



## KNOWLEDGE SHARING BEHAVIOUR PATTERN ANALYSIS OF POSTGRADUATE STUDENTS IN UNIVERSITIES IN SOUTH-WEST, NIGERIA

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### Abstract

*Knowledge as an essential institutional resource enhances the promotion of the economic, social and academic progress of higher institutions of learning and the value of knowledge can only be appreciated if it is shared. The study investigated knowledge sharing behavior pattern analysis of postgraduate students in selected universities in South-West Nigeria. This study is a survey design based. A multistage sampling technique was adopted in selecting 980 postgraduate students across the universities using a questionnaire. The questionnaire was pre-tested giving a cronbach alpha coefficient reliability of 0.97. A total of 744(76%) copies of the questionnaire were returned and found useful for the study. The findings revealed that postgraduate students share knowledge in their area of studies (96.5%), research (94.2%), assignments (89.4%), examination (88.2%) and seminar (87.9%) while mobile phones ( $\bar{x}$ =3.62), discussion ( $\bar{x}$ = 3.44) and interpersonal communication ( $\bar{x}$ = 3.30) were the major channels through which they share knowledge. Specifically, they often share information which will improve their academic performance and the academic performance of others ( $\bar{x}$ =3.40) and share their lecture notes ( $\bar{x}$ = 3.16). The study concludes that higher education institutions must make more initiatives to enhance knowledge sharing among postgraduate students which will help them to achieve their aims and goals in the institution. The study also recommends that there is need for lecturers to involve postgraduate students more in activities that will encourage them to exchange their expertise in form of knowledge sharing.*

**Keywords:** Knowledge, Sharing, Behavior, Pattern, Analysis. Universities

## **Introduction**

Universities have been known to play critical role in the social, political and economic growth of a nation by advancing knowledge, fostering innovation, nurturing talent, promoting cultural enrichment, and contributing to the well-being and prosperity of society as a whole. At its core, universities serve as institutions of learning where knowledge is generated, disseminated, and preserved. Through academic programs, research activities, and scholarly publications, universities create a conducive environment for the exchange of knowledge among students, faculty members, and researchers. The knowledge brought about by the academia, and the abilities of its graduates always have been a significant motivator in supporting economic growth and social welfare. A country's ability to generate, assimilate and utilize knowledge, is critical to its long-term success in the modern world (Mulu, 2017). In a nation, knowledge is a valuable resource that cannot be overlooked or ignored. Similarly, in institutions of higher learning and organizations, knowledge is viewed as the most important strategic tool of the twenty-first century (Zheng 2017).

In the contemporary landscape of higher education, the dissemination and exchange of knowledge play pivotal roles in fostering academic excellence and innovation. Within this context, postgraduate students represent a critical cohort whose engagement in knowledge sharing activities significantly impacts the scholarly environment of universities. Understanding the intricate dynamics of knowledge sharing behaviour among postgraduate students is thus essential for promoting collaborative learning, research productivity, and academic success. As significant as knowledge is to an organisation, a country and knowledge-based institutions; if it is not shared, its value is lost. This is because knowledge is a vital and intangible asset that needs to be shared in order to tap into an individual's wealth of untapped experience and knowledge (tacit knowledge) thus creating and sustaining competitive advantage (Awodoyin, et al 2016).

As a result, knowledge sharing is the most significant element of knowledge management and determines the success of knowledge management since it allows one to convey the most relevant information, which leads to the most appropriate course of action, which in turn impacts the environment in the most acceptable manner. It is the process where individuals transfer their knowledge and collaborate to develop new information. Knowledge sharing is also perceived among students as one of the most convenient and effective way to obtain knowledge and it

enhances their ability to seek studies related help from one another. In general, knowledge sharing, means the exchange of numerous forms of knowledge (tacit or explicit) between individuals, groups, units and organisations (Awodoyin, et al 2016). Knowledge sharing encompasses face-to-face interaction, mentoring, participation at conferences/workshops/ study groups, instruction in the form of teaching, email exchange, in class group discussion, discussion groups and interactions in the form of conversations, etc that facilitate the maintenance of social connections, allowing colleagues to share knowledge more widely.

The key goals of knowledge sharing amongst students including postgraduate students are to increase understanding of the ideas covered in class. Similarly, knowledge sharing enhances innovation and problem-solving capabilities within organizations including students (Al Kurdi, El-Haddadeh, & Eldabi, 2018). Innovations will emerge in institutions of higher learning if the postgraduate students are given a conducive environment to create and share knowledge through participation, in conferences, workshops, brain storming sessions through faculty/departmental seminars etc. In the same vein, knowledge exchange among postgraduate students helps them to learn from the experiences and practices of others which can bring about new ideas, leading to increased academic performance. Postgraduate students will engage in interdisciplinary research in the course of their study, which necessitates the sharing of diverse perspectives and expertise. This interdisciplinary interaction not only broadens their understanding but also leads to innovative solutions and breakthroughs in their respective fields. Similarly, the willingness of the postgraduate students to share their expertise is critical to knowledge sharing in academic institutions. Also, postgraduate students represent the next generation of leaders, scholars, and practitioners in academia, research, industry, and society. Understanding their knowledge sharing behaviors provides insights into how they will contribute to the advancement of knowledge, innovation, and progress in their respective fields.

Additionally, knowledge has been known to serve as a catalyst for innovation by providing insights, ideas, and solutions to complex problems and challenges. Innovations occur when people, including postgraduate students, use what they already know to generate new ideas, goods, services, or technology that fill gaps in the market or provide value in unique ways. Scholars and innovators, particularly postgraduate students, also push the boundaries of knowledge and contribute to advances in science, technology, and society through study,

experimentation, and innovation when given the right atmosphere in institutions of higher learning. Hence they should be involved in knowledge sharing. The South-west geopolitical zone where the study is carried out has the highest number of institutions of higher learning according to the National Universities commission; hence the result obtained can be generalized as well. As a result of the foregoing this study will examine the knowledge sharing pattern of postgraduate students in Universities in South-west, Nigeria.

### **Statement of the Problem**

Irrespective of the type, knowledge is widely acknowledged as a crucial asset in any organization, especially higher education institutions. Knowledge as an essential institutional resource that promotes the economic, social and academic progress of higher institutions of learning and the value of knowledge can only be appreciated if it is shared. However, it has been observed that postgraduate students may be reluctant to share their knowledge within the institution, thereby making knowledge lose its value. Additionally, despite the recognized importance of knowledge sharing in fostering academic excellence and innovation there exists a gap in understanding the patterns and dynamics of knowledge exchange among postgraduate students in university settings. While numerous studies have explored knowledge sharing within organizational contexts, limited empirical research has specifically focused on the types of knowledge shared and channels of knowledge sharing, of postgraduate students in sharing knowledge within academic communities in South-West, Nigeria. Furthermore, the actuality of this research to be carried out in an institution of higher learning is equally important since institutions of higher learning are also knowledge-driven organizations, and it is also important to know the knowledge sharing behaviour of students as they would be component of the emerging working population. Hence, the need for the study.

### **Research Questions**

The main objective of the study is to find out the knowledge sharing behaviour pattern analysis of postgraduate students in Universities in South-West, Nigeria. The specific research questions that guided this study are;

1. What is the knowledge shared among postgraduate students in selected Universities in South-West Nigeria?

2. What are the various channels used by postgraduate students in selected Universities in South-West for knowledge sharing?
3. What are the specific areas in which postgraduate students in selected Universities in South-West Nigeria share their knowledge?

## **Literature Review**

Universities play a crucial role in the knowledge economy by creating knowledge through research. This knowledge is transmitted by teaching activities, disseminating research findings, and collaborations between industry and government Michalova, Valentova & Masikova (2023). Institutions of higher learning thus participate in knowledge management through knowledge sharing. The most frequently discussed of all knowledge management activities is knowledge sharing. Knowledge sharing has been known as the catalyst for growth, innovation and development in higher education institutions (Mustapha, Evangelista, & Marir, 2023). Knowledge sharing is therefore the process where individuals including postgraduate students transfer their knowledge and collaborate to develop new information. Effective knowledge sharing can significantly enhance organizational performance, organizational productivity, sustainability, overall competencies, innovation, and learning (Mustapha, Evangelista, & Marir, 2023). Organizations are intensely interested in knowledge management because it contributes to building a robust intellectual capital base, which is a key asset for any organization. In higher educational institutions, knowledge sharing and collaboration systems provide the platform for the community and also promote quality research and contributions through viable interaction and teamwork (Yigsaw, Jormanainen & Tukiainen, 2023). Knowledge management, like its usage in corporate enterprises, can generate a competitive advantage for academic institutions if used correctly. Similarly, in higher education institutions in today's information-based economy knowledge shared enhances collaboration and innovation, accelerates learning and professional development, and enables faculty members to stay updated with the latest advancements in their respective fields, enhances their teaching methods and improves the quality of education on the whole (Kerry, Amoozegar, & Ardebilpour (2023).

Knowledge sharing requires turning personal knowledge into corporate knowledge that can be widely stored throughout an organization and applied (David-West 2021). Knowledge exchange occurs at two levels: individual and institutional. Individual knowledge sharing entails talking

with colleagues and friends about how to get things accomplished better, faster or more productively. At the institutional level, knowledge sharing entails capturing, organising and transmitting experience-based knowledge which is stored within the institution and making it accessible to others, not only for the intention of enhancing the institution, but also for changing student attitudes and actions to boost readiness and uniformity in knowledge sharing (Opele, Iyanda & Opele 2015). This was corroborated in a study on the knowledge sharing behaviours of 503 postgraduate students in selected Nigerian universities. The findings revealed that, of the three factors of individual, institution and technology factors impacting knowledge sharing between postgraduate students, only the individual factor was found to have a substantial influence on students' knowledge sharing behaviour (Opeke & Opele (2014).

In a related study on Knowledge Sharing among University Students the study found out that students are strongly willing to share knowledge within their study group (Michalova, Valentova, & Marsikova (2023). Similarly, the study to access the strategies of knowledge sharing among the postgraduate students of University of science and technology found out that various methods employed by the postgraduate students in sharing knowledge are discussions, seminars and talks, telephone, social media and E-mail. The study further found out that academic journals and workshops, conferences are not effective platforms for sharing knowledge (Chutia & Devi, 2020).

In another study on knowledge sharing pattern of students of engineering universities of Karachi, Pakistan the study found out that students frequently share knowledge while working on an individual/group assignment. The study also found out that students shared less knowledge frequently during lectures, tutorials. The type of knowledge shared by the students are assisting fellows in database searching, software use, and library use, providing answers to improve understanding of other students. The most preferred channel of knowledge sharing by the students are face-to face communication and social apps like skype and messenger (Zaheer & Ansari, 2018).

A study done by Opele, Iyanda & Opele (2015), on generally shared knowledge within postgraduate students at Obafemi Awolowo University, Ile-Ife, Nigeria, identified sport news, social news, knowledge in their areas of studies, campus news, library experience, religious news and political news as categories of knowledge shared by postgraduate students, with

knowledge in their areas of studies being the most universally shared knowledge within them. Also, Yuen & Safa (2015) discovered that Iraqi EFL postgraduate students in UKM have positive meaningful attitudes toward knowledge sharing in a study on the function of knowledge sharing in the learning experience. However, the findings of a study by Moghavvemi, Sharabati, Paramanathan & Rahin (2017), revealed that students perceived equal advantage, intended outcome and satisfaction when sharing their knowledge with diverse individuals while concurrently expecting incentives and desirable results. Nonetheless, individuals' willingness to participate in the process should have a big influence on knowledge sharing and just informing them that sharing knowledge will help them perform better academically would not automatically lead to knowledge sharing among students (Ghadirian, Ayub, Silong & Baker, 2014).

## **Methodology**

The study adopted a descriptive research design. The population of the study comprised of the first established Federal, State and Private Universities in South-West, Nigeria. This geographical location South-West is selected because it has the highest number of institutions of higher learning in Nigeria according to the National Universities Commission. The institutions are the University of Ibadan, Olabisi Onabanjo University, Ago-Iwoye and Babcock University Ilisan-Remo. Descriptive survey research design was adopted for the study while multistage sampling technique was used to select respondents across the three selected universities. Purposive sampling technique was also used to select six faculties with similar characteristics across the three institutions. Then, the two faculties with the highest number of postgraduate students were selected from the six faculties across the schools and 70% were proportionately drawn from two departments that were randomly selected in the two faculties. The main instrument for data collection was the questionnaire developed by the researchers. The questionnaire was divided into five sections containing questions related to knowledge sharing. The questionnaire was pre-tested by randomly selecting twenty-five (25) postgraduate students from Tai Solarin University of Education, Ijagun; these students were not part of the study. The reliability of the instrument was obtained using the cronbach alpha coefficient reliability coefficient, giving a value of 0.97. A total of nine hundred and eighty (980) copies of the questionnaire were administered by the researchers and seven hundred and forty-four, 744 (76%) copies were retrieved and found useful for the study. Due to large sample size data was collected

over a period of sixteen weeks using research assistant and the researcher. The data collected was analysed using statistical tools to measure the frequency count, percentages, mean and standard deviations.

## Results

The demographic information of the respondents revealed that in Table 1, majority of the postgraduate students are from Babcock University 427 (57.4%) The demographic information also showed that 373 (50.1%) male and 371 (49.9%) female participated in the study. The majority of the respondents 343 (46.1%) were between the ages of 26 and 34, with 203 (27.3%) between the ages of 20 and 25. In addition, 539 (72.4%) of respondents had a bachelor's degree, while 205 (27.6%) had a master's degree. 516 (69.4%) were now pursuing a Master's degree, while 102 (13.7%) were studying for PhD.

**Table 1: Demographic information of the respondents**

Characteristics	Classification	Frequency	Percentage %
<b>Institution</b>	Babcock University	427	57.4
	University of Ibadan	202	27.2
	OOU	115	15.5
<b>Course/Faculty</b>	Accounting	207	27.8
	Business Administration	139	18.7
	Mass Communication	61	8.2
	Political Science	108	14.5
	Economics	78	10.5
	Psychology	61	8.2
	Sociology	90	12.1
<b>Gender</b>	Male	373	50.1
	Female	371	49.9
<b>Age / Years</b>	20-25	203	27.3
	26-34	343	46.1
	36-40	69	9.3
	41-45	59	7.9
	46-50	70	9.4
<b>Highest academic qualification</b>	Bachelors	539	72.4
	Masters	205	27.6
<b>Degree sought</b>	PGD	76	10.2
	PGDE	50	6.7
	Masters	516	69.4
	PhD	102	13.7



**Research question one: What is the knowledge shared among postgraduate students in selected universities in South-West Nigeria?**

The results on the types of knowledge shared among postgraduate students in selected universities in South-West Nigeria are presented in table 2. The findings revealed that 718 (96.5%) of respondents shared knowledge in their area of studies, 701 (94.2%) shared their research activities, 665 (89.4%) shared knowledge on assignments, 656 (88.2%) shared knowledge on examinations, 654 (87.9%) shared knowledge on seminars and 574 (77.2%) shared knowledge on conferences, while 559 (75.1%) and 529 (71.1%) shared knowledge on research collaboration and workshops respectively. Similarly, 516 (69.4%) said they share knowledge about scholarship opportunities, while 436 (58.6%), another 436 (58.6%) and 403 (54.2%) said they shared knowledge about job opportunities, publication outlets and grant opportunities respectively. Moreover, 359 (48.3%) and 357 (48%) of respondents indicated that they exchange ideas on campus matters and term papers, respectively, 385 (51.7%) and 387 (52%) of respondents respectively indicated that they do not share information on campus matters and term papers.

**Table 2: Types of knowledge shared among postgraduate students**

Types of knowledge shared	Yes (%)	No (%)
Knowledge in my area of studies	718(96.5)	26(3.5)
Research activities	701(94.2)	43(5.8)
Assignment	665(89.4)	79(10.6)
Examination	656(88.2)	88(11.8)
Seminars	654(87.9)	90(12.1)
Conferences	574(77.2)	170(22.8)
Research collaboration	559(75.1)	185(24.9)
Workshops	529(71.1)	215(28.9)
Scholarship opportunities	516(69.4)	228(30.6)
Job opportunities	436(58.6)	308(41.4)
Publication outlets	436(58.6)	308(41.4)
Grant opportunities	403(54.2)	341(45.8)
Campus matters	359(48.3)	385(51.7)
Term paper	357(48)	387(52)

**Research question two: What are the various channels used by postgraduate students in selected universities to share their knowledge?**

As shown in table 3, mobile phones ( $\bar{x}=3.62$ ) were used very often for knowledge sharing. Also employed for knowledge sharing were discussions and interactions ( $\bar{x}=3.44$ ), interpersonal communication with colleagues ( $\bar{x}=3.30$ ), the internet ( $\bar{x}=3.21$ ) and face-to-face interaction were channels often used for knowledge sharing. Social media platforms such as Facebook, Whatsapp, Twitter and others ( $\bar{x}=2.95$ ), as well as lectures ( $\bar{x}=2.66$ ), were channels for knowledge sharing that were employed occasionally.

**Table 3: Knowledge sharing channels**

Knowledge sharing channels	Rarely (%)	Occasionally (%)	Often (%)	Very Often (%)	Mean $\bar{x}$	SD
Mobile phone	0(0.0)	26(3.5)	231(31)	487(65.5)	3.62	.55
Discussion and interactions	35(4.7)	26(3.5)	262(35.2)	421(56.6)	3.44	.77
Through interpersonal communication with colleagues	61(8.2)	68(9.1)	200(26.9)	415(55.8)	3.30	.94
Through the internet	78(10.5)	126(16.9)	103(13.8)	437(58.7)	3.21	1.07
Through face to face interaction	80(10.8)	110(14.8)	224(30.1)	330(44.4)	3.08	1.01
Through social media platforms (e.g Facebook, Whatsapp, Twitter e.t.c.)	140(18.8)	26(3.5)	312(41.9)	266(35.8)	2.95	1.07
Through lectures	84(11.3)	275(37)	195(26.2)	190(25.5)	2.66	.98
Through e-mail	136(18.3)	237(31.9)	309(41.5)	62(8.3)	2.40	.88
Through seminars	136(18.3)	407(54.7)	159(21.4)	42(5.6)	2.14	.78
Through conferences	333(44.8)	212(28.5)	100(13.5)	99(13.3)	1.95	1.06
Through Web forum	304(40.9)	294(39.5)	146(19.6)		1.79	.75
Through Bulletin boards	395(53.1)	247(33.2)	77(10.3)	25(3.4)	1.64	.80

**Research question three: What are the specific areas in which postgraduate students in selected universities in South-West Nigeria share their knowledge?**

Results in table 4, revealed that sharing information will improve their academic performance and the academic performance of others ( $\bar{x}=3.40$ ), their lecture notes well as other useful resources with their colleagues ( $\bar{x}=3.16$ ), inform their classmates whatever they know when questioned ( $\bar{x}=3.13$ ), new ideas in their area of research (mean=3.06) and knowledge about

scholarly communication ( $\bar{x}$ =3.06). They occasionally share assignment ideas with their colleagues ( $\bar{x}$ =2.99), research findings ( $\bar{x}$ =2.97) and discuss new ideas ( $\bar{x}$ =2.83); they also occasionally share current affairs information with other postgraduate students ( $\bar{x}$ =2.80), acquired knowledge with their colleagues ( $\bar{x}$ =2.80) and can inform their mates of what they are working on ( $\bar{x}$ =2.60).

**Table 4: Specific knowledge sharing areas**

<b>Knowledge sharing areas</b>	<b>Rarely (%)</b>	<b>Occasionally (%)</b>	<b>Often (%)</b>	<b>Very Often (%)</b>	<b>Mean</b>	<b>SD</b>
I share information that will improve my academic performance and others	32(4.3)	35(4.7)	279(37.5)	398(53.5)	3.40	.770
I share my lecture notes and other useful resources with my colleagues.	60(8.1)	142(19.1)	158(21.2)	384(51.6)	3.16	1.002
I always tell my classmates whatever I know when they ask me	80(10.8)	152(20.4)	100(13.4)	412(55.4)	3.13	1.082
I share new ideas in my area of research	26(3.5)	176(23.7)	268(36)	274(36.8)	3.06	.861
I share knowledge about scholarly communication with my classmates.	60(8.1)	138(18.5)	243(32.7)	303(40.7)	3.06	.955
I share my ideas on assignment with my colleagues.	50(6.7)	205(27.6)	189(25.4)	300(40.3)	2.99	.974
I share my research findings with my colleagues.	25(3.4)	193(25.9)	309(41.5)	217(29.2)	2.97	.828
I discuss new ideas with my classmates	61(8.2)	224(30.1)	236(31.7)	223(30)	2.83	.950
I share knowledge about current affairs with other postgraduate students	36(4.8)	344(46.2)	94(12.6)	270(36.3)	2.80	.991
I can share acquired knowledge with my colleagues	181(24.3)	44(5.9)	262(35.2)	257(34.5)	2.80	1.157
I can inform my classmates of what I am working on	192(25.8)	164(22)	136(18.3)	252(33.9)	2.60	1.198

## Discussion of Findings

The demographic information of the postgraduate students revealed that Babcock University had the highest number of postgraduate students, and the majority of the postgraduate students were from the accounting department of the institutions. The massive proportion of postgraduate students at Babcock University can be attributed to the fact that the university is private and has

a steady calendar, therefore the university's preference perhaps. Likewise, many postgraduate students are enrolled in accounting departments and the faculties of social and management sciences at universities in the South-West. Furthermore, the majority of respondents were between the ages of 26 and 34, and the majority of postgraduate students at the first established universities were male.

The findings also revealed that postgraduate students share knowledge in their field of study, research activities, assignments, examinations and seminars, with knowledge in their area of study being the most commonly exchanged knowledge among postgraduate students. These findings are to be expected because students are typically eager in sharing knowledge that will assist them in achieving their aims and goals in the institution. This finding is consistent with the findings of Opele, Iyanda & Opele's (2015) study on generally shared knowledge among postgraduate students at Obafemi Awolowo University in Ile-Ife, Nigeria. Sport news, knowledge in area of studies and campus news were named as categories of knowledge shared among postgraduate students, with knowledge in the areas of individual studies being the most generally shared among them. Furthermore, Opeke & Opele (2014), study on the evaluation of knowledge sharing behaviours of postgraduate students in selected Nigerian institutions discovered that knowledge in their fields of study is the most commonly shared knowledge among postgraduate students. This finding is not in tandem with the findings of Zaheer & Ansari (2018) that found out that postgraduate students shared knowledge when assisting fellows in database searching, software use etc.

The study further found that mobile phones were frequently used for knowledge sharing among postgraduate students when examining knowledge sharing channels. Discussion and interactions, interpersonal communication with colleagues, the internet and face-to-face interactions were all channels often used by the postgraduate students. Similarly, social media platforms (such as Facebook and WhatsApp) and lectures were used for knowledge sharing occasionally. The findings could be attributed to mobile phones portability as they can often fit into the hand and can be moved freely and easily from one place to another. The results are consistent with the findings of Chutia & Devi (2020) that found out that postgraduate students use channels such as discussion, seminar and talks, email in sharing knowledge among themselves. The study also revealed that knowledge sharing channels such as conferences, web forum and bulletin boards

were rarely used by the postgraduate students as knowledge sharing channel. This finding is consistent with the findings of Chutia & Devi (2020) that found out that academic journals and workshops, conferences are not effective platforms for sharing knowledge among postgraduate students. This finding is seen probably because postgraduates students most times may not attend conferences and workshops on regular basis as expected hence may not be able to explore this avenue fully.

The findings further revealed that specific knowledge sharing areas where postgraduate students share knowledge are voluntarily that will help enhance their academic performance and that of others, sharing their class notes and other useful resources with their colleagues, inform their colleagues whatever they know when questioned, share fresh concepts on their field of research and knowledge about scholarly communication among others. This suggests that postgraduate students were more academically oriented. The findings supported Opeke & Opele's (2014) study that the readiness to exchange fresh ideas with colleagues was the most common knowledge sharing behaviour among postgraduate students. This means that postgraduate students are frequently eager to exchange fresh ideas with their colleagues in order to better their academic performance.

## **Conclusion**

In this study, knowledge sharing remains a significant aspect of Higher education institution as it plays an important role in students' learning because it generates fresh concepts that, when implemented, can lead to outstanding academic success and enhance efficiency in learning. The outcomes of this research also established that postgraduate students are frequently willing to share information and knowledge in their field of study in order to improve their academic performance and others. The use of the mobile phone was the dominant channel used by the postgraduate students for knowledge sharing.

## **Recommendations**

In line with the findings, the study therefore recommends that university management *through conducting trainings (workshops, conferences)* should expose *postgraduate students to evolving tools and technology that can be installed on the mobile phone (which is the channel often used as found out in the study)* in order to enhance their knowledge sharing which in turn will improve their academic performance. Furthermore, there is need for tertiary instructors to

involve postgraduate students more in activities that will encourage them to exchange their expertise and use the evolving tools to share their knowledge. Also, higher education institutions must make more initiatives to enhance knowledge sharing among postgraduate students which will help them to achieve their aims and goals in the institution. Conclusively, postgraduate students should be encouraged to actively participate in more knowledge-sharing activities, such as conferences, workshops and understanding that such engagement can enhance their learning experience and academic outcomes.

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