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AWARENESS AND USE OF EMERGING TOOLS FOR KNOWLEDGE SHARING AS PERCEIVED BY LIBRARY AND INFORMATION SCIENCE EDUCATORS IN SELECTED LIBRARY SCHOOLS IN SOUTH-WEST, NIGERIA

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Abstract
The study investigated awareness and use of emerging tools for knowledge sharing as perceived by Library and Information Science (LIS) Educators in selected library schools in South-West Nigeria. Total enumeration technique was adopted to capture library educators in the selected library schools. Thirty-five (35) copies of the questionnaire were administered, out of this, a total of 30 (75%) copies were returned and analysed using simple percentages, frequency counts, mean and Standard Deviation. The findings revealed that LIS educators were moderately aware of emerging tools such as blogs, videoconferencing, Google drive, Research Gate, Academia and skype for knowledge sharing. The frequency of use of the emerging tools for knowledge sharing is often while perception of the respondents towards the use of emerging tools for knowledge sharing is positive ($\bar{x}$ =3.11). Major challenges facing the use of emerging tools for knowledge sharing as perceived by the LIS educators were inadequate communication tools like internet and intranet technologies ($\bar{x}$ =2.90), inadequate infrastructure that support the use of emerging tool for knowledge sharing ($\bar{x}$=2.70) Recommendations proffered to enhance the use of emerging tools for knowledge sharing among LIS educators are provision of adequate internet technology on university campuses, adequate provision of infrastructure and an enabling environment to support knowledge sharing and training and retraining of library educators in the use of emerging tools for knowledge sharing.

Keywords: Knowledge sharing, Emerging Tools, Library and Information Science Educators, Library schools

Introduction

In today's world, knowledge has become a crucial and untapped asset of organisations including institutions of higher learning. Knowledge is therefore regarded as a vital and intangible asset that needs to be shared in order to tap into employee's wealth of untapped experience and knowledge (tacit knowledge), thus creating and sustaining competitive advantage (Awodoyin, Osisanwo, Adetoro & Adeyemo, 2016). Universities are associated with the preservation of knowledge and ideas through the processes of teaching, research, and community service (Ratcliffe-Martin, Coakes & Sugden, 2000). Many institutions of higher learning in different parts of the world employ knowledge management practices such as knowledge creation and knowledge sharing in order to improve the quality of their services (Mosha, Holmner & Penzhorn, 2015). Knowledge sharing is also beneficial because it helps employees to improve their performance, increase productivity and performance and ultimately helps organisations including universities to have a competitive advantage. Knowledge sharing practices has also been found to increase organization's ability to retain the knowledge created by its members as well as their expertise. (Penzhorn, 2015) Knowledge sharing improves efficiency and saves time by ensuring that an organisation learns from previous experiences and avoids duplication of effort. Knowledge sharing in universities between lecturers helps to avoid duplication of efforts by colleagues (Hassandoust & Kazerouni, 2012).

The advent of information communication technology has provided an enabling platform for knowledge sharing irrespective of an employee's location. Technology has been known to be an enabler of the KM practices and processes. This is because knowledge cannot, by definition, be converted into an object and "given" from one person to another at the same time technology is critical for enabling the spread of information, technology cannot capture and store knowledge, thus people still need to share knowledge before technology can be deployed (Chugh, Chugh, Punia, & Agarwal, 2013).

For knowledge management projects and practices to be successful an appropriate balance of technology, process, people and content is needed and should be supported by proper strategy and change program. Organisations including universities must have a clear understanding of what KM entails or how to manage knowledge (Chugh, Chugh, Punia, & Agarwal, 2013).

Leveraging on technology, knowledge sharing is not limited to face to face communication alone, rather through the use of emerging tools. Emerging tools are described as online communication tools that enable people to communicate, participate, collaborate and thus share information (Chua & Goh, 2010; Harinarayana & Raju, 2010; Jain, 2013; Kim & Abbas, 2010; Luo, 2009; Lwoga, 2013;

O'Dell, 2010; Sodt & Summey, 2009). Emerging tools are used to turn communication into interactive discussions among like-minded people (Hislop, 2013). Emerging tools and technologies are nothing but tools that allow knowledge workers of an organization to explore, share, engage and connect with people and content in meaningful ways that help them learn (Taye, 2014)

It is therefore vital for institutions of higher learning to utilise emerging tools to enhance and to improve the quality of their services (Davis, 2012). Knowledge sharing is among the services which are highly facilitated by emerging tools, thus, higher learning institutions and their components including academic staff have been incorporating emerging tools media in order to enhance knowledge sharing practices (Veletsianos, 2013). The use of emerging ICT tools is encouraged in the higher education because it opens new ways of communication and faster access to information everywhere in the world (Duderstadt, Atkins and Houweling, 2002; Gura and Percy 2005 cited in Sokolovski 2009)

An increasing number of organizations, including universities are beginning to introduce Web 2.0 technologies internally (Yadav and Patwardhan, 2016). In addition, the utilisation of emerging tools facilitates knowledge sharing across widely dispersed elements within institutions by involving people who have common interests to create and share knowledge (Levy, 2009) through instant communication among employees (Adamovic, Potgieter & Mearns, 2012).

Emerging tools are suitable for online resource sharing, knowledge creation, storage, sharing and usage as well as creating suitable platforms for sharing innovations and electronic learning (Schneckenberg, 2009). Other advantages of emerging tools utilisation within higher learning institutions are to enhance academic networking, to facilitate sharing information, to provide comments on published outputs and to documents and share various academic experiences (Mtega, Dulle, Malekani and Chailla, 2014). It therefore follows that, individuals' lecturers and researchers including library educators in Nigerian universities, through the utilisation of these emerging tools can formulate various groups, discuss, transfer, communicate and share knowledge among themselves and their counterparts in any part of the globe. As a result, no doubt, knowledge sharing in academia has become a rising concern since the quality of academics' work depends on their ability to create, distribute, communicate and share their knowledge, hence Library and Information Science educators as academics in Nigeria should not be an exception.

Statement of the Problem

The technological advancement and new technologies of today's era has

continued to shape and re-sharpen research in Universities. Thus, LIS educators are faced with the task of having to develop themselves in order to meet the ever-changing teaching and research needs in our universities. Interestingly, this can be achieved through knowledge sharing, collaboration and interactions with other researchers using emerging tools. However, observation reveals that knowledge sharing is barely present and not encouraged formally within universities in developing countries (Adamsed and Hong, 2018).

Consequently, as Nigeria shifts towards building a knowledge-based society, academic institutions, particularly the public universities, now face ever-growing faculty demands for sharing resources and expertise. Unfortunately, in spite of the significance of the use of emerging tools in enhancing knowledge sharing, it is observed that its use for knowledge sharing appears to be low among library educators. Literature search also revealed that there is still dearth of empirical findings on the extent of use of emerging tools for knowledge sharing among Library Educators in South-West universities hence the need for this study.

Research Objectives

The specific objectives guiding this study are to:

1. Find out the level of awareness of LIS educators about selected emerging tools for knowledge sharing in selected library schools in South-West, Nigeria.
2. Ascertain the emerging tools used by LIS educators for knowledge sharing in selected library schools in South-West, Nigeria.
3. Examine the perception of LIS educators on the use of emerging tools for knowledge sharing in selected library schools in South-West, Nigeria.
4. Find out challenges inhibiting the use of emerging tools for knowledge sharing in selected library schools in South-West, Nigeria.

Review of Related Literature

Concept and Importance of Knowledge Sharing

Knowledge sharing is a tangible yet silent asset in today's world because knowledge is considered as a resource of organization competition and a kind of strategic capital in information economy, the more the knowledge is expanded in an organization, the more the capacity of competition is (Heng-Li Yang 2006). Knowledge sharing refers to the provision of task information and know-how to help others, collaborate with others to solve problems, develops new ideas, or implement policies or procedures. According to Akparobore 2015 Knowledge sharing is the process where individuals mutually exchange their knowledge, ideas and jointly create new knowledge. It includes bringing and getting

knowledge from individuals, groups or organizations and enhances the capacity of search for studies- related help from another person. Knowledge sharing facilitates achieving outcome of collective learning.

Although the term knowledge sharing is generally used more often than information sharing, researchers tend to use the term "information sharing" to refer to sharing with others that occurs in experimental studies in which participants are given lists of information, manuals, or programs' (Wang, 2010). Knowledge Sharing is an activity through which knowledge is exchanged among people, friends, families, communities, or organizations. Organizations have recognized that knowledge constitutes a valuable intangible asset for creating and sustaining competitive advantages. Knowledge sharing activities are generally supported by knowledge management systems.

Knowledge sharing practices are the various distinctive interactional procedures for sharing knowledge among individuals, groups or organization. Abubakar and Kabir cited Latupapua (2016) who affirmed that knowledge sharing practices are diverse personal interactive processes such as discussions, debates and meetings where one is influenced by other's experiences. Abubakar and Kabir (2022) stated other knowledge sharing practices to include verbal discussion, seminar/workshop, mentoring, staff meeting, storytelling, community practices among others.

According to Abubakar and Kabir (2022) knowledge sharing is a key concept associated with the conversion of tacit knowledge to explicit knowledge which results in the transfer of knowledge Similarly, tacit knowledge can be unravelled through interactions with employees, customers and the memories of past vendors. This knowledge is hard to catalogue, highly experiential, difficult to document in detail, ephemeral and transitory. The important content of modern organization knowledge management research is how to maximize knowledge sharing activity of organization members to achieve the goal of knowledge sharing because people are the most active factor in knowledge sharing (Fan and Ju, 2008).

Emerging Tools and Knowledge Sharing

Generally, knowledge sharing practices is about communicating knowledge within a group of people (Cheng, Ho & Lau, 2009). Information technology has been found to support knowledge sharing activities through collaboration, emerging activities and the use of emerging tools to accomplish organisational task (Munkvold, 2003). Similarly, information and communication technology positively affect the nature of scholarly communication and the

changing face of higher education in library and information science (Sacchanand, 2012) thus the need to leverage on it for knowledge sharing.

According to Bajwa & Lewis (2003) study, the findings revealed that various emerging tools available for use, include e-mail system, audio teleconferencing, video conferencing, data conferencing, web-based tools, proprietary groupware technology, and electronic meetings system. In the study it was revealed that more than 90% of the respondents reported that e-mail and audio teleconferencing were available and effectively utilized by the respondents.

Similarly, Becker & Cline (2005) study found out that are various emerging tools commonly used in the organizations activities are videoconferencing, personal communication devices, project management software and remote dial-up devices. In another study of Cavanaugh (2001) the use of emerging tools helps group activities by providing ease of communication and coordination among members of the group as some of the benefits derived from the use of emerging tools. The result of the study further showed that the benefits accrued from the use of emerging tools include its usefulness to equip, develop, and expand educational options for individual using it.

The use of emerging tools also proved to improve the quality of social interaction between various individual involved in its use. In addition, the use of emerging tools also allows for interactive process, where learners are able to build new knowledge in a social level (Kreijins & Kirschner, 2002). Several researches have been conducted on using emerging tools and Web 2.0 in the workplace for sharing knowledge. Paroutis and Saleh (2009) investigated the key determinants of knowledge sharing and collaboration using emerging tools by exploring the reasons for and barriers to users' active participation in its various platforms within a large multinational firm. Using insights from both users and non-users of Web 2.0, the following four key determinants were identified: history, outcome expectations, perceived organizational support and trust.

Gaál , Szabó , Obermayer-Kovács and Csepregi (2015) also found out that organizations ensure value to knowledge sharing, integrating emerging tools into their daily business life is essential to enable for the employees and other knowledge sharing practitioners an easy access; and offer trainings to inexperienced users. For example developing document- or knowledge management systems while ignoring the power technological tools that everyone uses daily would be wasteland.

Challenges of Using Emerging Tools

According to *Adamseged and Hong (2018)* the challenges associated with

knowledge sharing are self-interest/personal interest, fear of losing power and control, fear of idea/knowledge being snatched/taken without attribution, *Lack of social networks or platforms for KS:,* lack of reward/motivation/recognition for would-be knowledge sharers, technological challenges, *lack of social networks or platforms for KS.* Nagel (2013) study found out that lack of adequate ongoing professional development for educators, inability to integrate new technologies into classrooms and other educational activities, inability to understand new technologies, resistance to change because educators and school leaders often see technological experimentation as outside the scope of their job descriptions. Similarly, in a related study carried out by Pima and Mtui (2017) found out that **lecturers' challenges to embrace emerging web technologies (CWT) in higher education Institutions, include** lack of a guiding framework on CWTs; lack of ICT Policy on CWTs; unreliable ICT infrastructure; lack of awareness; and poor internet connections.

Research Methodology

Descriptive survey research design of the ex-post facto type was adopted for the study. The population of the study comprised of thirty-five (35) Library and Information Science Educators in three selected Universities in South-West, Nigeria. University of Ibadan, Tai Solarin University of Education and Babcock University were purposively selected for this study using the criteria of being the first library schools in the Federal, State and Private University in South-West, Nigeria. Total enumeration technique was adopted to capture all the thirty- five (35) lecturers in the selected library schools for the study. A questionnaire developed by the researchers was used for this study.

The questionnaire is divided into five sections containing questions relating to the demographic information of the respondents, awareness of emerging tools, use of emerging tools, and perception of library educators on the use of emerging tools for knowledge sharing. A total of thirty-five (35) copies of the questionnaires were administered by the researchers and thirty (30) copies were retrieved and found useful for the study.

Data Analysis

Results

The results obtained as a result of the study are as follows:

Research Question 1: What is the level of awareness of LIS educators on selected emerging tools for knowledge sharing in selected library schools in South-West, Nigeria?

Table 1: Level of Awareness of Emerging Tools for Knowledge Sharing

Emerging tools	Mean ($\overline{X}$)	Std. Dev (±)	Decision
Electronic mail	4.87	.43	Extremely aware
Facebook	4.67	.71	Extremely aware
Twitter	4.57	.73	Extremely aware
LinkedIn	4.53	.63	Extremely aware
Blogs	4.43	.86	Moderately aware
Video conferencing	4.40	.77	Moderately aware
Instant messaging	4.37	1.00	Moderately aware
Google apps, such as Goggle drive	4.37	.93	Moderately aware
Research gate	4.37	.93	Moderately aware
Academia	4.33	.88	Moderately aware
Chat room	4.23	.86	Moderately aware
Skype	4.20	1.10	Moderately aware
Google docs	4.20	1.00	Moderately aware
Slide share	4.17	1.09	Moderately aware
Discussion forum	4.17	.95	Moderately aware
Teleconferencing	4.17	.99	Moderately aware
Voice mail	4.13	1.07	Moderately aware
Dropbox	4.10	1.24	Moderately aware
Newsletters	4.03	1.27	Moderately aware
Video mails	4.03	1.16	Moderately aware
Newsgroups	3.83	1.23	Somewhat aware
Mailing list	3.80	1.40	Somewhat aware
Webinars	3.80	1.13	Somewhat aware
Listservs	3.73	1.39	Somewhat aware
Intranet	3.70	1.42	Somewhat aware
Flickr	3.70	1.32	Somewhat aware
Web forum	3.63	1.35	Somewhat aware
Microsoft share point	3.60	1.35	Somewhat aware
Podcast	3.23	1.36	Somewhat aware
Flipchats	2.93	1.31	Slightly aware
Grand Mean	4.05	----	

Result from Table 1 revealed that LIS educators are extremely aware of electronic mail ($\overline{X}$ = 4.87; SD = 0.43) , Facebook ($\overline{X}$ = 4.67; SD = 0.71), Twitter ($\overline{X}$ = 4.57; SD = 0.73) and LinkedIn ($\overline{X}$ = 4.53; SD = 0.63) as emerging tools for knowledge sharing. Similarly, moderately aware of video conferencing, instant messaging, Research gate, Skype etc. However, the LIS educators were only slightly aware of flipchats ($\overline{X}$ = 2.93; SD = 1.31)

Research Question 2: What is the frequency of use of emerging tools by LIS educators for knowledge sharing in selected library schools in South-West, Nigeria?

Table 2: Frequency of Use of Emerging Tools for Knowledge Sharing among LIS Educators

Emerging tools	Mean ($\bar{X}$)	Std. Dev. (±)	Decision
Electronic mail	4.63	.61	Always
Facebook	4.07	1.11	Always
Instant messaging	4.00	.98	Always
ResearchGate	3.70	1.18	Often
LinkedIn	3.70	.99	Often
Twitter	3.60	1.28	Often
Academia	3.47	1.22	Often
Google Docs	3.40	1.22	Often
News group	3.37	1.38	Often
Mailing list	3.37	1.35	Often
Google apps, such as google drives	3.27	1.26	Often
Newsletters	3.27	1.28	Often
Discussion forum	3.23	1.10	Often
Chat room	3.20	1.32	Often
Voice mail	3.17	1.34	Often
Blogs	3.13	1.28	Often
Listservs	3.13	1.36	Often
Video conferencing	3.10	1.03	Often
Skype	2.90	1.35	Sometimes
Dropbox	2.80	1.27	Sometimes
Video mail	2.80	1.21	Sometimes
Flipchats	2.77	1.33	Sometimes
Slide share	2.70	1.24	Sometimes
Teleconferencing	2.70	1.18	Sometimes
Web forum	2.67	1.21	Sometimes
Intranet	2.67	1.27	Sometimes
Webinars	2.53	1.11	Sometimes
Microsoft SharePoint	2.37	1.189	Rarely
Flickr	2.23	1.10	Rarely
Podcast	2.10	1.18	Rarely
Grand Mean	3.24	----	Often

Result in Table 2 revealed that majority of the LIS educators uses email ($\overline{X}$ = 4.63; SD = 0.61), Facebook ($\overline{X}$ = 4.07; SD = 1.11), and Instant Messaging ($\overline{X}$ = 4.00; SD = 0.98) always for knowledge sharing purpose. Emerging tools like Research gate, ($\overline{X}$ = 3.70; SD = 1.18), LinkedIn ($\overline{X}$ = 3.70; SD = 0.99) , Twitter ($\overline{X}$ = 3.60; SD = 1.28) were used ofte n while Microsoft SharePoint, Flickr and Podcast are rarely used by LIS educators for knowledge sharing.

Research Question 3: What is the perception of LIS educators towards the use of emerging tools for knowledge sharing in selected library schools in South-West, Nigeria?

Table 3: Perception of Using Emerging Tools for Knowledge Sharing among LIS Educators

Perception towards the use of emerging tools for knowledge sharing	Mean ($\overline{X}$)	Std. Dev (±)	Decision
Emerging tools enhance local and remote sharing of knowledge among LIS educators	3.57	.50	Strongly agree
Emerging tools in knowledge sharing greatly enhance generation of ideas among LIS educators	3.53	.51	Strongly agree
The use of emerging tools in knowledge sharing greatly improves exchange of ideas more closely among LIS educators	3.50	.51	Strongly agree
Emerging tools improve team efficiency in knowledge sharing among LIS educators	3.50	.51	Strongly agree
The use of emerging tools in knowledge sharing among LIS educators improves research productivity	3.50	.51	Strongly agree
Professional groups such as NALISE, NLA needs to encourage the use of emerging tools in knowledge sharing among LIS educators	3.50	.73	Strongly agree
Use of emerging tools in knowledge sharing greatly improve interactive process in social learning among LIS educators	3.40	.50	Agree
Use of emerging tools increase easy communication and coordination among LIS educators	3.40	.72	Agree
Adequate infrastructure is a prerequisite for successful use of emerging tools for knowledge sharing among LIS educators	3.33	.76	Agree
Emerging extremely equal participation among LIS educators when used for knowledge sharing	3.33	.48	Agree

The decision of the emerging tools to be used by LIS educators should be detected by the objectives of the knowledge to be shared	3.27	.64	Agree
Use of emerging tools improve the quality of social interaction when used for knowledge sharing among LIS educators	3.23	.68	Agree
Inadequate institutional policy to support the use of emerging tools discourages me from using it for knowledge sharing	2.60	.81	Agree
Use of emerging tools for knowledge sharing requires adequate infrastructure which are not readily available in my institution	2.47	.90	Disagree
Use of emerging tools for knowledge sharing requires the acquisition of additional skills which is a burden to me	2.40	.89	Disagree
Inadequate incentive from my institution discourages me from using emerging tools for knowledge sharing	2.37	.81	Disagree
Use of emerging tools in knowledge sharing is time consuming	2.10	.99	Disagree
Grand mean	3.11	-----	Agree

Result in Table 3 revealed that the grand mean ($\overline{X}$ = 3.11) affirmed that Library and Information Science Educators have a positive perception towards the use of emerging tools for knowledge sharing on most of the items on the rating scale. High mean scores were recorded for; emerging tools enhance local and remote sharing of knowledge among LIS educators ($\overline{X}$ =3.57 SD=0.50), emerging tools in knowledge sharing greatly enhance generation of ideas among LIS educators ($\overline{X}$ = 3.53, SD=0.51).

Research Question 4: What are the challenges inhibiting the use of emerging tools for knowledge sharing in selected library schools in South-West, Nigeria?

Table 4: Challenges of using emerging tools for knowledge sharing

Challenges	Mean ($\bar{X}$)	Std. Dev (±)	Decision
Inadequate communication tools like the internet and intranet	2.90	1.09	Moderate Barrier
Inadequate infrastructure that support the use of emerging tools for knowledge sharing	2.70	1.09	Moderate Barrier
Inability to use modern technology	2.27	1.23	Somewhat Barrier
Inadequate digital literacy skills	2.27	1.20	Somewhat Barrier
Technophobia	2.20	1.30	Somewhat Barrier
Inadequate organizational culture that supports the use of emerging tools for knowledge sharing	2.20	1.03	Somewhat Barrier
Inadequate understanding on how to effectively share knowledge using emerging tools	2.13	1.07	Somewhat Barrier
Lack of incentive/rewards for knowledge sharing using emerging tools	1.87	.86	Not a Barrier
Fear of providing wrong information	1.80	.96	Not a Barrier
Grand mean	2.26	-----	Disagree

The challenges inhibiting the use of emerging tools for knowledge sharing by LIS educators as shown in Table 4 is that inadequate communication tools like the internet and intranet ($\bar{X}$ = 2.90, SD=1.09) are moderate barrier while lack of incentive for knowledge sharing is not a barrier inhibiting the LIS educators.

Discussion of Findings

The findings of the study revealed that University of Ibadan had the highest number of library educators and that majority of the LIS educators in the premier library schools in South-west are male. This implies that more female academics are needed in library schools when compared with libraries that have more female than male. The results also revealed that majority of the respondents are Ph.D. holders which corroborates National University Commission requirement that the minimum qualification for a lecturer is Ph.D. in the specific discipline. The findings further revealed that LIS educators were extremely aware of perhaps the most popular emerging tools for knowledge sharing i.e. Electronic mail, Facebook, Twitter and LinkedIn. The moderate awareness of the LIS educators on majority of the emerging tools surveyed revealed that probably they are not been used hence its moderate awareness. On the long run the LIS educators surveyed affirmed that they are aware of all the emerging tools on the rating scale.

The frequency of use of the emerging tools revealed that electronic mail, Facebook and instant messaging are used always by the LIS educators for knowledge sharing. The reason for its use always perhaps could be attributed to the fact that these are readily available on mobile phone and it is easily accessible. Similarly, ResearchGate, LinkedIn, Twitter, Academia, Google Docs, Newsgroup, mailing List, Google drive, discussion forum, chat room, and video conferencing were used often by the LIS educators. The findings also revealed that Microsoft SharePoint, Flickr and Podcast were rarely used by LIS educators for knowledge sharing.

The perception of LIS educators on the use of emerging tools for knowledge sharing revealed that emerging tools; enhance local and remote sharing of knowledge, enhance generation of ideas, improves team efficiency and research productivity, professional associations such as NALISE should encourage the use of emerging tools for knowledge sharing. On the contrary LIS educators in the selected library schools disagreed that; the use of the surveyed emerging tools for knowledge sharing requires the acquisition of additional skills, inadequate incentive from institution discourages the use of emerging tools for knowledge sharing.

The study also found out that the major barriers inhibiting the use of emerging tools for knowledge sharing are inadequate communication tools like internet and intranet, inadequate infrastructure that support the use of emerging tools for knowledge sharing. This perhaps is understandable because access to internet in a developing country like Nigeria is still expensive hence it is posing a barrier to the LIS educators. Similarly, inadequate infrastructure like organisational policy that supports knowledge sharing is a barrier. This finding corroborates the findings of Pima and Mtui (2017) study that found out that the use of emerging web technologies for lectures is a challenge because of poor internet connectivity and lack of ICT policy on emerging web technologies, and unreliable ICT infrastructure.

The study also found out the lack of incentive/rewards for knowledge sharing using emerging tools is not barrier to LIS educators. Perhaps the LIS educators understand the importance of knowledge sharing and are also leveraging on technology hence they are self- motivated to embrace knowledge sharing. This finding negates the findings of Adamseged and Hong (2018) study that affirmed that one of the challenges of using emerging tools for knowledge sharing is lack of incentive/reward. The findings from the study also revealed that the fear of providing wrong information is not a barrier to the use of emerging tools for knowledge sharing.

Conclusion

Knowledge sharing is beneficial to LIS educators it helps to increase their productivity and innovation as well as strengthen bonds among professionals. Technology has therefore facilitated knowledge sharing using various emerging tools such as electronic mail, Facebook, Twitter, LinkedIn, blogs and Skype. Amidst the seeming benefits of adopting emerging tools for knowledge sharing, the findings revealed that LIS educators in library schools in South-West, Nigeria are yet to embrace emerging tools for knowledge sharing fully because there is no formal organisational policy, inadequate infrastructure and poor internet connection.

The study therefore concludes that LIS Educators should embrace more emerging tools for knowledge sharing among academics in order to reap the benefits fully.

Recommendations

Based on the findings, the following recommendations are proffered;

1. There is the need for professional groups such as NALISE, NLA to periodically organize training and retraining programmes, seminars, workshops for Library Educators on the use of emerging tools/ emerging technologies for knowledge sharing.
2. Management of the various universities should be providing adequate infrastructure as well as conducive environment that will motivate the effective use of the emerging tools and promote knowledge sharing practices among LIS educators.
3. There is the need for more awareness promotion on the various emerging tools that could be used to enhance knowledge sharing among LIS educators by Library Schools, NALISE and NLA.
4. There should be a formal institutional policy by management of universities that will deliberately support and encourage knowledge sharing through emerging tools by academics.
5. There is also the need for the library schools surveyed to promote organisational culture that encourages knowledge sharing among the library educators.

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