Knowledge Sharing Practices and Information Service Delivery of Library Personnel in University Libraries in Lagos and Ogun States, Nigeria

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Abstract
The study investigated the influence of knowledge sharing practices on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. Survey research design was adopted in the study. The population comprised 353 library personnel in 22 public and private university libraries in Lagos and Ogun States, Nigeria. Considering the small size of the population, total enumeration was used for the study. Therefore, all the 353 library personnel in Lagos and Ogun States public and private university libraries were enumerated to participate in the study. Out of the 353 questionnaire administered, 299 (90.1%) was returned and used for the analysis. Data collected were analyzed using percentage, mean and standard deviation. The results of the study showed that knowledge sharing practices have positive significant influence on information service delivery of library personnel in Lagos and Ogun States, Nigeria $R^2 = 0.229$, $\beta = 0.478$, $t (295) = 9.634$, $p < 0.05$. Library personnel in Lagos and Ogun States presented a high level of information service delivery ($\bar{x} = 3.42$), on a scale of 4. The results also indicated further that knowledge sharing take place among the staff, but tacit knowledge sharing ($\bar{x} = 3.16$) were more practiced than explicit knowledge sharing ($\bar{x} = 3.16$) on a scale of 4.The study concluded that knowledge sharing practice have influence on Information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. The study therefore recommended amongst others that university library management should encourage library personnel to attend both local and international conferences and workshop that can promote knowledge sharing practices to enhance information service delivery in university libraries.

Keywords: Knowledge sharing practices, Library personnel, University libraries, Information service delivery, Lagos and Ogun States.

Introduction
Extant literature has defined information service delivery from various angles. It was defined as active engagement with community of users such as students, administrative staff, lecturers and researchers in order to assist them with necessary information materials that support their works (Yoon & Schultz, 2017). Ogar and Dushu (2018) define it as the way information practitioners behave and relate to users, colleagues and the society. Information service delivery is a key driver in university libraries. Proper implementation of information service delivery supports institutions, organization and research by facilitating access to library's extensive range of information resources. Librarians in university libraries are saddled with the responsibilities of providing information resources, products and services to cater for research, teaching and learning functions of the members of the academic communities.

To have a holistic influence on information service delivery of library personnel in university libraries, library management can promote the education, building of collective knowledge, retention and the sharing of the knowledge, skills and experiences among library personnel. The promotion of the building of collective knowledge and its sharing among library personnel by the management is imperative in view of the fact that the level of personnel professional development differs. In addition, opportunity to benefit from the management sponsored human capacity development programmes may not open to all staff at once. Collective knowledge sharing of innovative ideas on information service delivery could be optimized in academic libraries where library authority encourage staff that have benefitted from such training programmes to share their skills and knowledge with other colleagues who have not benefitted. Knowledge sharing practice among employees would probably enable them to learn from each other and advance the use of the knowledge of new technologies to promote service delivery. Knowledge sharing practice according to Adomi and Solomon-Uwakwe (2019) is the exchange of information between professionals, teams, and organizations.

Khan and Ali (2019) identified reward as one of the motivators employ by library authority to encourage knowledge sharing practice. It is expected in library that personnel are motivated and trained in the practice of knowledge sharing. Knowledge sharing practice provides the opportunity for the management to capture expertise knowledge in libraries to achieve measurable impact in information service delivery (Cacho & Ribiere, 2018). The researchers added that knowledge management system so created have provided the basis for knowledge-based libraries, library staff had in turn perfected the art of using the know-how for making decisions and solving problems on information service delivery. To this end, library managers need to encourage their staff in the art of knowledge sharing practices where this is lacking in order to foster information service delivery.

Knowledge sharing practice is an important asset to individual, society and most importantly academic libraries. Knowledge sharing practice can also improve library personnel ideas, creativity, and innovation to enhance information service delivery in university libraries. Other attendant benefits of knowledge sharing practices on information service delivery also include improved relationship between library staff, creation of enabling environment, and access to vital information that are useful for meeting user information needs. Knowledge sharing practices ensures the proper use of the know-how acquired through the human capacity building drive in academic libraries. Know-how is experiences, skills and knowledge gained by staff as a result of exposure to training or further education on the field. Knowledge sharing practices of library personnel becomes imperative as knowledge require for efficient information service delivery expanded. Knowledge sharing practice can be explained as the process of exchanging knowledge between people, community, organization or groups (Aslam, Mugudas & Imran, 2018). These competencies, abilities, experiences, skills and innovative ideas would be useful for overall library and information service delivery. The adoption of knowledge sharing by library personnel can improve the information service delivery of individual staff and the entire university libraries .knowledge sharing is positively linked with cost reduction and the avoidance of incidence of wastages associated with the implementation of new strategies in information service delivery. In addition, teamwork is fostered through knowledge sharing.

From the standpoint of the importance of knowledge sharing to both individual employees and the university library, it is necessary for university libraries to consolidate knowledge sharing activity. This means the transfer of knowledge from individual staff to the team, from the team to the management process level. Kashari and Taheri (2019) posited that sharing as an

important aspect of knowledge management practices encourages the voluntary release of ones personally acquired knowledge to colleague, groups and societies. It is not a compulsive behaviour but an individual willingness to share information with colleagues. However, the proper understanding of the role of knowledge sharing by the library management is an important factor that could influence effective information service delivery in university libraries. In other words, for knowledge sharing to be effective in an organization, it must be entrenched as an organizational culture of the work environment. Library personnel cannot afford to remain static in the face of challenges brought by increasing volume of information in its environment. By embracing knowledge sharing, library personnel could enhance their service delivery to users in new, creative and dynamic spaces that are user-centric. Knowledge sharing of personnel put university libraries in positions as knowledge and learning centres for users where people and ideas interact in a real and virtual environment. Marouf (2017) acknowledged that libraries are repository of knowledge. Such knowledge can be preserved through documentation for re-use after the exit of the possessor from the organization (Potgieter & Radebe, 2017). This means that knowledge sharing is a continuous process.

The sharing of tacit type of knowledge advances the creation of the explicit type of knowledge and the process of knowledge sharing continues. Tacit knowledge is the knowledge embedded in the brain of the possessor. This could be disseminated to other personnel through interactive meetings, mentoring and training session. Explicit knowledge on the other hand refers to knowledge shared through written documents. Library personnel could share professional knowledge through WhatsApp group, mentors, seminars and conference papers to improve on information service delivery. These two types of knowledge are shared among library personnel. The process of continuous transformation of knowledge is referred to as knowledge conversion. This has four modes referred to as "SECI", propounded by Nonaka-Takeuchi model of knowledge creation. It emphasized how tacit and explicit knowledge are converted into organizational knowledge. Thus the four knowledge dimensions with the "SECI" acronym was derived which signifies; socialization (tacit to tacit knowledge), externalization (tacit to explicit knowledge), combination (explicit to explicit knowledge) and internalization (explicit to tacit knowledge).Therefore, it would probably be a great loss to libraries that fail to capture these explicit and tacit knowledge of their personnel to leverage on the information service delivery.

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

Khan and Ali (2019) examined knowledge sharing attitude of librarians in academic libraries in India. The study adopted survey research method. Questionnaire was used as instrument for collecting data from ninety one (91) professionals. The findings revealed that the understanding of knowledge sharing concepts by academic librarians varies. There was the general belief that knowledge sharing improves learning process, individual competencies and enhances efficient library information delivery. Ogunmodede and Popoola (2019) examined knowledge sharing behavior by librarians in federal universities in Nigeria. Descriptive survey of correlational type was adopted, the researchers covered 40 federal universities in the six geopolitical zone

in Nigeria. 654 librarians formed the target population of the study. Questionnaire was used as instrument for collecting data. Out of the 654 questionnaire distributed, 518 (79.2%) was received and analysed. The finding revealed that knowledge sharing among academics in federal university is on a higher level.

Kakhi, Hadian, Joyame and Asl (2019) investigated understanding librarians' knowledge sharing behavior in libraries. Survey research method was used. The population comprised of selected forty three (43) libraries in Iran with four hundred and seventy (470) employees. The sample size was two hundred and fourteen (214) librarians. Out of 214 questionnaires distributed, 208 were received and analyzed. The finding revealed knowledge sharing as vital approach that can be used to promote public library services.

Statement of the problem
University libraries are established to support the research, teaching and learning functions of their parent institutions through efficient information service delivery. However, despite the fact that information service delivery is regarded as the heartbeat of library and information professionals in university libraries, studies conducted by (Nkechi, et al, 2018 & Agoh,et al, Alabi & Sani, 2021) showed low level of information service delivery as a result of inadequate information materials, library staff apathy, epileptic power supply ,poor internet connectivity, lack of current information resources and inadequate operational systems and strategies for disseminating information resources. It is possible that the low level of information service delivery of library personnel could be due to a number of factors among which are inadequate knowledge sharing, inadequate reward for knowledge sharing and non-inclusion of knowledge sharing as part of the organizational culture of the work environment. Knowledge sharing practices of library personnel could help in the creation of information that is useful for solving organizational problems through the sharing of tacit and explicit knowledge (Aslam, Migadas & Imran, 2018). It is on this premise that this study investigates the influence of knowledge sharing practices on information service delivery of library personnel in Lagos and Ogun States, Nigeria.

Objective of the study
1. find the level of information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.
2. determine the knowledge sharing practice of library personnel in university libraries in Lagos and Ogun States, Nigeria.
3. ascertain the influence of knowledge sharing practices on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.
4. investigate the relative influence of knowledge sharing practices (components) on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.
5. Identify the constraints to information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.

Research question
1. What is the level of information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria?
2. What is the knowledge sharing practice of library personnel in university libraries in Lagos and Ogun States, Nigeria?
3. What are the constraints to information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria?
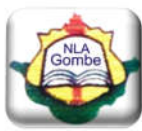
Hypotheses

The following research hypotheses will be formulated and tested at 0.05 levels of significance:

1. Ho_2: Knowledge sharing practice has no significant influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.
2. Ho_4: Knowledge sharing practices (components) has no relative influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.

Methodology

Survey research design was adopted for this study. The population of this study comprised three hundred and fifty-three (353) library personnel from federal, state and private universities in Lagos and Ogun States, Nigeria. The total numbers of the personnel was drawn from; two (2) federal universities, three (3) state universities and seventeen (17) private universities in Lagos and Ogun States, Nigeria. These made up of a total number of twenty-two (22) universities that were officially recognized by NUC.

Data Analysis and Results

Research Question One: What is the level of information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria?

Research question one was analyzed with frequency counts, percentage, mean and standard deviation statistics. The results of the analysis are reported in Table 1.

Table 1: Information service delivery of library personnel in university libraries

Statements Indicate your level of information service delivery in…	Very High level	High level	Low level	Very Low level	Mean	Std.
Tangibles					**3.53**	**0.46**
Ensuring neatness of the library environments for library users.	179(60.1%)	114(38.2%)	05(1.7%)		3.58	0.53
Arranging books on display racks for users awareness.	169(56.7%)	121(40.6%)	08(2.7%)		3.54	0.55
Orderly arrangements of catalogue cards entries for users access.	159(53.5%)	147(42.8%)	11(3.7%)		3.50	0.57
Providing up-to-date computer equipment for information retrieval.	162(54.5%)	119(40.1%)	16(5.4%)		3.49	0.60
Reliability					**3.41**	**0.51**
Treating users information needs promptly.	141(47.2%)	148(49.5%)	10(3.3%)		3.44	0.56
Delivering users request as promised	137(46.9%)	144(49.3%)	11(3.8%)		3.43	0.57
Providing sufficient users information resources.	142(47.5%)	143(47.8%)	14(4.7%)		3.43	0.58
Delivering error-free information to users	138(46.2%)	142(47.5%)	19(6.4%)		3.40	0.61
Speedily correcting wrongly posted users information.	131(44.0%)	145(48.7%)	22(7.4%)		3.37	0.62
Assurance					**3.40**	**0.56**
Assuring users of the relevance of information provided through authenticated citation.	144(48.5%)	136(45.8%)	17(5.7%)		3.43	0.60
Assuring users access to available users information resources through databases.	140(47.5%)	136(46.1%)	19(6.4%)		3.41	0.61
Assuring users of prompt delivery of information resources in requested format	142(47.7%)	130(43.6%)	26(8.7%)		3.39	0.64
Responsiveness					**3.40**	**0.54**
Attending to users request within an acceptable time frame,	146(49.3%)	127(42.9%)	23(7.8%)		3.42	0.63

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

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

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

Research Question two: What is the knowledge sharing practices of library personnel in university libraries in Lagos and Ogun States, Nigeria?
Research question three was analyzed with frequency counts, percentage, mean and standard deviation statistics. The results of the analysis are reported in Tables 2.

Table 2: knowledge sharing practices of library personnel in university libraries

Knowledge Sharing Practices Indicate your Knowledge Sharing practice	Strongly Agree	Agree	Disagre	Strongly Disagree	Mean	Std.
Tacit knowledge sharing					**3.21**	**0.55**
I share knowledge with colleagues through face-to-face interactions.	129(43.3%)	149(50.1%)	16(5.4%)	04(1.4%)	3.35	0.65
I share knowledge with colleagues through brainstorming.	129(43.3%)	145(48.7%)	18(6.0%)	06(2.0%)	3.33	0.68
I share experience with colleagues through discussion.	130(43.6%)	143(48.0%)	17(5.7%)	08(2.7%)	3.33	0.71
I share knowledge with library staff during meetings.	115(38.6%)	160(53.7%)	19(6.4%)	04(1.3%)	3.30	0.65
I share professional knowledge with colleagues during meetings.	123(41.2%)	140(47.0%)	30(10.1%)	05(1.7%)	3.28	0.71
I share knowledge with colleagues through telephone conversation.	117(39.2%)	145(48.7%)	33(11.1%)	03(1.0%)	3.26	0.69
I share knowledge with co-workers through orientation sessions.	122(20.1%)	135(45.5%)	32(10.7%)	08(2.7%)	3.25	0.75
I share knowledge with staff through training session.	111(37.2%)	154(51.7%)	24(8.1%)	09(3.0%)	3.23	0.72
I share knowledge while mentoring library staff.	117(39.4%)	141(47.5%)	27(9.1%)	12(4.0%)	3.22	0.77

I share knowledge with library staff through on- the- job training.	101(34.1%)	156(52.7%)	28(9.5%)	11(3.7%)	3.17	0.75
I share experience with co-workers through workshop discussion.	103(34.6%)	156(52.3%)	25(8.4%)	14(4.7%)	3.17	0.77
I share knowledge with professionals through interview session.	105(35.3%)	139(46.8%)	37(12.5%)	16(5.4%)	3.12	0.83
I share knowledge with co-workers through teleconferencing discursion.	95(32.0%)	150(50.4%)	37(12.5%)	15(5.1%)	3.09	0.80
I share knowledge with colleagues through communities of practice (CoP) discussion.	88(29.8%)	153(51.9%)	42(14.2%)	12(4.1%)	3.07	0.78
I share knowledge with professional colleagues through zoom discussions	85(28.6%)	161(54.2%)	38(12.8%)	13(4.4%)	3.07	0.77
Explicit knowledge sharing					**3.16**	**0.63**
I share new ideas with colleagues through my published articles in journals.	114(38.8%)	144(49.0%)	31(10.5%)	05(1.7%)	3.25	0.71
I share information with colleagues in electronic formats using database such as Ebscohost, ProQuest JSTOR etc.	117(39.3%)	141(47.3%)	33(11.1%)	07(2.3%)	3.23	0.74
I freely share all I know with colleagues through lecture notes.	105(35.7%)	149(50.8%)	37(12.5%)	06(2.0%)	3.19	0.73
I share knowledge with co-workers using classification schedules such as library of congress classification schemes (LCCS), UDC, DDC ,etc.	100(33.7%)	161(54.2%)	27(9.1%)	09(3.0%)	3.19	0.72
I share experience with colleagues through my social media accounts.	96(32.2%)	167(56.7%)	24(8.1%)	09(3.0%)	3.18	0.70
I share experience with colleagues using library textbooks.	92(30.9%)	172(57.7%)	28(9.4%)	06(2.0%)	3.17	0.67
I share knowledge with colleagues using theses.	95(32.0%)	161(54.2%)	31(10.4%)	10(3.4%)	3.15	0.73
I share knowledge with colleagues using my textbooks.	91(30.5%)	169(56.5%)	28(9.6%)	10(3.4%)	3.14	0.72
I share ideas with friends via LIS handbooks.	88(29.5%)	170(57.1%)	33(11.1%)	07(2.3%)	3.14	0.70
I share knowledge with colleagues through library website.	88(29.6%)	157(52.9%)	42(14.1%)	10(3.4%)	3.09	0.75
I share ideas with librarians through newsletter.	88(29.5%)	152(51.0%)	50(16.8%)	08(2.7%)	3.07	0.75
I share knowledge with team members through power point presentation.	82(27.5%)	163(54.7%)	38(12.8%)	15(5.0%)	3.05	0.78
I share knowledge with library staff through library bulletin.	79(26.5%)	156(52.3%)	48(16.2%)	15(5.0%)	3.00	0.79
Knowledge sharing practices (Average Weighted Mean = 3.19)						

Source: Researcher's Field Survey, 2021

Decision Rule: The decision rule states that: 1.0-1.49 = Very Low Level; 1.50-2.49 = Low Level; 2.50-3.49 = High Level; 3.50-4.40 = Very High Level. Criteria mean of 2.5 is calculated as follows: 4+3+2+1=10/4=2.5.

The result of research question three is presented in Table 2. The result showed that knowledge sharing practices takes place among the library personnel in university libraries in Lagos and Ogun States, Nigeria ($\bar{x}$ = 3.19). Further analysis shows that tacit knowledge ($\bar{x}$ = 3.21) and explicit knowledge ($\bar{x}$ = 3.16) were the knowledge sharing practices of library personnel in university libraries in Lagos and Ogun States, Nigeria. The result indicated that knowledge

sharing practices were more evident in areas such as face-to-face interactions (3.35), brainstorming (3.33), discussions (3.33) and during meetings (3.30).

Research Question three: What are the constraints to information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria?

Research question four was analyzed with frequency counts, percentage, mean and standard deviation statistics. The results of the analysis is reported in Tables 3.

Table 3: Constraints to information service delivery of library personnel in university libraries

ICT constraints	Yes (2)	No (1)	Mean ($\bar{x}$)	Std.	Remark
Administrative Constraints			**1.80**	**0.29**	Barrier
Inadequate sponsorship for workshop	257(86.2%)	41(13.8%)	1.86	0.35	Barrier
Lack of unified policy on library management	245(82.2%)	53(17.8%)	1.82	0.38	Barrier
Poor maintenance culture	244(81.9%)	54(18.1%)	1.82	0.39	Barrier
Lack of after sales support system	234(78.5%)	64(21.5%)	1.79	0.41	Barrier
Lack of willpower by management	234(78.5%)	64(21.5%)	1.79	0.41	Barrier
Inadequate funding	232(77.9%)	66(22.1%)	1.78	0.42	Barrier
Lack of management support to staff	227(76.4%)	70(23.6%)	1.76	0.43	Barrier
Epileptic power supply	228(76.3%)	71(23.7%)	1.76	0.43	Barrier
Staff Related Constraints			**1.78**	**0.35**	Barrier
Management resistance to change	249(83.3%)	50(16.7%)	1.83	0.37	Barrier
Sabotage	225(75.8%)	72(24.2%)	1.76	0.43	Barrier
Shortage of trained and qualified library personnel	222(74.7%)	75(25.3%)	1.75	0.44	Barrier
ICT Constraints			**1.72**	**0.35**	Barrier
Lack of training in ICT for library personnel	232(77.6%)	67(22.4%)	1.78	0.42	Barrier
Poor internet access	216(72.2%)	83(27.8%)	1.72	0.45	Barrier
Inadequate ICT equipment in the library	215(72.1%)	83(27.9%)	1.72	0.45	Barrier
Technophobia (Dislike for technology)	197(66.3%)	100(33.7%)	1.66	0.47	Barrier
Constraints (Average Weighted Mean = 1.77)					

Source: Researcher's Field Survey, 2021

Decision Rule: If $\bar{x}$ is greater than 1.49 = a barrier; If $\bar{x}$ is less than 1.50 = Not a barrier. Respondents were asked to identify the constraints to information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria in Table 3. The result depicts generally that, the library personnel in the university libraries in Lagos and Ogun States, Nigeria experienced several constraints (1.77). In the list of the constraints measured, there were three major areas of challenges to information service delivery of library personnel. These include administrative constraints (1.80), staff related constraints (1.78) and ICT constraints (1.72).

Test of Hypothesis
Hypothesis one: Knowledge sharing practice has no significant influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.
Hypothesis one was tested with simple linear regression analysis. The results of the regression analysis are presented in Tables 4.
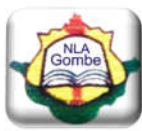
Table 4: Simple linear regression analysis of Knowledge sharing practice and information service delivery of library personnel in university libraries

Predictors	B	Beta (β)	T	p	R^2	Adj. R^2	F	ANOVA (Sig.)
(Constant)	2.236		17.411	.000				
Knowledge Sharing Practices	.372	.478	9.364	.000	0.229	0.226	87.686	0.000

Dependent Variable: Information service delivery
Predictor: (Constant), Knowledge sharing practice
DF (F-Statistic) = 1, 296
DF (T-Statistic) = 295

Source: Field Survey Results, 2021

The result of hypothesis one is presented in Table 4. The result revealed that knowledge sharing practice has a significant and positive influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria (t (295) = 9.364, p< 0.05). This result implies that knowledge sharing practice is a key determinant of information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. Therefore, the null hypothesis which states that knowledge sharing practice has no significant influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria was rejected. This result suggests that knowledge sharing practice should be considerably incorporated into the university libraries in Lagos and Ogun States, Nigeria.

Hypothesis two: Knowledge sharing practices (components) has no relative influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.

Hypothesis two was tested with multiple linear regression analysis. The results of the regression analysis are presented in Tables 5.

Table 5: Multiple linear regression analysis of relative influence of knowledge sharing practices (components) and information service delivery of library personnel

Predictors	B	Beta (β)	T	P	R^2	Adj. R^2	F	ANOVA (Sig.)
(Constant)	2.213		16.960	.000				
Explicit knowledge sharing	.155	.247	4.216	.000	0.231	0.226	44.339	0.000
Tacit knowledge sharing	.224	.308	5.247	.000				

Dependent Variable: Information service delivery
Predictor: (Constant), Explicit knowledge sharing, Tacit knowledge sharing
DF (F-Statistic) = 2, 295
DF (T-Statistic) = 294

Source: Field Survey Results, 2021

The result of hypothesis two is presented in Table 5. The result showed that explicit knowledge sharing (t (294) = 4.216, p< .05), and tacit knowledge sharing (t (294) = 5.247 p< .05) have positive and significant influences on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. The result shows that tacit knowledge sharing contributes highest to information service delivery. Therefore, the hypothesis which

states that, knowledge sharing practices (components) has no relative influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria is rejected. The Adj. R^2 (0.226) of the multiple regression analysis reveals that the knowledge sharing practices (components) explains 22.6% of the changes in information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria.

Discussion of Findings
Research question one sought to find out the level of information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. The findings revealed that that the level of information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria, was high. The findings is also consistent with the study of Tripathi et al (2017) done in 47 central university of India. The study found that the best twenty (20) university libraries in India have provided comprehensive and in-depth plan for RDM grant applications. This finding also compares well with the previous studies of Agoh, et al (2021) who examined the extent of provision and constraints of utilization of library and information service delivery on scholarly communication output in agricultural research institutes in North-Central Nigeria.

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

Hypothesis one examined the influence of knowledge sharing practice has no significant influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. The result showed that, knowledge sharing practice has a significant and positive influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. The finding is in agreement with the study of Khan and Ali (2019) on knowledge sharing attitude of librarians in academic libraries in India.
Hypothesis two investigated the relative influence of knowledge sharing practices (components) on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. The result showed that, knowledge sharing practices (components) has a relative influence on information service delivery of library personnel in university libraries in Lagos and Ogun States, Nigeria. The findings is consistent with the study of Kakhi et al (2019) done in Iran. The result revealed that knowledge sharing is vital approach that can be used to promote public library services.

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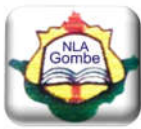
Recommendations

This study has explored a wide range of theoretical, empirical and policy issues, in the end, the following recommendations are suggested for policy intervention:

1. Information service delivery level of library personnel in Lagos and Ogun States, Nigeria was found to be high. Notwithstanding, there is room for improvement. Library personnel can be encouraged deliberately to deliver services maximally

2. Tangible and assurance traits of personnel were found to be very high which was responsible for the high level of information service delivery, therefore, library management must create more environment for library personnel in their areas in order to achieve higher level of service delivery

3. Library personnel should be encouraged through the available policy statements enacted by library managements towards increased effective information service delivery

4. Knowledge sharing practice influence information service delivery of library personnel, therefore, library management should create an avenue to encourage library personnel to share knowledge among colleagues so as to improve information service delivery in university libraries.

5. Tacit knowledge sharing has more influence on information service delivery of library personnel than explicit knowledge sharing; therefore, library management should put up policy that will encourage more of the sharing of tacit knowledge among the professionals in university libraries.

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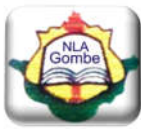
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