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Pattern of Knowledge Creation on Teaching Effectiveness among Lecturers in Library Schools in Southwest, Nigeria

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Abstract

This study examines the impact of knowledge creation practices on the teaching effectiveness of lecturers in library schools across Southwest Nigeria. Despite the crucial role of education in national development, ineffective teaching and limited knowledge creation hinder progress in library schools. Using a descriptive survey design and total enumeration, data were collected from all 159 lecturers that constituted the study population across 17 institutions offering library and information science in southwest, Nigeria through a structured questionnaire. Findings indicate a significant positive relationship between knowledge creation and teaching effectiveness. Lecturers who engaged in collaborative research, developed innovative instructional methods, and integrated knowledge creation into their teaching achieved better student outcomes. However, barriers such as inadequate funding, limited resources, and weak institutional support restricted effective knowledge creation. The study highlights the need to embed knowledge creation within teaching frameworks to enhance educational quality. It recommends increased investment in professional development, improved resource allocation, and institutional policies that prioritise knowledge creation. Strengthening these areas will help library schools align with global educational standards and better equip graduates for real-world challenges.

Keywords: Knowledge creation, Teaching effectiveness, Library schools, Education, Pattern

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Introduction

Effective teaching and learning are critical for fostering innovation and creative thinking, as emphasised in Nigeria's National Policy on Education (Federal Republic of Nigeria, 2013). Education is the engine that drives individual and national development, functioning as a catalyst for social, economic, and political transformation. The quality of a nation's educational system is a direct determinant of its progress. In Nigeria, the role of education in national growth has been widely documented, with library and information science (LIS) education emerging as a vital component of the higher education sector.

The Nigerian government supports LIS education to develop skilled professionals who can contribute to national development through self-reliance and knowledge-driven practices (Tong, Mamman and Haruna, 2023). This support has led to the establishment of library schools in universities and polytechnics, aiming to train librarians capable of managing information and fostering a literate society (Tong, Mamman and Haruna, 2023). The quality of graduates produced by these schools could be directly linked to the teaching effectiveness of their lecturers. However, teaching effectiveness extends beyond conventional classroom practices to include the ability to engage in knowledge creation, a critical element in today's dynamic educational landscape.

Knowledge creation involves generating new ideas, methods, and innovations that enhance teaching practices and align with 21st-century educational demands. It includes research, collaboration, and the application of emerging trends to solve academic and societal challenges (Dhamdhere, 2015). Effective knowledge creation ensures that lecturers remain at the forefront of their fields, equipping students with the skills and competencies needed for lifelong learning and real-world problem-solving (Ojo, 2016; Opele, 2017). University education system places a high premium on promotion of knowledge creation practices with a view to improving lecturers' continuous learning, education, professional development and to keep lecturers' knowledge up to date, so that they can deliver high quality teaching to students (Emmer and Sabornie, 2015). However, evidence suggests that lecturers in Nigerian library schools have not fully embraced knowledge creation as a core aspect of their teaching (Anunobi & Emerole, 2008). While opportunities for research and professional development exist, they are often underutilised, leaving a significant gap in the integration of innovative practices into teaching.

Teaching effectiveness in library schools should align with knowledge creation processes to enhance the delivery of education and produce graduates who are equipped to navigate the challenges of the modern world. Indicators of teaching effectiveness, such as teaching methodology, human relations, resource utilisation, and classroom management, can all be enriched through the application of knowledge creation. For example, developing new instructional strategies or integrating emerging technologies into teaching can significantly improve students' learning outcomes. Ko (2014) highlights that effective teaching is not only about delivering content but also about fostering innovation and adaptability in response to changing educational needs.

Despite the potential of knowledge creation, Nigerian library schools face significant challenges (Abubakar, 2021). These include inadequate funding, poor infrastructure, a lack of institutional support for research, and limited faculty engagement in collaborative knowledge generation (Adegbite-Badmus & Joda, 2018; Obinyan & Tella, 2022). The absence of national frameworks for integrating knowledge creation into teaching processes further exacerbates these challenges. Without an emphasis on knowledge creation, library schools struggle to align with global standards, resulting in poor-quality education and unemployable graduates.

Addressing these gaps requires a concerted effort to embed knowledge creation into the core practices of library school lecturers. This can be achieved through institutional support for research, professional development opportunities, and the provision of resources that facilitate innovative teaching. By leveraging knowledge creation, library schools cannot only enhance teaching effectiveness but also contribute to the broader goal of equipping students with the skills needed to drive societal progress.

Statement of the Problem

Teaching effectiveness is essential for educational quality, yet lecturers in Nigerian library schools often demonstrate low to moderate effectiveness. Challenges such as irregular class attendance, inadequate pedagogical skills, and limited mastery of course content hinder students' performance and university reputation. Additionally, insufficient teaching resources and weak institutional support further exacerbate these issues. A key but underexplored factor in improving teaching effectiveness is knowledge creation- the ability to generate new ideas and instructional innovations. While opportunities for research and professional development exist, they are underutilised, limiting innovation in teaching methods. Furthermore, the link between knowledge creation, social media use, and knowledge utilisation in shaping teaching effectiveness remains unclear. This study examines how knowledge creation influences teaching effectiveness among library school lecturers in Southwest Nigeria. Its findings will offer insights into fostering innovation and improving instructional quality in library education.

Objectives of the Study

The main objective of this study is to investigate the influence of knowledge creation on teaching effectiveness among lecturers in library schools in Southwest, Nigeria.

Research Questions

The following research questions will guide the conduct of this study:

i. What knowledge creation practices are common among lecturers in the library schools in Southwest, Nigeria?
ii. What is the level of teaching effectiveness among lecturers in library schools in Southwest, Nigeria?

Hypotheses

The one hypothesis for the study was tested at 0.05 level of significance:

Ho1: Knowledge creation practices have no significant influence on teaching effectiveness among lecturers in library schools in Southwest, Nigeria.

Literature Review

Concept of Knowledge Creation

Nigerian universities are responsible for teaching, research, and community service, with knowledge creation playing a crucial role in societal development. Allameh and Moghtadaie (2010) emphasise that intellectual advancement is key to progress, positioning universities as primary sources of new knowledge (Opele, 2013). The increasing importance of knowledge management underscores the shift toward collaborative, student-centered learning (Jaleel & Verghis, 2015), aligned with socio-cultural and communities of practice theories.

Social media technologies facilitate knowledge creation by fostering collaboration and content generation (Grant, 2014). Lecturers must develop innovative teaching methods to enhance student engagement and knowledge advancement. Knowledge creation involves transforming tacit knowledge- personal, experience-based insights- into explicit knowledge that can be documented and shared (Dhamdhere, 2015). This process occurs through socialisation, externalisation, combination, and internalisation (Jaleel & Verghis, 2015).

Explicit knowledge, which can be codified and shared through digital and print resources, contrasts with tacit knowledge, which requires direct mentorship and interaction (Fahad, 2018). Effective knowledge management in higher education enhances teaching, research, and institutional development, ensuring knowledge retention and preventing loss due to staff turnover (Levy, 2011). Universities must foster a knowledge-sharing culture among lecturers, students, and administrators for sustainable academic growth.

The dynamism of knowledge creation is based on the idea that lecturers create knowledge through the interaction between their tacit and explicit knowledge by means of socialisation, externalisation, combination and internalisation that is, moving knowledge from the individual level to the group, institutional and inter-organisational levels. Alavi and Leidner (2001) reported that externalisation involves articulating and expressing tacit knowledge into explicit forms, such as written documents, presentations, or digital content. Explicit knowledge can be articulated into words and numbers and as such can be distributed as data, scientific formulas, reports, manuals, basic principles, and so on (Jaleel &Verghis, 2015). It is easy to manage on a computer, communicate via the internet, and store in a database. In short, explicit knowledge refers to the "knowing about" (the objective knowledge), while tacit knowledge involves the "knowing how" (the subjective knowledge) (Bolisani&Scarso in Jaleel &Verghis, 2015).

Internalisation, according to Nonaka (1994), involves the process of acquiring and integrating external knowledge into one's own understanding and expertise. Lecturers internalise knowledge when they engage in professional development, attend conferences, or study new

research findings to enhance their teaching and research capabilities. On the other hand, socialisation involves the sharing and dissemination of knowledge through interactions, discussions, and collaborations with colleagues, students, and the broader academic community Riggio and Reichard, 2008).

Knowledge can be created through conversion or interaction between tacit and explicit knowledge by four different modes (Jaleel &Verghis, 2015). These four modes are referred to as socialisation, externalisation, combination, and internalisation. Nonaka and Takeuchi as cited by Jaleel and Verghis (2015) represented the four modes in the form of a knowledge spiral. Knowledge is recognised as one of the main assets of organisations along with labour, land and capital as it enables businesses to gain a competitive advantage (Fullwood, Roger & Rowley, 2017). Fahad (2018) asserted that knowledge is the information that is held in the mind of the individuals and is related to facts, procedure, concepts, interpretation, ideas, observations and judgments.

Knowledge Creation Practices and Teaching Effectiveness

The Knowledge Appropriation Model (Ley et al., 2020) explains how learning and knowledge creation occur at individual, group, and institutional levels. Grounded in socio-cultural theories, this model emphasises knowledge maturation and scaffolding, which guide the transformation of new ideas into shared, standardised practices (Rodríguez-Triana et al., 2020). The model identifies learning and knowledge creation practices (in organisations, communities, groups and individuals) that can be observed in the context of new innovative practices being created and adopted. The model is based on socio-cultural models of learning (knowledge maturation and scaffolding) and explains how these processes are interconnected in teaching and learning, leading to knowledge appropriation. Through collaborative learning, lecturers engage in knowledge creation by developing innovative teaching methods, sharing artifacts, and refining them into reusable knowledge.

Knowledge maturation progresses through sharing, co-creation, formalisation, and standardisation, allowing innovative teaching practices to become widely adopted (Leoste, Tammets, & Ley, 2019). Simultaneously, scaffolding enables lecturers to refine their expertise through guided interactions with peers and experts. As they gain proficiency, external support gradually fades, fostering independence in applying innovative teaching strategies (Cress & Kimmerle, 2008).

Moreover, knowledge appropriation ensures that collectively developed knowledge is adapted to real-world teaching environments. Lecturers identify challenges, implement solutions, and validate their effectiveness through continuous feedback. These processes enhance teaching effectiveness by promoting a culture of continuous learning and instructional innovation. Struyven, Dochy & Janssens (2015) reported that high teaching effectiveness often leads to increased student engagement and satisfaction. Lecturers who are effective in their teaching methods create an inclusive and interactive learning environment. Guskey (2020) submitted that high

teaching effectiveness often reflects a commitment to continuous improvement and professional development among lecturers.

Knowledge creation has been linked with teaching effectiveness. Literature has shown that lecturers who actively engage in knowledge creation practices, such as conducting research, publishing scholarly articles, and participating in academic conferences, are likely to deepen their subject matter expertise (Kember, Ho, Hong, Lee, Loke & Tsai, (2019). Much as knowledge creation practices often involve important skills such as critical thinking, problem-solving, and inquiry skills with which lecturers can inspire their students to develop similar skills. Encouraging critical thinking and inquiry is a fundamental aspect of effective teaching. According to Walczyk, Griffith-Ross, Macias, Wei, Cheng and Wei (2017) lecturers who actively create knowledge through research are more likely to integrate their findings and insights into their teaching. This is similar to the notion of mentorship that Kenny et al. (2016) motioned that lecturers who engage in knowledge creation practices serve as role models for their students.

Methodology

The descriptive survey research design was employed in this study. The population for this study comprised all lecturers in tertiary institutions that offered Library and Information Science programme in Southwest, Nigeria. There were seventeen institutions (made up of both private and public polytechnics and universities in Southwest, Nigeria) that have library schools. Preliminary investigation revealed that there are 159 lecturers in all the seventeen library schools in Southwest, Nigeria. Total enumeration was used to select all lecturers in the library schools. Therefore, the entire 159 lecturers in the library schools in Southwest, Nigeria were purposively selected for the study. Data collection was done using an adapted validated structured questionnaire titled "Social Media Use, Knowledge Creation and Utilisation on Teaching Effectiveness Questionnaire (SMU-KCU-TEQ) designed by the researchers. To determine the reliability of the instrument, copies of the validated questionnaire were administered to ten (10) lecturers at each of the Department of Library and Information Science of the University of Ilorin, Kwara State University, Malete, and Federal Polytechnic Offa, all in Kwara State in the North-Central geo-political zone in Nigeria which was outside the sample of this study. This was done within an interval of two weeks. The paired scores generated from the tests were analysed using Cronbach's Alpha method through the Statistical Package for Social Sciences (SPSS) version 23.0. The index of correlation was obtained. A high overall reliability coefficient $\alpha = 0.848$ was obtained and the instrument was considered adequate and reliable. Data analysis involved both descriptive and inferential statistical tools. Specifically, descriptive statistics such as frequency counts, percentage distribution, mean and standard deviation was computed on the demographic variables as well as each of the seven research questions. Inferential statistics such as regression analysis was carried out on the hypothesis formulated to guide this study.

Results and Discussion

Research Question one: What knowledge creation practices are common among lecturers in library schools in Southwest, Nigeria?

Table 1: Lecturers' knowledge creation practices

ITEMS	SA N(%)	A N(%)	D N(%)	SD N(%)	Mean	SD
Socialisation of knowledge					**3.62**	**0.48**
Adopt cooperative project activities and initiatives in teaching my students	85(60.3)	56(39.7)	0(0.0)	0(0.0)	3.60	0.49
Usually involve subject experts and mentors in my knowledge transfer activities.	73(51.8)	68(48.2)	0(0.0)	0(0.0)	3.52	0.50
Adopt brainstorming retreats, co-teaching and camps with other lecturers to gain more knowledge and improve my teaching effectiveness	88(62.4)	53(37.6)	0(0.0)	0(0.0)	3.62	0.49
Teach various subjects /courses covering my areas of specialisation	101(71.6)	40(28.4)	0(0.0)	0(0.0)	3.72	0.45
Externalisation of knowledge					**3.73**	**0.45**
Make use of similar but past experiences, events / cases, etc. in solving current teaching problems	107(75.9)	34(24.1)	0(0.0)	0(0.0)	3.76	0.43
Usually adopt group ware and other learning collaborative research and teaching tools	94(66.7)	47(33.3)	0(0.0)	0(0.0)	3.67	0.47
Usually capture and transfer experts' knowledge in my teaching activities	99(70.2)	42(29.8)	0(0.0)	0(0.0)	3.70	0.46
Adopt models of past researchers in my teaching methodologies	108(76.6)	33(23.4)	0(0.0)	0(0.0)	3.77	0.43
Combination of knowledge					**3.50**	**0.74**
Gather knowledge from web-based applications and resources to improve my knowledge creation and transfer activities	113(80.1)	28(19.9)	0(0.0)	0(0.0)	3.80	0.40
Use only print resources for my knowledge creation and transfer activities	66(46.8)	51(36.2)	1(7)	23(16.3)	3.13	1.06
Use only electronic resources and databases for my knowledge creation and transfer activities	79(56.0)	38(27.0)	0(0.0)	24(17.0)	3.22	1.10

Use a combination of knowledge from the print, electronic, web-based resources including repositories of information, learning communities and best practices for my knowledge creation and transfer activities	117(83)	24(17.0)	0(0.0)	0(0.0)	3.83	0.38
Internalisation of knowledge					**3.66**	**0.47**
Get involved in on the job training provided by my university/department	100(70.9)	41(29.1)	0(0.0)	0(0.0)	3.71	0.46
Engage in induction and training of new employees (lecturers) before allocation of courses	103(73.0)	38(27.0)	0(0.0)	0(0.0)	3.73	0.45
Engage in learning by doing initiatives	90 (63.8)	51(36.2)	0(0.0)	0(0.0)	3.64	0.48
Learn excellently by observing colleagues in the department	80 (56.7)	61(43.3)	0(0.0)	0(0.0)	3.57	0.50
Average mean					**3.62**	**0.53**

KEY: SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree

Degree ***Decision Rule if mean is d" 1.99 = Low; 2.00 to 2.99 = Moderate; 3.00 to 3.99 = High; (%) = Frequency (percentage)

Table 1 revealed a high level of knowledge creation practices among the lecturers in the selected library schools with an overall average mean of 3.62 on the scale of 4points. Besides, the table shows that externalisation of knowledge was practiced than others in terms of mean score (mean = 3.73), followed by internalisation of knowledge (mean 3.66), followed by socialisation of knowledge (mean = 3.62), while combination of knowledge has the lowest mean score (mean = 3.50). This implies that externalisation of knowledge, internalisation of knowledge and socialisation of knowledge are the common knowledge creation practices among lecturers in library schools in South-west, Nigeria.

Research Question two: What is the level of teaching effectiveness of lecturers in library schools in Southwest, Nigeria?

Table 2: Lecturers' Level of Teaching Effectiveness

ITEMS	SA N(%)	A N(%)	D N(%)	SD N(%)	Mean	SD
As a lecturer, I :						
am reasonably obedient and loyal to my head of the department for achievement of the departmental goals	131(92.9)	10(7.1)	0(0.0)	0(0.0)	3.93	0.26

give instant response to feedbacks given by my students to motivate them to learn effectively.	113(80.1)	28(19.9)	0(0.0)	0(0.0)	3.80	0.40
the test I intend administering to my students will be reviewed and improved upon by me in line with expected learning objectives.	112(79.4)	29(20.6)	0(0.0)	0(0.0)	3.79	0.41
organise the subject matter I teach to be in agreement with the curriculum and courses' objectives to improve my students' capacity to learn	108(76.6)	33(23.4)	0(0.0)	0(0.0)	3.77	0.43
have confidence that the quality of my interaction and instruction can contribute effectively to my students learning.	100(70.9)	41(29.1)	0(0.0)	0(0.0)	3.71	0.46
provide a lot of activities and examples aimed at developing critical thinking skills among my students.	109(77.3)	19(13.5)	13(9.2)	0(0.0)	3.68	0.64
get my students engaged with the 21st century instructional aids and support to effectively maximise my students' learning gains.	94(66.7)	47(33.3)	0(0.0)	0(0.0)	3.67	0.47
plan my lessons based on the curriculum and techniques tested and found suitable to attain educational objectives	94(66.7)	47(33.3)	0(0.0)	0(0.0)	3.67	0.47
guide my students in completing their assign-ments towards achieving learning objectives and improving academic performance.	94(66.7)	47(33.3)	0(0.0)	0(0.0)	3.67	0.47
encourage my students to ask questions in order to evaluate their understanding of the lessons taught.	93(66.0)	48(34.0)	0(0.0)	0(0.0)	3.66	0.48
belief that having adequate content knowledge can contribute to overall stated objective of learning.	90(63.8)	51(36.2)	0(0.0)	0(0.0)	3.64	0.48
consider my first duty is to be devoted to getting competitive advantage and a good name to my school	90(63.8)	51(36.2)	0(0.0)	0(0.0)	3.64	0.48
display friendly attitude towards my students in order to motivate them to learn effectively.	90(63.8)	51(36.2)	0(0.0)	0(0.0)	3.64	0.48
take into consideration my students' moral and social development in lessons taught for lifelong learning.	103(73.0)	25(17.7)	13(9.2)	0(0.0)	3.64	0.65

ask, while teaching, more thought provoking questions than fact finding questions to improve instructional effectiveness towards my students.	89(63.1)	52(36.9)	0(0.0)	0(0.0)	3.63	0.48
in the end I am in the habit of summarising the lessons taught, for sustainable academic achievement of my students.	95(67.4)	33(23.4)	13(9.2)	0(0.0)	3.58	0.66
understand that setting of adequate instructional objectives before teaching can improve my students' academic achievement	81(57.4)	60(42.6)	0(0.0)	0(0.0)	3.57	0.50
plan my lessons keeping in view the individual differences among my students to improve their academic performances	79(56.0)	62(44.0)	0(0.0)	0(0.0)	3.56	0.50
observe flexibility of instructional delivery to be able to fit to the different academic needs of my students.	1(7)	60(42.6)	0(0.0)	80(56.7)	3.55	0.54
do not discuss with students their performances in tests to improve their academic performance	35(24.8)	43(30.5)	10(7.1)	53(37.6)	2.43	1.23
Average Mean					**3.61**	**0.53**

KEY: SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree

Degree ***Decision Rule if mean is d" 1.99 = Low; 2.00 to 2.99 = Moderate; 3.00 to 3.99 = High; (%) = Frequency (percentage)

Table 2 discovered a high level of teaching effectiveness among the lecturers in the selected library schools with an overall average mean of 3.61 on the scale of 4points. It shows that "I'm reasonably obedient and loyal to my head of the department for achievement of the departmental goals" was ranked first with a mean of (mean = 3.93), followed by "give instant response to feedbacks given by my students to motivate them to learn effectively" (mean = 3.80). Others include: "the test I intend administering to my students will be reviewed and improved upon by me in line with expected learning objectives" (mean = 3.79), "organise the subject matter I teach to be in agreement with the curriculum and courses' objectives to improve my students' capacity to learn" (mean = 3.77) and "have confidence that the quality of my interaction and instruction can contribute effectively to my students learning" (mean = 3.71) among others.

Although they contributed to the overall high teaching effectiveness of LIS lecturers, items like "setting of adequate instructional objectives before teaching can improve my students' academic achievement" (mean = 3.57), "plan my lessons keeping in view the individual

differences among my students to improve their academic performances" (mean = 3.56), "observe flexibility of instructional delivery to be able to fit to the different academic needs of my students" (mean = 3.55), and "do not discuss with students their performances in tests to improve their academic performance" (mean = 3.43) recorded least mean scores.

It could be inferred that the level of teaching effectiveness among lecturers in library schools in Southwest, Nigeria was high.

Ho1: Knowledge creation practices have no significant influence on teaching effectiveness among lecturers in library schools in Southwest, Nigeria

Table 3: Regression analysis of the significant influence of knowledge creation practices on teaching effectiveness of lecturers

R Square	0.948	Df	140
Adjusted R Square	**0.946**	**Mean Square**	**1312.181; 2.128**
Std. Error of the regression Estimate	**1.459**	**F statistics**	**616.518**
Sum of Squares	**5538.184**	**Prob. (F statistics)**	**0.000**

The regression analysis results in Table 3 demonstrate that knowledge creation practices significantly influence teaching effectiveness among lecturers. The R Square value of 0.948 indicates that 94.8% of the variation in teaching effectiveness is explained by knowledge creation practices, showcasing the strong predictive power of the model. This is further supported by an Adjusted R Square value of 0.946, confirming the robustness of the model while accounting for the number of predictors. The standard error of the regression estimate, 1.459, suggests that the observed values deviate minimally from the predicted values, indicating a good fit for the model.

The high F-statistic value of 616.518 reinforces the model's statistical significance, and the corresponding p-value of 0.000 further establishes a strong relationship between knowledge creation practices and teaching effectiveness. The mean square for the regression, 1312.181, significantly exceeds the residual mean square of 2.128, underscoring the model's ability to explain the variance in teaching effectiveness. The total sum of squares, 5538.184, highlights the overall variance in the data, much of which is accounted for by the model. Hence, the null hypothesis is rejected and alternative hypothesis is accepted and restated as "knowledge creation practices have significant influence on teaching effectiveness among lecturers in library schools in southwest, Nigeria.

Overall, the analysis confirms that knowledge creation practices play a crucial role in enhancing teaching effectiveness, emphasising the importance of fostering these practices among lecturers in library schools in Southwest Nigeria.

Discussion of Findings

The finding showed that externalisation of knowledge, internalisation of knowledge and socialisation of knowledge are the common knowledge creation practices among lecturers in library schools in South-West, Nigeria. This implies that lecturers in library schools engage in a dynamic process of externalising, internalising, and socialising knowledge to enrich their teaching, research, and professional growth. The finding is in line with the finding of Alavi and Leidner (2001) who reported that externalisation involves articulating and expressing tacit knowledge into explicit forms, such as written documents, presentations, or digital content. Lecturers engage in externalisation when they publish research papers, create educational resources, or share their expertise with a broader audience. Nonaka (1994) submitted that internalisation involves the process of acquiring and integrating external knowledge into one's own understanding and expertise. Lecturers internalise knowledge when they engage in professional development, attend conferences, or study new research findings to enhance their teaching and research capabilities. Riggio and Reichard (2008) reported that socialisation involves the sharing and dissemination of knowledge through interactions, discussions, and collaborations with colleagues, students, and the broader academic community. Lecturers engage in socialisation when they participate in research teams, mentor students, or engage in scholarly dialogues.

The finding showed that the level of teaching effectiveness of lecturers in library schools in Southwest, Nigeria was high. This implies that students in library schools in Southwest Nigeria are likely receiving a high-quality education that equips them with the knowledge and skills needed for their future careers. A high level of teaching effectiveness can attract more students, faculty, and research opportunities, enhancing the overall standing of these institutions in the academic community. Effective teaching practices often result in higher retention and graduation rates. The finding is in agreement with the finding of Barman and Kaur (2020) who reported that a high level of teaching effectiveness suggests that lecturers in library schools are dedicated to pedagogical excellence. Effective teaching has a direct impact on student learning outcomes. When lecturers employ best practices in teaching, it contributes to students' understanding, critical thinking, and knowledge acquisition (Hattie and Timperley, 2007). Similarly, Struyven, Dochy & Janssens (2015) reported that high teaching effectiveness often leads to increased student engagement and satisfaction. Lecturers who are effective in their teaching methods create an inclusive and interactive learning environment. Guskey (2020) submitted that high teaching effectiveness often reflects a commitment to continuous improvement and professional development among lecturers. Effective educators seek to refine their teaching practices and stay current with evolving pedagogical approaches. High teaching effectiveness contributes to

the overall reputation and quality of educational institutions. Institutions with a strong emphasis on effective teaching often attract students and faculty members who are dedicated to academic excellence.

The finding showed that knowledge creation practices have significant influence on teaching effectiveness of lecturers in library schools in South-West, Nigeria. This implies that effective knowledge creation practices can enrich a lecturer's understanding of the subject matter, which, in turn, can positively impact their teaching. Lecturers who actively contribute to knowledge creation within their field not only deepen their own expertise but also enhance the educational experience for their students, ultimately contributing to improved teaching effectiveness. The finding is in line with the finding of Kember, Ho, Hong, Lee, Loke and Tsai (2019) who reported that lecturers who actively engage in knowledge creation practices, such as conducting research, publishing scholarly articles, and participating in academic conferences, are likely to deepen their subject matter expertise. This in-depth knowledge allows them to teach with a greater level of authority and proficiency. Knowledge creation practices often involve critical thinking, problem-solving, and inquiry skills. Lecturers who engage in these practices can inspire their students to develop similar skills. Encouraging critical thinking and inquiry is a fundamental aspect of effective teaching (Walczyk, Griffith-Ross, Macias, Wei, Cheng & Wei, 2017). Lecturers who actively create knowledge through research are more likely to integrate their findings and insights into their teaching. This integration can enhance the depth and quality of instruction, providing students with a richer educational experience. Recent research discusses the benefits of research-based teaching. Similarly, Kenny et al. (2016) who submitted that lecturers who engage in knowledge creation practices serve as role models for their students. They demonstrate the importance of research, scholarship, and lifelong learning. Students may be inspired to pursue their own research and scholarly endeavors under the guidance of such lecturers.

Conclusion

The study underscores the significant influence of knowledge creation practices on teaching effectiveness among lecturers in library schools in Southwest Nigeria. It reveals that externalisation, internalisation, and socialisation of knowledge are common practices that positively impact teaching outcomes. These practices enhance the lecturers' ability to adapt to emerging trends, innovate instructional methods, and create meaningful learning experiences for students. The findings also highlight a high level of teaching effectiveness among lecturers, demonstrating their dedication to delivering quality education. However, challenges such as limited institutional support, inadequate resources, and underutilisation of professional development opportunities hinder the full potential of knowledge creation practices. Addressing these gaps is essential for sustaining and improving teaching effectiveness in library schools.

Recommendations

To enhance teaching effectiveness, universities and polytechnics should strengthen institutional support for knowledge creation by providing lecturers with research funding, digital tools, and collaborative platforms. Continuous professional development through workshops, seminars, and mentorship programs is essential to equip lecturers with the skills needed to integrate innovative teaching methods. Additionally, institutions should promote collaboration by fostering interdisciplinary networks and research groups to encourage knowledge sharing and co-creation.

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