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SELF-EFFICACY AND KNOWLEDGE SHARING PRACTICES OF LIBRARIANS IN UNIVERSITIES IN SOUTH-WEST, NIGERIA

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Abstract
Self-efficacy of librarians and knowledge-sharing practices play a critical role in maximizing their potential, as organisational growth requires professional knowledge transfer. This study aims to determine whether the level of self-efficacy influences the knowledge sharing practices of librarians in federal universities in the South-west, Nigeria. A descriptive survey design was used to investigate 119 librarians which is the study population. Total enumeration was used to study the entire population 119 librarians. The 114 returned questionnaires from 119 distributed surveys resulted in a 96% response rate was used for data analysis. The finding revealed that self-efficacy of librarians, influenced by personal experiences, social persuasion, and vicarious experiences, was moderate in federal universities, while librarians are engaged in diverse knowledge sharing practices, including both written/explicit and personal/tacit, while Seminars/workshops, social media, and verbal discussions emerge as the primary modes of knowledge sharing among librarians. The researcher recommends that the University libraries need to keep the focus on the professional development opportunities to improve the skills and knowledge sharing abilities of the librarians. This may involve workshops, seminars, and effective knowledge dissemination strategy training programmes. In conclusion, self-efficacy positively influences knowledge sharing practices of librarians in federal universities in the South-West, Nigeria. The study underscores the importance of fostering a supportive and collaborative environment by promoting self-efficacy and knowledge sharing to enhance efficiency among librarians in academic settings.
Keywords: Knowledge Sharing, Self-efficacy, Librarians, Universities, South-West

Introduction

Universities are the highest educational institutions and they serve as degree-making institutions that are committed to knowledge development and knowledge sharing. They play a central role in requiring knowledge development, which provides teaching and research resources. Academic libraries should be the building blocks of academic institutions to ensure that they are very excellent in terms of education provision. The information stored in libraries is of great value and is useful in forming a stable background on which future work on scholarship is achievable as well as development of transformational technologies in science. Availability of shared resources in university libraries assures continuity of intellect between generations because it protects students and researchers against the need to develop new approaches or develop new technology that can preserve resources and save time. University libraries play a key role in the management of academic functions in higher institutions of learning, which is a basic requirement of their existence. They are integral parts of their organisation so that teaching activities and

learning endeavours can take place in conjunction with research functions. Two primary functions that university libraries fulfil the key purpose of publication of the corresponding research documentation and control of the basic academic university programs. Libraries are important avenues where research assistance can be provided in enabling librarians to develop the necessary academic progress. (Abdulsalam, Babarinde & Oyewole, 2025).

Librarian status work at university libraries throughout the Nigerian higher education system. Experts in both information resource organisation and management provide targeted information services to address users' specific needs. A university library exists primarily to advance teaching along with learning and research. The service scope of librarians involves procurement alongside the choice selection and processing along with organising and preserving resources for user accessibility. Improving the self-efficacy of university library librarians has the potential to buck the downward trend in their dissemination of information resources. Today's librarians must be self-assured and proficient in using cutting-edge knowledge-sharing techniques in order to navigate and access the large amounts of printed materials as well as electronic or digital formats, which will enhance their service delivery. (Simisaye & Popoola 2022).

Self-efficacy is the belief that a person has in their capacity to act in a certain way and accomplish specified goals. It includes a person's belief in their ability to achieve at desired levels and have control over things that affect their lives. According to Simisaye (2019), Self-efficacy affects how librarians will stick with their work, how resilient they will be in the face of difficulties and how much work they will put into a task in order to disseminate information resources. Librarians with strong self-efficacy have high expectations for their performance and will stick with a task until it is finished. On the other hand, those librarians with poor self-efficacy expect to fail and are less inclined to stick with difficult jobs. Greater effort, perseverance and adaptability are linked to higher levels of self-efficacy as well as crucial for problem-solving, self-directed learning and lifetime learning. Self-efficacy is therefore essential for lifelong learning. Librarians are more likely to actively participate in and successfully resolve information problems if they have a high feeling of self-efficacy and confidence in their information literacy abilities. Self-efficacy is seen as context-specific or domain-sensitive because it is predicated on one's own perception of oneself with relation to particular activities. Put differently, it is possible for a person to have high levels of self-efficacy in one area but low levels in another.

Kehinde and Olajide (2024) identified three indicators for self-efficacy which are experiences, vicarious experience and social persuasion. Experience suggests that each achievement boosts confidence, while every setback undermines it. Nonetheless, librarians can be inspired to persevere in the face of setbacks if they possess a strong sense of self-efficacy that is based on prior achievements. When one sees others doing things well, they start to believe they can do the same. When librarians believe there is a significant correlation between their own abilities and other colleagues' abilities, vicarious experience works best. The impact of vicarious experience on self-efficacy is stronger in certain situations compared to others. An individual's personal evaluation of their task competence can be significantly influenced in settings where comparisons are frequently made. Persuasion is often employed by instructors due to its convenience and ease of use. Although knowledge sharing has always required significant psychological and emotional circumstances for sustainability. However, self-efficacy is not static and is subject to a variety of influences. Self-efficacy acts as a bridge between a person's knowledge and their actual behaviour. In essence, a person might be in possession of the information and abilities needed to complete a task. They may still encounter challenges to achievement, though, such insecurity, self-doubt, and other situational elements. This psychological condition has a negative effect on university librarians' overall performance. Similarly, the degree of confidence librarians has in their capacity to carry out various services or duties successfully is referred to as self-efficacy. Self-efficacy comes

in various shapes and sizes. (Jiang, Yuan & Zhang, 2019). Thus, librarians need to exhibit a high degree of knowledge sharing. Since knowledge sharing greatly improves the calibre library services, university librarians must be willing to share their knowledge. Knowledge sharing is considered one of a core and pragmatically important activity among librarians that encompasses social interaction and interpersonal relationship where individuals exchange their knowledge ideas, and experiences with others. Knowledge sharing plays a crucial role in the field of library and information science. Librarians serve as custodians and facilitators of knowledge, providing information services to a wide range of individuals seeking knowledge and information.

Knowledge sharing hold a vital function in harnessing the full potential of librarians, as the sharing of knowledge and expertise serves as a driving force for organisational growth. By promoting a culture of knowledge exchange, organisations can tap into the collective wisdom and skills of their librarians, leading to improved performance, innovation and overall development. The value of knowledge sharing can be understood from two distinct perspectives: knowledge formation/creation and knowledge sharing itself. When knowledge is formed or created, it becomes a valuable resource that can be utilised for various purposes. However, the true power of knowledge emerges when it is shared. Through the act of sharing knowledge, new insights and understanding are generated, leading to the creation of fresh knowledge. In this way, knowledge sharing becomes a catalyst for continuous learning and innovation (Abubakar & Kabir, 2022). Knowledge sharing plays a crucial role in strengthening and developing the human resources, which are considered the most valuable asset of any organisation, including universities libraries. Libraries employ diverse collaborative platforms and channels to furnish well-organised resources and stimulate user participation in the process of information dissemination (Abdulsalam, Babarinde & Oyewole, 2025).

Knowledge sharing also encourages librarians to engage in continuous learning and professional development, ensuring that they possess the necessary skills to support users effectively. Through knowledge sharing practices, librarian be more effective in their daily routines work`. This includes explicit knowledge and tacit knowledge which can bring significant benefits to librarians and universities due to its potential and actual advantages. By effectively managing and organising knowledge, librarians can facilitate the discovery and utilisation of information resources, empowering them to make decisions and learning activities. Furthermore, through mode of knowledge sharing such as verbal discussion, seminars/workshop, conference, e-mail, social media (Facebook, Twitter, Telegram and WhatsApp), community practice, phone call, text messages, brainstorming and website and frequency of knowledge sharing (daily, weekly, monthly, quarterly, when needed and yearly). This fosters a collaborative and learning-oriented environment, where librarians can exchange knowledge and insights, leading to improved research productivity, service delivery and the creation of new knowledge (Kpolovie, Obilor and Ololube, 2015).

By embracing knowledge sharing, libraries can become vibrant hubs of knowledge creation. Through initiatives such as digitisation projects, collaborative research, and user-generated content, libraries can actively contribute to the generation of new knowledge within their respective domains. This not only benefits library users but also positions libraries as key contributors to the advancement of knowledge in their communities. Consequently, the study carried out to investigate the extent to which self-efficacy influence knowledge sharing among the librarians in federal universities, South-west, Nigeria.

Statement of the Problem

Self-efficacy of librarians and knowledge sharing practices plays a critical role in maximizing their potential because organisational growth requires professional knowledge

transfer. The exchange of knowledge which librarians participate in is a vital essential and practice-oriented activity that creates social connections through collaboration for exchanging knowledge, ideas and experience between them as information managers.

However, Literature search demonstrates that librarian workforce in federal universities in South-West Nigeria lack comprehensive knowledge sharing practices and low self-efficacy among themselves. This might be a result of low self-efficacy of librarians in federal universities in South-west, Nigeria. Many of these includes lack of experience, social persuasion and vicarious experience. The significant role of self-efficacy on knowledge sharing necessitates that librarians learn to meet the requirements of the 21st century. Therefore, this study aims to find out if the level of self-efficacy could influence knowledge sharing practices of librarians in federal universities in South-west, Nigeria.

Objective of the Study

The main objective of this study is to examine self-efficacy and knowledge sharing of librarians in federal universities in South-west, Nigeria. Specifically, the study is guided by the following objectives to:

i. ascertain the level of self-efficacy of librarians in federal universities in South-west, Nigeria;
ii. find out types of knowledge sharing by librarians in federal universities in South-west, Nigeria;
iii. find out mode of knowledge sharing by librarians in federal universities in South-west, Nigeria.

Research Questions

In order to find answers to the objectives of this study, the following research questions were raised:

i. What are the level of self-efficacy of librarians in federal universities in South-west, Nigeria?
ii. What types of knowledge sharing practices are employed by librarians in federal universities in South-West Nigeria?
iii. What are the modes of knowledge sharing used by librarians in federal universities in South-West Nigeria?

Research Hypothesis

One null hypothesis was formulated and tested at 0.05 level of significance

HO_1: There is no significant relationship between self-efficacy and knowledge sharing among Librarians in Federal Universities in South-West, Nigeria.

Review of Related Literature

Self-efficacy is the belief that a person has in their capacity to act in a certain way and accomplish specified goals. It includes a person's belief in their ability to achieve at desired levels and have control over things that affect their lives. Simisaye (2018) Self-efficacy affects how long people will stick with something, how resilient they will be in the face of difficulties, and how much work they will put into a task. People with strong self-efficacy have high expectations for their performance and will stick with a task until it is finished. On the other hand, those who have poor self-efficacy expect to fail and are less inclined to stick with difficult jobs. Greater effort, perseverance, and adaptability are linked to higher levels of self-efficacy and are crucial for problem-solving, self-directed learning, and lifetime learning. Though knowledge and skills are important in decision-making, self-efficacy has a major influence on human conduct. People are motivated and behave in ways that are mostly determined by their beliefs rather than only by the

objective world. Self-efficacy is therefore essential for lifelong learning. People are more likely to actively participate in and successfully resolve information problems if they have a high feeling of self-efficacy and confidence in their information literacy abilities. Conversely, those who have low self-efficacy could shy away from or hesitant to deal with information-related problems. Self-efficacy is seen as context-specific or domain-sensitive because it is predicated on one's own perception of oneself with relation to particular activities. Put differently, it is possible for a person to have high levels of self-efficacy in one area but low levels in another (Abdulsalam, Babarinde & Oyewole, 2025)

The study conducted perceived self-efficacy and information literacy skills of reference librarians as predictors of reference service provision in selected academic libraries in South West, Nigeria. The research is a survey in the ex post facto type. While all the sixteen reference librarians in the identified academic libraries were selected by the technique of the total enumeration, the purposive sampling technique was applied. The primary data collection tool was the questionnaire. The findings indicate that librarians generally have a strong belief in their capabilities, particularly in areas related to sharing knowledge and conducting research to fulfil information needs. It suggests that librarians possess the skills and confidence to effectively manage their work and engage in knowledge sharing among their colleagues. This high self-efficacy also suggests that librarians have the ability to regulate their emotions and remain composed in various situations (Awodoyin & Okiki, 2022).

Knowledge serves as a vital asset for the growth and survival of any organisation, acting as its lifeblood. It has been recognised as a fundamental resource in the ongoing existence of an organisation. Daland (2016) stated that knowledge is considered the most crucial asset in today's knowledge-driven economy. Two distinct forms of knowledge exist: tacit and explicit. Tacit knowledge is acquired and shared through discussions and observations, encompassing sensory perception, hands-on experiences, motor skills, intuition, unspoken mental models, and implicit rules. On the other hand, explicit knowledge is articulated through language, expressed in sentences, captured in drawings or writing, and can be easily shared, codified, and transferred among individuals. Tacit knowledge is informal and personal, deeply rooted in individual experiences, beliefs, values, and often challenging to learn or fully articulate due to its acquisition through practice and real-world engagement (Awodoyin, Osisanwo, Adetoro & Adeyemo, 2016).

Salleh, Yusof, Mohammed, Zahari and Hamzah (2020) not only view knowledge as one of the most valuable assets of an organisation but also argue that it has surpassed the value of physical assets. In essence, knowledge can be described as the core of any organisation, driving its workforce's performance. Therefore, it is crucial for managers to be actively involved in its management. Central to effective knowledge management is the practice of knowledge sharing (Wening, Haryono & Harsono, 2016).Similarly, Aksoy, Ayranci, and Gozukara (2016) investigated the impact of knowledge sharing on employee performance using models. Their findings confirmed that intra-organisational knowledge sharing has a positive influence on employee performance. Zahari, Abdul-Rahman, Othman, and Baniamin (2014) explored the relationship between knowledge sharing and organisational performance within the context of insurance companies in Malaysia. They discovered a positive correlation between knowledge sharing and organisational performance. Their study concludes by stating that many organisations recognise the potential of knowledge sharing among employees to enhance overall performance. Given the focus on acquiring, sharing, and transferring individual knowledge and experience to the collective organisational experience, this study recognises the need to investigate knowledge sharing and job performance specifically among librarians in Nigerian universities.

The study conducted by Odunewu and Haliso (2019) focused on examining the

knowledge sharing behaviour among librarians in universities located in the southwest region of Nigeria. The results presented indicate a high level of willingness among librarians to share job-related knowledge. Similarly, there was a strong willingness among librarians to receive or collect job-related knowledge from others. The study also revealed the presence of organisational trust and motivation towards knowledge sharing behaviour among librarians.

Abdulsalam, Babarinde and Osalusi (2025) studied knowledge sharing and research output of librarians in federal universities. The researchers adopted a descriptive survey design of correlational nature, and the population was 119 librarians in seven federal universities in South-west Nigeria. While enumeration method was employed as a whole and data were gathered through a structured questionnaire. The finding revealed that Librarians engaged in a variety of knowledge sharing practices. Seminars, workshops, social media and verbal discussions were the primary modes of knowledge sharing. Social media, phone calls, and verbal discussions were the most frequently used channels. Knowledge sharing was found to significantly contribute to the research output of librarians ($r=0.629$, $p < 0.05$).

In study conducted by Buhari, Abdulsalam, Olajide, Oyewole, Musa and Balogun (2025). This paper examined knowledge sharing practices as a correlate of service delivery of polytechnic library staff in South-West, Nigeria. The survey research design was used as a quantitative methodology. The population of the study included 325 professional and para-professional staff of 23 public poly-technic libraries in South-West, Nigeria. The sampling was carried out by a total enumeration method, where 325 questionnaires were handed out and 266 valid responses were collected (response rate: 81.85%) and revealed a moderately high level of knowledge sharing practices among polytechnic library staff ($M = 2.5514$). A statistically significant positive correlation was found between knowledge sharing and service delivery ($r = 0.609$, $p < 0.05$), indicating that knowledge sharing enhances the quality of library services.

Wang, Zhang, Hao and Chen (2019) further stated that self-efficacy and other intrinsic motivators are considered to be more effective in driving motivation compared to extrinsic motivators. Also, categorise community motivation factors into three components: the feeling of belonging, community identity, and community satisfaction. Regarding the present study, it is proposed that the lack of these three motivators could hinder tacit knowledge sharing within multi-organisational project teams. The impact of rewards on knowledge sharing behaviour has yielded inconsistent research results. Thus, it can be inferred that additional factors may influence the relationship between both extrinsic and intrinsic rewards and knowledge sharing attitudes. While some studies have linked knowledge sharing to extrinsic rewards (Razmerita, Kirchner and Nielsen, 2016). The relationship between self-efficacy and its ability to motivate knowledge sharing is subject to variation in research findings.

Farooq and Vij (2019) supported this notion, asserting that knowledge is a significant source of competitive advantage, particularly in a dynamic business environment where organisations need to focus on both efficient information processing and knowledge creation. Consequently, companies aiming to gain a competitive edge must effectively manage their knowledge, and those possessing fascinating and distinctive expertise will have a greater opportunity to succeed in competitive industrial markets (Mustika, Eliyana,, Agustina & Ratnasari 2020). The display of effective knowledge sharing behaviour within a company indicates that the company has a strong grasp of knowledge management practices (Heisig et al., 2016; Inkinen, 2016). Knowledge sharing behaviour plays a crucial role in generating valuable knowledge resources for delivering high-quality services within a company (Mafabi, Nasiima, Muhimbise, Kasekende & Nakiyonga, 2017). This behaviour is often triggered by a desire to share knowledge (Sallam & Algammash, 2016). Within an organisation, the intention to share knowledge refers to employees' willingness to share the knowledge they have acquired or created with others.

Knowledge sharing self-efficacy serves as a behavioural control factor that can assist individuals in overcoming challenges related to knowledge sharing in the learning environment. It serves as an indicator of knowledge sharing behaviour, and the absence of knowledge sharing self-efficacy may hinder the occurrence of knowledge sharing (Bao & Han, 2019).

Research Methodology

The study employed a descriptive and correlational survey designs. A population of 119 librarians across seven Federal universities in South-West Nigeria was used for the study. A total enumeration technique was utilised. A structured questionnaire was designed for Self-efficacy, influenced by personal experiences and social persuasion, vicarious experiences as well as types and modes of knowledge sharing was administered to gather data from respondents. Out of the 119 questionnaires distributed, 114 were returned, resulting in a 96% response rate, which was used for analysis. Research questions were analysed using descriptive statistics (frequency tables, mean, and standard deviation) to analyse data in answer to research questions while Product Moment Correlation Coefficient was used to test hypothesis at 0.05 level of significance.

Results of the Findings

Research Question One: What are the level of self-efficacy of librarians in federal universities in South-west, Nigeria?

Table 1: Level of self-efficacy of librarians in federal universities in South-west, Nigeria

Experience	VHL N	HL N	LL N	VLL N	Mean	SD
I keep trying a task until I succeed at it, even if I cannot do it on my first try.	35	40	21	18	2.71	0.912
I do not quit up if I do not succeed the first time when trying to learn anything new.	25	39	26	24	2.31	0.811
I always try to complete tasks even if they seem overly challenging.	24	33	35	22	2.58	0.756
I do not let failure deter me from trying my hardest to complete a task or duty.	23	36	30	25	2.61	1.033
It is easy for me to stick to my aims and attain my objectives	26	43	26	19	2.63	0.793
I can always make the deadline for any academic	21	37	30	26	2.60	0.861
I can set up a comfortable, distraction-free study space.	31	36	25	22	2.62	0.781
Weighted mean					2.58	0.849
Social persuasion	N	N	N	N	Mean	STD
Even if someone disagrees with me, I can still find ways to accomplish my goals.	37	43	18	16	3.52	0.681
I can complete a task successfully even if I have been told I cannot do it, have never tried it before, or have not seen anyone else accomplish it.	25	37	27	25	2.58	1.021
When I am told I am capable and would not have any trouble completing the work, I can do better.	38	44	17	15	2.19	0.935
I can do my job more effectively when I receive credit for my efforts.	40	46	17	11	3.65	0.589
Weighted mean					2.98	0.807
Vicarious experience	N	N	N	N	Mean	STD
When I operate as a team, I perform my job better.	24	41	25	24	2.64	0.818
I can figure out a problem when I observe one of my co-workers or someone else doing it.	26	33	30	25	2.71	0.929
I find it challenging to attempt or complete a task after observing someone else struggle to do a work that is similar.	25	35	38	16	2.69	0.941
When I see someone else do a task that I have never tried before and they fail, I find it difficult to tackle the task myself.	19	28	41	26	2.32	1.06
Weighted mean					2.59	0.937
Overall weighted mean					2.70	1.060

Overall, the weighted mean as shown in Table 1, which combines the scores from all three indicators, was 2.70. This implies that that most of the librarians in federal universities in South-west Nigeria perceive their self-efficacy beliefs to be influenced moderately by their own experiences, social persuasion and vicarious learning.

Research Question Two: What are the types of knowledge sharing by librarians in federal universities in South-west, Nigeria?

The result of the types of knowledge sharing engaged in by librarians in federal universities in South-west Nigeria is presented in Table 3.

Table 2: Types of knowledge sharing by librarians in federal universities in South-west, Nigeria

Written /Explicit knowledge	**VHL** N	**HL** N	**LL** N	**VLL** N	**Mean**	**STD**
I share from submitted documents and reports.	19	24	38	33	2.22	0.812
I share from published articles in university journals, magazines, or newsletters.	26	38	24	26	3.13	0.779
I provide documentation from my own files that is pertinent to my ongoing work.	20	29	35	30	2.36	0.739
I gain ideas through social media pages and databases.	39	36	23	16	3.46	0.810
I spend time interacting with people via email to get assistance with work-related issues.	21	28	24	41	2.30	0.799
Weighted					2.69	0.789
Personal Interactions/Tacit knowledge	**N**	**N**	**N**	**N**	**Mean**	**STD**
I get support from experienced colleagues with time from personal schedule guiding and counselling .	18	31	38	27	2.41	0.832
I have long-term mentoring relationships with librarians.	22	36	25	31	2.52	0.876
I spend time having private conversations with others to assist them with work-related issues (e.g., in the hallway, at lunch, or over the phone).	21	28	31	34	2.45	0.758
I stay informed about significant research developments through casual conversations.	25	39	31	19	2.73	0.811
By direct communication, I offer experiences that could assist others steer clear of danger and trouble.	20	24	34	36	2.37	0.775
I use online chat rooms to discuss work-related issues with others.	21	36	33	24	2.43	0.784
I share my opinions and views at meetings.	28	33	31	22	2.59	0.833
I share success stories that can improve the outcomes of the research.	25	39	25	25	2.55	0.788
Weighted					2.51	0.788

Table 2 indicates that librarians' knowledge sharing is classified into two main categories: written/explicit knowledge and personal/tacit knowledge. Regarding written/explicit knowledge, a majority of respondents reported that they derive ideas from social media pages and databases (mean = 3.46) and share knowledge from published articles in university journals, magazines, or newsletters (mean = 3.13). The weighted mean was 2.69, exceeding the criterion mean. While the personal/tacit knowledge had a weighted mean of 2.51. Specifically, a significant number of the respondents engaged in long-term coaching relationships with other librarians (mean = 2.52) and keep updated with important information on research through personal conversation (mean = 2.73) as well as expressing ideas and thoughts during the meetings (2.59) and sharing success stories that may benefit the research output (mean = 2.55). Consequently, the primary forms of explicit knowledge shared by most librarians in federal universities in South-west Nigeria include ideas sourced from social media and knowledge derived from published articles in university journals, magazines, or newsletters.

Research question three: What are the modes of knowledge sharing by librarians in federal universities in South-west, Nigeria?

Table 3: Mode of knowledge sharing by librarians in federal universities in South-west, Nigeria

Mode	VHL N	HL N	LL N	VLL N	Mean	SD
Verbal discussion	23	38	33	20	3.16	0.811
Seminars/workshops	37	41	19	17	3.47	0.927
Conference	21	28	35	30	2.71	0.836
Email	19	25	37	33	2.22	0.718
Social media (Facebook ,Twitter, Telegram and WhatsApp)	35	47	21	11	3.31	0.833
Community of practice	14	30	41	29	2.39	0.825
Phone call	20	24	34	36	3.25	0.811
Text messages	11	26	43	34	2.18	0.927
Brainstorming	22	33	31	28	2.66	0.836
Website	21	39	21	33	3.07	0.718
Weighted					2.84	0.824

The findings in Table 3 reveal that the most significant modes of knowledge sharing among librarians in federal universities in South-west Nigeria are seminars/workshops (mean = 3.47), social media (mean = 3.31), and verbal discussions (mean = 3.16). In contrast, modes such as email (mean = 2.22) and text messages (mean = 2.18) were less commonly used for knowledge sharing by librarians in these universities. This indicates that seminars/workshops, social media, and verbal discussions are the primary means of knowledge exchange among librarians in South-west Nigeria. These methods offer effective platforms for sharing information, learning from colleagues, and promoting collaboration. Conversely, email and text messages are less favoured for knowledge sharing, likely due to their limitations in fostering meaningful interactions or conveying detailed information.

Hypothesis: There is no significant relationship between self-efficacy and knowledge sharing among librarians in federal universities in south-west, Nigeria

Table 4: Relationship between self-efficacy and knowledge sharing of librarians in federal universities

Variable	Mean	STD	N	R	p-value	Remark
Self-efficacy	2.70	1.060	114	0.425	0.000	Sig.
Knowledge sharing	2.51	0.788				

The analysis of the data presented in Table 4.11 revealed that the mean self-efficacy score of librarians is 2.70, with a standard deviation (STD) of 1.060. Meanwhile, the mean score for knowledge sharing among the same group of librarians is 2.51, with a standard deviation of 0.788. Additionally, the correlation coefficient between self-efficacy and knowledge sharing was found to be 0.425. This indicates a moderate positive correlation between self-efficacy and knowledge sharing among librarians in federal universities in Southwest Nigeria. Furthermore, the associated p-value is less than 0.05, demonstrating statistical significance at the 5 percent significance level. In other words, the findings indicate that there is a moderate, positive, and statistically significant relationship between self-efficacy and knowledge sharing among librarians in Southwest Nigeria. Consequently, the null hypothesis, which proposed no significant relationship between self-efficacy and knowledge sharing, is rejected based on the evidence of the observed correlation.

Discussion of the Findings

The study investigated how level of self-efficacy influences the knowledge sharing practices of librarians in federal universities in the South-west, Nigeria. Three research questions were answered. This section, therefore presents the discussion of the findings. The examination of self-efficacy among librarians highlighted three key indicators: experience, social persuasion, and vicarious experience. Librarians reported moderate levels of self-efficacy across these indicators. These findings underscore the multifaceted nature of self-efficacy beliefs among librarians and their reliance on both personal experiences and external influences to shape their confidence in their abilities. The finding supports the assertion of Kehinde and Olajide (2024) who identified three indicators for self-efficacy which are experiences, vicarious experience and social persuasion. Experience suggests that each achievement boosts confidence, while every setback undermines it and found that librarians in public university libraries in South-West Nigeria possess a relatively high level of self-efficacy, particularly in verbal/social persuasion and physiological response. The finding shed light on the librarians' beliefs in their capabilities and can inform interventions and strategies to further enhance their self-efficacy.

The investigation into knowledge sharing practices among librarians revealed that librarians predominantly share written/explicit knowledge through formal channels such as social media platforms and published articles. These findings highlight the complex and dynamic nature of knowledge sharing practices within the librarian community. The finding is in agreement with the position of Odunewu and Haliso (2019) who focused on examining the knowledge sharing behaviour among librarians in universities in the south-west, Nigeria and discovered high level of willingness among librarians to share job-related knowledge.

The analysis of the mode of knowledge sharing identified seminars/workshops, social media, and verbal discussions as the most prominent channels used by librarians. These findings underscore the importance of both face-to-face interactions and digital platforms in facilitating knowledge exchange among librarians. However, modes such as email and text messages were less frequently utilised, suggesting that traditional forms of communication may still hold relevance in certain contexts. The finding is in support of Abuakar and Sahabi (2022) who investigated and found that respondents strongly agreed on the utilisation of brainstorming and verbal discussion as modes of sharing knowledge in various areas. such as seminars/workshops, mentoring, and staff meetings as knowledge sharing methods. This suggests that librarians with higher levels of self-efficacy are more likely to engage in knowledge sharing activities, contributing to a mutually reinforcing cycle of confidence and collaboration within the librarian community.

The finding corroborates with Farooq and Vij (2019) who investigated Does market orientation mediate between knowledge management orientation and business performance and asserted that knowledge is a significant source of competitive advantage, particularly in a dynamic business environment where organisations need to focus on both efficient information processing and knowledge creation.

Conclusion

The study has established that self-efficacy and knowledge sharing are vital predictors among the librarians in federal universities in South-west, Nigeria. Specifically, the study provides comprehensive insights into, self-efficacy and knowledge sharing practices among the librarians in federal universities in Southwest Nigeria. Findings revealed that librarians exhibiting moderate levels of self-efficacy influenced by personal experiences and social persuasion. Knowledge sharing practices are diverse, encompassing both formal and informal modes of communication, with seminars/workshops and social media emerging as prominent channels. Librarians actively engage in knowledge sharing. The study underscores the importance of fostering a supportive and

collaborative environment by promoting self-efficacy and knowledge sharing to enhance efficiency among librarians in academic settings.

Recommendations

The following recommendations are made based on the findings of the study: Based on the findings of the study, several recommendations can be made to support librarians in federal universities in South-west, Nigeria:

University libraries should continue prioritise professional development opportunities aimed at enhancing librarians' skills and knowledge sharing capabilities. This can include workshops, seminars, and training programs for effective knowledge dissemination strategies.

There is the need to encourage collaboration and networking among librarians to foster a culture of knowledge sharing and collaboration. This could be achieved by establishing platforms, both physical and digital, where librarians can share ideas, resources, and best practices in order to facilitate collaboration across departments and institutions. Federal universities should encourage the adoption of technology tools and platforms to facilitate knowledge sharing and collaboration among librarians. This could be achieved by providing training and resources on utilising digital platforms, social media, and communication tools effectively for disseminating information and engaging with peers.

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