



# Influence of Knowledge Sharing Practice by Librarians in Promoting Reading Culture among Secondary School Students in Rivers State, Nigeria

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## Abstract

Knowledge sharing is indispensable to virtually all organizations; particularly in knowledge-centered institutions (i.e. libraries) and it serves as a driving force to enhance reading culture among end users. Hence, the study investigated the influence of knowledge sharing practice by librarians in promoting reading culture among secondary schools' students in Rivers state, Nigeria. Four Research questions guided the study. The research design for the study was the descriptive survey method. The population of the study is eighty-nine (89) school librarians drawn from ten (10) selected secondary schools in the three senatorial district in Rivers State. There was no sampling as the population is being considered small, accessible and manageable. The questionnaire tagged, Influence of Knowledge sharing practice by librarians in promoting reading culture (IKSPLPRC) is the instrument for data collections. Mean and standard deviation scores were used to analyze the research questions. The findings of the study include: that many secondary school librarians in Rivers State and across the globe have continued to apply knowledge sharing practices in modern library system; by directly incorporating knowledge culture into its learning process, changing attitudes and behaviors to promote willing and consistent knowledge sharing. The problem that militates against knowledge sharing practice by school librarians include; individual factors (lack of, and or enjoyment in helping others and knowledge self-efficacy), technology factors (ICT use), managerial support, human skills, and motivation. The study recommends that positive enabling environment (leadership and organizational culture, effective governance mechanisms, financing and partnership) and technical skills (identifying and capturing, packaging, sharing, monitoring and evaluation) providing a positive atmosphere for sharing knowledge can set the foundation for a change of reading culture in schools and the flow of trust among knowledge disseminators should be considered.

**Keywords:** Knowledge, Knowledge Sharing, Librarians, Reading Culture, School Libraries.

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## INTRODUCTION

It is evident that knowledge provides profit and non-profit organisations, individuals and groups with a competitive edge to survive within their environment and in our globalized world. It influences our environment as it holds strong power. To Zack (1999), knowledge is seen as one of the most important strategic resources with the ability to create and maintain a competitive advantage. The value of knowledge in any academic setting (primary, secondary and tertiary) can therefore never be underestimated and it is argued that this crucial resource should be effectively shared.

Knowledge sharing occurs at the individual and institutional levels. Knowledge sharing takes place when information or knowledge is shared individuals within a group and during the process the information or knowledge will also be negotiated and refined until it becomes common knowledge to the group (Yang, 2004). Knowledge sharing is essential for the promotion of reading culture among secondary schools' students; hence, it unveils varied forms of information resources. Choi and Turgeon (2005) mentioned that individual's meta-cognitive knowledge also develops when sharing the knowledge that is (a) knowledge is cognition (declarative knowledge), (b) knowledge about the specific cognitive demands of varied learning tasks (procedural knowledge). Consequently, the ways in which people communicate, acquire and share knowledge will inevitably have an impact on the academic library, absence of which will hamper service delivery system and reading culture.

Librarians in secondary schools are custodians of the curriculum development and engineers of the sustenance of reading culture among students. Thus, the need to develop effective means of promoting reading culture. The school librarians also known as teacher librarian is to provide secondary education, as well as student learning. Librarians must make efforts to take back the book to the people and also put hand so n deck to ensure that the reading culture is revived in the in the Nigerian child and at an early stage. They should ensure that, good reading habits are inculcated among students which in-turn will promote effective use of library and her resources. Obviously, effective use of library book resources has the capacity of promoting good reading culture. Hence, the school library becomes the parameter through which librarians promote stable reading culture among students.

Reading is part of and plays a significant role in the everyday life of the culture and growth of individuals and society, of which it adds to life and a pathway to the future. Simply put, reading is a ladder for long-lasting learning and intellectual balance. According to Rubin (2002), reading is a total integrative process that starts with the reader and includes the affective perceptual and cognitive domains. It is necessary for target realization and full exposition of issues in contemporary society. In effect, reading empowers, creates defence, and lays confidence within the individuals, motivates and stipulates for wider imagination, creates uniformity and reshapes thoughts, thinking and habit. Generally, reading invokes curiosity and imagination that leads to skills for handling complex ideas and issues (Lulu-Pokubo & Akanwa, 2017).

The skills of reading make it a process which requires the use of complex, inherent build up to interpret printed works (signs or symbols) into a meaningful sets, rows or words, interpret them for a clearer understanding and decode its meaning within the confine of one's interpretation at a given time within a particular moment. Hence, Hornby (2000) posits that reading implies to look at and understand the meaning of written or printed works or symbols. Reading has been an activity of humans that involves an interface of the assimilating system of man and information sources is characterized by the actual facts and figures that seeks to

communicate information meaning to the reader. The reader seeks to understand the meaning of written texts evaluates its significance and uses what he or she has read to enhance his or her knowledge, effectiveness or pleasure (Ogugua et al., 2015).

Culture of reading is the basic instrument for the exchange of knowledge and an activity that builds abilities in reading methods. It implies that through continuous reading the individual can develop and understand a particular methodology and convictions of ways, thoughts, belief and styles of numerous beliefs. Ozo-Eson (2012) classifies culture into –the material and the non-material culture. The material culture consists of arte-facts, clearly visible and can be touched, while the non-material culture are more abstract creations, like norms, values, language and the like that play crucial role on the lives of the individual but can hardly be noticed. To this end advancement through reading is more advanced inducing, enduring, compelling and helpful to humankind when be held at a high esteem by information disseminators (i.e. librarians). Librarians are information disseminators, whom are trained in resource assemblage, organisation, and transmission of same either through teaching and creating quick accessibility to end users. They plant a long-lasting habit among students and information seekers, which in-turn leads to culture among them.

Reading habits translate to culture of reading, which are develop concurrently through devotion, constant studying, and unbiased positive reading attitudes. A reading culture means that reading is a part of a specific culture and a habit that is shared and valued highly by that particular society. Sotiloye and Bodunde (2018) asserted that reading culture is best developed in the formative years of a child. This is why reading should be a major part of the school curriculum and also an instrument of thoroughly understanding the subject matter of any school subject. Certainly, if students have a defined period for reading, it will place a mark on them which they develop into a reading scar that cannot be erased easily. Once such culture is inculcated on them, peer-group studying, independent and readers club will be nurtured and increased. To promote reading culture among students, knowledge sharing practice by librarians is needed in secondary schools.

School libraries are found in nursery, primary, secondary and national teachers institute premises. The goal of which is to develop information literate students, who will be responsible and show positive participation in the society. Information literate students are self-directed learners who are aware of their information needs and actively engage in the world of ideas (IFLA Guidelines for School Libraries, 2015). School libraries can motivate reading by providing by providing a variety of materials, a supportive environment and help in book selection (Adkins & Brendler, 2015). The unique role of school library is that they are fundamental to the development of literacy which is manifested in viable reading culture. Notably, despite the efforts of some school and some librarians, the school library is often underutilized as a space for reading. This under-utilization may be due to uninspiring book selection and displays, lack of programmes to encourage reading or lack of knowledge about how to design and to encourage voluntary reading’(IFLA, 2015)’.

IFLA (2015) explains that a core role of the school library is to develop and sustain in children the habits and enjoyment of reading and learning and the use of libraries throughout their lives. Thus, it is important that school harness the power of the school library and teacher-librarians for building reading culture and create awareness of the collections and motivate students to read for pleasure. More importantly, double effort to creating an understanding of resource sharing practices by librarians on how the school library can be more central to

promoting a culture of reading within the secondary schools. Consequent on this therefore, is the rationale for this research.

## **LITERATURE REVIEW**

Knowledge sharing are necessary to enable individuals, organisations and societies fulfil its functions among which are to support collaboration, operational activities and integration of a sustainable channels for optimizing knowledge exchanges and increasing the reading skills and learning process of students. Knowledge sharing practices involve diverse process of transferring knowledge from a person to another in organisation ( Park and Im,2003) and it help members and team to exploit knowledge based resources and capitalize on them, which will contribute to the competitiveness of an institution (Davenport & Prusak,2000). The sharing process of knowledge does not only mean the re-organisation and effective transfer of knowledge skills and information, but it also indicates the creation of new knowledge and innovative ideas (Cabrera and Cabrera, 2005). Hence, the sharing of knowledge at secondary school requires firm human (individual) creativity.

Expertise exists in individuals. Knowledge sharing is based on the experiences gained internally and externally in organisation and institutions among information/ knowledge custodians (librarians). Librarians are expected to bring its services within the reach of every adult member of the public and every child in the school irrespective of their social and mental status and also to provide a platform for interaction. Dike (2004), has opined that librarians fund in secondary schools are teacher-librarian as he/she has a requisite training as both a librarian and a teacher, obviously the play the role as school librarian. Her functions include:

- Encouraging reading for pleasure
- Providing access to books that is exposing students to picture, books, fictions, magazines etc.
- Reading guidance-matching children with books.
- Introducing story hours with children.

However, modern education requires a requisite training and been creative based and her resources are to be supportive in imbibing a culture. Hence, creativity needs several resources to be realized, a great deal of handwork, knowledge resources and strenuous mental energy. Notably, knowledge can be viewed as an important resource that facilitates development. Without doubt, the economic, social, political and educational health of our nation today depends on building literate citizens who are able to read widely and apply this practically for development (Olasehinde et al., 2015). Today, information contains in books have tremendous influence on perception; socialization and transformation of people.

Information is indispensable. According to Yusuf (2007), it bridges the gap between knowledge and ignorance. One among the major way of acquiring information is through knowledge sharing. It is the foundation upon which knowledge is gained and understanding created. Librarians are the link between information resources (books and non-books) and the teacher. Today, librarians seek to ensure that all reading materials are well displayed for easy access by students; encourage students to read texts that are necessarily meant for examination purposes and self-growth help students to select materials to read while in the library, up-date the school management and administration of the relevance of the library and information resources.

Therefore, the more involved librarians are in learning environment, the more the students' exhibit reading culture and also appreciate reading. Without the support of efficient librarians', schools cannot successfully achieve the goals of education, as librarians are the core-head that introduce the use of reading for information, pleasure, passing examination and personal growth through lifelong learning. Thus, facilitating shared knowledge, find learning easier and interesting In order to promote a reading culture amongst students or children, school libraries and librarians require both printed and electronic resources. In addition, to organize different school libraries need space to satisfy the emergency needs of the young generation. Librarians should ensure that such space should forecast and meet a future need based on the school strength, projected collections and services (Lulu-Pokubo & Akanwa, 2007)

Librarians effort in facilitating reading culture, poor reading environment, poor influence, school curriculum, parental and teacher influence are among factors that hinder students reading culture in most schools. The internet obsession has really engrossed students to waste valuable time surfing anti-moral and socially friendly websites. Olasehinde et al (2015) opined that instead of engaging in serious reading, many prefer to spend their time in Cyber Café browsing, playing video games, chatting with friends and sending fraudulent letters on the net watching seasonal movies for several house. Etc. Hence, librarians believe that negative usage of the internet yield negative results as it hampers reading culture. However, parents have a share in the child reading development. The condition of the home influences a person's reading habit since the parents are the major caretakers in a person's life. The family background and location of a child influences his/her responses to life circumstance and his level of performance. Librarians are of the view that the building process of the child starts from the home (i.e. cradle of child development and aimed goals). Hence, as such children increase in age, they tend to see reading and other related activities as super-human and out of their reach. Also, shortage and or irrelevant reading materials in most schools. Yusuf (2007) states that schools and colleges need to be supplied with books that will sustain the reading interest of the students across the curriculum. The stock in most libraries are generally old to draw interest among students and to encourage them develop appropriate reading skills and in the long run develop a fruitful and long lasting love for books.

Consequently, students failed to develop appropriate reading culture and strategies and in the long run do not love reading. This means that librarians should provide support and implement more strategies to help inculcate reading culture in schools. Librarians become increasingly important in the educational development of secondary school. Culture of reading is the basic instrument for the exchange of knowledge and an activity that builds abilities in reading methods. It implies that through continuous reading the individual can develop and understand a particular methodology and convictions of ways, thoughts, belief and styles of numerous beliefs. Ozo-Eson (2012) classifies culture into –the material and the non-material culture. The material culture consists of arte-facts, clearly visible and can be touched, while the non-material culture are more abstract creations, like norms, values, language and the like that play crucial role on the lives of the individual but can hardly be noticed. To this end advancement through reading is more advanced inducing, enduring, compelling and helpful to humankind when be held at a high esteem by information disseminators (i.e. librarians). Librarians are information disseminators, whom are trained in resource assemblage, organisation, and transmission of same either through teaching and creating quick accessibility to end users. They plant a long-lasting habit among students and information seekers, which in-turn leads to culture among them.

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IFLA (2015) explains that a core role of the school library is to develop and sustain in children the habits and enjoyment of reading and learning and the use of libraries throughout their lives. Thus, it is important that school harness the power of the school library and teacher-librarians for building reading culture and create awareness of the collections and motivate students to read for pleasure. More importantly, double effort to creating an understanding of resource sharing practices by librarians on how the school library can be more central to promoting a culture of reading within the secondary schools.

The influence of knowledge sharing practice by librarians have revolutionized reading culture among secondary school students, with the operation, materials resources needed for teaching, learning and instructional methods becomes easy to access. However, teacher-librarians should develop interest in the techniques and viable means of knowledge creation, dissemination and sharing to enhance their productivity and improve their services. It is against this background that this study intends to investigate the influence of knowledge sharing practice by librarians in promoting reading culture among secondary school students in Rivers State, Nigeria.

### **Statement of the Problem**

The advent of knowledge economy and the increasing size of the knowledge society; institutions and organisations continue to seek new ways of leveraging and sharing knowledge to support the need for a reading culture among individuals who make up the society. There is need for shared knowledge so that future institutional members can benefit from past experiences. This, however, is not the case in Nigeria where most librarians find it difficult to form a positive behaviour towards the culture of knowledge sharing since they do not feel its relevance. These

facts can therefore be used to as a checklist to pinpoint the influence of knowledge sharing behaviour on reading culture. It has become obvious that the Nigerian child no longer read. Thus, may be due to unfamiliarity with reading on the part of many children, inadequate development of reading skills amongst children, lack of continuity with reading programmes on the part of teachers, and language interference amongst others.

The declining nature of reading culture has become an emerging phenomenon. Thus, suffering from the fallout from technological innovation in the world today (i.e. entertainment, media games, social platforms amongst others). This leads to the total collapse of some forms knowledge sharing and frequent reading among students. Also, the causes of deviance in education (malpractice, book damage, etc. The role of the librarians working in these schools is utmost significance since they have to share appropriate and need-based knowledge to the utmost satisfaction of their users. In this critical situation where there is need to learn to read in order to read to learn and a clear understanding of the reading practices and habits among students. The reading culture of the students' needs to be verified by library authorities. In view of the above circumstance. 'Influence of knowledge sharing practices by librarians in promoting reading culture among secondary school students appears to be of imminent necessity in secondary schools where there is an urgent need to improve reading culture.

### **Objectives of the Study**

This study investigated the influence of knowledge sharing practice by librarians in promoting reading culture among secondary school students in Rivers State, Nigeria. The specific objectives of the study are:

- Ascertain the extent of knowledge sharing practice by librarians in promoting reading culture
- Determine the channels of knowledge sharing by librarians in the promotion of reading culture.
- Examine the benefits of knowledge sharing by librarian in the promotion of reading culture.
- Find out the challenges facing librarians in maintaining knowledge sharing practice in promoting reading culture in secondary schools.

### **Research Questions**

The following research questions were posed to guide the study:

- What are the extents of knowledge sharing practice by librarians in promoting reading culture in secondary schools?
- What are the channels of knowledge sharing by librarians in the promotion of reading culture in secondary schools?
- What are the benefits of knowledge sharing by librarians in the promotion of reading culture in secondary schools?
- What are the challenge facing librarians in maintaining knowledge sharing practice in the promotion of reading couture in secondary schools?

## **Scope of the Study**

The study focused on librarians of Archdeacon Crowthler memorial Girls College, Elelenwo, faith Baptist college, Old GRA, Stella Marist college, Loretta school of childhood, Rumuigbo, Jesuit memorial college, Aluu, Charles Dale memorial secondary school, shalom international school, government secondary school, Eneka, Trans Amadi international school and Moncordel international school, Elelenwo, Port Harcourt. The study focuses on the influence of knowledge sharing practice by librarians in promoting reading culture among secondary school students.

## **Significance of the Study**

It has been observed that sharing of knowledge helps in individuals, institutions and organisations build knowledge. This is because it allows them to discuss and deliberate on certain topics which can encourage the generation of new knowledge (Fernie et al., 2003) in which there is a greater likelihood that it will develop into a culture. To bring about lasting self-intellectual development in students, there is need to imbibe such reading culture. Rosenberg (2002) adds that without the opportunity to read widely, what is taught in the classroom is not reinforced and the quality and performance of the benefit of education are endangered. Without wide reading, pupils /students cannot develop skills of locating, selecting, organising, and manipulating, analysing, evaluating and processing information. The study can therefore be justified on the following grounds:

- It will enable library body (i.e. NLA and librarians (professionals) to see the necessity to enforce policies that will guarantee effectiveness and efficiency among secondary school libraries.
- It will encourage students to see the need to develop a long-lasting reading culture.
- It will enable educational sectors to see the need to create and enforce laws binding on full implementation of establishing libraries in secondary schools.
- It will serve as a point of research related literature to other researchers for further studies.
- It will unveil to librarians, information specialist and researchers, the relevance of knowledge sharing practices.
- School management will know the current state of the teacher librarian role in inculcating reading culture among students.

## **METHODS**

Descriptive survey research design method was adopted for the study and structured questionnaire tagged 'Influence of knowledge sharing practice by librarians in promoting reading culture (IKSPLPRC)' was used to collect data. Thus, random sampling technique was used to administer the questionnaire. The population of the study is 89 and all form the sample size for the study using census. A total of eighty-nine (89) questionnaire were administered, retrieved and completed. To analysis the collected data, mean and standard deviation were used to answer the research questions.



## RESULTS

Eighty-nine (89) copies of questionnaire were distributed and all were completed properly, returned and found to be in usable form. This showed a 100% return rate. Table 1 show the questionnaire distribution and return rate.

Table 1. Questionnaire Distribution and Return Rate

Number Distributed	Number Returned	%of Return
89	89	100

### Data Analysis According to Research Questions

**Research Question One:** What are the extents of knowledge sharing practice by librarians in promoting reading culture?

**Table 2:** Mean scores of the respondents on the extent of knowledge sharing practice by librarians in promoting reading culture in secondary schools.

Table 2: Mean scores of the respondents on the extent of knowledge sharing practice by librarians in promoting reading culture in secondary schools (N = 89)

Items	N	Mean	S.D	Decision
1. Resource sharing increases interactive session enough to provide librarians with information needs.	152	3.51	.75	Agree
2. Resource sharing increases added value for sharing parties	152	2.28	.87	Disagree
3. Resources sharing develop knowledge sharing culture among librarians	152	2.66	.91	Agree
4. Resource sharing develops shared vision and team working culture	152	3.28	.75	Agree
5. Resource sharing increases multiple access to information	152	3.38	.65	Agree
6. Resource sharing aid easy transfer of information.	152	3.49	.99	Agree
7. Resource sharing facilitates the transfer of reading culture among information disseminators and users.	152	3.34	1.02	Agree
<b>Grand mean</b>		<b>3.25</b>		<b>Agree</b>

Result in table shows that five question items were accepted while two were rejected. The grand mean of 3.20 for the items indicate that respondents accepted that resource sharing have a high extent rate in promoting reading culture. Although, respondent disagreed to item 2 with a mean score of 2.06 and SD .51.

**Research Question Two:** What are the channels of knowledge sharing by librarians in promoting reading culture?

Table 3: Mean scores of the respondents on the channels of knowledge sharing by librarians in promoting reading culture among secondary school students (N = 89)

Items	N	Mean	S.D	Decision
8. Through face to face interaction	152	3.38	.76	Agree
9. Through bulletin boards, handbills, memos, mails and posters.	152	3.08	.65	Agree
10. Through discussions and interaction.	152	3.13	.75	Agree
11. Through seminars, conferences, lectures, talks .etc.	152	2.45	.57	Disagree
12. Through inter-personal communication with colleagues	152	2.08	.61	Disagree
13. Through open access (i.e. internet/social media platform and library portals.	152	3.31	.83	Agree
14. Through on –the- job and off- the job- training.	152	3.39	.93	Agree
<b>Grand mean</b>		<b>3.31</b>		<b>Agree</b>

Data in Table 4 present the mean response of the respondents on the channels of knowledge sharing practice by librarians. Two question items 11 ( $X=2.45$ ;  $SD=.57$ ) item 12( $X=2.08$ ;  $SD=.61$ ) were disagreed. The mean score of 3.31 shows a high response rate, of which five question item was agreed upon. This in essence implies that the channels of knowledge sharing by librarians promote reading culture among secondary school students.

**Research Question Three:** What are the benefits of knowledge sharing practice by librarians in promoting reading culture?

Table 4: Mean scores of the respondents on the benefits of knowledge sharing by librarians in promoting reading culture among secondary school students. (N = 89)

Items	N	Mean	S.D	Decision
15.It accelerates the process of knowledge creation and reuse of knowledge.	152	2.88	.75	Agree
16.It facilitates the building of new capacity which results in viable information actions.	152	2.96	.87	Agree
17. It increases confidence among librarian.	152	2.88	.91	Agree
18. It increases communication and collaboration among librarians	152	2.78	.75	Agree
19. It builds creative work culture among librarians	152	2.07	.65	Disagree
20. It creates family work and reading culture sustainability.	152	2.41	.52	Disagree
21. It increases creation of information technical support to be used, both for online and offline help.	152	2.49	.49	Disagree
<b>Grand mean</b>		<b>2.76</b>		<b>Agree</b>

Result in table 5 shows that respondents agreed to item 15, 16, 17 and 18 while respondent disagreed to item 19, 20 and 21. The grand mean of 2.76 for the subject item so the research question was agreed which implies that there are benefits of knowledge sharing by librarians in promoting reading culture among secondary school students.

**Research Question four:** What are the challenges facing librarians in maintaining knowledge sharing practice in promoting reading culture

Table 5: Mean scores of the respondents on the challenges facing librarians in maintaining knowledge sharing practice in promoting reading culture (N = 98)

Items	N	Mean	S.D	Decision
22.I share knowledge only when am interested in helping others.	98	3.21	1.02	Agree
23.Fear and lack of trust of taking ownership of intellectual property by colleagues.	98	3.15	.76	Agree
24.Organizational culture (i.e. leadership, communication, etc).	98	3.14	.65	Agree
Lack of or inability to use modern technology	98	3.03	.75	Agree
25.Inappropriate technology system and lack of frequent training.	98	3.20	.87	Agree
26.Lack of face to face interaction among librarians (colleagues) in workplace.	98	2.06	.91	Disagree
27.Lack of awareness of the need to share information. Poor.	98	3.10	1.41	Agree
<b>Grand mean</b>		<b>3.11</b>		<b>Agree</b>

Data in Table 4 present the mean response of the respondents on the challenges of knowledge sharing. Respondents agreed to item 22, 23, 24, 25 and 27 while they as well disagreed to item 26. This therefore implies that there are challenges facing librarians in maintaining knowledge sharing practice in promoting reading culture.

## DISCUSSION

The result of the study in table 2 show that the significant mean score made 3.20 obtained on the extent of knowledge sharing practice by librarians in promoting reading culture in Rivers, state. This result in in accordance with Sarrafzadeh (2005) that affirm that knowledge sharing plays a great extent in in enabling librarians to render a relevant meaningful and effective service to their communities and facilitate the transfer of reading culture among groups.

Based on the channels of knowledge sharing by librarians, the study shows that majority of the respondents indicated through face-to-face interaction, through seminars, conference, lectures, talks etc, through interpersonal communication with colleagues, through open access (i.e. internet/social media platform and library portals and through on the job and off the job training. The librarian engages in knowledge sharing practice at high level. This correlates with the study of Awodoyin et al. (2016) who affirms that knowledge sharing can therefore occur through face-to-face interaction, through workshops, seminars, organising conferences and correspondence.

More so, results in Table 4 shows that 2.76 grand mean of all the subject items contributed to the mean score of the benefits of knowledge sharing by librarians in promotion of reading culture. This result is in conformity with the findings of Lee and Al-Hawamdeh, (2002), that knowledge sharing is a deliberate act that makes knowledge reusable by other people through knowledge transfer. Perhaps through knowledge sharing individuals could exchange tacit or explicit knowledge, hence, together create a new capacity which results to new knowledge.

Finally, the findings indicated that most librarians share their knowledge only when they are interested, do not share because of fear or lack of trust, organisational culture and lack of face-to-face interaction among librarians are challenges the respondents considered as challenging in bid to share knowledge. It also agrees with Senge (1990), who affirms that knowledge sharing could only occur when an individual is really interested in helping others to develop a new capability for action. However, Kathiravelu et al. (2014) proposed in his study that organisational culture, which include trust, leadership, communication, reward system, information system, origination structure pose a great threat to knowledge sharing. Even if professionals (librarians) tend to share individual knowledge, some might be restricted due to lack of trust, fear and motivation (Van der Brink, 2003)

## CONCLUSION AND RECOMMENDATIONS

The application of knowledge sharing in the promotion of reading culture is essential to effective and efficient service delivery by librarians, in that shared knowledge presents a significant change to the development of students reading habit in Nigeria schools. However, the practice of knowledge sharing is an activity through which knowledge is exchanged among people, which encourage creative problem solving and the development of viable social networks. This study highly focussed on the knowledge sharing practice because of its influence in the promotion of reading culture.

Therefore, it is safe to conclude that the influence of knowledge sharing practice on reading culture is tantamount to the sustainability of lifelong learning among secondary school students. Thereby librarians should endeavour to stimulate and embark on high knowledge sharing practice and teaching role in order to create a lasting solution to the falling standard of reading among students. The study recommends that librarians should endeavour to provide an effective sharing network cycle, encourage open access to knowledge services, as well as creation of knowledge documentation, means of addressing users need through a medium of technology, build a platform or foundation of international resource sharing cooperation and positive enabling environment (leadership and organisational culture, effective governance mechanism, financing and partnership) and , technical skills ( identifying and capturing, packaging, sharing, monitoring and evaluation), providing a positive atmosphere for sharing knowledge can set foundation for a change of reading culture and the flow of trust among knowledge disseminators should be considered.

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