Organizational Culture and Knowledge Sharing Practices among Academic Staff in Library Schools in Southwest Nigeria

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Abstract

This study investigated the influence of organisational culture on knowledge sharing practices among academic staff in selected library schools in Southwest, Nigeria, using a descriptive survey design. A total of 84 academic staff were sampled across twelve institutions. The highest respondents were from the University of Ibadan and Federal University Oye-Ekiti (13.09% each). Findings revealed that organizational culture of academic staff is high, all respondents (100%) shared knowledge on innovative teaching techniques, while 96.4% shared conference opportunities, 95.2% shared career opportunities, and 94% shared information on highly rated journals. Innovative teaching techniques were the most frequently shared ($\bar{x}$ = 3.57; SD = 0.5867), followed by research ideas ($\bar{x}$ = 3.47; SD = 0.5906). Major knowledge-sharing channels included electronic discussions, departmental meetings, and face-to-face interactions (all 100%). Knowledge was shared primarily for educational ($\bar{x}$ = 2.66; SD = 1.2547) and recreational ($\bar{x}$ = 2.66; SD = 1.1336) purposes. A significant positive relationship was found between organizational culture and knowledge sharing (r = 0.408; p < 0.05), indicating that improved organizational culture enhances knowledge sharing. The study recommends institutional support for staff development, recognition, motivation, and policy-driven knowledge-sharing frameworks to promote teaching and research excellence.

Keywords: Knowledge sharing, organizational culture, Academic staff, Library schools

Introduction

Knowledge is the responsiveness, understanding, and familiarity gained through experience, involvement, education and training or individual research and study. It involves the collection of facts, information, skills, and insights that a person acquires over time which is often lead to a personal experience-based knowledge that is harder to explain or transfer.It is a strategic resource rooted in human expertise and embedded in institutional practices, making it essential yet difficult to replicate while Knowledge sharing is the process of exchanging information, experiences, skills, or insights between individuals, groups, or organizations. It helps people learn from each other, solve problems faster, and build collective intelligence. Knowledge sharing fosters collaboration and creativity within groups or organization, helps to retain valuable information over time and allows mentors to guide others and helps new members adapt quickly.

In academic institutions, particularly library schools, effective knowledge sharing enhances innovation, teaching, research, and long-term sustainability. As the digital age advances, academic staff must not only acquire but actively share knowledge to remain relevant and contribute meaningfully to institutional goals. It involves the exchange of information, skills, and expertise to promote collaboration and solve problems (Zheng & Liao, 2017). It is concept that can be influenced by values and norms guiding behaviour, institutional policies, and individual attitudes. Practices such as sharing research findings, teaching methods, and professional experiences are integral to academic development and continuous learning in an institution but greatly influenced by organizational culture.

Organizational culture, defined as the shared values and norms guiding behaviour (Abdalla, Suresh, & Renukappa, 2020), plays a crucial role in shaping knowledge-sharing practices. Elements such as trust, adaptability, and engagement foster environments where collaboration thrives (Nzuva, 2022). In library schools, culture influences how academic staff interact, share knowledge, and contribute to institutional effectiveness. However, in the Nigerian context, knowledge-sharing practices remain inconsistent, often hindered by bureaucratic structures and cultural barriers (Oyenuga, Adebiyi, Mustapha, & Abimbola, 2019).

Given the limited research on the relationship between organisational culture and knowledge sharing in library schools in Southwest Nigeria, this study aims to fill that gap. It investigates how organisational culture influences the knowledge-sharing practices of academic staff,

intending to offer practical strategies to enhance collaboration, innovation, and professional growth within these institutions.

Statement of the problem

Knowledge sharing is widely acknowledged for its role in enhancing research, teaching, and professional growth, there are notable challenges in its effective implementation among academic staff in library schools in Southwest Nigeria. Studies have shown that knowledge-sharing practices are often limited to interactions with trusted colleagues, and in many cases, these practices are only moderately prevalent. One of the key factors contributing to this situation is the Organisational culture within these institutions, which significantly influences how academic staff engage in knowledge-sharing behaviours. Organisational culture, which includes shared values, beliefs, and norms, can either encourage or hinder open communication and collaboration. Despite existing evidence, there inadequate in-depth research focusing on the impact of Organisational culture on knowledge-sharing practices, specifically within library schools. This study seeks to fill this gap by examining the relationship between Organisational culture and knowledge sharing among academic staff in library schools in Southwest Nigeria, intending to offer recommendations to foster a more collaborative and knowledge-driven academic environment.

Objectives of the study

The main objective of this study is toinvestigate knowledge sharing through Organisational culture among academic staff in Southwest, Nigeria:

i.   Find out the level of organisational culture in library schools in South-West, Nigeria;

ii. Identify the types of knowledge shared by academic staff in library schools in Southwest, Nigeria.

iii. Determine the frequency of sharing knowledge by academic staff in library schools in Southwest, Nigeria.

iv. Find out the channels used to share knowledge by academic staff in library schools in Southwest, Nigeria.

v.   Determine the relationship between organisational culture and knowledge sharing practices of academic staff in library schools in Southwest, Nigeria.

Literature Review

Organisational culture is widely recognised as a crucial determinant of knowledge-sharing behaviours within academic institutions, including library schools. A growing body of empirical research supports this relationship, identifying specific cultural dimensions that either facilitate or obstruct knowledge exchange. For instance, Wiewiora, Trigunarsyah, Murphy, & Coffey (2014), through a mixed-methods study across five Australian project-based organisations, found that a culture of trust and collaboration significantly improved both formal and informal knowledge-sharing practices. Their findings confirmed that project teams embedded in open, learning-oriented cultures were more effective in sharing both tacit and explicit knowledge.

Similarly, Suppiah and Sandhu (2011), in a survey of 136 middle-level managers in Malaysian organisations, empirically demonstrated that clan-oriented cultures, which emphasise shared values, team orientation, and loyalty, positively influence tacit knowledge sharing. In contrast, market-driven cultures, which prioritise individual performance and competitiveness, were negatively correlated with knowledge-sharing behaviours. These findings provide a robust basis for understanding how organisational values shape interpersonal interactions in academic environments.

In library-specific contexts, Mueller (2015) conducted a qualitative case study involving three academic libraries in the United Kingdom, revealing that "trust in colleagues" was consistently cited by staff as the single most important factor encouraging knowledge exchange. Participants indicated that open-door policies, collaborative projects, and shared professional development activities contributed to higher trust levels and increased the frequency of both formal and informal knowledge sharing.

Rostain (2021), in a study involving faculty members in eight American library schools, employed semi-structured interviews and found that knowledge sharing was significantly enhanced when managers actively promoted autonomy and competence through decentralised decision-making and flexible role structures. This created an environment where tacit knowledge, such as effective teaching strategies or supervisory methods, was more likely to be exchanged during mentoring sessions and peer reviews.

Ismail, Sulaiman, & Mohamed (2017) further provided empirical backing through a survey of 260 academic staff in Malaysian public universities. Their structural equation modeling analysis

demonstrated that informal socialisation mechanisms, including workshops, networking events, and hallway conversations, significantly influenced knowledge-sharing intentions. Moreover, these mechanisms mediated the relationship between organisational culture and actual knowledge-sharing behaviour.

Organisational structure is another empirical focus. Jones, Lee, & Wahid (2016), based on a longitudinal study of four large academic institutions in Canada, found that cross-functional team structures led to a 28% increase in interdepartmental knowledge flow over two years. The research underscored the importance of reducing hierarchical barriers and implementing interdisciplinary collaboration platforms, particularly in environments such as library schools, where curriculum development and research activities are inherently cross-disciplinary.

Bock, Zmud, Kim, & Lee, (2015) conducted a large-scale survey involving 1,500 employees across various knowledge-intensive institutions and confirmed that perceptions of fairness, affinity, and creativity positively predicted knowledge-sharing behaviours. Importantly, the study highlighted that knowledge sharing is not solely an outcome of managerial enforcement but is significantly influenced by subjective norms, such as the belief that sharing knowledge is socially valued and professionally rewarded (Ajzen, 2019).

Leadership influence has also been rigorously investigated. Oyewole (2024) used a phenomenological approach to explore knowledge sharing among library staff in Nigerian academic libraries. The study found that collaborative leadership styles, especially those that emphasised mentorship, were far more effective in facilitating knowledge sharing than transactional leadership styles. Interviewed librarians repeatedly cited leader approachability, empathy, and shared vision as critical enablers.

In a related Nigerian study, Omotoso (2019) conducted a correlational study across 12 university libraries and found a stronger positive relationship between transformational leadership and knowledge sharing ($r = 0.62$, $p < .01$) than between financial incentives and knowledge sharing ($r = 0.21$, $p > .05$). These findings reaffirm that leadership style and organisational climate matter more than material rewards when it comes to encouraging sustained knowledge exchange.

Yet, challenges persist. Kathiravelu, Ahmad, & Idris (2014) examined knowledge-sharing barriers among academic librarians in Sri Lanka using qualitative content analysis and found that

issues such as age hierarchy, gender dynamics, and fear of criticism were major deterrents. Participants reported that while formal structures supported knowledge management, informal constraints often stifled actual practice. Similarly, concerns over intellectual property, lack of recognition, and perceived irrelevance of shared knowledge were frequently cited as inhibitors.

Maponya (2014), in a South African context, used survey methods to highlight the problem of information overload due to poorly filtered knowledge sharing, while Li and Sandino (2017) warned against the misalignment of shared knowledge with organisational goals, noting that uncoordinated knowledge sharing could dilute strategic focus.

Nevertheless, several studies based in Nigeria remain optimistic. Ugocha, Igwe, and Ibenne (2018), in a survey involving 326 academic librarians across federal universities in Nigeria, found that both formal (e.g., policy-driven knowledge repositories) and informal (e.g., social interactions and mentorship) knowledge-sharing practices significantly improved library innovation, service delivery, and staff performance. Their regression analysis indicated that informal knowledge sharing alone accounted for 34% of the variance in service quality improvement.

A knowledge-sharing culture, particularly within library schools, is empirically linked to enhanced curriculum development, innovation, and professional growth (Obiamalu&Ogungbeni, 2020). Institutions that prioritise open communication, inclusive leadership, and flexible structures are more likely to bridge knowledge gaps and sustain institutional viability. Therefore, fostering such a culture is not only a theoretical imperative but also a research-validated strategy for academic excellence.

Methodology

A survey research design was employed to examine the influence of organizational culture on knowledge-sharing practices among academic staff in library schools in Southwest Nigeria. The study population consisted of 114 academic staff, and a totalenumeration approach was used. A total of 84 valid responses were obtained, yielding a response rate of 73.68%. The questionnaire comprised three sections: demographic information, organizational culture, and knowledge-sharing practices. Data were analysed using descriptive and inferential statistics to identify patterns and correlations between organisational culture and knowledge-sharing behaviours.

 Demographic characteristics of the respondents

Table 1: Library schools in Southwest, Nigeria

Name of Institution	Frequency	Percentage (%)
Rufus Giwa Polytechnic, Owo, Ondo State	6	7.14%
Federal Polytechnic Ilaro, Ogun State	6	7.14%
Federal Polytechnic, Ede, Osun State	9	10.71%
Babcock University, Ilishan-Remo, Ogun State	10	11.90%
Adeleke University, Ede Osun State	6	7.14%
University of Ibadan, Oyo State	11	13.09%
Tai Solarin University of Education	6	7.14%
Federal University, Oye, Ekiti State	11	13.09%
Lead City University, Ibadan, Oyo State	7	8.33%
Ajayi Crowther University, Oyo, Oyo State	6	7.14%
The Polytechnic, Ibadan	6	7.14%
Total	**84**	**100%**

Table 1 revealed the academic staff in the Library schools in Southwest, Nigeria. It was revealed that 11(13.09%) are from University of Ibadan; 11(13.09%) are from Federal University Oye-Ekiti; 10(11.90%) are from Babcock University; 9(10.71%) are from Federal Polytechnic, Ede;7(8.33%) are from Lead City University; 6(7.14%) are from The Polytechnic, Ibadan; 6(7.14%) are from Ajayi Crowther University, Oyo State; 6(7.14%) are from Tai Solarin University of Education; 6(7.14%) are from Adeleke University, Ede, Osun State; 6(7.14%) are from Federal Polytechnic Ilaro; while 6(7.14%) are from Rufus Giwa Polytechnic. This shows that the majority of the academic staff in Library schools in Southwest, Nigeria, are from the University of Ibadan and the Federal University Oye-Ekiti.

Results

Research Question One: What is the level of organizational culture of library schools in South-West, Nigeria?

Table 2: Test of norm table onorganizationalculture of academic staff in library schools in South-West, Nigeria

Interval	Overall mean score	Remark
1 – 56		Low level

56.1 – 112		Average level
112.1 – 168	**136.14**	High level

In order to establish the level of organizationalculture of academic staff in library schools in South-West, Nigeria, a test of norm was conducted, results showed that scale 1-56 is low level of organizational culture; 56.1 – 112 indicates moderate level of organizational culture, while 112.1–168 indicates high level of organizational culture. The overall mean of organizationalculture of academic staff in library schools in South-West, Nigeria is "136.14". It can therefore be concluded that the level of organizationalculture of academic staff in library schools in South-West, Nigeria is high.

Research Question two: What are the types of knowledge sharing practiced by academic staff in selected library schools in Southwest, Nigeria

Table 3: Types of knowledge sharing practiced by academic staff in selected library schools in Southwest, Nigeria

S/N	Types of Knowledge sharing practiced	No	Yes
1	I share knowledge about research ideas	19 (22.6%)	65 (77.4%)
2.	I share knowledge about foreign grant opportunities	16 (19%)	68 (81%)
3.	I share knowledge about TETFUND grant opportunities	17 (20.2%)	67 (79.8%)
4	I share knowledge about innovative teaching techniques	-	84 (100%)
5	I share knowledge about scholarly opportunities	16 (19%)	68 (81%)
6.	I share knowledge about curriculum development	8 (9.5%)	76 (90.5%)
7.	I share knowledge about highly rated journal outlets for publications	5 (6%)	79 (94%)
8.	I share knowledge about chapter in book publications opportunities	9 (10.7%)	75 (89.3%)
9	I share knowledge about conference opportunities (local and foreign)	3 (3.6%)	81 (96.4%)
10	I share knowledge about other career opportunities	4 (4.8%)	80 (95.2%)

Table 3 revealed the types of knowledge sharing practiced by academic staff in selected library schools in Southwest, Nigeria. It was revealed that 84(100%) share knowledge about innovative teaching techniques; 81(96.4%) share knowledge about conference opportunities (local and foreign); 80(95.2%) share knowledge about other career opportunities; 79(94%) share

knowledge about highly rated journal outlet for publications; 76(90.5%) share knowledge about curriculum development; and 75(89.3%) share knowledge about chapter in books publications opportunities. This implies that the majority of the academic staff share knowledge about innovative teaching techniques, career opportunities, highly rated journal outlets for publications, and curriculum development.

Research Question Three: What is the frequency of knowledge shared by academic staff in selected library schools in Southwest, Nigeria?

Table 4: Frequency of knowledge shared by academic staff in selected library schools in Southwest, Nigeria

S/N	Types of Knowledge shared	Never	Rarely	Often	Always	X	St. D
1	Research ideas	-	4 (4.8%)	36 (42.9%)	44 (52.4%)	3.47	.5906
2.	Foreign grant opportunities	20 (23.8%)	8 (9.5%)	32 (38.1%)	24 (28.6%)	2.71	1.1255
3.	TETFUND grant opportunities	24 (28.6%)	4 (4.8%)	28 (33.3%)	28 (33.3%)	2.71	1.2081
4	Innovative teaching techniques	-	4 (4.8%)	28 (33.3%)	52 (61.9%)	3.57	.5867
5	Scholarly opportunities	-	12 (14.3%)	40 (47.6%)	32 (38.1%)	3.23	.6875
6.	Curriculum development	4 (4.8%)	24 (28.6%)	28 (33.3%)	28 (33.3%)	2.95	.9038
7.	Highly rated journal outlet for publications	-	28 (33.3%)	28 (33.3%)	28 (33.3%)	3.00	.8214
8.	Chapter in books publications opportunities	4 (4.8%)	28 (33.3%)	32 (38.1%)	20 (23.8%)	2.80	.8569
9	Conference opportunities (local and foreign)	-	32 (38.1%)	32 (38.1%)	20 (23.8%)	2.85	.7783
10	Other career opportunities	4 (4.8%)	24 (28.6%0	32 (38.1%)	24 (28.6%)	2.90	.8728

Table 4 revealed the frequency of knowledge shared by academic staff in selected library schools in Southwest, Nigeria. It was revealed that the following knowledge were frequently shared by academic staff in library schools in Southwest, Nigeria: innovative teaching techniques ($\bar{x}$ =3.57; std dev. =.5867); research ideas($\bar{x}$ =3.47; std dev. =.5906); scholarly opportunities($\bar{x}$ =3.23; std dev. =.6875); and highly rated journal outlet for publications($\bar{x}$ =3.00; std dev.

=.8214). This implies that the most frequently shared knowledge by academic staff is Innovative teaching techniques, research ideas, and scholarly opportunities.

Research Question four: What are the channels of sharing knowledge by academic staff in library schools in Southwest, Nigeria?

Table 5: Channels of sharing knowledge by academic staff in selected library schools in Southwest, Nigeria

S/N	Channels of Knowledge shared	No	Yes
1	Electronic meeting/Online	-	84 (100%)
2.	Common room discussion	8 (9.5%)	76 (90.5%)
3.	Regular departmental meeting	-	84 (100%)
4	Conferences	28 (33.3%)	56 (66.7%)
5	Seminar	24 (28.6%)	60 (71.4%)
6.	Workshops	28 (33.3%)	56 (66.7%)
7.	Through memo	24 (28.6%)	60 (71.4%)
8.	Face-to-face interaction	-	84 (100%)
9	Blogs and the institutional portal	32 (38.1%)	52 (61.9%)
10	Notice boards	20 (23.8%)	64 (76.2%)

Table 5 revealed the channels of sharing knowledge by academic staff in selected library schools in Southwest, Nigeria. It was revealed that some of the channels used by academic staff include electronic discussion/online 84(100%); departmental meeting 84(100%); face to face interaction 84(100%); common room discussion 76(90.5%); notice boards 64(76.2%); memo 60(71.4%); and seminar 60(71.4%). This implies that the majority of academic staff use electronic discussion, departmental meetings, and face-to-face interaction to share knowledge.

Hypotheses

Hypothesis 1: There is no significant relationship between organizational culture and knowledge sharing practices of academic staff in library schools in Southwest, Nigeria.

Table 6: Relationship between organizational culture and knowledge sharing practices of academic staff in library schools in Southwest, Nigeria

Variables	N	Mean	St.Dev	Df	R	P	Sig
Knowledge sharing practice	84	86.85	11.52				
Organizational culture	84	136.14	11.19	84	.408	.000	S

Table 6 shows the relationship between organizational culture and knowledge sharing practices of academic staff in library schools in Southwest, Nigeria. The table showed that organizational culture (r =.408; p < 0.05; N 84) has a significant positive relationship with knowledge sharing practices of academic staff in library schools in Southwest, Nigeria. This implies that there is a positive linear association between organizational culture and knowledge sharing practices of academic staff in library schools in Southwest, Nigeria. This implies that an increase in organisational culture will result in higher knowledge sharing practices of academic staff in library schools in Southwest, Nigeria. Thus, the null hypothesis stating that there is no significant relationship between organisational culture and knowledge sharing practices of academic staff in library schools in Southwest, Nigeria, is hereby rejected. A statistical figure of (r =.408; p < 0.05) shows that the P value is less than the 0.05 degree of freedom set for the inferential statistics; therefore, the reason for rejecting the stated null hypothesis.

Discussion of the Findings

The findings of the study revealed that academic personnel at library schools in south-west Nigeria exhibit a high level of organizational culture. The findings is in consonance with the finding of Güngör and Ahin (2018) that finds out that academic staff members had a strong organizational culture. The findings further contradict the findings of Wamwoyo (2013) that found that academic staff members had a poor organizational culture.

The results of this study further showed that educational and recreational goals were the main reasons academic personnel at library schools in South-West Nigeria shared knowledge. The findings corroborate the findings of Eiriemiokhale and Idiedo (2020) that found that the majority of respondents shared knowledge to foster personal development, boost research productivity, boost academic productivity, and encourage cooperation and unity among faculty members, and pinpoint opportunities and gaps.

The results of this study showed that face-to-face interactions, regular departmental meetings, and electronic/discussion forums are the main channels for knowledge sharing among academic staff at library schools in South-West, Nigeria. The findings corroborate the findings of Eiriemiokhale and Idiedo (2020) that finds workshops, video conferencing, project collaboration with peers inside and outside of the university, conferences, symposiums as the main channels of

knowledge sharing practices. The findings also corroborate the findings of Lawal, Oriogu, and Ogbuiyi (2017) that found that social media, internet search engines, conferences, workshops, seminars, and training were the main ways that respondents shared their expertise.

The study's conclusions showed that there is no meaningful connection between academic staff members' knowledge-sharing behaviours and organizational commitment in library schools in southwest Nigeria. Fatima, Imran, Shahab, and Zulfiqar (2015) noted a substantial correlation between affective and normative commitment and knowledge sharing, which contrasts with the findings of this study. Jacobs and Roodt (2007) each made the assumption that organizational commitment was positively correlated with librarians' information sharing

Conclusion

The issue of Organisational culture affects knowledge-sharing behaviors. It has been found that as polytechnic students' information literacy skills continue to rise, their knowledge-sharing behaviors will follow suit. It can be determined that academic employees at library schools can decide whether or not to engage in knowledge sharing methods without being influenced by their devotion to their jobs. Knowledge sharing methods will not change as a result of academic staff members' increased or decreased job commitment. In conclusion, the fundamental argument is that academic staff job dedication at library schools is less important than Organisational culture when it comes to information sharing activities.

Recommendations

The following recommendations were made imperative:

i. As part of its culture, the library should continually invest in the abilities of its academic personnel. This can be achieved by offering financial assistance for regional and global conferences and providing training in grant writing.

ii. The management of the tertiary institution should recognise academic staff members in those divisions that uphold their Organisational culture in a way that makes improvements to their cultures of teaching, research, and administration clear.

iii. The administration of the university should give academic staff members both internal and external motivation to keep them dedicated to their work.

iv. Academic staff members should work to exchange information on TETFUND awards, grants from foreign/international organisations, and other information that can be useful to one another.

v. Knowledge sharing procedures should be developed as a policy that must be put into effect, and academic staff should be closely watched to see how they adhere to and carry out these principles in their department.

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