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KNOWLEDGE SHARING AND INFORMATION SERVICE DELIVERY OF LIBRARY PERSONNEL IN UNIVERSITY LIBRARIES IN NORTH EAST-NIGERIA.

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Abstract
The study investigated the influence of Knowledge sharing on information service delivery of library personnel in university libraries in North East-Nigeria. Survey research design was adopted in the study. The population comprised 353 library personnel in 7 federal and 6 state university libraries. Considering the small size of the population, total enumeration was used for the study. Therefore, all the 353 library personnel in North East federal and state university libraries were enumerated to participate in the study. Data collected were analysed using percentage, mean and standard deviation. The study revealed that Knowledge sharing have positive significant influence on information service delivery of library personnel in Nigeria $R^2 = 0.229$, $\hat{a} = 0.478$, $t\ (295) = 9.634$, $p < 0.05$. Library personnel in North East presented a high level of information service delivery ($\bar{x} = 3.42$), on a scale of 4. The results further revealed that knowledge sharing take place among the staff, but tacit knowledge sharing ($\bar{x} = 3.16$) was more practiced than explicit knowledge sharing ($\bar{x} = 3.16$) on a scale of 4. The study concluded that Knowledge sharing have influence on information service delivery of library personnel in university libraries in North East-Nigeria. The study recommended amongst others that university library management should sponsor library personnel to attend conferences and workshop that can promote knowledge sharing to enhance information service delivery in university libraries. Library management should put up policy that will encourage more of the sharing of tacit knowledge among library personnel.

Keywords: Knowledge sharing, Library personnel, University libraries, Information service delivery, North East.

Introduction

Information service delivery is key to the provision of information resources in university communities. Studies have viewed information service delivery from different perspective. Yoon and Schultz (2017) defined it as active engagement with community of users such as students, administrative staff, lecturers and researchers in order to provide users with relevant information resources so assist is an aspect of the service delivery that support their works. Ogar and Dushu (2018) also described it as the way information practitioners behave and relate to users, colleagues and the society. Information service delivery is a key driver in university libraries. Good practice of information service delivery will support institutions, organization and research by facilitating access to library's extensive range of information resources. Librarians in university are encumbered with the responsibility of providing information resources, products and services to cater for research, teaching and learning functions of the members of the academic community where it is situated. For knowledge sharing to have a complete influence on information service delivery of library personnel in university libraries, library management can promote training, building of collective knowledge, retention and the sharing of the knowledge, skills and experiences among library personnel. Building of collective knowledge and its sharing among library personnel by the management is imperative in view of the fact that the level of personnel professional development differs. Knowledge sharing according to Adomi and Solomon-Uwakwe (2019) is the exchange of information between professionals, teams, and organizations. Collective sharing of innovative ideas on information service delivery could be enhanced in academic libraries. Knowledge sharing among employees would undoubtedly enable them to learn from each other and advance the use of the knowledge of new technologies to promote service delivery.

Knowledge sharing offers the opportunity for the management to capture expertise knowledge in libraries to achieve measurable impact in information service delivery (Cacho & Ribiere, 2018). They added that knowledge management system has formed the foundation for knowledge-based libraries, library staff had in turn perfected the art of using the know-how for making decisions and solving problems on information service delivery. To this end, library managers need to encourage their staff in the art of Knowledge sharing where this is deficient in order to foster information service delivery.

Knowledge sharing is a significant asset to individual, society and most importantly academic libraries. Knowledge sharing can also enhance library personnel ideas, creativity, and innovation to improve information service

delivery in university libraries. Knowledge sharing enhances proper use of the know-how acquired through training and retraining in academic libraries. Knowledge is experiences, skills and know-how gained by staff as a result of exposure to training or furthering education in a given field of study. Knowledge sharing among library personnel becomes imperative as knowledge is required for effective and efficient information service delivery. Knowledge sharing can be described as the process of exchanging knowledge between individuals, community, organization or groups (Aslam, Mugudas & Imran, 2018). These may include abilities, competencies, experiences, skills and innovative ideas that would be useful for overall organization and service delivery. The adoption of knowledge sharing by library personnel can improve the information service delivery of individual staff and the entire university libraries. Knowledge sharing is positively linked with cost reduction and the avoidance of incidence of wastages associated with the implementation of new strategies in information service delivery. In addition, teamwork is fostered through knowledge sharing.

Considering the importance of knowledge sharing to both individual employees and the university library, it is important for university libraries to consolidate knowledge sharing activity. This means the transfer of knowledge from individual staff to the team, from the team to the management process level. Kashari and Taheri (2019) described sharing as an important aspect of knowledge management process, it encourages the voluntary release of ones personally acquired knowledge to colleague, groups and societies. It is not a compulsive behaviour but an individual willingness to share information with colleagues. However, proper understanding of the role of knowledge sharing by the library management is an important factor that could influence effective information service delivery in university libraries. Knowledge sharing among library personnel will put university libraries in positions as knowledge and learning centres for users where people and ideas interact in a real and virtual environment. Marouf (2017) acknowledged that libraries are repository of knowledge. Such knowledge can be preserved through documentation for re-use after the exit of the possessor from the organization (Potgieter & Radebe, 2017). This means that knowledge sharing is a continuous process.

There are two types of knowledge namely tacit knowledge and explicit knowledge. Tacit knowledge is the type of knowledge that is within an individual. It is usually stored in peoples' head and is acquired through try and error. While explicit knowledge is the type of knowledge that can be confided and transmitted in a systematic and formal language such as documents-books, databases, websites, e-mails, chat etc. The sharing of tacit type of knowledge advances the

creation of the explicit type of knowledge and the process of knowledge sharing continues. This could be disseminated to other personnel through interactive meetings, mentoring and training session. Library personnel could share explicit knowledge professional knowledge through WhatsApp group, memos, seminars and conference papers to improve on information service delivery. These two types of knowledge are shared among library personnel. Therefore, it would probably be a great loss to libraries that fail to capture these explicit and tacit knowledge of their personnel to leverage on the information service delivery.

Knowledge sharing could significantly reduce the challenges that are related to information service delivery in academic libraries where library personnel transfer innovative ideas freely. Literature has recorded that this is reflected in employee's intention to perform a specific assignment (Haq & Faridi, 2020). Employees may be encouraged to engage in Knowledge sharing on the understanding that the benefits of sharing knowledge are more than the actual costs. This is more pertinent in the context of information service delivery in academic libraries.

Statement of the Problem

University libraries are established to support the research, teaching and learning functions of their parent institutions through efficient information service delivery. However, despite the fact that information service delivery is regarded as the heartbeat of library and information professionals in university libraries, studies have shown that the level of information service delivery is low resulting from inadequate information materials, library staff apathy, epileptic power supply ,poor internet connectivity, lack of current information resources and inadequate operational systems and strategies for disseminating information resources (Alabi & Sani, 2021). Personal observation and preliminary investigations also revealed that library personnel in North East-Nigeria are exhibiting low level of service delivery. It is possible that the low level of information service delivery of library personnel could be due to inadequate knowledge sharing, inadequate reward for knowledge sharing and non-inclusion of knowledge sharing as part of the organizational culture in university libraries. It is on this premise that this study investigates the influence of Knowledge sharing on information service delivery of library personnel in North East-Nigeria.

Objectives of the study

1. find the level of information service delivery of library personnel in university libraries in North East-Nigeria.

2. ascertain the influence of knowledge sharing on information service delivery of library personnel in university libraries in North East-Nigeria.
3. Identify the constraints to knowledge sharing of library personnel in university libraries in North East-Nigeria.

Research Questions

1. What is the level of information service delivery of library personnel in university libraries in North East-Nigeria?
2. What is the Knowledge sharing method adopted by library personnel in university libraries in North East-Nigeria?
3. What are the constraints to knowledge sharing of library personnel in university libraries in North East-Nigeria?

Hypothesis

The hypothesis will be formulated and tested at 0.05 levels of significance:

1. $H0_1$: Knowledge sharing has no significant influence on information service delivery of library personnel in university libraries in North East-Nigeria.

Review of Related Literature

Khan and Ali (2019) examined knowledge sharing attitude of librarians in academic libraries in India. The findings revealed that the understanding of knowledge sharing concepts by academic librarians varies. There was the general belief that knowledge sharing improves learning process, individual competencies and enhances efficient library information delivery. Ogunmodede and Popoola (2019) examined knowledge sharing behaviour by librarians in federal universities in Nigeria. The finding revealed that knowledge sharing among academics in federal university is on a higher level. Kakhi, Hadian, Joyame and Asl (2019) investigated understanding librarians' knowledge sharing behavior in libraries. Survey research method was used. The finding revealed knowledge sharing as vital approach that can be used to promote public library services.

Methodology

Survey research design was adopted for this study. The population of this study comprised three hundred and fifty-three (353) librarians and library officers from seven federal and Six state universities in North East-Nigeria. The Purposive technique used for the study. *Considering the small size of the population, total enumeration was used for the study. Therefore, all the 353 library personnel in North East*

*Federal and State University libraries were enumerated to participate in the study. Data collected were analysed using descriptive (mean and standard deviation) and inferential statistics (ANOVA Sig.).*These made up of a total number of thirteen (13) universities that were officially recognized by NUC.

Data Analysis and Results

Research Question One: What is the level of information service delivery of library personnel in university libraries in North East-Nigeria?

Table 1: Information Service Delivery of Library Personnel in University Libraries

Statements on level of information service delivery in…	Very High level	High level	Low level	Very Low level	Mean	Std.
Tangibles	**-**	**-**	**-**	**-**	**3.53**	**0.46**
Ensuring neatness of the library environments for library users	179(60.1%)	114(38.2%)	05(1.7%)	-	3.58	0.53
Arranging books on display racks for users awareness	169(56.7%)	121(40.6%)	08(2.7%)	-	3.54	0.55
Orderly arrangements of catalogue cards entries for users access	159(53.5%)	147(42.8%)	11(3.7%)	-	3.50	0.57
Providing up -to-date computer equipment for information retrieval	162(54.5%)	119(40.1%)	16(5.4%)	-	3.49	0.60
Reliability	**-**	**-**	**-**	**-**	**3.41**	**0.51**
Treating users information needs promptly	141(47.2%)	148(49.5%)	10(3.3%)	-	3.44	0.56
Delivering users request as promised	137(46.9%)	144(49.3%)	11(3.8%)	-	3.43	0.57
Providing sufficient users information resources	142(47.5%)	143(47.8%)	14(4.7%)	-	3.43	0.58
Delivering error -free information to users	138(46.2%)	142(47.5%)	19(6.4%)	-	3.40	0.61
Speedily correcting wrongly posted users information	131(44.0%)	145(48.7%)	22(7.4%)	-	3.37	0.62
Assurance	**-**	**-**	**-**	**-**	**3.40**	**0.56**
Assuring users of the relevanc e of information provided through authenticated citation	144(48.5%)	136(45.8%)	17(5.7%)	-	3.43	0.60
Assuring users access to available users information resources through databases	140(47.5%)	136(46.1%)	19(6.4%)	-	3.41	0.61

Assuring users of prompt delivery of information resources in requested format	142(47.7%)	130(43.6%)	26(8.7%)	-	3.39	0.64
Responsiveness	**-**	**-**	**-**	**-**	**3.40**	**0.54**
Attending to users request within an acceptable time frame	146(49.3%)	127(42.9%)	23(7.8%)	-	3.42	0.63
Making extra efforts at meeting users information request	143(48.3%)	131(44.3%)	22(7.4%)	-	3.41	0.63
Accommodating users request for information not minding the time of submission	131(44.1%)	146(49.2%)	20(6.7%)	-	3.37	0.61
Empathy	**-**	**-**	**-**	**-**	**3.36**	**0.48**
Providing users with exact information needed	135(45.9%)	149(50.7%)	10(3.4%)	-	3.43	0.56
Empathizing with users' needs in the provision of crucial Information	139(47.4%)	133(45.4%)	21(7.2%)	-	3.40	0.62
Providing users with complimentary information resources e.g. guides to literature, index and abstracts	127(43.1%)	148(50.2%)	20(6.8%)	*	3.36	0.61
Making extra efforts at meeting users' information needs via referral services	123(42.0%)	152(51.9%)	18(6.1%)		3.36	0.60
Anticipating users information needs before they are requested	125(43.9%)	130(45.6%)	30(10.5 %)		3.33	0.66
Information service delivery (Average Weighted Mean = 3.42)						

Decision Rule: The decision rule states that: 1.0-1.49 = Very Low Level; 1.50-2.49 = Low Level; 2.50-3.49 = High Level; 3.50-4.0 = Very High Level

The result of Table 1 showed that, the level of information service delivery of library personnel in university libraries in North East-Nigeria was high ($\bar{x} = 3.42$), on a scale of 4. Information service delivery was measured by five indicators (reliability, assurance, responsiveness, empathy and tangibles). The high level of information service delivery of library personnel could be due to the fact that university libraries in North East-Nigeria performed very highly in areas such as ensuring neatness of the library environments (3.58), arranging books on display racks (3.54) and orderly arrangements of catalogue cards (3.50).

Research Question Two: What is the Knowledge sharing method adopted by library personnel in university libraries in North East-Nigeria?

Table 2: Knowledge Sharing Method Adopted by Library Personnel in University Libraries

Knowledge Sharing Indicate your Knowledge Sharing	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std.
Tacit knowledge sharing					**3.21**	**0.55**
I share knowledge with colleagues through face -to-face interactions	129(43.3%)	149(50.1%)	16(5.4%)	04(1.4%)	3.35	0.65
I share knowledge with colleagues through brainstorming	129(43.3%)	145(48.7%)	18(6.0%)	06(2.0%)	3.33	0.68
I share experience with colleagues through discussion	130(43.6%)	143(48.0%)	17(5.7%)	08(2.7%)	3.33	0.71
I share knowledge with library staff during meetings	115(38.6%)	160(53.7%)	19(6.4%)	04(1.3%)	3.30	0.65
I share professional knowledge with colleagues during meetings.	123(41.2%)	140(47.0%)	30(10.1%)	05(1.7%)	3.28	0.71
I share knowledge with colleagues through telephone conversation.	117(39.2%)	145(48.7%)	33(11.1%)	03(1.0%)	3.26	0.69
I share knowledge with co -workers through orientation sessions.	122(20.1%)	135(45.5%)	32(10.7%)	08(2.7%)	3.25	0.75
I share knowledge with staff through training session	111(37.2%)	154(51.7%)	24(8.1%)	09(3.0%)	3.23	0.72
I share knowledge while mentoring library staff	117(39.4%)	141(47.5%)	27(9.1%)	12(4.0%)	3.22	0.77
I share knowledge with library staff through on -the- job training.	101(34.1%)	156(52.7%)	28(9.5%)	11(3.7%)	3.17	0.75
I share experience with co -workers through workshop discussion	103(34.6%)	156(52.3%)	25(8.4%)	14(4.7%)	3.17	0.77
I share knowledge with professionals through interview session.	105(35.3%)	139(46.8%)	37(12.5%)	16(5.4%)	3.12	0.83
I share knowledge with co -	95(32.0%)	150(50.4	37(12.5%)	15(5.1%)		

I share knowledge with co - workers through teleconferencing discursion	95(32.0%)	150(50.4 %)	37(12.5%)	15(5.1%)	3.09	0.80
I share knowledge with colleagues through communities of practice (CoP) discursion	88(29.8%)	153(51.9 %)	42(14.2%)	12(4.1%)	3.07	0.78
I share knowledge with professional colleagues through zoom discussions	85(28.6%)	161(54.2 %)	38(12.8%)	13(4.4%)	3.07	0.77
Explicit knowledge sharing	**-**	**-**	**-**	**-**	**3.16**	**0.63**
I share new idea s with colleagues through my published articles in journals.	114(38.8%)	144(49.0 %)	31(10.5%)	05(1.7%)	3.25	0.71
I share information with colleagues in electronic formats using database such as Ebscohost, ProQuest JSTOR etc.	117(39.3%)	141(47.3 %)	33(11.1%)	07(2.3%)	3.23	0.74
I freely share all I know with colleagues through lecture notes	105(35.7%)	149(50.8 %)	37(12.5%)	06(2.0%)	3.19	0.73
I share knowledge with co - workers using classification schedules such as library of congress classification schemes (LCCS), UDC, DDC ,etc.	100(33.7%)	161(54.2 %)	27(9.1%)	09(3.0%)	3.19	0.72
I share experience with colleagues through my social media accounts	96(32.2%)	167(56.7 %)	24(8.1%)	09(3.0%)	3.18	0.70
I share experience with colleagues using library textbooks.	92(30.9%)	172(57.7 %)	28(9.4%)	06(2.0%)	3.17	0.67
I share knowledge with colleagues using theses	95(32.0%)	161(54.2 %)	31(10.4%)	10(3.4%)	3.15	0.73
I share knowledge with colleagues using my Textbooks	91(30.5%)	169(56.5 %)	28(9.6%)	10(3.4%)	3.14	0.72
I share ideas with friends via LIS handbooks.	88(29.5%)	170(57.1 %)	33(11.1%)	07(2.3%)	3.14	0.70
I share knowledge with colleagues through library website	88(29.6%)	157(52.9 %)	42(14.1%)	10(3.4%)	3.09	0.75

I share ideas with librarians through newsletter.	88(29.5%)	152(51.0 %)	50(16.8%)	08(2.7%)	3.07	0.75
I share knowledge with team members through power point presentation	82(27.5%)	163(54.7 %)	38(12.8%)	15(5.0%)	3.05	0.78
I share knowledge with library staff through library bulletin.	79(26.5%)	156(52.3 %)	48(16.2%)	15(5.0%)	3.00	0.79
Grand mean						**3.19**

Source: Researcher's Field Survey, 2021

The result of research question three is presented in Table 2.The result showed that Knowledge sharing takes place among the library personnel in university libraries in North East-Nigeria ($\bar{x}$= 3.19). Further analysis shows that tacit knowledge ($\bar{x}$= 3.21) and explicit knowledge ($\bar{x}$= 3.16) were the Knowledge sharing of library personnel in university libraries in North East-Nigeria. The result indicated that Knowledge sharing were more evident in areas such as face-to-face interactions (3.35), brainstorming (3.33), discussions (3.33) and during meetings (3.30).

Research Question Three: What are the constraints to information service delivery of library personnel in university libraries

Table 3: Constraints to knowledge sharing of Library Personnel in University Libraries

ICT constraints	Yes (2)	No (1)	Mean	Std.	Remark
Administrative Constraints			**1.80**	**0.29**	Barrier
Inadequate sponsorship for workshop	257(86.2%)	41(13.8%)	1.86	0.35	Barrier
Lack of unified policy on library management	245(82.2%)	53(17.8%)	1.82	0.38	Barrier
Poor maintenance culture	244(81.9%)	54(18.1%)	1.82	0.39	Barrier
Lack of after sales support system	234(78.5%)	64(21.5%)	1.79	0.41	Barrier
Lack of willpower by management	234(78.5%)	64(21.5%)	1.79	0.41	Barrier
Inadequate funding	232(77.9%)	66(22.1%)	1.78	0.42	Barrier
Lack of management support to staff	227(76.4%)	70(23.6%)	1.76	0.43	Barrier
Epileptic power supply	228(76.3%)	71(23.7%)	1.76	0.43	Barrier
Staff Related Constraints			**1.78**	**0.35**	Barrier
Management resistance to change	249(83.3%)	50(16.7%)	1.83	0.37	Barrier
Sabotage	225(75.8%)	72(24.2%)	1.76	0.43	Barrier

Sabotage	225(75.8%)	72(24.2%)	1.76	0.43	Barrier
Shortage of trained and qualified library personnel	222(74.7%)	75(25.3%)	1.75	0.44	Barrier
ICT Constraints			**1.72**	**0.35**	Barrier
Lack of training in ICT for library personnel	232(77.6%)	67(22.4%)	1.78	0.42	Barrier
Poor internet access	216(72.2%)	83(27.8%)	1.72	0.45	Barrier
Inadequate ICT equipment in the library	215(72.1%)	83(27.9%)	1.72	0.45	Barrier
Technophobia (Dislike for technology)	197(66.3%)	100(33.7%)	1.66	0.47	Barrier
Constraints (Average Weighted Mean = 1.77)					

Source: Researcher's Field Survey, 2021

Respondents were asked to identify the constraints to knowledge sharing of library personnel in university libraries in North East-Nigeria in Table 3. The result depicts generally that, the library personnel in the university libraries in North East-Nigeria experienced several constraints (1.77). In the list of the constraints measured, there were three major areas of challenges to information service delivery of library personnel. These include administrative constraints (1.80), staff related constraints (1.78) and ICT constraints (1.72).

Test of Hypothesis

Hypothesis: Knowledge sharing has no significant influence on information service delivery of library personnel in university libraries in North East-Nigeria.

Table 4: Influence Knowledge sharing on information service delivery of library

Predictors	**B**	**Âeta (â)**	**T**	**p**	**R^2**	**Adj. R^2**	**F**	**ANOVA (Sig.)**
(Constant)	2.236		17.411	.000	0.229	0.226	87.686	0.000
Knowledge Sharing	.372	.478	9.364	.000				
Dependent Variable: Information service delivery								
Predictor: (Constant), Knowledge sharing								
DF (F-Statistic) = 1, 296								
DF (T-Statistic) = 295								

Source: Field Survey Results, 2021

The result of hypothesis presented in Table 4. The result revealed that Knowledge sharing has a significant positive influence on information service delivery of library personnel in university libraries in North East-Nigeria ($t(295) = 9.364$, $p < 0.05$). This result implies that Knowledge sharing is a key determinant of information service delivery of library personnel in university libraries in North East-Nigeria. Therefore, the null hypothesis which states that Knowledge sharing has no significant influence on information service delivery of library personnel in university libraries in North East-Nigeria was rejected.

Discussion of Findings

The findings of question one revealed that that the level of information service delivery of library personnel in university libraries in North East-Nigeria, was high. The finding is also consistent with the study of Tripathi et al (2017) done in 47 central university of India. This finding also support the study of Agoh, et al (2021) who examined the extent of provision and constraints of utilization of library and information service delivery on scholarly communication output in agricultural research institutes in North-Central Nigeria.

The findings on research question two revealed that the library personnel in university libraries in North East-Nigeria practiced tacit knowledge sharing (3.21) and explicit knowledge sharing (3.16) to some extent. This result also corroborates with studies of Ogunmodede and Popoola (2019) in federal universities in the six geopolitical zones in Nigeria. The finding revealed that knowledge sharing among academics in federal university is on a higher level.

Hypothesis one examined the influence of Knowledge sharing has no significant influence on information service delivery of library personnel in university libraries in North East-Nigeria. The result showed that, Knowledge sharing has a significant and positive influence on information service delivery of library personnel in university libraries in North East-Nigeria. The finding is in agreement with the study of Khan and Ali (2019) on knowledge sharing attitude of librarians in academic libraries in India.

Conclusion

The study concluded that Knowledge sharing could influence information service delivery of library personnel. Hence, this variable can assist library personnel to excel in performing information service delivery tasks. As part of the vital keys for improved information service delivery, library personnel must be encouraged to deliver accurate and timely services. Consequently, knowledge-sharing are of necessities that can assist library personnel in carrying out required services in university libraries. Therefore, library personnel with competencies

and skills for service delivery coupled with continuous updated knowledge in the fields will deliver maximally

Recommendations

Based on the result the following recommendations are suggested for policy intervention:

1. Library personnel should be encouraged enhance their deliver services in order to attain optimal level of service delivery
2. Library management must create conducive environment for library personnel in their libraries in order to achieve higher level of service delivery
3. Library personnel should be encouraged through the available policy statements enacted by library managements towards increased effective information service delivery
4. Library management should create an avenue to encourage library personnel to share knowledge among colleagues so as to improve information service delivery in university libraries.

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