



KNOWLEDGE SHARING: LIBRARIAN CONSCIOUSNESS AND NATIONAL INTEGRATION FOR LIBRARY AND INFORMATION EDUCATION IN NIGERIA

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ABSTRACT

Knowledge sharing and its growth open new avenue for librarians for facilitating and gaining familiarity of the phenomenon. Knowledge sharing is traditionally a panacea for knowledge creation, and an important activity to boost innovation, improve productivity and increase understanding among information professionals. The practice of knowledge sharing is an integral component of knowledge management which has fast track growth in human intellectual capacity, and helped achieve organizational objectives; raised awareness, bridge process of exchange; utilization of various forms of knowledge and information and integrate human, material and economic resources. The growth of unfiltered and fear of providing information has posed new challenges for librarians which have been used so far for measuring LIS education in Nigeria. However, Librarians as information strong-hold and purveyors of knowledge are tasked with the mission of providing reliable information and transferring their knowledge in the form of knowledge-based services. Librarians are conscious of the effects of knowledge sharing and the activity through which knowledge is exchanged among people, professionals, communities, user-groups, organizations, amongst others. The paper looks at the current trends of the concept(s), its commonplace and its applications, in line with the skills to be adopted in practice, examining its impact on librarians and National integration for LIS education.

Keywords: Information, Knowledge Management, Knowledge Sharing, LIS Education.

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INTRODUCTION

Knowledge is shared when individuals mutually exchanged their implicit and explicit exchange and jointly create new knowledge (Van den Hoff & De Riddler, 2004). Therefore, knowledge is knowledge only to the knower, while information can only ever be an incomplete surrogate for the knowledge. Hence, Wilson (2010) affirms that knowledge is a set of mental processes involving understanding and learning. Thus, modern organization is striving towards sharing their knowledge within the organization. This is due to the fact that knowledge is now regarded as an asset capable of giving many untold benefits that make a difference between successful and less successful individuals. Tella (2016) argued that knowledge is a critical and strategic resource that leads to a new idea and spring forth innovation, improves employees' growth, ability and supports standard in an organization. Hence, shared knowledge and skills of employees are essential resource to improve the functions and operations of the organization.

Knowledge sharing is a significant tool for providing an excellent goal actualization. It is a process of mutually exchanging knowledge and jointly creating new knowledge (Van den Hoff & de Ridder, 2004). Consequently, it is a means by which organizational members can contribute to knowledge application innovation, and ultimately the competitive advantage of the organization (Jackson et al., 2006). Hence, knowledge sharing can occur by direct interaction between individual (face-to-face), communication via online means, social networks, handbooks, seminars, conference, lecturing, amongst others. There are two types of knowledge-tacit and explicit knowledge. Tacit knowledge is highly personal, context-specific, and is difficult to formalize and communicate or transfer from one person to another by the process of writing or verbal expression and is not captured by language or mathematics and also difficult to reduce to writing and is made up mental models, values, beliefs, perceptions, insights and assumptions and usually shared through interactive conversation and shared experience. The individual knower is the principal agent of knowledge creation and application (Orlikowski, 2002). Tacit knowledge is made visible through its application and can be utilized in the innovation process (Leonard & Sensiper, 1998). Explicit knowledge, on the other hand, is transmittable in formal, systematic language, and can be conceptualized and stored in information systems (Nonaka & Takeuchi, 1995). Therefore, explicit knowledge refers to knowledge which is easily codified and articulated in language, and can be packaged, transferred and shared among individuals.

Knowledge sharing is the key to all knowledge management strategies and proffers a great platform through which knowledge management can thrive and individuals could share their experience and knowledge from individual to individual and within members in an organization. Ugocha et al. (2018) posited that the practice of sharing knowledge feeds strategically into knowledge management, orchestrating improvements in human intellectual capacity, facilitating growth, productivity and competitive advantage, for individuals and organizational culture, national culture, organizational resources such as time and space and access to knowledgeable people in an organization. Other factors are self-efficacy, self-esteem and organizational commitment. To this end, librarians working in higher institutions need to equip themselves with relevant tacit and explicit knowledge and share it, in other to cope with the rapid changes occurring in the globalized world. It is based on this premise that this paper examines librarians' consciousness and national integration for library and information science education in Nigeria.

CONCEPTUAL CLARIFICATION

Obviously, librarian's information strength solely depends on sharing and information collaboration from other librarians, information specialist and libraries, so as to boast, provide and proffer information solutions and educational development to her clientele and educational

environment. For these reasons, knowledge sharing is used to bridge the gap, by obtaining relevant information resources that are relevant among information disseminators and to libraries. It is through sharing that those resources or networks of librarians are made available to people who desire them. Ibrahim (2006) asserts that the need for knowledge sharing stems from three underlying trends of modern society. The growth of all forms of literature, the increasing reliance on information to enable society function effectively, information in the cost of materials coupled with the increasing availability of technology.

Knowledge has been always important in society. However, the importance of knowledge grows very fast as society becomes more advanced. Consequently, there are many definitions of knowledge by scholars. Knowledge is a result of cognition; a formalized information, to which references are made or which is utilized in logical inference. Knowledge as structured and organized information that has developed inside of a cognitive system or is part of the cognitive heritage of an individual. However, the word 'knowledge is best used to refer to what someone knows, which is, in effect, what they believe, including belief that some of the beliefs of others should not be believed. By extension the word 'knowledge' is used more loosely for (i) what social groups know collectively; and (ii) what is in principle knowable because it has been recorded somehow and could be recovered even though, at any given time, no individual knows (Buckland, 1991). Hence, knowledge is what has been understood and evaluated by the knower in bid to create relevance to an information seeker. Which in turn create change to the cognitive heritage of individual, groups of organization.

Knowledge can be created by asking a question and watching responses provoke through conversations, responses and interactions. Also, through the knower sharing desired information to solve the information needs of the seeker. Sharing therefore makes information available at low cost and consequently reduces information frustration of the information users. Ugocha et al. (2018) is of the view that the ultimate goal of sharing employees' knowledge is its transfer to organizational assets and resources for productivity. The knowledge sharing process consists of collecting, organizing and conversing knowledge from one to another (Van den Hoft & De Ridder, 2004). In other words, knowledge sharing allows us to have a simple content analysis of information and or knowledge in a shared medium. The interrelation of collecting, organizing and conversing are the instrument through which this objective can be fulfilled in other words, knowledge sharing allows us to have a simple content analysis of information, and or knowledge in a shared medium. The interrelation of collecting, organizing and conversing are the instrument through which this objective can be fulfilled.

Collecting: is based on access, with four dimensions including; tangible materials owned by a library and the information owner; tangible materials owned by other libraries; tangible materials not owned by other libraries and intangible material not owned by other libraries but accessible through the local library. The collection provides users with intellectual and bibliographic access.

Organizing: is focused on enabling quick retrieval, the more effort put in organizing information, the more effectively it can be retrieved. It makes many inter-dependent decisions, the classes, relations, structures and collections in which they participate and the people or technologies who create, transform, combine, compare and use them.

Conversing: is the specific practices taken to slow deterioration and distortion and prolong the life of an object by directly intervening in its physical make up. Been the treatment of information resources and the information carrier in order to sustain their survival as long as possible in their original format (Iyishu et al., 2013). Hence, Tacit and Explicit knowledge.

However, if managed properly, knowledge sharing can greatly improve work quality and decision-making skills, problem-solving efficiency as well as raise the standard of the information services and image of the knower (Yang, 2007). Knowledge work requires not just people but also tools and resources. Hence, the goals of knowledge sharing include:

- Facilitating users to have better access to library holdings or service;
- Positive effect on the knowledge seeker and information hub (library);
- Enhancing of library resources and information to benefit end users;
- Enabling the users to be more aware regarding the currency of information and its use;
- Advocate and support of creative use of information resources; and
- Develop shared policies for librarians and libraries special collections and non-circulating materials.

Ipe (2003) believes that sharing of knowledge between individuals and organization is a process by which knowledge is transformed into a form that could be understood, absorbed and used by others. From another point of view, the sharing of knowledge is referred to as the provision of know-how and task information in order to help others and foster the collaboration with others in order to develop new ideas, to solve problems, or to implement procedures or policies (Pulakos et al., 2003). This means that knowledge sharing can be broken down into two majors: (knowledge contributing- sharing materials, answering questions, making recommendations) and; (Knowledge consulting- consuming, browsing, searching). The above requires that academic librarians share knowledge so as to create a more conducive knowledge sharing culture within and outside a definite academic environment. Knowledge sharing culture involves organization, individuals, and LIS educators. Hence, knowledge sharing is only successful when people are willing to share and not hoard their 'stock of knowledge' (Bontis et al., 2002). Therefore, knowledge sharing has a positive influence on organizational effectiveness and it gives a dynamic advantage among scholars and or educators.

Knowledge sharing among Librarians in Nigeria

Knowledge sharing among professionals is presumed as one of the most convenient way, reliable and easy means to gain knowledge between individuals. Therefore, KS is the process by which knowledge held by an individual is converted into a form that can be understood, absorbed and used by other individual (Teimouri et al., 2011). Hence, it allows for easy integration and assimilation of knowledge-based activities, facilitate achieving outcomes of collective learning, high research productivity amongst others. However, workers can learn from experiences, lessons and practices of the other. According to Maponya (2004), knowledge sharing is based on the experiences gained internally and externally in an organization. The tendency is that it creates efficiency, consistency and self-actualization. Librarians by way of sharing their beliefs, skills, views and facts mutually establish knowledge relationship and create an understanding to salient phenomenon. In the same vein, Mesmer-Magnus and Dechurch (2009), affirms that knowledge sharing is positively associated with reductions in production costs, promotion of rapid completion of new products, developmental projects, team performance, firm modernization capabilities, including firm performance, services growth and revenue from new products and services. Thus, librarians in academic libraries can be categorized as knowledge workers with which the library progresses. Also, librarians may be influenced like other professions to be involved in knowledge sharing activity through decision which are basically grouped into organizational, technological and individual factors (Van den Hooff & De Leeuw van Weenen, 2004).

These factors are influencers of the knowledge sharing process. Organizational factors are top management supports which are central to the basis for improving knowledge sharing capabilities. These dimensions are organizational culture (visions and goals, trust and social networks), organizational structure (centralization, formalization, and performance-based reward system), therefore librarians should be knowledge driven so as to ensure its success and relevance in institutions. Technological factors relate to IT infrastructure, IT for knowledge sharing (collaborative technology), codification and expert vs. distributed model. Individual factors relate to self-efficiency and subjective norm considerations. It therefore implies that the way individuals understand shared knowledge is critical in understanding their satisfaction. This is particularly significant as the heart of any effective change is the people themselves (Davis, 1998).

The knowledge of the people is created and expanded through social interaction between people and their creative activities (Nonaka & Takeuchi, 1995). Consequently, librarians consider knowledge sharing as magnet to exploit in the globalized age. However, some key factors that encourage librarians to knowledge sharing process are: incentives; the idea of receiving knowledge; reinforcing relationship with co-workers; because they want to share; financial reward; and to increase reputation in the organization. Hence, successful and competitive organization employs willing individuals who like to share and understand the complex dynamic of successful knowledge sharing.

Similarly, Akparaobe (2013), studied knowledge sharing among librarians in university libraries in Nigeria. The study found that the option available for, librarians in knowledge sharing process is to include network, electronic mail and the internet if they must satisfy the information needs of the users in the twenty-first century. It re-emphasizes that need for librarians to be sensitive in her shared knowledge as they are the main driving force for educational development and the advancement of information. However, Jantz (2001) observed that in many library settings there are no systematic approach to organizing the knowledge of the enterprise and making it available to other staff in order to improve the operation of the library. As a result, each time librarians leave their job, they carry what they know with them. Whereas if knowledge is shared, it would ensure that important knowledge would still be available even when such staff has left (Onifade, 2015). Hence, active knowledge sharing by librarians therefore begins when other people voluntarily donate their knowledge and eagerly collect from others the knowledge needed, thus creating a knowledge sharing circle in the organization (Lia et al., 2006).

Librarians are proactive once adequate measures are put in place to facilitate knowledge sharing activities. According to Parirokh et al. (2008) librarians specified the following activities and strategies as factors that can encourage knowledge sharing among librarians. Thus:

- Sharing research projects;
- Training programs;
- Online newsletters;
- Teaching methods;
- Knowledge sharing policies and strategies;
- Leadership and dedication of time;
- Group discussion;
- More communication channels;
- Formal procedures including publication of manuals for staff; and
- Documenting experiences.

Knowledge sharing therefore, is about team work, that is working together to achieve the greatest results and efforts should be made to motivate librarians in order to improve knowledge sharing practices in their libraries and among librarians.

Knowledge sharing and Librarian Consciousness

Traditionally librarians have been information providers for centuries. Been concerned with the core mandate of information dissemination, custodians, preservations, educational, informational and knowledge awareness role. Also, teaching, fostering scholarly works through sustainable research, collection development and acquisition, classification and cataloguing of information resources, circulation, reference services, preservation, archiving amongst others are also the salient functions of librarians. Librarians by way of sharing their inbuilt knowledge, experience, thoughts and beliefs mutually establish their common understanding. Effective sharing of this resource is consequently one of the most challenge facing librarians in universities. Therefore, a lot of awareness on educating librarians who are well prepared to play an effective role in the knowledge society is required because librarians are the main driving force for educational development and advancement of information. Librarians have also developed and applied several knowledge sharing principles, and always performed roles as intermediaries between people who have knowledge and those who need to know (Sarrafzadeh et al., 2010).

Librarians targeted knowledge sharing in institutions cause's individuals and the groups to learn faster, develop creativity and self-improvement and organizational functionality (King, 2001). Hence, they must be a strong influence of perception triggered towards making people who are interested in sharing with positive attitudes towards it. However, knowledge sharing requires sustainable commitment, creativity and interactive learning process (Khatemianfel & Parirokh, 2009). The state of being of the individual improves and performance is noticed within self and the organization, hence, it becomes the most important factor been used by librarians in measuring the performance of organizational and institutional learning. More so, librarians can share knowledge through informal, unsystematic and non-daily routines functions. However, knowledge is only created by an individual and not by the organization. Knowledge creation in an academic library and among librarians can be seen in terms of an increasing amount of information been stored in databases; knowledge embedded processes and documentation as well as the explicit knowledge of workers. In this way, organizational effectiveness, as as well as efficiency will improve if KS takes place amongst staff members in the acquisitions, cataloguing and information sections in order to create a service for optimal workflow.

The work of an academic librarian in higher institution is to provide post –secondary education, as well as student learning (Morrow, 2008). Thus, when librarians perceive sharing of knowledge has been pivotal it drives away illiteracy, ignorance and drives away information deformity, in such a manner that people work together, share ideas, hold brown –bag sessions during lunch time or work in their departments. According to Daneshgar and Parirokh (2007), the library can be regarded as a system of integrated activities and business processes that work together to achieve overall organizational goals. Hence, the author states that librarians should not only gather, store and disseminate knowledge, but also create it.

The creation of knowledge by librarians should include the following activities:

- Content management;
- Organization of knowledge;
- Evaluation of the validity of information; and
- Reliability of information obtained from unfamiliar sources.

It clearly shows why in knowledge centered institution (i.e library), librarians who are able to conceptually value the creation of knowledge and learning as a useful approach for their personal and institutional development will succeed in changing their way of thinking (Daneshgar & Parirokh, 2007). However, librarians' foster knowledge –sharing through e-mails, intranets, meetings, inter-library loans amongst others. Through a variety of mechanisms of institutional learning, librarians are mindful of how they create, collect and make the processes of knowledge dissemination among individuals and the entire system. Effects of knowledge sharing on librarians are highlighted as follows:

Library routine operations and services: the efficiency of a given library operation is a function of unit cost, quality, effectiveness and efficiency of operational output. Knowledge sharing has made it possible for the increased need for procedures and mechanisms that incorporate the use of tools and services that align with user's practices, goals, self-growth and expectations. Also, the enabling of shared network with some libraries and their resources, tend to facilitate distinct services and incentives which aim to build and manage unique collections, which can allow others to focus more intensively on ensuring accessibility to the range of information now available from other libraries as well as from multifarious digital services. A defining element of this moment is the capacity for librarians to accelerate their own transformation through collaborative sharing. Roknuzzaman and Umemoto (2009) rightly point out that, if librarians are to be aware of the knowledge of their users and if they want to have better possibilities of sharing knowledge with them, then relevance should be attached to KS, as it will be a gained benefit for the services provided by libraries.

According to Sriram and Rajev (2014), the services provided in libraries, which knowledge sharing will help in facilitating are; borrowing and lending books and other materials, reference services, catalogue, photocopying services, information services, and inter-library loan amongst others. This trend is also experienced in their routine functions, including providing resources and services that meet users' needs. However, librarians are a proactive link between users and information resources that have been produced through generations. Therefore, in developing and disseminating of information relating to a new way of thinking, application of intellectual and social wealth, institution re-investment to information and related technologies and re-packaging of information access to both digital and print sources within the emerging framework to transfer knowledge, pursue and demonstrate expert knowledge of the content of information resources, including the ability to critically evaluate and filter them ought to be given priority.

Networking and Partnership with other libraries: knowledge sharing is one of the most effective ways to increase specialized knowledge level of other libraries. Libraries have to depend on other libraries. For fulfilling these demands networking is required for the library. According to Singh (2009), networking and knowledge sharing are supplementary to each other. No one library can afford alone the demand of users/readers. Additionally, individual institutions subscribe to or purchase other resources to meet the particular needs of their constituencies. The aim is to enable everyone to gain from the intellect, imagination, and enthusiasm of people working in and with institutions or knowledge centered. The rationale is that provision of information, information consumption, service delivery, efficiency and effectiveness is more likely to occur if more and different sorts of people are involved in partnerships. Hence, knowledge partnership circuitously contributes knowledge, experience, resources and connections, and participate in two-way communications, embrace a collaborative process, behave as a coherent entity and shared and understand a consistent purpose or goal. A subtle rationale between knowledge partnerships is obscured by their explicit strategic motives. That rationale is the intent to learn especially knowledge that is tacit, collective and embedded. In

other words, lack of clarity in this arena that explains shortcomings. Hence, trust, reciprocity, diversity and complementary remarks are links in building viable and strongholds in sharing of knowledge. Importantly, through knowledge network, librarians geared towards:

- Increased access to knowledge, experience, resources and connections;
- Shared learned knowledge;
- Shared good practices in LIS profession;
- Fostered creativity and innovations;
- Increased service process effectiveness;
- Enhanced visibility of concerns and issues;
- Strengthened capacity to advocate and influence policy;
- More effective responses to complex realities and scaled –up-impact;
- Reduced isolation and increased credibility;
- Mitigated risks; and
- Efficient search for data, information and knowledge.

Networking and partnership offer possibilities for individuals to use their knowledge outside their organizations to create knowledge and spark energy for change that potentially can be used by others and any institution or individual not realizing that is losing ground very fast in knowledge growth.

Teaching and Curriculum Practices: librarians are still fighting to encourage their colleagues and educational community to assign the correct link in the teaching and learning process. For instance, the role of the academic librarian has traditionally revolved around managing and developing collections to support teaching, learning and research, in addition to providing programs that support the development of information literacy skills. Changes in the curriculum and to the wider environment of work and society mean that these traditional roles may no longer be sufficient to support academic staff, information user's, student and the academic community. Inquiring new ways to encourage and create relevance is often paramount to librarians. Librarians therefore need to reposition the profession, with a greater focus on partnering with academic staff, institutions and educational regulatory bodies and becoming embedded in the curriculum and taking new roles in educational integration. Of course, to keep pace with evolving information technologies. Additionally, librarians may develop curricula either within their academic unit or through working with disciplines or faculty to create and implement information literacy lessons, activities and assessments. Librarians are fulcrums of academic productivity, with potential to expand both the range and depth of creative work that faculty and students undertake to any discipline. Positively, knowledge sharing has changed the actions librarians perform and the services they provide in carrying out their core functions. Therefore, linking users to information will continue to involve physical volumes of some degrees, particularly for knowledge-centered institutions that acquire specialized unique collections for the purpose of enhancing curriculum development in library and information (LIS) education. Librarians' knowledge growth directly leads to an increase of teaching role and its effective actualization in educational area and knowledge contents of different fields of study. This increases the knowledge sharing processes and active resources of librarians and also put the institution/librarians at the fore-front of content creations development, dissemination and management.

Motivation: the scope of where the knowledge is shared, and the cost which consist of elements that are associated with the attempts such as mental endeavor otherwise is strongly influenced by

how motivated individuals are. Individuals behavior of knowledge sharing resulted from their extinctive motivation can be considered as the impact of the members understanding related to the importance of the relationship with exchanging the knowledge (Lin, 2007). To Ipe (2003), there are four genres of knowledge sharing motivation. Thus: the fear of the loss of power, expected reciprocal benefits, rewards for sharing and expected relationship with recipients. Gagne (2009) affirms that the perspective created implies that being motivated to share out of interest or personal meaning results in more positive attitudes towards knowledge sharing. Hence, intrinsic motivation refers to knowledge sharing self-efficacy, meaning that individuals feel the confidence to provide valuable knowledge to their colleagues (Hsu & Lin, 2008). Self-efficacy is Individuals (employees) who believe that sharing their knowledge to others in an institution can enhance performance of such institution, show more positive attitude about knowledge sharing and consequently intend to share their knowledge more, of which it leads to information goal actualization. For example, the value of these processes and systems are realized through their continual use and improvements by knowledgeable entities at all levels within the institution or academic community, and more competent for sharing highly context specific knowledge. Been a power game, if individual perceives that sharing causes a loss of power, they will hoard knowledge for personal defense (Ipe, 2003). The emphasis is the need for rational understanding and perceived thoughts to identify the societal and intellectual spectrum value of knowledge sharing. Librarians' self-sacrifice can directly lead to commitment towards fostering collective intellectual growth from different context of knowledge.

knowledge sharing and National Integration

National integration is a conscious process of creating an interlocking and vertical relationship between and among hitherto separate nation, after an understanding and reconciliation of the fundamental differences and an establishment of an acceptable consensus. Tersoo and Ejue (2014) sees National integration as a building of a nation state out of disparate socio-economic, religious, ethnic and geographical elements which translate the diffuse and unorganized sentiment of nationalism into spirit of citizenship through the creation of policy and programmes that are in line with the citizenry. National integration is a multifaceted and multidimensional concept. Hence, the plurality that seems to attend attempts at conceptual explication of the term. From the conception of national integration, two things stand out. The first has to do with geographical and territorial mass of a country (hence, national integration could be achieved if the different parts that make a country a lumped together as a monolithic whole). This implies the unification of different parts of a state, institution and or organization which will form as a forum to co-operate and inter-dependent. The second perspective sees national integration as a processing together of the various interest groups in a territorial entity to the pursuit of common goals or objectives (Okafor & Okeke, 2008). This is best achieved through knowledge sharing integration process, which can best be described as harmoniously by forgoing a common information goal and aim that is shared between individuals, organizations', institutions and knowledge-centered environment. Hence, it reduces ignorant about the environment.

National integration thus covers a vast range of human relationship and dependence, myriad of information assemblage, structural services and institutionalized allowance and a development of a sense of collective integration into a common unified process. Hence, scholar's views postulate that integration is what holds resources and sharing procedure together. As noted by Mazrui (1983), the five major aspects of national integration include:

- The fusion of norms and culture;
- The promotion of social independence;

- The narrowing of the gap between the elites and the masses, the urban and the rural area., rich or poor etc.;
- The resolution of emergent conflicts; and
- The sharing of mutual experiences so that people can discover that they had undergone some important experiences together.

However, national integration through knowledge sharing involves creativity. Creativity is the foundation of innovation. Individual creativity can be used as building blocks for institutional innovation, change and competitiveness. Hence creativity needs several resources to be realized, for instance, time, materials, teamwork effort, hard work, knowledge resources and strenuous mental energy. Among them knowledge can be viewed as an important resource that facilitates individual and institutional creativity. Lee et al. (2011) argued that knowledge sharing is a facilitator of creative ideas, and a primary factor to facilitate organizational creativity and innovation. Innovation is a change in the thought of the process for doing something or the useful application of new inventions or discoveries.

Similarly, knowledge innovation is seen as the creation, evolution, exchange and application of new ideas into marketable goods and services, leading to the success of an institution, the vitality of a nation's economy and the advancement of society. Therefore, innovation entails a process where people use past knowledge to create new knowledge by some necessary medium or mechanisms and technology channels and creative thinking activities. It could be reliably inferred that knowledge sharing only provides a platform for a positive force in creating creative innovative organizations especially when there is more positive social interaction culture and the act of making knowledge available to others. There is need for librarians to embark on KS practice as its promotion lies on the facilitation of social interaction culture, which is termed to be more important than extrinsically motivated employees (i.e. monetary compensation). That is knowledge sharing involves social and human interaction and generation of new ideas or the creation of teams systematically devoted to new initiatives generation, not simply technologies. As noted by Jantunen (2005), a positive knowledge sharing culture helps institutions improve innovation capability. The findings of Lin (2007) confirm that individual factors are associated with knowledge sharing processes; top management facilitation of knowledge sharing which is important to enable institutions with superior competence in knowledge sharing to succeed in innovation performance; and reliance on a techno-centric approach to knowledge sharing is insufficient for achieving the necessary social relationships and interpersonal interactions of employees for facilitating employee willingness to donate knowledge.

Knowledge sharing as stated above, impacts positively on the restoration of National integration. It also creates a changing environment of traditional ideas about managing intellectual resources and employee work styles by providing new processes, disciplines and cultures, specifically created by information disseminators (i.e. librarians). The joint creation among these custodians of knowledge stirs the intellectual capital into a unified attainment.

Knowledge Sharing and Library and Information Science (LIS) Education

Library and information science (LIS) education is a discipline whose core value is information acquisition, processing, preservation and dissemination of the information to meet information need of the citizens for self-development, and the integration of the society (Onyenachi & Amadi, 2018). Hence, it is increasingly recognized that the right to information is the door to the fulfillment of other rights and societal integration. Without recognizing the right to information, it is impossible for citizens to enjoy their rights to participate in knowledge rights, political, social, and economic and their rights to self-determination of sharing and or disseminating,

amongst others. This makes the LIS education programmes paramount. Undoubtedly, LIS education is a sure and quick way of knowledge creation, transfer and development to individuals, communities/ societies and academic environment, hence, a gateway that leads to knowledge sharing. Knowledge sharing will make LIS education to be able to explore new technologies, be creative and embrace noble ideals that will build self-development and integrative growth. Although, LIS education institution in Africa started quite early in 1960 in the continent. By 1980s, there were five main LIS education institutions based in Ghana, Nigeria, Senegal and Uganda (Ocholla, 2000). Specifically, in 1984, there were six university-based library schools in Nigeria, namely: University of Ibadan, ABU Zaria, Bayero University Kano, University of Maiduguri, Imo state university, Owerri and university of Nigeria, Nsukka (Dike, 2004).

Library and Information science (LIS), therefore is a branch of learning (discipline) that fulfills the aim of education is the ability to think and communicate critically and creatively, making decisions, solving problems amongst others, are some of the important process outcomes that we expect of education”. In other for librarians to shift from what has been known and what they can do with what have been known, they must ensure to keep pace of the changing needs of the society in bid to solidify LIS education in Nigeria. Hence, Malekabadizadeh et al. (2009) affirm that library and information science educators should:

- Be trained in critical thinking, applying creativity in problem solving, logical reasoning; and analyzing scientific information;
- Increase the extent of studying and research;
- Foster skills in self-study as well as group study, to foster knowledge sharing;
- Extend the boundary of intellectually and reasoning beyond mere recitations;
- Accepting social duties in a positive and responsible manner;
- Thinking globally and act logically; and
- Respecting other notions and ideas.

The original aim of knowledge sharing in LIS education is to promote its development and success. That is, how knowledge is shared and used among LIS educators, it builds up, as well as awareness of the essence of shared knowledge. Hence, the multi-disciplinary nature of knowledge sharing has ensured its influence on wide range of professional endeavors. However, at the core of knowledge sharing in library and information science is the belief that since creation of knowledge has been the strong suite of librarians, they must not only engage in, but also actively initiate, direct and lead KS initiatives. Importantly, if library schools and the profession at large are to make the most of the opportunity that knowledge sharing presents for accelerating the career growth of individual and the overall development of the profession, this process of educational change must be thorough and wide-ranging. Indeed, before any changes can be made it is necessary to:

- Identify the educational needs of future students.
- The skills set demanded by the market for knowledge-literate library and information professionals.
- Identify the commoditization not only of technology, but also of many LIS products and services.
- Information literacy within the academic community.
- Categorization of LIS schools and academic programmes, curriculum and dispensation.
- Understanding the need for LIS knowledge sharing mechanisms and uniformity.
- Resolve disparity of staffing issues in most existing library schools.

- Evaluate library school resources and its collaboration with regulatory bodies in students' graduation and award of degrees.

Library and information science (LIS) education need to be re-integrated so as to broaden and facilitate the development of critical knowledge and of the creative approaches needed for problem solving in today's turbulent information environment and not undermining its core knowledge values. This according to Myburgh (2003) it requires professionals such as LIS educators to gain extrta-disciplinary knowledge and to engage in meaningful trans-disciplinary activities. It then involves actual knowledge sharing, filling in the gaps that the participants would not be able to accommodate individually, and adapting and accommodating differences in order to achieve a goal. Logan and Itsieh-Yee (2001) assert that the changes in the university system have caused educators to take a more proactive position toward consolidation with different LIS schools in order to obtain a greater university presence and perhaps additional funding, which will led to the formation of collaborative arrangements for associated programs.

CONCLUSION

Unarguably, knowledge sharing plays important role in the enhancement of knowledge integration, and its connections and collaborations within and outside their parent organizations'. However, it fosters employee's creativity and improve educational development of diverse fields. However, the sharing activity is approached as transfer of knowledge from the knowledge owner (LIS educators) to recipients (students and information seekers). As knowledge custodians and disseminators, librarians have a significant relevance in educational and information environment, hence, knowledge sharing by information (librarians) handlers nor scholars is not only an instrument nor medium for scholars communication and transfer of knowledge but it is also a means to develop LIS education and in general create a framework that LIS schools can follow, with a connective and workable system. Although, there have been several efforts among librarians to develop knowledge sharing linkage among institutions, more effort needs to be put in place. Due to the importance attached, it is expected that LIS educators to take advantage of the new technologies and information transformation handling skills for knowledge sharing and turn it into LIS growth in Nigeria.

Recommendation

In view of the foregoing, the following recommendations were made:

- An integrative model initiative programmes should be created in LIS schools.
- Policies of LIS education and training of librarians should fully be implemented for efficiency and effectiveness.
- Knowledge sharing application process and collaborative culture
- Creativity and innovations in service users' information queries.
- Motivation of interpersonal and group relationships.
- Workable system that will affect service delivery must be re-visited.'
- Viable system must be in place to gather all new knowledge and determine how this knowledge should be shared.

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