

## Knowledge Sharing Practices and Digital Literacy Skills Among Academic Librarians of University Libraries in Kwara State, Nigeria

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### Abstract

*Academic libraries serve as lifelong learning hubs, which digital literacy is a core component of this mission and the digital era has brought forth a multitude of online platforms that facilitate knowledge sharing practices. This study investigates the knowledge sharing practices and digital literacy skills among academic librarians of university libraries in Kwara State, Nigeria. Descriptive survey design was adopted for this study, the population comprised the 85 academic librarians in all university libraries in Kwara State. Total enumeration technique was adopted, questionnaire was employed to collect data. The data collected were analyzed and presented with frequency, percentages and mean scores. Findings revealed that knowledge sharing practices among the respondents were high and majority of them engaged themselves in sharing knowledge with other colleagues. The respondents shared knowledge through seminar/workshop, verbal discussion, mentoring and during staff meetings as revealed by the findings of this study. The study further revealed that the level of digital literacy skills of the respondents was high. It also revealed that the respondents possessed digital literacy skills such as downloading files from databases among others. This study concluded that the academic librarians in university libraries in Kwara State engaged in knowledge sharing practices and they adopted some knowledge sharing platforms. It further concluded that the level of digital literacy skills of the academic librarians was high and they possessed digital literacy skills. Lastly, the study recommends that academic libraries can enhance the practice of knowledge sharing by utilizing all available media and opportunities to maintain the culture of knowledge sharing.*

**Keywords:** Knowledge Sharing Practices, Digital Literacy Skills, University Libraries, Academic Librarians, Kwara State.

## **Introduction**

In the contemporary information age, academic libraries stand as vital repositories of knowledge, serving as gateways to an expansive array of information resources and facilitating lifelong learning. As the world embraces digital transformation, academic libraries in Nigeria are at a pivotal juncture, facing the dual challenge of harnessing the power of knowledge sharing practices and nurturing digital literacy skills to ensure the delivery of effective and relevant services to their patrons. Omotoso and Popoola (2019) concluded that the roles and relevance of both knowledge sharing and organizational learning in promoting effective service delivery cannot be over emphasized, and as such, management of university libraries must ensure that knowledge sharing and organizational learning are greatly encouraged among the library personnel and users by initiating policies.

In the realm of library and information science, the practice of knowledge sharing has gained prominence as an essential component for fostering innovation, professional development, and effective service delivery. Knowledge sharing involves the exchange of information, expertise, and experiences among library staff members and within the broader library community. According to Alavi and Leidner (2021) knowledge sharing, which is also known as knowledge transfer is the process of disseminating knowledge and this can be between persons, groups or organizations, using various communication media while knowledge sharing practices involve the exchange of information, ideas, and expertise among library staff and patrons. This could include training programs, collaborative projects, and communication platforms that facilitate the dissemination of knowledge within the library community. Abubakar and Sahabi (2022) stated that knowledge sharing practices involves the use of verbal discussion, seminar/workshop, mentoring, staff meeting, storytelling, community practices among others.

Digital literacy skills have emerged as a fundamental factor influencing the effectiveness of library services in the digital age. The ability to navigate, evaluate, and utilize digital resources has become essential for patrons to access information, engage with learning materials, and participate in the digital society. The shift of digital culture has been accelerated by the boosting power of the internet, hence digital information sources coinage is the heart of most academic libraries for the aim of guaranteeing equal access to information services and resources by users (Lawal, 2017).

Digital literacy skills refer to the ability to access, evaluate, and use digital information effectively. In the context of library services, digital literacy is essential for both staff and patrons to navigate digital resources, online databases, and electronic materials. Offili (2017) stated that digital literacy is the interest, attitude, and ability of individuals to use digital technology and communication tools appropriately in order to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others.

Academic libraries have evolved from traditional repositories of physical books to dynamic information hubs, with digital resources and technologies taking center stage. Simultaneously, the landscape of knowledge creation and dissemination has expanded exponentially, making effective knowledge sharing practices a critical component of library operations. The ability to share expertise, innovative ideas, and best practices among librarians has become imperative to keep up with the rapid changes in information technologies and service delivery methods. Hence, this study tends to investigate if knowledge sharing practices exist among the academic librarians in Kwara State and also to identify their level of digital literacy skills.

### **Research Objectives**

The main objective of the study is to investigate the knowledge sharing practices and digital literacy skills among academic librarians of university libraries in Kwara State, Nigeria. The specific objectives are to;

- i. Establish the state of knowledge sharing practices among academic librarians in Kwara State, Nigeria?
- ii. Identify the media used for knowledge sharing among academic librarians in Kwara State, Nigeria?
- iii. Examine the level of digital literacy skills among academic librarians in Kwara State, Nigeria?
- iv. Highlight the types of digital literacy skills possessed by academic librarians in Kwara State, Nigeria?

### **Research Questions**

The following questions guided the study:

- i. What is the state of knowledge sharing practices among academic librarians in Kwara State, Nigeria?
- ii. What are the media used for knowledge sharing among academic

librarians in Kwara State, Nigeria?

- iii. What is the level of digital literacy skills among academic librarians in Kwara State, Nigeria?
- iv. What are the types of digital literacy skills possessed by academic librarians in Kwara State, Nigeria?

### **Literature Review**

The convergence of knowledge sharing practices and digital literacy skills within the realm of academic library services delivery has garnered increasing attention in the context of Nigeria. As academic libraries adapt to the digital age, the effective exchange of knowledge and the cultivation of digital literacy have emerged as crucial determinants in shaping the quality and relevance of services provided to patrons. Chitumbo and Kanyengo (2017) highlighted the importance of a culture of knowledge sharing among librarians, emphasizing that a collaborative environment encourages the adoption of new technologies and effective strategies for service delivery. Knowledge sharing not only enhances librarian capabilities but also contributes to the overall organizational learning and innovation within libraries. Knowledge sharing has helped librarians learn from the experiences and practices of others and also increased workers efficiency in the library organization (Akparobore, 2015). Knowledge sharing between librarians is acknowledged to be the key to innovation and competitive advantage to libraries. Thus, knowledge sharing practices involve management support and individual creativity. Librarians understand the concept of knowledge sharing as the process where knowledge possessed by an individual is shared with another individual (Ajegbomogun & Diyaolu, 2018).

Knowledge sharing practices encompass a range of collaborative activities within academic libraries, such as workshops, training programs, and cross-departmental information exchange. Knowledge sharing practices bring out the best from librarians because shared knowledge/proficiency is a driving force for the growth of an organization (Abubakar & Sahabi, 2022). These practices facilitate the dissemination of expertise, innovative ideas, and best practices among librarians, enabling them to stay current with emerging trends and technologies. Abubakar and Sahabi (2022) stated that libraries today are embarking on new ways to enhance service provision to their users and knowledge sharing practices have the potentials of improving library services using information communication technologies. Knowledge sharing practices facilitates finding answers to

topical questions; leads to less duplication of tasks and improved working methods (Ajegbomogun & Diyaolu, 2018).

Knowledge sharing is a catalyst for organizational learning, enabling libraries to adapt to changing environments and stay at the forefront of information services. Knowledge sharing involves the exchange of personal experiences, expertise, ideas, perspectives and information with others and making information easily available by establishing connections or networks between lecturers/institutions/organization within a specific scheme or community (Adamseged & Hong, 2018). According to Abubakar and Sahabi (2022) knowledge sharing is a key concept associated with the conversion of tacit knowledge to explicit knowledge which results in the transfer of knowledge from one person to another. Knowledge sharing is the process by which knowledge of individuals is converted into a form that can be understood and used by other individuals (Gaál, Szabó, Obermayer-Kovács & Csepregi, 2015). However, Akparobore (2015) discovered that respondents agreed that the extent of awareness of knowledge sharing practices among librarians in the university libraries is high. Also, Akanbi, Babatunde and Bankole (2022) revealed that the availability of time has an influence on the librarians' knowledge sharing behaviour. They also revealed that male lecturers are more willing to share knowledge much more than their female counterparts. Ike (2023) revealed that librarians are aware of knowledge sharing practices in academic libraries to a high extent.

A conducive environment for knowledge sharing encourages librarians to collaborate, exchange insights, and collectively solve a problem. Awodoyin, Osisanwo, Adetoro and Adeyemo (2016) stated that academic librarians perceive knowledge sharing as imperative to their professional function as it enhances effectiveness, saves times, strengthen bonds and relationships between colleagues, increases innovation and discovery. Ike (2023) study showed that librarians agreed that verbal discussion, seminars/workshops, conference, mentoring, notice board, library portal, brainstorming and WhatsApp are the major media used for knowledge sharing practices. The digital transformation of libraries has amplified the need for libraries to embrace new technologies. Knowledge sharing practices play a pivotal role in enabling libraries to adapt and integrate these technologies effectively. Dey and Mukhopadhyay (2018) argued that libraries that prioritize knowledge sharing are more likely to adopt emerging technologies and leverage them to improve service delivery.

Igbinovia and Osuchukwu, (2018) highlighted that knowledge sharing platforms can serve as repositories of best practices, case studies, and lessons learned, contributing to the ongoing learning and growth of library professionals.

Knowledge sharing serves as a cornerstone for collaboration and innovation within libraries. 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 organizations while knowledge sharing practices are diverse personal interactive processes such as discussions, debates and meetings, where one is influenced by other's experiences (Helsinki, 2013). Dey and Mukhopadhyay (2018) noted that libraries that prioritize knowledge sharing encourage librarians to engage in ongoing learning, promoting professional growth and a sense of shared purpose. Abubakar and Sahabi (2022) indicated that the respondents strongly agreed that professional librarians use brainstorming and verbal discussion while sharing knowledge.

Nevertheless, knowledge sharing practices among academic librarians particularly in Nigeria universities has been adversely hindered due to insufficient awareness about the significance of knowledge sharing in academic institutions and the negative attitude of some academic librarians to the value of sharing knowledge with others (Lawal, Agboola, Aderibigbe, Owolabi, Ibrahim, Bakare & Jimada, 2014). Abuakar & Sahabi (2022) revealed 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. Awodoyin et al. (2016) found that the high level of knowledge sharing activity in Nigerian libraries is in several areas, cutting across scholarly communication, staff issues, library use and user issues, as well as cataloguing and classification of materials. Similarly, Akparobore (2015) found that, despite the existence of knowledge sharing in Nigerian universities, its rate was quite low and unsatisfactory. Mosha, Hubbert, Lamunga and Twonga (2015) conducted a study on the librarians of Nelson Mandela University and found that knowledge sharing practices in the library is low.

Digital literacy skills have become a critical factor in determining the effectiveness of library services in the digital age. As Nigeria faces disparities in technology access, the cultivation of digital literacy skills

becomes paramount to bridge the digital divide and ensure equitable access to information resources. According to IFLA (2017) librarians are aware that the ability to use technology meaningfully facilitates professional, personal and social endeavours. Omotoso and Popoola (2019) stated that academic librarians should constantly update their skills, ability and knowledge in order to meet up with the demands of the knowledge economy and that of the operations of the library. Martin (2018) highlighted that digital literacy empowers individuals to discern reliable information from misinformation, engage with diverse perspectives, and protect their privacy online. As stated by Lawal (2017) “the shift of digital culture has been accelerated by the boosting power of the internet, hence digital information sources coinage is the heart of most academic libraries for the aim of guaranteeing equal access to information services and resources by their users”. The digital literacy skills possessed by librarians include the abilities to use the Internet in search of information, use the Internet to communicate information, conduct website evaluation, use Boolean logic, and design a database. (Chukwueke & Idris, 2023). Emiri (2017) stated that professionals of all works of life are aided by digital literacy in advancing their skills that annex economic ranks and enrich their common post achievement and living benchmark.

Digital literacy skills have become a cornerstone of modern librarianship, directly influencing librarians' ability to access and utilize digital resources effectively. Fakunle, Bakare and Adeyeye (2022) described a digital literate individual as someone with the ability to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources. Digital literacy, according to Wikipedia (2018), is the knowledge, skills, and behavior utilized in a wide range of digital devices, including smartphones, tablets, laptops, and desktop PCs, all of which are considered network rather than computer devices. As libraries transition to digital platforms and online databases, librarians equipped with strong digital literacy competencies play a pivotal role in guiding patrons, ensuring information accuracy, and fostering a culture of learning. Digital literacy can be regarded as an umbrella framework of skills, knowledge and ethics as stated by Okeji, Nwankwo, Anene and Olorunfemi (2020). Kaeophanuek, Na-Songkhla and Nilsook (2018) stated that digital literacy skills are a contemporary fundamental practical ability to communicate, share, retrieve, and use information digital devices such as laptops, smartphones, tablets, the internet, and other technological facilities (including files,

images, sounds, music, and other digital information contents). Also, Anyim (2018) described digital literacy as a constellation of life skills that are necessary for full participation in our media-saturated, information-rich society, it is those qualities that make an individual fit for living, learning, working and socializing in a digital society.

In the digital era, the role of librarians has transformed from being custodians of physical collections to navigators of vast digital landscapes. Digital literacy skills are essential for librarians to effectively navigate the plethora of digital resources available. According to Emiri (2017), digital literacy can be conceived on three levels: digital competence, digital usage and digital transformation. Martzoukou and Elliott (2016) highlighted that librarians with strong digital literacy skills are better equipped to search, retrieve, and evaluate digital content, ensuring that they can provide accurate and relevant resources to users. Kaeophanuek et al. (2018) emphasized the importance of digital literacy skills to librarians. They clarified that digital literacy skills are competencies needed to learn and use various software applications and digital tools conveniently for meeting academic and life goals. Sambo, Imran and Akanbi (2022) concluded that digital literacy skills are essential for licensed librarians to achieve quality career achievement and social activities in today's digital environment. Librarians with robust digital literacy skills are better positioned to assist patrons in utilizing digital resources effectively. Tamaro, Ciancio, De Rosa, Pantò and Nascimbeni (2017) emphasized that librarians who continually develop their digital literacy skills are better equipped to adapt to emerging technologies, staying at the forefront of information services and inspiring patrons to do the same. Furthermore, Okeji et al. (2020) assessed the digital literacy skills of 21st-century librarians in private university libraries in Anambra State. They found that academic librarians in private universities in Anambra State possess digital literacy skills, which they apply in delivering their library services.

Despite the potential benefits, challenges persist in acquiring and promoting digital literacy in Nigerian academic libraries. Limited access to technology infrastructure and inadequate funding are obstacles that hinder the integration of digital tools into academic library services and inadequate training for librarians among other challenges. Mungwabi (2019) stated that academic libraries that have adopted and used digital literacy face different challenges such as inadequate IT infrastructure, inadequate initial training, insufficient motivation, absence of technical

services support, insufficient facilities, poor connectivity, limited time, unreliable power supply, inadequate bandwidth, administration that does not embrace ICT usage, lack of ICT and Information Literacy policies and lack of administrative support. Similarly, an exploratory study by Anjaiah (2016) found that factors militating against digital information literacy include frequent power outages, Wi-Fi problems while browsing digital resources, limited computer terminals in the library and digital library timings, and serious internet connection problems while browsing digital resources.

One of the most significant challenges is the digital divide, where unequal access to technology hinders the development of digital literacy skills. Libraries, particularly public and community libraries, play a crucial role in bridging this gap by providing access to technology and training (Martzoukou& Elliott, 2016). The fast pace of technological advancements poses challenges for individuals to keep up with the evolving digital tools and platforms. Many individuals struggle to adapt to new technologies, highlighting the need for continuous digital literacy training (Hirsh, 2018). Odu and Omosigho (2017) have identified several factors that prevent academic librarians from effectively using their digital literacy skills on the job, including insufficient information and communication technology infrastructures and efficient online access, a lack of in-depth digital skills plus information searching skills among library staff and users, inadequate digital literacy, and constant power supply among others. Also, Okeji et al. (2020) reported power failure and poor Internet connectivity among others. Digital literacy skills possessed by certified librarians in Nigeria libraries were moderate and most of certified librarians sponsored themselves to acquire digital literacy skills training as discovered by Sambo et al. (2022). In line with this, academic libraries need to offer digital literacy training because libraries contribute to empowering individuals for personal and professional growth in the digital age and digital literacy skills are increasingly considered essential life skills (Igbo, 2020). Academic libraries can engage with the local community through digital literacy workshops and seminar programs. These initiatives equip librarians beyond the physical and traditional services and empower individuals to participate actively in the digital world. Sambo et al. (2022) revealed that certified librarians were facing numerous obstacles such as power failure most time, lack of digital equipment, overwhelming workload, cost of digital skills training, lack of basic digital literacy skills, inadequate

computer literate and lack of time in their offices due to other official assignments.

In the Nigerian academic library landscape, the intersection of knowledge sharing practices and digital literacy skills stands as a cornerstone for effective service delivery. Libraries that embrace a culture of collaboration and prioritize digital literacy initiatives are better positioned to meet the diverse needs of their patrons. As Nigeria's academic libraries continue to evolve, understanding and harnessing the interplay between knowledge sharing and digital literacy will be pivotal in ensuring that these institutions remain vibrant, accessible, and responsive to the dynamic information needs of their communities.

### **Methodology**

The survey research design was adopted for this study. The population of the study was drawn from the 8 university libraries and 85 academic librarians from Kwara State, Nigeria. Considering the manageable size of the population, total enumeration method was used to study all the librarians from these universities. The total number of 85 academic librarians participated in this study. Data were collected through a self-structured questionnaire which was perused by two experts in Library and Information Science to ensure the face validity. The questionnaire was tagged "Knowledge Sharing Practices and Digital Literacy Skills in Kwara State University Libraries (KSPDLSKSUL)". It was designed in two sections; section one dealt with demographic characteristics of the respondents and section two focused on the knowledge sharing practices and digital literacy skills in university libraries. In order to ensure the reliability of the instrument, a test-retest approach was used by administering the same questionnaire twice to the same set of 10 librarians from Kwara State University library within two weeks' interval. The scores were correlated using PPMC and produced 0.92 of correlation coefficient. Percentages were used to analyze the demographic data of the respondents, while mean score was used to answer the research questions and presented in tables.

### **Results and Data Analysis**

#### *Demographic Data of the Respondents*

**Table 1: Demographic Information of the Respondents (N=85)**

| Variables                        | Frequency | Percentage |
|----------------------------------|-----------|------------|
| <b>Gender:</b>                   |           |            |
| Male                             | 55        | 64.7       |
| Female                           | 30        | 35.3       |
| <b>Marital Status:</b>           |           |            |
| Married                          | 58        | 68.2       |
| Single                           | 27        | 31.8       |
| <b>Qualification:</b>            |           |            |
| HND                              | 11        | 12.9       |
| B.Sc                             | 38        | 44.7       |
| M.Sc                             | 22        | 25.8       |
| Ph.D                             | 14        | 16.4       |
| <b>Years of work experience:</b> |           |            |
| 10 years and below               | 35        | 41.2       |
| 10 years and above               | 50        | 58.8       |

According to the data presented in Table 1, it was revealed that over half of the respondents, 55(64.7%) were males, while the remaining 30(35.2%) were females. Additionally, it was shown that 58(68.2%) out of the total respondents were married, while the remaining 27(31.7%) were single at the time of collecting data for this research. Furthermore, the table also revealed that 38(44.7%) of the respondents has BSc, 22(25.8%) has MSc, while 14(16.4%) has PhD and 11(12.9%) has HND in Library and Information Science profession. Finally, the table revealed that the majority of the librarians, 50(58.8%) has worked for over 10 years, while the remaining 35(41.1%) has worked for less than 10 years.

**Research Question 1: What is the state of knowledge sharing practices among academic librarians in Kwara State, Nigeria?**

*Table 2: Mean Score showing the state of knowledge sharing practices among academic librarians (N=85)*

| S/N                      | Items                                              | Mean | Decision |
|--------------------------|----------------------------------------------------|------|----------|
| 1.                       | Aware of knowledge sharing practices               | 3.45 | Positive |
| 2.                       | Support the idea of knowledge sharing practices    | 3.75 | Positive |
| 3.                       | Management encourage knowledge sharing practices   | 3.53 | Positive |
| 4.                       | Knowledge sharing platform exist in my library     | 2.85 | Positive |
| 5.                       | Knowledge sharing culture exist in my library      | 2.95 | Positive |
| 6.                       | Willingness to share knowledge with colleagues     | 3.53 | Positive |
| 7.                       | I have participated in knowledge sharing practices | 2.52 | Positive |
| 8.                       | I know how to use knowledge sharing platforms      | 2.56 | Positive |
| <b>Grand Mean = 3.51</b> |                                                    |      |          |

As revealed in Table 2, the respondents provided positive response for all the items. It revealed that the grand mean for all statements on “the state of knowledge sharing practices among academic librarians” was 3.51 out 4.00 which show that the state of knowledge sharing practices among them was

high. This shows that the majority of respondents were aware and engage themselves in knowledge sharing practices. A higher score indicates a more positive attitude towards knowledge sharing practices.

**Research Question 2: What are the media used for knowledge sharing among academic librarians in Kwara State, Nigeria?**

*Table 3: Mean Score showing the media used for knowledge sharing among academic librarians (N=85)*

|                          | Items             | Mean | Decision |
|--------------------------|-------------------|------|----------|
| 1                        | Library's Blogs   | 2.55 | Positive |
| 2                        | Seminar/Workshop  | 3.75 | Positive |
| 3                        | Staff meetings    | 3.53 | Positive |
| 4                        | Text messages     | 2.55 | Positive |
| 5                        | Verbal discussion | 3.55 | Positive |
| 6                        | Mentoring         | 3.53 | Positive |
| 7                        | WhatsApp Group    | 3.42 | Positive |
| 8                        | Brainstorming     | 3.46 | Positive |
| 9                        | TelegramChannel   | 2.56 | Positive |
| 10                       | Facebook Page     | 3.30 | Positive |
| <b>Grand Mean = 3.49</b> |                   |      |          |

Based on the data in Table 3, all respondents provided positive response for all the items. The grand mean for all statements in “the mediums used for knowledge sharing among academic librarians” was 3.49. This showed that the majority of respondents indicated that they shared knowledge through seminar/workshop (mean=3.75); through verbal discussion (mean=3.55); during staff meetings and through mentoring (mean=3.53) respectively. This implies that the majority of the respondents mostly shared knowledge physically.

**Research Question 3: What is the level of digital literacy skills among academic librarians in Kwara State, Nigeria?**

*Table 4: Mean Score showing the level of digital literacy skills among academic librarians (N=85)*

|    | Items                                          | Mean | Decision |
|----|------------------------------------------------|------|----------|
| 1. | Multimedia Projector                           | 3.22 | Positive |
| 2. | Desktop Computer, Laptop, Smartphone, iPad etc | 3.55 | Positive |

|                                      |      |          |
|--------------------------------------|------|----------|
| 3. PowerPoint Presentation           | 3.08 | Positive |
| 4. Online Information Search         | 3.53 | Positive |
| 5. Sending and receiving e-mails     | 3.55 | Positive |
| 6. Database navigation               | 2.75 | Positive |
| 7. Application Software Installation | 2.33 | Negative |
| 8. Word Processing                   | 3.55 | Positive |
| <b>Grand Mean = 3.37</b>             |      |          |

Table 4 revealed that, the respondents provided a positive response to seven items out of the eight items. The grand mean across all response for “the level of digital literacy skills among academic librarians” statements was 3.37 out 4.00 which show that the level of digital literacy skills among them was high. This shows that the majority of respondents have digital literacy skills.

**Research Question 4: What are the types of digital literacy skills possessed by academic librarians in Kwara State, Nigeria?**

*Table 5: Mean Score showing the types of digital literacy skills possessed by academic librarians (N=85)*

| S/N | Items                                             | Mean | Decision |
|-----|---------------------------------------------------|------|----------|
| 1.  | Preparing PowerPoint Presentation                 | 3.22 | Positive |
| 2.  | Sharing of resources with other colleagues online | 3.20 | Positive |
| 3.  | Installation of program software                  | 2.08 | Negative |
| 4.  | Downloading files from Databases                  | 3.55 | Positive |
| 5.  | Sending email messages                            | 3.53 | Positive |
| 6.  | Database navigation                               | 2.55 | Positive |
| 7.  | I can find and evaluate online information        | 3.53 | Positive |
| 8.  | Downloading files from Databases                  | 2.75 | Positive |
| 9.  | Having social media accounts                      | 3.55 | Positive |

|     |                                                                          |      |          |
|-----|--------------------------------------------------------------------------|------|----------|
| 10. | Use of digital devices such as Laptops, Smartphones, iPad, Desktops etc. | 3.55 | Positive |
|-----|--------------------------------------------------------------------------|------|----------|

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**Grand Mean = 3.37**

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Results in Table 5 showed the respondents provided a positive response to nine items out of the ten items. The grand mean across all response for “the types of digital literacy skills possessed by academic librarians” statements was 3.37. This showed that the majority of respondents possessed digital literacy skills such as downloading files from databases, having social media accounts and use of digital devices such as laptops, smartphones, iPad, desktops etc.. all with (mean=3.55); sending email messages and I can find and evaluate online information (mean=3.53) respectively. This implies that the majority of the respondents possessed high digital literacy skills.

### **Discussion of Findings**

The results of this study revealed that there is existence of knowledge sharing practices among the respondents. The state of knowledge sharing practices among the respondents was high and majority of them engaged themselves in sharing knowledge with others. This corroborate the findings of Ike (2023), who revealed that librarians are aware of knowledge sharing practices in academic libraries to a high extent. Similarly, Akparobore (2015) discovered that the extent of awareness of knowledge sharing practices among librarians in the university libraries is high. The results of this study also revealed that the respondents shared knowledge through seminar/workshop, verbal discussion, mentoring and during staff meetings. This is in line with the findings of Ike (2023) who revealed that librarians share knowledge through verbal discussion, seminars/workshops, conference, mentoring, notice board, library portal, brainstorming and Whatsapp.

The study further revealed the level of digital literacy skills of the respondents, which was high. This shows that the majority of respondents have digital literacy skills. This is supported by submission by IFLA (2017), that librarians are aware that the ability to use technology meaningfully facilitates professional, personal and social endeavours. Also, Omotoso and Popoola (2019) stated that academic librarians should

constantly update their skills, ability and knowledge in order to meet up with the demands of the knowledge economy and that of the operations of the library.

Lastly, the study revealed that the respondents possessed digital literacy skills. These skills include downloading files from databases, having social media accounts and use of digital devices such as laptops, smartphones, iPad, desktops. This in line with the findings of Chukwueke and Idris (2023), they revealed the digital literacy skills possessed by librarians, such as the abilities to use the Internet in search of information, use the Internet to communicate information, conduct website evaluation, use Boolean logic, and design a database.

### **Conclusion**

The dynamic interplay between knowledge sharing practices and digital literacy skills among the librarians has the potential to amplify the quality and reach of library services. The synergy between knowledge sharing practices and digital literacy skills is evident in the evolution of library services. Libraries that foster a culture of knowledge sharing tend to be better equipped to adapt to technological advancements, as librarians collaboratively explore and implement innovative approaches to service delivery. This study concluded that knowledge sharing practices exist among the respondents and they adopted some knowledge sharing platforms such as seminar/workshop, verbal discussion, mentoring and during staff meetings. It also concluded that the level of digital literacy skills of the respondents was high and they possessed digital literacy skills such as downloading files from databases, having social media accounts and use of digital devices such as laptops, smartphones, iPad, desktops. Digital literacy skills play a pivotal role in enabling effective knowledge sharing. As librarians become more proficient in using digital tools, they can engage in a broader spectrum of knowledge-sharing practices.

### **Recommendations**

Based on the findings of this study, the following recommendations were put forward for the reader(s).

- i. Academic libraries can enhance the practice of knowledge sharing by utilizing all available media, tools, platforms and opportunity to maintain the culture of knowledge sharing, they can also institute knowledge sharing policies.
- ii. Academic librarians should not hesitate to share knowledge among themselves as it will go a long-way in develop them professionally.

They should also endeavour to acknowledge and appreciate knowledge shared within themselves.

- iii. Academic librarians should make serious efforts towards acquiring all the digital literacy skills required for perfect library services delivery and develop them professionally.
- iv. Academic library management should place more emphasis on the acquisition of digital literacy skills in academic libraries. This can be achieved by providing various avenue to acquire such skills, such as sponsorship of librarians to seminars, conferences, workshops etc.

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