KNOWLEDGE SHARING AND INNOVATION CAPABILITIES OF ACADEMIC LIBRARY PROFESSIONALS: A CASE STUDY OF BABCOCK UNIVERSITY, OGUN STATE, NIGERIA

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Abstract

This paper examined knowledge-sharing and innovation capabilities of academic library professionals of Babcock University in Ogun State. A survey research design was adopted for the study. The population of the study comprised forty-nine library staff at Babcock University. A self-structured questionnaire was used, and the total enumeration method was also used for sampling while collected data were analyzedwith descriptive statistics. The findings of the study showed that academic library professionals at Babcock University utilize marketing, technological/service, and organizational innovations to discharge their duties. The study found that 91.8% of the respondents strongly agreed that new services are provided through mobile applications and user-friendly interface to meet user needs. Similarly, 85.7% of the respondents strongly agreed that they share knowledge with colleagues through notice boards, WhatsApp, bulletin, symposia, lectures, conferences, training, and mentoring. It was concluded that academic library professionals should inculcate knowledge sharing through innovation capabilities for user satisfaction.

Keywords: Academic library professionals, Babcock University, Innovation capabilities, Knowledge sharing

Introduction

Information technology is a catalyst to innovation which has revolutionized the entire library operation. Innovation is among the most important organizational capacities to obtain and maintain competitive advantage, and thus, a determining factor in the ability of academic libraries to adapt to new constraints and to take advantage of new conditions.Parashar and Singh (2020) stated that innovation requires changes to

existing routines and configurations. These changes allow the firm to discover new ways of combining its resources. Innovation is thus the 'creation of knowledge' by re-combining or extending existing knowledge, which is consistent with the knowledge creation view. Castaneda and Cuellar (2020) considered innovation as highly dependent on the exchange of knowledge among workers.

Innovation capability is defined as a firm's ability to identify new ideas and transform them into new/improved products, services, or processes that benefit the firm (Aas&Breunig, 2017). The capability of organizational innovation is an important factor for the organization to achieve a higher competitive performance. Innovation capability implies a team of motivated staff (academic library professionals) to build processes, products, and services that could be valued by customers and suppliers, bringing evidence to the organization (Library) and conditions of competitive advantage in the long term.

However, it is only a few private universities that are endowed with better funding than their public counterparts to afford the needed innovation capabilities. Academic library professionals face challenges in areas such as artificial intelligence, the Internet of Things (IoT), and wearable technologies. Studies have shown that academic librarians face diverse challenges in terms of inadequate funding, inadequate deployment of ICT infrastructure, and resistance to change as some of the challenges (Etebu and Zacchaeus, 2020).

Knowledge is consequential to human achievements in that without knowledge, progress in any sphere is shattered. Also, knowledge is generally acclaimed as power, but sharing knowledge is the real power; hence it will be transferred to one another. Any stocked knowledge is as good as dead. In an organization like an academic library, knowing to discharge the work to the client's satisfaction is sacrosanct, especially in this era where technology has made a distinction in service delivery. Knowledge sharing is a benevolent act of someone to inform, teach, and/or transfer his or her acquired knowledge for the betterment of another.

Knowledge is transferred from parents to children, teachers to students, and from specialists to their subordinates for the sustainable growth of the individual and his/her environment. This could be done tacitly or explicitly. Ajie (2019) and Yang (2004) believed that knowledge sharing helps workers solve problems, learn new things, and increase understanding. Workers can learn from each other and benefit

from new knowledge and development by one another. Workers that are able to share knowledge are more productive and more likely to survive on their jobs than workers that do not. Knowledge sharing happens both on individual and organizational levels. It involves knowledge donating and knowledge collecting.

From the individual view, tacit and explicit knowledge is gained and shared. In contrast, organizational knowledge is shared among the members of that organization so as to have a similar concept of the goals of the organization. This requires capturing, re-using, transferring, and organizing all experience-based knowledge within the firm. Ike (2023) stated that knowledge sharing fast-tracks the process of knowledge creation and involves synchronization of learning activities. Besides, it is a process where individuals mutually exchange their knowledge and jointly create new experiences (s).This study, therefore, examines knowledge-sharing and innovation capabilities of academic library professionals of Babcock University in Ogun State.

Objective of the Study

The specific objectives of this study include the following:

1. To determine the innovation capabilities of academic library professionals of Babcock University in Ogun State;
2. To determine how knowledge sharing is done among academic library professionals of Babcock University in Ogun State.

Research Questions

1. What are the innovation capabilities of academic library professionals at Babcock University in Ogun State?
2. How is knowledge shared among academic library professionals of Babcock University in Ogun State to enhance innovation capabilities?

Literature Review

Concept of Knowledge Sharing

According to Ajie (2019), knowledge sharing is the process of coordinating learning activities whereby individuals mutually exchange their knowledge and jointly create new knowledge. Knowledge sharing is the latest innovation in libraries, and it has been integrated into academic libraries. It is an aspect of knowledge management that

is described as an activity of conveying proficiencies such as skills, abilities, experiences, and perceptions between individuals, groups, and organizations (Ike, 2023; Abubakarand Kabir, 2022).

Concept of Innovation Capability

Bell (2009) sees innovation capability as the way to create new configurations of product and process technology and to implement changes and improvements to technologies already in use. Tinotenda and Mustafa (2022) opined that innovation capability is the ability to generate new resources and produce products and services more effectively and satisfactorily than competitors. Pedron et al. (2018) described innovation capability as the method of employing a novel idea or notion for a product, service, business model, or procedure that will produce or increase the worth of an organization.

According to Grabner, Posch, and Wabnegg (2018), innovation capability is characterized as the capacity of an organization to develop new solutions to satisfy the present and future expectations of consumers. Rajapathirana and Hui (2018) viewed innovation capability as the implementation of an entirely new product or service to the organization or the redevelopment or enhancement of existing services. Technological innovation in libraries is seen as the application of modern technologies to provide users with excellent and effective services, such as the incorporation of the (Radio et al.) RIFD system (Gupta and Margam, 2017).

Marketing innovation in libraries is described as an adaption of current trends inadvertising and promoting services, resources, activities, collections, and products with the example of the use of social media tools, such as Facebook and the like, to get in touch with library users and to make library programs and services accessible (Khan and Bhatti, 2012). Service Innovation in libraries denotes new or modified technology applications, upgraded facilities, approaches, and other ongoing work for the satisfaction of library users (Islam et al., 2017). In addition,Tinotenda and Mustafa (2022) described organizational innovation as the introduction of new structures, processes, and administrative and external relationships by organizations to facilitate their innovation efforts.

Three Major types of Innovation Capabilities needed in academic libraries

The three major types of innovation capabilities discussed in this paper are marketing innovation, technological/service innovation, and organizational innovation.

Marketing Innovation

Academic libraries have grown from the physical and old methods of management to a more advanced stage to meet the needs of users, which definitely requires innovation. Otakar, Jaroslava and Katerina (2018) pointed out that in times of globalization, businesses face rapid changes both in customer needs as well as in the nature of the markets. In order for companies (academic libraries) to gain a competitive edge and improve their performance, they have to develop new products and strategies to attract new customers and satisfy existing ones.

The findings of Achmad and Fadhil (2021) showed that marketing innovationsprovided a better understanding of customer needs. Through the online connection, these needs are immediately implemented directly into the creation of the product or directly onto the production line. Product innovation is able to mediate the effect of customer orientation and entrepreneurship orientation when it comes to marketing performance (Achmad and Fadhil, 2021).

Technological/Service Innovation

Academic Library's ultimate goal is to render services to its users. Based on the present-day knowledge environment, users can be reached at their various destinations by the Library and at will. Service innovation plays a vital role in executing the stated ambition.Rewatkar and Mansuri (2019) stated that service innovation indicates several changes related to various practices of services in an organization and the characteristics of the final service offering. Theirstudy found that innovative technology enables and supports improvements in the field of services, which may lead the organization to get a sustainable competitive advantage in its present marketplaces and also to establish new markets through innovative and improved services.

Therefore, adequate new skills, competencies, and capabilities for new services are needed. The result of Awuku,Agyei, and Gonu's (2023) research indicated that service innovation practices significantly influence loyalty. Innovative service concepts, innovative service processes, and new technologies significantly influence

customer loyalty, with the latter having the strongest influence. For technological innovation to work in academic libraries, the following must be given priority: a]. Greater integration of technology; b]. Use of existing technology; c]. Adaptation of technology in service needs; d]. Efficiency in processes of information communication; e]. Automation of routine processes; f]. Flexibilization of productive structures and g]. Quality improvement (Rubalcaba, n.d). Ryu and Lee (2018) found that technology plays multiple roles in service innovation. In academic libraries, technological innovation can create an environment that encourages risk, innovation, and experimentation.

Organizational Innovation

Nothing can be achieved by an organization without an authentic and implementable organizational innovation policy, irrespective of the dynamic, innovative acumen of its employees.Innovation has a positive connotation and is viewed as a practical construct with beneficial outcomes for its generators and adopters. Organizations generate and adopt different types of innovation that are deemed to be of value to meeting their short-term and long-term goals and making their operation efficient and effective (Damanpour, 2019).

Innovation could be adopted into an organization on two views. Firstly, organizations innovate to improve efficiency and productivity, increase market share and profitability, and generate economic wealth for their owners. Secondly, innovation is mainly a means of organizational change and improvement to stay in business and thrive. Liu and Atuahene-Gima(2018) and Alhemairy (2021) corroborated that organizations launch new products and improve current products to increase sales and to become leaders in the market. Providing new services and products to match the needs of customers enables firms to keep abreast with the changing customer needs and enhance their brand image.

Technology Acceptance Model (TAM)

Davis, in 1986, proposed this model that is widely used in user acceptance behavior. The model involves perceived ease of use where intending adaptors need to jettison all fears of the new technology before acceptance. The new technology can only work if its operators are aware of how to use it. So, academic librarians can, through

knowledge sharing in on-the-job training, conferences, and seminars, be acquainted with current technologies available to make service delivery in the Library effective. On perceived usefulness, as organizations observe the impact of the innovations, it will ginger them to embrace the adoption of the innovation.

Identifying early adopters of similar technology and how proficient it is with the adopted Library, could ease the sense of suggesting such to the management. As long as the new technology can bring users satisfaction and work efficiency, its acceptance is imminent. As librarians accept the new technology, the new knowledge learned will easily lead them to guide users to all technology-based packages and all library databases to earn users satisfaction and organizational excellence.

Knowledge Creation Theory

Nonaka and Takeuchi, in 1994, proposed four ways that knowledge can be shared and created. As knowledge is shared, it can move from tacit to explicit or from explicit to tacit, or remain as either. They called this process "SECI," which stands for Socialization, Externalization, Combination, and Internalization. The SECI model of knowledge dimensions (or the Nonaka-Takeuchi model) is a model of knowledge creation that explains how tacit and explicit knowledge is converted into organizational knowledge. The aim is to change the explicit knowledge of the model back into the tacit knowledge of the employees (Laihonen et al., 2013).

Research Method

This study adopted a case study research design. This design enabled the researchers to have an in-depth investigation into the activities of professionals and paraprofessionals in knowledge sharing and innovation capabilities, and to gain an understanding of a real-life phenomenon. The population of the study comprised all academic library professionals and paraprofessionals in the university library. The academic library professionals are 28 in number, while paraprofessionals are 21, making a total of 49 who formed the respondents of the study. The instrument used for the study is a questionnaire.

The questionnaire was drafted by the researchers and submitted to other experts in the field to validate the contents. Necessary adjustments, as recommended by experts, were made, and after that, the 49 copies of the questionnaires were distributed to the respective respondents for filling. It was shared with all professional and paraprofessional librarians in the university. Two days later, researchers went to

collect the questionnaires shared. All shared instruments were retrieved (49) making a 100% return rate. The retrieved questionnaires were analyzed using descriptive statistics (frequency, percentages, mean, and standard deviation) for the research questions.

Table 1: Demographics of Respondents

		N	(%)
Gender	Male	18	36.7%
	Female	31	63.3%
Age	Under 18	0	(0.0%)
	18-24yrs	4	(8.2%)
	25-34yrs	20	(40.8%)
	35-44yrs	10	(20.4%)
	45-54yrs	8	(16.3%)
	Over 55 yrs	7	(14.3%)
Marital Status	Single	15	(30.6%)
	Married	31	(63.3%)
	Divorced	0	(0.0%)
	Widowed	2	(4.1%)
	Separated	1	(2.0%)
level of education	Bachelor's Degree	12	(24.4%)
	Master's Degree	15	(30.6%)
	Doctorate	8	(16.3%)
	WAEC	14	(28.7%)
employment status	Fully employed	14	(28.7%)
	Fixed employed	15	(30.6%)
	Daily rated	20	(40.8%)

Table 1 indicates the demographic of the studied respondents. The result showed that female staff are higher in number with 63.3%. It showed that the age range of 25-34years is more in the Library with 40.8%. On marital status, the married are more with 63.3%. The result in Table 1 further showed the level of education of the staff that Master's degree holders are in higher with 30.6%. For employment status, the result proved that staff on daily rated employment is higher with 40.8%.

Table 2: Marketing Innovations of academic library professionals in Babcock University

Items	Strongly Agree F(%)	Agree F(%)	Disagree F(%)	Strongly Disagree F(%)	Undecided F(%)	Mean	Standard Deviation
Our Library needs to make changes to the appearance, packaging, shape, and volume of our products and services.	30 (61.2%)	10 (20.4%)	5 (10.3%)	1 (2.0%)	3 (6.1%)	4.43	.92
Our Library makes improvements in the manner of user relationships to obtain user satisfaction.	40 (81.7%)	7 (14.3%)	1 (2.0%)	0 (0.0%)	1 (2.0%)	4.43	.88
New ideas that come from users and suppliers are evaluated continuously, and we try to include them in service development activities.	39 (79.6%)	6 (12.2%)	4 (8.2%)	0 (0.0%)	0 (0.0%)	4.39	.74
Our Library constantly looks for new ways to deliver our information and services to our users.	30 (61.2%)	15 (30.6%)	2 (4.1%)	2 (4.1%)	0 (0.0%)	4.43	.63
Our Library implements new marketing methods to promote our services.	18 (36.7%)	25 (51.0%)	3 (6.1%)	3 (6.1%)	0 (0.0%)	4.21	.79

Table 2 shows that the respondents (61.2%) strongly agreed that the Library needs to make changes to the appearance, packaging, shape, and volumes of their products on a mean of 4.43. Table 2 further indicated that 81.7% of respondents on a mean of 4.43, strongly agreed to make improvements in the manner of user relationships to obtain user satisfaction. In addition, the result showed that the respondents (79.6%) strongly agreed that new ideas that come from users and suppliers are continuously evaluated. The respondents (61.2%) strongly agreed that their Library constantly looks for new ways to deliver their information and services to users. While 51.0% of respondents agreed that their Library implements new marketing methods to promote their services.

Table 3: Organizational Innovations of academic library professionals in Babcock University

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Total	
	F(%)	F(%)	F(%)	F(%)	F(%)	Mean	Standard Deviation
Our Library collaborates with library users.	12 (24.4%)	30 (61.2%)	5 (10.3%)	2 (4.1%)	0 (0.0%)	4.14	.76
Our Library provides flexible job responsibilities.	5 (10.3%)	40 (81.8%)	2 (4.1%)	1 (2.0%)	0 (0.0%)	3.89	.69
Our Library makes use of databases of best practices, lessons, and other knowledge.	34 (69.4%)	10 (20.4%)	4 (8.2%)	1 (2.0%)	0 (0.0%)	4.18	.82
Our Library makes use of inter-functional working groups.	20 (40.8%)	22 (44.9%)	4 (8.2%)	1 (2.0%)	2 (4.1%)	4.00	.72
Our Library uses methods for integration with users.	6 (12.2%)	38 (77.6%)	3 (6.1%)	1 (2.0)	1 (2.0%)	3.96	.88
Our Library makes use of quality management systems.	15 (30.6%)	25 (51.0%)	5 (10.3%)	1 (2.1%)	3 (6.1%)	4.07	.66
Our Library uses an implementation of practices for employee development and better worker retention.	5 (10.3%)	40 (81.6%)	2 (4.1%)	0 (0.0%)	2 (4.1%)	3.79	1.10
Our Library employs decentralization in decision-making.	3 (6.1%)	30 (61.2%)	5 (10.3%)	5 (10.3%)	6 (0.0%)	3.57	.92

In Table 3 the respondents (61.2%) with a total mean of 4.14 agreed that their Library collaborates with library users. Respondents (81.8%) on a mean of 3.89agreed that they provide flexible job responsibilities. Table 3 results equally showed that respondents strongly agreed that their Library make use of databases of best practices with 69.4% on a mean of 4.18. The result showed that respondents agreed that their Library make use of their inter-functional working groups with 44.9%.

Respondents (77.6%)on a mean of 3.96 agreed that their Library use methods for integration with users. The result also showed that 81.6% of the respondents agreed that their Library employs decentralization in decision making.

Table 4: Technological/Service Innovations of academic library professionals in Babcock University

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Total

	F(%)	F(%)	F(%)	F(%)	F(%)	Mean	Standard Deviation
We always focus on ways of satisfying library user needs.	10 (20.4%)	35 (71.4%)	2 (4.1%)	1 (2.0%)	1 (2.0%)	4.18	.86
We provide self-centered services	10 (20.4%)	30 (61.2%)	3 (6.1%)	1 (2.0%)	5 (10.3%)	4.18	.77
We provide consultancy	8 (28.6%)	37 (75.5%)	2 (4.1%)	1 (2.0%)	1 (2.0%)	3.86	1.15
Our services are often perceived as very novel and relevant by our library users	7 (14.3%)	34 (69.4%)	2 (4.1%)	3 (6.1%)	2 (4.1%)	4.18	.55
We are always quick to come up with novel ideas or services for library users	7 (14.3%)	42 (85.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.21	.50
We have an excellent service delivery system (automated circulation, inter-library loan, online reference, etc.)	7 (14.3%)	33 (67.3%)	5 (10.3%)	1 (2.0%)	3 (6.1%)	4.00	.77
We use state-of-the-art technology (RFID, QR code, digital Library, etc.) to provide services	9 (18.4%)	10 (20.4%)	25 (51.0%)	0 (0.0%)	5 (10.3%)	3.14	1.21
We provide a user-friendly interface (OPAC website) to meet user needs	45 (91.8%)	4 (8.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.50	.58
New services are provided through mobile apps or mobile websites	9 (18.4%)	24 (49.0%)	8 (16.3%)	8 (16.3%)	0 (0.0%)	3.71	1.05
We provide an effective presence on social media (Facebook, Twitter, etc.)	10 (20.4%)	10 (20.4%)	20 (40.8%)	6 (12.2%)	3 (6.1%)	4.46	5.71

Table 4 showed that 71.4% of respondents agreed on always focusing on ways of satisfying user needs, 61.2% on the provision of self-centered services, 69.4% on services perception with novel ideas or services for users; and 85.7% on having excellent service delivery. The result equally showed respondents 91.8% strongly agreed on new services being provided through mobile applications and providing a user-friendly interface (OPAC, website) to meet user needs, respectively. However, 51.0% of the respondents disagreed on using state-of-the-art technology (RFID, QR code, and digital Library) for services.

Table 5: Knowledge Sharing among academic library professionals in Babcock University

Items	Strongly Agree F(%)	Agree F(%)	Disagree F(%)	Strongly Disagree F(%)	Undecided F(%)	Total Mean	Total Standard Deviation
"My Library knows the form that is readily accessible to employees who need it	9 (18.4%)	38 (77.5%)	2 (4.1%)	0 (0.0%)	0 (0.0%)	4.14	.85
My Library sends out timely reports with appropriate information to employees, users, and other relevant bodies.	9 (18.4%)	40 (81.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.14	.85
My Library uses notice boards, bulletin, WhatsApp groups, and other forums to display and disseminate knowledge	42 (85.7%)	5 (10.3%)	2 (4.1%)	0 (0.0%)	0 (0.0%)	4.36	.62
My Library has regular symposiums, lectures, conferences, and training sessions to share knowledge.	9 (18.4%)	35 (71.4%)	2 (4.1)	3 (6.1%)	0 (0.0%)	3.71	1.08
My Library rewards knowledge sharing culture among personnel".	8 (16.3%)	36 (73.5%)	3 (6.1%)	2 (4.1%)	0 (0.0%)	3.64	1.16

The findings in Table 5showed that the respondents 77.5% agreed that their Library has knowledge in the form readily accessible to employees needing it, and their Library sends timely reports with appropriate information to employees, users, and other relevant bodies respectively. While 85.7% of the respondents strongly agreed to the use of notice boards, bulletin, WhatsApp, and other forums to display and disseminate knowledge. Respondents(71.4%) agreed to the use of regular symposiums, lectures, conferences, and training to share knowledge. Table 5 revealed that the respondents 73.5% agreed that their Library's rewards knowledge-sharing among personnel.

Discussion

The result in Table 2 revealed that academic library professionals strongly agreed that the library needs to make changes to the appearance, packaging, shape, and volume of their products and services. Packaging is a strong marketing strategy to sell products and services. The variety of products and services rendered in the academic library, if not projected well to users, may seem worthless. Similarly, the result in Table 2 acknowledged the need for improvement in user relationships foruser satisfaction. These findings are in agreement with the studies of Otakar, Jaroslava, and Katerina

(2018), who stated that in order for organizations to gain a competitive edge and improve their performance, they have to develop new products and strategies to attract new customers and satisfy existing ones. Also, Achmad and Fadhil (2021) affirmed that marketing innovation mediates the effect of customer orientation when it comes to marketing performance.

In Table 3 organizations like academic library make use of databases for best practices, lessons, and other learned skills and knowledge. Library professionals work collaboratively with library users to make a good impact on their library usage. The finding is in synergy with the results of Alhemairy (2021) and Liu and Atuahene-Gima (2018), who stated that organizations launch new products and improve current products to increase sales and to become leaders in the market. This is abreast with the changing customer needs and enhances their brand image. Above all, unless the organization has an authentic and implementable organizational policy, nothing can happen.

Furthermore, Table 4 indicate that academic library professionals in order to meet competitive advantage desire technological/service innovation. This is poised on the notion presently that nothing strives without technology. Technology catapults businesses and services beyond the physical environment and gives efficient and effective results. The only way out of satisfying library user needs; coming up with novel ideas or services that are doable through technological services (innovation). Studies by Rewatkar and Mansuri (2019) affirmed that innovative technology enables and supports improvements in the field of services through effective collaboration of knowledge-intensive aids, ICT aids, and service skills on innovation.

In addition, Awuku, Agyei, and Gonu (2023) equally agreed with this result due to the fact that new technologies significantly influenced customer loyalty, which later had the strongest influence. Irrespective of the numerous advantages accrued from the technological/service innovation by academic library professionals, some of the findings in Table 4 show a significant setback in the current trend of technological services. For instance, respondents disagreed with using state-of-the-art technology (RFID, QR code, digital Library) to provide services. These facilities aid technological services and boost innovation in an organization. Above all, the findings generally showed that academic library professionals at Babcock University

in Ogun State make use of marketing, technological/service, and organizational innovations to discharge their duties.

Knowledge is not power, but the sharing of knowledge is. It is when knowledge is shared that greater impact is achieved both for individuals and corporate organizations. The result in Table 5 indicated that knowledge is shared among the respondents through notice boards, bulletins, WhatsApp groups, symposia, lectures, conferences, training, and mentoring. This finding is in affirmation with the study of Ike (2023), who found that professional librarians in Imo State, Nigeria, use verbal discussion, seminars/workshops, conferences, mentoring, staff meetings, email, Facebook, notice board, library portal, website, Twitter, telegram, brainstorming, community practice and WhatsApp to share knowledge. Ajie (2019) also backs up that knowledge-sharing practices can be improved through ICTs/networking, conferencing, cataloguing etc.

Knowledge sharing enables members of staff to communicate, transfer and acquire new knowledge from one another. It is a problem-solving mechanism, especially in the innovation era. According to Asogwa (2012), librarians internally and externally share their experiences, expertise, and know-how to aid good decision-making. Ahmed et al. (2022) concurred that librarians share knowledge to a great degree which promotes their service delivery. The sharing of tacit and explicit knowledge leads to innovative ideas (Jackson and Knight, 2006). Emezie (2018), in his study, revealed a remarkable increase in library patronage, library visibility, use of library resources (databases), access to OPAC, and supportive staff, among others. It was also discovered that the extent of innovative services and practices in the Library was high in various areas.

Conclusion

This study examined knowledge sharing and innovation capabilities of academic library professionals using Babcock University as a case study. Knowledge sharing interplays with knowledge donating and knowledge collecting as it relates to tacit and explicit knowledge among colleagues. Any academic professional, with tacit knowledge need not horde it but share it with colleagues through in-house training,

conferences, and seminars, which will convert the knowledge into organizational knowledge.

The study found that respondents strongly agreed that the library needs to make changes to the appearances, packaging, shape, and volumes of their innovative products. Respondents strongly agreed also that their library looks for new ways to deliver their information services to users. On organizational innovation, respondents agreed that they collaborate with library users. They agreed that they make use of databases for best practice. For technological/service innovation, the study found that respondents agreed to always focus on modern ways of satisfying user needs. Respondents agreed that they use notice boards, WhatsApp, bulletin, and other technological forums to disseminate knowledge and also have regular symposia, lectures, trainings, and conferences to share and collect knowledge. One of the limitations of the study is its small population size. Further studies could be done with similar variables in a larger population and other research designs for comprehensive understanding.

Recommendation

For quality service delivery it is recommended that Babcock University library should market their products on the state-of-the-art technologies such as RFID, QR Code and digital library as well as social media.

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