PERCEPTIONS OF MASTER OF LIBRARY AND INFORMATION SCIENCE (MLIS) STUDENTS ABOUT KNOWLEDGE MANAGEMENT: THE CASE OF THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCES, BAYERO UNIVERSITY, KANO, NIGERIA

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Abstract:

Purpose: This study explored the perceptions of Master of Library and Information Science (MLIS) students of Bayero University, Kano about KM

Design/Methodology/Approach: The study employed the use of quantitative research methodology with survey research design. Five research questions were formulated to guide the study The population of the study was all the 32 MLIS Students enrolled for the 2016/2017 academic session and 27 MLIS students from the 2017/2018 session. A structured questionnaire which was self-developed by the researchers based on literature and opinions from colleagues was used for the study. The copies of the questionnaire were distributed to 32 Masters Students enrolled for the 2016/2017 academic session and 27 MLIS students from the 2017/2018 session who are currently pursuing the MLIS programme. Additionally, the questionnaire was self-administered to make sure the students understood the questions very well. The data was analyzed through descriptive statistics with tables to further elucidate the findings.

Findings: The results of the study revealed that: (a) MLIS students were aware about the concept of KM but there exist some variations on the level of their awareness (b) majority of the MLIS students became aware of KM during lectures in their MLIS course work (c) respondents perceived that KM is a new term for what LIS professionals have been doing (d) it was also found that most of the MLIS students believed that KM can bring about new and improved services to library patrons (e) Finally, majority of the respondents from the two sessions studied indicated lack of awareness about KM as the major challenge confronting KM in LIS education.

Research Limitations/Implications: The study was conducted in only one university-based LIS School in Nigeria. For this reason, expanding its frontiers to cover other LIS schools regarding the perceptions of MLIS students and, perhaps, other PG students regarding knowledge management as it relates to LIS education in Nigeria would be a positive follow-up.

Originality/Value: The study is the first ever study to be carried out to investigate the perceptions of MLIS students' about knowledge management in the Bayero University, Kano LIS School. The findings can be beneficial to other university-based LIS schools in the country as well as other non-university based LIS programmes.

Keywords: Knowledge management; Perceptions; MLIS students; Library and information science; Bayero University, Kano.

Paper type: Empirical research

Introduction

Recently, the world has been witnessing tremendous transformation from material economy to a knowledge-based economy which has led to the emergence of globalization and knowledge society. Thus, there is growing realization of the importance of knowledge to industry and the society in general. Consequently, there is increasing global concern among Library and Information Science (LIS) professionals about the emergence of new area of study known as Knowledge Management (KM). In other words, KM is completely a new concept that is gradually gaining global concern.

Therefore, knowledge management (KM) is one of the emerging trends in library and information science. As a result, of its emergence, LIS schools worldwide are modifying the content of their courses, programme offerings, and additionally introducing new courses to their curricula with the aim of accommodating the new emerging trend. Many of the new courses include: knowledge management, media and publishing, information literacy, digital libraries, information architecture, website design and management etc. With these changes, it is important to note that much has been written in the LIS literature about knowledge management. In other words, in LIS, the issue of KM has attracted the attention of academics and practitioners alike. This is so, because, the LIS discipline finds itself faced with severity of new challenges that require adjustment for survival in this 21st century which is tagged as the 'information age' (Abubakar, 2016) .

Although, the literature has indicated that KM originated from the business world, and that several of the definitions of the concept are inclined to the business background, there have been heated debates and arguments among several disciplines concerning who owns KM as a growing area. For example, subjects like Economics, Library and Information Science, Business Administration, Sociology and, Computer Science, to mention just a few are all declaring ownership to KM. However, in the LIS environment, writers like Roknuzzaman and Umemoto (2008), Davenport and Cronin, (2000); Sarrafzadeh, (2005) have stated that while KM is regarded to be a recent occurrence, it is just a mere repetition of what LIS professionals have been doing because its root is visible in the LIS literature. Hence, to them, it is an old concept and a function traditionally and historically carried out by LIS professionals since time immemorial.

From the above analysis, KM according to Husain and Nazim (2013), can be seen as an area of study that focuses on the various management processes that facilitate finding,

identifying, capturing, creating, storing, sustaining, applying, sharing and renewing of knowledge to improve an organization's performance. However, in spite of the ownership debates and claims, KM has now stretches and permeated many organizations such as the business sector, higher education, government agencies and information organizations (Abubakar, 2017)

The Department of Library and Information Sciences, Bayero, University, Kano was established in 1977, with the major aim of producing subject librarians/graduates that are prepared with the specialized knowledge of Library and Information Science (LIS), as well as in one other academic field such as the Humanities, Arts Social Sciences or Pure Sciences. It started with two-year diploma programme-Diploma in Library Science (DLS) up to 1980, when the Bachelor's Degree courses [BA/B.Sc. (LS)] were launched.

At the moment,, the department offers diverse programmes of study, that include: Bachelor of Science (Library and Information Science) [B.Sc. (LIS)], Bachelor of Arts (Library and Information Science) [BA (LIS)], Post-Graduate Diploma in Information Management (PGDIM), Master's Degree in Library and Information Science (MLIS), and a PhD Degree.. The Master's degree in Library and Information Science (MLIS) was started in 1990,

This study is an attempt to examine the perceptions of Master of Library and Information Science (MLIS) students of Bayero University, Kano about knowledge management through quantitative research approach.

Research Questions

The study was guided by the following research questions:

1. To what extent are the MLIS students' of Bayero University, Kano aware of knowledge management?

2. What are the sources of their awareness?

3. What are the perceptions of the MLIS students' about knowledge management?

4. What contributions can knowledge management make to LIS profession?

5. What are the challenges faced in accepting KM concepts into the LIS education?

Literature Review

The phrase and concept of knowledge management (KM) emanates in the 1990s. According to Koloniari and Fassoulis (2016)), KM has attracted the interest of the LIS literature since the early1990s; there is, however, dispute as to whether LIS and KM are distinct fields of specialization. It is therefore significant to note that a lot has been written in the LIS literature about knowledge management been a new and emerging area. Though, the literature has confirmed that KM had its root in the business world, and that several of the definitions of the concept reflect the business background,, there has been persistent debates and differences among disciplines regarding who owns KM. For instance, Computer Science, Sociology, Business Administration, Library and Information Science, and, Economics etc. are all claiming ownership of KM in different ways. Nonetheless, several scholars such as Sarrafzadeh, (2005); Roknuzzaman and Umemoto (2008), Davenport and Cronin, (2000) etc stated that even though KM is considered to be a new occurrence, its basis can be traced in the LIS literature. Hence, to them, KM is an old concept and a function historically carried out by LIS professionals.

According to Mutula and Mooko (2008), the concept of KM is normally defined from the point of view of how people use it. Although, most scholars pointed out that KM is synonymous with innovative management. Dhanalakshmi (2017), stated that Knowledge Management (KM): comprises a range of strategies and practices used in an organization to identify, create, represent, distribute, and enable adoption of insights and experiences. Such insights and experiences comprise knowledge, either embodied in individuals or embedded in organizational processes or

practice. According to Adetunji, Oladejo and David (2016) stated that knowledge management is 'to have the right knowledge at the right time in the right format and at the right place'. Likewise, Islam, Agarwal and Ikedi (2014) citing Nonaka and Teakeuchi (1995), stated that knowledge management is the capability of an organization to generate new knowledge, disseminate it throughout the organization, and symbolize it in products, services and systems. From another dimension,

Hislop (2013) emphasized that KM is an umbrella term which refers to any deliberate attempt made to manage the knowledge of an organization's employees which can be achieved clearly using a wide range of techniques including directly through the use of particular types of ICT or more indirectly through the management of social processes, the structuring of organizations in particular ways or via the use of particular culture and people management practices. This indubitably shows that knowledge management is a merger of intellectual technology and information technology that are both important to the LIS field. Moreover, it is people-centric, and therefore deals with organization's culture.

From the foregoing, it can be deduced that KM focuses on certain activities and programmes that entails the identification, capturing, sharing, utilizing of the knowledge possessed by an organization for the benefit of all organizational members and customers whether in profit or non-profit making organizations. Similarly, the knowledge to be managed may include both explicit (documented) and tacit (implicit or undocumented) through the use of various technologies and access tools. According to Sarrafzadeh (2008), knowledge management now has a formal status as the 47th section of the activities of the International Federation of Library Associations and Institutions (IFLA). The section aimed at supporting the implementation of knowledge management culture in the information professions. Furthermore, according to the same author, a growing number of information and library schools across the globe (Dominican, Emporia and Oklahoma in the US, and Loughborough and London Metropolitan Universities in the UK) are

now offering master's degrees in knowledge management.

A study conducted by Shah, Rizvi and Jumani (2018) aimed at determine the perception of PhD approved supervisors in Pakistani universities through a quantitative approach revealed that there was absence of definitions, plan, strategies, framework, unit and coordinated point for KM in universities in Pakistan. Likewise, in another study conducted by Krishnamurthy and Arali (2015) reported that 98.2% of academic librarians of engineering colleges, Coinbontore, India were aware of the KM practice through many sources such as conference attendance, discussion with colleagues etc. Sarrafzadeh, Martin & Hazeri (2010), reported that 82.2% of LIS professionals perceived and regarded KM as the survival factor to libraries to respond to challenges they face in a continuously changing environment.

Similarly, Ali and Khan (2015) surveyed the perception of LIS professionals in central universities in India about KM through web-based survey to find out how they view it and how it is implemented. The study established that all the respondents had positive perception towards KM and they all believed that KM provides potential prospects for LIS profession. Ajiferuke's (2003) study that was aimed at determining the role of information professionals in KM programmes in Canada discovered that most of the information professionals working in Canadian organizations with knowledge management programmes were involved in such programmes. Furthermore, the major roles performed by the information professionals in knowledge management programmes include the design of information architecture, development of knowledge management taxonomies or classification system, as well as content management of their organization's intranet. Kiwelu, Tibenderana and Ogbonna (2020) examined professional tacit knowledge transfer among professional librarians at Kampala International University (KIU) Uganda. The study found that mentorship, workshops, seminars, meetings, job rotation, consortia engagements, were the professional tacit knowledge transfer

practices used by librarians at KIU. Also, lack of adequate tacit knowledge transfer infrastructure was identified as one of the major challenges confronting knowledge transfer among the librarians.

Roknuzzaman and Umemoto (2008) established a strong synergy between KM and information profession that revolves around certain areas of practice where close affinity between knowledge management and information profession were identified. These areas are: theory and practice, professional skills, job positions, human aspects as well as partnership and collaboration. From another angle, Baghdadabad (2008) investigated the implications of KM for LIS education through a mixed method approach. The study found that the LIS community was seeking to expand its borders wider than that of traditional librarianship. Also, the need for greater integration between research and teaching in KM as well as improved links between the curriculum and outside world of KM practice were highlighted by the respondents. For their part, Hazeri, Martin and Sarrafzadeh (2009) investigated the focus of LIS curricula in addressing KM through web-based survey and in-depth interviews with 18 heads of LIS schools. Their research found that there was considerable interest within the LIS community in expanding their curricula to include a stronger element of KM.

In the Nigerian context, Abubakar (2017) investigated the awareness and perception of library schools managers' about knowledge management in universities in North-east and North-west geo-political zones of Nigeria through qualitative approach. The study which involved seven (7) heads of LIS schools, found that participants had high level of awareness about KM as an emerging trend in the profession. Similarly, majority of the participants agreed that KM is a welcome development in the LIS profession. In the same vein, Abubakar and Abubakar (2018), in their study, examined the awareness of academic librarians about KM in three (3) selected federal universities in North-western Nigeria through quantitative approach. The research found that

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majority of the librarians were aware of KM and its activities mainly through personal readings and research. Similarly, it was established that the major activities that academic librarians were mostly aware include knowledge creation, knowledge acquisition and knowledge sharing etc.

Methodology

This study employed quantitative data gathering techniques to achieve the objectives of the study. The survey research design which is the most typically and effectively used in social sciences to understand the opinions, perceptions and experiences of respondents was used for the study. Data was collected from the MLIS students who enrolled for the course work in the 2016/2017, and 2017/2018 academic sessions. A structured questionnaire which was self-developed by the researchers based on literature and opinions from colleagues was used for the study.

The questionnaire was distributed to 32 Masters Students enrolled for the 2016/2017 academic session and 27 MLIS students from the 2017/2018 session who are currently pursuing the MLIS programme. Additionally, the questionnaire was self-administered to make sure the students understood the questions very well. The data was analyzed through descriptive statistics with tables to further elucidate the findings.

Research Findings

Based on the objectives of the study, this section presents the results of the research. The data collected shows that thirty two (32) respondents came from the 2016/2017 academic session; while twenty seven (27) were from the 2017/2018 academic session (see Table 1).

Gender Response

The study sought to find out the gender of the respondents. The findings are presented in Table 1

Table 1: Gender of the Respondents

Gender	2016/2017		2017/2018	
	Frequency	Percentage	Frequency	Percentage
Male	24	75.0	19	70.4
Female	8	25.0	8	29.6
Total	32	100.0	27	100.0

From the Table, it can be seen that 75% of the 2016/2017 respondents were male and 25% were female; whereas 70.4% of the 2017/2018 respondents were male while 29.6% were

female. The implication of this studies is that 2016/2017 respondents were higher than their counter part and that male constitute the majority in both the two sessions (Table 1).

Table 2: Academic Session

Session	Frequency	Percentage
2016/2017	32	100.0
2017/2018	27	100.0

Table 3: Awareness of MLIS Students about KM

	2016/2017		2017/2018	
Awareness about KM	Frequency	Percentage	Frequency	Percentage
Valid YES	32	100.0	27	100.0

Table 2 shows that 32 of the respondents to the study were from the 2016/2017 academic

session; whereas 27 came from the 2017/2018 academic year (see Table 2)

Awareness of MLIS Students about Knowledge Management

In this section, the research sought to know the awareness of MLIS students about KM. The section covers questions 1 to 3. For question 1 respondents were asked to specify either 'Yes' or 'No' as their awareness about KM. The summary of the findings are in Table 3

Table 3 revealed that, all the respondents (100%) from both the two academic sessions were all aware of KM. The study further asked the respondents to indicate the extent to which they were aware of KM. Table 4 presents the findings.

Table 4: Extent of MLIS Students' Awareness about KM

		2016/2017		2017/2018	
		Frequency	Percentage	Frequency	Percentage
Valid	Fairly aware	6	18.8	6	22.2
	Aware	15	46.9	14	51.9
	Very aware	11	34.4	7	25.9
	Total	32	100.0	27	100.0

The table indicates that for the 2016/2017 session, 15 (46.9%) and 11 (34.4%) respondents were aware and very aware about Knowledge Management respectively. However, it was found that only 6 (18.8%) of the respondents were fairly aware about KM. With regards to the 2017/2018 session, findings indicate that 14 (51.9%) and 7 (25.9%) were aware and very aware about KM. The variation between 2016/20117 and 2017/2018 (see Table 4)

The study further asked the respondents to indicate their sources of awareness about KM. The respondents were asked to tick as many options as appropriate on how they became aware of KM. Their responses are in Table 5

Table 5:   Sources of KM Awareness

Sources of KM Awareness	2016/2017		2017/2018	
	Yes (%)	No (%)	Yes (%)	No (%)
Through Personal Readings	6 (18.8%)	26 (81.3%)	6 (22.2%)	21 (78.8%)
Through Colleagues/friends	4 (12.5%)	28 (87.5%)	3 (11.1%)	24 (88.9%)
Through LIS Lectures/classes	29 (90.6%)	3 (9.4%)	24 (88.9%)	2 (7.4%)
Through Conferences	1 (3.1%)	31 (96.9%)	1 (3.7%)	25 (92.6%)
Through Professional Associations	NIL	NIL	1 (3.7%)	25 (92.6%)

It was found that for the 2016/2017 session (18.8%), (12.5%), (90.6%) and (3.1%) of the respondents were aware about KM through personal readings, colleagues/friends, LIS lectures/classes and conferences respectively. While (81.3%), (87.5%), (9.4%) and (96.9%) of the respondents were not aware about KM through personal readings, colleagues/friends, LIS lectures and conferences respectively. With respect to the 2017/2018 session, it was found that (22.2%), (11.1%) and (88.9%) were aware about KM through personal readings, colleagues/friends, LIS lectures/classes and conferences respectively. The only difference between the 2016/2017 and 2017/2018 academic session respondent's regarding sources of awareness was that only (3.7%) of the 2017/2018 MLIS students were aware about knowledge management through professional associations. This invariably implies that various sources were identified by the respondents as the sources of their awareness about KM. Additionally, majority of the respondents from both the two sessions became aware of KM through their MLIS LIS lectures/classes.

Perceptions of the MLIS Students' About Knowledge Management

In this portion, the MLIS students were asked to indicate how much they agreed and disagreed about some statements on a three point rating

scale. The statements were based on previous literature. Under this section, the investigators were interested in finding out the MLIS students' perceptions about KM. Hence, a five likert scale was used to determine their perceptions accordingly.

Table 6: Perceptions of MLIS Students about KM

Perception	2016/2017					2017/2018				
	SD (%)	D (%)	Don't Know (%)	A (%)	SA (%)	SD (%)	D (%)	Don't Know (%)	A (%)	SA (%)
KM is a new term for what information professionals have always been doing	0 (0.0)	1 (3.1)	0 (0.0)	18 (56.3)	11 (34.4)	0 (0.0)	2 (7.4)	1 (3.7)	14 (51.9)	9 (33.3)
KM involves the identification, capturing, sharing and utilizing of organisation's knowledge.	0 (0.0)	3 (9.4)		8 (25.0)	21 (65.6)	0 (0.0)	0 (0.0)	1 (3.7)	5 (18.5)	21 (77.8)
It is difficult to indicate the differences between information management and KM.	0 (0.0)	9 (28.1)	2 (6.3)	13 (40.6)	5 (15.6)	1 (3.7)	2 (7.4)	2 (7.4)	11 (40.7)	9 (33.3)
KM is a welcome development in the profession	0 (0.0)	1 (3.1)	1 (3.1)	7 (21.9)	23 (71.9)	3 (11.1)	1 (3.7)	0 (0.0)	9 (33.3)	13 (48.1)
KM poses a threat to library and information profession.	6 (18.8)	11 (34.4)	2 (6.3)	7 (21.9)	4 (12.5)	3 (11.1)	7 (25.9)	6 (22.2)	8 (29.6)	3 (11.1)
KM can encourage LIS professionals to gain new skills and competencies	0 (0.0)	2 (6.3)	0 (0.0)	6 (18.8)	23 (71.9)	3 (11.1)	1 (3.7)	0 (0.0)	6 (22.2)	17 (63.0)
LIS professionals should concentrate on their own traditional skills and competencies and neglect KM.	15 (46.9)	12 (37.5)	1 (3.1)	2 (6.3)	1 (3.1)	9 (33.3)	11 (40.7)	1 (3.7)	3 (11.1)	2 (7.4)
LIS schools/professionals associations should make KM a priority in the information profession	1 (3.1)	1 (3.1)	2 (6.3)	10 (31.3)	18 (56.3)	1 11 (3.7)	2 (7.4)	1 (3.7)	12 (44.4)	11 (40.7)
Knowledge management should form part of the curriculum of every LIS school	0 (0.0)	1 (3.1)		8 (25.0)	23 (71.9)	0 (0.0)	0 (0.0)	2 (7.4)	9 (33.3)	14 (51.9)

For the 2016/2017 academic session, it was found that (56.3%), (25.0%),(40.6%), (21.9%), (18.8%), (6.3%), (31.3%) and (25.0%) of the respondents agree that KM is a new term for what information professionals have always been doing, KM involves the identification, capturing, sharing and utilizing of organization's knowledge, It is difficult to indicate the differences between information management and KM, KM is a welcome development in the profession, KM poses a threat to library and information profession, KM can encourage LIS professionals to gain new skills and competencies, LIS professionals should concentrate on their own traditional skills and competencies and neglect KM, LIS schools/professionals associations should make KM a priority in the information profession and KM should form part of the curriculum of every LIS school respectively.

Whereas in the 2017/2018 academic session, it was found that 14 (51.9%), 5 (18.5%), 11 (40.7%), 9 (33.3%), 8 (29.6%), 6 (22.2%), 3 (11.1%), 12 (44.4%) and 9 (33.3%) of the respondents agree that KM is a new term for what information professionals have always been doing, KM involves the identification, capturing, sharing and utilizing of organization's knowledge, It is difficult to indicate the differences between information management and KM, KM is a welcome development in the profession, KM poses a threat to library and information profession, KM can encourage LIS professionals to gain new skills and competencies, LIS professionals should concentrate on their own traditional skills and competencies and neglect KM, LIS schools/professionals associations should make KM a priority in the information profession and

Knowledge management should form part of the curriculum of every LIS school respectively.

The study further established that in the 2016/2017 session (3.1%), (9.4%), (28.1%), (3.1%), (34.4%), (6.3%), (37.5%), (3.1%) and (3.1%) of the respondents disagree that KM is a new term for what information professionals have always been doing, It is difficult to indicate the differences between information management and KM, KM is a welcome development in the profession, KM poses a threat to library and information profession, KM can encourage LIS professionals to gain new skills and competencies, LIS professionals should concentrate on their own traditional skills and competencies and neglect KM, LIS schools/professionals associations should make KM a priority in the information profession and Knowledge management should form part of the curriculum of every LIS school respectively, Similarly, the results from the 2017/2018 academic session revealed that 2 (7.4%), 2 (7.4%), 1 (3.7%), 7 (25.9%), 1 (3.7%), 11 (40.7%) and 2 (7.4%) of the respondents disagree that KM is a new term for what information professionals have always been doing, It is difficult to indicate the differences between information management and KM, KM is a welcome development in the profession, KM poses a threat to library and information profession, KM can encourage LIS professionals to gain new skills and competencies, LIS professionals should concentrate on their own traditional skills and competencies and neglect KM, LIS schools/professionals associations should make KM a priority in the information profession and Knowledge management should form part of the curriculum of every LIS school respectively.

It was also found that (18.8%), (46.9%) and (3.1%) of the respondents from the 2016/2017 class strongly disagree that KM poses a threat to library and information profession, LIS professionals should concentrate on their own traditional skills and competencies and neglect KM and LIS schools/professionals associations should make KM a priority in the information profession and Knowledge management should form part of the curriculum of every LIS school.

Whilst in the 2017/2018 academic session the results show that 1 (3.7%), 3 (11.1%), 3 (11.1%), 3 (11.1%), 9 (33.3%) and 1 (3.7%) of the respondent strongly disagree that it is difficult to indicate the differences between information management and KM, KM is a welcome development in the profession, KM poses a threat to library and information profession, KM can encourage LIS professionals to gain new skills and competencies, LIS professionals should concentrate on their own traditional skills and competencies and neglect KM and LIS schools/professionals associations should make KM a priority in the information profession respectively.

Findings further indicate that for the 2016/2017 class (6.3%), (3.1%), (6.3%), (3.1%) and (6.3%); whereas in the 2017/2018 academic session1 (3.7%), 1 (3.7%),2 (7.4%), 6 (22.2%), 1 (3.7%) 1 (3.7%) and 2 (7.4%), of the respondents chooses the option "Don't Know" that It is difficult to indicate the differences between information management and KM, KM is a welcome development in the profession, KM poses a threat to library and information profession, KM can encourage LIS professionals to gain new skills and competencies and LIS schools/professionals associations should make KM a priority in the information profession respectively. The difference between 2016/2017 and 2017/2018 academic session were on KM is a new term for what information professionals have always been doing, KM involves the identification, capturing, sharing and utilizing of organization's knowledge, KM is a welcome development in the profession and Knowledge management should form part of the curriculum of every LIS school accordingly.

In the final analysis, it was established that in the 2016/2017 class, (56.3%), (65.6%), (15.6%), (71.9%), (12.5%), (71.9%), (3.1%), (56.3%) and (71.9%); while in the 2017/2018 academic session 9 (33.3%), 21 (77.8%), 13 (48.1%), 3 (11.1%), 17 (63.0%), 2 (7.4%), 11 (40.7%) and 14 (51.9%) of the respondents strongly agree that KM is a new term for what information professionals have always been doing, KM involves the identification, capturing, sharing and utilizing of organization's knowledge, It is

difficult to indicate the differences between information management and KM, KM is a welcome development in the profession, KM poses a threat to library and information profession, KM can encourage LIS professionals to gain new skills and competencies, LIS professionals should concentrate on their own

traditional skills and competencies and neglect KM, LIS schools/professionals associations should make KM a priority in the information profession and Knowledge management should form part of the curriculum of every LIS school respectively.

Table 7: Contributions of KM to the LIS Profession

Contribution of KM	2016/2017					2017/2018				
	SD (%)	D (%)	Don't Know (%)	A (%)	SA (%)	SD (%)	D (%)	Don't Know (%)	A (%)	SA (%)
KM can bring about new and improved services to library patrons by libraries and information centers.	0 (0.0)	0 (0.0)	0 (0.0)	5 (15.6)	27 (84.4)	0 (0.0)	0 (0.0)	0 (0.0)	12 (44.4)	15 (55.6)
KM can make libraries and information professional more relevant to their users and their parent organizations	0 (0.0)	0 (0.0)	0 (0.0)	8 (25.0)	23 (71.9)	0 (0.0)	0 (0.0)	0 (0.0)	15 (55.6)	12 (44.4)
KM can significantly contribute to an improvement in the future prospect of the information profession and that of LIS profession	0 (0.0)	1 (3.1)	1 (3.1)	9 (28.1)	21 (65.6)	0 (0.0)	0 (0.0)	0 (0.0)	111 (40.7)	14 (51.9)
KM can encourage LIS professional to gain new skills which will in turn contribute significantly to the development of LIS profession	0 (0.0)	0 (0.0)	2 (6.2)	9 (28.1)	21 (65.6)	1 (3.7)	1 (3.7)	0 (0.0)	11 (40.7)	13 (48.1)
The major contribution that information professionals can make to KM is through their information management skills.	0 (0.0)	1 (3.1)	5 (15.6)	13 (40.6)	11 (34.4)	0 (0.0)	2 (7.4)	5 (18.5)	11 (40.7)	9 (33.3)
KM can enhance information professional's performance.	0 (0.0)	0 (0.0)	2 (6.3)	7 (21.9)	22 (68.8)	1 (3.7)	1 (3.7)	1 (3.7)	15 (55.6)	9 (33.3)

Based on Table 7, it was found that in the 2016/2017 class, (84.4%), (71.9%), (65.6%), (65.6%), (34.4%) and (68.8%) of the respondents strongly agree that KM can bring about new and improved services to library patrons by libraries and information centers, KM can make libraries and information professional more relevant to their users and their parent organizations, KM can significantly contribute to an improvement in the future prospect of the information profession and that of LIS profession, KM can encourage LIS professional to gain new skills which will in turn contribute significantly to the development of LIS profession, The major contribution that information professionals can make to KM is through their information management skills and KM can enhance information professional's performance respectively.

The study further established that (15.6%), (25.0%), (28.1%), (28.1%), (40.6%) and (21.9%)

of the respondents agree that KM can bring about new and improved services to library patrons by libraries and information centers, KM can make libraries and information professional more relevant to their users and their parent organizations, KM can significantly contribute to an improvement in the future prospect of the information profession and that of LIS profession, KM can encourage LIS professional to gain new skills which will in turn contribute significantly to the development of LIS profession, The major contribution that information professionals can make to KM is through their information management skills and KM can enhance information professional's performance respectively.

The study revealed that (3.1%), (6.2%), (15.6%) and (6.3%) of the respondents opted for the "Don't Know" option that KM can significantly contribute to an improvement in the future prospect of the information profession and that of LIS profession, KM can encourage LIS

professional to gain new skills which will in turn contribute significantly to the development of LIS profession, The major contribution that information professionals can make to KM is through their information management skills and KM can enhance information professional's performance respectively.

Similarly, it was found that (3.1%) and (3.1%) of the respondents disagree that KM can significantly contribute to an improvement in the future prospect of the information profession and that of LIS profession ; and the major contribution that information professionals can make to KM is through their information management skills respectively. Whereas in the 2017/2018 academic session respondents did not indicate any disagreement neither don't know options on KM can significantly contribute to an improvement in the future prospect of the information profession and that of the LIS profession.

Equally, no respondent indicated strongly disagree with the statements that KM can bring about new and improved services to library patrons by libraries and information centers, KM can make libraries and information professional more relevant to their users and their parent organizations, KM can significantly

contribute to an improvement in the future prospect of the information profession and that of LIS profession, KM can encourage LIS professional to gain new skills which will in turn contribute significantly to the development of LIS profession, The major contribution that information professionals can make to KM is through their information management skills and KM can enhance information professional's performance correspondingly. However, the views of the 2017/2018 academic session MLIS students differs remarkably with that of the 2016/2017 academic session on the statement that KM can encourage LIS professionals to gain new skills which will in turn contribute significantly to the development of LIS profession and KM can enhance information professional's performance respectively.

Challenges Associated with KM in LIS Education

In this section, the researchers required the respondents to select from a number of options regarding the likely challenges inherent in KM. The list of statements include: Lack of awareness about KM, inadequacy of academic staff that will teach KM courses, poor funding and inadequate Internet connectivity among others. The summary of the results are in Table 8

Table: 8 Challenges of Accepting KM in LIS Education

Challenges	2016/2017		2017/2018	
	Yes (%)	No (%)	Yes (%)	No (%)
Lack of awareness about KM	23 (71.8)	9 (28.1)	19 (70.4)	7 (25.9)
Lack of competence	6 (18.8)	26 (81.3)	8 (29.6)	19 (70.4)
Inadequacy of academic staff that will teach KM courses	19 (59.4)	13 (40.6)	8 (29.6)	19 (70.4)
Inadequacy pedagogical tools for teaching KM related courses	0 (0.0)	0 (0.0)	5 (18.5)	22 (81.5)
Poor funding	10 (31.3)	22 (68.8)	8 (29.6)	19 (70.4)
Inadequate Internet connectivity	12 (37.5)	20 (62.5)	6 (22.2)	21 (77.8)

As it seen in Table 8, it was found that the 2016/2017 MLIS class (71.8%), (18.8%), (59.4%), (31.3%) and (37.5%) of the respondents indicated that lack of awareness about KM, lack of competence, inadequacy of academic staff that will teach km courses, poor funding and inadequate Internet connectivity respectively

were the challenges associated with KM. While from the 2017/2018 session, (70.4%), (29.6%), (29.6%), (18.5%), (29.6%), and (22.2%) of the respondents indicated that lack of awareness about KM, lack of competence, inadequacy of academic staff that will teach KM courses, poor funding and inadequate internet connectivity

respectively were regarded as barriers to KM. The only difference between the 2016/2017 and 2017/2018 academic session classes was on inadequacy of pedagogical tools for teaching KM related courses because 2016/2017 respondents did not considered it as a challenge inherent in KM.

Summary of Major Findings of the Study

The following constitute the major findings of the study, conducted to determine the perceptions of MLIS students of Bayero University, Kano about Knowledge Management:

1. The survey has discovered that all the MLIS students from the two sessions studied were familiar with the concept of KM. There was a sharp difference among the MLIS students in terms of the nature of their awareness as some were fairly aware; some aware and; some very aware to some extent.

2. It was found that majority of the respondents became aware of the concept of KM mainly through their MLIS lecture classes; while few through personal readings,

3. Majority of the respondents perceived that KM is a new term for what information professionals have always been doing.

4. It was also found that majority of the MLIS respondents from both the two classes strongly believe d that KM can bring about new and improved services to library patrons by libraries and information centers,

5. Finally, majority of the respondents from the two sessions studied indicated lack of awareness about KM as the major challenge confronting KM in LIS education.

Recommendations

Based on the findings, the following recommendations are made:

1. Efforts should be made by the LIS School to create more awareness among students about KM.

2. There is the need for regular organizing of periodic workshops and seminars relating to KM in the LIS School.

3. There is the need for the recruitment of more qualified lecturers that would teach KM related courses in the LIS School.

4. Finally, the LIS School should put in place state of the art infrastructure including ICT gadgets for the teaching of KM related courses.

Conclusion

The major aims of this study were to explore the awareness and perceptions of MLIS students of the Department of Library and Information Sciences, Bayero University, Kano about knowledge management. The findings of the study revealed that most of the MLIS students were aware about the concept of KM though with variations. The research also revealed that the perceptions of KM among the MLIS students differ, but almost all of them portrayed positive perceptions about KM. Therefore, the study concludes that KM is significant to the education and training of LIS students at all levels as established by this study. Hence, all LIS educational programmes (whether university or non-university-based) should include KM in their curricular Additional studies can be carried out to cover postgraduate students of LIS programmes in the entire country using either quantitative, qualitative or perhaps mixed methodology approach to get more insights about the perceptions of students about KM in relation to LIS education.

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