Perception of Librarians towards Knowledge Sharing Practices in Federal University Libraries in North-East, Nigeria

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Abstract

This study explores the perception of librarians towards knowledge sharing practices in Federal University libraries in North East, Nigeria. Knowledge sharing practices are very essential to the existence of any library in order to provide well-polished information to its community. The study is quantitative in nature and questionnaire was the instrument used for data collection. Descriptive and inferential analyses were used to analyse the data. Findings revealed that librarians have positive perception on knowledge sharing practices because they share professional information in newspapers, magazines, television, radio as well as professional events like training, workshops and conferences among themselves. Moreover, one-to-one mentoring, distribution of manuals and documents, meetings, face-to-face discussions, and social media platforms are other media used by librarians to share knowledge. However, it was discovered that deficiency in infrastructure, poor interaction among co-workers, lack of reward system and lack of enough training restrict effective knowledge sharing among librarians in their workplace.

Keywords: perception, library, librarians, knowledge sharing, professional information

Introduction

Knowledge is one of the necessities of life; it is considered an ingredient that uplifts an individual to a higher pedestal; physically, socially, economically, and mentally. The knowledge and experience of an individual are the assets of any organization, which should be valued and shared. For an institution like library to prosper, grow and become relevance, its personnel must adopt the culture of sharing knowledge. Librarians need to share knowledge with colleagues for effective services delivery to users.

Perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the world. In other words, a person is confronted with a situation or stimuli; the person interprets the stimuli into something meaningful to him/herself, based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality.

Knowledge sharing has been in existence since time immemorial. In the past, knowledge was shared primarily through oral communication, but with the emergence of communication technology, knowledge is mostly shared through electronic communication media, such as cellular phones, internet and fax machine. Knowledge Sharing can be defined in different ways depending on the context in which it is used. Chomley (2013) describes knowledge sharing as an active process where both parties learn from event and their common ground of knowledge increases. He identifies two central behaviors of knowledge sharing as follows: "knowledge donating, as communicating one's personal intellectual capital to others and Knowledge collecting, as consulting others to get them to share their intellectual capital.

Librarians are professionals who are concerned with the collection, storage, processing and dissemination of recorded knowledge in a university library. They have the core information management skills required to manage knowledge once it becomes explicit, that is, to identify, catalogue and maximize the visibility and availability of the products in which knowledge is stored. Traditionally, librarians' roles were limited to the identification, acquisition, processing, and organisation, maintenance of information resources, services, systems and provision of information resources to users either directly or indirectly (Aguolu & Aguolu, 2002). The librarians capture knowledge directly or indirectly from the users and then the captured knowledge is then processed and shared by the librarians in order to be contextualized and use it to enhance existing services as well as developing new ones (Daneshgar & Parirokh, 2012). The main aim of the librarian is to satisfy the needs of the users in the library by making sure that users' requests are put into consideration, whether those resources are available or not, the librarian strives to see that such materials are made available. Hence, librarians are in the business of providing information to their respective university communities.

Statement of the Problem

Despite the importance and significance of knowledge sharing for effective service delivery as stated earlier in the study, personal observation shows that some librarians in Federal University libraries in North-East find it difficult to share knowledge among themselves, and this possibly creates negative impact on the productivity of the library. It is not clear why librarians are lackadaisical in knowledge sharing; why the culture of knowledge sharing is relatively poor among librarians. Could it be that librarians have poor perception or negative attitude towards knowledge sharing? Knowledge sharing, as earlier observed, appears to have positive relationship with productivity in particular and development in general. It is therefore, a serious deficiency among librarians, which requires solution.

It is against this backdrop that this study embarks on examining perception of librarians regarding knowledge sharing among librarians in Federal University libraries in North East, Nigeria. To critically discuss on the concept and significance of knowledge sharing, the perceptions of librarians towards knowledge sharing practices in the sampled area, to find out the types and strategies of knowledge librarians adopt to share knowledge.

Objectives of the study

The main aim of this study is to examine the perceptions of librarian towards knowledge sharing practices in Federal University Libraries in North-East, Nigeria. Thus, the specific include;
i.   To determine the perception of librarians towards knowledge sharing practices in Federal University Libraries in North-East, Nigeria.
ii. To find out the types of knowledge librarians do share.
iii. To find out the types of strategies the librarians adopt to share knowledge.

Methodology

This study is quantitative in nature and used descriptive and inferential analysis to analyse the data collected. A case study was employed to cover the entire academic librarians of the federal university libraries in the North East, Nigeria. Questionnaire was the instrument used for data collection for the study and the data collected were analyzed using frequencies and simple

percentage. A total of 133 copies of the questionnaire were distributed to librarians from all the federal University Libraries in the North East, Nigeria. Out of which 112 were filled and returned.

Significance of the Study

The outcomes from this study are expected to assist University libraries, managers and stakeholders in identifying gaps that exist in knowledge sharing and create room for new innovations and creativity. The outcomes are aimed at informing policy decisions on knowledge management, resource planning and capacity building for strengthening knowledge sharing in sampled library. It is expected that from the findings and recommendations of the study, a new body of knowledge that would enhance the librarians and University managements under study will emerge thereby enabling them to have in-depth knowledge on the important of knowledge sharing practices; this will also enable them to take positive steps to develop their knowledge sharing practice system to match with the new age or the global world.

Conceptual clarification on knowledge sharing practices

Knowledge sharing among employees in many organizations now days is part of a crucial process in order to meet the organisation's goals and objectives. Most organisations whether profit or non-profit oriented need to manage their knowledge to encourage the sharing of ideas and expertise throughout the organizations. Knowledge sharing is important as it allows many people to communicate and exchange information in effective manners. When knowledge is effectively shared and built among people, it will provide benefits to the entire organisations in which it helps to increase individuals' performance and productivity as well as reducing valuable time people spends looking for relevant knowledge. The more people share their knowledge with each other, the more the relevant and needed skills are maximized. Besides, through knowledge sharing, many people involved, which allow the organisations to move forward and achieve their overall goal and purpose. The process of implementing knowledge sharing will not only increase the competitive advantage of the library, but also the librarian competencies. Knowledge sharing provides better opportunity for the employees to enhance their skills by working together while improving their own performance (Ziaei, 2014).

According to Lawal et al. (2014), knowledge sharing can be described as a process in which knowledge and information skills is been exchanged. Knowledge sharing is a mix of behaviours and conduct that involve the exchange of information amongst people. It differs from information sharing, as it requires reciprocity. Information sharing is mainly one direction and unrequested, while knowledge sharing is about identifying who has the right knowledge, knowledge source and who will benefit from it, knowledge receiver (Lawal et al, 2014). Thus, knowledge sharing is an activity through which information, skills and expertise are exchanged among people within a particular community or organization.

Asogwa (2012) added that knowledge sharing is based on the experiences gained internally and externally in an organization. Internally, it is shared during staff meetings, seminars, workshops, orientations committees and board meetings. Knowledge sharing is a process where individuals mutually exchange their (tacit and explicit) knowledge leading to the creation of new knowledge jointly. This implies that all knowledge sharing processes consist of both bringing (and *donating*) knowledge and getting (or *collecting*) knowledge (Sohail & Daud, 2009).

Perception of Librarians Towards Knowledge Sharing Practices

In normal circumstances, human beings tend to attach meanings to what they see around them. Those things we see around us are defined internally and our mind interprets these meaningfully, in a process known as perception. In other words, we perceive objects, people and possibly events around us and we tend to attach names to those things we see to make a meaning. Perception is a mode of apprehending reality and experience through the senses, thus enabling discernment of figure, form, language, behaviour, and action. Individual perception influence's opinion, judgment, understanding of a situation or person, meaning of an experience and how one responds to a situation.

In this view, Lee and Yu (2011) have defined perception as the process by which organisms interpret and organise sensation to produce a meaningful experience in the world. Knowledge sharing is not being equally experienced by all the libraries in the world, particularly those in the developing world which has an adverse effect on the librarians' perceptions. While the literature is replete on success stories from libraries that have adopted knowledge sharing, this concept is still new to some libraries in developing countries. Although most library and information centers today are bundled with knowledge sharing, librarians in developing countries are still at the early stage of getting themselves familiarised with the knowledge sharing practices. It has been revealed, that a majority of the respondents perceived knowledge sharing as a positive and desirable activity rather than a source for achieving personal gains.

It is necessary to understand the perceptions of employees towards knowledge sharing. From that understanding, it can be seen if there are prospects for a successful knowledge sharing initiatives. According to Hidayanto *et al* (2013) the perceptions of employees can directly influence the success and failure of knowledge sharing in an organization. They further argued that perception of employees with regards to the state of knowledge sharing, benefits available, motivation and hindering factors are more likely to encourage or motivate them to share their know-how with fellow colleagues.

Types of Knowledge Shared by Librarians in Academic Institutions

Knowledge sharing is central to success of all knowledge management strategists. Effective knowledge sharing practices enable reuse and regeneration of knowledge at individual and organizational level. In recent years there had been considerable emphasis on the need to create a culture in organisation that is proponent to knowledge sharing and implement strategies that are more knowledge friendly. Nowadays, organisations worldwide have been seriously undertaking initiatives to ensure knowledge management is successful by embedding knowledge sharing practices in their daily work process. There are several ways in which knowledge is categorised. For example, knowledge can be categorized into declarative and procedural knowledge. Declarative knowledge is basically the 'knowing that' type of knowledge which relates to factual information, while procedural knowledge is the 'knowing how' type of knowledge which concerns the process underlying actions (Virkus, 2014).

According to Nonaka and Takeuchi (1995) cited in Virkus (2014) knowledge is classified into tacit knowledge and explicit knowledge. The authors stated that explicit knowledge is defined as information that can be formulated in words or symbols and therefore can be stored, retrieved, copied and transferred into written documents or computer files to be used at any time. Whereas tacit knowledge is defined as that knowledge that has not been explicitly formulated and therefore

cannot be stored, retrieved, copied and transferred because it is related highly to the individual. They summarised the basic nature of tacit knowledge in the phrase "We know more than we can tell". Meanwhile, Nonaka (1994) cited in Virkus (2014) noted that the tacit knowledge comprises two components: technical and cognitive. The technical component refers to the "know-how" or informal personal skills in crafts while the cognitive component of the individual refers to the deep-rooted beliefs, ideals, values, patterns and mental model. Knowledge sharing is a set of behaviours including information and knowledge exchange and helping others in this regard. It is similar to organisational citizenship behaviours that are conducted voluntarily and intentionally in organisations. Using knowledge sharing (including implicit and explicit knowledge) is one of the ways to measure knowledge management (Yusefi *et al*, 2011).

There are four knowledge conversion modes - socialization, externalization, internalization, and combination (Nonaka, Toyama, & Konno, 2000). As explained by Nonaka, 1995) "knowledge is created and expanded through social interaction between tacit knowledge and explicit knowledge". These are:

Socialization (tacit to tacit): Socialization consists of the shared formation and communication of tacit knowledge between people. Sharing knowledge is regularly done without ever producing explicit knowledge. This type of tacit knowledge sharing begins between people who have a common culture and can work together proficiently. Therefore, the sharing of tacit knowledge is connected to ideas of collaboration and communities. In International Humanitarian Law (IHL), a typical activity where tacit knowledge sharing can occur is between employees (academic staff, non-academic staff and top management) meeting during which experiences are described and discussed, with much communication between the lines.

Externalization (tacit to explicit): By its nature, tacit knowledge is not easy to convert into explicit knowledge. During conceptualization, elicitation, and finally articulation, usually in collaboration with others, some proportion of a person's tacit knowledge possibly captured in explicit form. Typical activities in which tacit knowledge is captured as the first step towards the conversion are in dialog among (academic staff, non-academic staff and top management) members, in responding to interview questions or through the elicitation of stories.

Combination (explicit to explicit): Explicit knowledge can be shared in meetings, through documents, e-mails, etc., or via education and training. Using technology to manage and search collections knowledge explicit is well recognized. On the other hand, there is an extra chance to foster creation of knowledge, specifically to improve the collected information in some way, for example by reconfiguring it, accordingly that it is more usable.

Internalization (explicit to tacit): In order to act on information; individuals have to understand and internalize it; this includes creating their own tacit knowledge. Upon reading documents, they are able to some extent re-experience what others earlier learned. By reading documents from many sources, they can create new knowledge by combining their existing tacit knowledge with the knowledge of others. Nevertheless, this process is becoming more challenging because individuals have to manage ever-larger amounts of information. Different databases by an employee who needs to learn with regard the previous pass of the task he is now given. Therefore, the knowledge shared among librarians differs from the way libraries operate their services and the policy in place. For example, the following are types of knowledge shared among librarians at various locations across the globe.

Knowledge Sharing Strategies and Practices in Academic Institutions.

A strategy is a plan set in place to achieve organisational goals and objectives. Knowledge sharing strategies (KSS) refers to what needs to be done to achieve organisational goals and objectives, with regard to knowledge assets (Naushad & Daud, 2015). The major purpose of University Libraries is to leverage the available knowledge more efficiently and effectively. In other words, knowledge sharing strategies (KSS) refer to sets of implementations planned to facilitate externalization and socialization processes in and between librarians who conduct and evolve their organisational practices, who improve access to information, who ease the communication between the librarians, and who encourage participation in learning which is sustained by knowledge sharing (Husain & Nazim, 2013). In library, Knowledge Sharing Strategies are planned approaches used to tackle knowledge sharing processes among different organisations in both remote and proximate manners.

Knowledge sharing strategy is the set of guidelines that shape the decisions that an organisation makes regarding the acquisition, storage, manipulation, and application of its knowledge base. Knowledge sharing strategy is defined as the set of guidelines and beliefs that shape an organization's manipulation of knowledge (Khan & Ali, 2016). These manipulations might include, but are not limited to, identification, development, storage, management, retrieval, application, and disposal. A knowledge strategy, as a component of the business strategy, provides a link between the organization's strategic decisions and its knowledge structures and activities.

Result of the Findings
Perceptions of Librarians towards Knowledge Sharing Practices.

This question finds out the perceptions of librarians towards knowledge sharing practices.

Table 1: Perception of Librarians towards Knowledge Sharing Practices

S/N	Perception of Librarians towards knowledge sharing practices.	Strongly Agree	Agree	Undecided	Disagreed	Strongly Disagree
1	Knowledge sharing is a welcome development in the library.	72 (64.3%)	35 (31.2%)	3 (2.7%)	1 (0.9%)	1 (0.9%)
2	Knowledge sharing does not bring any benefit to librarians.	13 (11.6%)	17 (15.2%)	4 (3.6%)	51 (45.5%)	27 (24.1%)
3	Knowledge sharing has no importance in the libraries.	18 (16.1%)	17 (15.2%)	3 (2.7%)	49 (43.8%)	25 (22.3%)
4	Knowledge sharing Improves the ability to develop new knowledge in the library.	44 (39.3%)	53 (47.3%)	6 (5.4%)	7 (6.2%)	2 (1.8%)
5	K knowledge sharing does not C contributes to positive P performance appraisals.	17 (15.2%)	20 (17.9%)	4 (3.6%)	48 (42.9%)	23 (20.5%)
6	Knowledge sharing enables librarians to share their insight and experiences in order to allow for fast, efficient and effective rendering of services to their users.	48 (42.9%)	49 (43.8%)	7 (6.2%)	8 (7.1%)	-
7	Knowledge sharing with my co-workers is worthless.	16 (14.3%)	18 (16.1%)	11 (9.8%)	50 (44.6%)	17 (15.2%)
8	Knowledge sharing provides librarians with opportunity to enhance their skills and performance by working together while improving the library productivity, efficiency, quality and innovation in achieving success.	56 (50.0%)	41 (36.6%)	6 (5.4%)	7 (6.2%)	2 (1.8%)
9	Knowledge Sharing is about breaking down barriers within the library	29 (25.9%)	43 (38.4%)	13 (11.6%)	19 (17.0%)	8 (7.1%)
10	The beauty of knowledge sharing is that knowledge grows when it is used and shared with another, and it depreciates in value when it is kept to oneself.	38 (33.9%)	52 (46.4%)	11 (9.8%)	8 (7.1%)	3 (2.7%)

Both "Strongly agreed" and "agreed" were added together as "agreed" while "disagreed" and "strongly disagreed" were also added together as "disagreed" for the analysis. Table 4.4 above on the perceptions of librarians towards knowledge sharing practices indicates that a total of 107 respondents out of 112, representing (95.5%), agreed that knowledge sharing practice was a welcome development and 3 (2.7%) were not decided while 2 (1.8%) disagreed with it. In another statement, a total of 30 respondents out of 112 representing (26.8%) agreed that knowledge sharing does not bring any benefit to librarians, while 4 respondents representing (3.6%) did not decide and 78 respondents representing (69.6%) disagreed with the statement. A total of 35 (31.3%) agreed that knowledge sharing has no importance in the libraries, while 3 respondents representing (2.7%) were not decided and 74 respondents representing (66.1%) disagreed with the statement.

Majority 97 (86.6%) of the respondents agreed that knowledge sharing improves the ability to develop new knowledge in the library, while 6 (5.4%) did not decide and 9 respondents representing (8.0%) disagreed with the statement. Thirty-seven (33.1%) agreed that knowledge sharing does not contribute to positive performance appraisals, while 4 (3.6%) were not decided as 71 respondents representing (63.4%) disagreed with the statement. A total of 97 (86.7%) of the respondents agreed that knowledge sharing enables librarians to shared their insight and

experiences in order to allow for fast, efficient and effective rendering of services to their users, and 7 (6.2%) were not decided while 8 (7.1%) of the respondents disagreed with the statement.

Also, a total of 34 respondents out of 112, representing (30.4%), agreed that knowledge sharing with their co-workers is worthless, while 11 (9.8%) were not decided and 67 respondents representing (59.8%) reportedly disagreed with the above statement. A total of 97(86.6%) of the respondents agreed that knowledge sharing provides librarians with opportunity to enhance their skills and performance by working together while improving the library productivity, efficiency, quality and innovation in achieving success, and 6 (5.4%) were not decided while 9 (8.0%) of the respondents disagreed with the statement. In another statement, a total of 72 respondents out of 112 representing (64.3%) agreed that knowledge sharing is about breaking down barriers within the library, and 13(11.6%) did not decide while 27(24.1%) of the respondents disagreed with the statement. Finally, a total of 90 (80.3%) of the respondents agreed that the beauty of knowledge sharing was that knowledge grows when it was used and shared with another, and it depreciates in value when it was kept to oneself and 11(9.8%) of the respondents were not decided as 11(9.8%) disagreed with the statement.

Types of Knowledge Shared by Librarians

Table 2. What skills and expertise do you share with your colleagues in the library?

S/N	Types of knowledge shared by librarians	Most frequently shared	shared	Less frequently shared	Least frequently shared
1	I share manuals and other information about my job.	43 (38.4%)	43 (38.4%)	18 (16.1%)	8 (7.1%)
2	I share classification and cataloguing skills about library materials with colleagues.	48 (42.9%)	50 (44.6%)	12 (10.7%)	2 (1.8%)
3	I share useful knowledge relevant to my field.	51 (45.5%)	41 (36.6%)	12 (10.7%)	8 (7.1%)
4	I share knowledge and expertise on using online databases with my colleagues.	38 (33.9%)	50 (44.6%)	17 (15.2%)	7 (6.2%)
5	I share personal job experience.	25 (22.3%)	47 (42.0%)	29 (25.9%)	11 (9.8%)
6	My colleagues share with me new working skills they learn.	41 (36.6%)	49 (43.8%)	17 (15.2%)	5 (4.5%)
7	I do express my opinion when adding relevant issues.	31 (27.7%)	50 (44.6%)	28 (25.0%)	3 (2.7%)
8	I share professional training, workshop, conferences, and other events in my profession.	37 (33.0%)	47 (42.0%)	19 (17.0%)	9 (8.0%)
9	Some time I share what I have learned.	38 (33.9%)	47 (42.0%)	25 (22.3%)	2 (1.8%)
10	I share professional information from newspapers, magazines and television.	34 (30.4%)	40 (35.7%)	25 (22.3%)	13 (11.6%)

The data on Table 2 indicate that the respondents were asked to indicate the types of knowledge they share with their colleague in the library. In this table, the researcher added both "Most frequently shared" and "shared" as "shared" and many 86(76.8%) of the respondents indicated that they share manual and other information about their jobs, followed by 18(16.1%) of the respondents who indicated frequently shared, 8(7.1%) of the respondents indicated least frequently shared.

Majority 98 out of 112 respondents representing (87.5%) said that they share classification and cataloguing skills about library materials with colleagues, few 12(10.7%) of the respondents said it is less frequently share while 2(1.8%) of the respondents agreed that they least frequently share. In addition, 92(82.1%) of the respondents indicated that they share useful knowledge relevant to their field, and 12(10.7%) of the respondents indicated that they less frequently share whereas 8(7.1%) of the respondents indicated that they least frequently share. About 88 out of 112 respondents representing (78.5%) agreed that they share knowledge and expertise on using online databases with their colleagues while 17(15.2%) of the respondents held that they less frequently share just as 7(6.2%) of the respondents said they least frequently share. More than half 72(64.3%) of the respondents held that they share personal job experience with their colleagues in the library, 29(25.9%) of the respondents indicated that they less frequently share while 11(9.8%) of the respondents held that they least frequently share.

Majority 90 out of 112 respondents representing (80.4%) said that their colleagues with them share new working skills they learn, while 17(15.2%) of the respondents indicated that they less frequently share as 5(4.5%) of the respondents least frequently share. About 81(72.3%) of the

respondents declared that they do express their opinion when adding relevant issues while 28(25.0%) of the respondents said they less frequently share, 3(2.7%) of the respondents agreed that they least frequently share. In addition, 84(75.0%) of the respondents held that they share professional training, workshop, conferences and other events in their profession, while 19(17.0%) of the respondents less frequently share while 9(8.0%) of the respondents least frequently share.

The data also revealed that 85 respondents out of 112 representing (75.9%) indicated that some time they share what they have learned, and 25(22.3%) of the respondents said they less frequently share, 2(1.8%) of the respondents least frequently share. Finally, about 74(66.1%) of the respondents agreed that they share professional information from newspapers, magazines and television, 25(22.3%) of the respondents less frequently share while 13(11.6%) of the respondents indicated that they least frequently share professional information they have acquired from the media.

Knowledge Sharing Strategy in the Library
Table: 3 what channels of communication do you use for knowledge sharing purposes?

S/N	Knowledge sharing strategy in the library.	Most frequently use	Frequently use	Less frequently use	Least frequently use
1	In our library, knowledge can be easily acquired from experts and co-workers.	54 (48.2%)	46 (41.1%)	11 (9.8%)	1 (0.9%)
2	Whenever I want to share knowledge, I prefer using social networks such as face book, Twitter, wikis and blocks in my library.	33 (29.5%)	44 (39.3%)	29 (25.9%)	6 (5.4%)
3	In our library, knowledge is acquired by one-to-one mentoring.	35 (31.2%)	49 (43.8%)	21 (18.8%)	7 (6.2%)
4	I use videoconferencing to share knowledge with my co-workers.	15 (13.4%)	37 (33.0%)	35 (31.2%)	25 (22.3%)
5	In our library, knowledge is shared through Workshops, seminars, and conferences.	30 (26.8%)	42 (37.5%)	28 (25.0%)	12 (10.7%)
6	In our library, knowledge is shared in a codified form like manuals or documents.	21 (18.8%)	52 (46.4%)	33 (29.5%)	6 (5.4%)
7	I use intranet and knowledge repositories to share knowledge with my co-workers.	26 (23.2%)	49 (43.8%)	22 (19.6%)	15 (13.4%)
8	In our library, knowledge like know-how, technical skill, or problem-solving methods is well codified.	23 (20.5%)	45 (40.2%)	36 (32.1%)	8 (7.1%)
9	I prefer to share knowledge through storytelling.	14 (12.5%)	35 (31.2%)	47 (42.0%)	16 (14.3%)
10	In our library, informal conversations and meetings are used for knowledge sharing.	28 (25.0%)	55 (49.1%)	23 (20.5%)	6 (5.4%)

Data on Table 3 is concerned about respondents' knowledge sharing strategy they use in the library. In this table the researcher added both "Most frequently use" and "frequently use" as "frequently use". In this regard, 100 of the respondents out of 112 representing (89.3%) said that in their library, knowledge can be easily acquired from experts and co-workers, 11(9.8%) of the respondents agreed that they less frequently use while 1(0.9%) of the respondents said they least

frequently use. In addition, about 77(68.8%) of the respondents indicated that whenever they want to share knowledge, they prefer using social platforms such as facebook, twitter, wikis and blocks in their library, 29(25.9%) of the respondents said they less frequently use while 6(5.4%) of the respondents agreed that they least frequently use social media platforms.

Furthermore, 84(75.0%) of the respondents reported that in their library, knowledge was acquired by one- To-one mentoring, 21(18.8%) of the respondents said they less frequently use whereas 7(6.2%) of the respondents said they least frequently use. Also, 52(46.4%) of the respondents indicated that they use videoconferencing to share knowledge with their co-workers, 35(31.2%) of the respondents said that they less frequently use it while 25(22.3%) of the respondents held that they least frequently use videoconferencing to share knowledge with their colleagues.

Again, 72(64.3%) of the respondents said that in their library, knowledge is shared through workshops, seminars, and conferences, 28(25.0%) of the respondents said they less frequently use them, 12(10.7%) of the respondents said they frequently use them. In addition, 73 respondents out of 112 representing (65.2%) held that in their library, knowledge is shared in a codified form like manuals or documents, 33(29.5%) agreed that knowledge is less frequently shared in a codified form while 6(5.4%) of the respondents said knowledge in their library is least frequently shared in a codified form.

Moreover, 75(67.0%) of the respondents agreed that they use intranet and knowledge repositories to share knowledge with their co-workers, 22(19.6%) of the respondents said they use them less frequently, 15(13.4%) of the respondents said they least frequently use them. Also, 68(60.7%) of the respondents indicated that in their library, knowledge like know-how, technical skill, or problem-solving methods are well codified, followed by 36(32.1%) of the respondents who indicated that they are less frequently used whereas, 8(7.1%) of the respondents said they are least frequently used.

Finally, 49(43.7%) of the respondents agreed that they prefer to share knowledge through storytelling, 47(42.0%) of the respondents said they less prefer it while 16(14.3%) of the respondents agreed that they least prefer it. More, more than half 83(74.1%) of the respondents said that in their library informal conversations and meetings are used for knowledge sharing, 23(20.5%) of the respondents agreed that they are less frequently used 6(5.4%) of the respondents said they are least frequently used. This shows that one-to-one mentoring, workshops, seminars, conferences, manuals, documents, meetings, face-to-face, social media were the strategies used by respondents to share knowledge.

Summary of the Findings

Based on the presentation and analysis of the data generated from the study, the summary of the finding is outlined below:

i. Findings revealed that the perceptions of librarians towards knowledge sharing practices was positive as majority of the respondents perceived that knowledge sharing practices was a welcome development in the library profession.

ii. Findings also revealed that the respondents share professional information through newspapers, magazines and television, professional events like training, workshops and conferences; knowledge acquired in also aptly utilized during the course of their duties.

iii. Findings still revealed that one-to-one mentoring, workshops, seminars, conference, manual, documents, meetings, face-to-face, social media were the strategies used by respondents to share knowledge.

Conclusion

Perception towards knowledge sharing enables librarians to share their insights and experiences in order to allow for fast, efficient and effective provision of information services to their users. Sharing knowledge involves learning, understanding, extending and repeating the information, the ideas, the views and the resources among persons, connected on a specific ground. The success of knowledge sharing among librarians is built upon the amount and quality of interactions among librarians, as well as upon addressing issues related to the reluctance to share knowledge, and the willingness and ability to use knowledge of others.

Recommendations

Based on the findings and conclusion of the study, the following recommendations have been made:

i. The status quo be maintained, in order to achieve positive perception of knowledge sharing among librarian.

ii. It is also recommended that the modern knowledge sharing gadgets such as internet and intranet should be used in order to facilitate the librarians to have knowledge-based activities and knowledge sharing.

iii. Librarians should use brainstorming, and other strategies that can encourage knowledge sharing such as performance evaluation, rewards, new skills development and team work as measures aimed at promoting knowledge sharing within the organisation, more so, mentorship programmes, ICT infrastructure and human resources development should be provided.

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