

Knowledge-Sharing and Continuous-Professional-Development of Library Personnel in Selected Universities in Ondo and Ekiti State

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Abstract

This study examined knowledge sharing and continuous professional development of library personnel in selected universities in Ondo and Ekiti State. A descriptive survey was adopted for this study and a questionnaire was the instrument used for data collection. The population of the study was 122 library personnel from 6 selected universities in Ondo and Ekiti State. Total enumeration was used while 122 copies of the questionnaire were distributed and 106 (86.9%) copies were retrieved and analysed using frequency count, percentages, mean and standard deviation. The study revealed that the factors enhancing continuous professional development programmes among library personnel was relative high, the study further revealed that the level of knowledge sharing among library personnel was high, while the extent to which they benefited from continuing professional development programmes was moderate. Inadequate fund to sponsor oneself, Lack of sincere readiness to share knowledge, and Inability of the mentee to open were the challenges encountered. The study concluded that knowledge sharing and continuous professional mentoring development cannot be overemphasized. Therefore the study recommended that librarians should encourage participation in courses and seminars, make open policies regarding continuous professional development and library personnel to avail themselves for training opportunities.

Keywords: Continuing Development Programme, Knowledge Sharing, Library Personnel, Professional Development, Universities

Introduction

University libraries all over the world are seen to be a knowledge venture which houses diverse information stemming from various disciplines and in different formats strategically selected, acquired, processed, stored, preserved, conserved, retrieved and disseminated to users. Edewor and Agbro (2024) defined a library as the storehouse of knowledge for future use and stored in different media. These information materials are there to support the academic programmes and to support achieving the missions and visions of the parent institution. It is suitable to note that no university can stand alone without a library and its personnel. Library personnel plays a critical role in fulfilling the objectives of the university library and in turn reaching the missions and visions of the institutions at large (Kasa, Allahde & Ladipo; 2021). Library personnel are the driving force in actualizing the core objectives of the university library (Fajonyomi, 2021) and as such continuous professional development is a necessity.

According to Dutta (2018), continuous professional development is a process, programme, or activity that is put in place to address the development, enhancement, and improvement of skills, competencies, and performance of library personnel. Kimberlee (2018) on the other hand sees continuous professional development programmes as rather long-term plans as against immediate learning needs. That is, a continuous professional development programme is not a fire brigade approach but rather a holistic planning process with a span over time and steady continuous to improve library personnel expertise. There are varying benefits that can be derived from continuous professional development as highlighted by Adamu, Udoudoh, Babalola and Yusuf (2021) which include job enhancement, higher performance, and modernisation of skills and knowledge which prompted competencies enhancement.

Library personnel must keep up with the latest advances, learn new skills, and preserve fundamental competencies. Jan and Jan (2022) cited Matthew (2011) stated that professional development opportunities within the library field is the most efficient and successful way for library personnel to meet the demands of the dynamic and difficult library profession. Library personnel who have gone through a series of continuous professional development programmes will turn out to be confident while discharging his/her duties to users (Anyaegebu & Wali, 2019 cited Ifidon & Ifidon, 2007) and willing to share the knowledge gained with others.

Knowledge is essential in life and at work space that is why Abbas and Mairiga (2022) defined knowledge as a competitive factor that provides the necessary cause for individual and organizational success. Knowledge can be categorized into two; that is explicit (codified) and tacit (non-codified) knowledge. Salihu (2023) emphasized that knowledge and experience are vital aspects for library workers and as such, should be shared and valued among staff. Knowledge sharing is an aspect of knowledge management and focuses on how knowledge is being transferred. According to Quadri and Adegboire (2023), knowledge sharing is the act of exchanging information between two or as many as more people. In consonance, Abubakar and Kabir (2022) defined knowledge sharing Knowledge sharing is the process by which people, groups, and organizations exchange knowledge, including skills, experiences, and understandings. Knowledge sharing helps library personnel to learn and master from the experiences of other library staff and this happens to be one of the most prominent ways of training library personnel and in turn, entrench creativities and innovations among staff.

Statement of the Problem

Constant professional development (CPD) of library personnel is a non-negotiable discourse as expected of information handlers in the evolving landscape of tertiary education (Universities) as this predict the success of academic institutions as it is apt to the philosophy of librarianship which is synonymous to growth. The high-quality influx of resources and services available in the 21st libraries necessitated a thorough consideration of the continuous professional development programmes for library personnel to ensure they remain proficient at navigating new technologies, information management systems and emerging academic trends. However, there is a limited empirical study on the influence of continuous professional development programmes for library personnel in Ondo and Ekiti State Universities. While CPD programmes exist, little is known about the factors that enhances CPD, the extent to which knowledge is shared among library personnel, and exact benefits. Thus, this study is poised to examine these areas thereby preferring valuable insight to enhancing standard services for staff and students.

Objective of the Study

The main objective is to explore the influence of knowledge sharing on continuous professional development of library personnel in selected university libraries in Ondo and Ekiti State. The specific objectives are as follows;

1. examine factors enhancing continuing professional development programmes among library personnel in selected universities in Ondo and Ekiti State.
2. investigate the level of knowledge sharing among library personnel in selected universities in Ondo and Ekiti State.
3. ascertain the extent to which library personnel in selected universities in Ondo and Ekiti State benefited from continuing professional development programmes.
4. investigate the challenges that hinder knowledge sharing on continuous professional development among library personnel in selected universities in Ondo and Ekiti State.

Research Questions

1. What are the factors enhancing continuing professional development programmes among library personnel in selected universities in Ondo and Ekiti State?
2. What is the level of knowledge sharing among library personnel in selected universities in Ondo and Ekiti State?
3. What is the extent to which library personnel in selected universities in Ondo and Ekiti State benefited from continuing professional development programmes?
4. What are the challenges that hinder knowledge sharing on continuous professional development among library personnel in selected universities in Ondo and Ekiti State?

Literature Review

The concept of continuing professional development has been described differently by numerous researchers, but all of them aim to achieve the same objective which is to continuously and methodically increase one's professional competence and abilities to stay up to date with emerging trends and advances in the workplace. Rehman, Majeed and Ganaie (2023) cited Majid defined continuous professional development as the methodical approach to learning that results in professional skill development and enhancement, empowering individuals to operate effectively

in a changing work environment. To this end, it is worthy to state that continuous professional development is a tool for increasing library personnel skills and in turn increasing efficiency in the library system. Shahzad and Khan (2023b) researched the impact of continuing professional learning programmes (CPLPs) on University Librarians and found that continuous professional development programmes have a positive impact on library professionals. They further concluded that university librarians urgently require access to continuing professional learning programs to hone their abilities for effective service delivery in the workplace. A study carried out by Owusu-Acheaw (2017) on the impact of continuing professional learning programmes for polytechnic library staff in Ghana: challenges and prospects revealed that seminars, workshops and conferences are the courses that improve professional development and as such, often used by staff to groom and nurture their expertise.

Shahzad and Khan (2022) carried out a study on the relationship between motivational factors and librarians' professional development (PD): a systematic review and found out that five motivational factors influenced library professionals' development and they include IT advancement, personal interest, the role of library associations, active leadership and institutional support. This depicts the significant effect of motivational factors on the professional development of library personnel. Rehman, Majeed and Ganaie (2023) surveyed the continuous professional development of LIS professionals in academic libraries: channels, challenges and motivation. This study adopted a survey research method and 177 LIS professionals in North India were used for the study. It was revealed that intrinsic factors such as keeping up-to-date with the changes in librarianship, meeting the demands of the current job, personal satisfaction and improving service delivery propelled LIS professionals towards continuous professional development. The study concluded that success of continuous development programme activities among LIS professionals rested on the shoulders of both individual initiative and that of the institution's support. Library personnel benefit immensely from continuous professional development programmes as seen in the study of Engetou (2017) which revealed that course development courses were vital to staff who have limited experiences in an organization as this will impact positively on the skills of these staff. Also, the submission of Rafiq (2016) aligned properly with that of Engetou who opined that the benefit of the continuous professional development programme is a conscious attempt to learn new skills that will meet professional demands in the present and the future.

Knowledge sharing is the childbirth of knowledge management which entails the transfer of knowledge from person to person. In any organization academic libraries included, knowledge exchange is crucial since it improves output and performance (Odunewu & Haliso, 2019). According to Abubakar and Kabir (2022), knowledge sharing is the process by which people, groups, and organizations exchange knowledge, including skills, experiences, and understandings. Knowledge sharing is the act of communicating work details, expert knowledge, and comments about a product's method to generate new ideas or knowledge, address problems, and accomplish shared objectives (Kim & Park, 2017). University librarians share knowledge through different mediums which could be through interpersonal relationships to the adoption of media. In study carried out by Salihu, (2023) on the perception of librarians towards knowledge-sharing practices in Federal University libraries in North-East, Nigeria revealed that librarians under study have a positive disposition to sharing knowledge and they do so through training, seminars workshops, conferences, newspapers, radio, televisions and magazines. Also, Ike (2023) aligned with that of Salihu as it revealed that verbal discussion, mentoring, seminars, conferences, email, staff meetings, brainstorming, community practice, Twitter, telegram, notice board, and website were the means of sharing knowledge by academic librarians in Imo State. The study further revealed that librarians in the institutions in Owerri municipal council had a high level of sharing knowledge practices. In like manner, Awodoyin, Osinsanwo, Adetoro and Adeyemi (2016) further investigated librarians' knowledge-sharing practices in a few Nigerian academic libraries. The results showed the areas where librarians primarily disseminated information via a variety of platforms, including discussion boards, bulletin boards, cell phones, in-person interactions, newsletters, e-mail, memos, and online forums. A study by Ogunmodede and Popoola (2024) on the impact of knowledge creation and sharing on knowledge use among librarians in Federal Universities in Nigeria revealed that knowledge created and shared enabled librarians to perform their job better and effectively. Abbas and Mairiga (2022) researched the perception of academic librarians towards knowledge sharing for service delivery in university libraries in Kaduna state and found out that the majority of the librarians under study had a positive perception of sharing knowledge, it further revealed that challenges such as insufficient funds, lack of effective communication among staff and between management and lack of support/motivation from management are the major hindrances suffered by librarians in the institution under study. Quadri and Adegbore (2023) researched the factors hindering knowledge-sharing practices among

librarians at UTAUT and found that poor communication and interpersonal skills are the major causes of not sharing knowledge among librarians studied. Several studies abound on the neglect attitude of librarians to not willing wholeheartedly to share knowledge with others in their places of work (Igbinovia & Osuchukwu, 2018; Dey & Mukhopadhyay, 2017; Awodoyin, Osinsanwo, Adetoro & Adeyemi, 2016; Koenig & Scovetta, 2015). For efficient knowledge sharing of knowledge among librarians, experienced library personnel should pick up the responsibilities of mentoring the younger library personnel.

Methodology

Descriptive survey research was used for this study. The population of the study comprised 122 library personnel in the six (6) selected universities in Ondo and Ekiti State which include Federal University of Technology Akure, Adekunle Ajasin University Akungba Akoko, Elizade University Ilara-Mokin, Federal University Oye Ekiti, Ekiti State University Ado-Ekiti and Afe Babalola University Ado-Ekiti. Total enumeration was adopted and the entire population was used as sample size. Questionnaire was used for data collection and out of the 122 questionnaires administered, 106 (86.9%) copies of questionnaire was retrieved and found useful for the study. The data gathered were analysed using frequency count, simple percentage, mean and standard deviation.

Results

1. **Research Question 1:** What are the factors enhancing continuing professional development programmes among library personnel in selected universities in Ondo and Ekiti State?

Table 1: Factors enhancing continuing professional development program.

S/N	Factors Enhancing Continuous Professional Development	SA	A	D	SD	Mean	St. Dv.
	Institutional Supports						
1.	There is a financial support provided by my institution for continuous professional development in my library	29 (27.4%)	15 (14.2%)	50 (47.2%)	12 (11.3%)	2.58	2.253
2.	Both institution management and library management encourages attendance of conferences/workshop	34 (32.1%)	23 (21.7%)	27 (25.5%)	22 (20.7%)	2.65	2.379

3.	There is a policy that supports continuous professional development in my library	26 (24.5%)	23 (21.7%)	32 (30.2%)	25 (23.6%)	2.47	2.202
	Technological Advancements						
4.	There are digital tools for easy engagement in continuous professional development in my library.	39 (36.8%)	35 (33%)	32 (30.2%)	-	3.07	2.645
5.	With the access to online training, my professional know-how has improved	47 (44.3%)	32 (30.2%)	27 (25.5%)	-	3.12	2.764
6.	There is provision for continuous technological training which has improved my professional development	12 (11.3%)	10 (9.4%)	22 (20.8%)	62 (58.5%)	1.74	1.530
	Personal Motivation						
7.	My pursuit for enhance professional capability informed my commitment to continuous professional development	81 (%)	32 (%)	20 (%)	-	3.46	3.008
8.	My passion for my profession motivate me to engage in continuous professional development	87 (76.4%)	12 (11.3%)	7 (6.6%)	-	3.75	3.265
9.	My self-discipline helps me develop a continuous professional advancement	54 (50.9%)	34 (32.1%)	12 (11.3%)	6 (5.7%)	3.28	2.875
	Average Mean					2.90	

Table 1 showed the factors enhancing continuous professional development. The result revealed that passion for my profession motivated engagement in continuous professional development (\bar{x} =3.75; Std. Dev. =3.265), pursuit for enhanced professional capability (\bar{x} =3.46; Std. Dev. =3.008), self-discipline for continuous professional advancement (\bar{x} =3.28; Std. Dev. =2.875), access to online training (\bar{x} =3.12; Std. Dev. =2.764) and easy access to digital tools for engagement in continuous professional development (\bar{x} =3.07; Std. Dev. =2.645) were the major factors that enhanced continuous professional development programmes among library personnel in selected university libraries in Ondo and Ekiti State. While encouragement from both institution management and library management for the attendance of conferences/workshops (\bar{x} =2.65; Std. Dev. =2.379) and financial support provided by institution for continuous professional development (\bar{x} =2.58; Std. Dev. =2.253) were slightly moderate enhancer. The least factors that enhance library personnel under study are policy that supports continuous professional development (\bar{x} =2.47; Std. Dev. =2.202) and provision for continuous technological training which improved professional development (\bar{x} =1.74; Std. Dev. =1.530). This signifies a relative

high factors that enhance continuous professional development programmes among library personnel being studied.

Research Question 2: What is the level of knowledge sharing among library personnel in selected universities in Ondo and Ekiti State?

Table 2: Level of knowledge sharing.

Knowledge Sharing	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	St.Dv.
Regular brainstorming session	57 (53.8%)	15 (14.2%)	24 (22.6%)	10 (9.4%)	3.12	2.7847
Attending seminars with colleagues and friends in my field and related fields	34 (32.1%)	30 (28.3%)	22 (20.8%)	-	2.74	2.4417
Informal discussion sessions with mentors and colleagues	69 (65.1%)	25 (23.6%)	20 (18.9%)	12(11.3%)	3.42	3.0375
Newsgroup sessions	15 (14.2%)	82 (77.4%)	9 (8.5%)	-	3.06	2.5513
Engaging in discussion Fora	58 (54.7%)	37 (34.9%)	7 (6.6%)	4 (3.8%)	3.41	2.9652
Attending regular workshop conferences both local and international	42 (39.6%)	28 (26.4%)	7 (6.6%)	29(27.4%)	2.78	2.5440
Engaging in community of practice	17 (16%)	20 (18.9%)	55 (51.9%)	14 (13.2%)	3.33	2.0235
Online chat (ICQ, MSN, etc.)	81 (76.4%)	12 (11.3%)	8 (7.6%)	5 (4.7%)	3.59	3.1623
Engaging in the use of online databases and other forms of publications	85 (80.2%)	12 (11.3%)	9 (8.5%)	-	3.72	3.2360
Through observation	87 (82.1%)	7 (6.6%)	12 (11.3%)	-	3.71	3.2360
Engaging in the use of online databases and other forms of publications	35 (33%)	20 (18.9%)	51 (48.1%)	-	2.85	2.4610
Minute of meetings	36 (34%)	45 (42.5%)	7 (6.6%)	18 (17%)	2.93	2.6012
Use of e-mail	9 (8.5%)	12 (11.3%)	30 (28.3%)	55 (51.9%)	1.76	1.5047
Institutional repository	12 (11.3%)	22 (20.8%)	10 (9.4%)	62 (58.5%)	1.85	1.6710
Average Mean				3.01		

Table 2 revealed the level of knowledge sharing. The result revealed the level of knowledge sharing as: Engaging in the use of online databases and other forms of publications (\bar{x} =3.72; std dev. =3.2360), Through observation (\bar{x} =3.71; std dev. =3.2360), Online chat (ICQ, MSN, etc.) (\bar{x} =3.59; std dev. =3.1623), Informal discussion sessions with mentors and colleagues (\bar{x} =3.42; std

dev. =3.0375), Engaging in discussion Fora (\bar{x} =3.41; std dev. =2.9652), Engaging in community of practice (\bar{x} =3.33; std dev. =2.0235), regular brainstorming session (\bar{x} =3.12; std dev. =2.7847), Newsgroup sessions (\bar{x} =3.06; std dev. =2.5513), Minute of meetings (\bar{x} =2.95; std dev. =2.6012), Engaging in the use of online databases and other forms of publications (\bar{x} =2.85; std dev. =2.4610), Attending regular workshop conferences both local and international (\bar{x} =2.78; std dev. =2.5440), Attending seminars with colleagues and friends in my field and related fields (\bar{x} =2.74; std dev. =2.4417) were the most levels to which library personnel share knowledge while Institutional repository (\bar{x} =1.85; std dev. =1.6710) and Use of e-mail (\bar{x} =1.76; std dev. =1.5047) were little or no means to sharing knowledge among library personnel. This implies that the level of knowledge sharing among library personnel was high.

Research Question 3: What is the extent to which library personnel in selected universities in Ondo and Ekiti State benefit from continuing professional development program?

Table 3: Extent to which library personnel in selected universities in Ondo and Ekiti State benefit from continuing professional development program.

CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM	Always	Often	Rarely	Never	Mean	St.Dv.
Professional Workshops	19 (17.9%)	45 (42.5%)	32 (30.2%)	10 (9.4%)	2.69	2.3025
Problem Solving Groups	72 (67.9%)	22 (20.8%)	-	12 (11.3%)	3.45	3.0653
Professional Conferences	17 (16%)	25 (23.6%)	54 (50.9%)	10 (9.4%)	2.46	2.0876
On-the Job training	65 (61.3%)	23 (21.7%)	3 (2.8%)	15 (14.2%)	3.30	2.9524
Induction training/Orientation	16 (15.1%)	18 (17%)	7 (6.6%)	65 (61.3%)	1.86	1.7211
Study Tour	13 (12.3%)	18 (17%)	25 (23.6%)	50 (47.2%)	1.94	1.7211
Seminar	7 (6.6%)	25 (23.6%)	52 (49.1%)	22 (20.8%)	2.16	1.7857
Short-courses	17 (16%)	58 (54.7%)	12 (11.3%)	19 (17.9%)	2.69	2.3311
Distance Education/e-learning	25 (23.6%)	75 (70.8%)	-	6 (5.7%)	3.12	2.6599
Symposium	-	86 (81.1%)	-	20 (18.9%)	2.62	2.2063
In-service training	78 (73.6%)	21 (19.8%)	7 (6.6%)	-	3.67	3.1861
Off-the-job training	24 (22.6%)	66 (62.3%)	10 (9.4%)	6 (5.6%)	3.02	2.5771
Online Courses	25	44	25	12	2.78	2.4068

	(23.6%)	(41.5%)	(23.6%)	(11.3%)		
Web based tutorials (YouTube, Webinar)	12 (11.3%)	9 (8.5%)	31 (29.2%)	54 (50.9%)	1.80	1.5662
Professional talks	10 (9.4%)	14 (13.2%)	26 (24.5%)	56 (52.8%)	1.79	1.5541
Networking with other professionals	27 (25.5%)	43 (40.6%)	-	36 (34%)	2.58	2.3432
Refresher courses	-	16 (15.1%)	38 (35.9%)	52 (49.1%)	1.67	1.2738
Sabbatical/ exchange programmes	-	18 (17%)	8 (7.5%)	80 (75.5%)	1.42	1.0816
Personal Training/Self study	44 (41.5%)	56 (52.8%)	-	6 (5.7%)	3.30	2.8550
Average Mean					2.54	

Table 3 revealed the extent to which library personnel in selected universities in Ondo and Ekiti State benefit from continuing professional development program. The result revealed the extent to which library personnel benefit from continuing professional development program as: In-service training (\bar{x} =3.67; std dev. =3.1861), Personal Training/Self-study (\bar{x} =3.30; std dev. =2.8550), On-the-job training (\bar{x} =3.30; std dev. =2.9524), Off-the-job training (\bar{x} =3.02; std dev. =2.5771), Online Courses (\bar{x} =2.78; std dev. =2.4068), Professional Workshops (\bar{x} =2.69; std dev. =2.3025), Short-courses (\bar{x} =2.69; std dev. =2.3311), Symposium (\bar{x} =2.62; std dev. =2.2063) were the most benefited while Professional conferences (\bar{x} =2.46; std dev. =2.0876), Seminar (\bar{x} =2.16; std dev. =1.7857), Study Tour (\bar{x} =1.94; std dev. =1.7211), Induction training/Orientation (\bar{x} =1.86; std dev. =1.7211), Web-based tutorials (YouTube, Webinar) (\bar{x} =1.80; std dev. =1.5662), Professional Talks (\bar{x} =1.79; std dev. =1.5541), Refresher Courses (\bar{x} =1.67; std dev. =1.2738), and Sabbatical/exchange programme (\bar{x} =1.42; std dev. =1.0816) recorded a very low extent of benefit to library personnel under study. This implies that the extent to which library personnel in benefit from continuing professional development programme was moderate.

Research Question 4: What are the challenges that hinder knowledge sharing on continuous professional development among library personnel in selected universities in Ondo and Ekiti State?

Table 4: Challenges that hinder knowledge sharing on continuous professional development among library personnel.

S/N	CHALLENGES	SA	A	D	SD	Mean	St. Dv.
1.	Lack of sincere readiness to share knowledge by the mentor and colleagues	78 (73.6%)	21 (19.8%)	7 (6.6%)	-	3.67	3.186
2.	Lack of time to attend training programmes	62 (58.5%)	25 (23.6%)	14 (13.2%)	5 (4.7%)	3.36	2.949

3.	Continuous professional development is not appreciated and rewarded in my institution	55 (51.9 %)	31 (29.2 %)	-	20 (18.9 %)	3.14	2.825
4.	Lack of interest in continuous professional development	30 (28.3 %)	49 (46.2 %)	27 (25.5 %)	-	3.02	2.584
5.	Inadequate training facilities	66 (62.2 %)	22 (20.8 %)	18 (17%)	-	3.45	3.009
6.	Inadequate fund to sponsor oneself	70 (66%)	32 (30.2 %)	4 (3.8%)	-	3.62	3.132
7.	Inability of both the mentor and the mentee to keep to the goals and objectives of the relationship	39 (36.8 %)	19 (17.9 %)	35 (33%)	13 (12.3 %)	2.79	2.480
8.	Absence of mentoring orientation in the practice of librarianship	43 (40.6 %)	34 (32.1 %)	-	29 (27.4 %)	2.86	2.606
9.	The mentee becoming too dependent on the mentor	17 (16%)	9 (8.5%)	28 (26.4 %)	52 (49.1 %)	1.92	1.721
10.	Development of inappropriate emotional feeling by the mentor or the mentee	64 (60.4 %)	25 (23.6 %)	17 (16%)	-	3.44	2.997
11.	Broken confidence in both mentor and the mentee	46 (43.4 %)	23 (21.7 %)	37 (34.9 %)	-	3.08	2.684
12.	Insubordination on the part of the mentee	51 (48.1 %)	22 (20.8 %)	-	33 (31.1 %)	2.86	2.649
13.	Unconstructive criticism by the mentor to the mentee	59 (55.7 %)	21 (19.8 %)	26 (24.5 %)	-	3.31	2.891
14.	Inability of the mentee to open up during interaction	63 (59.4 %)	34 (32.1 %)	9 (8.5%)	-	3.51	3.037
	Average Mean					3.15	

Table 4 revealed the challenges that hinder knowledge sharing on continuous professional development among library personnel. The result revealed the challenges as: Lack of sincere readiness to share knowledge by the mentor and colleagues (\bar{x} =3.67; Std. Dev. =3.186),

Inadequate fund to sponsor oneself (\bar{x} =3.62; Std. Dev. =3.132), Inability of the mentee to open up during interaction (\bar{x} =3.51; Std. Dev. =3.037), Inadequate training facilities (\bar{x} =3.45; Std. Dev. =3.009), Development of inappropriate emotional feeling by the mentor or the mentee (\bar{x} =3.44; Std. Dev. =2.997), Lack of time to attend training programmes (\bar{x} =3.36; Std. Dev. =2.949), Unconstructive criticism by the mentor to the mentee (\bar{x} =3.31; Std. Dev. =2.891), Continuous professional development is not appreciated and rewarded in my institution (\bar{x} =3.14; Std. Dev. =2.825), Broken confidence in both mentor and the mentee (\bar{x} =3.08; Std. Dev. =2.684), Lack of interest in continuous professional development (\bar{x} =3.02; Std. Dev. =2.584), Absence of mentoring orientation in the practice of librarianship (\bar{x} =2.86; Std. Dev. =2.606), Insubordination on the part of the mentee (\bar{x} =2.86; Std. Dev. =2.649) and Inability of both the mentor and the mentee to keep to the goals and objectives of the relationship (\bar{x} =2.79; Std. Dev. =2.480), were considered the major challenges encountered by library personnel in the university libraries under study while mentee becoming too dependent on the mentor (\bar{x} =1.92; Std. Dev. =1.721) was considered not to have been a problem faced by these library personnel.

Discussion of Findings

The findings showed factors that enhances continuing professional development programmes among library personnel in selected university libraries Ondo and Ekiti State and they include my passion for profession motivated engagement in continuous professional development, pursuit for enhanced professional capability, self-discipline for continuous professional advancement, access to online training and easy access to digital tools for engagement in continuous professional development were the main factors that enhanced continuous professional development among library personnel under study while policy that supports continuous professional development and provision for continuous technological training which improved professional development were considered to be the least of the factors enhancing continuous development programmes. This aligned with the findings of Rehman, Majeed and Ganaie (2023) which revealed that intrinsic factors such as keeping up-to-date with the changes in librarianship, meeting the demands of the current job, personal satisfaction and improving service delivery propelled LIS professionals towards continuous professional development. Equally Shahzad and Khan (2022) study corroborated that of Rehman, Majeed and Ganaie by reporting that five motivational factors influenced library professionals' development and they include IT advancement, personal interest, the role of library associations, active leadership and institutional support.

The study also revealed that the level of knowledge sharing among library personnel was high. They shared the following knowledge on a high level; engaging in the use of online databases and

other forms of publications, through observation, online chat (ICQ, MSN, etc.), informal discussion sessions with mentors and colleagues, engaging in discussion Fora, engaging in community of practice, regular brainstorming session, newsgroup sessions and minute of meetings. On the contrary, several studies abound on the neglect attitude of librarians to not willing wholeheartedly to share knowledge with others in their places of work (Igbinovia & Osuchukwu, 2018; Dey & Mukhopadhyay, 2017; Awodoyin, Osinsanwo, Adetoro & Adeyemi, 2016; Koenig & Scovetta, 2015). But Ike (2023); Salihu, (2023) and Awodoyin et al. (2016) affirmed the findings of this research by stating that librarians share knowledge through verbal discussion, mentoring, seminars, conferences, email, staff meetings, brainstorming, community practice, Twitter, telegram, notice board, website, newspapers, radio, televisions, cell phones, in-person interactions, newsletters, memos, online forums and magazines. These findings negated the study as revealed that institutional repositories and the use of e-mail were rarely means of sharing knowledge among library personnel.

Additionally, the result revealed the extent to which library personnel benefit from continuing professional development programmes as: In-service training, personal training/self-study, on-the-job training, off-the-job training, online courses, professional workshops, short courses and symposiums were the most beneficial. While professional conferences, seminars, study tours, induction training/orientation, web-based tutorials (YouTube, Webinar), professional talks, refresher courses, and sabbatical/exchange programmes showed a low extent of benefit to library staff under study. This affirms that library personnel moderately benefited from continuous development programmes. On the contrary, Shahzad and Khan (2023b) negated the findings of this study, because they found out that university librarians benefitted greatly from continuous professional development programmes. This is expected because workers do gain experiences from co-workers.

The main challenges encountered by library personnel while sharing knowledge are mentoring on continuous professional development among library personnel such as inadequate funds to sponsor oneself, lack of sincere readiness to share knowledge by the mentor and colleagues, the inability of the mentee to open up during interaction, development of inappropriate emotional feeling by the mentor or the mentee, inadequate training facilities, lack of time to attend training programmes, continuous professional development is not appreciated and rewarded in my institution, unconstructive criticism by the mentor to the mentee, lack of interest in continuous professional

development, absence of mentoring orientation in the practice of librarianship and insubordination on the part of the mentee were considered the major challenges encountered. This aligned with the study conducted by Quadri and Adegboro (2023) which revealed that poor communication and interpersonal skills are the major causes of not sharing knowledge among librarians studied. Abbas and Mairiga's (2022) findings corroborated that of Quadri and Adegboro which revealed that insufficient funds, lack of effective communication among staff and between management and lack of support/motivation from management are the major hindrances suffered by librarians when sharing knowledge.

The findings of the study further revealed that there is a strong positive relationship between knowledge sharing and mentoring among library personnel under study. Afolayan and Adedokun findings revealed a slight positive relationship between knowledge sharing and mentoring. Njoku (2017) further revealed that mentorship has a favourable impact on academic librarians' performance.

Conclusion

The study examined knowledge sharing and continuous professional development of library personnel in selected universities in Ondo and Ekiti State. It was observed that continuing professional development programmes are crucial to the overall performance of library personnel at all levels. It can also be resolved that knowledge sharing contributed to the attainment of the objectives of the library in meeting the information needs of users. As good as these programmes are, many library personnel are still unable to attend the programmes in Nigeria due to challenges such as high fees, inadequate funds, lack of interest, low self-efficacy, lack of awareness, etc. These issues must be addressed. In summary, the underlying submission is that knowledge sharing and continuous professional development for library personnel cannot be overemphasized.

Recommendations

1. Librarians should be encouraged to participate in refresher courses, symposia, seminars, conferences, workshops etc., which offer broad exposure to technical competency and efficiency of the library personnel.
2. Policies regarding continuing professional development programmes activities in the institutions should be made public to all staff regardless of their status. This to an extent will give opportunity to staff to benefit from the training programmes.
3. Library personnel should avail themselves of the opportunities of continuing professional development programmes by registering with their professional associations, sections of the association and online forums to get information about training avenues.
4. Nigerian Library Association (NLA), Nigerian Registration Council of Librarians and any other bodies that are responsible for the organizing of professional development programmes should consider the income of librarians and reduce the fees to an affordable rate that any librarian who does not have TETFUND or institution sponsorship can afford to attend through self-sponsorship.

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