ATTITUDE OF LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES TOWARDS KNOWLEDGE SHARING: A CASE STUDY OF DELTA STATE UNIVERSITY, ABRAKA, NIGERIA

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Abstract
This study investigated the attitude of Library and Information Science undergraduates towards knowledge sharing in Delta State University, Abraka. Four specific objectives were raised in this study, such as undergraduates' belief and knowledge sharing, undergraduates' emotion and knowledge sharing, undergraduates' behaviour and knowledge sharing and the types of knowledge shared among undergraduates. A sample of 205 respondents was sampled from a population of 443 undergraduates. To address these specific objectives, relevant literature were reviewed, and in addition, responses were elicited from 205 respondents, with the aid of self-structured open-ended questions. Data generated were analysed using a descriptive statistical tool such as mean, simple percentage, and frequency counts. The findings of the study revealed that: undergraduates' belief affects their attitude towards knowledge sharing among their coursemates. Undergraduates' emotion affects their attitude towards their willingness to share knowledge among their coursemates. Undergraduates' behaviour also affects their attitude towards knowledge sharing. It was equally revealed in the study that different types of knowledge were shared among the undergraduates under this study such as exam time table, knowledge acquired from lecture, lecture time table, lecture note, research project, hand-out, knowledge on students' conduct during exams, etc. It was concluded that knowledge is an invaluable asset in every academic institution, or a major stock in trade and without which teaching, learning and research activities of students and staff cannot be actualized. It was recommended among other things that: university management should include discussion on knowledge sharing for fresh students during orientation programmes organised for newly admitted students to create enough awareness on the students and lay a solid foundation from the very beginning of their academic career. Management should assess the factors affecting knowledge sharing and find a solution to it.

Keywords: Attitude, Library and Information Science, Undergraduates, Knowledge sharing, Universities, Nigeria.

Introduction

Higher institutions of learning generally flourish on the amount of knowledge the teachers and learners can acquire and effectively utilise during the teaching and learning process, and by extension on their daily activities. More so, knowledge is the major stock in trade in every academic institution because undergraduates are expected to acquire the knowledge embedded in their respective field of studies, which will enable them to become professionals in the nearest future. Knowledge has to do with the experience, values, contextual information, belief system, and insight acquired by an individual over time which enables them to function properly in a given environment, situation, or circumstance (Brown & Duguid, 2002). As an individual, knowledge is formed and resides in the brain, while in an organisation, knowledge is embedded in documents, databases, operational procedures, and organisational norms/ethics (Davenport & Prusak, 2000).

It is worthy to note that in the 21st century, knowledge is being considered as the primary production resource that controls other resources of production, hence, managing knowledge has become the primary focus of modern organisations. Furthermore, knowledge is among the most important intangible assets possessed by human beings. Knowledge is distinct from other fixed resources like land, capital and labour because it is an immeasurable resource that can bring about increasing returns via its logical use and application. Majid and Chitra (2013): (Mallasi & Ainin, 2015) observed that knowledge sharing during teaching and learning connotes a form of collaborative learning and they opined that collaborative learning happened to be among the established, popular, and effective learning approaches. Though, the attainment of this approach largely depends on undergraduates' attitude and perception towards knowledge sharing with their contemporaries. However, they argued that knowledge sharing is significant in organisations that are not money-oriented such as academic institutes and universities.

Knowledge sharing has to do with social interaction where individuals voluntarily agree to exchange ideas with one another. Knowledge sharing can also be seen as a cooperative process that includes the distribution of information, ideas, and skills between or among a group of people with common interests or ideas for mutual benefits, personal development, or societal growth and development (Dokhtesmati & Bousari, 2013). Therefore, in an academic environment, knowledge sharing is a difficult task that consumes time, effort, and call for undergraduates to be untiring and be prepared to network with each other (Ghadirian, et al, 2014). Knowledge sharing has to do with the exchange of experiences, points of view or understandings, and ideas among individuals with an anticipation of getting more knowledge at the end of the process. Thus, for knowledge sharing to take place, there must be a reciprocal gesture among the individuals who are interested in sharing their knowledge to increase their knowledge base (Gouldneras as cited in Areekkuzhiyil, 2019). It, therefore, implies that the outcome of knowledge sharing is the creation of new knowledge and innovation that enhances the performance and competence of individuals involved and the organization where knowledge is shared.

Knowledge sharing is part of humans' uniqueness and attitude because knowledge has no value unless it is shared and used in some way. In other words, sharing knowledge is the natural way to increase its value. Thus, for knowledge sharing to be effective the individuals involved must voluntarily agree and be willing to share their knowledge without being coerced to do so. Therefore, the attitude of the individuals concerned is of great importance if knowledge sharing will be

effective. Attitude is an individual's view about things, people, groups that informs or influences his/her behavior. Attitude has to do with the feeling or opinion of an individual towards an idea, group, or thing that influences his/her behaviour pattern. Attitude has to do with satisfactory or unsatisfactory evaluative response in the direction of something or someone, demonstrated in one's beliefs, feelings, or anticipated behavior. Undergraduates' attitude towards knowledge sharing has to do with their feelings or opinion about knowledge sharing which influences their action whether to share knowledge or not. Undergraduates with favourable feelings or opinions about sharing knowledge with his/her peers will be willing to share knowledge and also encourage others to do the same and the reverse is the case for an individual with unfavourable feelings or opinions about knowledge sharing.

Statement of the Problem

Teaching, learning, and research activities which are the main focus of every higher institution of learning can only be made possible in an environment where knowledge is shared among a group of individuals. Knowledge is entrenched in every academic discipline and the amount of knowledge acquired by an undergraduate will determine his/her ability to survive in that profession. Hence, training (teaching) and acquisition of knowledge (learning) takes place when knowledge is shared between the teacher and the learners under a determined environment and platform. More so, for sharing of knowledge to be effective, there must be a voluntary willingness coupled with the individual's interest to share knowledge and without which sharing of knowledge can not be effective. To this end, the attitude of an undergraduate concerning sharing of knowledge is of great importance for it (knowledge sharing) to take place among undergraduates. The researcher's preliminary observation during his undergraduate and postgraduate studies, in addition to literature consulted, interaction with students, teaching, and non-teaching in higher institutions of learning revealed that undergraduates are skeptical on issues of knowledge sharing among their peers especially during competitive exams. Hence, this study on the attitude of library and information science undergraduates towards knowledge sharing: A case study of Delta State University, Abraka, Nigeria.

Objectives of the Study

This research work was set out to explore the attitude of library and information science undergraduates towards knowledge sharing: A case study of Delta State University, Abraka. To properly guide the study, the researcher raised the following specific objectives, which are to:

i. Establish the relationship between undergraduates' belief and knowledge sharing;
ii. Ascertain the relationship between undergraduates'emotion and knowledge sharing;
iii. Determine the relationship between undergraduates' behaviour and knowledge sharing and
iv. Identify the types of knowledge shared among undergraduates.

Research Questi ons

The ensuing research questions were raised and answered in this study.

i. What is the relationship between undergraduates' belief and knowledge sharing?

ii. What is the relationship between undergraduates' emotion and knowledge sharing?

iii. What is the relationship between undergraduates' behaviour and knowledge sharing?

iv. What are the types of knowledge shared among undergraduates?

Review of Related Literature

To address the fundamental spe cific objectives that were raised in chapter one of this study, relevant literature written by seasoned scholars in Nigeria and beyond were consulted. The review of literature were done to address the following issues: types of knowledge shared among undergraduates; the relationship between undergraduates' beliefs and knowledge sharing, the relationship between undergraduate s' emotions and knowledge sharing, and the relationship between undergraduates' skills and knowledge sharing

In trying to comprehend the diverse forms in that knowledge exists, and by this means being able to make a distinction between the various categories of knowledge is an important stride for knowledge management (KM) professionals. For example, it should be reasonably evident that the knowledge captured from a document would need to be managed (that is, kept, recovered, disseminated, transformed, etc.) in a distinct way than that acquired over the years by a knowledgeable craftsman or a professional in a specific discipline whose knowledge resides in his head. The term "knowledge" is used to refer to the theoretical or practical understanding of a subject or it can be seen as having the understanding, familiarity, or awareness about someone or something. Over many years, several efforts have been put forth to classify knowledge, and diverse fields of knowledge have focused on different dimensions in trying to categorise knowledge, for instance, some schools of thought classify knowledge as facts (descriptive knowledge), skills (procedural knowledge), or objects (acquaintance knowledge). Others categorised knowledge as implicit (practical skill or expertise) or explicit (theoretical understanding of a subject); formal or informal; systematic or particular. Horvath (2000); Gamble and Blackwell (2001); Botha et al (2008) asserted that whatever measures used for the classification of knowledge are said to be broadly categorized as explicit (knowledge presented in documents), tacit (knowledge that resides in the memory of particular individual), and embedded (knowledge relating to procedures to be adhered to an organisation or in carrying out a task). Explicit or codified knowledge is the knowledge that has been put together, organized, and transferred in representational form and/or regular language. It is also known as the knowledge that is expressed in words, numbers that can be shared or transferred formally or systematically from one person to another or from one place to another in the form of data, manuals, classification schemes, drawings, audio, and videotapes, print and non-print information materials (Botha, et al, 2008).

According to Frost (as cited in Kalu et al, 2019), sharing of explicit or codified knowledge occurs when explicit knowledge is made available to be shared between entities. This can successfully be done when: the knowledge benefactor can define the information (articulation), the receiver must be mindful that knowledge is available (awareness), if the knowledge receiver can access the

knowledge beneficiary (access), the body of the knowledge must be well-defined and segregated into distinctive topics or domains to avoid information overload (guidance) and there must be the all-inclusive approach to knowledge sharing in the form of both centrally managed and self-published knowledge (completeness).

While tacit or embodied knowledge has to do with the knowledge that resides in an individual. It is the individual knowledge that is usually accumulated through insights, intuitions, activities, experience, study, interaction/communication, practice, etc. Tacit knowledge can be regarded as that relative permanent change in attitude/ behavior as a result of learning formally or informally. In the same line of thought, Frost (as cited in Kalu et al. 2019) also advocated that tacit knowledge can be shared through socialization. However, dynamics that stimulate the distribution of tacit knowledge comprise; informal system such as daily interactions between people within a well-defined environment (work, school, home, etc.), and enabling environment where people can participate in free or unmonitored discussions, amorphous, less-structured or investigative work practices that promote resourceful problem-solving abilities, and the development of social networks among members.

Embedded knowledge can be seen in rules, procedures, products, and handbooks, codes of conduct, morals, culture, schedules, artifacts, or structures of an organisation, higher institution of learning, libraries, or any other establishment (governmental and non-governmental organisations). Knowledge is embedded either formally, such as through a management initiative to formalise a certain beneficial routine, or informally as the organization uses and applies the other two types of knowledge. It is important to note that, while embedded knowledge can exist in explicit sources (that is, a rule can be written in a manual), the knowledge itself is not explicit, which implies that, it is not immediately apparent if doing something in a particular way is beneficial to the organisation. In the opinion of Serban and Luan (2002); Frost (as cited in Kalu et al. 2019) stated that embedded knowledge sharing takes place when knowledge is shared via visibly outlined products, procedures, schedules, etc. They asserted that this kind of knowledge can be shared in diverse ways, such as situation planning and questioning by providing a well-thought-out space to create probable situations, followed by a conversation of what transpired, and how it could have been different.

Lin (2007) observed that knowledge sharing's attitude influences the intention to share knowledge among a group of individuals. People with a positive attitude towards knowledge sharing are always willing to share knowledge with their colleagues and they are encouraged to repeat this behavior and by so doing their intention to share their knowledge is increased each time they share knowledge (Wu& Sukoco, 2010). This implies that people with a better attitude towards knowledge sharing, always have a greater intention to share their knowledge than those with a negative attitude towards knowledge sharing. A positive knowledge-sharing attitude is considered to exist if any undergraduate shares his/her knowledge with another course mate(s) within the university environment and beyond (Ryu et al., 2003). The Theory of Reason Action (TRA) explained that certain behavior is determined by the way it responds to other behavior (Fishbein & Ajzen as cited in Korzaan, 2003). People tend to behave in one way when they are influenced by a positive attitude, and in an opposite manner when influenced by a negative attitude. Based on the Theory of Reason Action in the context of knowledge sharing, if undergraduates perceive that knowledge sharing is a positive thing, and then he/she has the intention to share knowledge with another course mate(s).

The willingness expressed by an undergraduate to share knowledge is a product of certain factors which can promote or discourage him/her from sharing knowledge with others. As observed by

several studies, different factors are responsible for the attitude of individuals toward their intention to share or not to share knowledge. These factors could be personal or individual, social and organizational related. Personal factors could include the fear of not being relevant if others know what he/she knows, gender discrimination, the reciprocal gesture of other undergraduates in sharing knowledge, fear of sharing the wrong information, lack of trust for others, inferiority complex, sharing knowledge to become popular among peers, sharing knowledge for financial gain, time, sharing knowledge as a way of learning, etc. social factors could include: hostile course mates, internet security threat, lack of privacy, technical know-how in the use of social networks. While organizational factors may include: government policy on knowledge sharing, an unconducive environment to share knowledge, provision of incentive for sharing knowledge, etc. (Chennamaneni, 2006). In a related observation, Al-Alawi et al (2007) concluded that several factors are responsible for the willingness of an individual to share knowledge among their peers and some of these factors include: significance of trust, communication, information system, rewards and organisation structure in relation with knowledge sharing in organisations.

Methodology

This study is focused on eliciting responses from Library and Information Science undergraduates to describe the relationship that exists between the attitude of undergraduates and knowledge sharing. The descriptive survey research design was used to carry out the study. A target population of 443 respondents consisting of 100 to 400 level undergraduates of the Department of Library and Information Science. From the target population of 443 respondents, a sample size of 205 respondents which is 46% of the total population was selected for the study using a simple random sampling technique. The sample size was determined in line with krejcie and Morgan (1970) recommended population and sample size for research activity.

The questionnaire comprising of 48 items open-ended questions was the sole research instrument that was used for the study. The questionnaire was designed by the researcher and titled "attitude of library and information science undergraduates towards knowledge sharing questionnaire (ALISUKSQ)". To ensure a high response rate, the questionnaire was administered to the respondents personally in their respective lecture halls. Data generated from the administered questionnaire were analysed using descriptive and inferential statistical tools. The analysis was done with the aid of SPSS version22.

Presentation and Discussion of Findings

This section of the study is focused on the presentation and discussion of the research findings in line with the research questions that were raised in the study. This is presented as follow:

Research question one: What is the relationship between undergraduates' belief and knowledge sharing?

Table 1: Undergraduates' Belief and Knowledge Sharing

Statements	Responses				
	SA	A	D	SD	x
Sharing what I know might make me less important	33	34	33	100	2.00
Sharing what I know help boost my morale	134	67	66	33	3.00
Sharing knowledge with others is a waste of time	34	25	45	104	1.99
Sharing knowledge with others will make them compete with me	13	59	50	79	2.04
Am reluctant to share knowledge because others might mock me	32	45	56	67	2.22
Knowledge sharing is not relevant academically	43	38	60	59	2.33
I gain knowledge from sharing it with others	88	75	15	22	3.46
Sharing knowledge creates room for solidifying friendship	77	53	36	34	3.31
Sharing knowledge involves extra academic study	58	13	51	78	2.26
Sharing knowledge is also a learning process	59	53	48	40	3.12
Sharing knowledge promotes teamwork	102	56	12	31	3.44
Sharing knowledge proffer solution to difficult tasks	115	43	23	19	3.40
Aggregate Mean					**2.71**
Criterion Mean					**2.50**

Table 1 revealed that the aggregate means of 2.71 is higher than the criterion means of 2.50, which indicates that the majority of the respondents think that what they believe influences their attitude towards knowledge sharing. The finding revealed that the majority of the respondents agreed that they gain knowledge from sharing with others($\bar{x}$= 3.46), sharing knowledge promotes teamwork ($\bar{x}$ =3.44), sharing knowledge proffer solutions to difficult tasks ($\bar{x}$= 3.40), sharing knowledge creates room for solidifying friendship($\bar{x}$=3.31), and sharing what they know helps boost their morale($\bar{x}$= 300) influences their willingness to share knowledge with their course mates.

The finding of the study re-affirmed that of Lin (2007); Wu and Sukoco (2010) which found that knowledge sharing's attitude influences the intention to share knowledge among a group of individuals. The researchers further buttressed that people with a positive attitude towards knowledge sharing are always willing to share knowledge with their colleagues, they are encouraged to repeat this behavior, and by so doing their intention to share their knowledge is increased each time they share knowledge. This implies that people with a better attitude towards knowledge sharing, always have a greater intention to share their knowledge than those with a negative attitude towards knowledge sharing.

Research question two: What is the relationship between undergraduates' emotion and knowledge sharing?

Table 2: Undergraduates' Emotion and Knowledge Sharing

Statements	Responses				
	SA	A	D	SD	x
I feel uncomfortable sharing knowledge	33	34	33	100	200
I like sharing my knowledge with others because it gives me joy	113	56	87	44	2.79
I feel sharing knowledge with others makes me learn more	123	62	77	38	2.90
I always like encouraging others to share	134	67	66	33	3.00
I feel recognised when I share knowledge	111	55	89	45	277
I am afraid when I want to share knowledge	53	27	147	37	236
I feel sharing knowledge will make others reciprocate	137	68	63	32	303
I feel sharing knowledge promotes teamwork	143	72	57	28	3.10
I like sharing knowledge because it creates room for friendship	153	76	47	24	3.19
I feel I might share the wrong knowledge hence I don't share	79	40	121	60	2.46
I feel sharing knowledge helps to solve difficult tasks	117	58	83	42	283
I like sharing knowledge because it is like a hobby to me	151	76	49	24	318
I feel sharing knowledge is part of academics	119	64	81	36	289
Aggregate Mean					**2.80**
Criterion Mean					**2.50**

Data presented in Table 2 revealed information on undergraduates' emotion and knowledge sharing. It was shown in the Table that the aggregate means of 2.80 is higher than the criterion mean of 2.50, which indicates that undergraduates' emotion affect their willingness to share knowledge. Undergraduates emotions such as sharing knowledge to create room for friendship($\bar{x}$ = 3.19), sharing knowledge as a hobby($\bar{x}$ =3.18), the feeling that sharing knowledge promotes teamwork ($\bar{x}$ =3.10), the feeling of sharing knowledge because it will make others reciprocate($\bar{x}$ = 3.03), the habit of encouraging others to share knowledge ($\bar{x}$ = 3.00), the feeling that sharing knowledge with others makes them learn more ($\bar{x}$ =2.90), the feeling that sharing knowledge is part of academics($\bar{x}$ = 289), the feeling of sharing knowledge to solve difficult tasks ($\bar{x}$ = 2.83), the habit of deriving joy from sharing knowledge with others ($\bar{x}$ =2.79), and the feeling of recognition when knowledge is shared with others ($\bar{x}$ =2.77) influences their willingness to share knowledge among their course mates.

The finding of the study corroborates the opinion of Chemmamaneni (2006) that the factors influencing the attitude of undergraduates towards knowledge sharing could be personal/individual, social, and organisational related. The researcher further emphasised that the personal factors could

include the fear of not being relevant if others know what he/she knows, gender discrimination, the reciprocal gesture of other undergraduates in sharing knowledge, fear of sharing the wrong information, lack of trust for others, inferiority complex, sharing knowledge to become popular among peers, sharing knowledge for financial gain, time, sharing knowledge as a way of learning, etc. social factors could include: hostile course mates, internet security threat, lack of privacy, technical know-how in the use of social networks. While organizational factors may include: government policy on knowledge sharing, an unconducive environment to share knowledge, provision of incentive for sharing knowledge, etc.

Research question three: What is the relationship between undergraduates' behaviour and knowledge sharing?

Table 3: Undergraduates' Behaviour and Knowledge Sharing

Statements	Responses				
	SA	A	D	SD	x
I call for a tutorial to promote knowledge sharing	101	60	23	18	3.23
I advocate for knowledge sharing among my coursemates	98	56	14	31	3.10
Knowledge sharing is part of my academic work schedule	33	32	105	30	2.34
I do not possess the requisite skills to share knowledge	24	21	56	99	1.85
Iam shy to share my knowledge	81	76	13	30	3.04
Sharing knowledge makes me nervous	120	56	13	11	3.43
I make new friends via knowledge sharing	152	33	11	4	3.67
Knowledge sharing is part of my preparation for exams	130	36	14	20	3.38
I prefer to share knowledge when am having difficult topics	39	106	14	41	2.72
Ido not know what exactly to share with my coursemates	10	123	38	29	2.57
I share knowledge to calm my nerves	45	89	32	34	2.73
I share knowledge during my leisure time	26	97	56	21	2.64
Aggregate mean					2.89
Criterion mean					2.50

Data provided in Table 3 revealed information on undergraduates' behaviour and knowledge sharing. It was revealed that the aggregate mean of 2.89 is higher than the criterion mean of 2.50. This implies that undergraduates' behaviour affects knowledge sharing. Thus, it was found that the behaviour of undergraduates under this study such as sharing knowledge to attract new friends ($\bar{x}$ = 3.67), becoming nervous from sharing knowledge ($\bar{x}$ = 3.43), sharing knowledge as part of preparation for exams ($\bar{x}$ = 3.38), facilitating tutorial arrangement for knowledge sharing ($\bar{x}$ = 3.23), advocating for knowledge sharing among coursemates ($\bar{x}$ = 3.10), being shy to share knowledge($\bar{x}$ = 3.04), sharing knowledge to calm nerves ($\bar{x}$ = 2.73), sharing knowledge when having difficult topics ($\bar{x}$ = 2.72), sharing knowledge during leisure time ($\bar{x}$ = 2.64), and not knowing exactly the knowledge to share with coursemates ($\bar{x}$ = 2.57) influences their willingness to share knowledge among course mates.

The finding of this research study re-affirmed the opinions of Lin (2007); Wu and Sukoco (2010) who observed that knowledge sharing's attitude influences the intention to share knowledge among a group of individuals. People who behave positively towards knowledge sharing are always willing to share knowledge with their colleagues, they are encouraged to repeat this behaviour, and by so doing, their intention to share their knowledge is increased each time they share knowledge.

Research question four: What are the types of knowledge shared among undergraduates?

Table 4: Types of Knowledge Shared among Undergraduates

Types of Knowledge Shared	Response			
	Agree		Disagree	
	Freq.	%	Freq.	%
Lecture note	161	81	39	19
Hand-out	154	77	46	23
Seminar paper	65	32	135	68
Conference paper	45	23	155	77
Research project	157	79	43	21
Knowledge acquired from lecture	176	88	24	12
Exam time table	185	93	15	7
Lecture time table	166	83	34	17
Knowledge of students'conduct during exams	145	73	55	27
Procedure for registration of courses	133	67	67	33
Knowledge of the academic calendar of the university	134	67	66	33
Knowledge on disciplinary committee of the university	123	62	77	38

Data presented in Table 4 revealed information on the types of knowledge that are shared among undergraduates. It was shown in the Table that the majority of the respondents indicated that: exam timetable (185,93%), knowledge acquired from lecture (176, 88%), lecture time table (166, 83%), lecture note (161,81%), research project (157,79%), hand-out (154,77%),knowledge on students' conduct during exams (145, 73%), knowledge on the academic calendar of the university (134, 67%), the procedure for registration of courses (133, 67%) and knowledge on disciplinary committee of the university (123,62%) are the types of knowledge they share among their course mates. The finding of this study is in agreement with the assertion of Horvath (2000); Gamble and Blackwell (2001); Botha et al (2008) that some schools of thoughts classify knowledge as facts (descriptive knowledge), skills (procedural knowledge), or objects (acquaintance knowledge). Others categorised knowledge as implicit (practical skill or expertise) or explicit (theoretical understanding of a subject); formal or informal; systematic or particular. The researcher averred that whatever measures are used for the classification of knowledge, it can be broadly categorized as explicit, tacit, and embedded knowledge presented in documents, in the memory of an individual, and knowledge relating to processes to be followed in an organization or in carrying out a task.

Conclusion and Recommendations

Arising from a comprehensive review of relevant, current, and related literature as well as responses elicited from the respondents used for this study, the researcher concluded knowledge is an invaluable asset in every academic institution or a major stock in trade and without which teaching, learning and research activities of students and staff cannot be actualised. More so, knowledge is invalid or useless unless it is shared especially in an institution of learning where everything revolves around knowledge whether explicit, tacit, or embedded knowledge. However, several types of knowledge are shared among the undergraduates such as:: exam time table, knowledge acquired from lecture, lecture time table, lecture note, research project, hand-out, knowledge on students' conduct during exams, knowledge on the academic calendar of the university, the procedure for registration of courses and knowledge on disciplinary committee of the university.

Although, knowledge sharing is fundamental in an institution of learning the willingness to share knowledge by an individual is a product of their attitude. The attitude of Library and Information Science undergraduates towards knowledge sharing as revealed in this study is influenced by their beliefs, emotion, and the way they behave.

It was therefore recommended that university management should include discussion on knowledge sharing for fresh students during orientation programme organised for newly admitted students to create enough awareness on the students and lay a solid foundation from the very beginning of their academic career. In addition, university management should carefully study the various factors (belief, emotion, and behaviour) influencing the attitude of students towards knowledge sharing both negatively and positively and ways of addressing these identified factors tocreate a conducive atmosphere that will promote knowledge sharing among undergraduates.

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