Knowledge sharing and self-efficacy as determinants of job satisfaction of library personnel in public universities in South-West, Nigeria

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Abstract

Job satisfaction is crucial in all organizations, including public university libraries. The job satisfaction of library personnel in public universities in South-West, Nigeria was observed to have been declining for some time. Lack of job satisfaction could cause slowing down of work, low productivity and complaints. There is abundant evidence to support knowledge sharing and self-efficacy as predicting factors of job satisfaction elsewhere. However, not much research has been done on their influence on the job satisfaction of library personnel in South-West, Nigeria. This study, therefore, examined the influence of knowledge sharing and self-efficacy on job satisfaction of library personnel in public universities in South-West, Nigeria. The study adopted survey research design. The population of the study consisted of 411 library personnel working in public universities across South-West, Nigeria. Total enumeration was used to include all library personnel. A validated questionnaire was used to collect data. The Cronbach's alpha reliability coefficients for the constructs ranged from 0.85 to 0.94. A response rate of 80.8% was achieved. Data collected were analyzed using descriptive and inferential (multiple linear regression) statistics. The findings revealed that there was a joint positive and significant influence of knowledge sharing and self-efficacy on job satisfaction of library personnel in public universities in South-West Nigeria (Adj.R^2 = 0.239; $F_{(2, 329)}$ = 52.929; $p < 0.05$). The study concluded that knowledge-sharing and self-efficacy are factors that promote job

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satisfaction. It was recommended that for enhancement of job satisfaction, library management and the university administration should collaborate to provide comprehensive education and training for library personnel on knowledge sharing and the acquisition of self-efficacy competencies.

Introduction

It is not appropriate to think of human elements in an establishment in terms of productivity and efficiency alone: of equal importance is the satisfaction derived by the individual from the job. Job satisfaction has been conceptualised by this study as the outcome that is experienced when one's expectations have been met. Job satisfaction can similarly be seen as the capacity of a vocation to address representatives' issues and enhance their efficiency. It could be unprofitable for an organisation to cause its employees not to be satisfied with their work situations if such organisation plans to keep its best employees from other competitors. According to Boateng, Dzandu and Tang (2014), knowledge is a crucial asset to individuals as well as organisations that desire to succeed in an increasingly changing environment. It is therefore presumed that for an employee to achieve job satisfaction in an organisation he/she requires a degree of organisational knowledge and capability to share it. The process of knowledge sharing is an insightful method to pass the learning process from one employee to the whole establishment. Similarly, self-efficacy has been viewed as an individual's ability to deal with the occasions that impact their lives. It is also described as an individual's perceived ability to attain a designated type of performance and achieve a specific result (Bandura,1993; Pajares & Johnson, 1996). Hence, a strong sense of knowledge-sharing and self-efficacy may be essential for library personnel's job satisfaction

2. Problem and purpose of the study

Job satisfaction is a crucial issue in every organisation, simply because for any organisation to accomplish its stipulated targets, it should have satisfied employees. A low rate of job satisfaction is perceived as evidence of the deterioration of the work conditions in many organisations. It has however, been observed that job satisfaction

of library personnel is on the decline because there appears to be a neglect of library personnel in the aspect of job security, recognition for a job well done, career development opportunities, conducive work environment, promotion and improved salary packages (David & Damilola, 2017). Although there is ample evidence of research done on job satisfaction and other variables, but not many studies have examined the nexus between job satisfaction, knowledge sharing and self-efficacy (Almahamid,McAdams, & Kalaldeh, 2010). It is on this note that this study examined how knowledge sharing and self-efficacy could predict the job satisfaction of library personnel in public universities in South-West Nigeria.

The main objective of this study is to investigate how knowledge sharing and self-efficacy influence the job satisfaction of library personnel in public universities in South-West, Nigeria. The following research questions guided the study:

- What is the level of job satisfaction of library personnel in public universities in South-West, Nigeria?

- What is the level of knowledge-sharing of library personnel in public universities in South-West, Nigeria?

- What is the level of self-efficacy of library personnel in public universities in South-West, Nigeria?

Hypotheses

The following null hypothesis was tested at 0.05 level of significance:

Ho $_1$ There is no combined significant influence of knowledge-sharing and self-efficacy on job satisfaction of library personnel in public universities in South-West, Nigeria.

3. Theory and literature review

This section focuses on theory and literature review

Three theories were employed to underpin the discussion of variables in this study, namely: Herzberg Motivator-Hygiene Theory, Organisational, Epistemology Knowledge Management (KM) Theory, and Social Cognitive Theory.

3.1   Herzberg Motivator-Hygiene Theory was employed to discuss job satisfaction. The theory was propounded by Frederick Herzberg in 1959. Herzberg, while emphasising the motivator-hygiene factors sought to explain satisfaction and motivation in the organisation. He interviewed a group of employees to find out what made them feel satisfied and dissatisfied on the job. From these interviews, Herzberg proceeded to build up his theory that there are two dimensions to job satisfaction: "motivation" and "hygiene". Hygiene issues, according to Herzberg, cannot motivate employees but can minimise their not being satisfied. Hygiene issues include company policies, supervision, salary, interpersonal relations and working conditions. Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for meaningful and personal growth. They are aspects such as achievement, recognition, the work itself, responsibility and advancement (Herzberg, 2003). Once the hygiene areas are addressed, the motivators will promote job satisfaction and encourage productivity. This theory is relevant to this study because when library personnel's needs are adequately and equitably addressed, their morale will be boosted and their level of job satisfaction in the university library will be greatly increased.

3.2   The Organisational Epistemology Knowledge Management (KM) Theory was propounded by Von and Roos in 1995. The theory adopts an epistemological approach in managing organisational knowledge. It distinguishes between individual knowledge and social knowledge. According to Von and Roos, knowledge resides both in the individuals and at a social level within an organisation. The authors submitted that "everything known is known by somebody". The Von and Roos model of organisation epistemology is actually used for the knowledge management process but can equally be applied to knowledge sharing. The model actually identified five factors that can promote knowledge sharing. First is the mindset of the individual receiving the knowledge as a crucial component of the organisation. Second is the organisational structure; the third and fourth indicators are 'communication in the organisation' and 'relationship between members', while lastly they identified the management of human resources. Von and Roos discovered that these indicators could affect the successful management of organisational knowledge for innovation, competitive advantage and other organisational goals. The theory is relevant to this study because it sees knowledge as a crucial component of the organisation (library).

Hence, library personnel who are custodians of this crucial knowledge could be encouraged to share it with other library stakeholders.

3.3   The Social Cognitive Theory was propounded by Bandura in 1986. It refers to an individual's belief in his/her abilities to perform duties and bear responsibilities. Bandura's theory explains how behaviour and other cognitive factors influence and interrelate with one another in different ways. The theory emphasised the belief of an individual or group of peoples' abilities to mobilise and motivate cognitive resources and courses of action necessary to meet an occasional need. Self-efficacy, according to Bandura, mediates between an individual's knowledge and his/her actions (Bandura & Bandura, 2006). Bandura believes that in creating and changing the self-efficacy belief system in individuals, the following experiences are crucial, namely; mastery experience, vicarious experience, verbal persuasion and physiological responses. Mastery experience implies that every achievement brings confidence. Vicarious experience is more efficient when people perceive a typical connection between their capacities and the capacities of others. Also, verbal persuasion is frequently used by instructors basically for simplicity and convenience (Bandura, 1977). Sensible self-certification and affirmation from others can support efficacy recognitions. Lastly, a physiological response is particularly persuasive in a task that requires physical strength and stamina. The social cognitive theory is relevant to this study because it emphasises the belief of library personnel's abilities to mobilise and motivate cognitive resources and courses of action necessary to meet occasional needs in the library.

Job satisfaction

Job satisfaction is a phenomenon that is exceptionally complex and that can be interpreted in a variety of ways. It is a state of having no pain, oppression and burden, but a pleasant experience of work (Muthu, Seeni, & Senthilnayagam, 2016). The general productivity of workers, specifically librarians, in any organisation is determined by the level of job satisfaction of such workers (Lamptey, Boateng & Antwi, 2013). It has also been noted that librarians working in organisations that embrace open communication, participatory management, achievement opportunities and trust-based relationships seem more satisfied and committed, and less likely to resign (Burd, 2003; Fanimehin & Popoola, 2013). It has been observed that the level

of job satisfaction among library personnel in most public university libraries in Nigeria is probably low when compared with what is obtainable among their counterparts in the faculties of the same institution (Yaya, 2017). Yaya, Opeke, and Onuoha (2016) also noted that job satisfaction enhances the efficiency of workers in any organisation, especially in the academic libraries as a job satisfied worker is a happy and productive worker.

Knowledge has been conventionally described as beliefs that are true and justified. Knowledge can also be seen as information that comes with insights, framed experience, intuition, judgment, and values (Nonaka, 1994). The greater part of the investigations conducted in the past by Ul-Abedeen, Tazlo, and Steigenberger (2017) analysed knowledge from the polarity of tacit and explicit knowledge. The tacit knowledge is knowledge that reflects in people's aptitudes, recollections, qualities, and points of view. Explicit knowledge, on the other hand, is gained from published documents or that which is codified or documented somewhere. .Awodoyin, Osisanwo, Adetoro and Adeyemo (2016) reported that the librarians were also of the view that the benefits accruing to them because of knowledge sharing are numerous. Shared knowledge has enhanced their effectiveness, has been mutually beneficial to those sharing the knowledge; it has boosted their confidence and strengthened bonds and connections.

Self-efficacy

Self-efficacy is the "inside thought" of Bandura's social-cognitive theory and it suggests one's limits in dealing with an issue and playing out an appropriate action (Tojjari, Esmaeili & Bavandpour, 2013). For example, Ash-Argyle and Shoham (2014) carried out a study with regard to the self-perception of librarians with respect to their professional efficacy. One of the significant findings of the study is the positive correlation between self-efficacy in the professional development domain and the degree of involvement in providing research work services and in assisting with students' research processes. The self-efficacy theory bears witness to one's confidence in his/her specific limits which drives him/her to the practices required for achieving results and empowers him/her to do additional efforts (Tojjari *et al*., 2013). High self-efficacy empowers employees to harness important information, make strong decisions, and take correct action; importantly, when encountering pressure

(Adio & Popoola, 2010). People with a strong sense of self- efficacy assume that they can effectively control the consequence of events in their lives. This perception gives them a different perspective from those with a weak sense of self-efficacy, since this tendency directly influences their behaviour (Tojjari *et al.*, 2013).

Methodology

The survey research design was adopted for this study. The population for this study comprised all the 411 library personnel in the 17 public universities (Federal & State) in South-West, Nigeria. A total of 411 copies of a questionnaire were distributed to the respondents in the university libraries in South-West Nigeria, of which 332 copies were retrieved, giving a response rate of 80.8%. A total enumeration technique was used for this study. University libraries having annexes were also considered in the survey. We postulated four research questions for the study and designed the questionnaire along the identified research questions. The validity of the instrument was tested to ensure that it accurately measured the construct developed for the study. To ascertain the reliability of the study a pilot study was conducted using Cronbach's alpha; the results obtained were 0.85 for job satisfaction, 0.94 for knowledge sharing and 0.91 for self-efficacy. The data collected were analysed using descriptive statistics such as frequency distribution, percentages, mean and standard deviation, especially for research questions. The hypothesis was analysed using descriptive and inferential statistics. The result attested to the mutual relationship that existed among knowledge- sharing, self-efficacy and job satisfaction variables in the study.

Table 1. Sampling size and sampling frame

Geopolitical Region	States	S/N	Public universities for the study	Websites address of the universities	Year founded	No of library personnel
S.West, Nigeria	Ekiti	1	Federal University, Oye-Ekiti	*http://www.fuoye.edu.ng/*	2011	10
		2	Ekiti State University, Ado Ekiti	*http://www.unad.edu.ng*	1988	27
	Lagos	3	University of Lagos, Lagos	*http://www.unilag.edu.ng*	1962	52
		4	National Open University of Nigeria, Lagos.	*http://www.nou.edu.ng*	2002	22
		5	Lagos State University. Ojo, Lagos.	*http://www.lasunigeria.org*	1983	27
	Ogun	6	Federal Univ of Agriculture, Abeokuta.	*http://www.unaab.edu.ng*	1988	39
		7	Olabisi Onabanjo University Ago-Iwoye	*http://www.oouagoiwoye.edu.ng*	1982	23
		8	Tai Solarin University of Education, Ijebu-Ode	*http://www.tasued.edu.ng*	2005	15
	Ondo	9	Federal University of Technology, Akure	*http://www.futa.edu.ng*	1981	21
		10	Adekunle AjasinUniversity, Akungba.	*http://www.adekunleajasinuniversity.edu.ng*	1999	16
		11	Ondo State University of Science & Technology,. Okitipupa	*http://www.osustech.edu.ng*	2008	9
		12	University of Medical Sciences, Ondo	http:// www.unimed.edu.ng	2015	6
	Osun	13	Obafemi Awolowo University, Ile-Ife	*http://www.oauife.edu.ng*	1962	36
		14	Osun State University., Osogbo	*http://www.uniosun.edu.ng*	2006	17
	Oyo	15	University of Ibadan, Ibadan	*http://www.ui..edu.ng*	1948	61
		16	Ladoke Akintola Univ. of Tech., Ogbomoso	*http://www.lautech.edu.ng*	1990	28
		17	First Technical University, Ibadan	*http://www.techu.edu.ng*	2012	2
TOTAL						411

S/N	Demographic Statement	Frequency	Percentage %
**Table 2: Demographic characteristics of respondents**		
1.	Gender		
	Male	192	57.8
	Female	140	42.2
	Total	332	100.0
2.	Marital status		
	Single	43	13.0
	Married	284	85.5
	Divorced	4	1.2
	Widowed	1	.3
	Total	332	100.0
3.	Age of respondents		
	≤20	5	1.5
	21-30	27	8.1
	31-40	99	29.8
	41-50	126	38.0
	51-60	69	20.8
	61 and above	6	1.8
	Total	332	100.0
4.	Highest Educational qualification		
	Diploma	91	27.4
	BSc/BA	99	29.8
	BLIS	6	1.8
	MSc/MA	2	.6
	MLIS	124	37.4
	PhD	10	3.0
	Total	332	100.0
5.	Designation		
	Library officer	143	43.1
	Assistant Librarian	60	18.1
	Librarian II	41	12.3
	Librarian I	39	11.7
	Senior Librarian	27	8.1
	Principal Librarian	16	4.8
	Deputy University Librarian	5	1.5
	University Librarian	1	.3
	Total	332	100.0
6.	Length of service		
	Below 6 years	63	19.0
	6-10 years	89	26.8
	11-15 years	69	20.8
	16-20years	54	16.3
	21-25 years	21	6.3
	26-30 years	22	6.6
	Above 30 years	14	4.2
	Total	332	100.0

Results

This section represents demographics and reports findings based on the three research questions.

Demographic information of respondents

The respondents for this research were library personnel (librarians and library officers). The socio-demographic characteristics examined in this study included gender, marital status, age, highest educational qualification, designation and length of service of the respondents.

From Table 2, 192 (57.8%) of the respondents were male. This indicates that there was a somewhat larger number of males in the librarianship profession than women in South-West Nigeria. It additionally uncovered that a larger number of the respondent, 284 (85.5%),were married. This implies that they are likely to show maturity while carrying out their obligations to the library users in their different universities. It also revealed that there were more library personnel in the age bracket of 41-50 years,126 (38%). With regard to the educational qualifications of the respondents, 124 (37.4%) were holders of master's degrees in Library and Information Science (MLIS) while 99 (29.8%) were holders of bachelor's degrees in Library and Information Science. This implies that about 67% of the respondents were professionally qualified librarians. It was also revealed (read from the table) that 143 (43.1%) of library personnel in Nigerian university libraries belong to the library officer cadre. The table further revealed that only 5 (1.5%)deputy librarians and 1 (0.3%) University Librarian responded to the questionnaire. This trend is appropriate, with personnel in these groups, which may be attributed to their busy office schedules.

Research Question one: What is the level of job satisfaction of library personnel in public university libraries in South-West Nigeria?

S/N	STATEMENT	VHL (%)	HL (%)	LL (%)	ZL (%)	Mean	Standard Deviation	AM
	Hygiene							
a.	leadership styles							
i.	I am satisfied with the management style in my library	98 (29.5%)	141 (42.5%)	86 (25.9%)	7 (2.1%)	2.99	0.80	
ii.	My relationship with my supervisor is very satisfactory	96 (28.9%)	170 (51.2%)	59 (17.8%)	7 (2.1%)	3.07	0.74	
iii.	In my library, the leadership gives recognition when job is properly done	103 (31.0%)	137 (41.3%)	137 (26.2%)	5 (1.5%)	3.02	0.80	3.02
Iv	The leaders have the interest of the subordinates at heart in my library	103 (31.0%)	137 (41.3%)	70 (21.1%)	22 (6.6%)	2.97	0.89	
V	In my library, the leadership gives room for team work	112 (33.7%)	148 (44.6%)	62 (18.7%)	3 (3.0%)	3.09	0.80	
B	Conducive work environment							

Table 3: Level of job satisfaction of the library personnel

Key: VHL = Very High level, HL = High Level, LL = Low Level, ZL = Zero level, M = Mean, SD = Standard Deviation; AM = Average Mean

***Decision Rule: if mean falls between 1 - 1.49 = Zero level; 1.5 - 2.49 = Low Level; 2.5-3.49 = High level; 3.5 - 4 = Very High level

From Table 2, it can be deduced that library personnel in public university libraries in South-West Nigeria considered their level of job satisfaction to be high, making a decision by the overall mean score of 2.82 on the scale of 4. They considered the good leadership styles in practice as the reasons for their high level of job satisfaction (mean = 3.02). For instance, about 78% of library personnel claimed their library leadership made provision for teamwork on a high level or very high level scale. Again about 52% library personnel claimed their relationship with their supervisor was satisfactory on a high-level scale. Another important implication of this is that all the indicators under Hygiene, namely leadership styles,'conducive work environment' and remuneration were considered as high to the library personnel's' job satisfaction, as each of them had average mean scores of 3.02, 2.91 and 2.83 respectively.

						Mean	SD	
i.	My office is air-conditioned	122 (36.7%)	132 (39.8%)	51 (15.4%)	27 (8.1%)	3.05	0.92	
ii.	My working condition is satisfactory	116 (34.9%)	132 (39.8%)	63 (19.0%)	21 (6.3%)	3.03	0.89	
iii.	I am satisfied with the task varieties	91 (27.4%)	144 (43.4%)	86 (25.9%)	11 (3.3%)	2.95	0.72	2.91
Iv	My job duties/job schedules are very satisfactory	65 (19.6%)	184 (55.4%)	74 (22.3%)	9 (2.7%)	2.80	0.89	
V	I have the resources I need to work effectively	77 (23.2%)	139 (41.9%)	89 (26.8%)	27 (8.1%)	2.73	0.89	
c.	Remuneration							
i.	My salary is being paid as at when due	74 (22.3%)	118 (35.5%)	117 (35.2%)	23 (6.9%)	2.95	0.82	
ii.	The allowances paid to me are the same with other faculty staff of the university on my cadre	106 (31.9%)	114 (34.3%)	94 (28.3%)	18 (5.4%)	2.92	0.72	2.83
iii.	My fringe benefits are very satisfactory	38 (11.4%)	139 (41.9%)	131 (39.5%)	24 (7.2%)	2.80	0.89	
iv.	My salary is sufficient to meet all my essential needs	24 (7.2%)	84 (25.3%)	157 (47.3%)	67 (20.2%)	2.93	0.90	
v.	My present designation in the library corresponds with my current salary.	57 (17.2%)	126 (38.0%)	110 (33.1%)	39 (11.7%)	2.58	0.79	
	Motivator							
d.	Employees' promotion opportunities							
i.	My promotion is regular	98 (29.5%)	106 (31.9%)	106 (31.9%)	22 (6.6%)	2.84	0.93	
ii.	My boss recommends me for advancement frequently	84 (25.3%)	145 (43.7%)	70 (21.1%)	33 (9.9%)	2.84	0.92	

Research Question 2: What is the level of knowledge sharing of library personnel in public university libraries in South-West Nigeria?

S/N	STATEMENT	VHL (%)	HL (%)	LL (%)	Z L (%)	Mean	Standard Deviation	AM
	Table 4: Level of knowledge sharing of the respondents							
a.	Willingness to share							
i.	I think it is important to share	201 (60.5%)	120 (36.1%)	11 (3.3%)	-	3.57	0.56	
ii.	I like to share knowledge	232 (69.9%)	89 (26.8%)	8 (2.4%)	3 (0.9%)	3.66	0.57	
iii.	I find it personally satisfying	208 (62.7%)	118 (35.5%)	6 (1.8%)	-	3.61	0.53	
iv	I want others to know what I am doing	209 (63.0%)	103 (31.0%)	18 (5.4%)	2 (0.6%)	3.56	0.63	3.59
v	I think I have things to learn from others	200 (60.2%)	114 (34.3%)	17 (5.1%)	1 (0.3%)	3.55	0.61	
	Recognition							
i.	I feel proud of my self	174 (52.4%)	118 (35.5%)	18 (5.4%)	22 (6.6%)	3.34	0.86	
ii.	I want my co-worker to know I am competent	134 (40.4%)	111 (33.4%)	64 (19.3%)	23 (6.9%)	3.07	0.93	
iii.	I want to be respected by my co-worker	120 (36.1%)	131 (39.5%)	47 (14.2%)	34 (10.2%)	3.02	0.96	3.18
Iv	I want to improve the performance and reputation of my library	150 (45.2%)	146 (44.0%)	30 (9.0%)	6 (1.8%)	3.33	0.71	
v	I may get rewarded by my library	115 (34.6%)	133 (40.1%)	72 (21.7%)	12 (3.6%)	3.06	0.84	
c.	Interaction							
i.	I have access to necessary communication tools for sharing knowledge	87 (26.2%)	171 (51.5%)	63 (19.0%)	11 (3.3%)	3.01	0.77	
ii.	Knowledge sharing amongst the internal staff takes place through regular communication at review meetings, coffee rooms, corridors in my library	109 (32.8%)	129 (38.9%)	73 (22.0%)	21 (6.3%)	2.98	0.90	3.09

		VHL	HL	LL	ZL	Mean	SD	AM
iii.	There is enough time to share knowledge	114 (34.3%)	139 (41.9%)	67 (20.2%)	12 (3.6%)	3.07	0.83	
iv.	We can interact as colleagues in my library	144 (43.4%)	138 (41.6%)	48 (14.5%)	2 (0.6%)	3.28	0.73	
v.	My library does not have rigorous procedure to sharing knowledge	119 (35.8%)	150 (45.2%)	43 (13.0%)	20 (6.0%)	3.11	0.85	
d.	Work Culture							
i.	Reward system in my library is tied to employees' effort towards knowledge sharing	22 (6.6%)	120 (36.1%)	135 (40.7%)	55 (16.6%)	2.33	0.83	
ii.	My library increases my benefits if I engage in high quality knowledge sharing	32 (9.6%)	68 (20.5%)	149 (44.9%)	83 (25.0%)	2.15	0.91	
iii.	Everyone in my library feels responsible for sharing knowledge	71 (21.4%)	99 (29.8%)	117 (35.2%)	45 (13.6%)	2.59	0.97	2.61
iv.	My organisation provides a learning environment	114 (34.3%)	132 (39.8%)	68 (20.5%)	18 (5.4%)	3.03	0.88	
v.	My library discourages negative behavior towards knowledge sharing	89 (26.8%)	156 (47.0%)	73 (22.0%)	14 (4.2%)	2.96	0.81	
		Overall mean= 3.11						

Key: VHL = Very High Level, HL = High Level, LL = Low Level, ZL = Zero Level, Mean, Standard Deviation; AM = Average Mean
***Decision Rule: if mean falls between 1 - 1.49 = Zero level; 1.5 - 2.49 = Low Level; 2.5-3.49 = High level; 3.5 - 4 = Very High level**

Table 4 revealed that library personnel in Nigerian Universities considered their level of knowledge sharing to be high, judging by the overall mean score of 3.11 on the scale of 4. A willingness to share was considered very high, with an average mean score of 3.56 and recognition is high (average mean = 3.18), followed by interaction (average mean = 3.09) and lastly, work culture was considered high with an average mean score of 2.61. It shows that library personnel were willing to share both their tacit and explicit knowledge with colleagues and other stakeholders in the library and the university at large. Other implications that can be deduced from Table 4 is that the majority of the respondents indicated that 'I found it personally satisfying to share knowledge' judging by its low standard deviation value as well as about 98% of respondents that indicated either very high or high level scale for it.

S/N	STATEMENT	VHL (%)	HL (%)	LL (%)	ZL (%)	M	SD	AM
	Table 5: Level of self-efficacy of the respondents							
a.	Verbal/ social persuasion							
i.	If someone opposes me, I can find the means and ways to achieve what I want done.	112 (33.7%)	155 (46.7%)	53 (16.0%)	12 (3.6%)	3.11	0.80	
ii.	I can perform a task effectively, even when I have been told that I am not capable of achieving it and have never attempted it before or watched anyone do it	143 (43.1%)	139 (41.9%)	26 (7.8%)	24 (7.2%)	3.21	0.87	
iii.	I can achieve a better result, when I am told I am capable and would have no difficulty in achieving such task.	193 (58.1%)	123 (37.0%)	11 (3.3%)	5 (1.5%)	3.52	0.64	3.32
lv	I can perform my duty better whenever I am acknowledged for my effort	197 (59.3%)	95 (28.6%)	32 (9.6%)	8 (2.4%)	3.45	0.77	
b	Physiological response							
i.	I can remain calm when facing difficulties because I can rely on my coping strengths and abilities	168 (50.6%)	147 (44.3%)	9 (2.7%)	8 (2.4%)	3.43	0.67	
ii.	I am good at solving problems when I feel physically and emotionally normal	166 (50.0%)	147 (44.3%)	13 (3.9%)	6 (1.8%)	3.42	0.66	3.16
iii.	Whenever I feel fatigued and stressed, I rarely complete a task	99 (29.8%)	148 (44.6%)	74 (22.3%)	11 (3.3%)	3.01	0.81	
iv	If I am trouble, I can rarely think of a solution	90 (27.1%)	110 (33.1%)	94 (28.3%)	38 (11.4%)	2.76	0.98	
c.	Vicarious experience							
i.	I am better at doing my job when I work as a team member	118 (35.5%)	144 (43.4%)	52 (15.7%)	18 (5.4%)	3.09	0.85	
ii.	I can solve a problem when I watch my	116	185	20	11	3.22	0.70	

		VHL	HL	ML	LL	AM	SD	
	colleagues/someone performing such task	(34.9%)	(55.7%)	(6.0%)	(3.3%)			
iii.	I find it difficult to attempt or carry out a particular task when I have watched someone having some difficulties in achieving a similar task	57 (17.2%)	45 (13.6%)	140 (42.2%)	90 (27.1%)	2.21	1.03	2.65
iv.	I find it difficult to attempt a task when I have watched someone attempted such task unsuccessfully which I have never attempted doing before myself.	38 (11.4%)	64 (19.3%)	118 (35.5%)	112 (33.7%)	2.08	0.99	
d.	Mastery experience							
i.	If I cannot do a job the first time, I keep attempting until the point when I can	187 (56.3%)	107 (32.2%)	23 (6.9%)	15 (4.5%)	3.40	0.81	
ii.	When trying to learn something new, I soon give up if I am not initially successful	40 (12.0%)	50 (15.1%)	108 (32.5%)	134 (40.4%)	1.99	1.02	
iii.	When things look excessively troublesome for me, I abstain from attempting to do them	40 (12.0%)	59 (17.8%)	128 (38.6%)	105 (31.6%)	2.10	0.98	2.35
iv.	I lose courage whenever I fail in an assigned job/duty	16 (4.8%)	60 (18.1%)	138 (41.6%)	118 (35.5%)	1.92	0.85	
		Overall mean= 2.87						

Key: VHL = Very High Level, HL = High Level, ML = Medium Level, LL = Low Level, SD = Standard Deviation; AM = Average Mean
***Decision Rule: if mean falls between 1 - 1.49 = Zero level; 1.5 - 2.49 = Low Level; 2.5-3.49 = High level; 3.5 - 4 = Very High level

Research Question 3: What is the level of self-efficacy of library personnel in public university libraries in South-West Nigeria?

Table 5 shows that library personnel in public university libraries in South-West Nigeria considered their level of self-efficacy to be high. The overall mean score is 2.87 on the scale of 4. They considered their level of verbal/ social persuasion to be high with 3.32 average mean. They also considered their physiological response to be high (average mean = 3.16). Furthermore, their level of vicarious experience is also seen as high (average mean = 2.65); however, mastery experience is considered low (average mean = 2.35). Another implication that can be deduced from

table 4.4 is that the majority of the respondents indicated that when things look excessively troublesome for them, they abstain from attempting to do them, judging by about 71% of respondents that indicated either low or zero level scale under it.

Discussion of findings

This section discusses the salient findings of this study as they relate to previous studies. The discussion follows the research questions and it is on this basis that sources of relationships between knowledge sharing, self-efficacy and job satisfaction of library personnel were established through past empirical studies. Each of the three research questions and the hypothesis were discussed based on their influences on the job satisfaction of library personnel in public universities in South-West Nigeria. The findings of the study are discussed as follows:

Research question one sought to determine the level of job satisfaction of library personnel in public university libraries in South-West Nigeria. The result showed that library personnel considered the leadership styles that were practiced as good and that the conducive work environment in their library was their greatest measure of job satisfaction in the university system. The results were supported by the submissions of Burd (2003); Fanimehin & Popoola (2013) who reported that librarians working in organisations that embraced open communication, participatory management, achievement opportunities and trust-based relationships seem more satisfied and committed and less likely to resign.

Research question two sought to determine the level of knowledge sharing of library personnel in public universities in South-West Nigeria. Findings from research question two showed that 'willingness to share' appeared to have a higher average mean score of 3.59 followed by recognition given by the management to the practice of knowledge sharing, with an average mean of 3.18. It showed that library personnel were always willing to share their knowledge irrespective of whether the administration gave recognition. It was equally revealed that interaction among library personnel was a key factor in their knowledge sharing, with an average mean of 3.09. Similar to the findings of this study, Awodoyin *et al*. (2016) found that knowledge sharing is of immense benefit to library workers because it propels them to innovate, with new knowledge and collective ideas.

Research question three sought to determine the level of self-efficacy of library personnel in public university libraries in South-West Nigeria . Findings from research question three showed that verbal/social persuasion and the physiological response of library personnel contributed immensely to their self-efficacy level. The findings implied that library personnel were more inclined towards the areas of self efficacy. However, this is not consistent with the findings of Ash-Argyle and Shoham (2014), who found a low degree of self-efficacy in professional and technological skills from their research on the self-efficacy and role perception of school librarians opening the door for variations

Consequently, the findings from the hypothesis showed a significant combined predictive relationship among knowledge sharing, self-efficacy and job satisfaction of library personnel in public university libraries in South-West, Nigeria, thus nullifying the earlier stated hypothesis. The findings of this study confirmed the existing dearth of research investigating the connections between issues such as knowledge sharing and self-efficacy on the one hand and job satisfaction on the other. Thus, this study has created a platform through which the existing gap has been filled and a bedrock on which future research could be built. It can be noted that when a library personnel have the ability to produce a desired effect, possess adequate training on knowledge and are always willing to exchange knowledge with others, they would be happy and enjoy satisfaction when carrying outtheir duties in the university library.

The only hypothesis for this study was tested using multiple linear regression analysis. The result generated was used to attest to the mutual relationship that existed among the variables (knowledge sharing, self-efficacy and job satisfaction) in this study.

Hypothesis 1: There is no combined significant influence of knowledge sharing and self-efficacy on job satisfaction of library personnel in public university libraries in South-West, Nigeria.

Table 6: Multiple linear regression showing combined significant influence of knowledge sharing and self-efficacy on job satisfaction of library personnel in public universities in South-West, Nigeria					
Coefficients					
	Unstandardised Coefficients		Standardised Coefficients		
Model	B	Std. Error		t	Sig.
(Constant)	. 1.248	0.165		4.511	0.000
Knowledge sharing	0.252	0.081	0.197	3.111	0.002
Self- efficacy	0. 552	0.057	0.342	5.393	0.000
a Dependent Variable: Job satisfaction					
Testing for combined significant influence of Knowledge sharing and Self-efficacy on Job satisfaction					
ANOVAa					
Model					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	21.332	2	10.666	52.929	.000a
Residual	66.300	329	.202		
Total	87.632	331			
a. Predictors: (Constant), Knowledge Sharing,Self-efficacy b. Dependent Variable: Job Satisfaction					
R = 0.493 R^2= 0.243 Adjusted R Square = 0.239					

Table 6 shows that the combined contribution of the independent variables (Knowledge sharing and Self-efficacy) on the job satisfaction of library personnel in public university libraries in South-West Nigeria was significant. The table also shows that the analysis of variance (ANOVA) for the regression yielded an F-value of 52.929 (P< 0.05 level). This implies that the combined influence of the independent variables on the dependent variable was significant. This indicates that knowledge-sharing and self-efficacy have a significant combined influence on the job satisfaction of library personnel in public university libraries in South-West Nigeria.

Besides, the table also reveals a coefficient of multiple correlation R = 0.493, coefficient of R^2 = 0.243 and adjusted R^2 = 0.239. The model implies that knowledge

sharing and self-efficacy jointly account for almost 24% change or variation in the job satisfaction of library personnel in public university libraries in South-West Nigeria. The remaining 76% as observed here may be due to other factors influencing job satisfaction of library personnel in the South-West Nigerian public universities. Consequently, the null hypothesis that there is no combined significant influence of knowledge sharing and self-efficacy on the job satisfaction of library personnel in public university libraries in South-West, Nigeria is therefore rejected.

Conclusion

This study has found the following:

- Library personnel in public university libraries in South-West Nigeria saw their level of job satisfaction as high. They ascribed this mainly to good leadership styles in operation in their library.

- Library personnel's level of knowledge sharing was also high. They ascribed this to their willingness to share, recognition of and interaction with other colleagues. The library personnel's level of self-efficacy was similarly high. They ascribed this to a high degree of verbal/social persuasion coupled with their physiological response ability. Knowledge- sharing and self-efficacy combined have a positive and significant influence on library personnel's job satisfaction.

- The hypothesis that there is no combined significant influence of knowledge sharing and self-efficacy on job satisfaction of library personnel in public university libraries in South-West, Nigeria is therefore rejected.

In view of the findings that were uncovered in this study, the accompanying recommendations are therefore proffered as the way forward:

- It was discovered that library personnel may lack mastery experience. This was ascribed to their lack of courage to try again whenever they fail in a particular assigned duty. The library and university administration should organise self-efficacy training for library personnel in order to improve their capabilities.

- Library personnel should be given proper recognition as custodians and providers of information resources required in supporting the educational curricula of every academic programme in the university system.

The findings of this study demonstrate that knowledge-sharing and self-efficacy together corresponded with the job satisfaction of library personnel in the public university libraries in South-West, Nigeria. This implies that genuinely inspired library personnel, who have a great understanding of his feeling will progressively be productive in the university library. Additionally, the investigation confirmed that a satisfied employee is a fulfilled one. Likewise, the study similarly found that library personnel in South-West Nigerian universities saw their degree of job satisfaction as high. They ascribed this to the great leadership styles that were prevalent in their library plus the fact that they were being recognised by the authorities as the best measures of their job satisfaction in the university system. With the aforementioned, there would be great development and improvement in the university system as library personnel will always put in their best to ensure the further growth of the system.

 In all, the study demonstrated some challenging issues confronting job satisfaction of library personnel in the university setting. They ascribed these to non-payment of allowances paid to other academic staff as well as a lack of adequate recognition and marginalisation of librarians by the university authorities. On the off- chance that these problems are not checked, they will cause low morale and the loss of experienced library personnel in the university system. Likewise, the findings of this study in the area of deficient funding of library resources; will result in insufficient provision of significant educational resources to support the curricula and programmes in the university system.

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