



Knowledge Sharing Behaviour of Academic Librarians as a Predictor of Information Service Delivery in Public University Libraries in South-East Nigeria

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Abstract

This study investigated knowledge sharing behaviour of academic librarians as a predictor of information services delivery in public university libraries in South-East, Nigeria. It adopted a correlational research design, with a population of one hundred and sixty-eighty (168) academic librarians from six (6) public university libraries in South-East, Nigeria. The total enumeration sampling technique was adopted. Structured questionnaire was developed. The reliability coefficient of the instruments was established using Cronbach Alpha formula, which yielded 0.77 and 0.75 coefficient indices. Out of the 168 copies of the questionnaires distributed, 146 copies representing 87% response rate were completed and returned with valid information. The data collected were analysed using descriptive and inferential statistics. The study revealed that knowledge sharing behaviour of academic librarians for information services delivery in public university libraries manifests in the confidence of academic librarians in their ability and expertise to share knowledge via documents, reports, conferences; trust in their colleagues, supervisors and knowledge users, availability of relevant knowledge sharing policy backup, etc. It revealed that knowledge sharing behaviour of academic librarians impacts information services delivery by promoting professional development via learning of new skills; facilitating decision-making processes, improving collaboration with others, etc. The study found out that the major factors influencing knowledge sharing behaviour of academic librarians are individual motivation, organization culture, leadership support, technological factors and skills requirements. It concluded that knowledge sharing behaviour of academic librarians has a positive significant relationship with information services delivery in public university libraries in South-East Nigeria. The study recommended, among other measures that management of university libraries should create enabling environment, including provision of necessary resources and training for academic librarians in order to promote the desire and culture of knowledge sharing in public university libraries.

Keywords: Knowledge sharing, knowledge sharing behaviour, information services delivery, academic librarians, public university libraries, South-East, Nigeria



Introduction

University libraries primarily exist for the purpose of galvanizing knowledge sharing as a means of creating more new knowledge for individual, societal and national development. They are foundational information and knowledge hubs with the core mandate of supporting the teaching, learning and research objectives of their parent institutions (Arua & Udoh, 2019). The university libraries are superintended over by librarians, who are trained knowledge managers and vanguard for knowledge sharing. In essence, librarians' knowledge is one essential competitive advantage for the university libraries. This implies that librarians are fundamentally trained to share knowledge which they acquire through various processes and methods in the course of their private, official and professional engagements.

Consequently, knowledge sharing is the whole gamut of activities or processes of exchanging, transferring, distributing, disseminating or communicating knowledge for the benefit of other individuals and organizations. Knowledge sharing is the core responsibility of librarians for the empowerment and equipping of others for better decision making in university libraries. This underscores the position of Onifade (2015), as cited in Ogunmodede and Popoola (2019), who remarked that knowledge sharing empowers workers to share their understanding, insights, and encounters in order to permit quick, productive and successful arrangement of information applications to their clients. It is the process by which individuals' exchange and share tacit and explicit knowledge while creating new knowledge (Van den Hoof & De Ridder, as cited in Quadri and Adegboire, 2023). Knowledge sharing facilitates the attainment of individuals' and organizational goals. It enhances individual's capability to retrieve new data and information resources for the purpose of learning, problem-solving and self-development. It is also essential in services delivery and organisational performance, since no one can perform his or her tasks effectively in a situation where adequate and relevant knowledge is lacking. In fact, effective knowledge sharing is typically a product of the knowledge sharing behaviour of academic librarians.

Thus, knowledge sharing behaviour of academic librarians is the disposition, actions or conducts of academic librarians to ward exchanging or distributing knowledge, information and experience with their colleagues and library users. Kakhki et al. (2020) described knowledge sharing behaviour as the actions or activities undertaken by librarians to actively disseminate information and expertise with colleagues, library patrons, and researchers using diverse channels such as consultations, workshops, conferences, online platforms and publications. It involves academic librarians' attitude demonstrated by their willingness or unwillingness to share or communicate their knowledge of information resources and services, research techniques and approaches, as well as understanding of evolving trends and best practices to other members of their communities or associations.

Knowledge sharing behaviour of academic librarians is shaped or propelled by critical factors and preconditions, which according to Bergström and Garcia-Martinez (2016), may include librarians' leadership empowerment, organizational climate, and motivational drives. Knowledge sharing behaviour is motivated by academic librarians' intention to share



knowledge. In a digital environment, academic librarians' knowledge sharing behaviour is influenced by their digital literacy level, which is their ability to adopt or utilize relevant digital technologies and associated tools, including social media platforms in knowledge sharing activities (Akwang & Udoh, 2024, Igwela et al., 2019). Particularly, digital literacy of academic librarians supports their ability to share knowledge in online communities by involving in online forums and discussion groups, webinars, blog posts, videos and podcasts, as well as professional presentations. It is also influenced by the training received by the academic librarians as well as the encouragement and motivation they receive from their colleagues and other stakeholders within their communities. Knowledge sharing behaviours of academic librarians can equally be influenced by the availability of innovative technologies, which enable them to gather or generate, process and easily carry out knowledge sharing activities (Mensa et al., 2023). It can further be motivated by their level of trust in their colleagues as well as other beneficiaries of the shared knowledge in the university libraries.

Positive knowledge sharing behaviour or attitude of academic librarians as the willingness and readiness to exchange, distribute or freely communicate data, information and knowledge is a strong determinant of effective information services delivery in university libraries. Information services delivery refers to the totality of efforts or activities provided and/or carried out by librarians using available resources and skills for the attainment of users' queries in order to meet the overall information, educational and research needs of library users (Richard et al., 2024). Similarly, Oden and Owolabi (2021) defined information services delivery as the ability of university libraries and academic librarians to provide the information needs of users at the time of request to satisfy the expectations of users and improve their experience. Examples of information services delivered in university libraries by academic librarians include services delivered or provided in university libraries to users include user education services, circulation services, reservation services, interlibrary loan services, abstracting services, indexing services, cataloguing and classification services, current awareness services, selective dissemination of information services, bibliographic services, reference services, referral services, literature search services, internet services, reprographic services, etc. These information services can be effectively and satisfactorily delivered if the academic librarians possess and/or demonstrate positive, friendly and willing knowledge sharing behaviour in the university libraries.

Knowledge sharing behaviour helps academic librarians in improving collaboration as an avenue to learn new skills and competencies and broadens their communication skills and interpersonal relationship for better information services delivery (Amadi et al., 2024). It also facilitates effective decision making and improved information services delivery, while playing a catalytic role in achieving competitive advantage for enhanced reputation of university libraries. Meanwhile, knowledge sharing behaviour of academic librarians and information services delivery in university libraries is faced with some impediments. Studies by Alabi and Sani (2021); Onwubiko (2022); as well as Quadri and Adegboro (2023) identified inadequate infrastructural facilities, poor communication and interpersonal skills, lack of knowledge sharing policies, cultural barriers, fear of loss of power and



superiority, lack of trust among colleagues and supervisors, conflict of interest and competing priorities, etc., as the factors that negatively hamper knowledge sharing behaviour of academic librarians and information services delivery in university libraries. Thus, based on above background, this study examined knowledge sharing behaviour of academic librarians as a predictor of services delivery in public university libraries in South-East Nigeria.

Statement of the Problem

Information services delivery is the core responsibility of every university library and librarian. Effective information services delivery facilitates the attainment of the mission and objectives of the universities as well as the educational, research and recreational goals of library users. To ensure effective information services delivery, academic librarians, as trained knowledge managers are expected to demonstrate positive knowledge and information sharing behaviour at all times and circumstances. As a matter of fact, even though university libraries have consistently made attempts to encourage the development of academic librarians' knowledge sharing behaviour by providing various tools and supports such as information technology (IT) facilities and training opportunities for improved skills and attitude, this process seems not to translate into effective and satisfactory information services delivery as some library users often display a high level of dissatisfaction. It is also quite unfortunate that most academic librarians do not seem to have adequate motivation to voluntarily, willingly and happily share knowledge among colleagues and library users. This researchers' preliminary observations further revealed that some academic librarians in university libraries in Nigeria, are negatively disposed to knowledge sharing attributing it to lack of trust among colleagues and poor attitude of library users. More so, studies have investigated knowledge sharing and related issues (Mairiga et al., 2023; Onidieki, 2023; as well as Osifade&Tunmibi, 2025), but the situation among academic librarians in public university libraries in South-East Nigeria is not quite clear. Thus, this highly worrisome situation aroused the interest of these researchers, which made them to investigate knowledge sharing behaviour of academic librarians as a predictors of information services delivery in public university libraries in South-East Nigeria, in order to fill any existing gap in literature.

Research Objectives

The main objective of this study was to examine knowledge sharing behaviour of academic librarians as a predictor of information services delivery in public university libraries in South-East Nigeria. The specific objectives are, to:

1. identify what constitute knowledge sharing behaviour of academic librarians for information services delivery in public university libraries in South-East Nigeria.
2. ascertain the impacts of knowledge sharing behaviour of academic librarians on information services delivery in public university libraries in South-East Nigeria.
3. find out the factors influencing knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria.



4. determine the relationship between knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria.

Research Questions

The study was guided by the following research questions

1. What constitute knowledge sharing behaviour of academic librarians for information service delivery in public university libraries in South-East Nigeria?
2. What are the impacts of knowledge sharing behaviour of academic librarians on information service delivery in public university libraries in South-East Nigeria?
3. What are the factors influencing knowledge sharing behaviour of academic librarians and information service delivery in public university libraries in South-East Nigeria?
4. What relationship exists between knowledge sharing behaviour of academic librarians and information service delivery in public university libraries in South-East Nigeria?

Hypothesis

One null hypothesis was formulated and tested at 0.05 level of significance in this study. The hypothesis states:

H₁: Knowledge sharing behaviour of academic librarians has no significant relationship with information services delivery in public university libraries in South-East Nigeria

Literature Review

Knowledge sharing behaviour and information services delivery in university libraries have some well-acknowledged and critical relationships. The variables have attracted a reasonable research attention from scholars from various climes and academic disciplines. In this study, the most relevant of such previous studies were reviewed as follows:

Olaniyi (2024) examined the effect of staff training on information services delivery to library users in public libraries in South-West Nigeria. The study revealed that there is a positive and significant linear relationship between staff training and information service delivery to users in public libraries, even though staff in public university libraries have not been adequately exposed to training. It showed that the most frequently used training methods in university libraries include workshops, seminars, conferences, job rotation, mentoring or coaching, research training, etc. The study found that lack of funds for organising training programmes, poor budgetary allocation to public libraries, lack of written training development policies, inadequate knowledge of ICT facilities, etc., are the major constraints to training of library staff in public libraries.

Quadri and Adegboire (2023) examined the factors hindering knowledge sharing practices among librarians using Unified Theory of Acceptance and Use of Technology (UTAUT) propounded by Venkatech, Morris, Davis and Davis in 2003. The study which



adopted a post-positivism research paradigm with survey research design, and revealed that majority of librarians do not share knowledge owing to poor communication and interpersonal skills. It also confirmed that trust, collaboration, reward/incentives, lack of time and funds, space, etc., are some of the factors inhibiting knowledge sharing practices in the university libraries. A cross-sectional survey was also conducted knowledge sharing practices among library staff in improving service delivery in public universities in Kiambu County, Kenya by Ondieki (2023). The study indicated that embedded, explicit and tacit knowledge are shared by library staff which relied on work group, project teams and communities of practice as available methods of knowledge sharing. It revealed that knowledge sharing has positive effects on library service delivery by influencing planning, management and execution of library services, but these effects are challenged by trust, leadership, social interaction ties, identification and facilitation. The study recommended storytelling, performance evaluation, knowledge repositories, job rotation and staff training as strategies for enhanced knowledge sharing in the libraries.

Onwubiko (2022) also conducted a survey on knowledge sharing practices and behaviours in university libraries. The study adopted a descriptive survey design, and revealed that knowledge sharing practices in university libraries involves encouraging creation, dissemination, transfer and sharing of knowledge, while staffs' attitude towards knowledge sharing was discovered to be positive. The study indicated that there was a significant relationship between library staffs' knowledge sharing behaviour and knowledge sharing practices in university libraries. It showed that the factors militating against effective knowledge sharing practices in university libraries include lack of knowledge sharing policies, lack of trust, not realizing how useful particular knowledge, etc. It recommended that management of university libraries should formulate policies on knowledge sharing practices to guide staff in knowledge sharing processes.

Tahleho and Ngulube (2022) also investigated knowledge sharing and the improvement of service delivery in an academic library at Thomas Mofolo library in Lesotho. It revealed that the library staff recognized the need to share knowledge, and indicated that knowledge sharing occurred on an ad hoc basis. The study highlighted limited use of technology-based and human-based mechanisms in sharing knowledge, while recommending practical knowledge-sharing practices as the strategies for improved service delivery in libraries. Knowledge sharing practices and service delivery by professional librarians in Ahmadu Bello University library, Zaria was also conducted by Abubakar and Sahabi (2022). The study which adopted survey research design discovered that librarians use brainstorming and verbal discussions for knowledge sharing, which indicated that knowledge sharing practices among librarians were low. It concluded that knowledge sharing practices helps in delivering library services, which include e-reference services, database search, online user education and e-reader services, etc. The study recommended mentoring, community of practices, staff meetings and storytelling as the major ways of encouraging knowledge sharing practices in the library.

In another similar study, Oden and Owolabi (2021) examined staff attitude and service delivery in university libraries in Ogun State, Nigeria. The study revealed that staff attitude



had a significant influence on service delivery since library staff delivered quality services in university libraries by demonstrating a positive attitude toward the users. It recommended that the university library board and administrators should employ qualified library staff with the right disposition that can evaluate and assess users' needs regularly, be compassionate to users' needs and display the right attitude in any situation towards users in order to increase patronage.

Similarly, Alabi and Sani (2021) also examined librarians and information service delivery in Kogi State Nigeria during Covid-19 pandemic. The study which employed a descriptive survey research design, with five objectives and research questions, revealed that academic libraries majorly play the role of assisting their patrons in solving their queries, updating users with current information and providing selective information to special patrons. It specifically revealed the major types of information services delivered by librarians in academic libraries to include current awareness services (CAS), online selective dissemination of information (SDI) services, electronic document delivery services, internet search services. It showed these services are majorly delivered through social media platforms, emails and library websites. It however identified poor funding, inadequate facilities and poor internet services as some of the challenges that librarians encounter in delivering information services in Nigeria.

A study on understanding librarians' knowledge sharing behaviour with a focus on the role of organizational climate, motivational drives and leadership empowerment was also conducted by Kakhki et al. (2020). The study adopted a conceptual model using the Theory of Reasoned Action and descriptive research approach. The findings showed that constructive organizational climate and positive motivational drives in public libraries, as well as personal and organizational knowledge sources strengthened by the librarians' ability of leadership have a positive and significant effect on subjective norms, attitude, intention, and knowledge sharing behaviour. It showed that librarians' leadership empowerment has effect on their attitude to knowledge sharing behaviour as motivational drives.

Bamigboye et al. (2020) equally examined knowledge sharing and utilisation as means of service delivery among library personnel in selected universities in Southwest, Nigeria. The study revealed that both the tacit and explicit knowledge were being shared among the library personnel, but indicated that tacit knowledge was the most shared knowledge. It showed that library personnel shared knowledge with their colleagues most in the same department, as well as through seminars, workshops, mobile phones, conferences and staff meetings. It further discovered that acquisition, cataloguing and classification, selective dissemination of information and inter library loan were the major types of services rendered among library personnel in the selected universities in Southwest, Nigeria.

Furthermore, Odunewu and Haliso (2019) studied knowledge sharing behaviour as a predictor of librarians' job performance in universities in the South-West zone of Nigeria. The study employed a survey research design and showed that there is a high level of job performance and knowledge sharing behaviour among the librarians. It revealed a significant positive relationship between knowledge sharing behaviour and job performance. The study concluded that there is a need for high job performance in libraries predictable by the



librarians' knowledge sharing behaviour. It recommended the documentation of knowledge sharing policy in the university libraries, as well as encouragement of knowledge sharing behaviour among librarians by the various library managements. In another related survey, Ogunmodede and Popoola (2019) investigated knowledge sharing behaviour by librarians in federal universities in Nigeria. The descriptive survey revealed that the level of knowledge sharing by librarians is high, while the channel of knowledge sharing by librarians varies significantly from face-to-face to the use of social media. It showed that significant difference exists on knowledge sharing by librarians based on the universities. The study concluded that librarians are not only knowledge managers but also knowledge disseminators. It recommended that library administrators should establish and formalised knowledge sharing hours in the library so that the culture of knowledge sharing can be maintained among the librarians.

From the reviewed studies, it is quite obvious that knowledge sharing and information services delivery in libraries has received a considerable research attention. Notwithstanding the present engagement of scholars in this research area, therefore, this present study was conducted to further enhance the expansion of knowledge, and particularly add new insights to existing perspectives about knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria.

Methodology

The study adopted correlational research design. The population of the study consists of one hundred and sixty-eighty (168) academic librarians from six (6) public university libraries (3 federal and 3 state) from Abia, Imo and Enugu States of South-East, Nigeria. The population comprises forty-eight (48) academic librarians from Federal University of Technology, Owerri (FUTO) library (federal); twenty-six (26) academic librarians from Michael Okpara University of Agriculture, Umudike (MOUAU) library (federal); and fifty-four (54) academic librarians from University of Nigeria, Nsukka (UNN) library (federal); as well as twelve (12) academic librarians from Abia State University, Uturu (ABSU) library (state); eleven (11) from Imo State University (IMSU) library (state); and seventeen (17) academic librarians from Enugu State University of Science and Technology (ESUST) library, Agbani (state). The census sampling technique was considered since the entire study population was manageable. This implies that the researcher adopted a full population survey of the 168 academic librarians for the study. A-two (2) sets of researcher's structured questionnaires were developed with closed-ended questions on a 4-point rating scale and used for eliciting data for the study. The instrument that examined the independent variable was titled, "*Knowledge Sharing Behaviour of Academic Librarians Questionnaire (KSBALQ)*", with a total of forty-two (42) items, while the instrument that cater for the dependent variable was titled, "*Information Services Delivery in Public University Libraries Questionnaire (ISDPULs)*", with a total of fifteen (15) items. Both instruments were together subjected to face and content validation to ascertain their appropriateness and suitability for the research objectives. The reliability coefficient of the instruments was established using Cronbach Alpha formular from a pre-test survey of 10 academic librarians from University of Uyo (UNIUYO) and Akwa Ibom State University (AKSU) libraries. The Cronbach coefficient yielded 0.77 and 0.75 coefficient indices for the independent and corresponding dependent variables, respectively. These were high enough to measure the intended outcomes with consistency.

For data collection, a total of 168 copies of the questionnaires were distributed to the academic librarians in their offices by the researchers and one (1) research assistant employed for the purpose of this study from each of the university libraries. Out of the 168 copies of the



questionnaires distributed, 146 copies representing 86.90% (approximated to 87%) response rate were completed and returned with valid information, while 22 copies representing 13.09% were lost. The data collected were analysed using descriptive and inferential statistics. The descriptive statistics of percentage counts, mean scores and standard deviation with a criterion mean of 2.50 were used to analyse research questions 1, 2, and 3, while question 4 was analysed using Pearson Product Moment Correlation (PPMC) coefficient. On the other hand, the inferential statistic of simple regression was used to test the single null hypothesis at 0.05 level of significance. The degree of the relationship between the variables were determined and interpreted using Creswell's correlation coefficient scale which states that correlation coefficient (r) $\pm 0.00 - 0.20$ = very low relationship, $\pm 0.21 - 0.40$ = low relationship, $\pm 0.41 - 0.60$ = moderate relationship, $\pm 0.61 - 0.80$ = high relationship, while $\pm 0.81 - 1.00$ = very high relationship (Creswell, 2014). The raw data were coded using Statistical Package for Social Science (SPSS) version 29. The decision rule held that the null hypothesis (H_0) be rejected if the p-value is less than 0.05 level of significance, or otherwise accepted.

Results and Discussion of Findings

The analyses and results were based on the responses obtained from 146 respondents who completed and returned copies of their questionnaires with valid and useful information as shown in Table 1 and the simple chart below:

Table 1: Questionnaire Distribution and Response Rate by Academic Institution and Gender

S/N	Institutions	No. of QD			No. of QR			% of QR		Total
		Male	Female	Total	Male	Female	Total	Male	Female	
1	MOUAW	10	16	26	8	15	23	5.48	10.27	15.8
2	UNN	19	35	54	16	33	49	11.00	22.60	33.6
3	FUTO	17	31	48	15	29	44	10.27	19.86	30.1
	State	Male	Female	Total	Male	Female	Total	Male	Female	Total
4	ABSU	5	7	12	3	6	9	2.05	4.11	6.2
5	ESUST	6	11	17	4	9	13	2.74	6.16	8.9
6	IMSU	4	7	11	3	5	8	2.05	3.42	5.5
	Total	61	107	168	49	97	146	33.59	66.42	100

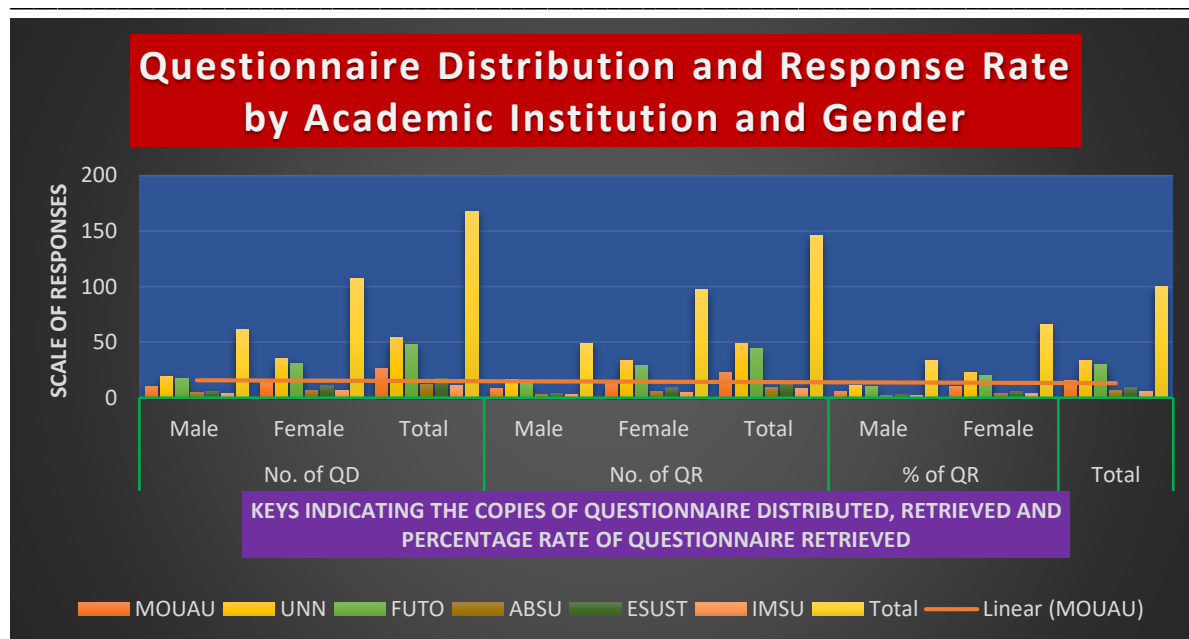


Figure 1: Chart showing the Questionnaire Distributed (QD), Questionnaire Retrieved (QR) and Percentage Rate of Questionnaire Retrieved (% of QR)

The Tabel 1 above showed the questionnaire distributed and retrieval rate across the university libraries. It revealed that out of the 168 copies of the questionnaire distributed, a total of 146 copies were retrieved. It further indicated that out of the 61 copies distributed to the male respondents across the six (6) university libraries, 49 (33.59%) were successfully completed and retrieved whereas of the 107 copies administered to the female respondents across the six (6) university libraries, 97 copies making up of 66.42% were completed and retrieved. More so, the result was further simplified through the chart indicating the graphical representation of the responses across the institutions. This retrieval rate was used throughout the data analyses to provide the basis for making generalization about the academic librarians' disposition on knowledge sharing behaviour and information services delivery in the public university libraries in South-East Nigeria.

Research Question 1: What constitute knowledge sharing behaviour of academic librarians for information services delivery in public university libraries in South-East Nigeria?

Table 2: Mean and standard deviation responses on the constituents of knowledge sharing behaviour of academic librarians for information services delivery in public university libraries in South-East, Nigeria (n = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Std Dev.	Remarks
1	I share knowledge when I am personally motivated to do so	44	69	26	7	3.03	0.82	Agreed
2	I share knowledge when I have adequate skills such as digital literacy skills, communication skills, etc., to do so	60	60	20	6	3.19	0.83	Agreed
3	I share knowledge for professional benefits and growth	58	58	25	5	3.16	0.83	Agreed
4	I share knowledge when I trust my colleagues, supervisors and other	58	69	17	2	3.25	0.71	Agreed



	knowledge users							
5	I share knowledge when I am confident in my ability and expertise to do so using documents, reports, etc.	66	58	18	4	3.27	0.78	Agreed
6	I share knowledge when I am encouraged by the organizational culture to do so	51	63	26	6	3.09	0.83	Agreed
7	I share knowledge when my library leadership/supervisor supports me to do so	37	56	41	12	2.81	0.91	Agreed
7	I share knowledge when I have relevant tools such as ICT tools, internet services, social media platforms, etc., to do so	39	61	41	5	2.92	0.83	Agreed
9	I share knowledge when I have the right connection and collaborative understanding with stakeholders to do so	53	62	22	9	3.09	0.87	Agreed
10	I share knowledge when I have relevant knowledge sharing policy backup	62	57	21	6	3.20	0.84	Agreed
Cumulative mean						3.10	0.83	Agreed
Criterion mean						2.50		

The data in Table 2 above revealed an overall affirmation on the items of investigation as indicators of academic librarians' knowledge sharing behaviour for information services delivery in public university libraries in South-East, Nigeria. The results showed that the academic librarians are well-conscious of the constituents or elements of knowledge sharing behaviour are well demonstrated by their agreement with varying mean scores and standard deviations. It showed a higher overall or cumulative mean of 3.10 and standard deviation of 0.83 against the criterion mean of 2.50. The result specifically revealed that all the items or indices investigated were above the criterion mean of 2.50, with indices such as: having confident in the ability and expertise to share knowledge via documents, reports, etc. (3.27, 0.78); trusting in colleagues, supervisors and other knowledge users (3.25, 0.71); having relevant knowledge sharing policy backup (3.20, 0.84); having adequate skills such as digital literacy skills, communication skills, etc. (3.19, 0.83); professional benefits and growth (3.16, 0.83); encouraged by organizational culture (3.09, 0.83); having the right connection and collaborative understanding with stakeholders (3.09, 0.87), among others as the major parameters reflecting knowledge sharing behaviour of the academic librarians for information services delivery in the university libraries.

Research Question2: What are the impacts of knowledge sharing behaviour of academic librarians on information services delivery in public university libraries in South-East Nigeria?

Table 3: What are the impacts of knowledge sharing behaviour of academic librarians on information services delivery in public university libraries in South-East Nigeria (n = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Std Dev.	Remarks
1	Knowledge sharing behaviour helps me to improve my collaboration with others	46	74	21	5	3.10	0.77	Agreed
2	It broadens my communication skills	29	47	59	11	2.64	0.89	Agreed
3	It shapes my interpersonal relationships	47	67	27	5	3.07	0.80	Agreed
4	It facilitates my decision-making processes	58	52	31	5	3.12	0.86	Agreed
5	It enhances my innovative approach to new ideas and solutions	50	61	25	10	3.03	0.89	Agreed
6	It promotes my professional development	59	61	22	4	3.20	0.79	Agreed



	via learning new skills							
7	It enhances my professional presentations skills	40	69	33	4	2.99	0.78	Agreed
8	It facilitates my research skills through best practices at conferences and meetings	49	64	25	8	3.05	0.85	Agreed
Cumulative mean						3.03	0.83	Agreed
Criterion mean						2.50		

Data in Table 3 showed the mean and standard deviation responses on the impacts of knowledge sharing behaviour of academic librarians on information services delivery in public university libraries, with a higher mean score of 3.03 and standard deviation of 0.83 against the 2.50 criterion mean. The results showed a unanimous agreement on the items of investigation. It precisely indicated that knowledge sharing behaviour of academic librarians promotes professional development via learning of new skills (3.20, 0.79); facilitates decision-making processes (3.12, 0.86); improves collaboration with others (3.10, 0.77); and shapes interpersonal relationships (3.07, 0.80). The results also revealed that facilitation of research skills through best practices at conferences and meetings (3.05, 0.85); enhancement of innovative approach to new ideas and solutions (3.03, 0.89); enhancement of professional presentations skills (2.99, 0.78); and improvement of communication skills (2.64, 0.64) are altogether the impacts of knowledge sharing behaviour of academic librarians on information services delivery in public university libraries.

Research Question 3: What are the factors influencing knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria?

Table 4: Mean and standard deviation on the factors influencing knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria (n = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Std Dev.	Remarks
A	Individual motivation							
1	Personal satisfaction in knowledge sharing	41	68	29	8	2.97	0.84	Agreed
2	Librarians' self-efficacy for positive impact in knowledge sharing	48	71	18	9	3.08	0.84	Agreed
3	Passion and desire for knowledge sharing	72	63	9	2	3.40	0.67	Agreed
4	Desire to help others and making a difference	47	43	46	10	2.87	0.95	Agreed
5	Rewards and recognition for knowledge sharing such as promotion, bonuses, etc.	54	61	26	5	3.12	0.82	Agreed
6	Librarians' career advancement and professional growth	48	70	23	5	3.10	0.79	Agreed
7	Enhanced social status and reputation among others	61	67	16	2	3.28	0.71	Agreed
B	Organizational culture							
8	Encouragement of collaboration and teamwork	23	42	57	24	2.44	0.95	Disagreed
9	Respect for librarians to share knowledge	52	73	16	5	3.18	0.76	Agreed
10	Trust in librarians' expertise to share knowledge	69	66	9	2	3.38	0.67	Agreed



11	Openness to change and experimentation	53	60	27	6	3.10	0.84	Agreed
C	Leadership support							
12	Top management commitment to knowledge sharing	52	67	23	4	3.14	0.78	Agreed
13	Leadership by example in knowledge sharing	40	64	33	9	2.92	0.86	Agreed
14	Empowerment for ownership of knowledge sharing initiatives	25	29	66	26	2.36	0.97	Disagreed
15	Provision of necessary resources	44	61	35	6	2.98	0.84	Agreed
D	Technological factors							
16	Hardware and software infrastructures such as computers, laptops, and mobile devices,	52	60	28	6	3.08	0.84	Agreed
17	Internet connectivity such as internet and intranet access	45	67	28	6	3.03	0.82	Agreed
18	Digital platforms for knowledge sharing such as document management systems, wikis, etc.	69	62	15	0	3.37	0.67	Agreed
19	Collaboration tools like email, video conferencing, etc.	50	65	24	7	3.08	0.84	Agreed
20	Social media platforms such as Facebook, Twitter, LinkedIn, WhatsApp, etc.	68	60	16	2	3.33	0.73	Agreed
21	Database management systems such as integrated library systems, etc.	53	68	23	2	3.18	0.74	Agreed
E	Skills requirements							
22	Technical skills such as proficiency in using digital platforms, ICTs, software apps, etc.	39	55	48	4	2.88	0.84	Agreed
23	Information literacy skills	74	63	9	0	3.45	0.61	Agreed
24	Digital citizenship skills such as online etiquette, copyright and intellectual property	18	23	67	38	2.14	0.95	Disagreed
Cumulative mean						3.04	0.81	Agreed
Criterion mean						2.50		

The data in Table 4 showed that the mean and standard deviation responses on the factors influencing knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria, with a cumulative mean of 3.04, and standard deviation of 0.81 which is higher than the 2.50 criterion mean. It indicated that out of the 24 items investigated under 5 basic factors, namely; individual motivation, organization culture, leadership support, technological factors and skills requirements, only 3 items such as encouragement of collaboration and teamwork (2.44, 0.95); empowerment for ownership of knowledge sharing initiatives (3.36, 0.97) and digital citizenship skills such as online etiquette, copyright and intellectual property (2.14, 0.95) were disagreed upon by the respondents. On the other hand, 21 items with varying mean scores and standard deviations such as: information literacy skills (3.45, 0.61); passion and desire for knowledge sharing (3.40, 0.67); trust in librarians' expertise to share knowledge (3.38, 0.67); digital platforms for knowledge sharing such as document management systems, wikis, etc. (3.37, 0.67); enhanced social status and reputation among other librarians (3.28,



.0.71), etc., were the major factors influencing knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria.

Research Question 4: What relationship exists between knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria?

Table 5: PPMC coefficient between knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria

				KSBALs	ISDPULs
KSBALs	Pearson's (2tailed)	Correlation	Sig.	1	0.092
	N			145	145
ISDPULs	Pearson's (2tailed)	Correlation	Sig.	0.092	1
	R ²			0.008	
	N			145	145

KSBALs = Knowledge Sharing Behaviour of Academic Librarians

ISDPULs = Information Services Delivery in Public University Libraries

N = No. of Observations

R = Correlation Coefficient

R² = Coefficient of Determination

Data on Table 5 showed a very low degree of relationship between knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria, as indicated by the correlation coefficient (*r*) of 0.092, which is positive and falls within the correlation coefficient limit of $\pm 0.00 - 0.20$. The coefficient of determination (*r*²) of 0.008 also revealed that 8% of the variance observed in information services delivery in public university libraries in South-East, Nigeria, accounted for by knowledge sharing behaviour of academic librarians. This implies that knowledge sharing behaviour of academic librarians to a very low extent but positively relates to information services delivery in public university libraries in South-East Nigeria. This result was validated or conformed by the test of hypothesis as indicated in Table 6 below.

Test of Hypothesis

H1: Knowledge sharing behaviour of academic librarians has no significant relationship with information services delivery in public university libraries in South-East Nigeria

Table 6: Simple regression analysis of the relationship between knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria

<i>Model</i>	<i>Df</i>	<i>Sum of Square</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Regression	1	12.726	12.726	1.238	0.268
Residual	144	1480.267	10.280		
Total	145	1492.993			



Data in Table 6 above showed a p-value of 0.268 which is numerically greater than the alpha value of 0.05, but not statistically strong enough to cause a rejection of the null hypothesis. Thus, since the p-value of 0.268 was not statistically strong enough to cause a rejection of the null hypothesis, it was concluded that knowledge sharing behaviour of academic librarians has a positive significant relationship with information services delivery in public university libraries in South-East Nigeria.

Discussion of Findings

The finding of the study revealed that the constituents of knowledge sharing behaviour of academic librarians for information services delivery in public university libraries manifests in the confidence in their ability and expertise to share knowledge via documents, reports; trust in their colleagues, supervisors and knowledge users, availability of relevant knowledge sharing policy backup; adequate skills such as digital literacy skills, communication skills, etc.; professional benefits and growth; encouraged by organizational culture; the right connection and collaborative understanding with stakeholders, etc. This result implies that the knowledge sharing behaviour of academic librarians, whether positively or negatively, is a direct fallout or product of prevailing situation and motivation. This finding agrees with Kakhki et al. (2020), whose study on understanding librarians' knowledge sharing behaviour with a focus on the role of organizational climate, motivational drives and leadership empowerment, discovered that librarians' ability of leadership have a positive and significant effect on subjective norms, attitude, intention, and knowledge sharing behaviour.

When examining the impacts of knowledge sharing behaviour of academic librarians on information services delivery in public university libraries, the study revealed that knowledge sharing behaviour of academic librarians promotes professional development via learning of new skills, facilitates decision-making processes, improves collaboration with others, shapes interpersonal relationships, as well as facilitates research skills through best practices at conferences and meetings, enhances innovative approach to new ideas and solutions, as well as professional presentations skills. The partially aligns with Odunewu and Haliso (2019), which found that knowledge sharing behaviour has positive contributions to librarians' job performance. It also in a way, gives credence to Alabi and Sani (2021), whose study on librarians and information service delivery, showed that academic librarians play major role in solving patrons' queries, updating users with current information and providing selective information to special patrons.

The finding of this study also indicated that individual motivation, organization culture, leadership support, technological factors and skills requirements are the basic factors influencing knowledge sharing behaviour of academic librarians and information services delivery in public university libraries. It showed further that deducing from the aforementioned basic factors, information literacy skills, passion and desire for knowledge sharing, trust in librarians' expertise to share knowledge, digital platforms for knowledge sharing such as document management systems, wikis, etc., enhanced social status and reputation among other librarians, etc., are some of the specific factors influencing knowledge sharing behaviour of academic librarians and information services delivery in public university libraries in South-East Nigeria. This finding partly corroborates Bergström



and Garcia-Martinez (2016), which revealed that librarians' leadership empowerment, organizational climate, and motivational drives affect academic librarians' intention to share knowledge. It also aligns with Akwang and Udoh (2024), who indicated that academic librarians' knowledge sharing behaviour is influenced by their digital literacy level, especially in using relevant digital technologies such as social media platforms for knowledge sharing activities. The study also agrees with Quadri and Adegboire (2023), who discovered that trust, collaboration, reward or incentives, etc., are some of the factors in knowledge sharing practices in the university libraries.

It further revealed that knowledge sharing behaviour of academic librarians has a positive significant relationship with information services delivery in public university libraries in South-East Nigeria. This flows from the correlation coefficient (r) of 0.092, which is positive, indicating that academic librarians in public university libraries demonstrate positive knowledge sharing behaviour, though to a very low degree in influencing effective information services delivery. This finding is in line with Odunewu and Haliso (2019), which found out a significant positive relationship between knowledge sharing behaviour and job performance. It also gives impetus to Onwubiko (2022), who discovered that there was a significant relationship between library staffs' knowledge sharing behaviour and knowledge sharing practices in university libraries.

Conclusion

Knowledge sharing behaviour of academic librarians is the disposition, actions or conducts of academic librarians toward exchanging or distributing knowledge, information and experience with their colleagues and library users. In this study, it was discovered that knowledge sharing behaviour of academic librarians for information services delivery in public university libraries manifests in the confidence in their ability and expertise to share knowledge via documents, reports; trust in their colleagues, supervisors and knowledge users, etc. It impacts information services delivery by promoting professional development via learning of new skills, facilitating decision-making processes, improving collaboration with others, among others. It was also found out that the major factors influencing knowledge sharing behaviour of academic librarians are individual motivation, organization culture, leadership support, technological factors and skills requirements, and also dependents on information literacy skills, passion and desire for knowledge sharing, trust in librarians' expertise to share knowledge, digital platforms for knowledge sharing such as document management systems, wikis, etc. The study concluded that knowledge sharing behaviour of academic librarians has a positive significant relationship with information services delivery in public university libraries in South-East Nigeria.



Recommendations

Based on the findings of the study, the following recommendations were made:

1. Management of university libraries should formulate and implement policies that encourage willingness to share knowledge in public university libraries.
2. Management of university libraries should create enabling environment, including provision of necessary resources and training for academic librarians in order to promote the desire and culture of knowledge sharing in public university libraries.
3. Academic librarians should strive to acquire necessary skills including digital citizenship skills like online etiquette, copyright and intellectual property literacy, etc., as well as develop positive knowledge sharing behaviour in order to enhance knowledge sharing in their university communities.

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