



KNOWLEDGE SHARING AND PRODUCTIVITY OF ACADEMIC LIBRARIANS IN DONALD EKONG LIBRARY OF THE UNIVERSITY OF PORT HARCOURT, RIVERS STATE, NIGERIA

Comfort N. **OWATE**, (PhD)¹, Pauline C. **IROEZE**² & Mercy E. **ECHEM** (CLN)³

Department of Library and Information Science, University of Port Harcourt¹,
University Library, Federal University of Technology, Owerri, Nigeria², Department of
Library and Information Science, Rivers State University³
comfort.owate@uniport.edu.ng¹, paulinechinasa1980@gmail.com²,
echemmercy@gmail.com³

Abstract

Purpose: The study investigated knowledge sharing and productivity of academic librarians in Donald Ekong Library of the University of Port Harcourt, Rivers State, Nigeria.

Design/Methodology/Approach: Descriptive survey research was adopted for the study. A sample of 30 librarians participated in the study. A self-structured questionnaire was used to elicit responses from the respondents. Cronbach's alpha reliability test was used to validate the instrument with value ranging from 0.7 to 0.81. A total number of 45 copies of questionnaires were administered to the participants while 30 were retrieved and found useful for the purpose of analysis. The collected data were analyzed by applying frequency distribution, cross tabulation and descriptive statistical tools while the hypothesis was tested by applying Chi-square test. Cronbach's alpha reliability test was used to validate the instrument with value ranging from 0.7 to 0.81.

Findings: The major findings of the study were the perceptions of the librarians from Donald Ekong Library about the existing state of knowledge sharing processes, knowledge sharing methods, knowledge sharing techniques, and knowledge sharing tools; the productivity of librarians with the state of knowledge sharing in the library. Lack of empowerment for decision making, lack of awareness, lack of training, ear of loss of power, lack of network and communication, lack of skills were the major barriers to knowledge sharing and the level of productivity among academic librarians in Donald Ekong Library. The study recommended the need to accord high premium to the needs of the librarians especially policies, systems and facilities for optimum productivity.

Implication: This study if implemented would transform the conventional and unorganized knowledge sharing practices into an organized knowledge sharing culture.

Originality/Value: This study if implemented would transform the conventional and unorganized knowledge sharing practices into an organized knowledge sharing culture.

Keywords: Knowledge Sharing, Productivity, University Library, Port Harcourt, Rives State, Nigeria

Paper type: Empirical research

Introduction

Knowledge sharing is strongly associated with knowledge management and there are not many organizations in Nigeria that have implemented a formal knowledge management. Many organizations have developed initiatives for knowledge sharing to boost innovation in both products and services as this is essential for competitiveness (Ofori et. al, 2015). The knowledge or information society urges libraries to adopt knowledge sharing, this will no doubt boost the creation of knowledge. Library is similar to other organizations. Through knowledge sharing, libraries can accelerate the

process of knowledge creation and reuse of knowledge, so the library services and products are constantly evolving. In Nigeria, the library is still perceived by some people as a book storage organization which runs through lending books (Udofia & Edam-Agbor, 2014) but sometimes have incomplete and out of date collections. It can sometimes be a place for problematic employees (Aboyade & Aboyade, 2017).

Librarians in academic libraries are academic staff considering that their engagement in research has become an expectation on their part. Despite the benefits of knowledge sharing to librarians, they do not conduct and

or make contributions to much research works and publication. Productivity is considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done (Oduwole, 2004). The quality of research according to Popoola (2002) could be measured by counting the numbers of books published, or journal articles produced over a period of time. However, this work focuses on research output in the form of text books, co-authored textbooks, Occasional papers, journal articles, book chapters, patent and certified invention, scientific peer-reviewed bulletins, technical reports, conference/seminar/workshops papers, monographs etc.

Librarians' productivity is of primary concern to the management of every university or academic library, thus, the need to accord high premium to the needs of the librarians for optimum productivity. Productivity of librarians on the other hand is worthy of focus as the quality and quantity of their publications are a determining factor in the evaluation of their performance and the academic system as a whole. Productivity of librarians, in terms of research output plays a major role in attaining success in the academia as it relates to promotion, tenure and salary of librarians. It has also been reported that the quality of productivity by academics in any university system depends largely on the quality and quantity of information resources at their disposal (Popoola, 2008). Research and publication help individuals to think critically and analytically (Powell, 1997).

Librarians when compared with other academic staff, record low publication output and this have affected the rate of promotion of many librarians. This may be due to poor value of knowledge sharing among librarians. Other factors in the mix may be economic crises, inadequate subscription to current journals, lack of time for research work due to the nature of their routine work, insufficient skills in research, poor training programme on research and erratic electric power supply, which may all lead to poor productivity of the librarians.

Oduwole & Ikhizama (2007) used the survey method to ascertain productivity of librarians in Nigerian agricultural research institutes. They

found out that the librarians' productivity, although generally low, was related to their work experience.

To Reitz (2005) & Powell et al (2002) research is a systematic painstaking investigation of a topic or in a field of study often employing technique of hypotheses and experimentation, undertaken by a person intent on revealing new facts, theories or principles or determining skill and identification of research problems. Research is an important aspect or activity in any academic setting including research institutions. It has become essential for a university's prestige as well as the career of librarians.

Librarians' productivity contributes towards image building of universities as well as ranking. However, it seems likely that librarians record low productivity when compared with lecturers or other academic staff and most often, their research works do not rank high in academics. This low productivity could be linked to librarians' poor knowledge sharing culture.

Moreover, previous work on knowledge sharing among librarians of academic libraries may not have focused on the possible influence which knowledge sharing could have on productivity of librarians in the study locale. Therefore, this study sought to investigate the productivity of librarians in the light of the existing knowledge sharing culture in Donald Ekong Library of University of Port Harcourt, Rivers State, Nigeria.

Objective of the Study

The main objective of this study is to investigate knowledge sharing among librarians and the productivity of librarians in Donald Ekong Library of University of Port Harcourt. The specific objectives are to:

1. Determine the extent of productivity (in terms of research output) of librarians in the under studied university from 2010 – 2018.
2. Elicit the perception of Librarians about the process, methods, techniques and tools of Knowledge Sharing in the university's library.
3. Determine the level of independence in the perceptions of librarians who have

publication from those who have no publications on the role of Knowledge Sharing to productivity

4. Find out the barriers to knowledge sharing in the university's library

Research Questions

In order to achieve the above objectives of the study, the following research questions were raised:

1. What is the extent of productivity (in terms of research output) of librarians in the under studied university from 2010 – 2018?
2. What is the perception of Librarians about the process, methods, techniques and tools of Knowledge Sharing in the university's library?
3. What is the level of independence in the perceptions of librarians who have publication from those who have no publications on the role of Knowledge Sharing to productivity?
4. What are the barriers to knowledge sharing in the University's Library?

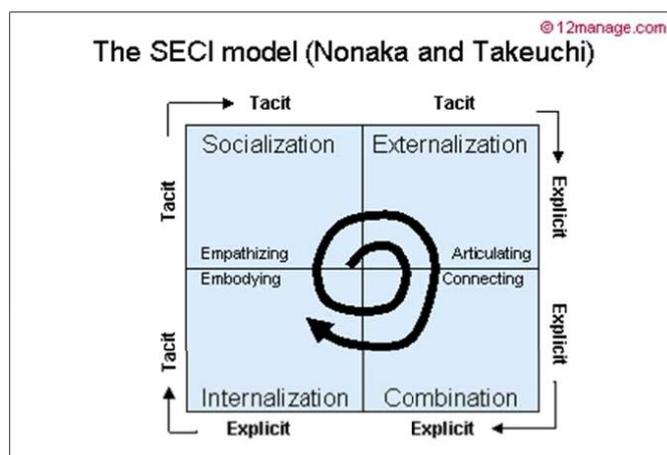
Research Hypothesis

H₀: The perception of librarians from the different study classes is same about the Knowledge Sharing and productivity.

H₁: The perception of librarians from the different study classes is same about the Knowledge Sharing and productivity.

Literature Review

The study is informed by Nonaka and Takeuchi's (1995:72) SECI model of the knowledge creating process, which depicts the dynamic nature of knowledge creation, and shows how to manage such a process effectively. There is a spiral of knowledge involved in their model, where by explicit and tacit knowledge interact with each other in a continuous process. This process leads to the creation of new knowledge (O'Dubhchair, Scott and Johnson, 2001:85).The central thought of the model is that knowledge held by individuals is shared with other individuals so that it leads to the creator of new knowledge. The spiral of knowledge or amount of knowledge grows continuously as more rounds are completed in the model. The following elements appear in the SECI model: Socialization and Externalization.



The SECI Process. Source: http://www.12manage.com/methods_nonaka_seci.html

Knowledge created through the SECI process trigger a new spiral of knowledge creation, expanding horizontally and vertically transcends sectional, departmental, divisional and even organizational boundaries. As the spiral expands beyond organizational

boundaries, knowledge created by universities, suppliers, customers, competitors, local communities, government, and others interacts with each other in amplifying the knowledge-creating process (Nonaka and Takeuchi,1995:7).

Knowledge Sharing Processes, Methods, Techniques and Tools

Knowledge Sharing Process

Hendriks (1999) Model, though obsolete, is still a useful version of knowledge sharing process. The model shows, on the one side, the *knowledge owners* and, on the other side, the *knowledge re-constructors*, also known from literature as *sender* and *receiver*. Within the process, there are two sub-processes (1) externalization, and 2) internalization (Hendriks, 1999). Huysman and DeWit (2002) described in their book "Knowledge Sharing in Practice" how different processes of knowledge sharing come together to a knowledge sharing cycle. They pointed that the cycle consists of three process steps: internalization (knowledge acquisition), externalization (knowledge exchange), and objectification (knowledge transfer). The SECI model introduced four modes of knowledge conversion process: socialization (from tacit to tacit), externalization (from tacit to explicit), combination (from explicit to explicit) and internalization (from explicit to tacit) (Nonaka&Takeuchi,1995).

Knowledge Sharing Methods

Canadian International Development Agency (2003) presents as election of easy ways to help people, have better access to the knowledge they need to do their work, by introducing different Knowledge Sharing methods as peer assist, after action review, storytelling, mentoring, and coaching. Leask, Lee, Milner, Norton, and Rathod (2008) outlined Communities of Practice (COP), peer assist, knowledge cafe, knowledge market place etc. for connecting people to people to get the knowledge we need to help us.

Knowledge Sharing Techniques

Canadian International Development Agency (2003) pointed that introducing different Knowledge Sharing meetings as forum sand meeting, workshops, training, seminars, knowledge fairs, etc would help people, have better access to the knowledge they need to do their work better. Bartholomew (2005) discussed various tools and techniques as foresight and hindsight, wikis, communities of practice, mentoring, workspace design, yellow

pages, and codifying knowledge regarding Knowledge Sharing. Egbu, et al., (2003) interpreted different techniques for KM as brainstorming, Communities of Practice, face to face interactions, recruitment and training (Egbu,et al., 2003).

Knowledge Sharing Tools

Morrow (2008) discussed about evolution of Information Technology tools in KM, web 2.0, and KM technologies and thus provided a framework for characterizing the various tools and techniques available to knowledge management practitioners i.e. blog, wiki, video conferencing, chat rooms, portals, group ware, e-mail ,teleconference, collaboration tools, search engines, etc. Al-Ghassani, Robinson, Carrillo, and Anumba (2002) mentioned the tools for KM as data and text mining, groupware, intranet/extranets, knowledge bases, taxonomies, and ontologies. Study of Balubaid (2013) examined the use of web 2.0 technology i.e. Facebook, Twitter ,Google plus, and YouTube to enhance Knowledge Sharing in an academic department.

Empirical Review of Productivity and Knowledge Sharing in an Academic Library

The overall goal of libraries throughout the world is to satisfy their users by providing relevant and up-to-date information. Librarians should be dedicated to ensuring that information is always available, in retrievable formats and can be readily disseminated on request for efficient service delivery (Kinengyere and Tumuhairwe, 2009:1). They noted that as South African society becomes more knowledge-based, the role of institutions for higher learning has been primarily concerned with building fields of knowledge that deepen scholarly and public understanding of the human condition in relation to effective management, in order to improve the quality of human life in all spheres. Thus, the main emphases in universities are based on three areas: teaching, research and consultancy. A study conducted by Balubaid (2013) at the Malaysian Public Library found that at the level of the individual, Knowledge Sharing provides the opportunity for librarians to enhance their skills by working together and improving their own productivity. These

authors further state that effective Knowledge Sharing amongst librarians in academic libraries is as significant management challenge with regard to the delivery of quality services to the public at all levels.

According to Nonaka and Takeuchi (1995:5), knowledge is only created by the individual, and not by organizations. Maponya (2004: 12) further describes knowledge creation as the development of new skills and products, better ideas and more efficient processes. Moll and Kleinveldt (2008:3) state that academic libraries need to support and encourage knowledge creating activities of individuals through dialogue, discussion, experience sharing and communities of practice. Productivity in an academic library can be seen in terms of increasing amount of information being stored in databases, knowledge-embedded processes and documentation, as well as the explicit knowledge of librarians.

Librarians have developed and applied many knowledge management principles in order to provide academic library services. In certain sections of a library, such as the reference and cataloguing section among other library services are designed to encourage the use of scholarly information, which will in turn increase the amount of academic knowledge used in higher education (Townsend, 2001:45). However, he further argued that libraries have done little on the use of organizational information in order to create new academic knowledge that can be used to improve the service level and functionality of the library. In this way, organizational effectiveness, as well as efficiency, will improve if Knowledge Sharing takes place amongst staff members in the acquisitions, cataloguing and information sections in order to create a service to optimal workflow.

The work of an academic librarian in a higher education organization is to provide post-secondary education, as well as student learning (Morrow, 2008:2). Morrow investigated the process of knowledge creation at the Grand Valley State University (GVSU) library through a lens provided by Japanese business expert Ikujiro Nonaka, in order to shed some new light on the role of the GVSU's library and its contribution to knowledge

creation and dissemination. The creation of knowledge drives civilization when knowledge is shared or disseminated in such a manner that people work together, share ideas, hold brown-bag sessions during lunch time, or work in other departments.

The above also includes reviewing of tasks, capturing records later date, taking direction or inspiration from what was shared by another group. Such new information can develop in to new knowledge. The library has to be in a position of learning and know how to stay relevant in the current information environment. By staying relevant, Morrow (2008:4) is referring to the needs and strategies of the library that are more closely related to the business competitive advantage than to the pure scholarship of the university's regular faculty. At the GVSU library, the views of the librarians were aligned with the library's goals. They supported the university's educational goals, mission and learning outcomes, and looked at how they could improve on these goals.

Based on a case study carried out on knowledge-sharing in East and Southern African libraries, which included Botswana, Kenya, Namibia, South Africa (SA), Swaziland, Tanzania, Uganda, Zambia and Zimbabwe, It was discovered that only 50% of all the respondents acknowledged that their library staff had a strong culture of knowledge-sharing. They believed that through professional discussion and other exchange programmes, they could share their knowledge internally, regionally and globally, hence facilitating better service delivery to their customers). These author further states that knowledge sharing practices will fail if there is no knowledge-sharing taking place within a library. Knowledge-sharing is extremely important, because once a person leaves an institution; he or she takes this acquired knowledge with him or her. The libraries in this study all agreed that knowledge-sharing can take place through e-mails, intranets and meetings (Morrow, 2008). Although the libraries did not really make use of Nonaka and Takeuchi's theory, the SECI model is indeed applicable. This was done through the distribution of externalized explicit knowledge as well as exchange programmes to the broader

organization. A strong partnership with other libraries and the sharing of knowledge with each other was found to exist at these East and Southern African libraries.

Methodology

The population consists of Chief Librarian and the Assistant Librarians. Questionnaire was used as the major instrument to collect data for this study. The librarians in Donald Ekong Library of the University of Port Harcourt were selected through simple random sampling. Out of forty five (45) copies of questionnaire administered to librarians in university library,

Data Presentation, Analysis and Discussion

Basic Information of Respondents

Gender of the respondents

Figure 1 below reveals that the total number of male respondents is 19 (63%), which is more than total number of female respondents, that is 11 (37%), from Donald Ekong Library, UNIPORT.

Age group of the respondents

Figure-2 discloses that the highest number of the respondents, that is 16 (53.33%), falls into the age group 36-40 years, followed by the second highest respondents, that is 11 (36.66%), were from the age group 41-45 years, while 6 (20%), 4 (13.33%), and 3 (10%)

thirty eight (38) copies were filled and returned but only thirty (30) copies were found usable which represent 66.6% response rate. Data collected through the questionnaire were analyzed using descriptive statistics of frequency count, percentage, mean, and standard deviation. A study class (grouping) was made of Librarians who have Publications and those without publications yet and Chi-square Test was used to test for Independence between the Perception of Librarians with Publications and those without Publications on Knowledge Sharing and Productivity.

respondents were respectively from the 31-35 years, Below 30 years, and 46 and above, age groups.

Highest Academic Degree of the Respondents

Figure 2 revealed that most of the respondents, that is 12 (39%) have B.A/B.Sc/BLS or equivalent degree as their highest academic degree. On the other hand, 8(26%) respondents have M.A/M.Sc/MLS or its equivalent while 7 (22%) respondents have PGD and 3 (10%) has Ph. D. as their highest academic degree respectively. However, only one of the respondents representing 3% has Diploma as his/her highest academic degree.

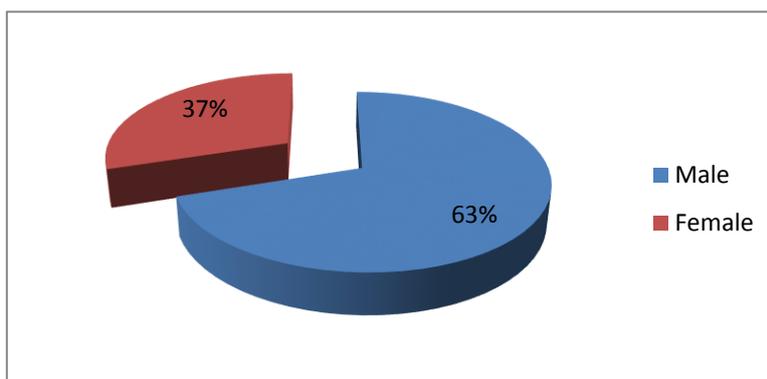


Figure1: Gender of the respondents

Source: Field survey, 2019

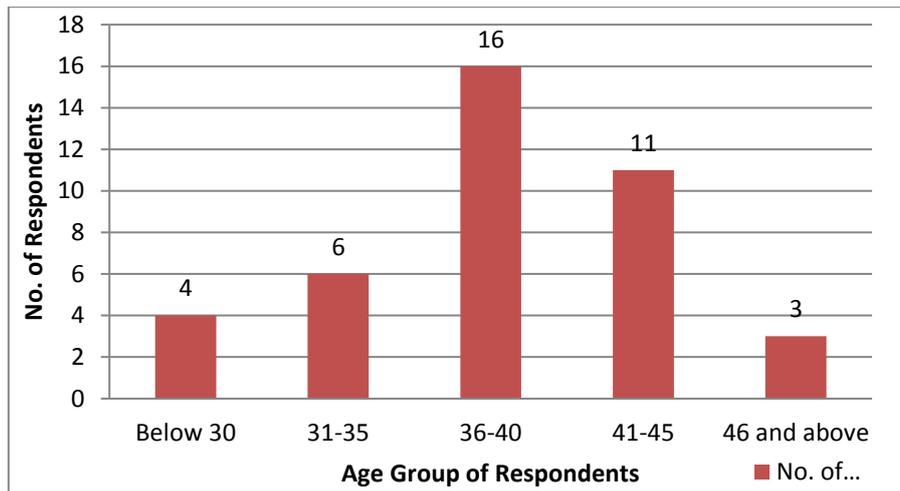


Figure 2: Age group of the respondents

Source: Field survey, 2019

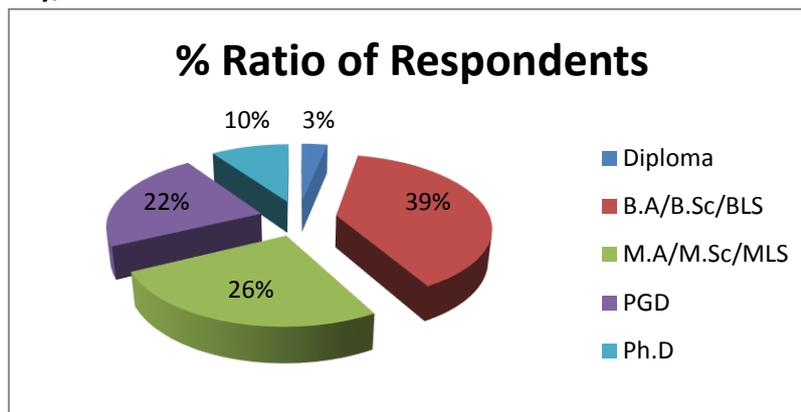


Figure-3: Highest academic degree of the respondents

Source: Field survey, 2019

Research Question 1: What is the extent of productivity (in terms of research output) of librarians in the under studied university from 2010 – 2018?

In Section B of the questionnaire, Librarians in the university’s library were requested to indicate their productivity in terms of Research Output from 2010-2018 in such forms as textbooks, book chapters, co- authored textbooks, journals articles, monographs, conference/ seminar/ workshops papers, technical reports, scientific peer-reviewed bulletins, occasional papers, patent and certified invention, working papers. Below is a representation of the productivity.

Distribution of Respondents according to Librarians with/without Publications From 2010 - 2018

Figure 4 below discloses that the highest number of the respondent that is 24 (80%) of the respondents have achieved the release of a research work from 2010 to 2018 while 6 (20%) of the respondents have not had any research works within the stated period. It is true that this distribution did not give details of the quality of research output by those who indicated that they have achieved a publication, however, this is to enable this paper determine if there is a relationship in the current culture of knowledge sharing in the library under study and productivity of librarians.

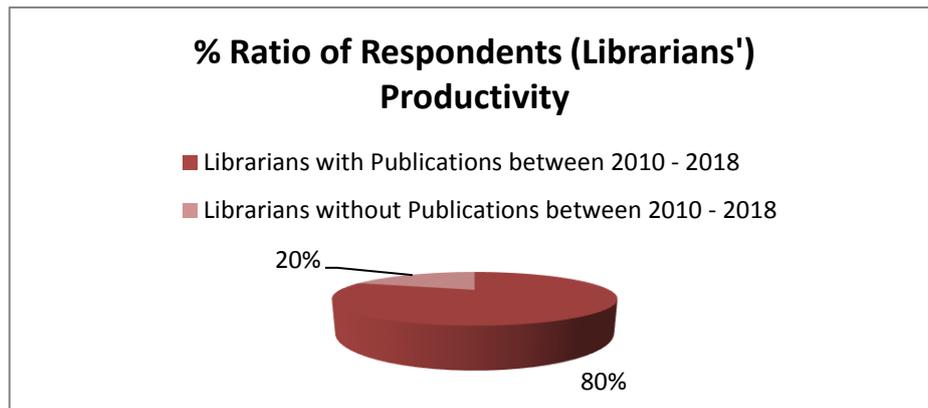


Figure 4: Distribution of Respondents according to Librarians with/without Publications between 2010 2018

Source: Field survey, 2019

The research output of librarians in Donald Ekong Library, UNIPORT from 2010 - 2018

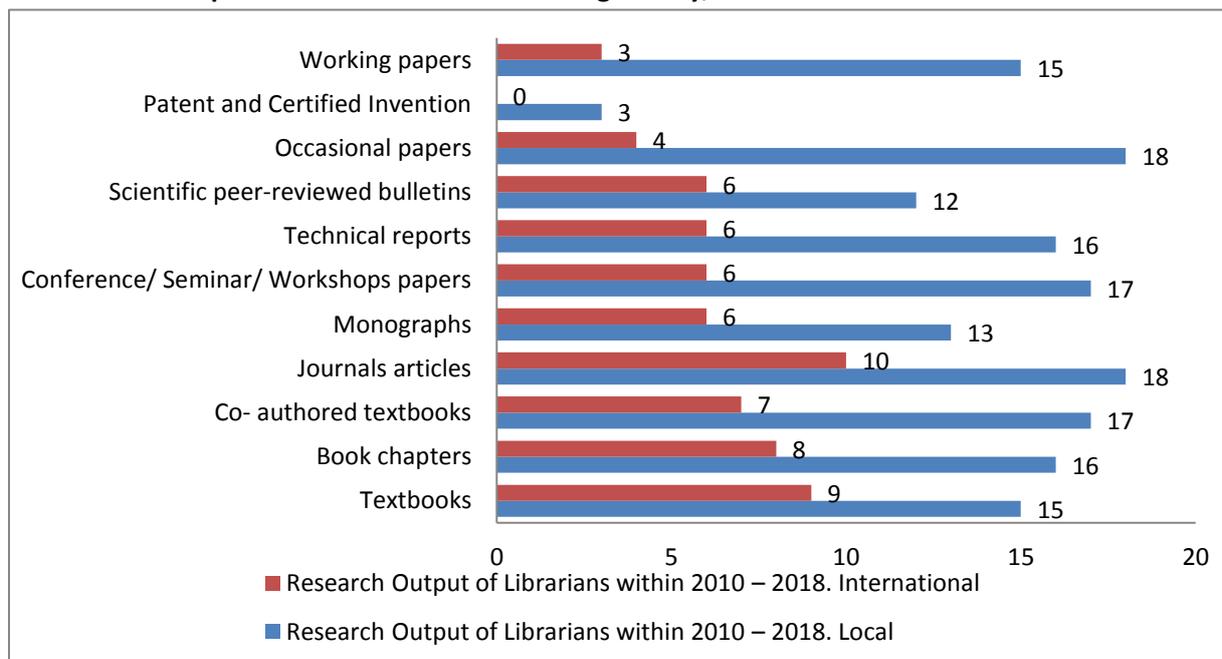


Figure 5: The Volume of International and Local Publications by Librarians from 2010 - 2018

Source: Field survey, 2019

From figure 5 above, it is clear that research output of librarians in form of publications between 2010 – 2018 in the study locale was high in some publications like Journal Articles (28), Book Chapters (24), Textbooks (24), Co-authored Textbooks (24), Conference/Seminar/Workshop Papers (23), Occasional Papers (22) and Technical Reports (22). While the remaining publications: Monographs (19), Working Papers (18), Scientific Peer-reviewed Bulletins (18) and Patent and Certified Invention (3) records relatively low in the volume of research output.

Research Question 2: What is the Perception of Librarians about the Process, Methods, Techniques and Tools of Knowledge Sharing in The University’s Library?

In Section C of the questionnaire, the Librarians from Donald Ekong Library, UNIPORT were requested to express their perception about the Knowledge Sharing Processes, Methods, Techniques and Tools in the university library. On the basis of the responses received, Tabulation Technique was applied to draw the status of the perception of the Librarians.

Table 1: Tabulation of Librarians’ Perception on Knowledge Sharing Process in the University’s Library

Knowledge Sharing process	Agree Frequency (percentage)	Disagree Frequency (percentage)	Total Frequency (percentage)
Knowledge is readily shared directly among Librarians	7(23.3%)	23(76.7%)	30(100.0%)
Knowledge is readily shared from Librarians to any medium	11(36.7%)	19(63.3%)	30(100.0%)
Knowledge is readily shared through one medium to another medium	11(36.7%)	19(63.3%)	30(100.0%)
Knowledge is readily shared from any medium to Librarians	15(50.0%)	15(50.0%)	30(100.0%)

Table 1 shows that majority of the respondents 23 (76.7%), 19 (63.3%) and 19 (63.3%) disagreed that knowledge is readily shared among librarians either directly, shared from librarians to mediums or shared from one medium to another medium. The result disagrees with the work of Morrow, (2008) who asserts that Knowledge-sharing is extremely important, because once a person leaves an institution; he

or she takes this acquired knowledge with him or her.). However, equal numbers of respondents agreed and disagreed to the statement that “Knowledge is readily shared from any medium to Librarians”. This shows that among the above processes of knowledge sharing, the like prevalent process is the sharing of knowledge from any medium to librarians in the University’s library.

Table 2: Tabulation of Librarians’ perception about the Knowledge Sharing methods

Knowledge Sharing methods	Agree Frequency (percentage)	Disagree Frequency (percentage)	Total Frequency (percentage)
Knowledge is readily shared among librarians by Peer Assist in the University’s Library	21(70.0%)	9(30.0%)	30(100.0%)
Knowledge is readily shared among librarians by After Action Review in the University’s Library	24(80.0%)	6(20.0%)	30(100.0%)
Knowledge is readily shared among librarians by Storytelling (Sharing Experiences) in the University’s Library	19(63.3%)	11(36.7%)	30(100.0%)
Knowledge is readily shared among librarians by Mentoring in the University’s Library	18(60.0%)	12(40.0%)	30(100.0%)
Knowledge is readily shared among librarians by Coaching in the University’s Library	21(70.0%)	9(30.0%)	30(100.0%)
Knowledge is readily shared among librarians by Forming groups among the peoples of same interest	20(66.7%)	10(33.3%)	30(100.0%)

Table 2 above shows that from the 30 respondents, majority of the respondents with a score of 60% and above agreed that peer assist, after action review, mentoring, coaching and interest groups are means of sharing knowledge in the University’s library. So it can be inferred that most of the librarians share and

acquire knowledge through peer assist, after action review, mentoring, coaching and interest groups. The findings support the work of Canadian International Development Agency (2003) on different Knowledge Sharing methods of which according the agency includes; as peer assist, after action review, storytelling, mentoring, and coaching.

Table 3: Tabulation of Librarians’ Perception on Knowledge Sharing Techniques in the University’s Library

Knowledge Sharing Techniques	Agree Frequency (percentage)	Disagree Frequency (percentage)	Total Frequency (percentage)
Meetings are prevalent technique of sharing knowledge among librarians in the Library	22(73.3%)	8(26.7%)	30(100.0%)
Workshops are prevalent technique of sharing knowledge among librarians in the Library	25(83.3%)	5(16.7%)	30(100.0%)
Training sessions are prevalent technique of sharing knowledge among librarians in the Library	26(86.7%)	4(13.3%)	30(100.0%)
Seminars are prevalent technique of sharing knowledge among librarians in the Library	26(86.7%)	4(13.3%)	30(100.0%)
Knowledge fairs are prevalent technique of sharing knowledge among librarians in the Library	22(73.3%)	8(26.7%)	30(100.0%)

Table 3 represents that about 26 (86.7%), 26 (86.7%), 25 (83.3%), 22(73.3%) and 22(73.3%) Librarians agreed that meetings, workshops, training session, seminars and knowledge fairs respectively are prevalent technique of sharing knowledge among librarians in the Library. The finding collaborates the results of Canadian International Development Agency (2003) & Bartholomew (2005). The authors pointed that introducing different Knowledge Sharing

meetings as forum sand meeting, workshops, training, seminars, knowledge fairs, etc would help people, have better access to the knowledge they need to do their work better. It can be concluded that meetings, workshops, training session, seminars and knowledge fairs are prevalent techniques used in the University’s library as well as the indication that these techniques are efficient in knowledge sharing among the librarians.

Table 4: Tabulation of Librarians’ Perception on Knowledge Sharing Tools in the University’s Library.

Knowledge Sharing tools	Agree Frequency (percentag	Disagree Frequency (percentag	Total Frequency (percentag
Internet/ Intranet/ Extranet	29(96.7%)	1(3.3%)	30(100.0%)
Expertise Locator Systems	29(96.7%)	1(3.3%)	30(100.0%)
Tele conferencing/ Video conferencing/ Video sharing	25(83.3%)	5(16.7%)	30(100.0%)
Blogs/Facebook/ YouTube/ Twitter	26(86.7%)	4(13.3%)	30(100.0%)
Wikis/Online discussion forums/Groupware	25(83.3%)	5(16.7%)	30(100.0%)
Webportals	26(86.7%)	4(13.3%)	30(100.0%)
Electronic databases	29(96.7%)	1(3.3%)	30(100.0%)
Online knowledge directories	25(83.3%)	5(16.7%)	30(100.0%)
Website	28(93.3%)	2(6.7%)	30(100.0%)
Instant messaging/ Onlinechatting	23(76.7%)	7(23.3%)	30(100.0%)

Out of 30 respondents, as high as 29 (96.7%) agreed to Such facilities as Internet/ Intranet/ Extranet, Electronic databases and Expertise Locator Systems as Knowledge Sharing Tools in the Library while not less that 23 (76.7%) agreed to the use of others facilities and systems for Knowledge Sharing such as Tele conferencing/ Video conferencing/ Video sharing; Blogs/Facebook/ YouTube/ Twitter;

Wikis/Online discussion forums/ Groupware; Webportals; Online knowledge directories Website and Instant messaging/ Online chatting. This nature of response suggests that these facilities and systems are both available and accessible in the University’s Library for Knowledge Sharing.

Research Question 3: What is the level of independence in the perceptions of librarians

who have publication from those who have no publications on the role of Knowledge Sharing to Productivity?

Table 5: Cross Tabulation between Study Class of Librarians (The ones that have publications and the ones that do not have) and their perception about knowledge sharing and productivity in terms of Research Output

knowledge sharing and productivity of librarians	Study Class of librarians	Agree Frequency (percentage)	Disagree Frequency (percentage)	Total Frequency (percentage)
Knowledge shared directly, shared from mediums to librarians or even shared from medium to medium in the University's library is adequate to aid the productivity of librarians	Have Publication(s)	20 (83.3%)	4 (16.7%)	24 (100.0%)
	Do not have Publication(s)	5 (83.3%)	1 (16.7%)	6 (100.0%)
Knowledge shared by means of peer-assist, after action review, storytelling, interest groups, mentoring and coaching in the University's library is adequate to aid the productivity of librarians	Have Publication(s)	21 (87.5%)	3 (12.5%)	24 (100.0%)
	Do not have Publication(s)	6 (100%)	0 (0%)	6 (100.0%)
The experience of Meetings/Workshops/seminars/training sessions and knowledge fairs as Knowledge Sharing Techniques in the University's library is adequate to aid the productivity of the librarians	Have Publication(s)	21 (87.5%)	3 (12.5%)	24 (100.0%)
	Do not have Publication(s)	4 (66.7%)	2 (33.3%)	6 (100.0%)
The extent of interaction among librarians by means of Instant messaging/ Online chatting Blogs/ Facebook/ You Tube/ Twitter/ Wikis/ Tele conferencing/ Video conferencing/ Video sharing/ Online discussion forums/ Groupware/ Web portals as Knowledge Sharing tools in the University's library is adequate to aid the productivity of the librarians	Have Publication(s)	23 (95.83%)	1 (4.17%)	24 (100.0%)
	Do not have Publication(s)	6 (100%)	0 (0%)	6 (100.0%)
The state of Expertise Locator Systems/ Internet/ Intranet/ Extranet system as knowledge sharing tools in the University's library is adequate to aid the productivity of the librarians	Have Publication(s)	19 (79.2%)	5 (20.8%)	24 (100.0%)
	Do not have Publication(s)	6 (100.0%)	0 (0%)	6 (100.0%)

From Table 5, it can be inferred that both librarians who have publications and those without publications agreed that knowledge sharing among librarians is relevant to their productivity.

Test of Hypothesis

Test of the Relationship between Knowledge Sharing and Productivity

Chi-square Test of Independence between the Study Class of Librarians and their perception about Knowledge Sharing and Productivity (in terms of research output of librarians) of Librarians in the University's Library

The purpose is to test whether the Study class of Librarians (the ones that have publications and the ones that do not have) and their perception about the Knowledge sharing and productivity are independent or not. The null hypothesis is formulated as follows:

H₀: The perception of librarians from the different study classes is same about the Knowledge Sharing and productivity.

H₁: The perception of librarians from the different study classes is same about the Knowledge Sharing and productivity.

Table 6: Chi-square Test of Independence between the Perception of Librarians with Publications and Librarians without Publications on Knowledge Sharing and Productivity

Knowledge Sharing and Productivity	Pearson Chi-square Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Decision (Ho)
Knowledge shared directly, shared from mediums to librarians or even shared from medium to medium in the University's library is adequate to aid the productivity of librarians	1.193	1	0.275	0.382	Accepted
Knowledge shared by means of peer-assist, after action review, storytelling, interest groups, mentoring and coaching in the University's library is adequate to aid the productivity of librarians	0.042	1	0.838	1.000	Accepted
The rate of organizing Meetings/Workshops/seminars/training sessions and knowledge fairs as Knowledge Sharing Techniques in the University's library is adequate to aid the productivity of the librarians	0.007	1	0.931	1.000	Accepted
The extent of interaction among librarians by means of Instant messaging/ Online chatting Blogs/ Facebook/ You Tube/ Twitter/ Wikis/ Tele conferencing/ Video conferencing/ Video sharing/ Online discussion forums/ Groupware/ Web portals as Knowledge Sharing tools in the University's library is adequate to aid the	0.503	1	0.478	0.706	Accepted
The state of Expertise Locator Systems/ Internet/ Intranet/ Extranet system as knowledge sharing tools in the University's library is adequate to aid the productivity of the librarians	0.209	1	0.648	0.785	Accepted

Table 6 shows that the p value for the importance of Knowledge Sharing to librarian productivity are greater than 0.05. So the null hypothesis is accepted. It means that the perception of librarians from the Study Class of Librarians about Knowledge Sharing to productivity is same. So it can be claimed that the perception of both librarians who have publications and those who do not have publications about Knowledge Sharing and Librarians' productivity are independent.

Research Question 4: What are the barriers to knowledge sharing in the University's Library?

Opinion of Librarians about the Barriers to Knowledge Sharing in the University's Library
In Section D of the questionnaire, the Librarians from Donald Ekong Library, UNIPORT were requested to express their perception about the barriers to Knowledge Sharing in the university library. On the bases of the responses received, Tabulation Technique was applied to draw the status of the perception of the Librarians about the barriers to Knowledge Sharing.

Table 7: Tabulation Perception of librarian about Knowledge Sharing Barriers

Barriers to Knowledge Sharing	Agree Frequency (percentage)	Disagree Frequency (percentage)	Total Frequency (percentage)
Lack of trust	20(66.7%)	10(33.3%)	30(100.0%)
Lack of collaboration	21(70.0%)	9(30.0%)	30(100.0%)
Lack of job security/job satisfaction	21(70.0%)	9(30.0%)	30(100.0%)
Lack of technological support	25(83.3%)	5(16.7%)	30(100.0%)
Lack of rewards and incentives	19(63.3%)	11(36.7%)	30(100.0%)
Poor leadership	21(70.0%)	9(30.0%)	30(100.0%)
Lack of support from top management	26(86.7%)	4(13.3%)	30(100.0%)
Lack of encouragement for creativity and	20(66.7%)	10(33.3%)	30(100.0%)
Lack of empowerment for decision making	21(70.0%)	9(30.0%)	30(100.0%)
Lack of awareness	22(73.3%)	8(26.7%)	30(100.0%)
Lack of training	21(70.0%)	9(30.0%)	30(100.0%)
Fear of loss of power	19(63.3%)	11(36.7%)	30(100.0%)
Lack of net work and communication	25(83.3%)	5(16.7%)	30(100.0%)
Lack of skills	23(76.7%)	7(23.3%)	30(100.0%)

From table 7 above, the barriers to knowledge sharing are lack of support from top management, lack of trust, lack of collaboration, lack of job security/job satisfaction, lack of technological support, lack of rewards and incentives, poor leadership, lack of encouragement for creativity and innovation, lack of empowerment for decision making, lack of awareness, lack of training, ear of loss of power, lack of network and communication, lack of skills. However, it is noteworthy that lack of support from top management; lack of network and communication; lack of technological support and lack of skills have the highest scores of 26 (86.7%), 25 (83.3%), 25 (83.3%) and 23 (76.7%) respectively while the rest barriers also rated high between 20 (66.7%) and 22 (73.3).

Conclusion

In the recent knowledge-based society, the need for robust knowledge sharing among librarians of academic libraries is imperative for librarians to redefine their stand in terms of research output. It is obvious from the finding of this study that most librarians in the university's library have good knowledge sharing experience and these experiences largely contribute to their research output. In spite of this fact, the study documented some barriers facing librarians in experiencing completely effective knowledge sharing among themselves mostly

that lack of support from top management; lack of network and communication; lack of technological support and lack of skills.

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