social media tools such as Ning, Pinterest, Social Bookmarking, Flickr and Del.icio.us are sparingly used in tertiary institution libraries in Lagos State. This is in line with the study of Pradhan and Pradhan (2016), which indicated that Facebook is the most popular social media tool used by librarians while other numerous social media tools that can be used to share knowledge are scarcely used in the library.

This is an indication that the use of social media in tertiary institutions in Lagos State is low because the commonly used social media tools by librarians are Facebook and WhatsApp while there are several social media types that need to be tapped. The library can improve its knowledge sharing practices by paying attention to the social media tools reviewed in this study. Many social media tools explored in this study offer great opportunity for knowledge sharing in libraries. Ning for instance can be used by librarians for interaction and holding of meetings in the library while Flickr can be used by librarians to showcase the cover pages of the new collections in the library to the patrons. Pinterest is another interesting social media tool librarians need to explore. Libraries could challenge patrons to create book boards for reading programs. However, many of these social media tools were hardly used by librarians in tertiary institutions in Lagos State which is a situation that needs to be addressed. Librarians are meant to be familiar with as many social media tools as possible because librarians are expected to be ahead in terms of knowledge sharing.

The result on the purpose for which social media is used shows that librarians in tertiary institutions in Lagos State strongly agreed that they use social media to acquire information and for academic purpose followed by librarians who agreed that they use social media for reference services, for announcing library news and events and as information literacy programmes among others. This is similar to the findings of Idiegbeyan-ose, Ifijeh, Adeniran, Fagbohun, and Esse (2016) which revealed that librarians mostly use LinkedIn followed by Facebook, Twitter and Myspace to interact with

friends, collaborate with other librarians, promote current awareness services and reference services. This implied that librarians have not fully adopted the use of social media for knowledge sharing. Librarians should not be comfortable with a few of the stated uses of social media as there are several purposes for which social media tools can be used.

The result on the extent of social media use showed that librarians in tertiary institutions in Lagos State have been using Facebook, Twitter, Google+ and YouTube for many years, followed by LinkedIn, WhatsApp, Wiki, Instagram and Library Thing which librarians have been using for a period of one year while Del.icio.us, Flickr, Social Bookmarking, Pinterest and Ning are scarcely used by librarians in tertiary institutions in Lagos State.

A very interesting discovery is that the preferred social networks highlighted; Facebook, Twitter, Google+ and YouTube which librarians have been using for many years while Meebo, Del.icio.us, Flickr, Social Bookmarking, Pinterest and Ning are sparingly used by librarians. This is particularly thought-provoking when contrasted with the sophistication required of information managers like librarians. In order to support this, Akporhonor and Olise (2015) on their findings on social media use by librarians in South-South, Nigeria revealed that social media enhances communication among librarians and the user community but social media is underutilized by librarians in South-South, Nigeria. This shows that the extent of social media use by librarians in tertiary institutions in Lagos State is low.

The result of the hypothesis on the influence of social media use on knowledge sharing practices of librarians showed that there is an independent influence of social media use on knowledge sharing practices of librarians in tertiary institutions in Lagos State. This implied that Social media use did significantly predict knowledge sharing practices of librarians in tertiary institutions in Lagos State. Knowledge can be a fundamental asset for the library and effective sharing of knowledge can be encouraged through social media for most libraries seeking a competitive advantage. Efforts to transfer knowledge efficiently and effectively continue to be the focus of most libraries as they incorporate various types of social media into their knowledge sharing practices which springs up the opportunity for

collaboration among librarians to improve their services as compared to traditional forms of library services.

## **Conclusion**

The results of this study revealed that social media use was a significant independent predictor of knowledge sharing practices of librarians in tertiary institutions in Lagos State, Nigeria. This implied that there was a significant positive influence of social media use on knowledge sharing practices of librarians in tertiary institutions in Lagos State, Nigeria. This study has not only contributed to the existing literature but will guide future researchers. The results provided empirical evidence of social media tools that are mostly associated with knowledge sharing practices. Also, the research questions and hypotheses raised in this study can be of help to researchers working in related areas. In addition, the study will give an understanding of the influence of social media use on knowledge sharing practices and develop means of adding value to the library profession. Finally, the end result will help librarians to design and adopt more appropriate social media use policies within their workplace environment and library settings.

Further studies could be carried out in other States in Nigeria and a comparison can be made on social media use for knowledge sharing practices among librarians in tertiary institutions in Lagos State and in other states in Nigeria. Such studies would help to establish the extent to which social media is used for knowledge sharing in other tertiary institutions in Nigeria. This would enable librarians to determine the strategies to share knowledge among other librarians in Nigeria. A study on ways of promoting scarcely used and non-use of social media tools among tertiary institution libraries in other parts of the country could also be conducted.

## **Recommendations**

In line with the findings of this study, the following recommendations were made:

1. Knowledge sharing practices such as mentoring, community of practices, staff meetings and storytelling which were not fully used to share knowledge by librarians should be encouraged in the library.
2. Promotion on several social media tools such as Pinterest, Ning, Flickr, Del.icio.us, Instagram and Social Bookmarking which were scarcely used by librarians should be introduced in the library in order to enhance knowledge sharing practices in the library, thereby keeping librarians on top of their profession.
3. Librarians should be given adequate exposure and training to be equipped with the knowledge and skills on the use of social media tools to share knowledge in the library.
4. IT facilities need to be readily available in the library as well as adequate internet access in order to use social media effectively for knowledge sharing.
5. Librarians should be willing to embrace change with the advancement in technology in order to use social media for knowledge sharing.

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