Assessing Knowledge Sharing and ICT Skill Levels Among Postgraduate Students in Library and Information Science Schools in South-West Nigeria

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Abstract: **This study explores the interplay between knowledge sharing and Information and Communication Technology (ICT) skills among postgraduate students. The research utilized a descriptive survey design to evaluate the extent of knowledge-sharing practices, the ICT competencies possessed by students, and the correlation between these two variables. Data were collected using structured questionnaires from a sample of postgraduate students across selected LIS schools in South-West Nigeria. The findings indicate a high level of knowledge sharing, particularly in areas related to current trends, innovations, and research skills within the LIS domain, with an average mean score of 3.21. Similarly, the ICT skill levels among students were commendable, reflected by an average mean score of 3.20, highlighting proficiency in essential tasks such as document printing and presentation modification. A significant positive correlation (r = 0.488) was found between ICT skills and knowledge sharing, suggesting that enhanced ICT competencies contribute to more effective knowledge-sharing practices. This study underscores the importance of ICT skill development in fostering academic collaboration and success among postgraduate students in LIS schools.**

Keywords: **Knowledge sharing, ICT skills, postgraduate students, Library and Information Science, South-West Nigeria, LIS schools.**

1. Introduction

A. Background to the Study

In the modern academic environment, knowledge sharing is a critical factor for promoting lifelong learning and enhancing academic development. Effective knowledge sharing among postgraduate students is essential for skill development, increased creativity, and improved performance both at the individual and institutional levels (Chutia & Devi, 2020). It transforms individual insights into collective academic knowledge, thereby supporting knowledge management and fostering a collaborative learning culture (Foss, Husted, & Michailova, 2010).

The role of information and communication technology (ICT) in facilitating knowledge sharing cannot be overstated. ICT tools enable seamless communication and collaboration, which are crucial for effective knowledge exchange in educational settings (Korawan & Zulkhairi, 2014). As postgraduate students increasingly rely on these tools for academic purposes, understanding their ICT skills and how they leverage these tools for knowledge sharing becomes vital (Casimir, Ng, & Cheng, 2012).

Despite the recognized importance of knowledge sharing, there is a noticeable gap in research focusing on how postgraduate students in Library and Information Science (LIS) schools in South-West Nigeria utilize ICT tools for this purpose. Existing literature highlights the need for a detailed examination of the level of ICT skills possessed by these students and their impact on knowledge sharing practices (Nyembezi & Bayaga, 2015). The effective use of ICT can potentially enhance the quality of knowledge sharing, but the actual extent of this integration in the context of LIS schools remains underexplored (Siddiquah & Salim, 2017).

This study aims to bridge this gap by investigating the levels of ICT skills among postgraduate LIS students and examining how these skills influence their knowledge sharing practices. By focusing on the use of ICT tools for knowledge sharing, this research seeks to provide valuable insights into how postgraduate students can be better supported in their academic endeavors through improved ICT competencies.

B. Statement of the Problem

In South-West Nigeria, there is a lack of comprehensive research on the role of ICT in knowledge sharing among postgraduate students in Library and Information Science (LIS) schools. Although knowledge sharing is essential for academic success, the specific ways in which postgraduate LIS students utilize ICT tools for this purpose have not been thoroughly studied. Current literature indicates that while there is a broad understanding of the benefits of ICT for knowledge sharing,

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there is limited empirical data on the actual ICT skills possessed by postgraduate students and how these skills impact their knowledge sharing practices (Casimir, Ng, & Cheng, 2012). Additionally, there is a gap in understanding the effectiveness of these tools in facilitating academic collaboration and learning among LIS students (Nyembezi & Bayaga, 2015).

Therefore, this study seeks to address the following research questions:

1) What is the level of knowledge sharing among postgraduate students in LIS schools in South-West Nigeria?
2) What is the level of ICT skills possessed by postgraduate students in LIS schools in South-West Nigeria?
3) What is the relationship between ICT skills and knowledge sharing among postgraduate students in LIS schools in South-West Nigeria?

C. Objectives of the study

Objective 1: To find out the level of knowledge sharing among postgraduate students in LIS schools in South-West Nigeria.

Objective 2: To find the level of ICT skills possessed by postgraduate students in LIS schools in South-West Nigeria.

Objective 3: To investigate the relationship between ICT skills and knowledge sharing among postgraduate students in LIS schools in South-West Nigeria.

D. Significance of the Study

The significance of this study lies in its potential contributions to both academic research and practical applications within the field of Library and Information Science (LIS) education in South-West Nigeria. By investigating the intersection of ICT skills and knowledge sharing among postgraduate students, this study makes several key contributions that are crucial for enhancing educational practices, informing policy and strategy development, contributing to academic literature, supporting professional development, and guiding future research.

One of the primary contributions of this study is its potential to improve educational practices. By evaluating the levels of knowledge sharing among postgraduate students, the study offers valuable insights into how effectively students exchange information and collaborate with one another. Understanding these dynamics can help educators design targeted interventions that foster a more collaborative and supportive learning environment. Additionally, the study provides critical information regarding ICT skills possessed by students, which is essential for developing targeted training programs and resources. Enhancing students' technical competencies through well-designed ICT training can lead to more effective use of technology in academic settings, ultimately improving educational outcomes.

The study's findings also have significant implications for policy and strategy development within LIS schools in South-West Nigeria. The results can guide institutions in formulating policies and strategies aimed at improving ICT infrastructure and resources. This includes investing in necessary technological tools and creating environments that support knowledge sharing among students. Furthermore, the study highlights the importance of integrating ICT skills training into the LIS curriculum. Insights gained from the study can inform curriculum developers on how to better incorporate technology-related skills that align with current academic and professional needs, ensuring that the curriculum remains relevant and effective.

In addition to its practical contributions, the study makes valuable contributions to academic literature. By addressing the gap in understanding how ICT skills influence knowledge sharing among postgraduate LIS students, the research contributes to the broader body of knowledge in information management and educational technology, particularly within the Nigerian context. The findings offer benchmarks for future research in similar educational settings, enabling comparative studies and longitudinal assessments of ICT integration and knowledge sharing practices. This not only enriches the existing literature but also provides a foundation for further academic inquiries.

2. Literature Review and Theoretical Framework

A. Theoretical Framework

1) Technology Acceptance Model (TAM)

One significant theory in information science for understanding the utilization of ICT is the Technology Acceptance Model (TAM), introduced by Davis in 1989. TAM is designed to explain how users come to accept and use new technology (Davis, 1989). According to this model, users' decisions to adopt or reject technology are influenced by their perceptions of its usefulness and ease of use. Specifically, the perceived usefulness reflects the extent to which a person believes that using a system will enhance their job performance, while the perceived ease of use denotes the degree to which they believe that using the technology will be free of effort (Marangunid & Granid, 2015).

TAM is a prominent extension of Ajzen and Fishbein's Theory of Reasoned Action (TRA) and builds on their work by emphasizing that user attitudes toward technology are shaped by perceived usefulness and ease of use. These attitudes, in turn, determine whether users will adopt or reject the technology (Davis, 1989; Ong, Lai, & Wang, 2004; Zhao & Cziko, 2001). The model has proven to be a valuable framework for understanding technology adoption and improving instructional design, as it helps create effective learning environments acceptable to users.

2) Social Learning Theory (Bandura, 1963)

Social Learning Theory, proposed by Albert Bandura in 1963, emphasizes learning within a social context. This theory posits that people learn from one another through processes such as observational learning, imitation, and modeling. It bridges Behaviorist theories, which assert that learning is a result of behavior change, and Cognitive theories, which recognize the role of internal cognitive processes in learning (Bandura, 1963).

Bandura's theory expands on traditional Behaviorist views by incorporating the concept of vicarious reinforcement, where learning occurs not only through direct rewards and punishments but also by observing the rewards and punishments experienced by others. The broad adoption of digital technologies has transformed educational practices, influencing how teaching and learning occur. ICTs have introduced new methods and approaches, enhancing how knowledge is disseminated and making learning more dynamic and interactive for today's learners

3. Literature Review

A. *ICT Skills and Knowledge Sharing of Postgraduate Students*

The concept of ICT skills is interpreted in various ways across the literature. For instance, Quadri (2012) refers to it as ICT skills, while Susana et al. (2009) uses the term IT skills. Similarly, Zawiyah and Mohd (2009) and Noor and Salim (2011) describe it as ICT know-how. This study adopts the term ICT skills, recognizing that it encompasses both ICT know-how and ICT skills, which will be used interchangeably.

Susana et al. (2009) highlight that the IT revolution has significantly impacted the processes of searching and sharing knowledge, though it has also led to an increase in the volume of information. According to Quadri (2012), ICT know-how is crucial for effective knowledge sharing, and possessing adequate ICT skills is essential for the successful application of knowledge. The capability of information officers, particularly in government roles, to transmit information significantly affects the storage, retrieval, and sharing of knowledge in their workplaces. Susana et al. (2009) affirm that IT skills directly influence knowledge sharing by facilitating its processes and indirectly by fostering an organizational structure that promotes knowledge sharing. Batawel and Alsuraihi (2013) argue that effective knowledge sharing in organizations relies on adequate technology and individuals who are proficient in using it. They emphasize the importance of teaching, guiding, and coaching users to utilize existing ICTs for interaction, communication, and knowledge sharing. Ahmed and Rehman (2016) found that respondents generally possessed strong ICT skills for knowledge sharing through tools like email and the internet.

Arumuru (2019) investigated the impact of ICTs on knowledge sharing among Library and Information Science students at Delta State University, Abraka. This study explored various dimensions, including the types of knowledge shared, the ICT facilities used, the impact of ICTs on knowledge sharing, and the effects of gender and academic level on knowledge sharing among students. The study employed a structured open-ended questionnaire and literature review, revealing that students used various ICT facilities such as email, social networking sites, SMS, university portals, online group discussions, search engines, and online databases to share both tacit and explicit knowledge. Gender did not influence knowledge sharing, but the level of study significantly impacted students' willingness to share knowledge.

Onuoha, Akidi, and Chukwueke (2019) examined the effects of ICT skills on knowledge sharing among Library and Information Science educators at Michael Okpara University of Agriculture, Umudike. The study used a descriptive survey design and a complete census of 18 respondents. Findings indicated that LIS educators possessed various ICT skills, such as social media utilization and web navigation. The study also identified the sources of ICT skills acquisition, including personal reading and attending seminars. It was found that effective knowledge sharing practices included lectures, meetings, and conference presentations. The study highlighted challenges such as inadequate ICT skills, lack of quality training programs, and high costs of ICT gadgets, and recommended improvements in ICT facilities and training.

Onuoha and Saheed (2011) discuss how user perceptions influence the adoption and use of social media for knowledge sharing among university students. Aghaee (2010) and Joosten (2012) enumerate the benefits of social media tools for knowledge sharing, including facilitating open communication, enabling discussions and idea sharing, providing networking opportunities, and enhancing university reputation. Das and Mahapatra (2018) explored social media activities such as posting, sharing, and commenting within the library and information science community on Facebook, noting that the major activities included sharing photos, links, and statuses, with limited video posting and event creation.

Fasae and Adegbilero-Iwari (2015) reviewed social media use among science students at public universities in South-West Nigeria, finding that Facebook, Google-Plus, and Twitter were the most commonly used tools. Although students understood and adopted social media tools, they rarely used them for knowledge sharing, highlighting a barrier to integrating social media and knowledge sharing. Mosha et al. (2015) examined the adoption of social media tools for knowledge sharing in Tanzanian universities and found that usage was still in its early stages, despite interest from the academic community.

Pookulangara and Koesler (2011) noted the global impact of social media in various fields, including education. Jane et al. (2014) and Abdul et al. (2013) found that students in Asia are increasingly using social media technologies for academic engagement and learning. Balubaid (2013) assessed the use of Web 2.0 technologies for knowledge sharing at King Abdulaziz University, revealing that Facebook was the preferred platform among students, though there was a desire for improved knowledge-sharing processes.

Khamali, Thairu, and Wanja (2018) investigated the influence of social media tools on knowledge sharing in Kenyan universities. Their study used questionnaires and statistical analysis, finding that social media tools like Facebook, WhatsApp, Twitter, and blogs significantly influenced knowledge sharing by improving communication, collaboration, and interaction among students. The study recommended enhancing social media use through comprehensive policies and improved access to technology.

Abdullah and Nor (2020) explored factors affecting postgraduate students' knowledge sharing behavior on Facebook, finding that organizational culture, attitude towards knowledge sharing, and subjective norms significantly

influenced sharing behavior. The study suggested promoting Facebook as a knowledge-sharing platform to improve students' learning and problem-solving processes.

Sawsan (2015) aimed to explore knowledge sharing among

local and international postgraduate students at the University Utara Malaysia using social media tools. The study revealed that social media overcame barriers such as time, geographical distance, and cost, though limitations included issues with uploading and downloading.

4. Research Methodology

This chapter outlines the methodology and procedures employed in the collection and analysis of data for the study. It describes the research design, population, sampling techniques, data collection instruments, validity, reliability, data collection procedures, and data analysis methods.

A. Research Design

A Descriptive Survey research design was adopted for this study. This design was deemed appropriate as it facilitated the collection of data from a large group of postgraduate students simultaneously and allowed for the examination of correlations among variables.

B. Population of the Study

The study population consisted of 301 postgraduate students (Master's students) enrolled in selected Library and Information Science (LIS) schools across South-West Nigeria. Table 3.1 provides a breakdown of the population distribution.

C. Sample and Sampling Technique

Given the relatively small population size, a total enumeration sampling method was employed. This approach ensured that all 301 postgraduate students were included in the study, thereby providing every individual an equal opportunity to participate.

D. Research Instrument

The research utilized a structured questionnaire to gather data on ICT skills and knowledge sharing among postgraduate students. The questionnaire was divided into three sections:

1) *Section A*

Demographic information of respondents.

2) *Section B*

Knowledge sharing levels, with 21 questions adapted from Wangpipatwong (2010).

3) *Section C*

ICT skills assessment, with 19 questions developed specifically for this study.

E. Validity of the Instrument

The initial draft of the questionnaire was reviewed by the project supervisor and five experts in Library and Information Science from Tai Solarin University of Education. Based on their feedback, necessary modifications were made, resulting in the final version of the instrument. The validation process ensured the accuracy and relevance of the questions.

F. Reliability of the Instrument

To assess the reliability of the questionnaire, a pilot test was conducted with 30 postgraduate students from Federal University of Agriculture, Abeokuta, Ogun State, who were not part of the main study. Cronbach's coefficient alpha was used to measure the internal consistency of the items, yielding the following reliability coefficients.

The alpha values indicated acceptable reliability, confirming that the items were suitable for use in the main study.

G. Procedure of Data Collection

The questionnaire was administered by the researcher and eight trained assistants. A letter of introduction was obtained from the Department and presented to each library school through the Office of the Senate. Research assistants followed up to collect the completed questionnaires. The data collection

Table 1
Distribution of the population of the study

LIS Schools	Number of Postgraduate Students
University of Ibadan, Oyo State	112
Tai Solarin University of Education, Ijagun, Ogun State	65
Lead City University, Ibadan, Oyo State	82
Adeleke University, Ede, Osun State	16
Babcock University, Ilisan, Ogun State	26
Total	301

Sources: UI (2020); DAPQA (2020); LCU (2020).

Table 2
Distribution of the sample of the study

Library Schools	Number of Postgraduate Students
University of Ibadan, Oyo State	112
Tai Solarin University of Education, Ijagun, Ogun State	65
Lead City University, Ibadan, Oyo State	82
Adeleke University, Ede, Osun State	16
Babcock University, Ilisan, Ogun State	26
Total	301

Table 3
Reliability of the instruments

Items in the Questionnaire	Number of Items	Reliability Coefficient
ICT Skills	30	0.832
Knowledge Sharing	30	0.862

Table 4
Questionnaire administration and return rate

Library Schools	Questionnaires Distributed	Questionnaires Retrieved	Percentage (%)
University of Ibadan, Oyo State	112	95	31.6
Tai Solarin University of Education, Ijagun, Ogun State	65	58	19.4
Lead City University, Ibadan, Oyo State	82	64	21.3
Adeleke University, Ede, Osun State	16	15	5.0
Babcock University, Ilisan, Ogun State	26	22	7.3
Total	301	254	84.4

process took place over three working days to ensure a high response rate.

A total of 301 questionnaires were distributed, with 254 retrieved, resulting in an 84.4% response rate.

H. Method of Data Analysis

The collected data were coded, organized, and processed using the Statistical Package for the Social Sciences (SPSS) version 22. Data analysis involved computing simple percentages, means, and standard deviations. Hypotheses 1, 2, and 3 were tested using mixed analysis techniques to draw conclusions from the data.

5. Results and Discussion of Findings

This section presents the results and discussions derived from the data analysis. It is divided into three sections: the demographic profile of the respondents, the answers to the research questions and hypotheses, and the discussion of the findings.

A. Demographic Information of the Respondents

Table 5
Demographic information of the postgraduate students

Library Schools	Frequency	Percentage (%)
University of Ibadan, Oyo State	95	37.4
Tai Solarin University of Education, Ijagun, Ogun State	58	22.8
Lead City University, Ibadan, Oyo State	64	25.2
Adeleke University, Ede, Osun State	15	5.9
Babcock University, Ilisan, Ogun State	22	8.7
Total	254	100

Gender distribution		
Gender	Frequency	Percentage (%)
Male	104	40.9
Female	150	59.1

Age range		
Age Range	Frequency	Percentage (%)
20-24 years	114	44.9
25-29 years	85	33.5
30-34 years	42	16.5
35-39 years	10	3.9
40-49 years	3	1.2
50 years and above	-	-

Religion		
Religion	Frequency	Percentage (%)
Christianity	176	69.3
Muslim	69	27.2
Others	9	3.5

The demographic profile of the postgraduate students surveyed reveals a diverse group in terms of educational institution, gender, age, and religion. The majority of respondents are female (59.1%) and predominantly Christian (69.3%). The largest age group is 20-24 years (44.9%), indicating a relatively younger student population. The data

collected provides a comprehensive overview of the respondents' characteristics, which is crucial for understanding the context of the study.

B. Analysis of Research Objectives

1) Research objective 1

The level of knowledge sharing among postgraduate students in LIS schools in South-West Nigeria.

The data presented in Table 6 indicates a high level of knowledge sharing among postgraduate students in LIS schools across South-West Nigeria, with an average mean score of ($\overline{X}$) = 3.21. This suggests that the respondents actively engage in sharing a wide range of knowledge within their academic community. Specifically, students reported sharing knowledge about current trends in their field, innovations, and ways to improve their research skills with a mean score of ($\overline{X}$)= 3.26.

Knowledge sharing on performance improvement, referencing styles, and new skills acquired also had high mean scores ranging from ($\overline{X}$)= 3.22 to 3.25. Sharing knowledge on various resources, IT tools, online platforms, and research publication outlets yielded slightly lower, yet still high, mean scores, indicating consistent engagement in these areas.

The lowest mean scores were observed in the sharing of knowledge about literature review patterns and research grant opportunities, with mean scores of 3.17. Despite being the lowest among the items assessed, these scores are still above the acceptance criterion of 2.5, reinforcing the overall high level of knowledge sharing. In conclusion, the findings suggest that postgraduate students in LIS schools in South-West Nigeria are actively engaged in sharing various forms of knowledge, which supports collaborative learning and professional development within their academic community.

2) Research Objective 2

The Level of ICT Skills Possessed by Postgraduate Students in LIS Schools in South-West Nigeria

The results displayed in Table 7 indicate that postgraduate students in LIS schools in South-West Nigeria possess a high level of ICT skills, as evidenced by an average mean score of 3.20 and a standard deviation of 0.97. Across the various ICT-related tasks, students demonstrated a strong ability to print relevant documents (mean = 3.34), use shortcut icons for research work (mean ($\overline{X}$) = 3.44), and change slide designs for presentations (mean ($\overline{X}$) = 3.27). These findings suggest that students are well-equipped to handle basic to intermediate ICT tasks essential for academic work.

Other notable areas where students displayed proficiency include saving assignments to Google Drive (mean = 3.19), protecting research work from viruses (mean ($\overline{X}$) = 3.14), and using search engines effectively for academic research (mean (

Table 6
Level of knowledge sharing among postgraduate students

S.No.	Level of Knowledge Sharing	Very High Extent (VHE)	High Extent (HE)	Low Extent (LE)	Very Low Extent (VLE)	Mean	Std. Dev.
1	Sharing knowledge about current trends in my field	121 (47.6%)	84 (33.1%)	42 (16.5%)	7 (2.8%)	3.26	0.83
2	Sharing knowledge on innovation in my field	129 (50.8%)	74 (29.1%)	38 (15.0%)	13 (5.1%)	3.26	0.89
3	Sharing knowledge on improving research skills	121 (47.6%)	83 (32.7%)	46 (18.1%)	4 (1.6%)	3.26	0.81
4	Sharing knowledge on performance improvement with colleagues	121 (47.6%)	85 (33.5%)	39 (15.4%)	9 (3.5%)	3.25	0.84
5	Sharing knowledge on referencing styles	119 (46.9%)	85 (33.5%)	40 (15.7%)	10 (3.9%)	3.23	0.86
6	Sharing knowledge on new skills acquired	111 (43.7%)	98 (38.6%)	34 (13.4%)	11 (4.3%)	3.22	0.84
7	Sharing knowledge on IT tools for work improvement	124 (48.8%)	76 (29.9%)	40 (15.7%)	14 (5.5%)	3.22	0.91
8	Sharing knowledge on research resources/tools	114 (44.9%)	93 (36.6%)	34 (13.4%)	13 (5.1%)	3.21	0.86
9	Sharing knowledge on online platforms to subscribe to	112 (44.1%)	90 (35.4%)	43 (16.9%)	9 (3.5%)	3.20	0.85
10	Sharing knowledge on research publication outlets	107 (42.1%)	96 (37.8%)	41 (16.1%)	10 (3.9%)	3.18	0.84
11	Sharing knowledge on community benefits in my field	121 (47.6%)	73 (28.7%)	45 (17.7%)	15 (5.9%)	3.18	0.93
12	Sharing knowledge on research methodology trends	115 (45.3%)	88 (34.6%)	32 (12.6%)	19 (7.5%)	3.18	0.92
13	Sharing knowledge on literature review patterns	128 (50.4%)	65 (25.6%)	38 (15.0%)	23 (9.1%)	3.17	0.99
14	Sharing knowledge on research grant opportunities	112 (44.1%)	88 (34.6%)	39 (15.4%)	15 (5.9%)	3.17	0.90
AVG. Mean						3.21	0.88

Criterion: ≥2.5 is accepted

Table 7
Level of ICT skills among postgraduate students

S.No.	Statement	VHL (4)	HL (3)	LL (2)	VLL (1)	Mean	Std. Dev.
1	Ability to print relevant documents to assist in academics on my computer	151 (59.4%)	58 (22.8%)	26 (10.2%)	19 (7.5%)	3.34	0.94
2	Ability to save assignments, research work, etc., into Google Drive	107 (42.1%)	100 (39.4%)	36 (14.2%)	11 (4.3%)	3.19	0.84
3	Ability to protect research work from viruses on my computer	111 (43.7%)	83 (32.7%)	45 (17.7%)	15 (5.9%)	3.14	0.91
4	Ability to download and view documents/files relevant to academic work	126 (49.6%)	72 (28.3%)	36 (14.2%)	20 (7.9%)	3.20	1.96
5	Ability to create and save research work in existing documents	122 (48.0%)	63 (24.8%)	43 (16.9%)	26 (10.2%)	3.11	1.03
6	Ability to use shortcut icons for research work on my computer	155 (61.0%)	68 (26.8%)	20 (7.9%)	11 (4.3%)	3.44	0.82
7	Ability to make a cell active for research work on my computer	117 (46.1%)	91 (35.8%)	33 (13.0%)	13 (5.1%)	3.23	0.86
8	Ability to change slide design on research work presentations	132 (52.0%)	71 (28.0%)	38 (15.0%)	13 (5.1%)	3.27	0.90
9	Ability to use PowerPoint for research work presentations	83 (32.7%)	92 (36.2%)	57 (22.4%)	22 (8.7%)	2.93	0.95
10	Ability to access emails relevant to academics on my computer	122 (48.0%)	87 (34.3%)	30 (11.8%)	15 (5.9%)	3.24	0.88
11	Capacity to install and uninstall applications relevant for research work	111 (43.7%)	83 (32.7%)	39 (15.4%)	21 (8.3%)	3.12	0.95
12	Ability to create and manage files and folders for research work	122 (48.0%)	83 (32.7%)	36 (14.2%)	13 (5.1%)	3.24	0.88
13	Ability to edit research work (e.g., bold, italicize, underline, change font color, cut, copy, and paste text or graphics)	109 (42.9%)	87 (34.3%)	42 (16.5%)	16 (6.3%)	3.14	0.91
14	Ability to search for information using various search engines for academic work	132 (52.0%)	77 (30.3%)	33 (13.0%)	12 (4.7%)	3.30	0.87
15	Ability to use social media to get updates relevant to research work	120 (47.2%)	74 (29.1%)	46 (18.1%)	14 (5.5%)	3.18	0.92
Average Mean						3.20	0.97

VHL = Very High Level, HL = High Level, LL = Low Level, VLL = Very Low Level
Criterion: ≥2.5 is accepted

$\overline{\text{X}}$)= 3.30). However, a slightly lower mean score was recorded for using PowerPoint for research presentations (mean = 2.93), indicating a relative area of improvement. Nonetheless, the overall high average mean suggests that postgraduate students in these LIS schools are generally competent in utilizing ICT tools to support their academic activities. In conclusion, it can be inferred that postgraduate students in LIS schools in South-West Nigeria possess a commendable level of ICT skills, which plays a crucial role in their academic success and research endeavors.

3) Objective 3

Examining the Relationship Between ICT Skills and Knowledge Sharing Among Postgraduate Students in LIS Schools in South-West Nigeria.

Table 8 illustrates the relationship between ICT skills and knowledge sharing among postgraduate students in LIS schools in South-West Nigeria. The Pearson correlation coefficient (r)

is 0.488, indicating a moderate positive relationship between the students' ICT skills and their knowledge-sharing behaviors.

Table 8
ICT skills and knowledge sharing among postgraduate students

Variables	N	$\overline{\text{X}}$	SD	df	r	P-val
ICT Skills	254	111.19	61.29	252	0.488	0.000
Knowledge Sharing	254	74.21	41.55			

(r (81) = 0.657, P < 0.05)

This positive correlation suggests that as students' ICT skills improve, their ability and willingness to share knowledge with peers also increase. ICT skills likely enhance students' efficiency in accessing, processing, and disseminating information, making it easier for them to contribute to knowledge-sharing activities.

Furthermore, the calculated p-value of 0.000 is significantly lower than the alpha value of 0.05. This result leads to the

rejection of the null hypothesis, confirming that the relationship between ICT skills and knowledge sharing is statistically significant.

In summary, the findings indicate that there is a significant positive relationship between ICT skills and knowledge sharing among postgraduate students in LIS schools in South-West Nigeria. This underscores the importance of developing ICT competencies to facilitate effective academic collaboration and knowledge exchange within this academic community.

6. Discussion of Findings

The study explored the interconnectedness of knowledge sharing, ICT skills, and their relationship among postgraduate students in Library and Information Science (LIS) schools in South-West Nigeria. The findings offer valuable insights into how these students engage in knowledge-sharing activities and the role that ICT skills play in this process.

The study found that postgraduate students in LIS schools actively engage in knowledge sharing, particularly in areas such as current trends, innovations, and research skills within their fields. This aligns with the literature, where Arumuru (2019) emphasized that students use a variety of ICT facilities, such as email, social networking sites, and online group discussions, to share both tacit and explicit knowledge. The high level of knowledge sharing identified in the study, suggests that students are committed to exchanging valuable information and supporting each other's academic growth. This is consistent with findings by Susana et al. (2009), who argue that IT skills play a crucial role in facilitating knowledge-sharing processes and fostering an organizational culture that promotes the exchange of knowledge.

However, the analysis of ICT skills among postgraduate students revealed a commendable level of competence. Students demonstrated strong abilities in tasks such as printing relevant documents, using shortcut icons, and modifying presentation slides. These findings are consistent with previous studies, such as those by Ahmed and Rehman (2016), who found that respondents generally possessed strong ICT skills for knowledge sharing through tools like email and the internet. Moreover, Quadri (2012) highlighted the importance of ICT know-how for effective knowledge sharing, suggesting that adequate ICT skills are essential for the successful application and dissemination of knowledge. The proficiency in ICT skills among the students underscores the importance of ICT in the modern academic environment, particularly for research and academic success.

In addition, the study uncovered a significant positive correlation between ICT skills and knowledge sharing, indicating that as students' ICT skills improve, so does their capacity to share knowledge effectively. This finding supports the arguments made by Bataweel and Alsuraihi (2013), who noted that effective knowledge sharing in organizations relies on both adequate technology and individuals who are proficient in using it. The statistical significance of the relationship between ICT skills and knowledge sharing further underscores the importance of fostering ICT competencies among students to enhance their knowledge-sharing practices. This is consistent with Onuoha, Akidi, and Chukwueke (2019), who identified ICT skills as a critical factor in effective knowledge sharing among LIS educators, highlighting challenges such as inadequate ICT skills and lack of quality training programs as barriers to successful knowledge exchange.

Overall, the study demonstrates that ICT skills are not only vital for individual academic success but also for fostering a collaborative academic environment where knowledge is freely shared. The findings suggest that initiatives aimed at enhancing ICT skills among postgraduate students could significantly boost knowledge-sharing activities, thereby contributing to improved academic performance and research outcomes. The literature supports these findings, emphasizing the integral role of ICT in modern education and knowledge management.

7. Conclusions and Recommendations

A. Conclusions

The study aimed to investigate various aspects of knowledge sharing, ICT skills, and the relationship between these variables among postgraduate students in Library and Information Science (LIS) schools in South-West Nigeria. The findings revealed that postgraduate students in these schools actively engage in knowledge sharing, particularly in areas such as current trends, innovations, and research skills within their fields. The overall level of knowledge sharing was found to be high, with an average mean score of 3.21, indicating that students are committed to exchanging valuable information and supporting each other's academic growth.

Furthermore, the analysis of ICT skills among these postgraduate students showed a commendable level of competence, with an average mean score of 3.20. Students demonstrated strong abilities in tasks such as printing relevant documents, using shortcut icons, and modifying presentation slides. These skills are essential for academic success and research, highlighting the importance of ICT proficiency in the modern academic environment.

The study also examined the relationship between ICT skills and knowledge sharing, revealing a significant positive correlation (r = 0.488). This suggests that as students' ICT skills improve, so does their capacity to share knowledge effectively. The statistical significance of this relationship underscores the importance of fostering ICT competencies among students to enhance knowledge-sharing practices and, by extension, overall academic performance.

B. Recommendations

Enhance ICT Training and Support: Given the significant relationship between ICT skills and knowledge sharing, it is recommended that LIS schools in South-West Nigeria invest in providing more comprehensive ICT training and support for postgraduate students. This could include workshops, seminars, and practical sessions focused on advanced ICT tools and applications relevant to academic research.

Promote Knowledge Sharing Culture: To further enhance the culture of knowledge sharing, LIS schools should encourage collaborative learning environments. This could involve

creating more platforms (both online and offline) where students can easily share resources, discuss innovations, and exchange research ideas. Faculty members can also play a role by integrating knowledge-sharing activities into their course designs.

Address Areas of Improvement: The study identified areas where students' ICT skills were slightly weaker, such as using PowerPoint for research presentations. Schools should offer targeted training to address these gaps, ensuring that students are proficient in all essential ICT skills required for their academic work.

Integrate ICT Skills with Knowledge Sharing Practices: Institutions should integrate ICT skill development with knowledge-sharing activities. This could involve using ICT tools to facilitate collaborative projects, peer reviews, and other group activities that promote the exchange of ideas and knowledge.

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