

Full Length Research

Knowledge Sharing and Service Delivery of Librarians in Ahmadu Bello University, Zaria, Nigeria

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The proliferation of information and communication technology has had a significant influence on knowledge sharing practices and service delivery in organizations. This has raised the consciousness of libraries to exchange of knowledge and to improve library services. Survey research design was used for the study. The population of the study consisted of all 196 librarians in Ahmadu Bello University, Zaria. Total enumeration was used for the study. A self-structured questionnaire. Findings revealed librarians mostly use brainstorming and verbal discussions for knowledge sharing among other knowledge sharing practices, which implied that knowledge sharing practices of librarians were low. Also, the services provided by librarians were e-reference services, database search, online user education and e-reader services among other available library services. The study recommended that knowledge sharing practices such as mentoring, community of practices, staff meetings and storytelling that were scarcely used to share knowledge should be encouraged in the library. Also librarians should promote e-library services such as e-current awareness services, selective dissemination of information, instant messaging services and distance learning services

Keywords: Knowledge sharing practices, Service delivery, Librarians, University library

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INTRODUCTION

Knowledge sharing is a new concept and has not been fully integrated in libraries. Today, libraries are becoming more conversant with the benefits of knowledge sharing practices and creating avenues to introduce knowledge sharing in the library, citing reference to Mosha, Holmner and Penzhorn (2015) who conducted a study on the librarians of Nelson Mandela University and found that knowledge sharing practices in the library is low. In

Malaysia, the case is the same with reference to Chong (2003) whose findings showed that libraries have not fully implemented knowledge sharing except few government bodies who only use face to face interaction to share knowledge.

The contemporary society has developed huge interest in the area of knowledge due to its benefits to the society and organizations. It is all about bringing and getting knowledge, where individuals learn from experiences from each other through the knowledge shared. On the

other hand, the library profession has attempted to identify the means by which librarians can promote knowledge sharing practices among librarians through the use of social media. Knowledge sharing in a social media environment is important among librarians because it gives librarians unique ideas on how to serve the patrons better. Knowledge sharing practices brings out the best from librarians because shared understanding is a driving force for the growth of any organisation. The value of knowledge is viewed in two different ways; knowledge creation and knowledge sharing. Once knowledge is created, it can be used by others for different purposes and once knowledge is shared, new knowledge is created (Alavi & Leidner, 2001). Knowledge creation is achieved using social media through the communication process.

Knowledge is important in organisations because it gives organisations its uniqueness and also makes the organisation outsmart its competitors. Knowledge sharing practices, according to Lam (2000), is influenced by the two broad categories of knowledge which are tacit and explicit knowledge. Tacit knowledge is obtained through experiences and tacit knowledge is difficult to articulate while explicit knowledge is documented knowledge obtained through formal learning. Knowledge sharing is a key concept associated with the conversion of tacit knowledge to explicit knowledge which results in the transfer of knowledge from one individual to another.

Effective knowledge sharing boosts an organisational intellectual capital which is the most important asset of an organisation. MacAdam (1998) noted that knowledge sharing is an essential part of libraries because libraries play a key role in knowledge sharing. Knowledge sharing is achieved in the library when technical and systematic infrastructure is put in place (Seonghee & Boryung, 2008). Harinarayana and Raju (2010) opined that libraries use social media to provide organized resources, arouse user participation and engage in the act of knowledge sharing. Furthermore, librarians can use social media to stimulate users in creating new library services by contributing their knowledge online (Casey & Savastinuk, 2010).

The rate at which knowledge is shared on social media is overwhelming. The use of ICT has made it easy for knowledge to be shared and received by users on social media platform. The library professionals are not left out; one will attest to the fact that even if a library does not create its social media platform, librarians still visit social media sites for their personal interest. Quinn, Anderson and Finkelstein (1996) noted that the challenge to sharing of knowledge by professionals to their peers is insecurity because professionals view their knowledge as most precious asset in their possession which should be guided jealously. Knowledge sharing practices in organisations have a positive effect on service delivery by offering new ways of promoting organisational values.

Libraries today are embarking on new ways to enhance service provision to the users and knowledge sharing practices have the potentials of improving library services using information communication technology. Libraries are becoming more relevant by providing electronic library services to support the physical library. Technology has taken over the world of communication and libraries are taking the opportunity to reach out to users in the electronic environment. Meyega (2008) defined service delivery as a process of making information resources available through library facilities and procedures for onsite use, circulation and inter library loans. Service delivery is also a means that defines the interaction between providers and clients, where the provider offers a service that can be information or a task, and the client either finds value or loses value in the service offered (Tetra, 2015).

A library is expected to provide accessible services to its users. Librarians are required to provide services to satisfy the information needs of the user community. Libraries provide a broad range of services depending on the type of library. There are services peculiar to all libraries such as reference service, current awareness services, lending services, interlibrary loans and document delivery, literature search, selective dissemination of information, outreach services and so on (Aina, 2004). A library also provides services such as the organization of information and analyses of information needs of users. Meyega (2008) categorized library services into user services and technical services. User services include: circulation, bibliographic instructions, government documentation, special collection and reference services while technical services include: acquisition, cataloguing, classification, interlibrary loan, serial systems and document delivery.

Literature has established that the provision of a technology enhanced library services is low in most libraries, citing reference to Akpoiroro and Okon (2015) in a study on students' satisfaction with service delivery in federal universities in South-South, Nigeria, revealed that students satisfaction with library services were low due to inadequate information technology facilities in the institution. Mishra (2008) noted that today's users are anxious in getting handy electronic information resources to meet their needs and the ability to make available speedy and easy retrieval of information resources poses a challenge to library professionals. The traditional library is evolving to the electronic library. The electronic library services are important because it gives libraries the room to attend to users in the global community. Electronic library services commonly used on the Internet and the World Wide Web include; computerized library catalogs, electronic databases, instant messaging services, distance learning services, virtual references and interlibrary loans.

Libraries in this information age offer services in

physical and electronic formats. Librarians are extending services beyond the physical walls of a building by shifting from the physical library to the electronic/virtual environment. Libraries in the technology era provide services via the virtual library and also through the Internet. In order for libraries to remain significant towards the provision of quality services; social media is a tool that can assist libraries to meet up with the challenging needs of users in this contemporary society (Meyega, 2008). The findings of the study conducted by Ikonne, Onuoha and Madukoma (2013) on marketing of information services in the social media framework of communication showed that promoting library services is a means of preparing the library to face the technology transformed world. The study revealed that the use of some social media tools is easy and cost effective. The study concluded that using social media for service delivery will make libraries more interesting in the area of library acquisition, organisation and dissemination of library services.

STATEMENT OF THE PROBLEM

The potentials of knowledge sharing practices and technology enhanced service delivery in organizations have raised the consciousness of libraries to adopt technology channels to improve library services in order to meet up with the demands of the 21st Century users. Studies has revealed that knowledge sharing practices are not fully integrated in most libraries and knowledge sharing brings about innovation and creativity in organizations. On the other hand, there seems to be low provision of a technology enhanced library services in most libraries' which will improve the service delivery of users in this challenging digital environment. As a result of the importance of knowledge sharing and technology enhanced library services in organizations, there is an increase in the number of libraries that are adopting and implementing the use of social media for knowledge sharing and service delivery advantageously. Despite the awareness of the potency of knowledge sharing on service delivery, it is not certain the extent to which knowledge sharing practices is used to improve library services in libraries in Ahmadu Bello University, Zaria. Therefore, this study investigated knowledge sharing practices and service delivery by librarians in Ahmadu Bello University, Zaria.

OBJECTIVE OF THE STUDY

The general objective of this study is to investigate the extent to which librarians are share their knowledge on service delivery in Ahmadu Bello University, Zaria. The specific objectives are to:

1. ascertain the knowledge sharing practices among librarians in Ahmadu Bello University, Zaria;
2. ascertain the types of service delivery of librarians in Ahmadu Bello University, Zaria.

Research Questions

1. what are the knowledge sharing practices of librarians in Ahmadu Bello University, Zaria?
2. what are the types of librarians' service delivery in Ahmadu Bello University, Zaria?

REVIEW OF LITERATURE

Knowledge Sharing Practices

Knowledge is considered as an intangible asset of an organisation. Henry (2004) noted that the economy today recognizes knowledge as a driving force for economic and social development. The contemporary society has developed huge interest in the area of knowledge due to its benefits to the society and organizations. American heritage dictionary (1992) defined knowledge as "familiarity, awareness, or understanding gained through experience or study" (p. 2). Knowledge is a gift stored in people's heads and unshared knowledge is not power rather knowledge sharing is power.

Knowledge as a concept results from a progression of data, information to knowledge. Data is a foreigner, unprocessed information, information is data analyzed while knowledge is the application of information, then knowledge sharing is the point when knowledge acquired is exchanged from one person to another for effective productivity in the organisation. It is also a process of coordinating learning activities, exchange of knowledge and creation of new knowledge among individuals (Hooff & De Ridder, 2004). Knowledge sharing is a facet of knowledge management and knowledge management according to Ismail and Yusof (2010) is the "process of identifying, organising and managing knowledge resources" (p. 2). This means that KM aims at collecting, locating and gathering, organising, analysing, sharing, dissemination and use of knowledge assets for competitive advantage.

According to Latupapua (2016), knowledge sharing practices are diverse personal interactive processes such as discussions, debates and meetings where one is influenced by others experiences. It is also the act of explaining an idea or an experience among employees in an organization (Kharabsheh, 2007). Knowledge sharing practices is influenced by the nature of knowledge, individuals and the organization. Tacit knowledge is the type of knowledge obtained during knowledge sharing practices such as imitation, observation, apprenticeship

and mentoring. Knowledge sharing can only be achieved when employees are willing to share their knowledge and organizations are ready to create an enabling environment for knowledge sharing practices. Similarly, Wu and Sukoco (2010) in a study to investigate why people share knowledge on the electronic media showed that knowledge sharing practices enhances one's professional reputation and one's social capital and the willingness to share knowledge in an organisation depends on the trustworthiness of the employees.

O'Brien (1996) and Dadzie, (2005) are of the opinion that information is important when it is relevant for its purpose, accurate, delivered timely, current, complete and cost effective. This is applicable to knowledge as well. If knowledge is shared when it is needed in the library, it leads to quality productivity and social media can be used to achieve it. Knowledge sharing and information sharing has been used interchangeably by information scholars who have the notion that they are the same. Wilson (2002) argued that knowledge cannot be managed, that only the environment of knowledge can be managed. Information can be managed but it is impossible to manage knowledge. Knowledge sharing in organisation aids decision making. Choo and Lee (2002) asserted that technology is a tool that supports knowledge sharing and its management in organisations. Ward and Arumen (2004) opined that in order to understand knowledge sharing, one needs to study the knowledge lifecycle that explains how knowledge is created, acquired, identified, adapted, organised, distributed/ shared and utilized for organisational growth.

Scholars have categorized knowledge into two types, explicit and tacit knowledge (Polanyi, 1966). Tacit knowledge is a type of knowledge stored in people's heads. It is an intangible knowledge that gives organisations its competitive edge. Tacit knowledge is difficult to communicate which is embedded in actions and observation (Cummings, 2003). Tacit knowledge is uncodified knowledge acquired through socialization, apprenticeship, learning on the job, community of practice (COP) and seminars. Explicit on the other hand is a codified or documented knowledge. It forms the bedrock of every organisation. It is knowledge stored in organisational repository. Explicit knowledge is handy and can be retrieved at any time when the need arises. The relationship between explicit and tacit is that, when tacit knowledge is shared and documented, it becomes explicit. It is worthy to note that both tacit and explicit knowledge are important in the organisation for efficiency and productivity.

Nonaka and Takeuchi (1995) have identified that knowledge sharing is a key concept associated with the conversion of tacit knowledge to explicit knowledge which results in the transfer of knowledge from one individual to another. Elliot (as cited in Dataware Technologies, 1998), says that knowledge management encourages

knowledge sharing, the more and effectively knowledge is shared, the more there is an increase in products and services which enhances employee performance and organisational growth. Junnarkar (1997) added that knowledge sharing is stimulated by connecting people with people and also by the interrelationship between individuals who share knowledge that is understood by the people involved in the growth of the organisation. Effective knowledge sharing boosts an organisational intellectual capital which is the most important asset of an organisation (Smith, 2008).

Knowledge organisations can increase their performance through knowledge exchange and knowledge organisations view knowledge as a state of mind of individual learning and also an act of knowledge exchange between individual and groups of individuals in an organisation (Alavi & Leidner, 2001). Knowledge sharing as an aspect of knowledge management seeks to build and transfer knowledge by enhancing knowledge sharing practices, providing knowledge infrastructure thereby making knowledge available for use in the organisation (Davenport & Prusak, 1998; Alavi & Leidner, 2001). Von Krogh, Nonaka and Aben (2001) noted that that competitive advantage and superior profitability is attained in organisations that effectively create and share knowledge. Knowledge sharing is rooted in human behaviour, making people the driving force behind knowledge management, also knowledge management lies on the ability of people to share and reuse knowledge.

Yang, (2004) noted that an organisation's collaborative learning among participants enhance knowledge sharing which is achieved through interaction among individuals. Knowledge sharing is efficient when individuals share the knowledge in their heads with others in the organisation, if individual knowledge is not shared; the effect of knowledge sharing is limited. Therefore, in order to use social media for effective service delivery, librarians must share their knowledge. Knowledge sharing is achieved in an organisation with sound organisational culture. McDermott and O'Dell (2001) defined organisational culture as "the shared values, beliefs and practices of the people in the organisation" (p. 77). Therefore, an organisation must create an enabling environment that will encourage knowledge sharing.

Service Delivery in Libraries

Studies have shown that knowledge sharing practices in organisations have a positive effect on service delivery by offering new ways of promoting organisational values. Libraries today are embarking on new ways to enhance service provision to the users and knowledge sharing practices have the potentials of improving library services using information communication technology. The library

as an organization is a collection of information resources with the specific purpose of obtaining, preserving and making available recorded knowledge. Tetra (2015) defined service delivery as a means that defines the interaction between providers and users, where the provider offers a service that can be information or a task, and the client either finds value or loses value in the service offered. Quality service delivery in the library provides users with the satisfaction of their information needs.

Libraries provide a broad range of services depending on the type of library. There are services peculiar to all libraries such as reference service, current awareness services, lending services, interlibrary loans and document delivery, literature search, selective dissemination of information, outreach services, etc (Aina, 2004). A library cannot function without providing services to the patrons. Services delivery is an indispensable part of every library and librarians are used to deliver library services to the patrons (Maponya, 2004). The primary purpose of the library is to collect, process, store, disseminate and use information resources for the provision of library services. Libraries are expected to make use of information resources and knowledge efficiently to satisfy their patron needs. By so doing, it will transform libraries into learning organisations. Libraries offer reference services for research purposes by collecting information resources from diverse fields and social media can assist libraries to showcase these services to library patrons (Lekay, 2012). Mishra (2008) noted that today's users are interested in getting handy

electronic information resources to satisfy their needs and the ability to make available speedy and easy retrieval of information resources poses a challenge to library professionals.

In this 21st century, it is obvious that libraries are gradually shifting from the physical library to the electronic/ virtual environment, in order for libraries to remain significant towards the provision of quality services; social media is a tool that can assist libraries to meet up with the challenging needs of patrons in this contemporary society. A library does not provide materials alone; it also provides services such as the organization of information and also analyses of information needs of users. Libraries in this information age provide unrestricted access to information in many formats and from many sources. Libraries are extending services beyond the physical walls of a building, by providing access to electronic resources via the virtual library and also through the internet. Libraries can achieve the provision of these services through computer mediated tool such as social media to enhance knowledge sharing activities and collaboration between the service providers (Meyega, 2008).

In every organisation, there must be change resisters as research has shown that people are not always ready to accept change, but the technology driven society is forcing organisations to accept change because of ICT contributions to the society as well as the library. In order to support this, O'Brien (1996) asserted that today's patrons face a huge challenge from those in the past in their enthusiasm to explore the technology world as they experiment with cell phones, computers and the internet.

METHODOLOGY

The survey research design was adopted for this study. Survey design is considered appropriate because it would give the opportunity to gather responses from a large number of respondents in Ahmadu Bello University, Zaria. The population of this study consisted of all librarians in Ahmadu Bello University, Zaria. There are 196 librarians in Ahmadu Bello University, Zaria (University Administration's Office 2019). The sample size for this study was 196 respondents, considering the manageable population size, all members of the population was used. Therefore, total enumeration was used for the study. Self-structured questionnaire was designed by the researcher in order to provide responses from librarians. The questionnaire was closed-ended questions. A total number of 196 copies of the questionnaire were administered to librarians. The data for this study was analyzed using descriptive and inferential statistics. The research questions were analyzed carefully using frequency distribution, simple percentage scores, mean, and standard deviation.

Research Question One: What are the knowledge sharing practices of librarians in tertiary institutions in Ahmadu Bello University, Zaria?

Table 1. Presents information on the knowledge sharing practices of librarians such as; brainstorming, verbal discussion, seminars/workshops, mentoring, staff meetings, community of practices and storytelling.

Table 1. Knowledge sharing practices in the library

S/N	I use the following knowledge sharing methods such as....	SD	D	N	A	SA	Mean	SD
		F(%)	F(%)	F(%)	F(%)	F(%)		
1.	Brainstorming	6(2.9)	2(1.0)	6(2.9)	50(24.5)	140(68.6)	4.55	.850
2.	Verbal discussion	6(2.9)	2(1.0)	6(2.9)	52(25.5)	138(67.6)	4.54	.850
3.	Seminars/Workshops	6(2.9)	2(1.0)	28(13.7)	62(30.4)	106(52)	4.27	.943
4.	Mentoring	8(3.9)	18(8.8)	60(29.4)	68(33.3)	50(24.5)	3.66	1.064
5.	Staff meetings	10(4.9)	43(21.1)	42(20.6)	47(23)	62(30.4)	3.53	1.257
6.	Community of practice	32(15.7)	72(35.3)	57(27.9)	27(13.2)	16(7.8)	2.62	1.136
7.	Storytelling	28(13.7)	77(37.7)	68(33.3)	14(6.9)	17(8.3)	2.58	1.077
	I share knowledge on...							
8.	Database search	6(2.9)	0	4(2.0)	72(35.3)	122(59.8)	4.49	.803
9.	Cataloguing /Classification	8(3.9)	0	10(4.9)	87(42.6)	99(48.5)	4.32	.889
10.	Reference services	10(4.9)	0	8(3.9)	85(41.7)	101(49.5)	4.31	.940
11.	User education	6(2.9)	0	22(10.8)	74(36.3)	102(50)	4.30	.885
12.	library marketing through social media	10(4.9)	8(3.9)	12(5.9)	63(30.9)	111(54.4)	4.26	1.067
13.	Current awareness services	6(2.9)	2(1.0)	26(12.7)	80(39.2)	90(44.1)	4.21	.913
14.	Library automation	10(4.9)	1(0.5)	16(7.8)	86(42.2)	91(44.6)	4.21	.972
15.	Reader services	10(4.9)	6(2.9)	14(6.9)	87(42.6)	87(42.6)	4.15	1.018
16.	Acquisition of library materials	6(2.9)	22(10.8)	24(11.8)	84(41.2)	68(33.3)	3.91	1.070
17.	Library policies	8(3.9)	22(10.8)	33(16.2)	94(46.1)	47(23)	3.74	1.054
18.	Selective dissemination of information	10(4.9)	16(7.8)	62(30.4)	68(33.3)	48(23.5)	3.63	1.078
19.	Interlibrary loan services	6(2.9)	75(36.8)	43(21.1)	36(17.6)	44(21.6)	3.18	1.224

Table 1. shows that the respondents strongly agreed that librarians use brainstorming (Mean=4.55, SD=.850) and verbal discussion (Mean=4.54, SD=.850) while sharing knowledge on database search (Mean=4.49, SD=.803), cataloguing/classification (Mean=4.32, SD=.889), reference services (Mean=4.31, SD=.940), user education (Mean=4.30, SD=.885), library marketing through social media (Mean=4.26, SD=1.067), current awareness services (Mean=4.21, SD=.913), library automation (Mean=4.21, SD=.972) and reader services (Mean=4.15, SD=1.018), followed by librarians who agreed that they use seminars/workshops (Mean=4.27, SD=.943), mentoring (Mean=3.66, SD=1.064) and staff meeting (Mean=3.53, SD=1.257) as knowledge sharing methods.

Research Question two: What are the types of librarians' service delivery in tertiary institutions in Ahmadu Bello University, Zaria?

Table 2. presents information on the types of library services available in Ahmadu Bello University, Zaria, which includes; e-reference services, database search, online user education, e- reader services, e-current awareness services, distance learning services, instant messaging services, online interlibrary loans and selective dissemination of information.

Table 2. Types of Library Services

S/N	Types of Library Services	SD	D	N	A	SA	Mean	SD
		F(%)	F(%)	F(%)	F(%)	F(%)		
1.	E-reference services	6(2.9)		19(9.3)	76(37.3)	103(50.5)	4.32	.873
2.	Database search	10(4.9)	2(1.0)	10(4.9)	79(38.7)	103(50.5)	4.29	.977
3.	Online user education	8(3.9)	4(2.0)	8(3.9)	115(56.4)	69(33.8)	4.14	.890
4.	E- Reader services	10(4.9)	9(4.4)	20(9.8)	86(42.2)	79(38.7)	4.05	1.051
5.	E-current awareness services	12(5.9)	8(3.9)	29(14.2)	85(41.7)	70(34.3)	3.95	1.084
6.	Selective dissemination of information	16(7.8)	19(9.3)	55(27)	66(32.4)	48(23.5)	3.54	1.176
7.	Instant messaging services	10(4.9)	65(31.9)	57(27.9)	21(10.3)	51(25)	3.19	1.261
8.	Online Interlibrary loans,	16(7.8)	47(23)	62(30.4)	51(25)	28(13.7)	3.14	1.154
9.	Distance learning services	28(13.7)	54(26.5)	44(21.6)	17(8.3)	61(29.9)	3.14	1.443

Table 2 shows the types of library services rendered by Ahmadu Bello University, Zaria. The respondents agreed that libraries in Ahmadu Bello University, Zaria provide e-reference services (Mean=4.32, SD=.873), database search (Mean=4.29, SD=.977), online user education (Mean=4.14, SD=.890) and e-reader services (Mean=4.05, SD=1.051) while respondents were neutral on tertiary institution libraries' provision of instant messaging services (Mean=3.19, SD=1.261), online interlibrary loans (Mean=3.14, SD=1.154) and distance learning services (Mean=3.14, SD=1.443).

DISCUSSION OF FINDINGS

The findings on knowledge sharing practices of librarians in Ahmadu Bello University, Zaria indicated that the respondents strongly agreed that librarians use brainstorming and verbal discussion while sharing knowledge on database search, cataloguing/classification, reference services, user education, library marketing through social media, current awareness services, library automation and reader services, followed by librarians who agreed that librarians use seminars/workshops, mentoring and staff meeting as knowledge sharing methods. The result showed that there is a limitation in the use of knowledge sharing practices which necessitates the need for librarians to develop other methods of knowledge sharing such as community of practice and storytelling. The Library as an organization, through knowledge sharing can accelerate the process of knowledge creation and reuse of knowledge through more than the knowledge sharing methods indicated by the sampled librarians so as to move its services forward in this technology advanced age.

On the contrary, Bakare, Chiemenem, Bamigboye and Okonedo (2015), in a study on social media tools as medium for knowledge sharing found that librarians who are among the staff of Federal University of Agriculture in

Ogun State neither use social media tools for knowledge sharing nor service delivery in the library. They only use social media tools such as Facebook, YouTube, Twitter, Wiki, and so on for their personal social communication. In the same vein, Onifade (2015) in a study on knowledge sharing in Nigeria showed that Nigerian librarians in Federal Universities have a positive perception on knowledge sharing. The study also revealed that regardless of Nigerian libraries having a positive perception on knowledge sharing, knowledge sharing practices is still very low among the staff of Federal University of Agriculture in Ogun State.

The result on the types of service delivery revealed that libraries in tertiary institutions in Lagos State provide e-reference services, database search, online user education and e-reader services to users, while other respondents were neutral on the libraries' provision of instant messaging services, online interlibrary loans and distance learning services. Similarly, Landis (2010) found that subject guides instructions, acquisition suggestions, catalogue/database searches, chat services, references, discussion, online book clubs and reader advisory can be promoted on social media. On the other hand, Tripathi and Kumar (2010) found that list of new books, library news and events, a list of e-journals, e-resource databases, announcements about workshops and exhibitions, help for catalogue search, research tips, book

reviews/discussions and reference services can be promoted on social media.

The findings of the study on the types of library services revealed that the online service delivery is moderately low in tertiary institutions in Lagos State because the respondents only agreed to the provision of a few online library services when there are other online services such as selective dissemination of information, instant messaging services, online interlibrary loans and distance learning services that can be provided online to the library community. This is similar to the findings of Hamad, Tbaishat and Al-Fadel (2016) on the role of social networks in enhancing the library profession and promotion of library services revealed that librarians in Jordan and Al-Balqaa' Applied University use social media tools extensively for professional development but in terms of using social media for the promotion of library services, the result indicated to be low. Similarly, Akpoiroro and Okon (2015) in a study on students' satisfaction with service delivery in federal universities in South-South, Nigeria, revealed that students satisfaction with library services were low due to inadequate information technology facilities in the institution.

CONCLUSION

The results of this study revealed that knowledge sharing practices was a significant independent predictor of service delivery of librarians in Ahmadu Bello University, Zaria. Librarians in Ahmadu Bello University, Zaria use brainstorming and verbal discussion while sharing knowledge on database search, cataloguing/classification, reference services, user education, library marketing through social media, current awareness services, library automation and reader services. They also provide e-reference services, database search, online user education and e-reader services to users.

RECOMMENDATIONS

In line with the findings of this study, the following recommendations were made;

1. Knowledge sharing practices such as mentoring, community of practices, staff meetings and storytelling which were not fully used to share knowledge by librarians should be encouraged in the library.
2. Librarians should be encouraged to promote library services such as; e-current awareness services, selective dissemination of information, instant messaging services and distance learning services which were moderately promoted in the library.
3. Librarians should be given adequate exposure

and training to be equipped with the knowledge and skills on the use of social media tools in order to share knowledge that will improve service delivery in the library.

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