INFORMATION LITERACY SKILLS AND KNOWLEDGE SHARING PRACTICES AMONG FEDERAL COLLEGE OF FORESTRY STUDENTS IN IBADAN, OYO-STATE, NIGERIA

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Abstract

The study investigated information literacy skills and knowledge-sharing practices among the Federal College of Forestry students in Ibadan, Oyo-state, Nigeria. Survey research was conducted to determine the influence of Information Literacy Skills (ILS) as a predictor of Knowledge Sharing Practices (KSP) among Federal College of Forestry Students in Ibadan, Oyo-State. The study sought to find the types, tools, purposes and challenges of sharing knowledge among Federal College of Forestry students Ibadan. The study adopted a quantitative method and deployed a questionnaire-based survey research design. Its population consists of 361 respondents from the Federal College of Forestry Students. The sample size was drawn using a random sampling technique. Data were analysed using descriptive and inferential statistics. The findings showed that the common types of knowledge shared are class notes/handouts, previous examination papers and entertainment such as music, video games, movies, Fashion, and sports. The tools mostly used were face-to-face, social media and mobile phones and the least tools used were Laptops. The purposes of sharing knowledge are to solve study-related problems, clarify or discuss the

examination-related matter and discuss requirements of class projects, term papers, or assignments. Challenges to sharing knowledge among federal forestry college students include time constraints, Fear of providing wrong information and poor mobile and internet networks. The findings showed that the respondents had a high level of information literacy skills. The results also showed that information literacy skills have a significant positive relationship with the knowledge-sharing practices of Federal Forestry College students. Information literacy skills were found to have a significant positive relationship with knowledge-sharing practices, underscoring their importance in fostering a collaborative academic environment. To further enhance the positive impact of information literacy on knowledge sharing, the college should integrate comprehensive information literacy training into its curriculum. This will ensure that all students are equipped with the necessary skills to share knowledge effectively

Keywords: Information literacy skills, Knowledge sharing practices, Federal College of Forestry

Introduction

Federal College of Forestry has the goal of expanding education and skills in environmental protection, conservation, and sustainable forest management. The colleges provide a wide range of academic programmes that are specifically designed to address the changing demands of the forestry industry. Academic programmes of the Federal College of Forestry in Ibadan are designed to give students a comprehensive grasp of forestry concepts, methods, and practices. These courses usually cover diploma, certificate, and degree programmes, among other educational levels. A wide range of topics are covered in the curriculum, including forest ecology, silviculture, biodiversity protection, forest engineering, forest economics, and forest policy. To reinforce their learning, students participate in research projects, laboratory tasks, and active fieldwork, with a concentration on both theoretical knowledge and practical abilities.

Depending on the academic programme they have selected, students at the Federal College of Forestry in Ibadan advance through different years of study. Diploma and certificate programmes usually have a one to four years study period. Students go through an intense course of study that builds on fundamental knowledge and gradually goes deeper into specialized fields of environmental sciences and forestry during their academic careers. The people who are considered students at the Federal College of Forestry in Ibadan are a varied set of people who are brought together by their enthusiasm for environmental

stewardship and forestry. Each of these students has specific aims and professional goals within the forestry industry, and they may include aspiring foresters, environmentalists, conservationists, legislators, and researchers (Federal College of Forestry, Ibadan, n.d., accessed 2024). Despite coming from different backgrounds, they are united by a shared goal: gaining the information, expertise, and real-world experience necessary to effectively contribute to the protection and sustainable management of forest resources. Students at Forestry College must share their knowledge, as this might lead to an understanding of the connections between the lessons they have learned and the wider implications for efficient forest management and conservation initiatives.

Ahamad and Karim (2019) define knowledge sharing as the exchange of expertise, advice, and abilities connected to one's line of work with others to help each other accomplish daily chores, find solutions to problems, and come up with fresh concepts. To achieve knowledge growth, Wang (2020) said that knowledge sharing is the process by which knowledge demanders and owners exchange information using a variety of communication techniques. Asterhan and Bouton (2017) state that several aspects of knowledge sharing need to be taken into account. These constituents can facilitate the assessment of individual conduct about the exchange of information among one another. But it is not limited to just one person; it can also be used to describe how information is shared among companies and institutions, especially educational ones like the Federal College of Forestry. Among the elements that might help in better understanding knowledge-sharing practices are the kinds of knowledge conveyed, the purpose of knowledge sharing, the methods utilized for knowledge sharing, and the challenges of knowledge sharing.

Students' sharing of information has become a more essential subject in the knowledge economy age, as it may assist them address the problems of more integrated knowledge (Xu et al., 2016). First and foremost, knowledge-sharing may help college students learn more by allowing them to absorb more information from others' expertise, which can enlarge their knowledge base and enhance their ability to learn. Furthermore, it can convert individual information into group knowledge, include useful resources, enhance the knowledge system, and optimize the significance of knowledge (Cao, Lee and Nguyen 2022). Furthermore, knowledge-sharing learning fosters college students' capacity for autonomous thought as well as their capacity for collaborative teamwork. College students may enhance their teamwork skills by practicing reciprocal communication and sharing, as suggested by Cheruvelil et al. (2014).

Therefore, it is crucial to research students' knowledge-sharing practices to raise learning effectiveness, quality, and vitality, develop students' creative

thinking, encourage resource sharing, boost students' comprehensive ability, strengthen students' sense of social responsibility, and develop exceptional talents for society. The relationship between individuals can have a big influence on knowledge sharing. However, the sharing of information is not always spontaneous; there are several factors that might impact it, one of which is information literacy skills.

Information literacy is a set of skills that requires people to "recognize when information is required and have the ability to locate, evaluate, and effectively use the needed information." (American Library Association, 2024). Having information literacy skills enables individuals from all walks of life, especially federal forestry college students, to find, assess, use, and produce information successfully to meet their social, professional, academic, and personal objectives. People who are information literate can get information about their surroundings, health, education, and employment, and can use that knowledge to make important life decisions (UNESCO, 2023). According to Catts and Lau (2008) cited by Oladejo, Alonge and Oyewole (2020), there are several elements which give a detailed picture of the design of information literacy skills such as definition and articulation of information; location of and access to information; assessment of information; organization of information; use of information; communication and ethical use of information and other skills. The primary objective of federal forestry college students' information search is to close a knowledge gap. Consequently, the students have to have the abilities. To sum up, this research will provide insight into the crucial interactions among knowledge-sharing practices, and information literacy abilities among Federal College of Forestry students. Through the examination of these interrelated elements, important insights into the opportunities and problems facing forestry education and practice may be found. A successful forestry profession requires excellent information literacy and knowledge sharing; nevertheless, there are still gaps in understanding and practice, which made this research urgently necessary. To better understand information literacy, and knowledge-sharing practices of Federal College of Forestry students in Ibadan, Oyo State, this study is imperative.

Statement of the Problem

In the globalized world of today, knowledge sharing is essential to education, creativity, and the advancement of society. It facilitates communication between people, allowing them to share knowledge, perspectives, and ideas to promote teamwork and collective intelligence. Effective information sharing is

critical to fostering a culture of sustainability and well-informed decision-making, especially in educational institutions such as the Federal College of Forestry in Ibadan, where students are deeply engaged in the study of natural resources and environmental management. It is crucial to comprehend the dynamics of college students' knowledge-sharing practices to support their academic achievement as well as to equip them with the skills necessary to handle challenging issues in environmental conservation and forestry as competent professionals.

Although the importance of sharing information has been acknowledged, existing studies have primarily addressed general student groups or certain fields, ignoring the particular context of forestry education. This accounts for a lack of knowledge regarding the attitudes and actions of Federal Forestry College students concerning knowledge sharing in Ibadan. This disparity makes it more difficult to create treatments and plans that are specifically designed to improve Federal college of Forestry students' information literacy skills, and knowledge-sharing practices. To determine the factors impacting forestry students' participation in knowledge-sharing activities, it is necessary to investigate these variables within the student population. To bridge this knowledge gap, the present study aims to shed light on the intricate relationships between information literacy skills and knowledge-sharing practices among Federal College of Forestry students in Ibadan.

Research Questions

The following are the research questions to guide the study:

1. What is the level of information literacy skills possessed by Federal College of Forestry students Ibadan?
2. What types of knowledge are shared by Federal College of Forestry students Ibadan?
3. What tools are used to share knowledge among Federal College of Forestry students Ibadan?
4. What are the purposes for sharing knowledge among Federal College of Forestry students Ibadan?
5. What challenges are been encountered when sharing knowledge among Federal College of Forestry students Ibadan?

Hypothesis

H1. There is no significant relationship between information literacy skills and knowledge-sharing practices of the Federal College of Forestry students Ibadan.

Literature Review

Kalu, Usiedo and Chdi-Ka;u (2019) examined knowledge-sharing practices and patterns among academic students using the electrical engineering technology students of the National Institute of Technology Edo, Nigeria. It was survey research with a population of 27 students. The questionnaire was used to collect data. Findings showed the most effective channel of knowledge sharing among the students is online chat with 100% agreeing to this. Also, 100% of the respondents agreed that what motivates them to share knowledge is trust. When asked about the barriers of knowledge sharing 100% of the respondents agree that illiteracy is the major cause and 52% of the respondents are okay with sharing knowledge among themselves.

An investigation of postgraduate students' knowledge-sharing practices at a few Nigerian universities was carried out by Opeke and Kehinde (2014). The research approach utilized in this study was a descriptive survey, with 503 postgraduate students making up the study population. The mechanism for gathering data was a questionnaire. Subjects with the greatest proportion (89.9) were found to be most eager to share new ideas with colleagues, according to the examination of the postgraduate students' knowledge-sharing habits. This suggests that the majority of PG students have adequate knowledge-sharing skills. Furthermore, the results showed that, among postgraduate students, knowledge related to their fields of study is most frequently shared (92.8%). Sports news (32.6%), social news (63.6%), campus news (61.6%), library experience (68.9%), religion news (68.8%), and political news (72.2%) are among the other topics that people often share knowledge about. Finally, the study revealed that the majority of postgraduate students (55.6%) favoured in-person knowledge sharing over other media (tools for information sharing). The survey indicates that postgraduate students share information at a high frequency.

In the same vein, to determine the level of information literacy skills among students several studies have been conducted, for instance, Nyarigoti (2020) accessed the information literacy skills of undergraduate students in the United States of America. A descriptive survey research design was used for the study with a population of 179 students. A questionnaire was used to retrieve data from the respondents. The results revealed that 78% of the respondents confirmed finding, critically evaluating and effectively using information as considered to be important indices before one becomes information literate. The respondents (65%) pointed out that the use of a reference page in the article is the most efficient source.

Olubiyo, Oguniyi, Ademilua and Akanmidu-Fagbemi (2019) surveyed information literacy skills among undergraduates of Adeyemi College of

Education, Ondo, Nigeria. The study used a survey research method with a population of 180 students. Data from the respondents were obtained through a questionnaire and the result showed that 76.2% of the respondents are aware of what information literacy skills are. When asked about the course they were taught information literacy skills 34% of the respondents attested that it was through library instruction programmes, then 12% of the respondents indicated it was through the use of a computer. While 19.3% of the respondents said they got to learn information literacy skills through the use of English. The result, it shows the respondents are fully aware of information literacy skills and were duly taught from different courses. As such the information literacy skills of the students is sufficient.

Aghanche, Nkamnebe and Nkamnebe (2019) investigated the information literacy skills of 283 undergraduates in Paul University Awka, Anambra State, Nigeria. Using a survey design, questionnaire and achievement test as data collection instruments. The results of the study indicated that 80% of the participants are proficient in the definition and articulation of information, 72% are vast in the assessment of information, 79% are proficient in the proper evaluation of information, and 75% of the participants attested they understand ethical and legal use of information. This study implies that the undergraduates are highly proficient in information literacy skills, making them information literate. To show the relationship between information literacy skills and knowledge-sharing practices, Keshavarz (2021) in Nyarigoti (2020) investigated personality factors and knowledge-sharing in information services: the mediating role of information literacy competencies. The study adopted a sequential mixed-method approach. With a path coefficient of 0.47, the results showed that information literacy competencies had a positive and substantial impact on knowledge-sharing practices.

Methodology

A descriptive survey research technique was used in this study. Students from the Federal College of Forestry in Ibadan, Oyo State, make up the research population. There are 361 Federal College of Forestry regular students enrolled in the school, based on information gathered from the Academic Planning Unit in 2023. A sample size of 116 students was selected using a random sampling technique. The tool used to gather the data was a questionnaire adapted from Oladejo, Alonge and Oyewole (2020). The statistical package for the social sciences (SPPS) was used to analyse the data, and the results were presented in form of descriptive statistics of frequency counts, percentages, mean and standard deviation.

Data Analysis, Presentation, and Summering of the Findings

Figure: 1. Name of Department of the Respondents

The above chart shows the representation of the respondents from the various departments selected for the study. The Forestry Technology department had the largest number of respondents with 24 (20.69%) followed by Wood Technology with 20 (17.24%), while the least number of respondents was Agri Business Management 3 (2.59%).

Data Analysis and Discussion

Research Question One: What is the level of information literacy skills possessed by Federal College of Forestry students?

Table 1 shows the results on the level of information literacy skills possessed by the Federal College of Forestry Students, Ibadan, Oyo state.

Table 1: Level of information literacy skills possessed by Federal College of Forestry students

	SA		A		D		SD		Mean	SD
	N	%	N	%	N	%	N	%		
Definition and Articulation of information need										
I can recognize when I need information	52	44.8	64	55.2	0	0	0	0	3.45	.499
I understand the need to use information resources to fill my knowledge gap	42	36.2	70	60.3	3	2.6	1	0.9	3.32	.569
I can identify the exact kind of information I need	63	54.3	49	42.2	4	3.4	0	0	3.51	.567
I can express my information needs in clear terms	52	44.8	58	50	5	4.3	1	0.9	3.39	.615
I possess the requisite skills to recognize appropriate information resources e.g. reference sources, journals, textbooks, eBooks, websites etc.	58	50	52	44.8	5	4.3	1	0.9	3.44	.623

weighted mean									**3.42**	**.574**
Location and Access to information										
I know where and how to find necessary information resources to complete my assignment and research	52	44.8	59	50.9	5	4.3	0	0	3.41	.575
I am used to everyday online and offline search tools	48	41.4	48	41.4	20	17.2	0	0	3.24	.730
I can use keywords to search for information materials on the web	51	44	56	48.3	8	6.9	1	0.9	3.35	.649
I have the skills to construct complex searches and search access to a wide range of databases using different user interfaces, redefining terms and repeating searches as required.	35	30.2	70	60.3	8	6.9	3	2.6	3.18	.667
I know the right search engines to use to find necessary information material	52	44.8	62	53.4	1	0.9	1	0.9	3.42	.562
I have the skills to find the exact information I need within a particular reference material	42	36.2	65	56	7	6	2	1.7	3.27	.651
weighted mean									**3.31**	**.638**
Assessment of information										
I can adequately and efficiently identify when information is from a reliable source	34	29.3	78	67.2	4	3.4	0	0	3.26	.513
I can identify specific information sources that are accurate and relevant based on author,	43	37.1	60	51.7	11	9.5	2	1.7	3.24	.693

publisher, date of publication etc.										
I cannot evaluate the accuracy and credibility of the information	17	14.7	37	31.9	56	48.3	6	5.2	2.56	.805
I understand the concept of accuracy, relevance and comprehensiveness of information resources	51	44	60	51.7	4	3.4	1	0.9	3.39	.601
I can select, retrieve and summarize information resources to suit my need	29	25	76	65.5	11	9.5	0	0	3.16	.569
I can filter information	49	42.2	52	44.8	13	11.2	2	1.7	3.28	.729
weighted mean									**3.15**	**.652**
Organization of information										
I know how to merge new information with existing thought to create new information	33	28.4	72	62.1	11	9.5	0	0	3.19	.589
I understand how to use logic and reasoning to synthesize information	48	41.4	56	48.3	9	7.8	3	2.6	3.29	.720
I understand that existing information can be combined with original thought, experiment and analysis to produce new information	58	50	48	41.4	9	7.8	1	0.9	3.41	.672
I can reflect on problems encountered	38	32.8	65	56	10	8.6	3	2.6	3.19	.697
weighted mean									**3.27**	**.670**
Use of information										
I can apply new and prior information to my task	57	49.1	52	44.8	5	4.3	2	1.7	3.41	.660
I can apply my critical thinking and analytical skills effectively	32	27.6	75	64.7	8	6.9	1	0.9	3.19	.589
I can use the information obtained to solve the	29	25	75	64.7	12	10.3	0	0	3.15	.579

problem on the ground										
I am unable to use bibliographic references in research reports	37	31.9	37	31.9	39	33.6	3	2.6	2.93	.872
									3.17	**.675**
Ethical use of information										
I can cite (give reference) to the consulted information sources in an appropriate manner	35	30.2	71	61.2	8	6.9	2	1.7	3.20	.635
I can avoid plagiarism and use information ethically	27	23.3	76	65.5	9	7.8	4	3.4	3.09	.667
I can present the new knowledge I have created to others	58	50	47	40.5	9	7.8	2	1.7	3.39	.707
I can understand the ethical, legal and socio-economic issues surrounding information.	38	32.8	66	56.9	10	8.6	2	1.7	3.21	.666
									3.22	**.669**
Grand Total									**94.52**	**18.67**

Key: SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree

Table 3: Interval table for the level of information literacy skills of the respondents

Interval	Overall mean score image	Remark
0- 38.66	-	Low
38.7 – 77.3	-	Moderate
77.4 – 116	**94.52**	**High**

To find the level of information literacy skills, a test of norm of conducted. The overall mean for the level of information literacy skills as indicated by the responses of the federal forestry college students is 94.52 which falls between the scale "77.4-116" and this showed a high level of information literacy skills.

Research questions two, three, four and five: What are the types, tools, purposes and challenges of knowledge-sharing practices of Federal College of Forestry Students?

Table 3: Knowledge-sharing practices of the respondents

Types	SA		A		D		SD		Mean	SD
	N	%	N	%	N	%	N	%		
Class notes/handouts	68	58.6	47	40.5	1	0.9	0	0	3.58	.513
Current affairs	21	18.1	72	62.1	22	19	1	0.9	2.97	.639
Previous examination papers	76	65.5	29	25	10	8.6	1	0,9	3.55	.690
URLs of useful websites	35	30.2	63	54.3	16	13.8	2	1.7	3.13	.704
Previous assignments/term papers	44	37.9	58	50.0	13	11.2	1	0.9	3.25	.684
Entertainment (music, video games, movies, Fashion, sports)	68	58.6	32	27.6	12	10.3	4	3.4	3.41	.814
Politics	25	21.6	57	49.1	24	20.7	10	8.6	2.84	.864
Scholarships	59	50.9	34	29.3	23	19.8	0	0	3.31	.785
Health-related	40	34.5	60	51.7	14	12.1	2	1.7	3.19	.709
Total									**29.23**	**6.40**
Tools										
E-mail	49	42.2	56	48.3	8	6.9	3	2.6	3.30	.713
Face-to-face	67	57.8	48	41.4	0	0	1	0.9	3.56	.548
Online forums/discussion boards	46	39.7	62	53.4	7	6.0	1	0.9	3.32	.627
Short messaging service (SMS)	51	44	47	40.5	16	13.8	2	1.7	3.27	.762
Mobile phone	53	45.7	57	49.1	5	4.3	1	0.9	3.40	.617
Social media	65	56	44	37.9	6	5.2	1	0.9	3.49	.639
Laptops	41	35.3	62	53.4	6	5.2	7	6.0	3.18	.787
Total									**23.52**	**4.69**
Purposes										
to clarify or discuss examination-related matters.	68	58.6	45	38.8	2	1.7	1	0.9	3.55	.580
to solve study related problems.	79	68.1	32	27.6	4	3.4	1	0.9	3.63	.598
to clarify or discuss certain concepts learned in the class.	51	44	60	51.7	5	4.3	0	0	3.40	.573

to discuss requirements of class projects, term papers, or assignments.	64	55.2	45	38.8	4	3.4	3	2.6	3.47	.691
for entertainment/relaxation purposes.	38	32.8	64	55.2	12	10.3	2	1.7	3.19	.684
so that I can feel appreciated / rewarded by my colleagues.	50	43.1	40	34.5	19	16.4	7	6.0	3.15	.907
to let my opinion/ ideas be heard on a topic	38	32.8	64	55.2	11	9.5	3	2.6	3.18	.705
to increase my confidence level	56	48.3	53	45.7	6	5.2	1	0.9	3.41	.633
to gain more popularity in school	41	35.3	29	25	42	36.2	4	3.4	2.92	.925
to share ideas with students from other groups while working on group projects or assignment	42	36.2	58	50	15	12.9	1	0.9	3.22	.695
Total									**33.12**	**6.99**
Challenges										
Time constraints	54	46.6	38	32.8	24	20.7	0	0	3.26	.782
Lack of knowledge sharing culture	28	24.1	33	28.4	40	34.5	15	12.9	2.64	.990
Lack of depth in relationship	27	23.3	44	37.9	20	17.2	25	21.6	2.63	1.068
Fear of providing wrong information	25	21.6	68	58.6	19	16.4	4	3.4	2.98	.722
Poor mobile and internet networks	33	28.4	39	33.6	41	35.3	3	2.6	2.88	.856
I do not think that I have the right content to share	17	14.7	23	19.8	48	41.4	28	24.1	2.25	.986
Total									**16.64**	**5.40**
Grand Total									**102.51**	**23.48**

Key: SA= Strongly agree; A= Agree; D= Disagree; SD= Strongly disagree

The findings showed that the common types of knowledge shared are class notes/handouts (mean 3.58), previous examination papers (mean 3.55) and

entertainment such as music, video games, movies, Fashion, and sports (mean 3.41) while the least shared is Politics (mean 2.84). The tools mostly used are face-to-face (mean 3.56), social media (mean 3.49) and mobile phones (3.40) and the least tools used are Laptops (3.18).

The purposes of sharing knowledge are to solve study-related problems (mean 3.63), clarify or discuss examination-related matters (3.55) and to discuss requirements of class projects, term papers, or assignments (3.47) while a small number of the respondents shared knowledge to gain more popularity in school (2.92).

The results also revealed that the major challenges of sharing knowledge by the federal forestry college students are time constraints (mean 3.26), fear of providing wrong information (mean 2.98) and poor mobile and internet networks (2.88).

Hypothesis

The First Hypothesis Test

The first hypothesis states that there is no significant relationship between information literacy skills and knowledge-sharing practices of the Federal Forestry College students. To investigate the relationship between the two variables, Pearson's Product Moment Correlation (PPMC) was used. Table 4 showed that information literacy skills ($r = .449^{**}$; $df = 115$; $p < 0.05$) have a significant positive relationship with the knowledge-sharing practices of Federal Forestry College students. This implies that there is a positive linear association between information literacy skills and knowledge-sharing practices. Thus, the null hypothesis stating that there is no significant relationship between information literacy skills and knowledge-sharing practices of Federal Forestry College students is hereby rejected.

Table 4: The relationship between information literacy skills and knowledge-sharing behaviour

Variables	N	Mean	St. Dev	Df	R	P	Sig
Information literacy skills	116	94.52	18.67	115	.449**	.000	S
Knowledge sharing behaviour	116	141.84	36.17				

Discussion of findings

On the level of information literacy skills possessed by Federal Forestry College students, the findings showed that the respondents had a high level of information literacy skills. An indication of this high level of information literacy skills was evident as the majority of the respondents indicated that they can define and articulate information needs, locate and access information and organize information. These findings are in line with the study of Aghanche, Nkamnebe and Nkamnebe (2019) who found that the level of information literacy skills of undergraduates is high and the participants are proficient in definition and articulation of information, vast in the assessment of information and proficient in the proper evaluation of information. This study implies that the undergraduates are highly proficient in information literacy skills, making them information literate. The findings showed that the common types of knowledge shared are class notes/handouts, previous examination papers and entertainment such as music, video games, movies, Fashion, sports while the least shared is Politics. The reason could be narrowed to the fact that these are directly related to academic success. Sharing these resources helps students perform better in their studies, which is a primary concern in educational environments. On the other hand, politics can be polarizing and controversial. People may avoid sharing political content to prevent conflict or to keep discussions light and uncontroversial. These findings align with the study of Opeke and Opele (2020) who confirmed that students shared knowledge in areas of their studies such as sharing information and knowledge that will improve their academic performance and others.

The tools mostly used are face-to-face, social media and mobile phones and the least tools used are Laptops. These are commonly used for sharing knowledge because they offer convenience, and immediacy, and are widely accessible. These tools support quick, real-time communication and are integrated into daily life. The results affirmed the position of Opeke and Opele (2020) who posited that the commonest media for sharing knowledge among postgraduate students in Nigerian Universities are face-to-face, Internet and mobile phones. This position is also consistence with the findings of Kalu, Useido and Kalu (2019) which showed that online charts such as Facebook, WhatsApp and other social media channels are the most effective channels for knowledge sharing among students.

The purposes of sharing knowledge are to solve study-related problems, clarify or discuss examination-related matters and discuss requirements of class projects, term papers, or assignments while a small number of the respondents shared knowledge to gain more popularity in school. These activities

are directly tied to academic success, which is a primary concern for students. In contrast, sharing knowledge to gain popularity is less common, as the primary motivation for most students is educational achievement rather than social recognition. The focus remains on improving grades and understanding course material, with popularity being a secondary concern for a smaller group. This conforms with the position of Opeke and Opele (2020) that one of the paramount purposes of sharing information and knowledge among students is to improve academic performance. The commonest challenges of sharing knowledge among federal forestry college students include **time constraints**, as students often juggle multiple responsibilities, leaving little time to share resources. **Fear of providing wrong information**, as students worry about the accuracy of their notes or answers. **Poor mobile and internet networks** hinder the easy and quick exchange of information, thereby making it difficult to share large files or engage in online discussions. These factors collectively limit effective knowledge sharing. These findings is similar to Ong and Tan (2022) where it was reported that some of the limiting factors to knowledge sharing are ICT issues such as the quality of the Internet connection, lack of time and lack of self-confidence, for instance, shyness and being over concerned about providing others with wrong information (and the consequences).

The results also showed that information literacy skills have a significant positive relationship with the knowledge-sharing behaviour of Federal Forestry College students. Information literacy skills enhance students' ability to locate, evaluate, and use information effectively. This competence boosts their confidence in sharing accurate and relevant knowledge, fostering a positive relationship with knowledge-sharing behaviour. The findings align with that of Jafari, Torkzadeharani and Bita (2019) that there is a significant and multiple relationship between information literacy (Definition of information needs, information location, information evaluation, information organization, information exchange) and knowledge sharing (Knowledge donation and knowledge gathering) by students.

Conclusion and Recommendations

The study revealed that knowledge sharing among Federal Forestry College students predominantly revolves around academic-related materials, with entertainment also being a significant category. The preference for these types of knowledge is likely driven by their direct impact on academic success. Politics, on the other hand, is the least shared, possibly due to its divisive nature. The tools most commonly used for knowledge sharing are face-to-face interactions, social

media, and mobile phones, which offer convenience and immediacy. Despite the high levels of information literacy among students, challenges such as time constraints, fear of providing incorrect information and internet networks hinder effective knowledge sharing. Importantly, information literacy was found to have a significant positive relationship with knowledge-sharing behaviors.

The study recommended that to further enhance the positive impact of information literacy on knowledge sharing; the college should integrate comprehensive information literacy training into its curriculum. This will ensure that all students are equipped with the necessary skills to share knowledge effectively; the college should create a supportive environment where students feel comfortable sharing knowledge without fear of judgment. To further enhance the positive impact of information literacy on knowledge sharing, the college should integrate comprehensive information literacy training into its curriculum. This will ensure that all students are equipped with the necessary skills to share knowledge effectively.

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