



Perception of Librarians on the Use of Social Media for Knowledge Sharing Practices in University Libraries in Kano State

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Abstract

The study investigated the perception of librarians on the use of social media for knowledge sharing practices in university libraries in Kano State. The study was guided by two research questions. A Quantitative research approach using Correlational survey research design was adopted for the study. The populations of the study consist of two hundred and ninety (290) librarians; therefore, all the librarians were used as the sample size of the study. The questionnaire was employed as an instrument for data collection. The data collected was analyzed descriptively, using frequencies and percentages. The findings of the study reveals that librarians in the university libraries under study had a high extent of knowledge sharing practices and also, librarians in the university libraries under study had positive perception on the use of social media for knowledge sharing practices. Based on these findings, it is recommended, among others, that university managements should ensure that librarians are exposed and educated on how to reposition themselves to use social media platforms to regain cordial working relationships among staff.

Keywords: Perception, Knowledge Sharing Practices, Social Media, University Library

Introduction

The advent of internet accessibility has greatly empowered the proliferation of information and which in turn gave birth to a paradigm shift in all works of life of a phrase known as knowledge management initiative (Castells, 2019). Knowledge management is a construction that encompasses four major tenets, vis-à-vis knowledge sharing, knowledge creation, knowledge utilization and knowledge storage (Panda, 2022). From the doctrine of knowledge management initiative, knowledge sharing is the most significant element because its being active guarantees the existence of knowledge creation, knowledge utilization and knowledge storage. Knowledge sharing enables librarians to tackle issues, adapt new things and advance understanding. Library workers can gain from one another and derive advantage from new information and advancement by each other. Also worthy of note is that workers who share their learning are in every case progressively beneficial and bound to make progress on their occupations. Social media is also recognized as an interactive technology that allows users to



share information. The reach and penetration of social platforms have been in geometric proportions within business, civil, government and individual circles (Odigie et al., 2022).

In a library setting, social media is referred to as Library 2.0, which is a method of communication and socialization between librarians and users, with librarians being professionals responsible for the collection, storage, processing, and dissemination of recorded knowledge. They are collections of technologies that support the social features of the web as a medium for communication, participation, and interaction and are described as interactive web resources (Web 2.0) that encourage active involvement as well as knowledge and idea sharing among users. These technologies include websites, e-mail, online discussion forums, Web 2.0, collaboration and video-conferencing tools. Advanced social media (SM) tools have increasingly attracted global attention, due to their pervasiveness and social impact. Social media provides libraries with a way to counter declining visitation by offering digital services such as eBook's, online journals, and virtual assistance. Additionally, libraries can use these platforms to combat misinformation by sharing verified content, reinforcing their role as trusted information sources (Taylor, 2023)

The potentials of knowledge sharing practices using social media platforms in organizations have raised the consciousness of libraries to adopt social media channels to improve library services in order to meet up with the demands of the 21st Century users. Past empirical research has revealed that knowledge sharing practices are not fully integrated in most university libraries. On the other hand, literature has shown that there is low provision of social media channels to enhance library services in most libraries which is expected to improve knowledge sharing among private university librarians. Despite the awareness of the potency of knowledge sharing, through the use of social media among university librarians, it is not certain to which the perception of social media is used to share knowledge in university libraries in Kano State. Therefore, this study investigated the perception of librarians on the use of social media for knowledge sharing practices in university libraries in Kano state.

Statement of the Problems

Knowledge is seen as vital element of an organization's resources. The potentials of knowledge sharing practices in organizations have raised the consciousness of libraries to adopt technology channels to improve library services to meet the demands of the 21st Century users. The use of ICT has made it easy for knowledge to be shared and received by users on social media platforms. Library professionals are not left out; one will attest to the fact that even if a library does not create its social media platform, librarians still visit social media sites for their personal interest. However, despite the potential embedded in social media for knowledge sharing among employees, observations have shown that librarians are reluctant in using the platforms for sharing their job-related knowledge, even though they use it for personal interactions and relationships. Extant literature has established numerous benefits of knowledge sharing both to individuals and to library as organization. However, not much work seems to have been done on factors that constitute employees' knowledge sharing, prerequisite skills needed and more importantly, employees' perception to knowledge sharing using social media within the workplace. Chutia and Devi (2020) further affirm that most of these sites are used in the creation and sharing of knowledge and information by facilitating collaboration around the globe. It is against this backdrop that this study seeks to find out perception of librarians on the use of social media for knowledge sharing on university libraries in Kano State. It is hoped that results of this research will add to the literature in librarianship on knowledge management.



Research Questions

The study intends to provide answers to the following research questions:

1. What knowledge sharing practices are available among the librarians in the universities in Kano State?
2. What is the perception of librarians on the use of social media for knowledge sharing in universities?

Literature Review

Knowledge sharing has not only empowered the creation of wealth in the knowledge economy, but it has also empowered both individuals and organizations with the opportunity to manage wealth that had been created successfully. Adewuyi and Rasaki (2022) in their study of relationship trust, motivation and knowledge sharing among personnel of selected university libraries in two geopolitical zones in Nigeria negates this fact as their report indicated that trust and motivation do not influence knowledge sharing among the personnel of the studied libraries in the North-Central and South-South zones of Nigeria. Shahid and Naveed (2020) carried out a study on knowledge sharing behaviour of academicians in Pakistan and discovered that there were no significant difference in the index of knowledge sharing of the respondents based on gender, social background, education and teaching experience, but age and number of publication were found to have correlatives with knowledge sharing behaviour of academicians in Pakistan.

Salami and Rita (2023) investigated the influence of use of academic social media (ASM) on research activities of library and information science (LIS) educators in universities in Nigeria. The findings revealed that respondents had a positive performance expectancy on the use of ASM in tracking scholarly impact (mean=4.31) and sharing and promoting research findings (mean=4.31). ASM use was mostly influenced by recommendations from colleagues (mean=3.91). Equally, respondents had electronic devices to utilise ASM (mean=4.18) but did not receive adequate training in its use (mean=1.98). Emphasizing the importance of knowledge sharing in the workplace, Egberongbe and Adewuyi (2021) opined that knowledge sharing is a tool that can be used to increase productivity, teamwork and decision-making as well as promoting research in academic. Knowledge can be shared through so many social media channels among the librarians which may include sharing knowledge during staff meetings, seminar presentations and casual discussion. Staff meetings, whether physical or virtual, enable individual to express his or her opinion and thereby directly and indirectly sharing his or her tacit knowledge with others. Other means by which knowledge can be shared in the workplace is through mentoring or what can be referred to as on-the-job training and documentation of organizational activities such as minutes of meetings, documentation of seminar papers and workshops which can all be shared on a social media channel. All these methods are obtainable in libraries and other workplaces. Awa *et al* (2025) investigated knowledge sharing behaviour of academic librarians as a predictor of information services delivery in public university libraries in South-East, Nigeria. The study revealed that knowledge sharing behaviour of academic librarians for information services delivery in public university libraries manifests in the confidence of academic librarians in their ability and expertise to share knowledge via documents, reports, conferences, trust in their colleagues, supervisors and knowledge users, availability of relevant knowledge sharing policy backup, etc.



Moreover, Islam *et al.* (2020) studied knowledge sharing through mobile phone to develop a knowledge base on rural women in Bangladesh and reported that the respondents shared knowledge through mobile phone because it is cheaper, easier and available medium for communication. A study by Makri and Vlachopoulos (2019) reported that librarians had positive experiences with using social media for information dissemination. They noted that social media helps them engage with younger audiences, raise awareness of library resources, and collaborate with other institutions. Salami and Rita (2023) investigated the influence of use of academic social media (ASM) on research activities of library and information science (LIS) educators in universities in Nigeria. The findings revealed that respondents had a positive performance expectancy on the use of ASM in tracking scholarly impact (mean=4.31) and sharing and promoting research findings (mean=4.31). ASM use was mostly influenced by recommendations from colleagues (mean=3.91). Equally, respondents had electronic devices to utilise ASM (mean=4.18) but did not receive adequate training in its use (mean=1.98).

According to a study by Gilmour *et al.* (2023), social media use involves behaviors that facilitate direct exchanges among users, such as sharing information, seeking social support, and building relationships. These interactions can significantly impact users' well-being, offering both positive and negative effects depending on the nature and context of use. Social media platforms allow libraries to extend their reach beyond physical boundaries, attracting new users and fostering engagement with existing patrons (Vaughan *et al.*, 2021). Jones and Corral's (2024) also noted that academic libraries in South Africa and Kenya actively leverage Instagram and TikTok to enhance user engagement. By extension, sharing of knowledge in University Libraries should be a continuous activity to strengthen best practices in librarianship

Methodology

The study adopted correlational survey research design which provides a quantitative or numeric description of trends, attitudes, or opinions of a population. This choice correlates with the choice of the research approach. Based on the population of the study, which stood at two hundred and ninety (290), the entire population known as total enumeration was adopted to provide some statistical significance to the study. The population were drawn from Bayero University Kano, Yusuf Maitama Sule University Kano, Capital City University Kano, Skyline University Kano, Kano University of Science and Technology Wudil, Maryam Abacha American University of Nigeria, Al-IstiQama University Sumaila and Nigerian Police Academy Wudil. Data relevant to this study was collected using the questionnaire which is a printed document that contains instructions, questions and statements that are compiled to obtain answers from respondents that read the questions and provide answers as appropriate. The Copies of the usable questionnaire were analyzed using computer software called Statistical Package for Social Science version 25 and interpreted with percentage, mean score and standard deviation.



Data Presentation and Analysis

Demographic information of the respondents

The respondents were asked to indicate their demographic information. The summary of their responses is presented below:

Table 1.1: Demographic information of the respondents

Gender of the Respondents	Frequency	Percentages
Male	167	64.5%
Female	92	35.5%
Total	259	100%

Unit of the Respondents		
Circulation	57	22.0%
Reference	42	16.2%
Reserve	35	13.5%
Serials	27	10.4%
Collection development	23	8.9%
Theses and Dissertations	19	7.3%
Technical	31	12.0%
E-Library	25	9.6%
Total	259	100%

Source: Extracted by the researcher using SPSS version 16.0 from questionnaire response, 2021 N=259

Table 1 indicates that majority 167(64.5%) of the respondents were male and minority 92(35.5%) of the respondents were female librarians. Regarding the unit of the respondents, 57(22.0%) indicates that they are from the Circulation section; 42(16.2%) Reference section; 35(13.5%) Reserve section; 31(12.0%) Technical section; 27(10.4%) Serials section; 25(9.6%) E-library section; 23(8.9%) Collection development; and 19(7.3%) were from Thesis/ dissertation section.



Knowledge sharing practices among Librarians

The respondents were asked to indicate the knowledge sharing practices. Their responses are presented below:

Table 1.2: Knowledge Sharing Practices

Items	Frequency/ Percentage	Frequency/ Percentage
	Yes	No
Community of practice	105(40.5%)	154(59.5%)
After action review	79(30.5%)	180(69.5%)
Mentoring	122(47.1%)	137(52.9%)
Leveraging retiree	131(50.6%)	128(49.4%)
Job rotation	142(54.8%)	117(45.2%)
Storytelling	135(52.1%)	124(47.9%)
Succession planning	126(48.6%)	133(51.4%)
Staff training/ human resources development	144(55.6%)	115(44.4%)
Workshops, seminars, conferences and on the job training	151(58.3%)	108(41.7%)
Others	39(15.1%)	220(84.9%)

Table 1.2 reveals that majority 151(58.3%) of the respondents indicates that workshop, seminar, conferences and on the job training; 144(55.6%) staff training/ Human Resources Development; 142(54.8%) Job rotation; and 131(50.6%) leveraging retiree were their knowledge sharing practices; while minority 126(48.6%) respondents reveals that succession planning, 122(47.1%) mentoring, 105(40.5%) community of practice, 79(30.5%) after action review were the knowledge sharing practices. Only 39(15.1%) indicates other knowledge sharing practices. This indicated that majority of the respondents engaged on knowledge sharing practices through workshop, seminar, conferences, on the job training, staff training/ human resources development, and job creation.

Perception of Librarians toward the use of social media

The respondents were asked to indicate the level of perceptions on their usage of social media for knowledge sharing, their responses were summarized below



Table 1.3: Perceptions on the Acceptance of Social Media for Knowledge Sharing

Statement	SA/A	UD	D/SD
Knowledge sharing through social media stimulates organizational performance.	116(44.8%)	87(33.6%)	56(21.6%)
Use of social media makes knowledge sharing, dissemination and collaboration between librarians and the user more interactive.	124(47.9%)	69(26.6%)	66(25.5%)
I don't think I have to share my insight with colleagues on social media	81(31.3%)	77(29.7%)	101(39.0%)
I don't think I have time to share my expertise/knowledge with my colleagues.	51(19.7%)	133(51.4%)	75(29.0%)
I don't think I will be fulfilled if I don't share my experience with my colleagues.	99(38.2%)	57(22.0%)	103(39.8%)
I think my authority will be eroded if share my experience with my colleagues in the library using social media.	68(26.3%)	121(46.7%)	70(27.0%)
Social media has no information security to share knowledge.	31(12.0%)	18(6.9%)	210(81.1%)
Use of social media to share knowledge allows librarians to tap the potential embodied in the technology.	163(62.9%)	26(10.0%)	70(27.0%)
Use of social media helps the librarian to enhance knowledge sharing effectively.	138(53.3%)	52(20.0%)	69(26.6%)
Knowledge sharing through social media is very costly to use.	204(78.8%)	17(6.6%)	38(14.7%)

Table 1.3 indicates that majority 204(78.8%), 163(62.9%), 138(53.3%) of the respondents unanimously agreed and strongly agrees that knowledge sharing through social media is very costly to use, use of social media to share knowledge allows librarian to tap the potentials embodied in the technology, use of social media helps the librarian to enhance knowledge sharing effectively; minority 124(47.9%), 116(44.8%), 99(38.2%), 81(31.3%), 68(26.3%), 31(12.0%) of the respondents.

Discussion of Findings

The study establishes that librarians in the university libraries under study had high degrees of knowledge sharing practices. The findings reveal that workshops, seminars, conferences and on the job training, staff training/ Human Resources Development, Job rotation, and leveraging retiree were the knowledge sharing practices frequently used, physical meetings or discussion with colleagues within same organization but established networks through online conferences, participation in programs, and collaboration with scholars in different countries. The findings of this study agree with Umeozor and Emasealu, (2020), who stated that librarians also attribute their acquisition of knowledge and sharing resources beyond.

The study establishes that librarians in the university libraries under study perceived that using social media for knowledge sharing practices is very useful beyond expectations. The findings is in line with Amirkhanian et al., (2020) who found out that social media platforms allow libraries to reach vast audiences, facilitating the quick dissemination of information about library services, events, and resources. Libraries can use social media to broadcast real-time updates, special collections, and announcements, increasing engagement with users.



Conclusion

This study established that majority of the respondents had positive perception on the use of social media hence the rationales for using it as a tool for knowledge sharing in the university libraries studied. The present study concluded that the key findings of the current study would provide immense significance to the university management and relevant stakeholders in providing long lasting solutions to the challenges hindering the successful practicing of knowledge sharing using social media platforms by librarians.

Recommendations

Based on the findings of the current study the following recommendations were made:

1. The university library management should encourage librarians by providing incentives to most resourceful personnel that are willing to share knowledge on social media to co-workers there by regaining cordial working relationship among library staff.
2. There is a need for the university library management to create awareness on using social media platforms for knowledge sharing practices, these would change the negative perception of some librarians that sharing of knowledge will lead to loss of superiority

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