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Knowledge Sharing As A Determinant Of Information Service Delivery By Library Personnel In Federal Universities In South-West, Nigeria

Yakub Imam CLN
University of Ibadan, Nigeria, yakubimam2012@gmail.com

Raphael Ebiefung CLN
Topfaith University, Nigeria, raphaelebiefung@gmail.com

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BY

Yakub Imam, CLN
Yakubimam2012@gmail.com
Department of Library, Archival and Information studies
University of Ibadan, Nigeria

Raphael Ebiefung, CLN
rm.ebiefung@Topfaith.edu.ng
Library Department
Topfaith University, Nigeria

ABSTACT

Knowledge sharing among library personnel can be an effective strategy for information service delivery in university libraries. The main objective of this study was to investigate the relationship between knowledge sharing and information service delivery by library personnel in south west, Nigeria. Descriptive research design of correlational type and a total of 193 library personnel were used for the study. While total enumeration technique was adopted, questionnaire was used as the instrument of data collection. Data was analyzed with descriptive statistics such as frequencies and percentages. Results showed that most 101 (53.7%) of the respondents Disagreed sharing knowledge on cataloguing and classification with colleagues and very few 25 (13.3%) Strongly Agreed. Some ($\bar{x}$ =2.68) admitted that they find it difficult to share their colleagues' experience. Knowledge sharing methods by majority of the respondents were face to face interaction (78.2%), during departmental meeting (72.3%) and e-mail (68.1%). Knowledge sharing (r = .561; p<0.05) has significant positive relationship with information service. The study concluded that Knowledge sharing among library personnel remains an effective strategy for information service delivery and recommended that library personnel should not hesitate to share knowledge with their colleagues as it will go a long way to enhance service delivery.

Keywords: Knowledge sharing, Information service delivery, universities, Library personnel, Nigeria

Introduction

One of the most significant assets that universities require to thrive is a functional library. Globally, universities rely greatly on information resources of the library to actualize their cardinal objectives of teaching, learning and research. This has made the need for effective information service delivery by library personnel, an imperative. Adeeko and Adetimirin (2021) opine that, no matter how a university library is adequately stocked, its use as well as meeting the goals of establishment will depend on the effectiveness of information service delivery activities of the library personnel. Information service delivery connotes the sum total of the tasks engaged in the libraries by library personnel with the ultimate aim of satisfying the information needs of patrons. Kuteyi (2012) describes library information service delivery as a set of information services a library renders to its users with motive of meeting their various and diverse needs. Such services range from reference services, referral services selective dissemination of information (SDI), internet services, lending services, current awareness services (CAS) to document delivery, among others. Thus, the effectiveness of these services depends greatly on the methods and strategies adopted by library personnel.

Mutilib et al (2020) notes that as the need for information services become intense and global, university libraries need to come up with new ideas which do not only focuss on information acquisition, but in new knowledge sharing methods among personnel for effective service delivery. This is to say that adopting the concept of knowledge sharing may facilitate information service delivery in libraries. Hau, Kim, & Lee, (2016) categorized knowledge into tacit and explicit that can be shared and posit that tacit knowledge is based on an individual's expertise and experience while referring to explicit knowledge as a fact and usually written in the books and articles. Never the less, both can enhance information service delivery in libraries, if shared properly and adequately (CARLA, 2012).

According to Cordoba and Isabel cited in Opele and Opeke (2014), knowledge sharing, in an institutional level, 'involves capturing, organising and transferring experience-based knowledge that resides within the organisation and making it available to others for purpose of enhancing productivity. Sarton cited in Ding and Li (2022) emphasize the importance of knowledge sharing by stating that knowledge in itself is less valuable except when shared and applied. This implies that libraries who practice knowledge sharing, can be more effective in performing information services than those who do not. The dynamic roles of libraries require that library personnel take advantage of knowledge sharing. It is, however, a challenge that the benefits and the need to share knowledge are not fully institutionalised in most Nigerian university libraries. Jantz as cited in Katunguzi, (2013) asserts that knowledge sharing in

academic libraries in Nigeria, if at all it exists, is usually an informal process normally through inadequate coordination of knowledge sharing initiatives. The scholar stressed that intentional conversations aim at making knowledge available to librarians can improve information services.

Deducing from the above submissions, the constantly evolving roles of librarians accelerates the need for knowledge sharing in libraries. Reference service, selective dissemination service, lending services and other library information services can be done effectively by library personnel through various knowledge sharing methods. Rachmania and Mauludin, (2021), share a similar view, that the ability and need for library personnel to share knowledge is necessary for the actualization of library objectives on a short-term and long-term basis. Thus, to ensure that knowledge sharing assumes a center stage in information service delivery activities of library personnel in Nigerian university libraries, evidence from literature is necessary to provide insights to library personnel on the nexus between knowledge sharing and information service delivery.

1.1 Statement of the Problem

Library personnel are trained to provide information services to underpin and undergird academic work in any university. However, literature have revealed that information service provided by library personnel in Nigerian universities is still below expectation. Interactions with some library personnel revealed that some factors such as inadequate knowledge sharing among library personnel have been a serious hindrance to information service delivery. Scholars have equally reported that, the attention given to knowledge sharing in Nigerian libraries system has been weak and unstable, and this has negatively affected information service delivery. More worrisome is the fact that despite these reports, there seem to be a dearth of literature on how knowledge sharing determines information service delivery by library personnel in Nigeria. It is against this backdrop that this study empirically investigates knowledge sharing as determinant of information service delivery by library personnel in federal universities in South-west, Nigeria.

1.2 Objectives of the study

The main objective of this study was to investigate the relationship between knowledge sharing and information service delivery by library personnel in Federal universities in South-west, Nigeria. The specific objectives were to:

i. identify information service delivered by library personnel in federal university libraries in South-west Nigeria;

ii.   find out the types of knowledge shared by library personnel in federal university libraries in South-west Nigeria

iii.   examine the methods being used for knowledge sharing by library personnel in federal universities in South-west Nigeria;

iv.   ascertain the relationship between knowledge sharing and information service delivery of library personnel in federal universities in South-west Nigeria;

1.3   Research Questions

The study was guided by the following research questions:

i.   What types of information services are delivered by library personnel in federal university libraries in South-west Nigeria?

ii.   What are the types of knowledge shared by library personnel in federal university libraries in South-west Nigeria?

iii.   What methods of knowledge sharing exist in federal university libraries in South-west Nigeria?

1.4   Hypothesis

HO_1: There is no significant relationship between knowledge sharing and information service delivery by library personnel in federal university libraries in South-west Nigeria.

1.   Literature Review

Literature is replete with studies on information service delivery in libraries. Kinengyere and Tumuhairwe (2009) opine that the overall goal of libraries, across the globe, is to best satisfy their users by providing adequate information service delivery to users. University libraries share this unique mandate by providing information resources and services to aid learning, teaching and research in the parent institutions. Mehta (2010), views service delivery, in general, as a process that involves effective communication, building strong relationships, identifying problems, providing solutions, sound planning and round the clock support with the sole aim of ensuring that the goals of the organization are met. In a similar report, Ugonneya *et al* cited in Onyam and Akpom (2016) averred that, libraries exist for the purpose of providing information services. They further describe information services as library processes and activities which aim at disseminating information to library users. Thus, it can be concluded from the above descriptions that, information service has to do with series of activities engaged in by library personnel to provide efficient and effective information to patrons with respect to their information needs.

Ogunmodede, Adio and Odunola (2011) opined that, although libraries provide a wide range of information services to patrons such as personal assistance to users, lending services to patrons who may want to borrow books, referral services to enhance access, current awareness service, among others, the effectiveness of the library largely depends on the ingenuity of the personnel. Awodoyin et al (2016) added that information services in Nigerian university libraries will not improve except libraries and library personnel become more professional and take advantage of knowledge sharing activity in several areas such as scholarly communication, cataloguing and classification of library materials. This assertion however, justifies the position of Adeeko and Adetimirin (2021) that a university library can only be dynamic in providing information services when staffed by professionals.

Furthermore, Kumah (2017) investigated the types of information services provided by library personnel to 386 library users of university of agricultural sciences, Dharwad, India. From the findings of this study, lending service was rated highest by majority 381 (98.70%) of the respondents as important services provided in the library. Most respondents 372 (96.37%) and 366 (94.81%) admitted that photocopying service and reference services respectively are types of information service provided by the library. Other services such as internet service, Selective Dissemination of Information (SDI) and current awareness services were also identified by respondents as types of information services provided in the library. It was concluded that, information services are what make libraries inevitable in academic institutions, especially in the universities; therefore, library personnel must prioritize the provision of functional information services delivery.

Studies have shown that one way to ensure functional information service delivery is for the library personnel to work collaboratively through knowledge sharing. According to Kim and Bang (2021), knowledge sharing is the behaviour of disseminating one's acquired knowledge, skills and experiences with other members within one's organization. Alshehri & Cumming (2020) also added that, knowledge sharing is a critical factor in organizations as it can foster staff collaborative work in libraries. Considering the glaring advantages of knowledge sharing in organizations, library personnel are expected to leverage both explicit and tacit knowledge to aid information service delivery. Explicit knowledge, according to Chigada (2014), is considered as codifiable, impersonal, context independent, easy to share and can be stored in databases, repositories and shared in print and electronic resources while tacit knowledge is the knowledge that exists in the beliefs of the individual, the culture of people, and experience within the organisation. Borges et al. (2019) argue that tacit knowledge can be shared primarily through unstructured, experience-based interpersonal interactions or

socialization. Thus, these two types can be shared by library personnel for the purpose of information service delivery in libraries.

Similarly, Anna and Puspitasari, (2013) averred that library personnel need to intentionally commit to knowledge sharing as this has proven to contribute immensely to staff productivity in many organizations especially in the universities. In line with this, Babalhavaeji and Kermani (2011) also opined that every academic environment, needs effective knowledge sharing mechanisms as knowledge sharing is a significant asset in education, research, and scholarly work. Semertzaki (2012) posited that knowledge sharing facilitates better decision making, encourages the free flow of ideas and knowledge, improves user satisfaction and boost information service delivery. This entails that, libraries who practise knowledge sharing will most likely be more useful than those who do not. It therefore, behooves on library personnel to ensure different media are utilized for sharing knowledge for improved service delivery.

To determine various media of knowledge sharing, Muchaonyerwa (2015) investigated knowledge sharing activities by library personnel in University of Kwa zulu, South Africa. Findings revealed that most respondents (43.5%), with a mean score of (2.93) agreed they shared knowledge and expertise using online databases with colleagues. Forty percent (40.0%) said that they shared new skills in library practices with colleagues, while another (40.0%) indicated that they shared new working skills with colleagues. Only (33.3%) revealed that they shared classification and cataloguing skills with colleagues. Some 32(34.4%) strongly disagreed that they shared classification and cataloguing skills about library materials with colleagues, while 28(28.0%) were neutral concerning sharing new skills in library practices with colleagues. From these results, library personnel seemed to be unwilling to share their skills with colleagues. Most of them lack knowledge sharing strategies in place to adequately address the need for employees to share their knowledge, skills and experiences. The study recommended that top management should clearly communicate the vision and goals of the organisation to staff as this can create an environment of shared values and strategies that could assist in promoting knowledge sharing within the organisation. These findings agree with the report of Akparobore (2015) who opined that although librarians in Nigeria shared knowledge in university libraries, the rate of knowledge sharing satisfaction is quite low and this have impacted negatively on information service delivery of library personnel.

More so, librarians may utilize electronic tools such as electronic mail, Internet, Intranet, web portals, e-mail mailing lists as well as social network media such as Facebook, to facilitate knowledge sharing (Mushi, 2009; Anna and Puspitasari, 2013). In line with this, Opeke and Opele (2014) conducted study on the knowledge sharing media by 503 respondents

in selected Nigerian universities. The study adopted descriptive research design and questionnaire as the data collection instrument. The analysis of data revealed that (55.6%) of the respondents preferred face-to-face knowledge sharing to other media while (15.5%) agreed to have used the Internet. Results also showed that respondents communicate their knowledge to others through office memos, web-forums, bulletin boards and discussion groups. From the findings of this study, electronic media has shown to be useful for knowledge sharing even when face to face seem to be the most preferred option for knowledge sharing. This is expected as human beings including library personnel generally will always prefer interaction with colleagues than leveraging technology for convenience. This result is in agreement with Senseus, Lestari and Hakim, (2021) who investigated the mechanisms and technologies organisations use to share knowledge and found that face-to-face meetings, employment of a chief knowledge officer, use of technology such as social media were they main mechanism of knowledge sharing in most institutions.

Knowledge sharing may foster information service delivery in libraries. Becerra-Fernandez (2015) stated that knowledge sharing is useful in libraries because it plays an essential role in improving the performance of staff. Mayekiso (2013), in a similar view, opined that the benefits of knowledge sharing in academic libraries include better informed staff, which in turn leads to better service delivery. In line with this, Anna and Puspitasari (2013) reported that the benefits of knowledge sharing include less duplication of tasks, improvement in productivity and working methods, and encouragement to staff to learn more. The duo added that one importance of knowledge sharing in organizations such as library is that it allows staff to share their expertise and knowledge with other staff with less experience which culminate in continuous learning by everyone in the organisation. It was concluded that through knowledge sharing, the library becomes an environment for more and better knowledge, promoting innovative ideas which translate into better service to the users. This to say that knowledge sharing may enable access to ideas, information and new methods of performing functions. This finding is similar to the argument put forward by Olusegun and Kassim (2021) who stated that, training on knowledge sharing need to be provided to increase the capacity to share knowledge using various methods by library personnel which could culminate in efficient information service delivery in libraries.

Thus, it can be deduced from the above that knowledge sharing has the capacity to foster information service delivery when done adequately and effectively. Consequently, it is important for library personnel to leverage appropriate media and mechanisms to efficiently and effectively share knowledge considering the positive influence of knowledge sharing on

information service delivery in libraries (Sawan &Nurhattati, 2020). Although the literature reviewed have indicated various types of information services in university libraries, the importance and types of knowledge sharing as well as the various media of sharing knowledge by library personnel, no literature empirically revealed the relationship between knowledge sharing and information service delivery in federal universities in Nigeria. This study is, therefore, necessary as it attempts to provide empirical evidence on how knowledge sharing may determine information service delivery by library personnel in Nigerian federal university libraries.

2. Methodology

The study adopted descriptive survey research design of the correlational type. The study population consists of 193 Library personnel (with a minimum of Diploma in Library and information science) in the six public university libraries in South-west Nigeria: Hezekiah Olusammi Library at Obafemi Awolowo (OAU), Nimbe Adedipe Library at Federal University of Agriculture (FUNAB), University of Lagos (UNILAG) library. Total enumeration method was adopted to ensure participation of all the library personnel chosen in the area of study. A questionnaire developed by Reddy and Karim, (2013) was adapted for this study. Data was analysed with the use of the Statistical Package for the Social Sciences (SPSS) and presented in form of descriptive statistics of frequency counts, percentages and multiple regression analyses was adopted in testing the hypothesis. A total number of 193 copies of the questionnaire were administered to the library personnel in the six federal universities in South-west Nigeria. The response rate of the administered questionnaire is as shown in table 1.

Table 1. showing the population distribution and response rate of the respondents

S/N	Selected Schools	Distribution	Returns (%)
1.	Obafemi Awolowo University (OAU), Nigeria	29	29
2.	Federal University of Agriculture, Abeokuta, Ogun State, Nigeria	36	34
3.	University of Lagos, Akoka, Lagos	35	34
4.	Federal University of Technology (FUTA), Akure, Nigeria	25	25
5	University of Ibadan, Ibadan, Nigeria	65	63
6.	Federal University, Oye Ekiti (FUOYE), Nigeria	3	3
	Total	**193**	**188(97.4%)**

Demographic Characteristics of the Respondents

This sub-section presents the demographic characteristics of the respondents as follows:

Table 2: The demographic characteristics of the respondents

Variables	Frequency	Percentage (%)
Name of Library		
Hezekiah Olusanmi Library, OAU	29	15.4%
Nimbe Adedipe Library, FUNNAB	34	18.1%
UNILAG	34	18.1%
Albert Ilemobade Library, FUTA	25	13.3%
Kenneth Dike Library, UNIBADAN	63	33.5%
FUOYE Library	3	1.6%
Age		
21-30	13	6.9%
31-40	70	37.2%
41-50	77	41.0%
51-60	27	14.4%
61 and above	1	0.5%
Sex		
Male	96	51.1%
Female	92	48.9%
Marital status		
Single	31	16.5%
Married	157	83.5%
Educational Qualification		
WAEC/SSCE or equivalent	6	3.2%
OND/NCE/Diploma	10	5.3%
HND	11	5.9%
First Degree	78	41.5%
PGD	10	5.3%
Masters	59	31.4%
Ph.D	14	7.4%

As shown in table 2, majority 63 (33.5%) of the respondents who participated in the study where from Kenneth Dike library, university of Ibadan and FUOYE had the least 3 (1.6%). Respondents between the age of (41-50) were the majority 77 (41.0%) and 1(0.5%) was 61 and above. Findings also showed that 78 accounting for (41.5%) of the respondents had First Degree as the highest educational qualification. The reason for the high participation in the study by First- Degree holders may be attributed to their high population in the libraries as well as the reason that they are likely to be more interested in new information service delivery

trends considering their high probability of returning to further their education and enrich their experiences to remain relevant.

3. Results and Discussion

RQ 1. What types of information services are delivered by the personnel of the federal university libraries in South-west Nigeria?

Table 3: Types of service delivered by the personnel federal universities in Nigeria

S/N	Items	SA	A	D	SD	$\bar{x}$	Std Dev
1.	Photocopying is provided to users for a fee	9 4.8%	15 8.0%	92 48.9%	72 38.3%	1.79	.784
2.	Lamination is done at users' request	12 6.4%	52 27.7%	69 36.7%	55 29.3%	2.11	.904
3	Scanning is done at users' request	8 4.3%	44 23.4%	95 50.5%	41 21.8%	2.10	.784
4.	Bindery services are rendered on a fee	16 8.5%	13 6.9%	91 48.4%	68 36.2%	1.88	.872
5.	The library provides digitisation services	10 5.3%	14 7.4%	124 66.0%	40 21.3%	1.97	.708
6.	Information resources are charged and discharged to registered users	1 0.5%	8 4.3%	99 52.7%	80 42.6%	1.63	.594
7.	Reference service is provided both physically and online	1 0.5%	26 13.8%	96 51.1%	65 34.6%	1.80	.685
8.	The library compiles bibliographic list to users	0 0.0%	21 11.2%	109 58.0%	58 30.9%	1.80	.619
9.	Selective dissemination of information is provided on users' request	0 0.0%	20 10.6%	124 66.0%	44 23.4%	1.87	.571
10.	Users are kept abreast through current awareness services	0 0.0%	26 13.8%	96 51.1%	66 35.1%	1.79	.668
11.	The library provides online document searching to users	4 2.1%	15 8.0%	108 57.4%	61 32.4%	1.80	.671
12.	E-mail and internet services are provided for fee in the library	8 4.3%	24 12.8%	85 45.2%	71 37.8%	1.84	.807
13.	The library enhances its collections through resource sharing services	0 0.0%	34 18.1%	98 52.1%	56 29.8%	1.88	.684

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 2 showed that a preponderance of respondents 'disagreed' and 'strongly disagreed' rendering most of the services identified in this study. A few 8(4.8%) and 15 (8.0%) of the respondents agreed that they provide reference services and online searching respectively to patrons. No respondent agreed to have carried out current awareness service, selective dissemination of information and compilation of bibliography to users. Based on this (Table 2), it can be inferred that information services provided by the personnel of the federal university libraries in South-west Nigeria still leaves much to be desired. The implication of this that library personnel in south west, Nigeria, are yet to adequately justify their mandates in the parent institutions by delivering effective information services. Thus, while this finding

is similar to that of Kumah (2017) who investigated the types of information services provided by library personnel in the university of agricultural sciences, Dharwad, India and reported that information services such as lending service and reference services, among others, were indicated as important services provided in the library, it must be noted that a library can only be relevant, if, it provides effective information services to patrons.

RQ 2. Types of Knowledge shared among Library personnel

Table 4. shows types of knowledge sharing practices among library personnel in the federal university libraries in Nigeria

S/N	TYPES OF KNOWWLEDGE SHARED WITH COLLEAGUES Items	SA	A	D	SD	$\bar{x}$	Std Dev
1.	I share knowledge about classification and cataloguing of library materials with colleagues	0 0.0%	25 13.3%	101 53.7%	62 33.0%	1.80	.653
2.	I share knowledge about new trends in librarianship with colleagues	0 0.0%	21 11.2%	103 54.8%	64 34.0%	1.77	.634
3.	I share important knowledge on reference services with colleagues	22 11.7%	37 19.7%	72 38.3%	57 30.3%	2.13	.978
4.	I find it difficult to share from my colleagues' experience	36 19.1%	83 44.1%	41 21.8%	28 14.9%	2.68	.951
5.	My colleagues share their research skills with me	3 1.6%	20 10.8%	116 62.4%	47 25.3%	1.89	.644
6.	Every member of staff is usually aware of new knowledge in this library	10 5.3%	43 22.9%	81 43.1%	54 28.7%	2.05	.855
7.	I share knowledge on information services best practices	8 4.3%	16 8.5%	125 66.5%	39 20.7%	1.96	.681

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 4 reveals the types of knowledge shared by library personnel in universities in south-west, Nigeria. As indicated in the findings, majority 101 (53.7%) of the respondents Disagreed sharing knowledge on cataloguing and classification with colleagues and very few 25 (13.3%) Strongly Agreed. Most 103 (54.8%) indicated not sharing knowledge about new trends in librarianship with colleagues. While some respondents with average mean (2.13) indicated that they share important knowledge with colleagues, some ($\bar{x}$ =2.68) admitted that they find it difficult to share their colleagues' experience. Thus, it can be concluded knowledge sharing among library personnel is still below expectation. This study supports the assertion of Akparobore (2015) who opined that although librarians in Nigeria shared knowledge in university libraries, the rate of knowledge sharing satisfaction is quite low and this have impacted negatively on information service delivery of library personnel. There is urgent need for institutionalization of knowledge sharing in Nigerian libraries to be encourage library personnel to collaboratively work and share knowledge for effective services.

However, the above findings have further laid credence to the position of Muchaonyerwa (2015) who found that while some respondents agreed to have shared knowledge and expertise using online databases with colleagues, majority 32(34.4%) strongly disagreed that they shared classification and cataloguing skills about library materials with colleagues. This is worrisome as information service delivery requires constant sharing of knowledge especially on new trends and methods to ensure that users are effectively served. The implication of this is that library personnel are not quite effective in their role as information service providers considering the fact that libraries, in the current age, need to share diverse types of knowledge, especially cataloguing and classification skills and work collaboratively for effective services in libraries. It can therefore, be said that university libraries need to practice various types of knowledge sharing to effectively meet users demands.

RQ 3. Methods of Knowledge sharing by library personnel in federal universities in south-west, Nigeria.

Table 5 showing the knowledge sharing methods by library personnel in federal universities in Nigeria

S/N	Items	Yes	No
1.	Bulletin boards	117 (62.2%)	71 (37.8%)
2.	Library blog	70 (37.2%	118 (62.8%)
3.	Newsletter	123 (65.4%	65 (34.6%)
4	Face to face interactions	147 (78.2%)	41 (21.8%)
5.	Through e-mail	128 (68.1%)	60 (31.9%)
6.	Through library portal	117(62.2%)	71 (37.8%)
7.	Through Facebook	118 (62.8%)	70 (37.2%)
8.	Through other internet media	111(59.0%)	77 (41.0%)
9.	Through notice boards	125 (66.5%)	63 (33.5%)
10.	Through mobile phones	119 (63.3%)	69 (36.7%)
11.	During departmental meetings	136 (72.3%)	52(27.7%)
12.	During seminars and workshops	117 (62.2%)	71 (37.8%)

Table 5 showed the methods of knowledge sharing that exist among library personnel in the federal universities in South-west Nigeria. In this table (Table 5), the respondents indicated that the most prominent knowledge sharing method used was face to face interaction 147(78.2%), followed by 'during departmental meeting' 136 (72.3%). It was further indicated that the least method of knowledge sharing by the respondents were library blog 70 (62.8%) and internet medium 111(59.0%).Based on this, it can be inferred that while the methods of knowledge sharing that exist for personnel in federal university libraries in South-west Nigeria such as face to face interaction and during departmental meeting, it is evident from the results that the use of electronic tools such as the internet and library blogging sites are still very low in Nigeria. Library personnel are therefore expected to learn to leverage electronic tools as they have shown to be effective for knowledge sharing which can information service, if properly utilized.

Hence, this corroborates an earlier study by Opeke and Opele (2014) who carried out an investigation of knowledge sharing media by 503 respondents in selected Nigerian universities and found that (55.6%) of the respondents preferred face-to-face knowledge sharing to other media while very few (15.5%) agreed to have used the Internet. The use of technology as well as social media to aid knowledge sharing could be because of the unlimited nature of internet technology and the fact that social media are widely available and easy for knowledge transfer. This finding is also in support of Sensuse and Al Hakim (2021) who use literature retrieved from five databases to investigate the mechanisms or technologies libraries use to share knowledge and reported most effective knowledge methods that libraries can adopt are face-to-face and use of technologies specifically social media platforms such as facebook.

Testing of Hypothesis

HO1. There is no significant relationship between knowledge sharing and information service delivery by library personnel in federal university libraries in South-west Nigeria**.**

Table 6: Relationship between knowledge sharing and information service delivery among personnel in federal university libraries in Nigeria

Variables	N	Mean	St. Dev	Df	R	P	Sig
Information Service delivery	188	25.63	6.114				
				187	.561	.000	S
Knowledge sharing	188	59.93	9.010				

Table 6 showed the relationship between knowledge sharing and information service delivery among personnel in federal university libraries in South-west Nigeria. The table showed that knowledge sharing (r = .561; p<0.05) has significant positive relationship with information service delivery among personnel in federal university libraries in South-west Nigeria. This implies that there is positive linear association between information service delivery and knowledge sharing among personnel in federal universities in South-west Nigeria. Thus, the hypothesis stating that there is no significant relationship between knowledge sharing and information service delivery among personnel in federal university libraries in South-west Nigeria is hereby rejected. The implication of this is that information service delivery by library personnel will depend on the knowledge sharing strategies employ by the library personnel. This result stresses the fact that a deficiency in knowledge will result in a deficiency in information service delivery.

In other words, no library personnel can effectively perform its cardinal role of information service delivery without making concerted efforts to implement some knowledge sharing initiatives in the library. This study buttresses the assertion by Anna and Puspitasari's study (2013) who opined that knowledge sharing is essential among library workers as it can forestall duplication of tasks, foster productivity and working methods as well as encourage staff to learn more about the current trends in information service and dissemination. This is also in line with the position of Sawan &Nurhattati (2020) who advised that library personnel need to leverage appropriate media and mechanisms to efficiently and effectively share knowledge considering the positive influence of knowledge sharing on information service delivery in libraries.

4. Conclusion and Recommendations

This study has filled a research gap having empirically determined the relationship between knowledge sharing and information service delivery in university libraries. Knowledge sharing among library personnel has shown to be an effective strategy for information service delivery. The revelation of various types of knowledge that can be shared such as cataloguing and classification skills, research skills, new trends in librarianship and best practices in information services by library personnel is also a crucial factor in enhancing knowledge sharing in universities, especially in Nigeria. This study equally reveals that library personnel use various media such as bulletin boards, conferences, seminars and social media to share knowledge and that there is a significant relationship between knowledge sharing and information service delivery by library personnel. Library personnel are urged to give extra concern on knowledge sharing as this could foster innovative information service delivery.

Recommendations

The following recommendations were made based on the findings of this study:

1. Staff in university libraries should not hesitate to share knowledge with their colleagues as it will go a long way in helping to develop and promote their service delivery.

2. University libraries can do better in their practice of knowledge sharing by leveraging relevant platforms, tools and opportunity to maintain the culture of knowledge sharing by instituting policies, provision of rewards, recognition and so on.

3. University management should be intentional about re-skilling of librarians by providing material and financial support so that the gap between knowledge loss in the library organisation can be bridged and reduced.

4. University library personnel should personally update their skills, ability and knowledge in order to meet up with the demands of information service delivery in the 21st century. These can be achieved through regular training, mentoring, conference attendance-learning platforms, among others.

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