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Full Length Research Paper

Assessment of academic libraries in knowledge management for human capital development in tertiary institution in Delta State, Nigeria

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This paper investigated the place of academic libraries in knowledge management for human capital development in Delta State, Nigeria. Human capital development is an important agenda of any society. Consequently, the Delta State Government and various institutions have been paying priority attention to it. Samples of 6 academic libraries from the various senatorial districts of Delta State, Nigeria were investigated. The instrument used to generate data is the questionnaire and the data generated were analyzed using frequency tables and percentages, and chi-square statistic was employed in testing the research hypotheses at 0.05 level of significance. This study showed that the library knowledge management practices entail the process of creating, storing, sharing and using ICT facilities to achieve human capital development. A significant relationship was established between knowledge management and human capital development. However, there was a significant relationship between the challenges of knowledge management and human capital development. Based on the challenges, recommendations were made.

Key words: Knowledge management, human capital development, academic library.

INTRODUCTION

Knowledge management is a comprehensive range of activities by individuals, organizations and even the society as a whole. It is used to identify, create, acquire, organize, share, utilize, update and sustain its knowledge for performance and growth (Igberease and Onyeagha, 2009).

The urge for human capital development is an integral phenomenon and became paramount to Delta State which seeks other viable means of diversifying the state economy hence His Excellency, Dr. Emmanuel Ewetan Uduaghan the Delta State Governor incorporated human capital development as one of his three point agenda. Human capital is a means of production into which additional investment yields additional output. This was the view of Gray (1964) of the Chicago School of Economies, who had stated that human capital was a "physical means of production" such as factories and machines. Recently, Delta State Government has been paying priority attention to human capital. Arthur (2003) described human capital as "the stock of competences, knowledge and personality attributes embodied in the ability to perform labour and produce economic value. It is the attributes gained by a worker through education and experience. To this end, Senate President, Mark (2012) asserts that "If you do not invest in education, you are gone." Human capital development should be a priority and not an option.

Sustainable human development implies

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interdependence of various strata of the society with realization of stable economic, social, political, technological and cultural development. It is human capital development that can guarantee the protection and enhancement of workers' production today and tomorrow. It is also one that is self-sustaining and meets the needs of present and future generation (Steer and Lutz, 1993).

Omotola (2006) posits development as an adequate empowerment of the state and society for proper distillation of their complimentary responsibilities, institution and government stability and great latitude of autonomy for political community and its constituent parts as well as individual members of such communities. On the other hand, Girgis (2004) sees knowledge management as methodology for capturing, optimizing, delivering and maintaining the information that is of value to the society or state. In sequence, Igberease and Onyeagha (2009) view knowledge management as a process where knowledge, skills, expertise, communication and collaboration are cared for, administered and steered with skills and wisdom in great oriented fashion by using different library techniques and technologies.

Tertiary institution is the highest place of learning and human development. The most important purpose of higher institutions is to teach the student to think for himself. This involves knowing where information may be found and how to use the literature of his subject effectively to accomplish goals. In this regard, an academic library provides the information needs of her members in a university or institution's community. Viet (1975) correctly points out that the library services are a complementary academic faculty which affords students the opportunity to augment their classroom experience with an independent avenue for learning beyond the course offering of the institution.

In the context of education, the activities of knowledge sharing are highly desirable because academic libraries play the role of a reservoir of knowledge and as well perform knowledge sharing process to users and community members to gain new knowledge, reach better decisions and improve the performance level.

Oni-Orisan (1972) asserts that the library provides materials to support and enrich the curriculum, enlarge the horizon of the students and stimulate their critical and imaginative faculties. No scholar can claim omniscience, particularly with modern rapid advances in most areas of academic pursuit. There is constant need for the scholar to update his knowledge, and he can do so by consulting organized books and non-book resources in the library. The library is a recognized and essential resource centre which no scholar can afford to dispense if he is to attain his academic goal.

Consequently, library and information professionals are now being referred to as knowledge managers and libraries as information and knowledge centres. This places a big challenge for academic libraries across the world since tertiary institutions are the highest level of education and for human capital development.

In Great Britain, academic libraries serve industries or companies through industrial liaison centres. The range of services available from these industries/ organization varies according to the resources which can be tapped and the financial resource given by local government and industry (Ifidon, 2000).

Statement of problem

Human capital is undoubtedly the most important of all factors of economic production. Development of human capital is therefore, the most important step towards achievement of the state's objectives. Knowledge management is a discipline that promotes an integrated approach to identifying, managing and sharing all of an organization's intellectual or knowledge assets including articulated expertise and experience resident in individuals. Intellectual capital development becomes a priority to individuals, firms and society to enhance their success without any doubt. Knowledge management is an integral responsibility of academic libraries which are tailored to an improved research, learning and community development. Human capital development requires knowledge management viable information resources in academic libraries. However, there is a general observation that users' services in Nigeria are less than satisfactory. It is in this regard, that this research intends to investigate the extent to which the academic libraries are managing information or knowledge resources for the sustainable human capital development in Delta State.

Research questions

1) To what extent does libraries knowledge management engender human capital development in the state?
2) What are the challenges of academic libraries towards knowledge management for human capital development?

Research hypotheses

The following null hypotheses were formulated to guide the study:

1) There is no significant relationship between knowledge management in academic libraries and human capital development in the state.
2) There is no significant relationship between the challenges of knowledge management in academic libraries and human capital development in the state.

METHODOLOGY

This study is a descriptive research design. The population of the

Table 1. Distribution of sample size in the academic libraries in Delta State.

S/N	Senatorial district	Tertiary institution	Sample size	%
1	Delta North	College of Education, Agbor	55	16.67
2	Delta North	Federal College of Education, Asaba	55	16.67
3	Delta Central	Delta State University, Abraka	55	16.67
4	Delta Central	P.T.I. Effurun	55	16.67
5	Delta South	College of Education, Warri	55	16.67
6.	Delta South	Delta State Polytechnic, Ozoro	55	16.67
	Total		330	100

Table 2. Knowledge management and human capital development.

	SA		A		DA		SD	
Knowledge management	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
The library knowledge management practices entail the process of creating storing, sharing and using library resources to achieve human capital development	185	56.1	143	43.3	2	0.6	-	-
The library harness ICT infrastructure for human capital development	106	32.1	149	45.2	62	18.8	13	3.9
Effective and efficient acquisition, storage and dissemination of information boost human capital development	186	56.4	144	43.6	-		-	
The management of tacit and explicit knowledge enhances human capital development.	167	50.6	133	40.3	12	3.6	18	5.5

study consists of library users from various faculties in various institutions. However, 330 respondents were sampled from the various tertiary institutions. The questionnaire was administered by the researcher and assistants visiting the various institutions selected for the study. Completed questionnaires were collected from 6 academic libraries across the three senatorial districts of Delta State (Table 1). Descriptive statistic involving the use of percentages was used to analyze the research questions. In testing the research hypotheses, chi-square statistic was employed.

From the target population the researcher selected a sample size of 330 respondents through simple random sampling techniques. This study consists of six tertiary institutions drawn from the various six senatorial districts of Delta State, Nigeria.

Table 2 reveals the relationship between libraries knowledge management practices and human capital development. It was shown that 328 respondents representing 99.4% strongly agreed or agreed that the library knowledge management practices entail the process of creating, storing, sharing and using library resources to achieve human capital development while only 2 (0.6%) disagreed. It also reveals that 255 (77.3%) strongly agreed or agreed that library harness ICT infrastructure for human capital development while 75 (22.7%) disagreed or strongly disagreed. In addition, the entire 330 (100%) respondents strongly agreed or agreed that effective and efficient acquisition, storage and dissemination of information boost human capital development. Furthermore, 300 respondents representing 90.9% strongly agreed or agreed that the management of tacit and explicit knowledge management enhances human capital development while 30 (9.1%) disagreed or strongly disagreed.

Table 3 presents responses of utilization of knowledge management facilities in academic libraries for human development. The results show that 262 (79.4%) respondents strongly agreed or agreed that rendering of information services in the library enhances human capital development while 68 (20.6%) respondents disagreed or strongly disagreed. In this vein, 273(82.7%) respondents strongly agreed or agreed that academic libraries do support research and human capital development whereas 57 (17.3%) disagreed or strongly disagreed. 296 (89.7%) strongly agreed or agreed that academic libraries help in generating new knowledge while 34 (10.3%) disagreed or strongly disagreed. It was shown that 318 (96.4%) respondents strongly agreed or agreed that accessing valuable knowledge libraries boost human capital development, while 12 (3.6%) disagreed or strongly disagreed.

In addition, 61 (18.5%) respondents strongly agreed or agreed that acquisition of online resources boost human capital development in academic libraries while 269 (81.5%) disagreed or strongly disagreed. Furthermore, 276 (83.6%) respondents strongly agreed or agreed that sharing related knowledge with the use of ICT infrastructure in academic libraries enhance human capital development.

Table 4 did not only show the level of knowledge management

Table 3. Utilization of knowledge management facilities in academic libraries for human development.

knowledge management in academic libraries for human capital development	SA		A		DA		SD	
	No	%	No	%	No	%	No	%
Rendering information services enhance human capital development	152	46.1	110	33.3	43	13	25	7.6
Academic Libraries support research and Human capital Development	147	44.5	126	38.2	5	1.5	2	0.6
Academic libraries helps in generating new knowledge	174	52.7	122	37	14	4.2	20	6.1
Accessing valuable knowledge in academic library boost human capital development	175	53	143	43	8	2.4	4	1.2
Acquisition of online resources boost Human Development in academic library	32	9.7	29	8.8	132	40	137	41.5
Sharing related knowledge with the use of ICT infrastructure in academic libraries enhance human capital development	145	44	131	39.7	30	9.1	24	7.3

Table 4. Assessment of knowledge management facilities.

Which of the following knowledge management tools and services are not available in your academic libraries for human capital development	NA	AV
Computer	141(42.7%)	189(57.3%)
CD ROM	192(58.2%)	138(41.8%)
Scanner	175(53%)	155(47%)
Projector	227(68.8%)	103(31.2%)
Multi-media tools	238(72.1%)	92(27.9%)
Modem	182(55.2%)	148(44.8%)
Telephone	1 (0.3%)	329(99.7%)
Printer	3 (0.9%)	327(99.1%)
Bar code reader	157(47.6%)	173(52.4%)
Indexing and abstracting tools	13 (3.9%)	317(96.1%)
Internet	203(61.5%)	127(38.5%)
Video/audio conferencing	330(100%)	0(0%)
Stable power supply	0(0%)	330(100%)

tools and services available libraries for human capital development but also the level of dearth. The analysis shows that 141 (42.7%) of respondents indicated non-availability of computer while 189 (57.3%) indicated available. Further analysis of data shows that (58.2%) responses indicated that CD ROM are not available, 175 (53%) responses indicated that scanners are not available for use in academic libraries. It will also be seen from the analysis that 68.8% responses said projectors are not available for knowledge management. Again, 238 (72.1%) responses indicated that multi-media tools also are not available for use in academic libraries. 182 (55.2%) of the respondents indicated that modem is not available in academic libraries. However, 329 (99.7%) of the respondents indicated this telephones are available for knowledge management. 99.1% indicated that printers are available; 52.4% respondents also indicated that Bar code readers are also available in academic libraries; 96.1% responses affirm that indexing and abstracting tools are also available for knowledge management. Furthermore, 100% responses indicated that video/audio conferencing is not available for knowledge management while 100% responses also affirm that academic libraries lack stable power supply for knowledge management in view of human capital development. The findings of this study corroborate with earlier studies made by Edom (2010) and Eyon (2006), who reported in their various studies that inadequate computers, erratic power supply, lack of multi-media tools, and other ICT facilities such as internet video/audio con-ferencing facilities affect academic libraries in process of knowledge

Table 5. Chi-Square (x^2) analysis of knowledge management in academic libraries and human capital development in the state.

Respondents	Agree	Disagree	Total	Df	X^2 – Cal	X^2 – Crit	Level of sign	Decision
Delta North	42	68	110	2	10.503	5.99	0.05	Significant
Delta Central	66	44	110					
Delta South	53	57	110					Rejected
Total	161	169	330					

Table 6. Chi-Square (x2) analysis of the challenges of knowledge management in academic libraries and human capital development in the state

Respondents	Agree	Disagree	Total	Df	X^2 – Cal	X^2 – Crit	Level of sign	Decision
Delta North	35	75	110	2	13.439	5.99	0.05	Significant
Delta Central	49	61	110					
Delta South	62	48	110					Rejected
Total	148	184	330					

management for human capital development.

Presentation of research hypotheses

The analysis of data based on the hypotheses is presented in the order in which they are listed.

Hypothesis 1

There is no significant relationship between knowledge management in Academic libraries and human capital development in the state.
The result of the analysis of hypothesis one is presented in Table 5.
The result in Table 5 shows that the Chi-Square x2 calculated value of 10.503 was greater than the x2 critical value of 5.99. Hence the null hypothesis was rejected. This shows that there was a `significant relationship between knowledge management in academic libraries and human capital development in the state.

Hypothesis 2

There is no significant relationship between the challenges of knowledge management in academic libraries and human capital development in the state.
The result of the analysis of hypothesis two is presented in Table 6.
Table 6 indicates that the x2 – calculated value of 13.439 was greater than the x2 – critical value of 5.99. Therefore, the null hypothesis was rejected. This implies that there was a significant relationship between the challenges of knowledge management in academic libraries and human capital development in the state.

FINDINGS

The major findings of the study are as follows:

1. The library knowledge management practices entail the process of creating, storing, sharing and using library resources in achieving human capital development.
2. Academic libraries harness ICT infrastructure for human capital development
3. Effective and efficient acquisition, storage and dissemination of knowledge boost human capital development.
4. The management of tacit and explicit knowledge enhances human capital development.
5. Academic libraries did not only support learning and research but also human capital development.
6. Academic libraries help to generate new knowledge and also redefine older ones.
7. Academic libraries share related knowledge with the use of ICT facilities.
8. Computers and electronic facilities used for knowledge management in academic libraries are inadequate and this equally affects human capital development.
9. It is seen that lack of stable power supply affects knowledge management as well as human capital development.
10. There is significant relationship between knowledge management in academic libraries and human capital development in the state.
11. There is significant relationship between the challenges of knowledge management in academic libraries and human capital development in the state.

Conclusion

Human capital development is expedient in any organization or society. This expediency becomes necessary in academic libraries since they operate as the highest level of human development. Knowledge management in academic libraries entails how knowledge is created, utilized and shared using various mechanisms with the

intention of achieving institutional goal and objectives. It is seen that the management of tacit and explicit knowledge enhances human capital development. However, some major factors militating against realization of goals include lack of stable power supply, inadequate ICT facilities and funding generally.

To fully guarantee knowledge management in academic libraries for human capital development in Delta State, Nigeria, the following recommendations are made.

1) The Delta State Government and Governing Councils of Tertiary Institutions in Delta State should as a matter of priority provide adequate ICT facilities in all academic libraries for effective knowledge management as sure avenue for human capital development.
2) Government should provide stable and uninterrupted power supply in order to power ICT equipment for effective knowledge management in tertiary institutions.
3) Efforts should be made by government at all levels by providing adequate finance to tertiary institutions and academic libraries services.
4) Library staff should be regularly exposed to training and retraining as a way of improving their skills on the application of modern techniques of knowledge management and intellectual capital development.

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