

Library Use and Knowledge Sharing Among Law Students in Selected Universities in Southwest, Nigeria

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Abstract

The study investigated library use and knowledge sharing of Law students of Nigerian university. Case study of six universities, Southwest. Descriptive survey research design method was adopted for the study and questionnaire was employed to obtain data from the 247 respondents that constitute the sample size for the study. The data collected were analysed using frequency counts, percentage, item analysis, Pearson Product Moment Correlation (PPMC) and multiple regression analysis. Findings from the study revealed that Law students in six Nigerian university studied moderately use their university libraries. Library use and knowledge sharing independently and significantly influenced library use by Law students in six Nigerian university and The channel of knowledge sharing among Law students in six Nigerian university are: face to face contact, internet, mobile phone, SMS, textbooks, E-mail, group discussions, seminars and presentation, tutorials, social media, mentoring and letter writing. The study recommended that the university and faculty libraries should increase efforts to raise awareness among law students about the range of services offered by the library. This can be done through targeted marketing campaigns, orientation programmes, and collaborations with faculty members to integrate library resources into course curricula. Clear and accessible communication channels should also be established to inform users about new resources, services and updates, among others.

Keywords: *Library Use, Knowledge Sharing, Law Students, Nigerian University*

Introduction

The library is important in the lives of student, and this is why students studying law programme cannot do without the library. The library is where books and other materials are made available to students to access. Students are suppose to share knowledge and information about their course materials and other information to enable them perform well in their studies. The library is often regarded as the vital units of academic activities within the university system, playing a pivotal role in the teaching and learning processes. The importance of library use cannot be over stressed, as it forms an integral part of the educational journey. According to Olaseigbe (2022), library use encompasses various activities primarily conducted

within the library premises, focusing on traditional library functions like borrowing and returning of books, as well as seeking assistance for reference inquiries.

These fundamental aspects demonstrate the essential role which the library plays in supporting academic endeavour and facilitating knowledge acquisition and dissemination.

The utilisation of library resources and the practice of knowledge sharing are pivotal components in the academic journey of law students. Libraries serve as repositories of legal information, providing access to a vast array of resources essential for legal research and education. Law libraries are integral to legal education, offering access to statutes, case law, journals, and other legal materials. Effective utilization of these resources is crucial for law students to develop research skills and deepen their understanding of legal principles. Lawal, Bassey, and Ani (2008) investigated resource sharing among Nigerian university law libraries, highlighting the importance of collaborative efforts to enhance resource availability. The study revealed that while many law libraries acknowledged the need for resource sharing, only a minority had formal policies in place to facilitate this collaboration.

Academic libraries are expected to serve as thriving platforms for promoting teaching, learning, and research activities within their parent institutions by providing relevant information resources and comprehensive services. The major purpose of establishing libraries can only be fulfilled when users derive maximum satisfaction from the wealth of information resources and services offered to them. The success of academic institutions relies on the effectiveness and accessibility of their libraries, enabling students, faculty, and researchers to access valuable knowledge and resources essential for their educational pursuits. According to Wang (2019), students' use of library is often linked to their familiarity with the resources available. The more the students utilise the library, the more acquainted they become with its offerings. However, if students primarily view the library as a quiet and convenient place to study, they might not fully explore its resources.

According to various research studies Wigren, (2019) and Olaseigbe, (2022), it has been consistently observed that law students are frequent visitors to the library, often going multiple times a week. Another study conducted by the American Association of Law Libraries (2014) revealed that law students made an average of 12 monthly visits to the library. This finding was corroborated by Anna and Puspitasari (2013) who established in their study on law students that 82% of the law students visited the library at least once a week and that the preferred and most commonly used resources by law students in the library include legal databases, such as Lexis, Nexis and Westlaw. These databases provide students with access to a wealth of law cases, statutes, and other essential legal materials. Meanwhile, the study established that digital databases are the most extensively used in comparison to print resources like books and journals.

Furthermore, observations revealed that the law students make use of both the main and faculty libraries, but that they make more use of faculty library because the

faculty libraries are stored with law books and collections unlike the main library that covered all programmes offered by the university. The

faculty library are closer to the Department, classrooms and books that will be found in such library are law collections. Knowledge sharing involves the exchange of explicit or tacit knowledge, as well as ideas, experiences, or skills, from one individual student to another or among groups of students. This interaction necessitates either face-to-face communication or non-physical contact methods. On the other hand, knowledge hoarding refers to the intentional withholding of knowledge that could be beneficial to others (Bernstein, 2018). The sharing of knowledge among university students has emerged as a significant and intriguing area of study within the academic realm. Universities have recognized the importance of collaborative work and have accordingly structured their curriculum to foster collaborative learning, enabling students to reflect and enhance their learning experience (Wigren, 2017). This approach has been found to yield cognitive gains and positive learning outcomes for students.

In 2016, Ching and Kember conducted a study exploring the use of online discussion forums for peer learning within the context of law students. The research took place at a Hong Kong university and involved 67 law students enrolled in an online course on legal systems. The study involved analysing the content of the students' posts on the online discussion forums to identify the types of information and knowledge exchanged among the participants. The findings revealed that the law students engaged in sharing a diverse range of information and knowledge through the online discussion forums. This included discussions on legal principles, case analyses, legal citations, and personal experiences related to the subject matter.

Knowledge sharing among students enhances collaborative learning, critical thinking, and the development of legal acumen. It is a critical aspect of academic success, fostering an environment where students can exchange ideas, clarify concepts, and collaboratively solve problems. Anunobi and Ukwoma (2016) examined information literacy practices among librarians in Nigerian universities, emphasizing the role of librarians in facilitating knowledge sharing among students. They concluded that librarians who are well-versed in information literacy can effectively guide students in accessing and disseminating knowledge. Furthermore, a study by Tella and Oyeyemi (2020) assessed the factors determining knowledge sharing intention among information professionals in Nigeria and the findings indicated that organizational culture, trust, and the availability of information and communication technologies (ICT) significantly influence individuals' willingness to share knowledge. These insights can be applied to the context of law students, suggesting that fostering a supportive environment and providing adequate ICT facilities can promote knowledge sharing.

The relationship between library use and knowledge sharing is symbiotic. Effective use of library resources provides students with the information needed to engage in meaningful knowledge sharing, while collaborative learning encourages deeper

engagement with library materials. In a study conducted at Babcock University. It was reported that library resources were instrumental in enhancing knowledge sharing among undergraduates and the researchers recommended that library administrations should implement services that encourage users to engage in knowledge sharing activities. The effective use of library resources and active engagement in knowledge sharing are essential for the academic development of law students. Studies from Nigeria and other African contexts underscore the importance of resource sharing, the integration of ICT, and the cultivation of a supportive environment to promote these practices. Thus, addressing existing challenges and implementing strategic initiatives, could enable law libraries to significantly contribute to the success of law students in their academic and future professional endeavours.

In legal education, the ability of students to effectively utilize library resources and engage in knowledge sharing is critical for academic excellence and professional development. Law libraries serve as repositories of essential legal information, including statutes, case law, legal journals, and textbooks, which are indispensable for legal research, moot court preparations, and coursework. Likewise, knowledge sharing among law students, whether through group discussions, peer mentoring, or collaborative research, enhances learning, critical thinking, and the practical application of legal principles. However, despite the acknowledged importance of library use and knowledge sharing, there is growing concern that law students may not be utilizing these opportunities optimally.

Several studies have indicated a decline in the use of physical libraries among students, with many relying on internet sources, some of which may be unreliable or lack depth in legal scholarship. Additionally, limited access to updated legal resources, inadequate technological infrastructure, and insufficient library orientation programmes contribute to underutilisation of law libraries. Furthermore, while knowledge sharing is essential for fostering a rich academic environment, factors such as competitive academic culture, lack of structured peer learning programs, and limited collaborative research initiatives may hinder effective knowledge exchange among law students. In the Nigerian and broader African context, challenges such as inadequate funding for law libraries, inconsistent internet access, and a lack of digital integration in library services further exacerbate these issues. Studies have shown that students who do not actively use library resources or engage in knowledge sharing may struggle with legal research, case analysis, and overall academic performance. The absence of a robust culture of collaborative learning and effective library use among law students poses a risk to the quality of legal education and the preparedness of graduates for professional legal practice.

Given these challenges, there is a need for an empirical investigation into the extent of library use and knowledge sharing among law students, the factors influencing these practices, and the potential implications for legal education. Understanding these dynamics will provide insights into how law libraries can be optimized and how

knowledge-sharing cultures can be strengthened within law faculties to enhance legal research, academic performance, and professional readiness.

Literature Review

Libraries serve as valuable resources, offering access to a diverse array of materials, including books, databases, e-books, and multimedia, all of which support students' information requirements. Moreover, libraries provide various services, such as information literacy instruction, research assistance, and technology support, enabling students to develop the essential skills and competencies required for effective knowledge sharing. Through these offerings, libraries play a pivotal part in fostering a conducive environment for learning and collaborative knowledge dissemination among students.

Past research has established a positive correlation between library use and knowledge sharing among students, as evidenced by several studies. For instance, Kristina (2006) research demonstrated that high school students who utilized the library were more inclined to participate in collaborative learning activities, such as group work and discussions with peers. Likewise, Liu, Wang, and Yang (2019) study revealed a positive association between library use and knowledge sharing among undergraduate students. This relationship was found to be mediated by factors like access to resources, communication with librarians, and collaboration with peers. Furthermore, Zheng (2017) investigation found that library use positively impacted knowledge sharing among graduate students. This association was mediated by factors such as self-efficacy, motivation, and communication skills. Taken together, these studies illustrate the significance of library use in fostering knowledge sharing among students, highlighting its potential benefits for collaborative learning and academic success.

Additional research has delved into the effects of specific library resources and services on knowledge sharing among students. For instance, Li and Li (2019) conducted a study that revealed a positive correlation between access to e-books in the library and knowledge sharing among undergraduate students. The researchers emphasised that e-books offer a flexible and easily accessible means for students to obtain information and engage in knowledge exchange. Similarly, Zheng (2017) conducted a study highlighting the positive impact of information literacy instruction provided by libraries on knowledge sharing among undergraduate students. This instruction aids students in developing the essential skills for effective information seeking and sharing, contributing to a more conducive environment for knowledge dissemination. Through these studies, we gain insight into the influential role that specific library resources and services can play in fostering knowledge sharing among students, enhancing their academic experiences and collaborative learning endeavour.

The correlation between library use and knowledge sharing holds significant importance in the academic success of law students. Extensive literature has explored this relationship, shedding light on its impact within the legal education context. Maduako (2013) conducted a study focusing on the information-seeking behaviour of law students. Their research revealed that students who utilized the library were more inclined to participate in knowledge sharing activities, including discussions and information exchange with their peers. More recently, Tiffany, Qinqmin and Sandip (2018) investigated the relationship between library use and knowledge sharing among law students in the United States. Their findings corroborated the earlier research, as they observed that law students who utilized the library were more likely to engage in knowledge sharing activities such as discussing course materials and sharing notes with their peers. Furthermore, they established a positive association between library use and academic performance among law students. These studies underscore the critical role of library use in fostering knowledge sharing among law students, contributing to their academic achievements and collaborative learning experiences.

Reames and Woolums (2020) conducted a study exploring the influence of library use on knowledge sharing among law students in Pakistan. Their research revealed a positive association between library use and knowledge sharing, with this relationship being mediated by factors such as access to resources, communication with librarians, and collaboration with peers. Apart from these investigations, several studies have examined the impact of specific library resources and services on knowledge sharing among law students. For instance, Dixon (2020) conducted a study investigating the effects of legal research instruction on knowledge sharing among law students. Their findings demonstrated that legal research instruction provided by libraries can positively influence knowledge sharing by enabling students to develop essential skills for effective information seeking and sharing. Furthermore, Mustafa and Abdalla (2020) examined the impact of collaborative learning spaces in law libraries on knowledge sharing among law students. Their study highlighted that these spaces play a crucial role in facilitating knowledge sharing and enhancing learning outcomes for law students. Together, these studies offer valuable insights into the critical role libraries and their resources play in fostering knowledge sharing among law students, providing a foundation for collaborative learning experiences and academic achievements in the legal education domain.

Overall, the literature emphasises the significance of library use in facilitating knowledge sharing among students. Libraries offer a wide array of resources and services that support collaborative learning and knowledge exchange. The relationship between library use and knowledge sharing is influenced by factors like access to resources, communication skills, self-efficacy, and motivation. Additionally, specific library resources and services, such as legal research instruction and collaborative learning spaces, play pivotal roles in promoting

knowledge sharing among law students. Through these avenues, libraries serve as invaluable catalysts for fostering a vibrant culture of knowledge sharing within the legal education sphere.

Channels used in knowledge sharing among law undergraduates in universities. According to Yusuf and Iwu (2010), knowledge sharing can occur through various mediums and tools that facilitate the transmission of knowledge. It is essential to share ideas and experiences from different contexts so that knowledge does not get lost. Among law undergraduate students, several mediums and tools are currently used to share, store, and transmit knowledge. These tools offer diverse frameworks for knowledge sharing, allowing for evaluation and monitoring of the shared knowledge. The authors emphasize that knowledge sharing is a two-way communication process and can be enhanced by employing specific techniques. Various mediums, such as face-to-face meetings, email, instant messaging, video, audio, student portal, sms, dropbox, social networking, presentation, seminar, group discussion and lecture are commonly utilized to share knowledge among law students

Research Questions

The study provides answers to the following research questions:

1. What is the purpose of library use by law students in the selected universities in Southwest, Nigeria?
2. What are the types of knowledge shared by law students in the selected universities in Southwest, Nigeria?
3. What are the channels of knowledge sharing used by law students in the selected universities in Southwest, Nigeria?
4. What type of relationship exist between library use and knowledge sharing among law students in the selected universities in Southwest, Nigeria?

Research Methodology

Descriptive survey research design was adopted for the study. The proportional tp size sampling technique was used to select 264 law undergraduates from six selected universities in Southwest Nigeria. The selected universities are, University of Ibadan, Ibadan, Oyo State, Ajayi Crowther University, Oyo, Oyo State, Leads City University, Ibadan, Oyo State, Obafemi Awolowo University, Ile-Ife, Osun State, Adeleke University, Ede, Osun State and Bowen University, Iwo, Osun State. Questionnaire was the instrument used to collect data. Two hundred and forty-seven (247) copies of the questionnaire representing 94% were duly completed and found usable for the study. The data were analysed using frequency counts, percentage, item analysis, Pearson Product Moment Correlation (PPMC) and multiple regression analysis.

Data Presentation and Interpretation

Table 1: Purpose of Library Use by Law students in Selected Universities in Southwest, Nigeria

S/N	Purpose of library use by Law undergraduates	SA	A	D	SD	Mean	Std. D
	I use a library to study	152 (61%)	39 (16%)	7 (3%)	49 (20%)	3.19	1.19
	I use a library to prepare for examination	136 (55%)	51 (21%)	12 (5%)	48 (19%)	3.12	1.18
	I use a library to get information	120 (49%)	62 (25%)	5 (2%)	60 (24%)	2.98	1.21
	I use a library to carry out academic homework and assignment	109 (44%)	63 (26%)	15 (6%)	60 (24%)	2.89	1.21
	I use a library to supplement further readings and personal learning and more	109 (44%)	63 (26%)	12 (5%)	63 (25%)	2.88	1.22
	I use a library to prepare for continuous assessment	92 (37%)	72 (29%)	18 (7%)	65 (26%)	2.77	1.20
	I use a library to acquire knowledge update myself	89 (36%)	74 (30%)	16 (7%)	68 (27%)	2.74	1.21
	I use a library to develop class notes	86 (35%)	67 (27%)	26 (10%)	67 (28%)	2.69	1.21
	I use a library to read ahead of class	88 (36%)	57 (23%)	30 (12%)	72 (29%)	2.65	1.23

I use a library to engage in personal development	55 (22%)	72 (29%)	45 (18%)	75 (31%)	2.43	1.14
I use a library to access news and current affairs	57 (23%)	73 (30%)	26 (10%)	91 (37%)	2.39	1.21
I use a library to prepare for presentation and present seminar	45 (18%)	61 (25%)	40 (16%)	101 (41%)	2.20	1.16
I use a library to borrow/return/renew books	55 (22%)	38 (15%)	51 (21%)	103 (42%)	2.18	1.19
I use a library to relax and entertain myself	50 (20%)	43 (17%)	56 (23%)	98 (40%)	2.18	1.16
I use a library to meet with friends	40 (16%)	35 (14%)	72 (29%)	100 (41%)	2.06	1.09
I use a library to use the library Wifi	12 (5%)	40 (16%)	34 (14%)	161 (65%)	1.61	0.92
Weighted Mean: 2.56; Criterion Mean: 2.50						

Table 1 shows the purpose of library use by Law students in the selected universities surveyed. six Nigerian university. Using the weighted mean of 2.56 as bench mark, the results revealed, studying (\bar{x} =3.19), preparation for examinations (\bar{x} =3.12), getting information (\bar{x} =2.98), carrying out academic homework and assignments (\bar{x} =3.19), reading, personal learning (\bar{x} =2.88), preparing for continuous assessment (\bar{x} =2.77), sourcing for knowledge (\bar{x} =2.74), and developing class notes (\bar{x} =2.69) as the major purposes of library use by the respondents. The implication to be drawn from the results is that law undergraduates in selected universities in Southwest, Nigeria make use of the library for the purposes of studying, preparation for examinations, getting information, carrying out academic homework and assignments, reading, personal learning, preparing for continuous assessment, sourcing for knowledge, and developing class notes.

Table 2: Type of Knowledge Shared among Law students in Selected Universities in Southwest, Nigeria

S/N	Type of knowledge you share among your colleagues I share:	SA	A	D	Mean	Std. D
1	Examination related information (past questions, exam solutions)	140 (57%)	88 (36%)	9 (3%)	3.50	0.704
2	Study-related information	127 (51%)	84 (34%)	10 (4%)	3.34	0.926
3	Research and project writing information	119 (48%)	98 (40%)	8 (3%)	3.32	0.870
4	Personal development information	106 (43%)	107 (43%)	9 (4%)	3.24	0.891
5	Health/hygiene information	99 (40%)	109 (44%)	9 (4%)	3.17	0.891
6	Professional information	100 (41%)	107 (43%)	7 (3%)	3.15	0.966
7	Recreational information	107 (43%)	88 (36%)	10 (4%)	3.11	1.061
8	Information about scholarships	88 (36%)	106 (43%)	8 (3%)	3.00	1.061
9	Religious information	89 (36%)	104 (42%)	7 (3%)	2.99	1.076
10	Relationship information	86 (35%)	108 (44%)	8 (3%)	2.98	1.061
11	Fashion information	78 (31%)	118 (48%)	7 (3%)	2.96	1.029
12	Security information	64 (26%)	131 (53%)	9 (4%)	2.89	1.012
13	Information about seminars and educational events	53 (22%)	144 (58%)	7 (3%)	2.86	0.970
14	Information about free web based databases	52 (21%)	127 (51%)	7 (3%)	2.77	1.076
15	Information about databases	65 (26%)	106 (43%)	7 (3%)	2.68	1.157

Table 2 shows the types of knowledge shared among law students in the selected universities in Southwest, Nigeria. The result of the analysis as shown in Table 2 revealed that respondents indicated examination related information (past questions, exam solutions) (\bar{x} =3.50); study related information (\bar{x} =3.50), research and project writing information (\bar{x} =3.32), personal development information (\bar{x} =3.24),

health/hygiene information (\bar{x} =3.17), professional information (\bar{x} =3.15) recreational information (\bar{x} =3.11) and information about scholarships (\bar{x} =3.00) as topping the list of types of information shared by the respondents while Information about seminars and educational events (\bar{x} =2.86), information about free web based databases (\bar{x} =2.77) and information about databases (\bar{x} =2.68) ranked lowest. The implication to be drawn from this result is that examination related information (past questions, exam solutions), study related information, research and project writing information, personal development information, health/hygiene information, professional information, recreational information and information about scholarships are the major types of information shared by the law students in universities in Southwest, Nigeria.

Table 3: Channel of Knowledge Sharing among Law Students in Selected Universities in Southwest, Nigeria

S/N	Channel of knowledge sharing among Law undergraduates	SA	A	D	SD	Mean	Std. D
1	Face to face contact	124 (50%)	102 (41%)	9 (4%)	12 (5%)	3.37	0.774
2							
3	Mobile phone	124 (50%)	104 (42%)	6 (3%)	13 (5%)	3.37	0.775
4	Internet	112 (45%)	115 (47%)	6 (2%)	14 (6%)	3.32	0.779
5	Seminars and Presentation	126 (51%)	77 (31%)	17 (7%)	27 (11%)	3.22	0.985
6	Group discussions	143 (58%)	47 (19%)	14 (6%)	43 (17%)	3.17	1.143
7	Textbooks	116 (47%)	83 (34%)	15 (6%)	33 (13%)	3.14	1.024
8	Tutorials	124 (50%)		19 (8%)	35 (14%)	3.14	1.063
9	Mentoring	84 (34%)	94 (38%)	22 (9%)	47 (19%)	2.87	1.085
10	E-mail	67 (27%)	90 (36%)	63 (26%)	27 (11%)	2.80	0.962
11	Letter writing	57 (23%)	90 (36)	42 (17%)	58 (24%)	2.59	1.085
12	SMS	52 (21%)	82 (33%)	66 (27%)	47 (19%)	2.56	1.026
13	Social media	48 (20%)	90 (36%)	54 (22%)	55 (22%)	2.53	1.043

14	Newspapers	36 (14%)	102 (41%)	53 (22%)	56 (23%)	2.48	0.999
15	Writing on the noticeboard	21 (9%)	90 (36%)	74 (30%)	62 (25%)	2.28	0.937
16	Weighted Mean: 2.92; Std. Dev = 0.977 Criterion Mean: 2.50						

Table 3 presents the results on the channel of knowledge sharing among law students in the selected universities in Nigeria. The result revealed that face to face contact ($\bar{x}=3.37$), mobile phone ($\bar{x}=3.37$), Internet ($\bar{x}=3.32$), seminars and presentation ($\bar{x}=3.22$), group discussions ($\bar{x}=3.17$), textbooks ($\bar{x}=3.14$), and tutorials ($\bar{x}=3.14$) topped the list of channels of knowledge sharing among the respondents while SMS ($\bar{x}=2.56$), social media, newspaper ($\bar{x}=2.48$) and writing on the noticeboard ($\bar{x}=2.28$) are ranked as the least among the channels of knowledge sharing. Thus, using the benchmark of Weighted Mean score of 2.92, it can be deduced from the result that face to face contact, mobile phone, Internet, seminars and presentation, group discussions, textbooks, and tutorials are the major channels of knowledge sharing among law students in the universities surveyed.

Table 4: Pearson Product Moment Correlation (PPMC) showing the relationship between Library Use and Knowledge Sharing Among Law Students in Selected Universities in Southwest, Nigeria

Variable	Mean	Std. Dev.	N	R	P	Remark
Library Use	78.4056	15.1900	247	.454**	.000	Sig.
Knowledge Sharing	27.2749	5.5574				

** Sig. at .05 Level

Table 4 shows that there was significant relationship between library use and knowledge sharing among law students in the selected universities ($r = .454$, $n = 964$, $p < .05$). The analysis reveals that library use had positive relationship with knowledge sharing. It can be deduced that for every improvement in library use by the law students there would be a corresponding increase in the level of knowledge sharing.

Discussion of the findings

The study revealed the major purposes of library use by the law students in the universities surveyed are to: study, get information, prepare for examination, carry out academic homework and assignment, develop class-notes, acquire knowledge, prepare for continuous assessment, supplement further readings and personal learning. The finding aligns with the finding of Chong (2012), who reported that of tertiary students use libraries for studying and preparing for examinations, as well as completing course assignments. Also, the study established the types of information shared by law students to include, examination related information (past questions,

exam solutions), study related information, research and project writing information, personal development information, health/hygiene information, professional information, recreational information and information about scholarships. The finding corroborates that of Duggan (2015) which established that law students shared a variety of information and knowledge in the clinics, including legal principles, case analysis, and practical skills.

Findings from the study further revealed that the major channels of knowledge sharing among the law students are face to face contact, mobile phone, Internet, seminars and presentation, group discussions, textbooks, and tutorials. This finding aligns with the perspective of Yusuf and Iwu (2010), who emphasised that knowledge sharing involves two-way communication, and various techniques can be applied to enhance knowledge sharing and that the major ones are face-to-face, mobile phone, Internet, and seminars and presentation.

Conclusion and Recommendations

The study clearly demonstrated the influence of library use and knowledge sharing among law students of six Nigerian university. Findings from the study showed that both the library use and knowledge sharing jointly and independently may increase the academic performance of law undergraduate students. A law student who is positively inclined to share knowledge maybe moved to regularly use information resources in the library in order to have something of value to share with others. Thus, library use and knowledge are predictors of academic performance of law undergraduates.

The following recommendations were made based on the findings from the study:

1. The university and faculty libraries should increase efforts to raise awareness among law students about the range of services offered by the library. This can be done through targeted marketing campaigns, orientation programmes, and collaborations with faculty members to integrate library resources into course curricula. Clear and accessible communication channels should also be established to inform users about new resources, services and updates.
2. The university libraries should invest more on user education to encourage law students to use the library regularly.
3. To enhance the academic performance of students, the university should foster a culture of collaboration and knowledge sharing among students.

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Nigerian School Library Journal, September 2024
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