Knowledge Sharing and Service Delivery of Librarians in Public Universities, Ogun State, Nigeria

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Abstract

Academic libraries in the modern era must operate like corporate organisations if they are to compete favourably with emerging sources of information. This means that they must pay attention to service delivery. In line with this, the work investigated the influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria. The study adopted a survey research design. The population of the study included 117 librarians from three public-funded universities in Ogun State. The research instrument was a structured questionnaire adapted from relevant theories and models. The data collected was analysed using descriptive and inferential statistics. The results of the data analysis revealed that the level of library service delivery in the university libraries is high (Mean = 3.45). in the same vein, the study found a moderate level of knowledge sharing (Mean = 3.37). The study also found that knowledge sharing (R^2 = 0.133; p = 000) has a significant influence on service delivery in the universities. The study concluded that knowledge sharing is an essential feature of modern organisations which should be fully embraced by librarians and library management. It was therefore recommended that academic libraries should invest in upgrading ICT services to match the high standards observed in technical and reader services.

Keywords: Knowledge Sharing, Library Services, Service Delivery

Introduction

Service delivery refers to the process of providing goods, services, or support to customers or clients in an efficient, timely, and satisfactory manner. In the context of academic libraries, effective service delivery has become non-negotiable in view of the proliferation of other sources of information and changing needs and attitude of information users (Anyim, 2020). Traditionally, libraries are meant to provide information resources in diverse formats to meet the needs of various categories of patrons. With the advent of information technology and the transformation that it has brought to the generation, preservation, and dissemination of information, a critical task that faces libraries across the world is to be able to provide information resources and services that meet the needs of various users (Waweru Ng'ang'a, Odero, & Buigutt, 2020). The rapid advancement in the information environment and patrons demand have made knowledge sharing an integral part of librarianship.

Knowledge sharing is the practice of exchanging information, skills, or expertise among members of an organisation. According to a scholar, knowledge sharing is the act of people collaborating to generate new information by exchanging both explicit and implicit knowledge. Knowledge sharing, boosts performance and innovation at both the individual and organisational levels (Singh, Gupta, Busso, & Kamboj, 2021) In a knowledge economy, the practice of sharing one's expertise is crucial.

Organisations such as academic libraries have begun to abandon their more antiquated practices in favour of ones that are more knowledge-and technology-based as a result of digital revolution. This is because Information Technology (IT) tools play a crucial role in knowledge management and information sharing activities within and among organisations. This makes the organisation change itself into the learning organisation that can attain higher performance. However, knowledge sharing is not a given in any organisation. .

Service delivery in academic libraries is essential for libraries to maintain the acclaimed status of the hub of academic activities in universities. Effective service delivery contribute to quality academic output, helps academic library stay ahead of competing sources of information, and justifies the investment in the library. Scholars have identified effective service delivery as the panacea to majority of challenges facing the library. However, service delivery itself is a function of various of factors, majority of which can be controlled by the library itself.

Among the factors that are rarely considered in the context of academic library service delivery is knowledge sharing. While researchers have examined others factors such as facilities, funding, staff development and librarians' skills among others, there is a dearth of study on the influence of knowledge sharing and academic library service delivery in Nigeria. Hence, this study examined the influence of knowledge sharing and organisational learning and academic library service delivery in academic libraries of public universities in Ogun State, Nigeria.

The aim of the study was to investigate the influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria. The objectives were to:

  i.   identify the level of service delivery in academic libraries of public universities in Ogun State, Nigeria;
  ii. identify the level of knowledge sharing among academic libraries of public universities in Ogun State, Nigeria;
  iii. determine the influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria.

Research Questions

The study was guided by the following research questions:

1. What is the level of service delivery in academic libraries of public universities in Ogun State, Nigeria;
2. What is the level of knowledge sharing among academic libraries of public universities in Ogun State, Nigeria;

Hypothesis

The hypothesis were tested at 0.05 level of significance.

$H_0$1:   There will be no significant influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria.

Literature Review

Service Delivery in Academic Library

Libraries are social institutions catering to the informational requirements of various categories of people and contributing to personal and national progress. Libraries have crucial roles in both formal and informal education, research and innovation, cultural activities, religious affairs, leisure; and their impact extends to all aspects of the society. The imperative for societal,

economic, academic, and cultural advancement necessitates the establishment of many sorts of libraries (Delaney & Bates, 2015; Oliphant, 2019; Cox, 2021). University libraries render varieties of services to users with attendant effect on teaching, learning and research output.

Like every other service rendering organisation, libraries have seen substantial transformations in recent years. The introduction of information and communication technology has significantly influenced the way information services are provided. The user's text is straightforward and precise. Conventional methods of spreading information have been replaced by technological forms of communication. (Adekoya, Fasae, & Alade, 2024). The advancements and utilisation of ICT in library operations have enhanced and simplified the distribution of information and access. Additionally, it has also introduced new responsibilities in the provision, dissemination, and transfer of information. The librarian has transitioned from a passive role to an active role (Emezie, & Nwaohiri, 2013).

Nigerian academic libraries are not immune from the ongoing technological transformation currently sweeping across the global information landscape. As purveyors of information, academic libraries in Nigeria face ongoing pressure to deliver current and relevant information resources to their client communities (Adekoya, Fasae, & Alade, 2024). Technology facilitates and compels changes in which this aim is attained. When a library automation project is undertaken, whether it involves introducing a new system or migrating to a different one, librarians, staff, and users need to make some adaptations.

It is necessary to ensure that the academic library excels in generating, providing, and disseminating information. The library's efficacy in service delivery relies heavily on the librarians, who are the essential human resources. The 21st century is characterised by the abundance and widespread availability of information. It is commonly regarded as the age of the rapid proliferation of information production and the abundance of information sources (Akagha, 2021). The term commonly used to refer to this period is the "knowledge age". Emerging work patterns and evolving business practices have given rise to the need for new types of labour that demand distinct and varied skill sets. The definition of knowledge has undergone a transformation in this era.

Knowledge Sharing

Knowledge sharing is a critical component of knowledge management and innovation, representing the exchange of information, skills, insights, and experiences among individuals

and groups within an organisation or community (Ahmad & Karim, 2019). Knowledge sharing is an integral factor to the collective intelligence and competence of any organisation, fostering an environment where continuous improvement and problem-solving can thrive (Akosile & Olatokun, 2020). Knowledge sharing involves the dissemination of explicit and tacit knowledge from one individual or group to another. Explicit knowledge is codified and easily transferable, such as manuals, documents, and databases. Tacit knowledge, on the other hand, is personal and context-specific, often conveyed through direct interaction and shared experiences (Gamble, 2020; Santos, Oliveira, & Curado, 2023).

Knowledge sharing is an aspect of knowledge management considered as a process of transferring knowledge such as skills, experiences and understanding between individuals, groups and organisations while knowledge sharing practices are diverse personal interactive processes such as discussions, debates and meetings, where one is influenced by others' experiences. Knowledge sharing practices include verbal discussion, seminars/workshops, mentoring, staff meetings, storytelling, community of practice, and so on. Knowledge sharing practices are means where people share what they know.

Knowledge and its management lack a universally accepted definition. However, knowledge can be described as comprehension acquired by personal experience, individual learning, and a familiarity with specific material (Dikotlav & Ledwaba, 2022). Knowledge can be categorised as either tacit or explicit. Tacit knowledge encompasses heuristic abilities, intuition, and best practices that are stored in the human mind. On the other hand, explicit knowledge refers to rule-based knowledge that is employed to complete tasks and is frequently written or codified (Afolayan & Adedokun, 2023).

Tacit knowledge is inherent in human abilities and mostly transmitted through social exchanges and interactions (Alyoubi et al., 2018). Know-how and know-why, as well as beliefs and values deeply ingrained in the human mind, are often overlooked forms of informal and personal skills, insights, experiences, or crafts. On the other hand, explicit knowledge refers to knowledge that is clearly expressed, recorded, and documented. It takes the form of various types of information such as documents, policies, databases, rules, formulas, reports, diagrams, specifications, manuals, and records. (Ahmed & Noor, 2021). Explicit knowledge is highly transferable, which is why it is said to be porous and mobile. To put it simply, explicit knowledge refers to tacit information that has been transformed into a formal, structured, and systematic format that can be readily communicated and accessed.

Academic libraries were among the first organisations to adopt knowledge sharing. Research reveals that knowledge sharing is infused into areas of academic library services such as reference service, circulation service, collection development service, research support service and interlibrary loan service. Librarians working in these areas share knowledge on user needs, library use, the planning and acquisition of library resources, the cataloguing and classification of library materials as well as access and information delivery (AlRashdi & Srinivas, 2016). These librarians also share ideas and insights relating to the use of technology in the provision of services.

Knowledge Sharing and Service Delivery

Several studies have been conducted on the importance of knowledge sharing among library, particularly its influence on library service delivery. Tahleho and Ngulube (2022) found that librarians at the Thomas Mofolo Library in Lesotho were aware of the importance of knowledge sharing. However, they only shared knowledge on 'as-needed' basis. The researchers opined that, by fostering and using knowledge sharing as an asset that can enhance service delivery, knowledge can play a significant part in determining an organisation's competitive edge.

Similarly, Abubakar (2022) reported that knowledge sharing helps to improve library services at Ahmadu Bello University Library in Zaria, Nigeria. The study, which collected data from 204 librarians showed that librarians' level of knowledge sharing among the respondents was low with brainstorming sessions and one-on-one conversations being the most common methods. The study therefore concluded that librarians should promote often-used knowledge-sharing activities like mentoring, staff meetings, community of practices, and storytelling.

According to Imam and Ebiefung (2022), despite the perceived importance of knowledge sharing, a large number of librarians in Nigeria are often reluctant to share knowledge especially when they acquire such knowledge through personal efforts. However, the study found that whenever librarians share knowledge, it has a positive impact on library service delivery. Izu and Fombad (2024) provided an indication of why knowledge sharing may not be commonplace among librarians in Nigeria. The study, which focused on Delta State University, Abraka Nigeria revealed that, apart from poor infrastructure and lack of a definite policy on knowledge sharing, some of the librarians also had a negative attitude to knowledge sharing.

According to Ouakouak and Ouedraogo (2019), the only solution to negative attitude towards knowledge sharing is trust and organisational commitment which must be promoted to boost knowledge utilisation and sharing.Furthermore, Le and Nguyen (2023) reported that trust in

leadership and organisational justice are important ingredients for knowledge sharing. For managers and practitioners to foster knowledge sharing habits, they must first earn and keep their employees' trust through Ethical Leadership practices. They must also explore inter-library cooperation.

Ondieki, Maina, and Macharia (2023) opined that knowledge sharing should be extended from being an intra-organisation practice to become inter-organisational if it is going to really influence library service delivery. In line with this, the authors explored the impact of knowledge sharing among Kenyan libraries on service delivery in the country. The study included 165 librarians from two public universities in Kenya. The study found that knowledge sharing is often done through working groups, project teams, learning communities, informal networks, and communities of practice all of which have helped improved library service delivery in the libraries.

Methodology

The study adopted a survey research design. This is a quantitative approach which allows for the collection of data from a large population. The population for this study consists of one hundred and seventeen (117) academic librarians who are professionals working in three public funded universities across Ogun State. The academic librarians are from three universities, namely, Federal University of Agriculture, Abeokuta, Tai Solarin University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye.

Table 1   Population of the Study

S/N	Universities	No of Academic Librarian
1	Federal University of Agriculture, Abeokuta	40
2	Tai Solarin University of Education, Ijagun, and	43
3	Olabisi Onabanjo University, Ago-Iwoye	34
	Total	**117**

Source: Librarian's office of the Universities.

The sample size for the study was one hundred and seventeen (117) professional academic librarians. Total enumeration was used for this research. This was considered appropriate due to

the relative low number of librarians in the universities. The instrument used in this research is a structured questionnaire adapted from relevant theories and models. The instrument is made up of three sections. The reliability of the instrument was tested through a pilot study using twenty (20) librarians from Lagos State University Ojo, Lagos State who were not part of the study. The result showed that the research instrument has a Cronbach alpha value of 0.782. The research instrument was administered physically with the aid of two (2) research assistants who were trained for two days by the researcher. The data collected were analysed with descriptive and inferential statistics.

Presentation of Results

Table 2: Demographic Characteristics of the Respondents

Demographics	Items	Frequency	Percentage
Name of Institution	Federal University of Agriculture, Abeokuta	37	35.2
	Tai Solarin University of Education, Ijagun, and	36	34.3
	Olabisi Onabanjo University, Ago-Iwoye	32	30.5
	Total	**105**	**100.0**
Gender	Male	67	63.8
	Female	38	36.2
	Total	**105**	**100.0**
Age	20 – 25yrs	18	17.1
	26 – 30yrs	4	3.8
	31 – 35yrs	24	22.9
	41-45yrs	33	31.4
	46 and above	26	24.8
	Total	**105**	**100.0**
Educational Qualification	ND/HND	16	15.2
	BSc/BLIS	36	34.3
	MSc/MLIS	39	37.1
	M.Phil,	6	5.7
	PhD.	8	7.6
	Total	**105**	**100.0**
Years of Experience	0 – 5yrs	2	1.9
	6 – 10yrs	5	4.8
	11 – 15yrs	32	30.5
	16 – 20yrs	10	9.5

21-25yrs	43	41.0
26 and above	13	12.4
Total	**105**	**100.0**

Source: Fieldwork, 2024

Table 2 presents the demographic characteristics of respondents. The results show that majority of respondents are from the Federal University of Agriculture, Abeokuta (35.2%), followed closely by Tai Solarin University of Education, Ijagun (34.3%) and Olabisi Onabanjo University, Ago-Iwoye (30.5%). In terms of Gender Distribution, the table shows that majority of respondents are male (63.8%), while females account for 36.2%.

Furthermore, the analysis of the age distribution shows that the largest age group is 41-45 years, representing 31.4% of respondents, followed by those aged 46 and above (24.8%). This indicates that most respondents are in their mid-to-late career stages, which could influence their perspectives on the study's subject. The age group 20-25 years is least represented (17.1%), possibly indicating fewer early-career professionals in the sample. In addition, most respondents have either an MSc/MLIS (37.1%) or a BSc/BLIS (34.3%). Only 7.6% of respondents hold a PhD, reflecting a smaller representation of the highest academic qualifications. The high proportion of respondents with advanced degrees suggests that the sample is composed of highly educated individuals, which may influence their engagement with the topic.

In the same vein, the responses to Years of Experience shows that the majority of respondents have significant professional experience, with 41.0% having 21-25 years of experience and 30.5% with 11-15 years. This indicates a highly experienced sample, which could affect the respondents' viewpoints, especially regarding institutional or policy-related matters. Only 1.9% of respondents have less than 5 years of experience, further highlighting the predominance of seasoned professionals.

Research Questions

Research Question One: What is the level of service delivery in academic libraries of public universities in Ogun State, Nigeria?

Table 2 Level of Service Delivery in Academic Libraries of Public Universities in Ogun State, Nigeria

Technical Services	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
The library consistently provides access to the materials I need.	62 (59.0%)	43 (41.0%)	--	--	3.59
The library's cataloguing system makes it easy to find the materials I am looking for	53 (50.5%)	52 (49.5%)	--	--	3.50
Library materials (books, journals, etc.) are made easy to locate through proper shelfing.	77 (73.3%)	23 (21.9%)	2 (1.9%)	3 (2.9%)	3.66
New materials are processed and made available in a timely manner	50 (47.6%)	51 (48.6%)	4 (3.8%)	--	3.44
The library takes my suggestions for new materials seriously and acts on them when possible.	48 (45.7%)	53 (50.5%)	4 (3.8%)	--	3.38
Average Mean					**3.51**
Reader Services					
The library staff responds to patrons' inquiries in a timely manner.	51 (48.6%)	50 (47.6%)	4 (3.8%)	--	3.45
The library staff provides helpful and accurate reference assistance.	72 (68.6%)	30 (28.6%)	--	--	3.66
The library staff offers detailed and helpful answers to patrons' questions.	53 (50.5%)	52 (49.5%)	--	--	3.50
The library staff makes an effort to understand my needs and provide personalised service.	50 (47.6%)	48 (45.7%)	3 (2.9%)	4 (3.8%)	3.37
The process of checking out and returning materials is quick and efficient.	48 (45.7%)	55 (52.4%)	2 (1.9%)	--	3.44
Average Mean					**3.48**
ICT Services					
The library provides adequate access to online databases and digital resources	59 (56.2%)	41 (39.0%)	5 (4.8%)	--	3.51
The library offers valuable workshops and resources to help me improve my	53 (50.5%)	48 (45.7%	4 (3.8%)	--	3.47

digital literacy skills		)			
The library staff provides effective support for technical issues I encounter.	40 (38.1%)	52 (49.5%)	7 (6.7%)	6 (5.7%)	3.20
The library has a mobile app that allows access to library services.	46 (43.8%)	45 (42.9%)	10 (9.5%)	4 (3.8%)	3.27
The library's digital platforms (website, online catalog, databases) are user-friendly and easy to navigate.	48 (45.7%)	49 (46.7%)	8 (7.6%)	--	3.38
Average Mean					3.37
Aggregate Mean					3.45

Source: Fieldwork, 2024

Decision Rule: 0.0.-1.99 = very low, 2.00-2.49 – low, 2.50 -2.99 = Moderate; 3.00-3.5 High, 3.51-4.00 = Very high.

The analysis of Table 2 highlights the level of service delivery in academic libraries of public universities in Ogun State, Nigeria, across three dimensions: Technical Services, Reader Services, and ICT Services. Overall, the aggregate mean score of 3.45 reflects a high level of satisfaction with the services provided, though some areas require improvement.

Technical Services received an average mean score of 3.51, demonstrating strong performance in providing access to materials, effective cataloguing systems, and proper shelving. Notably, the highest satisfaction was recorded for the proper shelving of library materials, with a mean score of 3.66, indicating that users find it easy to locate resources. However, slightly lower scores were recorded for the timely processing of new materials (3.44) and the library's responsiveness to user suggestions for new materials (3.38). While users are largely satisfied with technical services, there is room to enhance responsiveness to user suggestions and processing times for new materials.

Reader Services also showed strong performance, with an average mean score of 3.48. Users were particularly satisfied with the helpfulness of reference assistance provided by library staff, which had a mean score of 3.66. The efficiency of the check-out and return process (3.44) and

the personalisation of services (3.37) scored slightly lower, with some respondents noting room for improvement in these areas. Overall, reader services remain the strength of the libraries, particularly in addressing inquiries and providing accurate assistance.

ICT Services recorded the lowest average mean score of 3.37, suggesting it is an area requiring more attention. While users expressed satisfaction with access to online databases and digital literacy workshops (mean scores of 3.51 and 3.47, respectively), concerns were noted regarding the library's technical support (3.20) and mobile app functionality (3.27). The user-friendliness of digital platforms also scored moderately (3.38), indicating a need for enhancements to improve the digital experience for users. Overall, the findings indicate that while academic libraries in Ogun State generally deliver high-quality services, ICT services lag behind technical and reader services. Addressing issues related to technical support, mobile apps, and digital platforms could further enhance service delivery, ensuring a more seamless experience for library users.

Research Question Two: What is the level of knowledge sharing among academic libraries of public universities in Ogun State, Nigeria?

Table 3 Level of Knowledge Sharing Among Academic Libraries of Public Universities in Ogun State, Nigeria

Attitude	Strongly Agree	Agree	Disagree	Strongly Disagree	Means
I can gain new ideas through interaction with colleagues	57 (54.3%)	48 (45.7%)		--	3.54
Knowledge sharing keeps librarians up to date with current trends	79 (75.2%)	23 (21.9%)	3 (2.9%)	--	3.72
I believe knowledge sharing is beneficial to both academic libraries and librarians	74 (70.5%)	26 (24.8%)	5 (4.8%)	--	3.66
I have no fear of sharing any new knowledge I come across	49 (46.7%)	40 (38.1%)	8 (7.6%)	8 (7.6%)	3.24
I will share knowledge even	45	41	15	4 (3.8%)	3.21

if others would not share with me	(42.9%)	(39.0%)	(14.3%)	
Average Mean				3.47
Subjective Norms				
Seminars, workshops and training sessions are held periodically to promote knowledge sharing	55 (52.4%)	46 (43.8%)	4 (3.8%)	--	3.77
There are policies that encourage knowledge sharing in my library	23 (21.9%)	75 (71.4%)	3 (2.9%)	4 (3.8%)	3.11
My colleagues share their working knowledge which makes me feel obligated to share	22 (21.0%)	62 (59.0%)	14 (13.3%)	7 (6.7%)	2.94
Librarianship as a profession promotes knowledge sharing	67 (63.8%)	36 (34.3%)	2 (1.9%)	--	3.62
My boss would want me to engage in knowledge sharing	42 (40.0%)	55 (52.4%)	8 (7.6%)	--	3.32
Average Mean					3.35
Behavioural Intention					
I am willing to share knowledge with my colleagues	44 (41.9%)	61 (58.1%)	--	--	3.42
I prefer using social networks such as Facebook, Twitter, wikis and blogs to share knowledge	38 (36.2%)	60 (57.1%)	7 (6.7%)	--	3.30
I communicate/share knowledge with my colleagues in teams or group	34 (32.4%)	58 (55.2%)	9 (8.6%)	4 (3.8%)	3.16
I use intranet and knowledge repositories to share knowledge with my co-workers	36 (34.3%)	57 (54.3%)	10 (9.5%)	2 (1.9%)	3.21
Average Mean					3.28
Aggregate Mean					3.37

Source: Fieldwork, 2024

Decision Rule: 0.0.-1.99 = very low, 2.00-2.49 – low, 2.50 -2.99 = Moderate; 3.00-3.5 High, 3.51-4.00 = Very high.

Table 3 examines the level of knowledge sharing among academic libraries of public universities

in Ogun State, Nigeria, across three dimensions: Attitude, Subjective Norms, and Behavioral

Intention. The aggregate mean score of 3.37 indicates that knowledge sharing practices are moderately high, with certain strengths and areas requiring improvement.

The dimension of Attitude, which achieved the highest average mean score of 3.47, reflects a generally positive mindset toward knowledge sharing. Respondents overwhelmingly agreed that interaction with colleagues helps them gain new ideas (mean = 3.54) and that knowledge sharing keeps librarians updated on current trends, which recorded the highest score in this dimension (mean = 3.72). Additionally, a significant majority acknowledged the mutual benefits of knowledge sharing for both librarians and academic libraries (mean = 3.66). However, slight hesitations were observed in statements about fearlessness in sharing knowledge (3.24) and willingness to share without reciprocity (3.21). This suggests that while librarians appreciate the value of knowledge sharing, fostering greater openness and altruism remains an area for growth.

Subjective Norms, with an average mean score of 3.35, highlights the influence of external factors on knowledge sharing. Seminars, workshops, and training sessions were identified as effective drivers of knowledge sharing, achieving the highest score in this dimension (mean = 3.77). However, the adequacy of policies promoting knowledge sharing scored lower (3.11), indicating a need for clearer or more robust institutional guidelines. Peer-driven motivation also presented a challenge, with a mean score of 2.94, as some respondents expressed dissatisfaction with their colleagues' willingness to share working knowledge. On the positive side, librarianship as a profession was perceived as inherently promoting knowledge sharing (3.62), while managers' encouragement scored moderately (3.32), suggesting room for improvement in managerial advocacy.

The dimension of Behavioural Intention recorded the lowest average mean score of 3.28, indicating that while librarians are willing to share knowledge, the methods and extent of sharing require enhancement. Respondents expressed a high willingness to share knowledge with

colleagues (mean = 3.42), but the use of social networks such as Facebook, Twitter, wikis, and blogs scored slightly lower (3.30), suggesting moderate adoption of these tools. Sharing knowledge in teams or groups (mean = 3.16) and utilising intranet or knowledge repositories (mean = 3.21) also scored moderately, highlighting the need for greater emphasis on collaboration and better utilisation of institutional tools.

In summary, while academic librarians in Ogun State hold positive attitudes toward knowledge sharing, challenges persist in institutional support and behavioral practices. Enhancing policies, strengthening peer-driven motivation, and leveraging digital platforms for collaboration could significantly improve knowledge-sharing practices. Addressing these areas would help foster a more vibrant and effective knowledge-sharing culture in academic libraries.

Test of Hypothesis

H_01:   There is no Significant Influence of Knowledge Sharing on Service Delivery in Academic Libraries of Public Universities in Ogun State, Nigeria.

Model Summary

Table 4 Influence of Knowledge Sharing on Service Delivery in Academic Libraries of Public Universities in Ogun State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365[a]	.133	.125	.32643

a. Predictors: (Constant), Knowledge Sharing

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.689	1	1.689	15.854	.000[b]
	Residual	10.975	103	.107		
	Total	12.665	104			

a. Dependent Variable: Service Delivery
b. Predictors: (Constant), Knowledge Sharing

Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.700	.192		14.044	.000
	Knowledge Sharing	.217	.055	.365	3.982	.000

a. Dependent Variable: Service Delivery

Table 5 presents the results of the regression analysis on the influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria. The model summary reveals that knowledge sharing has a moderate positive relationship with service delivery, as indicated by the correlation coefficient (R) of 0.365. The R Square value of 0.133 indicates that 13.3% of the variance in service delivery in academic libraries of public universities in Ogun State is explained by knowledge sharing. Although this is a modest proportion, it suggests that knowledge sharing contributes meaningfully to variations in service delivery in academic libraries of public universities in Ogun State, with an adjusted R Square of 0.125 confirming the model's fit.

The ANOVA table shows that the regression model is statistically significant, with an F-statistic of 15.854 and a p-value of 0.000. This indicates that knowledge sharing significantly affects service delivery in academic libraries of public universities in Ogun State. The total explained variance (sum of squares) attributed to knowledge sharing is 1.689, while the residual variance (unexplained) is 10.975.

The coefficients table further illustrates the relationship between knowledge sharing and service delivery. The unstandardised coefficient for knowledge sharing is 0.217, meaning that for every unit increase in knowledge sharing, service delivery improves by 0.217 units. With a t-value of 3.982 and a p-value of 0.000, this relationship is statistically significant, affirming the

importance of knowledge sharing in enhancing service delivery in academic libraries. In line with these results, the null hypothesis stating that there will be no significant influence of knowledge sharing on service delivery academic libraries of public universities in Ogun State, Nigeria is hereby rejected.

Discussion of Findings

The study examined the influence of knowledge sharing on library service delivery in academic libraries of public universities in Ogun State. The descriptive and inferential analysis revealed pertinent findings that answered the research questions and proved the hypotheses. The first research question focused on the level of service delivery in academic libraries of public universities in Ogun State. The study findings revealed a   high level of service delivery in the academic libraries, with technical services and reader services performing better than ICT services. However, areas like the processing of new materials, personalised service, and technical support need attention to improve the overall user experience. This finding is supported by previous studies in Nigeria and other developing countries.

Academic libraries have been reported to provide quality services. However, researchers have pointed out that service delivery cannot reach its peak due to various challenges such as fund, technology deficit and other infrastructural challenges (Ahmed, Umar, , & Dewa, 2020; Oden & Owolabi, 2021; Odunlade & Ojo, 2023)

The study also found a generally high level of knowledge sharing among academic librarians in public universities in Ogun Sate. The breakdown of the finding shows a highly positive attitudes toward knowledge sharing. However, subjective norms and behavioural intentions were somewhat lower, suggesting that while librarians recognize the importance of knowledge sharing, external support such as policies and peer behaviour could be strengthened to encourage more consistent sharing behaviour. This finding is supported by some previous studies, while it also contradicts other studies .

Tahleho and Ngulube (2022) reported that librarians in Lesotho understand the important of knowledge sharing but there is no formal structure so knowledge sharing is on ad-hoc basis. Similar trend was also observed in Nigeria by several scholars (Abubakar, 2022; Imam and Ebiefung, 2022). Izu and Fombad (2024) also contradicted the current findings as they reported a lack of effective knowledge sharing for service provision in Nigerian libraries.

The test of the hypothesis revealed that knowledge sharing has a moderate positive influence on service delivery. This finding while indicating that other factors may also be responsible for effective service, show that knowledge sharing is still important in modern library service delivery. This is supported by Ondieki, Maina, and Macharia (2023) who submitted that knowledge sharing strategies had a statistically significant influence on library service delivery in Kenyan libraries. Similarly, Abubakar (2022) recommended that knowledge sharing practices such as mentoring, community of practices, staff meetings and storytelling should be encouraged in the library due to its perceived influence on service delivery.

Conclusion

The study has shown that academic libraries in public universities in Ogun State deliver high-quality services, particularly in technical and reader services, although ICT services require improvement. The findings also indicate that knowledge sharing is prevalent among librarians, but subjective norms and behavioural intentions related to sharing need to be bolstered through policies and peer influence. The study has thus shown that, while academic libraries in Ogun State are making significant improvement in service delivery, they may not achieve optimum service delivery levels without knowledge sharing practice that transcend their own institutional environment and take advantage of globally available body of knowledge which has been found essential in library service delivery.

Recommendations

The following recommendations are considered relevant to this study;

1. It is important for university management to introduce institutional policies and peer-support programs that promote and normalise knowledge-sharing activities, such as collaborative workshops, mentoring sessions, and formal recognition for contributors.

2. Similarly, the finding show moderate positive relationship between knowledge sharing and service delivery. This calls for the creation of enhanced collaborative platforms and tools for knowledge sharing, such as centralised digital repositories and regular team knowledge exchange meetings, and integral to further improve service delivery outcomes.

3. Library management should develop a clear policy framework for knowledge sharing that enables librarians not only to benefit from locally available knowledge but also take advantage of global connectivity.

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