

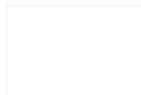
**Knowledge Sharing, Organisational Learning and Service Delivery of Librarians in  
Public Universities, Ogun State, Nigeria**

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**Being a MLIS Thesis Submitted to the Department of Information Management,  
Faculty of Communication & Information Sciences,  
Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Masters of  
Library and Information Science Degree (MLIS)**

**2024**



## Certification

This is to certify that this thesis was carried out by **Muyiwa Samuel OSIFADE** with Matriculation Number **LCU/PG/003763**, in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria, for the award of Masters Degree in Library and Information Science (MLIS) and that the work has not been previously submitted.

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## **Dedication**

This thesis is dedicated to God Almighty for His sufficient grace over my life.

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## Acknowledgment

My appreciation goes to the management and staff of Lead City University, Ibadan for providing the needed support and conducive learning environment during the course of my study and in conducting this research. I would also like to acknowledge all the public universities in Ogun State for part of this data collection process, for their cooperation and support in making this research possible.

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Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

## Abstract

Academic libraries in the modern era must operate like corporate organisations if they are to compete favourably with emerging sources of information. This means that they must pay attention to service delivery. In line with this, the work investigated the influence of knowledge sharing and organisational learning on service delivery in academic libraries of public universities in Ogun State, Nigeria. The study adopted a survey research design. The population of the study included 117 librarians from three public-funded universities in Ogun State. The research instrument was a structured questionnaire adapted from relevant theories and models. The data collected was analysed using descriptive and inferential statistics. The results of the data analysis revealed that the level of library service delivery in the university libraries is high (Mean = 3.45). In the same vein, the study found a moderate level of knowledge sharing (Mean = 3.37) and organisational learning practices (Mean = 3.22). The study also found that knowledge sharing ( $R^2 = 0.133$ ;  $p = 000$ ) and organisational learning ( $R^2 = 0.111$ ;  $p = 000$ ) individually have significant influence on service delivery. However, while there is a significant combined influence of knowledge sharing and organisational learning ( $R^2 = 0.111$ ;  $p = 000$ ) on service delivery, it was found that only knowledge sharing has a significant combined effect. The study concluded that knowledge sharing is an essential feature of modern organisations which should be fully embraced by librarians and library management. It was therefore recommended that academic libraries should invest in upgrading ICT services to match the high standards observed in technical and reader services.

**Keywords:** Knowledge Sharing, Library Services, Organisational Learning, Service Delivery,

**Word Count:** 261

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Service delivery refers to the process of providing goods, services, or support to customers or clients in an efficient, timely, and satisfactory manner. In the context of academic libraries, effective service delivery has become non-negotiable in view of the proliferation of other sources of information and changing needs and attitude of information users. Traditionally, libraries are meant to provide information resources in diverse formats to meet the needs of various categories of patrons. With the advent of information technology and the transformation that it has brought to the generation, preservation, and dissemination of information, a critical task that faces libraries across the world is to be able to provide information resources that meet the needs of various users.

Before the advent and use of Information and Communication Technology (ICT) in library services, the traditional approach to library services involves the acquisition of a large collection of printed resources and provision of services such as reference services, technical services and user services. In this era, the rating of a library depends on the size of its collection<sup>1</sup>. With the advent of alternative information sources, libraries have had to reevaluate their approach to service delivery. In view of the need to compete with other information sources, academic libraries are now adopting tools from the corporate world for service evaluation. One of these is the interest in measuring service delivery.

Service delivery typically refers to the process of providing services to customers or clients. In the business world, service delivery focus on various aspects such as speed, efficiency, quality, and customer satisfaction. In a broader context, service delivery can refer to how well an organisation is able to meet the needs and expectations of its stakeholders, whether they are customers, employees, or partners. In measuring service delivery, the focus has shifted from library collection to library users. Performance of academic libraries is therefore based on meeting the information needs of the patrons. The modern perception of service delivery has shifted the focus onto the service consumers who are now seen as formidable partners in the service provision process. Service delivery is thus the extent to which library patrons are involved in and their evaluation of various library services such as technical services, reader services, and ICT services.

Technical services are traditional referred to as 'behind-the-scene' library services which has no interactions with library patrons. However, this approach has given way to a new paradigm where library patrons are involved in technical services such as making input into acquisition of information resources, providing feedback on the effectiveness of Online Public Access Catalogue (OPACs) and expressing preference for specific data to be included in descriptive cataloguing of information resources in the library. The most effective service delivery is therefore a system in which the input of library patrons can be effectively harnessed to create services that meet the expectation of targeted library patrons. The harnessing of patron's feedback is even more essential in reader services.

Reader services are the fundamental services and resources that must be provided by academic libraries in order to be considered as a worthy academic library. These include

access to a wide range of books, journals, digital resources, and a conducive reading environment. In addition to the collection, academic libraries must also provide services such as classification, cataloguing, labelling of library materials, and binding, all of which are considered as technical services. Another set of services in academic libraries are grouped under user services. User services” refers to all activities directed towards ensuring that information users obtain the needed information and uses them maximally. In line with this, user services include current awareness services, (selective dissemination of information), electronic document delivery, OPAC and reference services, among others. However, the traditional approach to library services have change with the emergence of the information society<sup>2</sup>. What is considered as basic services in the past is no longer adequate in the current environment.

Over the years, service delivery in university libraries globally have undergone significant transformations. Reader services in academic libraries have thus expanded beyond acquiring large collection of printed resources and providing reference services. A typical academic library is now expected to provide access to the global information resources and render services such as research data management, digital content curation, and digital preservation among others<sup>2</sup>. In addition to these, academic libraries should provide virtual access to the digital resources and help users to navigate and use them effectively<sup>3</sup>. However, basic service needs are no longer adequate in the current information environment. Service delivery is also measured along the line of performance needs<sup>4</sup>.

ICT services are those services take advantage of modern technologies to provide optimal user experience for library patrons. Academic libraries now have the option to leverage

ICT to enhance services such as circulation, reference services, library marketing and use social media platforms to address user technological needs<sup>5</sup>. Experts have identified five categories of ICT in the library to include information/data capturing technologies, storage technologies, information processing technologies, communication technologies, and information dissemination technologies. These technologies are now used to render services such as resource sharing, online circulation services, creation and management of databases, digital reference services, user education, digital competence training, scholarly communication, selective dissemination of information, research support, bibliographical control services, and other sundry services<sup>6</sup>. While the input of library patrons have become more important than ever, librarians drive service delivery in academic libraries but their ability to do this may depend on several factors which include, organisational learning and knowledge sharing.

Knowledge sharing is the practice of exchanging information, skills, or expertise among members of an organisation. According to a scholar, knowledge sharing is the act of people collaborating to generate new information by exchanging both explicit and implicit knowledge<sup>7</sup>. Knowledge sharing, boosts performance and innovation at both the individual and organisational levels. In a knowledge economy, the practice of sharing one's expertise is crucial. Organisational knowledge sharing happens both at the individual and group levels.

Knowledge sharing is the process where individuals mutually exchange their knowledge, ideas and jointly create new knowledge. Furthermore, knowledge sharing incorporates bringing and getting knowledge from individuals, groups or organizations. Knowledge sharing among employees enhances the capacity of search for studies-related help from

another person. Knowledge sharing facilitates achieving outcome of collective learning. The present-day society has expressed enormous delight in the area of knowledge due to vital importance it creates in the society and organization.

Similarly, organisations such as academic libraries have begun to abandon their more antiquated practices in favour of ones that are more knowledge-and technology-based as a result of this. This is because Information Technology (IT) tools play a crucial role in knowledge management and information sharing activities within and among organisations. This makes the organization changes itself into the learning organization that can attain higher performance. However, knowledge sharing is not a given in any organisation. In line with these, experts have examined knowledge sharing in term of attitude towards knowledge sharing, subjective norms, and behavioural intention to share knowledge<sup>5,6,8</sup>.

Attitudes towards knowledge sharing refers to the disposition of individuals such as academic librarians regarding knowledge sharing. Attitude toward knowledge sharing is an important factor that influence behavioural intention to share knowledge and the actual sharing of knowledge by academic librarians. As pointed out in a study, attitude towards knowledge sharing is moulded by various factors<sup>7</sup>. It was assumed that, due to the fact that librarian are knowledge workers who may derive an edge from having more knowledge than others, and due to certain personality traits, they may have different perceptions and attitudes toward knowledge-sharing than members in other types of organizations<sup>8</sup>. However, it is also pointed out that the subjective norm in an organisation or a profession may be a factor in knowledge sharing.

Subjective norms refer to the perceived social pressures that influence knowledge-sharing behaviours among employees in an organisation. This could include expectations from peers, superiors, and the academic community. According to an expert, one of the most significant subjective norm in knowledge sharing is organisational culture<sup>7</sup>. Scholars have suggested that organisation can create the incentive or pressure to encourage knowledge sharing among their employees by following certain principles. Literature has shown that organizational beliefs, values and artefacts can either encourage or discourage knowledge sharing among the employees.

Subjective norms are frequently formed after considering organizational values and norms<sup>9</sup>. It has been argued that the prevailing subjective norm in an organizational could influence what behaviour is considered by employees to be appropriate or expected. For instance, when an organisation promotes a climate of free-flowing information, trust, and fairness, it encourages knowledge sharing. Scholars have also reported that the subjective norms in organisations such as academic libraries is driven by fairness, innovativeness, and sense of affiliation<sup>10</sup>.

Fairness refers to an employee's perception that organizational practices are just and fair. This builds trust among employees and can motivate employees to share knowledge. Innovativeness concerns employees' perceptions that the organization highly regards creativity and innovation. This builds trust between organizational members and management and can promote knowledge sharing. Affiliation is the perception of belonging to an organization. It engenders a sense of belonging that promotes a sense of duty among employees to share knowledge.

Behavioural intentions to share knowledge refers to plans or intentions employees have to share knowledge. It is the deliberate and conscious plans or inclinations of individuals to exchange information, skills, and expertise with others within an organization or community. According to experts, behavioural intentions to share knowledge are influenced by various motivational factors, both intrinsic and extrinsic. Intrinsically, librarians may be driven by a sense of personal satisfaction, altruism, or a commitment to contributing to the collective knowledge base of their institution. Extrinsically, incentives such as recognition, rewards, career advancement opportunities, and positive reinforcement from management can significantly enhance their willingness to share knowledge.

Librarians weigh the perceived benefits and costs of sharing knowledge. If the benefits, such as professional development, enhanced job performance, and improved problem-solving capabilities, outweigh the perceived costs, like time investment, fear of losing intellectual advantage, or lack of trust, they are more likely to engage in knowledge sharing behaviours. Ensuring that the benefits are clearly communicated and outweigh the costs is essential for encouraging knowledge sharing. In addition to the perception of certain benefits, the availability and usability of knowledge-sharing technologies and tools impact behavioural intentions. Easy-to-use digital platforms, collaborative tools, and efficient information systems can facilitate the sharing of knowledge and make it more likely that librarians will have the intention to use them regularly<sup>11</sup>.

In addition to information sharing, another aspect that might affect service delivery in academic libraries is organisational learning. According to researchers, organisational learning can be characterised in terms of single, double and triple-loop learning. Single

loop learning is about making easy adaptations to changes in both internal and external organisational environment and taking corrective measures or learning by improving. In the context of academic libraries, single loop learning involves making adjustments and improvements within the existing framework and policies without questioning or altering the underlying assumptions<sup>12</sup>. This could mean improving on library routines to correct specific issues without changing the fundamental processes or questioning the overall goals and strategies of the library. Effective service delivery in the information age often require more than single loop learning which makes double loop learning essential.

Double loop learning involves changing the way things are seen by altering the rules. It transforms an organization by collaboratively rethinking problems and creating new policies, goals, and approaches. In double loop learning, organizations do not simply just adjust their actions to achieve set goals as in single loop learning, but also reconsiders and potentially changes the goals themselves. This means questioning and possibly altering the fundamental norms, strategies, and mental models that shape decision-making processes. Double loop learning therefore refers to a learning challenging and revising the underlying assumptions, policies, and objectives of academic libraries in Ogun State. It involves not just fixing problems but rethinking the way things are done.

Triple-loop learning broaden the depth and breadth of learning on the range of challenges and problems encountered, linking all local learning units in a global learning infrastructure and developing skills and competences essential to exploit this infrastructure<sup>13</sup>. Within these framework of learning loops, there are different types of learning approached that can be explored. These include adaptive learning, prospective

learning, action learning, learning skills, mental models, individual domination, and self-learning<sup>14</sup>.

Adaptive learning uses educational technology such as computers interactive teaching gadgets. This learning method modifies education according to the learner's need. Prospective learning takes place when the organisation learns from the future which includes establishing the best future opportunities and creating ways to attain it. Action learning is a way for accelerating the learning and effective in dealing with the problem and effective response to changes which incorporates the teams as a process. Learning skills is an effective learning that requires various skills which means that these skills improve capacity and potentiality of an individual to learn more efficiently and better. The most significant of these skills are systemic thinking and mental models. Systemic thinking is a model for understanding the world by examining relationships between various phenomena in order to have a broader understanding of a complex world. Mental models, on the other hand is a combination of separate beliefs, assumptions and values which shape our view of the world and guides our actions<sup>9</sup>.

Organisational learning has been proven to be essential among professionals such as academic librarians whose job description and skill requirement keep evolving in line with emerging trends. In the same vein knowledge sharing is highly essential for academic librarians as it ensures the diffusion of knowledge in the workplace. Combined together, both organisational learning and knowledge sharing offer a significant potential to improve service delivery in academic libraries. However, there are few studies conducted to examine the role of these two variables in service delivery, particularly in the context of academic libraries of public universities in Ogun State, Nigeria.

## 1.2 Statement of the Problem

Service delivery in academic libraries is essential in order for libraries to maintain its acclaimed status of the hub around which academic activities in universities revolve. Effective service delivery contribute to quality academic output, helps academic library stay ahead of competing sources of information, and justifies the investment in the library. In the context of Ogun State, Nigeria, academic libraries are facing low patronage, reduced funding and academic library personnel are often seen as non-essential staff which often affect their welfare and career prospects. Scholars have identified effective service delivery as the panacea to majority of challenges facing the library. However, service delivery itself is a function of various of factors, majority of which can be controlled by the library itself.

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

### **1.3 Aim and Objectives of the Study**

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

- i. identify the level of service delivery in academic libraries of public universities in Ogun State, Nigeria;
- ii. identify the level of knowledge sharing among academic libraries of public universities in Ogun State, Nigeria;
- iii. assess the prevalence of organisational learning in academic libraries of public universities in Ogun State, Nigeria;
- iv. determine the influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria;
- v. examine the influence of organisational learning on service delivery in academic libraries of public universities in Ogun State, Nigeria;
- vi. ascertain the combined influence of knowledge sharing and organisational learning on service delivery in academic libraries of public universities in Ogun State, Nigeria;

### **1.4 Research Questions**

The study was guided by the following research questions;

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

3. What is the prevalence of organisational learning in academic libraries of public universities in Ogun State, Nigeria;

## **1.5 Hypotheses**

The following research hypotheses were tested at 0.05 level of significance;

- H<sub>01</sub>: There will be no significant influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria.
- H<sub>02</sub>: There will be no significant influence of organisational learning on service delivery in academic libraries of public universities in Ogun State, Nigeria;
- H<sub>03</sub>: There will be no significant combined influence of knowledge sharing and organisational learning on service delivery in academic libraries of public universities in Ogun State, Nigeria;

## **1.6 Significance of the Study**

The study has the potential to benefit various stakeholders and significantly improve academic library services in Ogun State in particular and Nigeria in general. The stakeholders likely to benefit from the study include: academic librarians, library users, institutions, management, policy makers, professional bodies, and researchers.

The findings of the study have the potential to be of benefit to academic librarians. By exploring best practices for knowledge sharing and organizational learning, librarians can enhance their professional development and skill sets. Improved service delivery mechanisms will enable them to better manage information and assist library users. Furthermore, a more efficient and supportive work environment could lead to increased

job satisfaction among librarians. In addition to academic librarians, library users, including students, staff and lecturers, will also benefit from enhanced library services. Improved access to academic resources, whether physical or digital, can greatly support their research and learning activities. Librarians who are well-equipped with current knowledge and skills can offer better research support, contributing to a richer academic experience. Overall, the quality of education and research support will improve, directly benefiting the users.

For academic institutions, the findings of this study could lead to increased operational efficiency and better use of resources. High standards of library services enhance the institution's reputation and contribute to academic excellence. Effective knowledge sharing and organizational learning practices help attract and retain talented students and faculty, further elevating the institution's status. Library management and administration will also benefit from the study as they can use the study's insights for informed decision-making regarding resource allocation, training programs, and technological investments. Improved service delivery and organizational learning practices can lead to better performance metrics and service quality indicators, supporting strategic goals and policy development.

Policy makers and government agencies can benefit from the study by using its findings to formulate supportive policies for academic libraries. Insights from the research can inform decisions about resource allocation, ensuring libraries meet user needs effectively. The development of benchmarks and standards for library services can also be supported by this study, aiding in the improvement of academic libraries across the board. Most importantly, the study will also add to existing knowledge thereby enrich current and

future researches. Researchers and academics will find new research opportunities and potential interdisciplinary studies through the gaps and suggestions identified in this study. Enhanced collaboration, fostered by effective organizational learning and knowledge sharing, can lead to more robust research outcomes, contributing to the broader field of library and information science.

### **1.7 Scope of the Study**

The study scope covers the subject, population and geographical scope. The subjective examines the influence of knowledge sharing and organisational learning on service delivery academic libraries of public universities in Ogun State, Nigeria. The independent variable is service delivery which is measured by metrics such as basic service needs, performance needs, and excitement needs. The first independent variable is knowledge sharing. This variable is measured by metrics such as attitudes of librarians, subjective norms, and behavioural intentions. The second independent variable is organizational learning measured by; single loop learning and double loop learning. The population of the study include academic librarians in Ogun State tertiary institutions. Academic librarians are focused on because they are responsible for the intellectual activities and key decision making in the library. In term of geographical scope, the study covers academic libraries in public-funded universities in Ogun State, Nigeria. These universities are Federal University of Agriculture, Abeokuta, Tai Solarin University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye.

## **1.8 Limitation to the Study**

The study faced certain limitation especially in obtaining the data on population of the study. Although the researcher had access to unofficial channels, getting official confirmation of figures obtained based on the number of librarians available in each libraries proved difficult. However, this was eventually resolved through interventions from the researchers' supervisor.

## **1.9 Operational Definition of Terms**

**Service Delivery:** This refers the provision of library services by academic libraries in Ogun State such as lending books, providing access to digital resources, offering reference and research assistance, and creating a conducive environment for study and research.

**Technical Services** refers to the behind-the-scenes operations carried out by academic librarians in Ogun State that support the acquisition, organization, and maintenance of a library's collection. This includes tasks such as cataloguing and classifying materials, processing new acquisitions, managing subscriptions to journals and databases, and maintaining the library's catalogue.

**Reader Services:** These are the direct interactions between academic librarians in Ogun State and library patrons that focus on meeting the information needs of users and enhancing their overall experience in the library.

**ICT Services:** These services rendered by academic librarians in Ogun State involving the integration of technology to support both the library's operations and its users,

ensuring that digital tools and resources are available and accessible to enhance learning and research.

**Knowledge Sharing:** this is the practice of exchanging information, skills, or expertise among academic librarians in Ogun State. It involves academic librarians in Ogun State sharing their knowledge with each other and with library users, such as students and faculty.

**Attitudes of Librarians:** refers to the disposition of academic librarians in Ogun State in favour of, or against knowledge sharing are crucial in creating a collaborative and open environment.

**Subjective Norms:** refer to the perceived social pressures that influence academic librarians in Ogun State knowledge-sharing behaviours. This could include expectations from peers, superiors, and the academic community.

**Behavioural Intentions:** refers to the librarians' plans or intentions of academic librarians in Ogun State to engage in knowledge-sharing activities.

**Organizational Learning:** refers to the process by which academic libraries in Ogun State improves their ability to achieve their goals by creating, retaining, and transferring knowledge. Organisational learning can be in form of single-loop or double-loop learning.

**Single Loop Learning:** this involves making adjustments and improvements within the existing framework and policies without questioning or altering the underlying assumptions. For academic librarians in Ogun State, this could mean improving on library routines to correct specific issues without changing the fundamental processes or questioning the overall goals and strategies of the library.

**Double Loop Learning:** this refers to a learning challenging and revising the underlying assumptions, policies, and objectives of academic libraries in Ogun State. It involves not just fixing problems but rethinking the way things are done.

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## **Chapter Two**

### **Literature Review**

This chapter commences by reviewing recent studies conducted on service delivery, knowledge sharing, and organizational learning followed by theoretical and empirical review on related literature on both knowledge sharing, organizational learning and their effects on service delivery.

#### **2.1. Conceptual Review**

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## **2.1. Conceptual Review**

### **2.1.1. Concept of Service Delivery in Academic Library**

University libraries render varieties of services to users with attendant effect on teaching, learning and research output. Libraries are societal institutions that cater to the informational requirements of people and collectives, contributing to personal and national progress. Libraries are dynamic institutions that evolve alongside human civilization. Libraries have crucial roles in both formal and informal education, research and innovation, cultural activities, religious affairs, leisure, and their impact extends to all aspects of society. The imperative for societal, economic, academic, and cultural advancement necessitates the establishment of many sorts of libraries<sup>1</sup>.

Libraries are typically classified as special libraries, public libraries, school libraries, national libraries, and academic libraries. An academic library is a dedicated institution that serves its parent institution, such as a college, polytechnic, or university, by providing and preserving information resources and services to support scholarly activities. University libraries play a crucial role in facilitating university study and research. They are managed by dedicated professionals who are committed to ensuring that information is freely and openly accessible. Internationally, librarians must demonstrate the value of the library to the parent institution's investment. This can be demonstrated by the extent of dedication to customer happiness, while the library resources are anticipated to enhance the calibre of academic study and research, thereby providing the university with a competitive edge<sup>2</sup>.

Moreover, the quality of a university education can be assessed by the standard of its library collections, which include books, E-resources, academic databases subscriptions, information technology, and the competence of its personnel. These factors are crucial in fulfilling the university's vision and goals of providing information to support knowledge production<sup>1</sup>. The primary objective of the university is to expand the knowledge of the community by efficiently providing information resources and services in the library for research, teaching, and learning. The primary beneficiaries of university library services are enrolled students, professors, and administrative staff.

Additionally, stakeholders from diverse sectors within the local community where the institution is located can also derive advantages from the services provided by university libraries. University library services prioritises the needs and expectations of customers<sup>2</sup>. A scholar classified university library services into three categories: collection development, technical services, and user services. Nevertheless, certain librarians perceive collection development as a component of technological services within certain university libraries. Collection development is the process of identifying, selecting, and acquiring library materials, such as books, e-books, and databases.

Technical services refer to the activities involved in processing obtained materials to provide efficient organisation, access, and retrieval. This include the processes of categorising, organising, labelling, and binding library items, among other tasks. "User services" encompasses the methods and protocols for distributing information to users, including current awareness services, selective distribution of information, electronic document delivery, OPAC, and reference services, among others. Over the years, service delivery in university libraries has experienced numerous transformations and obstacles.

The key areas of concern include digital preservation, mobile environments, diverse user demographics, scholarly communication, staffing challenges, user behaviours and expectations, higher education, research data management tools, role development, and familiarity with a wide range of digital content. Significantly, the utilisation patterns of library patrons underwent a substantial transformation. The number of in-person visits to the library for borrowing books has significantly decreased, while the usage of online platforms to access the library's digital resources has greatly increased. However, the current digital revolution has also impacted libraries worldwide, including prestigious colleges, leading to many changes and issues<sup>3</sup>.

Scholar asserted that organizations that consistently aim to provide excellence and high-quality service must comprehend the employee service delivery system. Because the nature of service delivery is so unique to an organisation, the method of providing services differs from one business to the next<sup>4</sup>. This approach provides a framework for managing employee service delivery in a more effective and efficient manner. Engaged parties, the service provider, and the service recipient are all involved in the delivery of services. As a result, a relationship created to satisfy the requirements or resolve issues for one or more communities, people, homes, enterprises, or corporations can also be regarded as a service. In line with these, university libraries provide users with a variety of services, as services are a library system's primary output<sup>5</sup>.

Like every other service rendering organization, libraries have seen substantial transformations in recent years. The introduction of information and communication technology has significantly influenced the way information services are provided. The user's text is straightforward and precise. Conventional methods of spreading information

have been replaced by technological forms of communication. The advancements and utilization of ICT in library operations have enhanced and simplified the distribution of information and access. Additionally, it has also introduced new responsibilities in the provision, dissemination, and transfer of information. The librarian has transitioned from a passive role to an active role<sup>6</sup>. He has transitioned from being a curator of books to becoming the gateway to a multitude of knowledge sources. It was believed that libraries, which traditionally focused on supplying books, have adapted to the digital age in order to cater to the changing demands of their users.

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

An important aspect to consider in the application of technology to library services is the correlation between individuals and technology. Individuals, in this case, librarians, must adapt their behaviour and mindset in order to properly operate within an automated setting. Academic libraries are required to include digital sources in order to stay at the forefront of providing and distributing information. In recent times, there has been an increasing inclination among students and staff towards electronic information resources as opposed to printed books and other reading material. The proliferation of digital information has prompted students to seek alternate methods of studying and conducting

research, utilizing laptops and cell phones as tools. The prevalence and utilization of libraries in developing nations have been diminished by the advent of digital technologies. Moreover, the use of personal computers (PCs) including laptops, palmtops, and phones to access information online is having a negative impact on the number of people utilizing academic libraries<sup>7</sup>.

It has been claimed that academic information users no longer views the academic library as a crucial component of their studying and research. Instead, they are starting to view the library as one of the relics of academic activities incompatible with contemporary research activities and scholarship. Libraries must therefore make a concerted effort to correct this misconception and retain their users and excel in providing information sources that cater to the needs of contemporary information seekers. This requires an holistic review of service delivery in academic libraries.

It is necessary to ensure that the academic library excels in generating, providing, and disseminating information. The library's efficacy in service delivery relies heavily on the librarians, who are the essential human resources. The 21st century is characterized by the abundance and widespread availability of information. It is commonly regarded as the age of the rapid proliferation of information production and the abundance of information sources<sup>8</sup>. The term commonly used to refer to this period is the "knowledge age". Emerging work patterns and evolving business practices have given rise to the need for new types of labour that demand distinct and varied skill sets. The definition of knowledge has undergone a transformation in this era.

Knowledge is no longer confined to the mental capacity of specialists, the contents of books, or the boundaries of academic disciplines. It is currently perceived as a type of energy, functioning as a complex network that facilitates actions and events. In the era of knowledge, change is inevitable rather than stability. In the era of knowledge, professionals must possess the ability to swiftly seek, evaluate, and convey novel information. Knowledge is now measured by the ability to adapt to changes, creativity, and innovation, as well as the ability to comprehend things at a systemic or holistic level<sup>9</sup>.

The advent of Information and Communication Technology (ICT) has transformed the academic library in the 21st century. The role of the library. Print materials are no longer adequate for storing information. CD-ROM databases, electronic document delivery, automated cataloguing, circulation systems, and online information retrieval (OPAC) are already commonplace. Scholars acknowledges that the emergence of the internet, digitization, and the capability to remotely access library and research resources have brought about significant transformations by the close of the 20th century<sup>10</sup>.

More so, it was opined that advancements such as expert systems, wireless networks, virtual collections, interactive Web interfaces, virtual reference services, and personal Web portals have led to significant transformations since the beginning of the new millennium. It was argued that the development of information technology, information systems, and information networks has been occurring. This century has also saw a significant shift in the information seeking behaviour of users<sup>11</sup>. Customers now have higher expectations for distance service delivery in libraries. They demand a wide range of automated push and pull services from libraries, even when they are not physically there<sup>12</sup>.

Nigerian university libraries in the 21st century are adapting to align with the information-seeking behaviours of their patrons. The situation has led to the creation of digital libraries as a supplement to traditional ones. This is demonstrated by the effort to digitize library materials in order to meet the information requirements of modern users, specifically the 21st century library users who are highly skilled in utilizing new sources and technology. In the 21st century, librarians, as the traditional guardians of information, must be cognizant of these notable changes and utilize their technological expertise and intellectual prowess to maintain the prominent position of academic libraries in facilitating education, learning, and research. Therefore, the librarian of the 21st century must possess proficient abilities that will improve the delivery of efficient library services in order to fulfill the evolving information requirements of clients.

It is imperative to know that for effective service delivery, libraries and librarians must be able to pre-empt all categories of prospective user's information needs which can be categorised into; 'Must-be' Requirements, One-Dimensional Requirements, Attractive Requirements, Indifferent Requirements, and Reverse Requirements. Understanding all these needs and the demands is pivotal to effectiveness to library service delivery<sup>13</sup>. It involves anticipating what library patrons need, meeting those needs, listening to feedback from the patrons and making necessary adjustment to make the patrons happy.

The must-have necessities are essential characteristics or prerequisites of an item. If these requirements are not met, the client will be extremely dissatisfied. However, if the client fails to recognize these requirements, their contentment will not enhance their overall fulfilment. Fulfilling the necessary requirements will only result in a state of 'not dissatisfied'. The client perceives the must-have requirements as crucial; yet, they

underestimate their importance and hence do not explicitly request them. Prerequisites that must be met are an essential determining factor, and if they are not fulfilled, the customer will have no interest in the product whatsoever<sup>14</sup>.

The must haves in the library parlance may include access to books and other relevant information resources. Users expect the library to have a well-maintained collection of books, journals, and other resources. If the collection is outdated or resources are unavailable, users will be dissatisfied<sup>15</sup>. Library resources are no longer limited to resources as library shift from custodian of information to access providers. As a result, it is an unwritten law that the modern academic library must provide access to relevant scholarly databases, internet access and information literacy training among others. More so, libraries are expected to provide quiet areas for study and research. Noise and lack of space would lead to dissatisfaction. Users expect librarians to offer basic help in finding resources and using the library catalogue. Poor service in this area would cause dissatisfaction.

Regarding one-dimensional requirements, client happiness is directly proportional to the degree of fulfilment. There is a direct correlation between the level of fulfilment and customer satisfaction. When the level of fulfilment is higher, customer satisfaction also increases, and vice versa. Customers typically expressly demand one-dimensional specifications<sup>16</sup>. The more extensive and up-to-date the library's collection, the higher the user satisfaction. Limited resources lead to dissatisfaction. More so, longer and more convenient opening hours increase user satisfaction, while limited hours cause dissatisfaction. Leveraging on the digital era and its demands, providing comprehensive

online databases and digital access to resources improves satisfaction. Lack of digital access would result in dissatisfaction.

For attractive requirements, are requirements are the product characteristics that have the most significant impact on consumer satisfaction with a particular product. The consumer does not expressly state or anticipate attractive requirements. Meeting these requirements results in satisfaction that exceeds expectations. In the absence of meeting these conditions, there is a complete absence of dissatisfaction<sup>17</sup>. Attractive criteria refer to the characteristics of a product or service that surpass customers' expectations which to the library man includes Innovative Programs and Workshops like offering unexpected and innovative programs, such as coding workshops or author meet-and-greet events, can delight users, Librarians providing personalized book or research recommendations can greatly enhance user experience. Creating a modern, comfortable environment with amenities like coffee shops, collaborative spaces, and ergonomic seating can significantly boost satisfaction.

Indifferent requirements refer to the product or service features that hold minimal importance or value for customers. Regardless of whether these needs or features are adequate, they will not lead to either customer satisfaction or customer discontent. This indicates that buyers do not experience any distinct emotions<sup>18</sup>. For example in the library parlance, the design of the library's logo or branding elements typically does not affect user satisfaction significantly. The specific colour scheme of the library's interiors is generally of little importance to users as long as the environment is clean and functional.

The term "reverse quality requirements" refers to features that have a linear relationship between satisfaction and an insufficient level of requirements, as well as between dissatisfaction and a sufficient level of requirements. There is a strong correlation between meeting these conditions and feeling dissatisfied. Conversely, not meeting these requirements leads to satisfaction. Put simply, buyers are content when these requirements are lacking, but discontent when they are there<sup>19</sup>. This in librarianship could include Automated Services- Some users might appreciate self-checkout systems and automated book drops for their convenience, while others might prefer personal interaction with library staff and find these features impersonal. Makers space, Some users prefer absolute silence for study, while others might value spaces that encourage group work and collaboration. Balancing these preferences can be challenging but library must be up to the task.

A study aims to identify, categorize, and rank the retail store attributes, based on their effects on customer satisfaction. A survey focusing on retail store characteristics that impact customer satisfaction was developed and distributed. Over 400 responses were collected and evaluated, using the Kano model. Results showed that visually appealing facilities and error-free transactions are of prime importance to customers. They are taken for granted, but their absence plays a significant role in customer dissatisfaction. An easy-to-navigate store layout and readily available service increase customer satisfaction, but their absence doesn't decrease customer satisfaction. Clean public areas and modern-looking equipment are important, and improvements to them increase customer satisfaction at a proportional rate. The findings of this study will assist service providers in realizing the relative importance of the attributes of retail stores and in evaluating the

impacts of their current practices on customer satisfaction levels. Such importance will also help retail sector policy makers in mandating policies focusing on must-have attributes to preserve customer satisfaction<sup>20</sup>. Situating this to librarianship, the library must work on things like the aesthetics looks of both the physical and the online looks.

A study uses Kano's satisfaction model to measure the performance level of some public libraries in Italy, and the performance level of each of the dimensions was obtained using three dimensions of "service impact", "information control" and "library space and location" as independent variables along with the dependent variable of "users' satisfaction with library services" formed the research variables. The findings showed that the service impact component is part of the group of motivational services with high performance, this shows that the managers of the studied public libraries do not need to improve the performance of this component. Instead, the performance of this component should be maintained at the current level.

The information control component is a part of the group of motivational services and has a low performance, and if its performance is improved, it can cause a significant increase in satisfaction. The studied public libraries need to improve the performance of this component. The library location component is part of the functional services group. This variable (information control) has a low performance score. In the interpretation of functional service group, it should be said that increasing performance and variable level increases satisfaction and decreasing its level decreases satisfaction<sup>21</sup>.

Conclusively, Service delivery in academic libraries is a dynamic and multifaceted process that requires ongoing adaptation to meet the evolving needs of users. By focusing

on user-centered design, embracing innovative services, fostering collaboration, and investing in professional development, academic libraries can enhance their service delivery and play a pivotal role in supporting the academic and research endeavours of their communities. Effective service delivery not only improves user satisfaction but also reinforces the library's position as a vital resource in the academic ecosystem. Service delivery in academic libraries encompasses a wide range of activities aimed at supporting the academic and research needs of students, faculty, and staff. Effective service delivery is crucial for enhancing the user experience, promoting the use of library resources, and contributing to the overall educational mission of the institution. Moreover, researchers has proven that there are factors that enhances or hampers service delivery even among library staff in academic libraries.

### **2.1.2. Concept of Knowledge Sharing**

Knowledge sharing is a critical component of knowledge management and innovation, representing the exchange of information, skills, insights, and experiences among individuals and groups within an organization or community. This concept has been seen by different authors as an integral factor to the collective intelligence and competence of any organization, fostering an environment where continuous improvement and problem-solving can thrive. Knowledge sharing involves the dissemination of explicit and tacit knowledge from one individual or group to another. Explicit knowledge is codified and easily transferable, such as manuals, documents, and databases. Tacit knowledge, on the other hand, is personal and context-specific, often conveyed through direct interaction and shared experiences.

Knowledge and its management lack a universally accepted definition. However, knowledge can be described as comprehension acquired by personal experience, individual learning, and a familiarity with specific material<sup>22</sup>. Knowledge can be categorized as either tacit or explicit. Tacit knowledge encompasses heuristic abilities, intuition, and best practices that are stored in the human mind. On the other hand, explicit knowledge refers to rule-based knowledge that is employed to complete tasks and is frequently written or codified<sup>23</sup>.

Tacit knowledge is inherent in human abilities and mostly transmitted through social exchanges and interactions<sup>24</sup>. Know-how and know-why, as well as beliefs and values deeply ingrained in the human mind, are often overlooked forms of informal and personal skills, insights, experiences, or crafts. On the other hand, explicit knowledge refers to knowledge that is clearly expressed, recorded, and documented. It takes the form of various types of information such as documents, policies, databases, rules, formulas, reports, diagrams, specifications, manuals, and records<sup>25</sup>. Explicit knowledge is highly transferable, which is why it is said to be porous and mobile. To put it simply, explicit knowledge refers to tacit information that has been transformed into a formal, structured, and systematic format that can be readily communicated and accessed.

Knowledge is the organizational resource that will make the greatest contribution to increasing the competitive advantage, raising productivity, improving the quality of work performance and ensuring overall organizational growth in academic libraries in the knowledge economy<sup>26</sup>. If they are to remain at the forefront of providing relevant library services to users, academic library staff need to acquire and equip themselves with new knowledge on library practices and policies. The knowledge gained by academic library

staff through constant interaction with information resources, library users and colleagues in the course of their work is critical in the creation of new knowledge and the provision of quality services in the academic library<sup>27</sup>. Academic libraries were among the first organizations to adopt knowledge sharing. Research reveals that knowledge sharing is infused into areas of academic library services such as reference service, circulation service, collection development service, research support service and interlibrary loan service. Librarians working in these areas share knowledge on user needs, library use, the planning and acquisition of library resources, the cataloguing and classification of library materials as well as access and information delivery<sup>28</sup>. These librarians also share ideas and insights relating to the use of technology in the provision of services.

Scholarly discussions on knowledge sharing in academic libraries primarily center around knowledge sharing practices and the role of technology in facilitating knowledge sharing to enhance service provision<sup>29</sup>. However, academic libraries have not yet established a formalized system for sharing knowledge. This includes the development and implementation of strategies to encourage employees to share knowledge, with the aim of improving performance, fostering innovation, and enhancing service provision<sup>30</sup>. Knowledge exchange at academic libraries is typically disorganized, primarily consisting of casual talks and often happening by coincidence<sup>31</sup>.

Knowledge sharing is an aspect of knowledge management considered as a process of transferring knowledge such as skills, experiences and understanding between individuals, groups and organisations while knowledge sharing practices are diverse personal interactive processes such as discussions, debates and meetings, where one is influenced by other's experiences<sup>32</sup>. Knowledge sharing practices include; verbal discussion,

seminars/workshops, mentoring, staff meetings, storytelling, community of practice, and so on. Knowledge sharing practices are means where people share what they know.

Knowledge sharing is the act of workers inside the same organization exchanging information with each other through a series of behaviours. When someone shares their expertise, they provide guidance to another person utilizing their own information, insights, and thoughts in order to enhance the other person's position<sup>33</sup>. Additionally, it is crucial for the individual disseminating their knowledge to have a clear understanding of the intended goal and practical application of the shared knowledge, as well as the specific needs and informational deficiencies of the recipient. This encounter results in the acquisition of knowledge or skills by the recipient.

It was posited that knowledge sharing, which involves the process of constructing knowledge, can be accessed by others within a framework of unity<sup>34</sup>. In line with the aforementioned description, it was also contended that knowledge sharing entails both imparting one's own knowledge to others and acquiring knowledge from others<sup>35</sup>. Furthermore, knowledge sharing may be described as a cultural practice within an organisation where individuals exchange their knowledge, experience, and abilities through social interactions<sup>36</sup>. Knowledge sharing encompasses two aspects: (i) the deliberate transfer of one individual's knowledge to another person, and (ii) the act of gathering knowledge. An instance of knowledge sharing involves individuals who are willing to disseminate knowledge in order to enhance efficient communication with their peers, as well as those who adeptly seek advice from their acquaintances to acquire new knowledge<sup>37</sup>.

Knowledge sharing refers to the transmission of task-related information or feedback about a technique. It can also involve communication about a specific task and the direct or indirect exchange of tangible goods. Nevertheless, certain studies have demonstrated the significance of knowledge sharing as the transfer of thoughts or ideas from one person who possesses it to another individual who requires it<sup>38</sup>. Corroborating this assertion in their study. The authors argued that knowledge sharing involves the collective impact of a group of individuals on the overall knowledge of the organisation<sup>39</sup>.

In a separate study, some researcher identified two aspects of knowledge sharing: the act of soliciting information or ideas from colleagues, and the dissemination of knowledge that provides insights and understanding to coworkers<sup>40</sup>. Sharing knowledge is a crucial way for staff members to contribute to the application of knowledge. It confers a competitive edge to any organisation. In addition, they explicitly said that utilising the knowledge base resources facilitates the sharing of knowledge among staff members and within teams, hence contributing to the organization's performance<sup>41</sup>. However, it was acknowledged that many organisations recognise the substantial impact of knowledge as the fundamental basis for gaining a competitive edge. Essentially, acquiring information involves actively participating in the process that gives it significance<sup>42</sup>. Knowledge sharing is a deliberate process in which knowledge is made reusable by transferring it through personal experience to others.

Knowledge sharing is commonly understood as the act of connecting two parties through the exchange of information. The individual who possesses it and the individual who acquires it. Several studies have indicated that both extrinsic and intrinsic motivation can significantly influence the sharing of knowledge<sup>43</sup>. Nevertheless, a scholar defines

extrinsic incentive as a temporary strategy that does not ensure long-term commitment to sharing knowledge. However, several researchers argue that extrinsic motivation is not appropriate when the knowledge being communicated is limited to practical tacit knowledge<sup>44</sup>. Knowledge is not easily disseminated like a commodity, as it is inherently personal and protected by the individual.

Therefore, acquiring new knowledge from another person involves effectively utilising their thoughts and subsequently being able to reintegrate it in the future. Currently, the decision to share or withhold knowledge is influenced by the significance of acknowledging personal resolve. Nevertheless, workers may choose to either disclose or withhold their ideas for various reasons. Several research conducted by various scholars have demonstrated that workers are motivated to share their ideas and information as a part of their duties and to provide guidance to others in making correct decisions. They hold the belief that sharing knowledge is an integral component of job success and involves the exchange of ideas. The act of sharing knowledge is crucial as it facilitates the transfer of knowledge from an individual to the organisational level, hence establishing a relationship or link between people and the organisation<sup>45</sup>. Knowledge sharing is regarded as crucial, particularly in relation to empowering individuals by endorsing a mission, vision, and values.

In addition to encouraging collaboration for knowledge sharing, the organisation must maintain a conducive environment, adhere to established standards, foster collective team responsibility, and demonstrate a strong awareness when making decisions<sup>46</sup>. Knowledge sharing was defined as a method to achieve a desired outcome. Therefore, he categorised it as the mechanism through which workers and groups transmit their knowledge for

mutual advantages<sup>47</sup>. Reflecting on the historical roots of knowledge sharing, asserted that it has evolved into a comprehensive and profound area of research focused on the transfer of technology and innovation. He contended that knowledge exchange had lately advanced in the realm of strategic management<sup>48</sup>.

Research on information sharing has advanced to a level where it focuses on the perception of professional knowledge. Several scholars have posited that the exchange of information occurs between two individuals: the possessor of knowledge and the seeker of knowledge. A researcher contends that the sharing of information can be seen as the act of freely granting other individuals, both within and outside the organisation, access to one's valuable knowledge and expertise. The researcher highlighted the significance of social presence in knowledge sharing. He argued that when knowledge is based on action and unspoken elements, the behaviour of sharing knowledge is more likely to be influenced by one's time and skills in traditional face-to-face communication or other forms of discussion<sup>49</sup>. In addition, it was argued that the effectiveness of information sharing techniques is improved when there is clear understanding of the knowledge being exchanged, the individuals involved in the exchange process, and the most suitable skill to utilise<sup>50</sup>.

In a study undertaken by some scholars, the process of information exchange was examined and categorised. They stressed that fostering knowledge sharing involves building an environment where individuals can acknowledge their knowledge, have a strong desire to enhance their skills, and, most importantly, collaborate on common tasks. Researchers have attempted to elucidate the different concepts in knowledge management, including information sharing, knowledge transfer, and knowledge exchange<sup>51</sup>.

To buttress further, some scholars provide the evidence for this research. Knowledge sharing is supposed to take place in experimental and practical investigations, when individuals are provided with specific information. Knowledge transfer is a sort of knowledge sharing that involves the transmission of information resources and knowledge from the owner to the receiver. Knowledge exchange involves the dissemination of ideas to others and the acquisition of knowledge from others. This study focuses on analysing the knowledge practices of library personnel in general, with a specific emphasis on the library staff at IIUM Campus library. The examination is based on the provided dimensions. The subsequent sub-section delineates the efficacy and efficiency of knowledge exchange<sup>52</sup>.

In order to offer a precise and favourable explanation of effective and efficient knowledge sharing, the researcher refers to the definition provided by a scholar. Knowledge sharing efficiency is described as the quantification of the time, effort, and expenses required to share knowledge. Knowledge sharing efficacy pertains to the use of shared knowledge<sup>53</sup>. The preceding explanation demonstrates that the efficacy and efficiency of knowledge workers are directly impacted by the practice of information sharing. Nevertheless, certain elements exert influence on the process of knowledge exchange. Researchers classify those elements in various ways.

Some scholars classified knowledge sharing elements into three sub-groups: technological factors, individual factors, and organisational aspects. The technical elements pertain to information technology, encompassing both software and hardware components. These factors arise from knowledge management systems and are utilised in the facilitation of sharing activities. Individual factors are derived from an individual's

personality traits, such as beliefs, attitudes, and emotions, and are referred to as internal factors<sup>54</sup>.

Organisational factors pertain to the whole context and dynamics inside an organisation, including the working environment and the interactions among staff members and colleagues. These elements are categorised as external factors. However, there are three distinct kinds of hurdles to knowledge-sharing: individual, organisational, and technology barriers. Furthermore, some other authors classified information sharing barriers into three distinct components. He argued that numerous variables have contributed to the heightened awareness in knowledge organisation. These variables encompass the increasing rate of change, staff turnover, expansion of organisational reach, adoption of new structures such as network organisations, rising knowledge intensity of products and services, and the revolution in information technology.

In order to gain a comprehensive understanding of knowledge sharing, It was also contends that it is necessary to go into the realm of knowledge management research. The first factor is that knowledge sharing is inherently connected to the field of knowledge management<sup>55</sup>. Although there are multiple definitions of knowledge management, literature consistently acknowledges that it is a process that leverages past experiences and establishes new methods for transferring and generating information.

Management researchers have identified various elements in recent research, particularly in the context of technology transfer, with a focus on the characteristics of knowledge. The variables, as described have been distributed based on the two types of knowledge namely tacit and explicit knowledge. A Nigerian Scholar came up with factors that

influences, facilitates and informs knowledge sharing in Libraries and it includes environmental factors, teamwork, trust, work culture and technology<sup>56</sup>.

Looking at the environmental factors, Empirical research on knowledge management has discovered several significant elements that impact information sharing behaviours, including environmental influences. The factors include social interaction, power supply, physical facilities, lighting level, and motivation. Moreover, certain research have validated that the work environment can either impede or enhance the productivity of employees whose job roles necessitate a comfortable, conducive, and friendly atmosphere. Creating an open environment or fostering a strong organisational culture can facilitate the achievement of workers' or teams' primary goals and objectives<sup>57</sup>. Furthermore, it has been said that effectively overseeing an open atmosphere necessitates a multitude of responsibilities that will enhance the worth of personnel. These responsibilities, such as providing access to high-quality training and education, will empower employees to effectively share their knowledge and assist their colleagues when necessary.

Furthermore, this will undoubtedly facilitate the success of organisations. Indeed, motivation is a crucial determinant in the functioning of an organisation. Occasionally, it can serve as a determinant that has the potential to influence all other variables. Furthermore, the readiness to advance without the apprehension of incorporating novel methods in a setting that is typically traditional in its approach is often observed. Authors argue that the organisation can tackle organisational issues related to information sharing by promoting an open atmosphere.

Desouza argues that the key challenge in effective knowledge management is not only implementing modern information technology solutions, but also fostering a culture of effective knowledge sharing among workers<sup>58</sup>. Therefore, considering the previous facts, it would be prudent and practical for library staff to view learning goal orientation as a favourable chance for successful knowledge exchange. In order to establish a suitable strategy, it is crucial for the organisation to conduct a comprehensive study of the current situation, which will identify the disparity between the available resources and the necessary ones. Therefore, the organisation will see the need of identifying challenges and implementing strategies for knowledge generation and sharing.

In case of teamwork as a factor that promotes knowledge sharing. There are likely multiple methods for identifying the different factors that drive individuals or workers to join a group or team, including financial gain, social standing, perks, or potential for advancement within a specific community. Thus, it is imperative for an organisation to have a stable and capable workforce that can effectively facilitate the exchange of ideas and knowledge inside the association<sup>59</sup>. The researcher characterised the team as a compact cohort of individuals possessing the ability to maintain equilibrium, who are dedicated to a shared objective, a defined set of achievement targets, and a method in which they hold themselves mutually responsible. Moreover, an author has also described a team as an assembly of individuals with intellectual capabilities who possess a shared objective and engage in joint efforts. Regarding this matter, the success or failure of a team or group is dependent on the collective efforts of its members, who also bear the consequences and rewards of such outcomes.

Knowledge sharing is more likely to be successful in teams that work well and have management that actively encourages open communication among employees. During the discussion on knowledge sharing techniques, two researchers proposed that the personalities and procedures of a team can influence the individuals who share knowledge. They proved that as the squad grew longer, the cohesion of the team became stronger<sup>60</sup>. Therefore, in this context, team members are more inclined to efficiently exchange their information. In addition, it was suggested that library staff utilising teams should take into account the requisite skills for team-based roles and include inquiries about teamwork and soft skills, such as communication and listening abilities, willingness to collaborate with others, the capacity and inclination to assume responsibility for decisions, creativity, and adaptability, as part of the selection process.

Martin elaborated on the current obstacles that libraries are encountering, which are impeding the dissemination of knowledge. He stated that the alteration in budget, insufficiency of staff, and swift advancement of technology have compelled several libraries to reconsider the manner in which they provide services to their clients. In order to address these issues, it was noted that many prominent academic research libraries have updated their operational structures to incorporate specialised groups or teams responsible for carrying out the tasks<sup>61</sup>.

Another spurring factor of knowledge sharing is trust. Trust is a recognised component that influences the success of knowledge sharing. It refers to an individual's belief in an actor's abilities and behaviour in connection to risky situations. It is also a significant determinant. According to research, trust is a crucial element for library personnel and others in the organisation as it facilitates the sharing and acquisition of knowledge and

service resources. Other management experts also recognise the concept as highly significant, as it encompasses the act of imparting information and ideas to employees or collective entities such as teams or communities of practice, fostering opportunities for cooperation<sup>62</sup>. Thus, trust assumes a crucial role in establishing friendship and relationships within an organisation. Positive connections founded on trust are widely recognised as a crucial element for employees or team members, since they inspire a willingness to openly share knowledge and expertise. Establishing professional relationships with colleagues, such as library staff, is crucial in the workplace. When employees have mutual trust, they can collaborate effectively and exchange knowledge without hesitation. Effective knowledge exchange can take place and circulate effortlessly among library personnel when there is a strong emphasis on trust among colleagues. Several experts argued that trust is among the four characteristics that influence an individual's behaviour in the workplace.

It may be deduced that trust enables employees to acquire knowledge from their colleagues and also share their own knowledge with others. Furthermore, it expressed the viewpoint that the actualization of information sharing is contingent upon individuals fostering a transparent atmosphere of trust within the organisation<sup>63</sup>. Trust may foster honesty and efficiency among workers, facilitating effective communication channels. This, in turn, promotes the interactive effect of implementing knowledge management, allowing for unrestricted information sharing practices among employees. Conversely, certain researchers analysed three crucial aspects of trust. Firstly, capability: this refers to the decision or inclination of an individual to share less knowledge with familiar colleagues who possess advanced skills. Furthermore, integrity refers to the act of sharing

knowledge when an individual is confident that others possess honesty, rationality, and the ability to adhere to ideals<sup>64</sup>. Lastly, benevolence is a component that may not be highly significant in the context of information sharing, but it becomes relevant when evaluating an executor's trustworthiness based on their goodwill.

In the case of work or organizational culture, knowledge building relies on three aspects, with culture being the initial component that must be taken into account prior to engaging in knowledge management. In addition, numerous scholars have noticed knowledge exchange processes<sup>65</sup>. A study identified multiple characteristics of case study that provided evidence of the significance of human, social, and cultural factors in knowledge sharing management procedures. However, the work culture is shaped by the cultural background of each employee. Therefore, culture has impacts on three components. The three components are individuals, procedures, and technological systems. In addition, the people component is characterised by cultural variations, while the process and technology components are affected by the acceptance of new systems<sup>66</sup>.

Studies have demonstrated that knowledge management is heavily influenced by human factors. In order for knowledge management strategy to be effective, it is essential for the organisation to build a knowledge culture that promotes trust and consistently recognises the importance and value of knowledge. Furthermore, it is believed that the organisational working culture should be oriented towards incentivizing innovation, fostering a learning environment, encouraging experimentation, promoting inquiry, and facilitating reflection. The organisation must create a clean working environment to facilitate the processes of knowledge production, transfer, and utilisation<sup>67</sup>. Moreover, to enhance the working culture of an organisation, it was additionally proposed that the

process of change should commence at the individual level, since each person have the capacity to exert influence through their own expertise. The confidence of a knowledge sharing culture originates from the application of self-knowledge. In contemporary times, numerous institutions, particularly academic ones, actively engage in advanced performance and exert extensive efforts to transform the organisational norms, values, attitudes, beliefs, and paradigms associated with knowledge.

Scholars propose several strategic approaches to help organisations' employees understand the importance of these assets. In addition, authentic knowledge requires a seamless alignment between organisational culture and management objectives. Any changes that do not align with the working culture may not contribute to the organization's goal attainment. The researcher asserts that for an organisational culture to effectively promote information sharing, the workforce must be guided towards creating knowledge with clarity and effectiveness<sup>68</sup>. Employees must possess motivation, intelligence, intellectual curiosity, and a willingness to embrace new ideas. Additionally, it is important that workers do not feel isolated or offended by the organisation they work for.

In modern times, technology is highly regarded as a device or instrument that facilitates the connection of persons both within and outside an organisation. Technology is essential for the processing, storage, and retrieval of information among knowledge workers during the knowledge sharing process<sup>69</sup>. Despite its limitations, technology facilitates convenient and continuous knowledge transfer among employees. Furthermore, there is a growing body of research that supports the notion that technology is a crucial catalyst for transformation and is integral to the evolution of information sharing within

corporate culture. The writers contended that knowledge management primarily revolves around individuals rather than technology. However, despite this assertion, he maintained that in our contemporary day, it is impossible for individuals to efficiently communicate their knowledge within or beyond the organisation without the use of technology. In addition, the author argued that technology has greatly facilitated knowledge sharing by overcoming the previous barriers that made it seemingly impossible or challenging for individuals to share knowledge or collaborate with colleagues across the globe<sup>70</sup>.

Examining the current advancements in technology, it has indeed become a tangible reality. Consequently, several empirical studies have been conducted on the evolution of Information Technology (IT) and its crucial role in facilitating information sharing. IT has enabled the conversion of implicit knowledge into explicit knowledge and primarily assists in the management of knowledge across many platforms for efficient and effortless information exchange. Social media platforms such as Facebook, Twitter, Instagram, weblogs, and wikis can successfully support the sharing of knowledge within organisations and have interconnected the world into a worldwide network.

Libraries have increasingly recognised the potential of these platforms for sharing knowledge and are now frequently utilised by library staff and patrons. Consequently, there is a logical connection between the use of technology and the sharing of knowledge, as information technology enables efficient investigation, access, and retrieval of information. Information technology (IT) can facilitate communication and foster collaboration among staff members within the organisation. Furthermore, numerous scholars have discovered several elements that impact knowledge sharing, including the form of knowledge, including both tacit and explicit knowledge<sup>71</sup>.

Knowledge sharing in academic libraries involves the exchange of knowledge to facilitate effective work processes and improve decision-making and policy formation. Sharing knowledge fosters service innovations, offers answers to job-related challenges, and improves staff performance in academic libraries<sup>72</sup>. Sharing knowledge enables staff members to acquire information and skills that empower them to be innovative in delivering effective services. Knowledge sharing in academic libraries facilitates the generation and utilization of knowledge to enhance and update library services<sup>73</sup>.

Knowledge sharing within the academic library setting may be formal or informal and may involve the use of human-based or technology-based tools. Human-based tools are viable in sharing tacit knowledge and include mentorship, job rotation, storytelling, seminars, meetings, communities of practice (CoP), training, and job shadowing<sup>74</sup>. Technology-based tools for knowledge sharing include Information and Communication Technologies (ICT) and are viewed as key enablers of knowledge sharing in this digital era<sup>75</sup>. Examples of formal settings are meetings, group discussions, storytelling, mentorship, seminars, conferences, workshops, job rotation and apprenticeship<sup>76</sup>.

Informal knowledge sharing platforms such as group discussions during tea breaks and in conference rooms, and face-to-face conversations, are becoming a preferred setting for knowledge sharing among academic staff because they constitute free interactive settings with fewer restrictions. Individual, organizational, and technological factors exert the greatest influence on knowledge sharing among employees within an organization<sup>77</sup>. Individual factors relate to motivations (rewards and incentives), organizational factors relate to management support, organizational culture and structures, and trust, while technological factors relate to technology and infrastructure.

Over the years, knowledge sharing has reported gone and still going through several challenges which some authors calls barriers and problems. It was put like this Academic librarians face obstacles that prevent them from engaging in knowledge sharing to achieve library goals and improve service delivery. These barriers include the absence of a culture that promotes knowledge sharing, a lack of strategies, limited collaboration, low motivation, and inadequate technology and organisational structures that are resistant to change. Some scholars identifies several significant barriers to knowledge sharing in academic libraries, including a lack of trust among colleagues and library management, disparities in qualifications, a mentality that views knowledge as a source of power, a lack of incentives, and inadequate tools for sharing knowledge<sup>78</sup>.

A scholar observed that library staff members are hindered in their willingness to engage in knowledge sharing for the purpose of improved library service by the following barriers: The lack of co-operation between senior and junior library staff members, The unwillingness of junior library staff members to share their knowledge since they perceived this as bringing no benefits in the form of promotion, recognition, appreciation, or a salary increase, The unavailability of up-to-date or proper maintenance of technologies that support knowledge sharing, Inadequate communication skills on the part of library staff, The absence or inadequacy of library staff training, The lack or inadequacy of a library budget and The lack of efficient knowledge sharing tools, such as ICTs<sup>79</sup>.

Presently, in the library, their strategies employed formally and informally regarding sharing knowledge. These strategies were grouped into categorized as either personalization or codification, in line with the two predominantly types of knowledge

( tacit and explicit knowledge)<sup>80</sup>. Personalization strategies deal with sharing tacit knowledge through direct person-to-person platforms such as mentorship, apprenticeship, communities of practice, meetings, seminars, job rotation, coaching, storytelling, and job shadowing. Codification strategies entail facilitating explicit knowledge sharing through technologies<sup>81</sup>. The intranet, telephones, internet, e-mail, WhatsApp, and blogs are commonly used technological tools incorporated in the codification strategies to stimulate and support knowledge sharing among employees.

The integration of both personalisation and codification strategies facilitates the exchange of knowledge among personnel in academic libraries. An analysis of 32 academic libraries in India found that both codification and personalisation tactics were utilised, with codification strategies being slightly more prevalent<sup>82</sup>. Researcher proposes many techniques to facilitate information sharing across university libraries in KwaZulu-Natal, South Africa. These strategies include obtaining support from management, implementing reward systems, implementing job rotation, and establishing suitable knowledge sharing policies and resources. In a comparable investigation, it was shown that the personalisation method, which focuses on using tacit knowledge, was found to be more dominant than the codification strategy. They claimed that staff development serves as a means to rectify inadequate work performance and instills confidence in employees, enabling them to actively participate in knowledge sharing<sup>83</sup>.

Furthermore, some authors identified several strategies to promote knowledge sharing in the academic library. These include fostering knowledge sharing at all levels and units, assigning weights to employees, incorporating knowledge sharing into performance appraisals, implementing suitable reward systems, enhancing ICT capacity, and ensuring

the availability of ICT infrastructure. The academic libraries in Ghana implemented a combination of personalisation strategies, such as face-to-face interactions, seminars, workshops, meetings, and training, along with codification strategies, such as WhatsApp, e-mail, and SMS. However, the personalisation strategies were more prevalent than the codification strategies<sup>84</sup>.

Looking that three delineating measures of knowledge sharing namely attitude, behavioural intentions and subjective norms. Attitude refers to an individual's positive or negative evaluation of performing a particular behaviour. In the context of librarians and knowledge sharing. A librarian might have a positive attitude towards knowledge sharing because they believe it enhances their professional development and helps in building a collaborative work environment. For instance, a librarian who enjoys discussing new research methods with colleagues may view knowledge sharing as a valuable and rewarding activity. Conversely, a librarian might have a negative attitude towards knowledge sharing if they believe it is time-consuming and detracts from their primary responsibilities. For example, a librarian who finds it challenging to meet deadlines might see knowledge sharing sessions as an additional burden rather than a beneficial practice. For instance, a study found that unwillingness to share knowledge, a lack of trust, inferiority complex, and superiority complex were the major barriers to knowledge sharing among librarians.

A study on Knowledge Sharing Attitudes of Library and Information Science Professionals in Nigeria found that librarians have positive attitudes towards knowledge sharing and the avenue for knowledge sharing varies significantly from Conferences, Seminars, Face-to-face with social media platforms. Corroborating another Nigeria study

that reported a high rate of knowledge sharing among librarians in federal universities in Nigeria and a positive attitude toward knowledge sharing<sup>85, 86</sup>.

In terms of subjective norms which refers to the perceived social pressure to perform or not perform a particular behaviour. It encompasses the influence of colleagues, supervisors, and the organizational culture on an individual's behaviour. If a librarian perceives that their peers and supervisors expect them to share knowledge, they are more likely to engage in such behaviour. For instance, if the library administration promotes a culture of regular knowledge exchange meetings and recognizes those who contribute actively, librarians will feel encouraged to share their expertise. If the prevailing norm in the library is to work independently and keep information to oneself, librarians may feel discouraged from sharing knowledge. For example, if colleagues do not value collaborative efforts or there is no recognition for knowledge sharing, a librarian might be less inclined to participate in these activities. In a study what really hindered knowledge sharing includes a lack of ICT tools, infrastructure, and ICT know-how and the absence of a knowledge sharing culture in the library<sup>87</sup>.

Behavioural intentions are the indications of an individual's readiness to perform a particular behaviour. It is influenced by their attitudes and subjective norms. Like other variables, behavioural intentions could be positive or negative. A librarian who has a positive attitude towards knowledge sharing and perceives strong social support for such behaviour is likely to have a strong intention to share knowledge<sup>85</sup>. For instance, if a librarian believes that sharing cataloguing techniques will improve the team's efficiency and feels that their colleagues and supervisors appreciate such contributions, they will likely intend to share their knowledge actively. Contrarywise, if a librarian has a negative

attitude towards knowledge sharing and perceives minimal support or even opposition from their peers and supervisors, they are likely to have weak behavioural intentions regarding knowledge sharing. For example, if a librarian thinks that sharing information about digital archiving will not be valued and feels no encouragement from the organization, they will probably have little intention to engage in knowledge sharing activities<sup>87</sup>.

A UK study among academicians demonstrated that academics are prepared to share different types of knowledge, a range of factors affecting this process were highlighted by interviewees. Trust was discussed more than other individual factors and was often associated with social exchange. Culture was described by most interviewees as collaborative and leaders were generally considered to have integrity, but often did not themselves share knowledge. Regular face-to-face contact was emphasised as being critical for knowledge sharing<sup>88</sup>. This study demonstrates there is a culture of trust in most departments and academics are willing to share knowledge with their colleagues. They do, however, believe that the matrix structure, that is typical of academic departments, has resulted in unclear roles and responsibilities, which could hinder the design of structures to promote collaboration and sharing<sup>88</sup>. In this the culture of the organization poses a threats to knowledge sharing.

Conclusively, Knowledge sharing is not only the process of transferring knowledge, but also the process of helping knowledge recipients to internalize knowledge. Knowledge internalization is the learning process that knowledge receivers internalize and absorb knowledge through organizational learning, and then create new productivity. Therefore, knowledge sharing becomes an important part of organizational learning mechanism.

Knowledge sharing usually involves as a basic role in organization learning process, providing the organization with a relaxing learning atmosphere and free movement of knowledge, thereby enhancing the learning efficiency of internal employees.<sup>85</sup>

Organisations often encourage their employees to participate in the process of knowledge sharing and improve their enthusiasm and participation in learning. As a result, employees' skills are continuously upgraded in communications, and ultimately the organizational learning performance and service delivery levels can be improved. The improvement of the organizational learning level can provide an open and free learning culture for knowledge sharing, and correspondingly facilitate the sharing of knowledge within the enterprise. This constitutes the “knowledge sharing - organizational learning” system<sup>80</sup>.

### **2.1.3. Concept of Organizational Learning**

Organizational learning is one of the main prerequisites for establishment and development of the value of the modern organizations. The creation, retention and the transfer of knowledge within the organization is the basis of the organizational learning. The global constant changing environment undoubtedly creates new conditions for success of the companies worldwide<sup>89</sup>. The availability and the fast spread of information creates new environment for the companies and organizations. The modern economy has set new imperatives for success—the flexibility, innovations and good knowledge transfer within the organizations are very important for development and productivity. Organizational knowledge and intellectual capital are considered as one of the vital and

most crucial strategic assets for success and sustainability of organizations in the competitive business environment<sup>90</sup>.

Therefore, the knowledge of individuals has inevitably become as important as other financial and physical assets of the organizations. Effective knowledge management requires knowledge, contributing for the key processes development and organizations activities, to be available for the right people at immediate practical use in time. Thus, knowledge management represents a systematic approach towards searching and using the knowledge on behalf of creating values. In relation to this, it is more than clear that knowledge sharing and organizational learning are two very similar concepts that cannot exist one without other<sup>91</sup>.

Organizational learning is the process of creating, retaining, and transferring knowledge within an organization. There are multiple descriptions of organizational learning. The term "organizational learning" refers to the combined knowledge and skills acquired by small groups or teams, as well as the overall learning that takes place inside an organization. This collective learning has the potential to significantly influence the organization's performance<sup>92</sup>. Knowledge management is a system-level phenomena that enhances organizational performance and efficiency by promoting shared knowledge and understanding. It remains inside the organization even when there are changes in healthcare teams or team members<sup>89</sup>.

Organizational learning refers to the process in which different teams and team members within an organization adapt and apply information to take action, and then assess the outcomes of those actions to generate shared knowledge. While individual and team

learning might enhance organizational learning, they do not directly contribute to it. This is because such learning generally takes place within specific professional or team contexts, without adequate information transfer among other groups within the business. Organizational learning can happen either as a consequence of organizational change or as a preliminary step to organizational change. It has been elucidated by change theories or system's theories and knowledge management theories, respectively<sup>90</sup>.

Some authors used the term "learning organization" to describe a situation in which individuals engage in ongoing collective learning to achieve optimal results for the organization. In Senge's systems theory, a successful learning organization is one that possesses the ability to adapt and effectively handle change. This is achieved when members inside the organization embrace system thinking, strive for personal mastery, exchange mental models, work towards a shared vision, and engage in team learning. Nonaka and Takeuchi introduced a model of organizational learning that focuses on knowledge management. They describe the knowledge spiral, which involves the transformation of an individual's tacit knowledge into explicit knowledge through socialization and externalization<sup>91</sup>. This explicit knowledge is then shared throughout the organization, facilitating organizational learning.

Organizational learning is characterized by several descriptions. The term "organizational learning" refers to the combined knowledge and skills acquired by small groups or teams, as well as the overall learning that takes place inside an organization. This collective learning has the potential to significantly influence the performance of the organization. Knowledge management is a system-level phenomena that enhances organizational performance and efficiency by promoting shared knowledge and understanding. It

remains inside the organization even when there are changes in healthcare teams or team members<sup>92</sup>.

Organizational learning refers to the process in which many teams and team members within an organization or institution modify their learning in a specific context. This modified learning is then used to take action and evaluate the outcomes, with the goal of creating shared knowledge throughout the company. While individual and team learning contribute to organizational learning, they do not directly result in it. This is because both types of learning often take place within specific professional or team contexts, without the sharing of knowledge with other groups within the company. Organizational learning can happen either as a consequence of organizational change or as a first step towards organizational change. This phenomenon has been elucidated by change theories and system theories, as well as knowledge management theories<sup>93</sup>.

Another author used the term "learning organization" to describe a situation in which individuals engage in ongoing collective learning to achieve optimal results inside the organization. In Senge's systems theory, a successful learning organization is one that has the ability to adapt and effectively handle change. This is achieved when members inside the organization embrace system thinking, strive for personal mastery, exchange mental models, work towards a shared vision, and engage in team learning. Nonaka and Takeuchi introduced a model of organizational learning that focuses on knowledge management. They describe a knowledge spiral in which an individual's tacit knowledge is transformed into explicit knowledge through socialization and externalization. This explicit knowledge is then shared throughout the organization, facilitating organizational learning.

The rise of globalization, facilitated by supranational bodies that go beyond national and regional boundaries, has resulted in a constantly changing and competitive market environment. In order to maintain a competitive edge, companies must engage in the process of unlearning outdated behaviours and acquiring new ones. The contemporary institution that has such attributes is referred to as the "learning organization". The notion of the learning organization has become prominent in literature and is receiving growing interest in different management domains. Organizational learning fosters an atmosphere that promotes the acquisition of new skills and the sharing of knowledge at different levels within a system<sup>94</sup>. The fundamental principle of a learning organization is the establishment, preservation, and dissemination of knowledge inside the organization to effectively navigate and adapt to change, hence maintaining a long-term competitive edge<sup>95</sup>.

Modern corporate leaders are particularly eager to adopt the idea of the learning organization and apply its principles as a means of gaining a competitive edge. The concept of a learning organization has the potential to motivate humanity to stay focused and aligned, as historical evidence has shown that any endeavor to control natural systems based on a certain model has been temporary and unsustainable. While general parameters can be identified and understood, it is not feasible to fully dismantle the black box and strip it of its allure of continuous creation<sup>96</sup>. Researchers have recognized and promoted three elements of organizational learning which are individual learning, team learning, and organizational learning<sup>97</sup>.

Individual learning is an essential process inside organizations that involves the development, acquisition, and sharing of knowledge to adapt to changing business

situations<sup>98</sup>. Organizations can enhance individual learning by intentionally fostering organizational learning methods that prioritize individual development. However, it was contended that while individual learning is crucial for the long-term viability of organizations, it is not enough to facilitate organizational learning<sup>99</sup>. Another author agrees with these thoughts, asserting that individual learning does not necessarily result in team or organizational learning. Individual knowledge needs to be nurtured in order to successfully transform into teams that drive organizational development. Investing in individual learning enhances the development of human capital within the firm.

Hence, the improvement of people's skills, knowledge, and talents has a favorable impact on the team's efficacy and the overall success of the organization. Developing human capital at the individual level is crucial for promoting worker creativity and improving the innovation of products and/or services inside an organization<sup>100</sup>. Consequently, an individual employee might enjoy advantages such as a more generous wage package and increased job stability as a result of human capital development. Individual learning is the driving force behind human capital, resulting in improved efficiency and profitability in service-oriented firms. Human capital is considered highly significant because the skills and talents of employees directly impact the performance of a firm<sup>101</sup>.

Aside the individual learning is the cooperate learning or team learning. The learning organization values and supports individual talent, recognizing that each person's skills contribute to the overall improvement of the team<sup>102</sup>. Teams are now found everywhere in modern businesses, and the process of team learning has become essential for these teams to work effectively<sup>103</sup>.

Collaborative learning within a team promotes innovation and equips firms to adapt quickly and effectively in a rapidly changing business environment<sup>104</sup>. In order for team learning to be effective, some social circumstances that facilitate the process must be present. There is a requirement for cultural values that promote the sharing of knowledge through coaching or mentoring, strong interpersonal relationships for effective collaboration, and exemplary team leadership behaviour<sup>105106</sup>. In addition, a researcher suggest that teams may require a particular level of maturity in order to openly share knowledge, benefit from varied perspectives, and openly address disputes<sup>107</sup>. A study was conducted a study among first-year students pursuing a Master's degree in Educational Science or Business Administration in Germany<sup>108</sup>. They found that positive social-emotional reactions, such as agreement, help enhance team learning and sharing. Team leadership behaviours, such as transformational and innovative leadership, promote team learning behaviour and collaboration inside corporate organizations<sup>109</sup>.

The combination of both individual and team learning results in organizational learning. Organizational learning is commonly characterized by two primary forms of learning: adaptive learning and experiential learning<sup>110</sup>. Both types of learning, both formal and informal, are crucial for fostering a culture of innovation inside a business. One aspect of organizational learning is the widespread practice of sharing information across the whole organization. Disseminating knowledge is advantageous for cultivating well-informed personnel, who play a crucial role in activities aimed at fostering an adaptable organization<sup>111</sup>. The agility and effectiveness of a company's service supply directly impact the brand image perceived by consumers.

A study aimed to find out whether or not academic librarians are applying the concepts and practices of learning organization at three levels, namely individual level, team level and the organizational level. This paper focuses on the perceptions of academic librarians on the practices of team level learning in public and private university libraries. There are 17 variables on team level learning that formed a part of a survey instrument using a seven-point interval scale. The instrument was distributed to a total population of 250 librarians of the public and private university libraries in the Klang Valley of Malaysia. A total of 191 (76.4%) respondents returned the questionnaire. The study found that academic librarians perceived learning at the team level does exist in general, but they were not overly convinced of the extent to which the practices exist. The results of the Mann-Whitney U test showed that there is a statistical significant difference in the perceptions of team level learning practices between the senior and middle level academic librarians implying that the senior level librarians had more positive perceptions on the practices of team level learning in their organizations than the middle level librarians<sup>112</sup>.

It was found that the organizational structure has a substantial impact on both worker innovation and organizational learning. The authors propose that a flat organizational structure is advantageous because it promotes increased interactions among staff members by reducing hierarchies. In addition, a decentralized structure fosters increased independence and collective accountability across many levels of an organization. However, it was also acknowledge that flat structures might have a detrimental effect on the desire to learn, as they offer limited chances for advancement within the company. Therefore, in the absence of a hierarchical structure, managers must guarantee that other

incentives are given to promote organizational learning. Retaining talented individuals can also contribute to the improvement of organizational learning<sup>113</sup>. Research indicates that prolonged exposure to a learning company leads to people adopting and internalizing its knowledge sharing techniques<sup>114</sup>.

A researcher came up with a model PPOL (Processes and Phases of Organizational Learning), which sets out the conceptual framework by which the learning process and organizational change situation in libraries can be understood. This consists of: Intuiting, whereby individuals understand and become aware of information and change possibilities which they may share with other people. Here the emphasis is on the individual reaching conclusions and decisions, and sometimes making unusual connections. Next is Interpreting, a process which is more formal because things are explained to other people. Here the staff member must verbalize the ideas, probably putting them into writing and communicating them to their superiors, and/or among their personal networks.

Followed by integrating, a further step along the information-sharing path. It is the first step to developing shared understanding between and among people which results in taking some sort of generally agreed upon action. There must therefore be communication dialogue as part of this process, and there must be the possibility of institutionalizing the decision. Institutionalizing, the process of making sure that the decisions reached become part of a routine commonly used or considered by the institution. That is, procedures and tasks are defined and structures generated to make sure that the organization in fact carries out these decisions. In the final analysis, institutionalization is the most important because that is what operationalizes ideas<sup>115</sup>.

Organizational learning, as described by Chris Argyris and Donald Schön, can be categorized into single-loop and double-loop learning. These concepts can be applied to librarianship to illustrate how libraries adapt and improve their practices based on feedback and changing environments. Single loop learning involves making adjustments to strategies and behaviours to correct errors and improve performance without questioning or altering the underlying policies, objectives, or values. It focuses on efficiency and effectiveness within the existing framework. Double-loop learning goes deeper by questioning and potentially altering the underlying policies, objectives, and values of the organization. It involves a more transformative approach, leading to fundamental changes in how the organization operates.

Framework, such as optimizing processes or enhancing specific services based on feedback. Double-loop learning, on the other hand, entails a more profound transformation by reassessing and altering the underlying principles and strategies of library operations to better meet evolving user needs and environmental changes. Both types of learning are essential for libraries to remain effective, responsive, and innovative in a rapidly changing world. It is however evident that the emergence of information and communication technology has brought about the way and mode of library operations. Some of this operation are diffused from the developed countries to the developing countries of the world. The library does not have option than to objectively evaluate and review the current situation in the wake of the obstructive nature of technological inventions like artificial intelligence.

## **2.2. Theoretical Framework**

This study was hinged on three theories namely: The Unified Services Theory (UST), was used for the dependent variable i.e; library service delivery. Thee theory of reasoned action was used for knowledge sharing while the Single-loop and double-loop learning theory was used to examine organisational learning.

### **2.2.2 Unified Service Theory (UST)**

The Unified Services Theory (UST) developed by Scott Sampson and Craig Froehle provides a framework for understanding the unique nature of service operations. According to UST, services are fundamentally different from manufacturing because they involve the customer as an active participant in the production process. This participation can take many forms, such as providing information, being present during the service, or making decisions that affect the service outcome<sup>116</sup>. The unified service theory explores various service processes such as people processing, possession processing and information processing. The study focused on information process as it relates to the subject of this work. In the context of library services, the relevant dimension of UST is the information processing services which can be applied to various aspects, including technical services, reader services, and ICT (Information and Communication Technology) services.

Technical services in a library involve the acquisition, cataloguing, and processing of library materials. Although these activities are primarily internal and often seen as less customer-facing, UST emphasizes that library patrons still influence these processes. For instance, library patrons indirectly influence technical services by making requests for specific materials, providing feedback on the library's collections, or participating in

collection development (e.g., suggesting books to be purchased). The level of service delivery is therefore determined by the extent to which a library respond to this input by adjusting its acquisitions and cataloguing practices to meet the information demands of library patrons.

Libraries may need to tailor their technical services to meet specific user needs, such as providing specialized cataloguing for different types of materials (e.g., multimedia resources, rare books) or adapting metadata standards to improve discoverability in response to user preferences. Service delivery is also determined by the efficiency and responsiveness of library services. UST highlights the importance of balancing efficiency in technical services with responsiveness to user needs. For example, quick processing of new acquisitions is crucial to ensuring that materials are available when users need them.

While technical services are regarded behind the scene activities, reader services are directly user-facing and include activities such as reference service, circulation, and reader advisory services. Reader services is characterised by continuous interaction with library patrons. Reader service librarians have to interact with library patrons in face-to-face or virtual reference interactions. According to UST, the real-time nature of these interactions means that the service is inseparable from the customer's experience, making the quality of interaction crucial to overall satisfaction<sup>116</sup>.

These services are central to the application of UST because they involve significant interaction between librarians and library patrons. In reader services, users play an active role in co-producing the service outcome. For example, when a librarian provides reference service, the quality of the service depends on the user's ability to articulate their

information needs and the librarian's ability to interpret and respond to those needs effectively.

Reader services often require a high degree of customization to meet individual user needs. For instance, reader advisory services might involve recommending books based on a user's past reading history or preferences. UST emphasizes the importance of this customization in creating value for the user. A prime example of customization in reader services is the rendering of selective dissemination of information, document delivery and subject indexing which targeted specific user groups. These services are gradually merging with ICT services.

ICT services in libraries include the provision and maintenance of digital resources, online databases, and technology-related services such as Wi-Fi, computer access, and digital literacy programs. Modern library patrons are heavily involved in the service delivery process, whether they are accessing online databases, using library computers, or attending digital literacy workshops. UST suggests that the effectiveness of these services is dependent on the user's ability to interact with the technology, as well as the library's ability to support and guide users<sup>117</sup>.

ICT services in academic libraries must therefore, be adaptable to meet diverse user needs. For example, digital platforms should be user-friendly and accessible to people with varying levels of technological expertise. UST highlights the importance of designing ICT services that can be customized to individual user requirements, such as providing assistive technologies for users with disabilities. According to UST, user feedback is essential for the continuous improvement of ICT services. Libraries should

actively seek input from users about their experiences with digital resources and technology services, and use this information to make ongoing enhancements.

The Unified Services Theory provides a valuable framework for understanding and improving library services. By recognizing the active role that users play in the delivery of technical services, reader services, and ICT services, libraries can better design and manage these services to meet user needs. UST emphasizes the importance of customization, real-time interaction, and responsiveness to user input, all of which are crucial for delivering high-quality library services that create value for users.

### **2.2.2. Theory of Reasoned Action (TRA)**

The Theory of Reasoned Action (TRA) is a social psychology theory developed by Martin Fishbein and Icek Ajzen in the late 1960s. It aims to explain and predict individuals' behaviours based on their attitudes, subjective norms, and perceived behavioural control. While TRA has been widely applied in various fields such as health promotion, marketing, and organizational behaviour, its principles can also be relevant in understanding knowledge sharing behaviours among librarians<sup>118</sup>.

The theory of reasoned action is made of three components which are attitude, subjective norms and behavioural intention. According to TRA, an individual's attitude toward a behaviour significantly influences their likelihood of engaging in that behaviour. In the context of librarianship, attitudes toward knowledge sharing can be influenced by factors such as beliefs about the importance of sharing information, perceptions of the benefits and drawbacks of knowledge sharing, and personal values related to collaboration and

teamwork. Librarians who perceive knowledge sharing as valuable and beneficial are more likely to engage in such behaviours.

Subjective norms on the other hands refers to the perceived social pressure or expectations regarding a particular behaviour. In the context of librarianship, subjective norms related to knowledge sharing may arise from colleagues, supervisors, professional networks, or organizational culture. Librarians may feel motivated to share knowledge if they perceive that their peers or superiors value and encourage such behaviours. Conversely, if there is a prevailing culture of competition or individualism, it may discourage knowledge sharing.

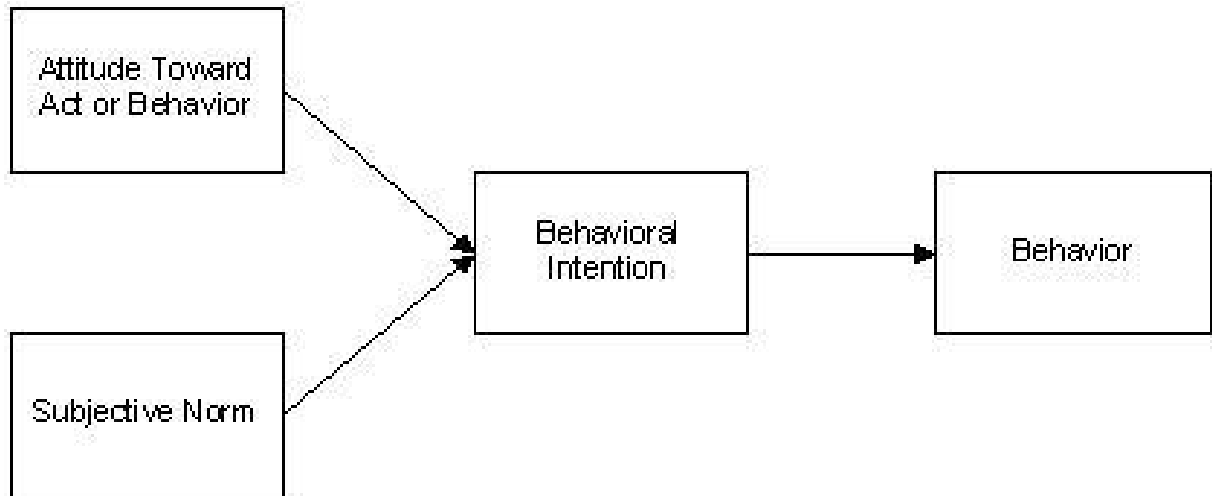
Perceived behavioural control refers to an individual's perception of their ability to perform a behaviour successfully. It encompasses factors such as self-efficacy, perceived resources, and perceived barriers. In the context of librarianship, perceived behavioural control over knowledge sharing may involve factors such as access to relevant information and resources, technical skills in information retrieval and communication, time constraints, and organizational support for collaboration. Librarians who feel confident in their abilities and perceive few barriers to knowledge sharing are more likely to engage in such behaviours<sup>119</sup>.

Situating the theory to knowledge sharing among librarians, libraries can foster positive attitudes toward knowledge sharing by highlighting its importance in enhancing the quality of services, facilitating research and learning, and promoting innovation. Training programs, workshops, and professional development opportunities can help librarians

understand the benefits of knowledge sharing and develop a mindset conducive to collaboration.

Libraries can influence subjective norms regarding knowledge sharing by cultivating a culture of openness, collaboration, and mutual support. Leadership support, recognition of knowledge sharing efforts, and opportunities for peer networking and collaboration can help establish social norms that encourage and reinforce knowledge sharing behaviours among librarians. Libraries can support librarians' perceived behavioural control over knowledge sharing by providing access to relevant resources, tools, and technologies that facilitate information exchange and collaboration. Training and support in information literacy, communication skills, and collaborative tools can empower librarians to overcome barriers and feel confident in their ability to share knowledge effectively<sup>120</sup>.

Libraries should also identify and address barriers to knowledge sharing, such as time constraints, workload pressures, concerns about intellectual property rights, and fear of criticism or competition. Strategies such as flexible work arrangements, dedicated time for knowledge sharing activities, clear guidelines on intellectual property and confidentiality, and supportive organizational policies can help mitigate these barriers and create an environment conducive to knowledge sharing.



**Fig. 2.1. Theory of Reasoned Action<sup>121</sup>.**

### **2.2.3. Single-Loop and Double-Loop Learning Framework**

Single-loop and double-loop learning are concepts introduced by Chris Argyris and Donald Schön in their 1978 book "Organizational Learning: A Theory of Action Perspective." These concepts provide a framework for understanding how organizations and individuals learn and adapt in response to challenges or feedback. In single-loop learning, individuals or organizations make adjustments to their actions based on feedback they receive, but they do not question or change the underlying assumptions or governing variables that guide their actions. Essentially, they focus on fixing problems within the existing framework without fundamentally challenging that framework. It's like making surface-level adjustments without questioning the deeper structures or beliefs that led to the issue in the first place. Single-loop learning is often characterized by incremental improvements or "doing things right<sup>122</sup>."

Double-loop learning, on the other hand, involves not only making adjustments in response to feedback but also questioning and potentially changing the underlying assumptions, values, or mental models that govern decision-making and behaviour. Instead of simply addressing symptoms, double-loop learning involves a deeper reflection on why things are done in a certain way and whether those ways are still appropriate or effective. It's about challenging the status quo and being willing to make more fundamental changes to improve outcomes. Double-loop learning is often associated with "doing the right things" by reevaluating goals, strategies, or the very paradigms guiding actions<sup>123</sup>.

To illustrate the difference between single-loop and double-loop learning, consider an organization that consistently fails to meet its sales targets. In single-loop learning, the organization might respond by increasing its advertising budget or offering discounts to boost sales without questioning whether its products are meeting customer needs or if its sales strategy is aligned with market trends. In double-loop learning, the organization would not only seek to address the immediate sales shortfall but also reflect on its market positioning, product quality, customer service, or overall business model to identify deeper issues that may be hindering its success. This could lead to more transformative changes such as redefining its target market, innovating new products, or reorganizing its sales approach<sup>124</sup>.

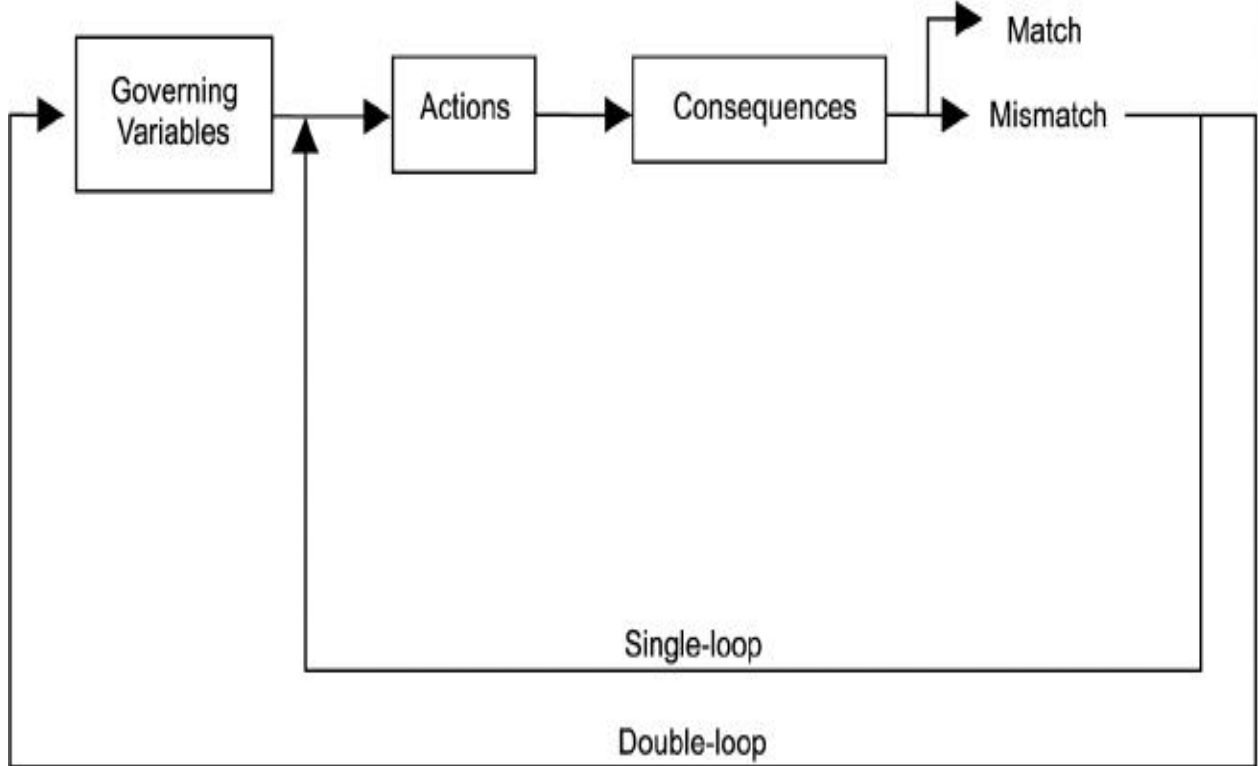
In essence, single-loop learning is about making improvements within the existing framework, while double-loop learning involves challenging and potentially reshaping that framework to achieve more significant and sustainable change. In the context of service delivery among librarians, single-loop and double-loop learning can be applied in

various ways to improve the quality of services provided to library patrons. For single loops, librarians might engage in single-loop learning by continuously refining the processes and procedures involved in providing library services. For example, if there are complaints about the efficiency of the book borrowing process, librarians might streamline the steps involved or introduce new technologies to make it faster and more convenient. More so, librarians can engage in single-loop learning by attending workshops or training sessions to enhance their skills in areas such as information retrieval, customer service, or digital literacy<sup>125</sup>. This type of learning focuses on improving specific competencies within the existing service framework.

For Double loops, librarians can practice double-loop learning by critically examining the assumptions and beliefs underlying their service delivery model. They might question whether their current services truly meet the evolving needs and preferences of library users. This could lead to a reevaluation of service priorities and the adoption of more user-centric approaches. Librarians might engage in double-loop learning by reevaluating their role within the community and exploring new ways to connect with underserved populations or address emerging societal challenges. This could involve shifting from a traditional focus on book lending to offering innovative programs and resources that address broader community needs, such as literacy programs, job search assistance, or digital inclusion initiatives<sup>126</sup>.

For instance, librarians can engage in double-loop learning by critically examining the role of technology in service delivery. Rather than simply adopting new technologies as they become available, librarians can question how technology is shaping user behaviours and information needs, and whether it is effectively sustaining the library's mission. This

could involve rethinking the library's digital infrastructure, online catalog interfaces, or digital literacy programs to ensure they align with the evolving needs of patrons in the digital age. By incorporating both loops, single-loop and double-loop learning approaches, librarians can constantly improve their service delivery by addressing immediate challenges while also fostering a culture of innovation and adaptation to meet the changing needs of library users and communities.



**Figure 2.2: Single-Loop and Double-Loop Learning Framework<sup>122</sup>**

### **2.3. Review of Empirical Studies**

The need to measure service delivery and its predictors have been occupying the minds of librarians for long. This section examine literature that have focused on the role of organisational learning and knowledge sharing in boosting service delivery in various types of libraries.

#### **2.3.1. Knowledge Sharing and Service Delivery**

By fostering and using employees' knowledge as an asset that can enhance service delivery, knowledge can play a significant part in determining an organization's competitive edge. To find out whether the Thomas Mofolo Library in Lesotho was using knowledge sharing to enhance the quality of services they provided, researchers conducted an investigation into the topic. The study employed a case study design that utilised questionnaires and triangulated interviews. Software applications were used to process the quantitative data. The goals of the study informed the content analysis of the interview data. The study's findings confirmed that library workers were aware of the importance of information sharing. Sharing of information, however, happened on an as-needed basis. Methods of information sharing based on humans and technology were both underutilised. The study proposes practical knowledge-sharing strategies that could lead to better service delivery in a library setting as a solution to the observed inadequacies<sup>127</sup>.

Researchers at Ahmadu Bello University Library in Zaria set out to determine how much information sharing improves library services. The study employed a survey research design. Each of the 204 licensed librarians served as a representative sample for the

research. This research made use of total enumeration. For this study, we utilised a self-structured questionnaire to gather information. We used descriptive statistics to examine the data that we gathered. The results showed that most people think librarians utilise verbal talk to teach patrons how to search databases. The survey also found that librarians' information sharing techniques were low, with brainstorming sessions and one-on-one conversations being the most common methods. In addition to the many other services offered by libraries, librarians also helped patrons with electronic reference needs, database searches, online user education, and electronic reader assistance. The library should promote often-used knowledge-sharing activities like mentoring, staff meetings, community of practices, and storytelling<sup>128</sup>.

A study focused in the south-west area of Nigeria aimed at examining the connection between library staff members' knowledge sharing and the information services they provide. This study employed a descriptive correlational research approach and surveyed 193 library staff members. We employed a questionnaire to gather data while using the entire enumeration technique. We used descriptive statistics, such percentages and frequencies, to examine the data. While a small percentage of respondents strongly agreed, the vast majority disagreed that colleagues should be able to share their expertise in cataloguing and classification. Some have also come clean about how challenging it is for them to relate to their coworkers' experiences. Most people who took the survey preferred to share information via email or in-person meetings within their department. There is a strong beneficial correlation between knowledge sharing and information service<sup>129</sup>.

Data has been repackaged in various ways, and new demands necessitate re-engineering service delivery to suit evolving user expectations; this was confirmed in Kenya. Because of this trend, experts in the field of library and information science need to be able to exchange information in order to adapt to the ever-shifting landscape of information management. The research instead made use of a cross-sectional survey design. There are 165 employees in the workforce. The purpose of using this approach is to explore knowledge transfer between the two public universities by collecting data from a population. Research tools utilised for data collection included interviews and questionnaires. Sharing library knowledge within working groups, project teams, learning communities, informal networks, and communities of practice (all with a P-value less than 0.05) was the knowledge sharing strategy component that had the most statistically significant impact on library knowledge sharing at the 95% confidence interval. Community of practice (CoP), informal network, work groups, project teams, learning community, and informal network were some of the tactics that could have an impact on the knowledge-sharing model<sup>130</sup>.

Health care providers' reliance on informal community networks to deliver adequate health services in the aftermath of a disaster is the focus of a new study. The data used in this study comes from interviews conducted in Puerto Rico after the crisis. The participants included representatives from community health centres, emergent health outreach organisations, private, non-profit, and university-affiliated health organisations. As businesses strive to navigate the unique intricacies and difficulties of working in the aftermath of a disaster, this study's findings emphasise the need of informal networks, community outreach, and relationship development in response activities. The research

also shows that community members and organisations are the ones who have to shoulder the load of resilience building due to inadequate government support and systemic failures<sup>131</sup>.

This article takes a look at the challenges that the DELSU library staff faces when trying to share information and offers solutions to overcome those challenges so that the library may provide better service to its patrons. The study used a case study research design and a mixed-methods strategy. The target population, which included all staff members at the DELSU library, was surveyed using a mix of open-ended and closed-ended questionnaires. Seven department heads from different library sections were interviewed for the purpose of data collection. The study's foundation was social exchange theory. The results showed that the library isn't doing a good job of exchanging information in order to provide services. The library's service offering suffered as a result of a lack of knowledge exchange due to factors such as a lack of infrastructure and instruments for information and communication technology, a lack of enthusiasm from staff, and complexes of superiority and inferiority<sup>132</sup>.

A quantitative study aiming to investigate the impact of trust and organisational commitment on knowledge utilisation and sharing. The impact of information sharing on knowledge utilisation is another target of the research. While continuous commitment and personal trust had no effect on knowledge sharing or use, affective commitment and professional trust did. Knowledge utilisation and sharing are both influenced by organisational culture, according to the authors<sup>133</sup>. From a practical perspective, that in order to build a knowledge-sharing culture, management must create conditions that allow affective commitment, professional trust and business ethics to flourish.

Applying structural equation modelling (SEM) to data obtained from 339 participants in 75 Vietnamese enterprises, this study examines the impact of EL, components of leadership trust, and distributive justice on employees' behaviours towards tacit and explicit knowledge. According to the data, a positive mediator of the connection between Ethical Learning and Knowledge Sharing behaviours is employees' faith in leadership. To be more specific, distributive justice amplifies the effects of ethical leadership on both overt and covert forms of information sharing. For managers and practitioners to foster knowledge sharing habits, they must first earn and keep their employees' trust through Ethical Leadership practices<sup>134</sup>.

### **2.3.2. Organizational Learning and Service Delivery**

A total of 248 county government workers from Homa Bay were the subjects of this descriptive study. Organisational learning technique was positively associated with service delivery, according to the results. Organisational learning method affects service delivery, according to the study. Workers in learning organisations are highly motivated to further their skills and knowledge. Organisational learning strategies could be considered as management practices that help people learn to achieve desirable outcomes including creativity, efficiency, adaption to new environments, and competitive advantage, according to the study <sup>135</sup>.

In a study that sought to analyse how commercial banks in Jordan's computerised HRM practices affected their organisational learning capacities. Using 400 randomly selected bank employees as the study's population. We analysed the collected data using SPSS. The findings demonstrated that commercial banks operating in Jordan experience a

statistically significant influence from electronic human resource management techniques on organisational learning capacities. We strongly advise that any Jordanian industry put these electronic human resource management strategies into action, as they will improve organisational learning capacities<sup>136</sup>.

The impact of organisational learning on the productivity of Machakos County Government employees was the subject of a recent research. It was based on the idea that devolved governments would benefit more from organisational learning in terms of boosting staff productivity. Using a structured questionnaire, the research used a descriptive survey design. The study set out to accomplish three main goals: first, to identify the extent to which management development and training affect employee performance in Machakos County Government; second, to identify the extent to which organisational development and training affect employee performance in Machakos County Government. By rejecting all three null hypotheses and drawing conclusions about their impact on employee performance, we were able to achieve all three of our objectives. Consequently, the study's results demonstrated a strong and favourable correlation between organisational learning and worker productivity<sup>137</sup>.

Researchers looked at how organisational learning affects employees' propensity to be creative on the job, and they even suggested that employees' level of involvement with their work mediates this link. Based on the findings, executives who invest in organisational learning have the potential to boost employee job engagement, which in turn influences workers' innovation activity. This suggests that work engagement fully mediates the relationship between organisational learning and employees' innovative behaviour. Additionally, we discovered that job engagement fully mediates the

relationship between organisational learning and the creation, promotion, and execution of innovative ideas by employees. In order to increase employee engagement at work and subsequent innovation, this article recommends that managers either adopt a transformational leadership style themselves or seek out and emulate managers who already possess it<sup>138</sup>.

This study aimed to determine the moderating effects of organisational justice and trust in managers on the relationship between organisational learning processes and perceived organisational performance. Based on the research, learning stocks and organisational performance are highly mediated by feedback learning flows. Results also showed that confidence in management mitigates the impact of learning stocks on organisational performance via feedback learning flows and organisational fairness moderates the impact of learning stocks on organisational performance through feed-forward learning flows. In terms of the library's context, the results show that bottom-up knowledge transfer improves when organisational fairness increases<sup>139</sup>. Fairness in method and dissemination is crucial when libraries seek to investigate new knowledge. Additionally, the efficiency of information flow from upper management to staff improves when patrons have faith in the library's leadership. So, convincing librarians or library workers and spreading knowledge are two of the most important roles of library administration.

Organisational learning is a notion that improves various organisational advantages, effectiveness, and competences. This is because people resources are essential to overall organisational success, as mentioned before. The goal of this research is to find out how information sharing and collaborative cultures affect organisational learning. Using a basic random sampling technique, this research surveyed 288 employees of non-profit

state-owned organisations. We used the partial least square method to test our hypothesis. Knowledge sharing and collaborative cultures inside an organisation can assist true organisational learning, according to the well constructed theoretical inference. One of the factors that determines whether organisational learning takes place is the prevalence of a culture that values and encourages knowledge sharing and collaboration. Organisational learning can flourish in an environment that supports it<sup>140</sup>. This therefore means that the right culture can promote organizational learning which in turn result in quality service delivery.

Using 354 samples drawn from various IT companies in India, this study draws on primary and secondary sources of information. We used the SPSS 23 statistical program and moment structure analysis to look for patterns in the data. We have examined the independent and mediated impacts on the dependent factor through path analysis. The results back up the theoretical model, according to the research. The three most important factors influencing worker output are company culture, organisational learning and information exchange, and organisational intelligence (OI). Organisational learning is the main factor that determines the employee's performance. The main elements that establish a setting conducive to organisational learning are OI, knowledge sharing, and company culture<sup>141</sup>.

Further on the topic of what makes an organisation a learning organisation, a Korean manufacturing firm used structural equation modelling to analyse data from 209 employees. The study's title, "Fostering organisational learning through leadership and information sharing," provides relevant context. The study's results showed that transformational leadership has a direct impact on an organization's learning climate, trust

amongst coworkers, and the frequency and quality of knowledge sharing. Through changes in knowledge climate and conduct as well as improvements in interpersonal trust, transformational leadership has an indirect impact on organisational learning. Also, trust between individuals and the frequency with which they share information had direct effects on a knowledge sharing climate, whereas these same factors had an indirect effect on organisational learning. Knowledge sharing behaviour was both directly and indirectly impacted by interpersonal trust, which in turn impacted organisational learning. Lastly, there was a favourable correlation between information sharing conduct and organisational learning<sup>142</sup>.

### **2.3.3. Knowledge Sharing, Organizational Learning and Service Delivery**

Studies that examine the combined influence of knowledge sharing and organisational learning on service delivery in the context of academic libraries are scarce. The purpose of this study was to examine the relationship between SD and four variables: knowledge sharing, organisational learning, leadership styles, and personnel competence in university libraries in southwestern Nigeria. We used a correlational survey design and built our framework around the theories of personnel competency and the resource-based view. We made sure to include all of the universities in the southwestern states: Ekiti, Lagos, Ondo, Ogun, Oyo, and Osun, and we also picked out the most effective university libraries in each of those states. Six hundred thirty-five (339 librarians and 296 library officers) from thirty-five (21 public, 6 federal, and 7 state) operational university libraries made up the study's population. There were strong positive correlations between service delivery and knowledge sharing, organisational learning, leadership styles, and individual competency. Partially explaining the variation in service delivery in university libraries

was knowledge sharing, organisational learning, leadership styles, and personnel competence. The study also discovered that personal competence, leadership style, and knowledge sharing all played a role in how well university libraries provided services.<sup>143</sup>.

Looking at the influence of knowledge sharing on organizational learning, scholars as posited that the influence process of information sharing on organizational learning consists of two distinct phases namely, the knowledge sharing period and the organizational learning period<sup>144</sup>. During the knowledge sharing stage, employees' willingness to share is typically influenced by their personal characteristics. Factors such as educational background, professional experience, professional relationships, and personal finances can all have a substantial impact on an individual's willingness and motivation to share knowledge<sup>145</sup>. Liu focused on the sharing intention of employees at selected international hotels in Taichung city, Taiwan. The study revealed that employees with less work experience tend to have a stronger inclination to share.

The findings indicated that the newly hired employees have a tendency to develop relationships with their colleagues, thereby creating a channel for sharing knowledge. By using this approach, newcomers can develop the necessary skills and proficiency in problem-solving that they wish to obtain during their initial stages of work. Regarding the incentive for sharing knowledge, research has shown that individuals with greater levels of vocational expertise are primarily driven by this factor if they have a better income<sup>146</sup>. On the other hand, non-management groups are more motivated to share knowledge due to the camaraderie they have with their colleagues. Furthermore, trust is a crucial element that impacts the sharing of personal knowledge.

## 2.4. Conceptual Model

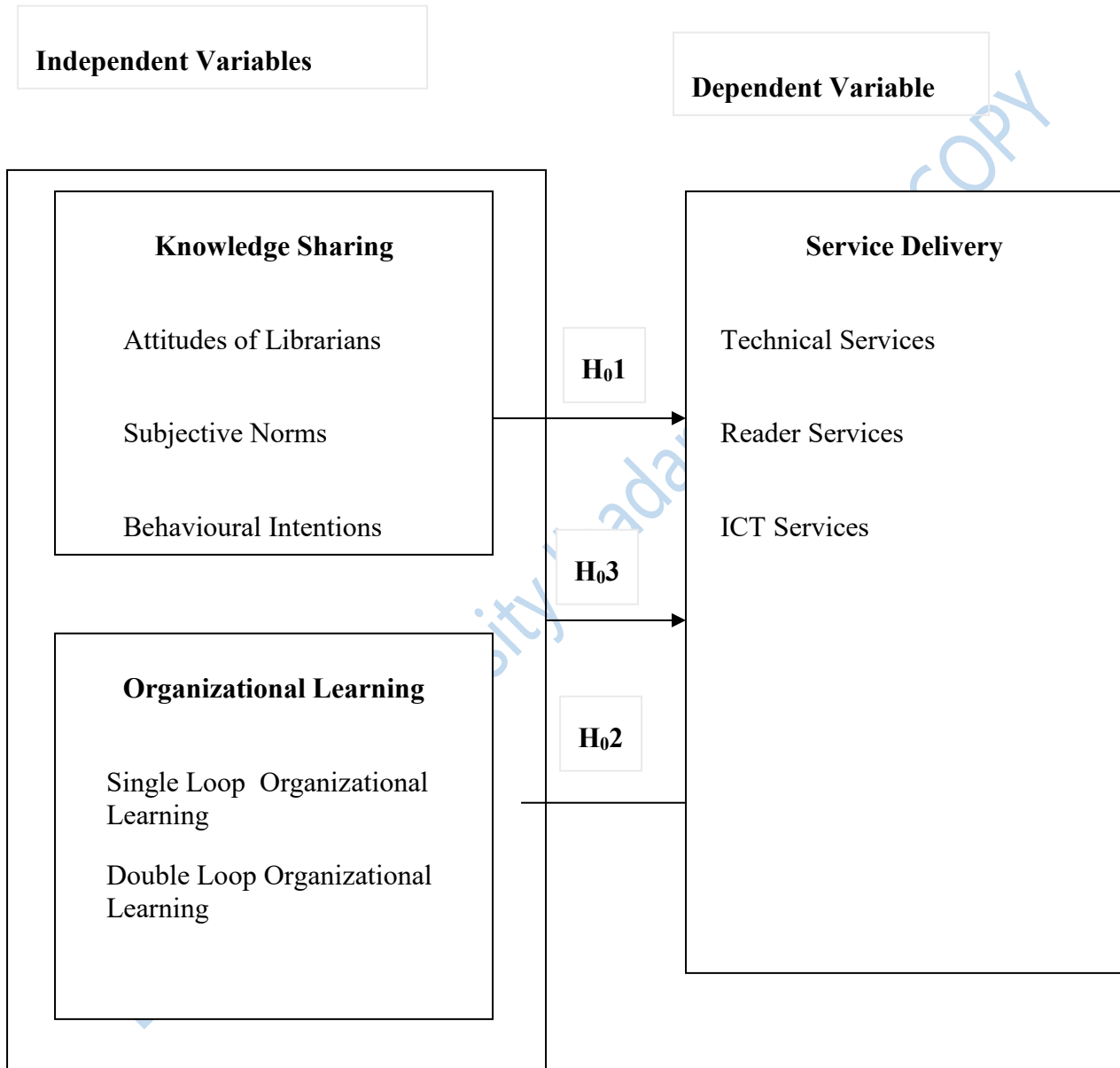


Fig 2.3. Conceptual framework of knowledge sharing, organisational learning, and service delivery. (Source: Researcher, 2024)

Service Delivery in Librarianship being the dependent variable of this study is measured by the three constructs of Unified Service Theory. Service delivery in a library context can be evaluated using the following categories based on the Unified Service Theory<sup>121</sup>. Technical services, reader services, and ICT services. Technical services are the fundamental requirements that patrons expect from the library, such as access to books, quiet study spaces, and helpful staff. Meeting these needs does not lead to high satisfaction but failing to meet them can cause dissatisfaction. Reader services are services directly tied to the quality and efficiency of the library services, such as the speed of book retrieval, the breadth of the library's collection, and the availability of computers. Satisfaction increases proportionally with the level of performance in these areas. Additional services are features that delight patrons but are not expected, such as innovative programs, cutting-edge technology, or unique events. Meeting these needs can significantly enhance patron satisfaction. ICT services are aspects of service that involves the use of technology. In the modern academic library, ICT services include digital reference services, digital skills training, information literacy training, Online Public Access Catalogue (OPAC), Institutional Repositories and scholarly databases

Knowledge sharing in librarianship involves the exchange of information, expertise, and best practices among librarians and between librarians and library users. Knowledge sharing in this study is measured the three constructs of theory of reasoned action namely, attitude, subjective norms and behavioural intentions<sup>122</sup>. In librarianship, attitude refers to the librarians' positive or negative feelings about sharing their knowledge. A librarian with a positive attitude towards knowledge sharing might actively engage in discussions, workshops, and collaborations to share their expertise on cataloguing, reference services,

or digital literacy. Subjective Norms is the concept involves the perceived social pressure to engage or not engage in knowledge sharing. For librarians, subjective norms might be influenced by the expectations of their peers, supervisors, or the professional community. If a library culture emphasizes collaboration and knowledge sharing, librarians are more likely to share their knowledge. While Behavioural Intention refers to the intention to perform a behaviour, in this case, knowledge sharing. Behavioural intention is influenced by attitude and subjective norms. A librarian's intention to share knowledge can be seen in their willingness to participate in knowledge-sharing activities, such as presenting at conferences, publishing articles, or mentoring colleagues.

Organizational learning in a library setting involves processes through which the library as an organization improves its practices based on experience and knowledge. It is measured in this study by single and double loop learning theory<sup>139</sup>. Single Loop Learning is the type of learning that involves making adjustments to existing practices in response to feedback or issues. For example, if a library notices that patrons are frequently asking for help with finding resources, it might improve signage or update training for reference desk staff to address this issue. Double Loop Learning. This deeper level of learning involves questioning and potentially changing the underlying assumptions and policies. For example, if a library consistently finds that its digital resources are underused, it might re-evaluate its acquisition policies, marketing strategies, and user training programs to better align with patrons' needs and behaviours.

In librarianship, knowledge sharing and organizational learning directly impact service delivery as proven by literatures. Effective knowledge sharing among librarians ensures that best practices and valuable information are disseminated throughout the organization,

leading to improved services. For instance, a librarian who learns about a new digital tool at a conference can share this knowledge with colleagues, who can then use it to enhance patron services, thereby meeting both basic and performance needs more effectively. Single loop learning helps libraries make incremental improvements in their services, ensuring that basic and performance needs are consistently met. Double loop learning enables libraries to innovate and adapt to changing patron needs, potentially introducing attractive requirements that significantly boost patron satisfaction. When libraries foster a culture of knowledge sharing and embrace both single and double loop learning, they are better equipped to meet and exceed patron expectations. This holistic approach ensures that libraries not only address basic and performance needs but also introduce innovative services that delight patrons, while avoiding changes that might lead to dissatisfaction.

## **2.5. Summary of Gap in Literature Reviewed**

The literature review has emphasised the crucial significance of knowledge sharing and organization learning in academic libraries for delivering efficient services to users and maintaining relevance in the contemporary digital environment. Knowledge sharing promotes the reuse of knowledge, which is advantageous for delivering improved academic library services that are in line with the current changes brought about by technology improvements. Organizational learning ensures that their flow of organizations-based knowledge within the organization. The literature identifies knowledge sharing and organizational learning tools, factors, and barriers within and beyond the academic library. These are categorised based on human, technological, and organisational features and criteria. The effectiveness of information sharing in academic libraries relies on the implementation of two main methods: personalisation and

codification. These strategies are widely recognised as essential for facilitating knowledge sharing. Implementing strategies to enhance knowledge sharing in academic libraries include bolstering knowledge sharing technologies, fostering conducive conditions for knowledge sharing, and mitigating obstacles to knowledge sharing. These efforts aim to improve service provision inside the library. Nevertheless, academic libraries have not yet extensively participated in the development and execution of knowledge-sharing programmes. The careful development and execution of knowledge sharing strategies in academic libraries are just as crucial as capitalising on the advantages of providing services.

However, the following gaps were found in the course of literature review. There may be gaps in the detailed evaluation of how libraries meet basic, performance, attractive, indifferent, and reverse requirements. Research could involve more comprehensive patron surveys and analysis to identify unmet needs and areas for improvement. While it is understood that knowledge sharing enhances service delivery, there may be limited empirical evidence detailing this relationship in libraries. Studies could investigate specific cases where knowledge sharing led to improved service outcomes, and what mechanisms were involved. More so, the impact of emerging technologies on knowledge sharing, organizational learning, and service delivery in libraries may not be fully explored. Research could focus on how digital tools and platforms facilitate these processes and the challenges associated with their implementation.

Furthermore, while attitude towards knowledge sharing is recognized as important, there may be limited empirical research on how exactly librarians' attitudes are formed and how they impact actual knowledge sharing behaviours. More studies could explore the

factors influencing librarians' attitudes and the outcomes of positive versus negative. The role of subjective norms in knowledge sharing among librarians might be underexplored. Research could examine how different cultural, organizational, and social influences shape librarians' perceptions of knowledge sharing and how these norms vary across different types of libraries (e.g., academic, public, special). More so, There may be a gap in understanding the translation of behavioural intention to actual knowledge sharing practices. Studies could investigate the barriers and facilitators that influence whether librarians' intentions to share knowledge result in concrete actions.

The distinction between single loop and double loop learning in libraries is not be well-explored. Research could focus on how libraries identify and implement single loop learning versus double loop learning and the impact of these processes on library innovation and adaptability. There may be limited studies on the practical implementation of organizational learning principles in library settings. Research could explore case studies or develop frameworks for effectively embedding organizational learning within library operations. Finally, more research is needed on how different types of organizational learning (single and double loop) specifically affect library performance and service delivery. Quantitative studies could measure the direct and indirect effects of organizational learning on various service outcomes.

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## **Chapter Three**

### **Methodology**

This chapter presents details of the systematic steps involved in conducting the research on the influence of knowledge sharing and organisational learning on service delivery in Ogun state public universities. It outlines the methodology with explanations for various aspects such as the research design, study population, sampling technique, research instrument, administration of the instrument, validity and reliability as well as method adopted for data analysis

#### **3.1 Research Design**

The study adopted a survey research design. This is a quantitative approach which allows for the collection of data from a large population. The survey research was considered appropriate for this study because of the need to empirically measure the variables and show the relationship between them. It is also considered relevant due to the large and dispersed nature of the study respondents.

#### **3.2 Population of the Study**

The population for this study consists of one hundred and seventeen (117) academic librarians who are professionals working in three public funded universities across Ogun State. The academic librarians are from three universities, namely, Federal University of Agriculture, Abeokuta, Tai Solarin University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye..

**Table 3.1 Population of the Study**

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

Source: <sup>1, 2, 3</sup>

### **3.3 Sample and Sampling Technique**

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

### **3.4 Description of the Research Instrument**

The instrument used in this research is a structured questionnaire adapted from relevant theories and models. The instrument is made up of four sections. Section A contains the demographic information of respondents which is self-developed. The bio-data of respondents was measured through metrics such as: Institution, Years of Experience, Gender and Age.

**Section B:** this is the service delivery scale. This section is organised under three subheadings; basic services, performance level, and additional services. All the items were adapted from the Unified Service Theory<sup>1</sup>. Each item is measured with 4-point Likert type scale of: 4= Very High level, 3= High level, 2= Low Level, and 1= Very Low Level. Examples of statements are, “The library has a mobile app that allows access to library services”; The library staff is available during all advertised hours. etc.

**Section C:** The knowledge sharing scale. This section measures the knowledge sharing among the respondents. The section is divided into attitude, subjective norm, and intention to share. It is adapted from previous related studies<sup>5</sup>. Each statement is rated Likert type, 4-points scales ranging from: 4= Always Freq., 3= Often, Freq., 2= Rarely, Freq. and 1= Never Freq. Examples of statements include: My colleagues share their working experience and knowledge in my library; knowledge sharing keeps staff up to date with current trends

**Section D:** Organisational Learning Scale. The items in this section are adapted from a related study<sup>6</sup>. Each item is measured on a 4-point Likert scales: The options provided in this study's questionnaire followed the type scale of 4= Strongly Agreed, 3= Agree, 2= Disagree and 1= Strongly Disagree. Examples are: Library personnel participate in any kinds of learning at least 2 times a year.

### **3.5 Validity of Research Instrument**

The validity of research instrument focus on its ability to properly measure the constructs and variables in the study. To ensure the face and content validity of the research instrument the questionnaire was submitted to the supervisor other experts in the field of Library and Information Science for appraisal. The corrections and suggestions made were incorporated into the final instrument administered to the respondents.

### **3.6 Reliability of the Research Instrument**

Reliability means the ability of a research instrument to remain consistent in measuring variables across location and time. The reliability of the instrument was tested through a pilot study using twenty (20) librarians from Lagos State University Ojo, Lagos state who are not part of the study. The result was analysed and it was found that the research instrument has a Cronbach alpha value of 0.782

### **3.7 Method of Data Collection**

A letter of introduction and project attestation obtained from the Department of Library and Information Management, Lead City University which was used to gain permission to conduct the survey and administer the questionnaire on the respondents. The research instrument was administered physically with the aid of two (2) research assistant who were trained for two days by the researcher. The whole data collection exercise lasted for a period three weeks.

### **3.8 Methods of Data Analysis**

The data collected from the respondents through the questionnaires was coded and analyzed using the IBM SPSS Statistics Software. The research questions were analyzed with descriptive statistic (simple frequencies and percentages) while inferential statistics such as regression analysis was used to test for the hypothesis. Each hypothesis was tested at 0.05 significance level

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## Endnotes

1. Nimbe Adedire Library. *Number of Librarians, University Librarians*, Office Nimbe Adedire Library, Federal University of Agriculture, Abeokuta, 2024
2. Tai Solarin University of Education. *Number of Librarians, University Librarians*, Office Tai Solarin University of Education, Ijagun, 2024
3. Office Olabisi Onabanjo University *Number of Librarians, University Librarians*, Office Olabisi Onabanjo University, Ago-Iwoye, 2024
4. S.E., Sampson, & C.M. Froehle, *Foundations and Implications of a Proposed Unified Services Theory. Production and Operations Management*, 15, 329 - 343
5. T.E. Tahleho, & P., Ngulube, *Knowledge sharing and the improvement of service delivery in an academic library. International Journal of Knowledge Management (IJKM)*, 18(1), 2022. pp.1-13.
6. Y.M. Madete, & W., Atambo, *Implementation of organizational learning strategy as a determinant of service delivery at the county government of Homa Bay. Journal of Strategic Management*, 2(1), 2022. pp.8-14.

## Chapter Four

### Data Analysis and Discussion of Findings

This chapter presents the analysis and discussion of data collected in the course of this study. The aim of the study was to investigate the influence of knowledge sharing and organisational learning on library services delivery among academic libraries in Ogun State, Nigeria. The research instrument was administered on one hundred and seventeen (117) librarians from three public funded universities in Ogun State. However, one hundred and five (105) copies of the questionnaires were returned and included in the analysis. This represents a return rate of 90% which is considered adequate for generalization. The researcher has set the following decision rule for the descriptive analysis: 0.0-1.99 = very low, 2.00-2.49 = low, 2.50 -2.99 = Moderate; 3.00-3.5 High, 3.51-4.00 = Very high. Hypothesis will be test at 0.05 level of significance.

**Table 4.1: Demographic Characteristics of the Respondents**

Demographics	Items	Frequency	Percentage
Name of Institution	Federal University of Agriculture, Abeokuta	37	35.2
	Tai Solarin University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye	36	34.3
		32	30.5
	<b>Total</b>	<b>105</b>	<b>100.0</b>
Gender	Male	67	63.8
	Female	38	36.2
	<b>Total</b>	<b>105</b>	<b>100.0</b>

Age	20 – 25yrs	18	17.1
	26 – 30yrs	4	3.8
	31 – 35yrs	24	22.9
	41-45yrs	33	31.4
	46 and above	26	24.8
	<b>Total</b>	<b>105</b>	<b>100.0</b>
<b>Educational Qualification</b>	ND/HND	16	15.2
	BSc/BLIS	36	34.3
	MSc/MLIS	39	37.1
	M.Phil,	6	5.7
	PhD.	8	7.6
	<b>Total</b>	<b>105</b>	<b>100.0</b>
<b>Years of Experience</b>	0 – 5yrs	2	1.9
	6 – 10yrs	5	4.8
	11 – 15yrs	32	30.5
	16 – 20yrs	10	9.5
	21-25yrs	43	41.0
	26 and above	13	12.4
	<b>Total</b>	<b>105</b>	<b>100.0</b>

**Source: Fieldwork, 2024**

Table 4.1 presents the demographic characteristics of respondents. The results show that majority of respondents are from the Federal University of Agriculture, Abeokuta (35.2%), followed closely by Tai Solarin University of Education, Ijagun (34.3%) and Olabisi Onabanjo University, Ago-Iwoye (30.5%). This fairly even distribution of participants from different institutions enhances the representativeness of the sample. In terms of Gender Distribution, the table shows that majority of respondents are male (63.8%), while females account for 36.2%.

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

In the same vein, the responses to Years of Experience shows that the majority of respondents have significant professional experience, with 41.0% having 21-25 years of experience and 30.5% with 11-15 years. This indicates a highly experienced sample, which could affect the respondents' viewpoints, especially regarding institutional or policy-related matters. Only 1.9% of respondents have less than 5 years of experience, further highlighting the predominance of seasoned professionals. From the foregoing, the demographic characteristics of the respondents show a balanced representation across institutions, a concentration of mid-career professionals, and a high level of educational attainment and professional experience. These factors are likely to shape the perspectives and responses gathered in the study.

## 4.2 Research Questions

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

**Table 4.2 Level of Service Delivery in Academic Libraries of Public Universities in Ogun State, Nigeria**

Technical Services	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
The library consistently provides access to the materials I need.	62 (59.0 %)	43 (41.0%)	--	--	3.59
The library's cataloguing system makes it easy to find the materials I am looking for	53 (50.5%)	52 (49.5%)	--	--	3.50
Library materials (books, journals, etc.) are made easy to locate through proper shelving.	77 (73.3%)	23 (21.9%)	2 (1.9%)	3 (2.9%)	3.66
New materials are processed and made available in a timely manner	50 (47.6%)	51 (48.6%)	4 (3.8%)	--	3.44
The library takes my suggestions for new materials seriously and acts on them when possible.	48 (45.7%)	53 (50.5%)	4 (3.8%)	--	3.38
<b>Average Mean</b>					<b>3.51</b>
<b>Reader Services</b>					
The library staff responds to patrons' inquiries in a timely manner.	51 (48.6%)	50 (47.6%)	4 (3.8%)	--	3.45
The library staff provides helpful and accurate reference assistance.	72 (68.6%)	30 (28.6%)	--	--	3.66
The library staff offers detailed and helpful answers to patrons' questions.	53 (50.5%)	52 (49.5%)	--	--	3.50

The library staff makes an effort to understand my needs and provide personalized service.	50 (47.6%)	48 (45.7%)	3 (2.9%)	4 (3.8%)	3.37
The process of checking out and returning materials is quick and efficient.	48 (45.7%)	55 (52.4%)	2 (1.9%)	--	3.44
<b>Average Mean</b>					<b>3.48</b>
<b>ICT Services</b>					
The library provides adequate access to online databases and digital resources	59 (56.2%)	41 (39.0%)	5 (4.8%)	--	3.51
The library offers valuable workshops and resources to help me improve my digital literacy skills	53 (50.5%)	48 (45.7%)	4 (3.8%)	--	3.47
The library staff provides effective support for technical issues I encounter.	40 (38.1%)	52 (49.5%)	7 (6.7%)	6 (5.7%)	3.20
The library has a mobile app that allows access to library services.	46 (43.8%)	45 (42.9%)	10 (9.5%)	4 (3.8%)	3.27
The library's digital platforms (website, online catalog, databases) are user-friendly and easy to navigate.	48 (45.7%)	49 (46.7%)	8 (7.6%)	--	3.38
<b>Average Mean</b>					<b>3.37</b>
<b>Aggregate Mean</b>					<b>3.45</b>

**Source: Fieldwork, 2024**

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

Table 4.2 presents a descriptive analysis of service delivery in the academic libraries of public universities in Ogun State, Nigeria. Library service delivery is evaluated through

three key dimensions: technical services, reader services, and ICT services. The aggregate mean score across all services is 3.45, indicating high level of service delivery in the academic libraries, with technical services and reader services performing better than ICT services. However, areas like the processing of new materials, personalized service, and technical support need attention to improve the overall user experience.

In the dimension of Technical Services, majority of respondents (59.0%) strongly agreed that the library consistently provides access to the materials they need, with the remaining 41.0% agreeing, resulting in a mean score of 3.59, indicating a strong overall satisfaction with the availability of resources. Similarly, 50.5% of respondents strongly agreed, and 49.5% agreed that the library's cataloguing system is user-friendly (mean of 3.50). The highest satisfaction was recorded in the ease of locating materials through proper shelving, where 73.3% strongly agreed, and 21.9% agreed, resulting in a high mean of 3.66. The processing and availability of new materials showed a slightly lower satisfaction level (mean of 3.44), with 47.6% strongly agreeing and 48.6% agreeing. Lastly, on the library's responsiveness to suggestions for new materials, 45.7% strongly agreed, and 50.5% agreed, with a mean of 3.38. The average mean for technical services is 3.51, suggesting an overall high level of satisfaction but with room for improvement in the timely processing of new materials and responsiveness to user suggestions.

In the reader services dimension, 48.6% of the respondents strongly agree and 47.6% agree resulting in a mean score of 3.45. Reference assistance received even stronger approval, with 68.6% strongly agreeing and 28.6% agreeing (mean of 3.66). Respondents were similarly satisfied with the helpfulness of library staff in answering questions (mean of 3.50). The personalized service provided by staff received slightly lower ratings, with

47.6% strongly agreeing and 45.7% agreeing, but 6.7% disagreed (mean of 3.37). The efficiency of checking out and returning materials was rated positively by 45.7% strongly agreeing and 52.4% agreeing (mean of 3.44). The average mean for reader services is 3.48, reflecting a generally positive user experience, although more personalized service could enhance satisfaction further.

ICT services showed relatively lower satisfaction compared to other areas. Adequate access to online databases and digital resources was rated positively, with 56.2% strongly agreeing and 39.0% agreeing (mean of 3.51). Workshops and resources for improving digital literacy also received high ratings, with 50.5% strongly agreeing and 45.7% agreeing (mean of 3.47). However, support for technical issues received lower scores, with only 38.1% strongly agreeing and 49.5% agreeing, while 6.7% disagreed and 5.7% strongly disagreed (mean of 3.20), indicating a need for better technical support. The availability of a mobile app to access services had mixed responses, with 43.8% strongly agreeing, 42.9% agreeing, and a higher level of disagreement (9.5%) compared to other metrics (mean of 3.27). The user-friendliness of digital platforms was rated positively by 45.7% strongly agreeing and 46.7% agreeing, although 7.6% disagreed (mean of 3.38). The average mean for ICT services is 3.37, reflecting moderate satisfaction, with technical support and mobile access being areas for improvement.

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

**Table 4.3 Level of Knowledge Sharing Among Academic Libraries of Public Universities in Ogun State, Nigeria**

<b>Attitude</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Means</b>
I can gain new ideas through interaction with colleagues	57 (54.3%)	48 (45.7%)		--	3.54
Knowledge sharing keeps librarians up to date with current trends	79 (75.2%)	23 (21.9%)	3 (2.9%)	--	3.72
I believe knowledge sharing is beneficial to both academic libraries and librarians	74 (70.5%)	26 (24.8%)	5 (4.8%)	--	3.66
I have no fear of sharing any new knowledge I come across	49 (46.7%)	40 (38.1%)	8 (7.6%)	8 (7.6%)	3.24
I will share knowledge even if others would not share with me	45 (42.9%)	41 (39.0%)	15 (14.3%)	4 (3.8%)	3.21
<b>Average Mean</b>					3.47
<b>Subjective Norms</b>					
Seminars, workshops and training sessions are held periodically to promote knowledge sharing	55 (52.4%)	46 (43.8%)	4 (3.8%)	--	3.77
There are policies that encourage knowledge sharing in my library	23 (21.9%)	75 (71.4%)	3 (2.9%)	4 (3.8%)	3.11
My colleagues share their working knowledge which makes me feel obligated to share	22 (21.0%)	62 (59.0%)	14 (13.3%)	7 (6.7%)	2.94
Librarianship as a profession promotes knowledge sharing	67 (63.8%)	36 (34.3%)	2 (1.9%)	--	3.62
My boss would want me to engage in knowledge sharing	42 (40.0%)	55 (52.4%)	8 (7.6%)	--	3.32
<b>Average Mean</b>					3.35

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**Behavioural Intention**

I am willing to share knowledge with my colleagues	44 (41.9%)	61 (58.1%)	--	--	3.42
I prefer using social networks such as Facebook, Twitter, wikis and blogs to share knowledge	38 (36.2%)	60 (57.1%)	7 (6.7%)	--	3.30
I communicate/share knowledge with my colleagues in teams or group	34 (32.4%)	58 (55.2%)	9 (8.6%)	4 (3.8%)	3.16
I use intranet and knowledge repositories to share knowledge with my co-workers	36 (34.3%)	57 (54.3%)	10 (9.5%)	2 (1.9%)	3.21
<b>Average Mean</b>					3.28
<b>Aggregate Mean</b>					3.37

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**Source: Fieldwork, 2024**

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

Table 4.3 presents an analysis of the level of knowledge sharing among academic libraries of public universities in Ogun State, Nigeria. Knowledge sharing was examined under three key dimensions namely: attitude, subjective norms, and behavioural intention. In general, the aggregate mean across all dimension of knowledge sharing is 3.37, indicating a generally high level of knowledge sharing among academic libraries. Attitudes toward knowledge sharing were the most favourable, particularly in recognizing its benefits and value. However, subjective norms and behavioural intentions were somewhat lower, suggesting that while librarians recognize the importance of knowledge sharing, external support such as policies and peer behaviour could be strengthened to encourage more consistent sharing behaviour. Areas such as reciprocal knowledge

sharing and effective use of digital platforms for sharing knowledge could benefit from further development.

The breakdown of the results shows that, in terms of attitude toward knowledge sharing, majority of respondents (54.3%) strongly agreed, and 45.7% agreed that they can gain new ideas through interaction with colleagues, resulting in a high mean score of 3.54. A significant proportion (75.2%) strongly agreed, and 21.9% agreed that knowledge sharing helps keep librarians up to date with current trends, giving this item the highest mean score of 3.72 in this category. Similarly, 70.5% strongly agreed, and 24.8% agreed that knowledge sharing is beneficial for both academic libraries and librarians, yielding a mean score of 3.66.

However, when it comes to fear of sharing knowledge, the responses show that 46.7% of the respondents strongly agree, 38.1% agree, and 15.2% either disagreeing or strongly disagreeing leading to a mean score of 3.24. furthermore 42.9% of the respondents strongly agree and 39.0% agree that they believe in sharing knowledge despite others not reciprocating but a notable 18.1% disagreed resulting in a had mean of 3.21. overall, the average mean for attitude is 3.47, reflecting a generally positive outlook toward knowledge sharing, though some hesitations persist about sharing unreciprocated knowledge.

The responses under the dimension of subjective norms regarding knowledge sharing show that 52.4% of the respondents strongly agree, and 43.8% agree seminars, workshops, and training sessions were highly rated, with a mean of 3.77, the highest score in this section. Policies encouraging knowledge sharing had a slightly lower mean of 3.11, with only 21.9% strongly agreeing, though 71.4% agreed. The sense of

obligation to share knowledge because colleagues do the same showed some variation in responses, with 21.0% strongly agreeing, 59.0% agreeing, and a combined 20.0% disagreeing (mean of 2.94), which was the lowest score in this table. Librarianship as a profession promoting knowledge sharing had a high mean score of 3.62, with 63.8% strongly agreeing and 34.3% agreeing. Lastly, 40.0% strongly agreed that their boss would want them to engage in knowledge sharing, while 52.4% agreed (mean of 3.32). The average mean for subjective norms is 3.35, indicating moderate influence from organizational and peer norms on knowledge sharing.

The third dimension of knowledge sharing considered is behavioural intention of librarians to share knowledge. The results show that majority of the respondents (41.9%) strongly agreed, and 58.1% agreed that they are willing to share knowledge with colleagues leading to a mean score of 3.42. This mean score reflects strong willingness to engage in knowledge sharing. Social networks as a medium for knowledge sharing were also popular among the respondents, with 36.2% strongly agreeing and 57.1% agreeing that they would use social media platforms for knowledge sharing. Thus, the item has a mean of 3.30. In the same vein, 32.4% strongly agree and 55.2% agree that they would share knowledge through communication in teams or groups while 12.4% either disagreed or strongly disagreed. The item has a mean of 3.16. The responses regarding the use of intranet and knowledge repositories for sharing knowledge show 34.3% strongly agreeing and 54.3% agreeing, while a small proportion (11.4%) disagreed. This item also has a mean score of 3.21. Overall, the average mean for behavioural intention is 3.28, indicating a generally positive intention to share knowledge.

Research Question Three: What is the level of organisational learning available in academic libraries of public universities in Ogun State, Nigeria;

**Table 4.4 Level of Organisational Learning Available in Academic Libraries of Public Universities in Ogun State, Nigeria**

<b>Single Loop Learning</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
My library ensures that employees understand and adhere to an established operating procedure	42 (40.0%)	57 (54.3%)	6 (5.7%)	--	3.34
My library encourages only skills that can help in the current way of operation	24 (22.9%)	59 (56.2%)	9 (8.6%)	13 (12.4%)	2.90
Any error observed are corrected without any major change to the way we normally operate	26 (24.8%)	70 (66.7%)	4 (3.8%)	5 (4.8%)	3.11
We focus on improving efficiency within existing processes.	47 (44.8%)	56 (53.3%)	2 (1.9%)	--	3.43
Employees are encouraged to follow established procedures when addressing issues.	45 (42.9%)	53 (50.5%)	7 (6.7%)	--	3.36
<b>Average Mean</b>					3.23
<b>Double Loop Learning</b>					
My library encourages questioning of the underlying assumptions behind our actions.	26 (24.8%)	52 (49.5%)	18 (17.1%)	9 (8.6%)	2.90
Library management regularly revisit and revise library goals and policies.	36 (34.3%)	51 (48.6%)	18 (17.1%)	--	3.17
When solving problems, my library considers changing the rules or frameworks that guide our actions.	15 (14.3%)	45 (42.9%)	25 (23.8%)	20 (19.0%)	2.52
There is a strong emphasis on understanding and addressing the root causes of issues in my library	27 (25.7%)	52 (49.5%)	15 (14.3%)	11 (10.5%)	2.90
Librarians in my library are encouraged to challenge existing norms and suggest innovative solutions.	38 (36.2%)	50 (47.6%)	12 (11.4%)	5 (4.8%)	3.15
<b>Average Mean</b>					2.93

<b>Triple Loop Learning</b>					
My library is open to redefine its fundamental purpose and identity.	26 (24.8%)	73 (69.5%)	2 (1.9%)	4 (3.8%)	3.15
Library management regularly reflect on and evaluate the values and beliefs that guide library operations.	36 (34.3%)	62 (59.0%)	36 (34.3%)	7 (6.7%)	3.28
Learning and adaptation are viewed as ongoing, integral parts of the organisational culture in my library.	35 (33.3%)	57 (54.3%)	13 (12.4%)	--	3.21
Librarians are encouraged to engage in strategic thinking to predict and adapt to long-term changes and challenges.	37 (35.2%)	58 (55.2%)	5 (4.8%)	5 (4.8%)	3.21
Librarians are encouraged to engage in deep reflection about their roles and the organization's broader mission.	33 (31.4%)	68 (64.8%)	4 (3.8%)	--	3.24
<b>Average Mean</b>					3.22
<b>Aggregate Mean</b>					3.12

**Source: Fieldwork, 2024**

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

Table 4.4 presents an analysis of the level of organizational learning available in academic libraries of public universities in Ogun State, Nigeria. Organisational learning is categorized into three types of learning: single-loop learning, double-loop learning, and triple-loop learning. The responses to the items under the dimension of single-loop learning show that 40.0% of respondents strongly agreed, and 54.3% agreed that their library ensures employees understand and adhere to established operating procedures, yielding a mean score of 3.34. The focus on improving efficiency within existing processes also scored well, with 44.8% strongly agreeing and 53.3% agreeing that the libraries focus on improving efficiency within existing processes leading to a mean of

3.43. However, 22.9% of the respondents strongly agreed and 56.2% agreed that their libraries encourage only skills applicable to current operations while 21.0% either disagreed leading to a low mean score of 2.90. Also, 24.8% of the respondents strongly agreed, 66.7% agreed, while 3.8% disagreed and 4.8% strongly disagreed that any error observed are corrected without any major change to the way they normally operate this item had a mean score of 3.11, The overall average mean for single-loop learning is 3.23, reflecting a solid focus on process adherence and efficiency within existing frameworks.

The second dimension of organisational learning examined is double-loop learning which involves questioning and revising the underlying assumptions behind actions. The results show that 24.8% of respondents strongly agreed that their library encourages questioning of underlying assumptions, with 49.5% agreed. However, 17.1% disagreed while 8.6% strongly disagreed leading to a mean score of 2.90. A similar pattern is seen in responses about library management revisiting and revising library goals and policies. The results showed that 34.3% strongly agreed and 48.6% agreed while 17.1% disagreed, resulting in a mean score of 3.17. The statement regarding solving problems by considering changes to rules or frameworks had the lowest score, with a mean of 2.52, as only 14.3% strongly agreed and 42.9% agreed, while a combined 42.8% disagreed or strongly disagreed. The overall average mean for double-loop learning is 2.93, indicating that while there is some openness to questioning established norms, it is not a dominant practice in these libraries.

Next is triple-loop learning, which involves redefining the organization's fundamental purpose and identity. The results showed that a significant 24.8% of respondents strongly agreed, and 69.5% agreed that their library is open to redefining its purpose, resulting in a

mean score of 3.15. The results also show that the responses to the item library management regularly reflects on the values and beliefs guiding operations, where 34.3% strongly agreed and 59.0% agreed, resulting in a mean of 3.28. Additionally, 31.4% strongly agreed and 64.8% agreed that librarians are encouraged to engage in deep reflection about their roles and the broader mission, giving this statement a mean score of 3.24. Furthermore, 35.2% of the respondents strongly agreed and 55.2% agreed that Librarians are encouraged to engage in strategic thinking to predict and adapt to long-term changes and challenges. However, 4.8% disagreed and the same fraction strongly disagreed (4.8%) leading to a mean score of 3.21. Finally, 31.4% of the respondents strongly agreed and 64.8% agreed that librarians are encouraged to engage in deep reflection about their roles and the organization's broader mission while only 3.8% disagreed leading to a mean score of 3.2. 4The overall average mean for triple-loop learning is 3.22, reflecting a moderate level of deep organizational reflection and adaptation within these libraries.

The aggregate mean for all three dimensions of organizational learning is 3.12, suggesting that academic libraries in Ogun State exhibit a moderate level of organisational learning across different dimensions. Single-loop learning, focusing on process adherence and efficiency, scored the highest (3.23), indicating that these libraries place a strong emphasis on maintaining established processes. Double-loop learning, which involves questioning fundamental assumptions, had the lowest score (2.93), suggesting that there is less emphasis on challenging the status quo and changing organizational frameworks. Triple-loop learning (3.22) shows a moderate commitment to deeper organizational reflection and adaptation. Overall, the data suggest that while there

is a solid foundation for organizational learning in these libraries, there is room for improvement in encouraging more critical reflection and innovation, particularly in double-loop learning practices.

### 4.3 Presentation of Hypotheses

**H<sub>01</sub>: There is no Significant Influence of Knowledge Sharing on Service Delivery in Academic Libraries of Public Universities in Ogun State, Nigeria.**

#### Model Summary

**Table 4.5: Influence of Knowledge Sharing on Service Delivery in Academic Libraries of Public Universities in Ogun State, Nigeria.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365 <sup>a</sup>	.133	.125	.32643

a. Predictors: (Constant), Knowledge Sharing

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.689	1	1.689	15.854	.000 <sup>b</sup>
	Residual	10.975	103	.107		
	Total	12.665	104			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Knowledge Sharing

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.700	.192		14.044	.000
	Knowledge Sharing	.217	.055	.365	3.982	.000

a. Dependent Variable: Service Delivery

Table 45 presents the results of the regression analysis on the influence of knowledge sharing on service delivery in academic libraries of public universities in Ogun State, Nigeria. The model summary reveals that knowledge sharing has a moderate positive relationship with service delivery, as indicated by the correlation coefficient (R) of 0.365. The R Square value of 0.133 indicates that 13.3% of the variance in service delivery in academic libraries of public universities in Ogun State is explained by knowledge sharing. Although this is a modest proportion, it suggests that knowledge sharing contributes meaningfully to variations in service delivery in academic libraries of public universities in Ogun State, with an adjusted R Square of 0.125 confirming the model's fit.

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

The coefficients table further illustrates the relationship between knowledge sharing and service delivery. The unstandardized coefficient for knowledge sharing is 0.217, meaning that for every unit increase in knowledge sharing, service delivery improves by 0.217 units. With a t-value of 3.982 and a p-value of 0.000, this relationship is statistically significant, affirming the importance of knowledge sharing in enhancing service delivery in academic libraries. In line with these results, the null hypothesis stating that there will be no significant influence of knowledge sharing on service delivery academic libraries of public universities in Ogun State, Nigeria is hereby rejected.

H<sub>02</sub>: There is no significant influence of organisational learning on service delivery academic libraries of public universities in Ogun State, Nigeria;

**Table 4.6 Influence of Organisational Learning on Service Delivery Academic Libraries of Public Universities in Ogun State, Nigeria**

**Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.334 <sup>a</sup>	.111	.103	.33056

a. Predictors: (Constant), Organisational Learning

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.410	1	1.410	12.906	.001 <sup>b</sup>
	Residual	11.255	103	.109		
	Total	12.665	104			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Organisational Learning

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.615	.236		11.079	.000
	Organisational Learning	.269	.075	.334	3.592	.001

#### a. Dependent Variable: Service Delivery

Table 4.6 present the result of simple regression analysis on the influence of organisational learning on service delivery academic libraries of public universities in Ogun State, Nigeria. According to the model summary, the correlation coefficient (R) is 0.334, indicating a moderate positive influence of organisational learning on library service delivery in public universities in Ogun State, Nigeria. The R Square value of 0.111 implies that organisational learning explains 11.1% of the variance in service delivery in public universities in Ogun State, Nigeria., while the adjusted R Square value of 0.103 suggests that after accounting for the number of predictors, the model still fits moderately well.

The ANOVA table reveals that the overall model is statistically significant, with an F-statistic of 12.906 and a p-value of 0.001. This means that organisational learning has a significant impact on service delivery in academic libraries. The regression sum of squares (1.410) indicates the variance explained by organisational learning, while the residual sum of squares (11.255) represents the unexplained variance.

In the coefficients table, the unstandardized coefficient (B) for organisational learning is 0.269, which suggests that for each unit increase in organisational learning, library service delivery improves by 0.269 units. The constant (2.615) reflects the baseline level of service delivery when organisational learning is absent. The standardized coefficient (Beta) of 0.334 further confirms that organisational learning has a positive and statistically significant influence on service delivery, with a t-value of 3.592 and a p-value of 0.001. In view of these results, the null hypothesis stating that there will be no significant influence of organisational learning on service delivery academic libraries of public universities in Ogun State, Nigeria, is hereby rejected.

H03: There is no significant combined influence of knowledge sharing and organisational learning on service delivery academic libraries of public universities in Ogun State, Nigeria

**Table 4.7: Combined Influence of Knowledge Sharing and Organisational Learning on Service Delivery Academic Libraries of Public Universities in Ogun State, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.405 <sup>a</sup>	.164	.148	.32217

**a. Predictors: (Constant), Knowledge Sharing, Organisational Learning**

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	2.078	2	1.039	10.010	.000 <sup>b</sup>	2.078
	10.587	102	.104			10.587
	12.665	104				12.665

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Knowledge Sharing, Organisational Learning

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.399	.245		9.784	.000
Organisational Learning	.163	.084	.202	1.935	.056
Knowledge Sharing	.157	.062	.265	2.537	.013

a. Dependent Variable: Service Delivery

Table 4.7 presents the multiple regression analysis on the hypothesis which states that there will be no significant combined influence of knowledge sharing and organisational learning on service delivery in academic libraries of public universities in Ogun State, Nigeria. The model summary shows an R value of 0.405, indicating a moderate positive relationship between knowledge sharing, organisational learning, and service delivery. The R Square value of 0.164 implies that 16.4% of the variance in service delivery is explained by the combined influence of knowledge sharing and organisational learning. The adjusted R Square value of 0.148, after accounting for the predictors, further supports the moderate explanatory power of the model.

The ANOVA table also indicates that the model is statistically significant, with an F-statistic of 10.010 and a p-value of 0.000, meaning that the combined effect of knowledge sharing and organisational learning significantly influences service delivery.

Furthermore, the coefficients table provides further insight into the specific contribution of each variable. The unstandardized coefficient for organisational learning is 0.163, with a t-value of 1.935 and a p-value of 0.056, suggesting that while organisational learning has a positive effect, it is not statistically significant at the 0.05 level. On the other hand, the unstandardized coefficient for knowledge sharing is 0.157, with a t-value of 2.537 and a p-value of 0.013, indicating a statistically significant and positive influence on service delivery.

Overall, while both variables positively affect service delivery, knowledge sharing has a more significant influence than organisational learning. The results mean that the null hypothesis is rejected

#### **4.4 Discussion of Findings**

The study examined the influence of knowledge sharing and organisational learning on library service delivery in academic libraries of public universities in Ogun State. The descriptive and inferential analysis revealed pertinent findings that answered the research questions and proved the hypotheses.

The first research question focused on the level of serviced delivery in academic libraries of public universities in Ogun State. The study findings revealed a high level of service delivery in the academic libraries, with technical services and reader services performing better than ICT services. However, areas like the processing of new materials, personalized service, and technical support need attention to improve the overall user experience.

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

A previous study conducted in Kenya supported this finding as it also found that, although library staff had positive attitude to share knowledge. However, knowledge sharing occurred on an ad hoc basis based on low influence of subjective norms. The study found a limited use of technology-based and human-based mechanisms of sharing knowledge. To solve the perceived deficiencies, the study suggests practical knowledge-sharing practices that may contribute to improved service delivery in a library setup<sup>1</sup>. Another study investigated the extent to which sharing knowledge helps in improving library services in Ahmadu Bello University Library, Zaria. Findings revealed that the respondents strongly agreed that librarians use written and verbal discussion while sharing knowledge on database search. In addition, the study showed that librarians mostly use brainstorming and verbal discussions for knowledge sharing among other knowledge sharing practices, which implied that knowledge sharing practices of librarians were low. It was recommended that knowledge sharing practices such as mentoring, community of practices, staff meetings and storytelling that were scarcely used to share knowledge should be encouraged in the library<sup>2</sup>.

A regional based study with the main objective of investigating the relationship between knowledge sharing and information service delivery by library personnel in South West, Nigeria also found low level of knowledge sharing among the respondents. Some of the respondents also admitted that they find it difficult to share their experience with colleagues. Knowledge sharing methods by majority of the respondents were face to face interaction, during departmental meeting and e-mail. Knowledge sharing has significant positive relationship with information service<sup>3</sup>.

In contrast to the current findings, a study conducted in Nigeria revealed a lack of effective knowledge sharing for service provision in the library. The absence of a knowledge sharing culture; the absence of information and communication technology tools and infrastructure; a lack of motivation; and inferiority and superiority complexes among staff hindered knowledge sharing, with concomitant repercussions for service provision in the library<sup>4</sup>.

The third research question explored the level of organisational learning in the libraries studies. The findings show that academic libraries in Ogun State exhibit a moderate level of organisational learning across different dimensions. Single-loop learning, focusing on process adherence and efficiency. Double-loop learning, which involves questioning fundamental assumptions, had the lowest score suggesting that there is less emphasis on challenging the status quo and changing organizational frameworks. Triple-loop learning shows a moderate commitment to deeper organizational reflection and adaptation. Still on the factors that fosters organizational learning, a study titled Fostering organizational learning through leadership and knowledge sharing make use of data from 209 participants from a manufacturing company in Korea using the structural equation modeling method.

The findings of the study indicated that transformational leadership directly affected the knowledge sharing climate and behaviour, interpersonal trust and organizational learning of an organization. Transformational leadership also indirectly affected organizational learning through knowledge climate and behaviour, and interpersonal trust. In addition, a knowledge sharing climate directly affected interpersonal trust and knowledge sharing

behaviour and indirectly affected organizational learning through interpersonal trust and knowledge behaviour. Interpersonal trust directly affected knowledge sharing behaviour and indirectly affected organizational learning through knowledge sharing behaviour<sup>5</sup>.

The findings of this study also corroborate with a similar study regarding the significance of organisational learning in an information society, where advancements in information technology and telecommunication networks are accompanied by a corresponding surge in knowledge and a rapidly increasing flow of information. This novel information landscape necessitates the acquisition of new competencies in searching, processing, and utilising information<sup>6</sup>. The foundation for an individual's capacity to comprehend and utilise knowledge is a qualitative, continuous learning process. The study's findings align with that of another scholar who conducted research demonstrating a correlation between organisational learning and non-financial success. University libraries are non-profit entities, demonstrating the effectiveness of organisational learning<sup>7</sup>. Indeed, experts asserts that organisational learning is essential for the current frameworks to enable new library personnel to acquire the requisite abilities over time<sup>8</sup>.

The test of the first hypothesis revealed that knowledge sharing has a moderate positive influence on service delivery. This finding while indicating that other factors may also be responsible for effective service, show that knowledge sharing is still important in modern library service delivery. This is supported by a study conducted in Kenya where researchers found that knowledge sharing strategies had a statistically significant influence on library service delivery. Specifically, the study identified library knowledge sharing among working groups, library knowledge sharing among project teams, library

knowledge sharing among learning community, library knowledge sharing among informal network and library knowledge sharing among community of practice as influence library service delivery<sup>9</sup>.

Similarly, a study conducted to explore the ways in which health care workers relied on their relationships with informal community networks to navigate the post-disaster landscape and provide adequate health services highlight the critical role knowledge sharing through informal networks, community outreach, and relationship building in response work as organisations attempt to overcome the specific complexities and challenges of operating in the post-disaster context<sup>10</sup>. Another study conducted by Nigerian scholars also supported this finding. The study investigated the extent to which sharing knowledge helps in improving library services in Ahmadu Bello University Library, Zaria. Findings revealed that the respondents strongly agreed that librarians use verbal discussion while sharing knowledge on database search. In addition, the study showed that librarians mostly use brainstorming and verbal discussions for knowledge sharing among other knowledge sharing practices, which implied that knowledge sharing practices of librarians were low. Also, the services provided by librarians were e-reference services, database search, online user education and e-reader services among other available library services. It was recommended that knowledge sharing practices such as mentoring, community of practices, staff meetings and storytelling that were scarcely used to share knowledge should be encouraged in the library<sup>11</sup>.

The test of the second hypothesis revealed a moderate positive influence of organisational learning on library service delivery in public universities in Ogun State, Nigeria. This

finding is supported by previous studies. A related study conducted by scholars from Ghana concluded that organizational learning strategy has an impact on service delivery. The study recommends continuous implementation of organizational learning strategy as the techniques should be viewed as management tactics that enable individuals to learn to accomplish beneficial outcomes including innovation, efficiency, environmental adaption, and competitive advantage<sup>12</sup>.

In another study which investigated the influence of organizational learning on employee performance in Machakos County Government The finding of the investigation therefore, showed a very positive and significant relationship between organizational learning and employee performance<sup>13</sup>. In relation to library services, it means that organisational learning can also make librarians more effective leading to effective service delivery in the library. Similarly, a study examined the influence of organizational learning on employee's innovative behaviour, and further proposed the mediation effect of work engagement between the relationship of organizational learning and employee's innovative behaviour. The results indicated that work engagement fully mediated the relationship between organizational learning and employee's innovative behaviour, that is, executives with organizational learning can strengthen the work engagement of employees, thereby affecting employee's innovation behaviour. Besides, we further found that work engagement also plays a full mediating role among organizational learning and employee's innovative ideas generation, advocacy, and implementation respectively. This paper suggests managers should take advantage of transformational leadership behaviour or select and train managers with transformational leadership style

to enhance work engagement of employees, and then improve to generate innovative behaviour of employees<sup>14</sup>.

A research also identified how organizational learning processes influence perceived organizational performance and examine the moderating roles of organizational justice and trust in managers therein. study found that feedback learning flows are strongly mediated between learning stocks and organizational performance. It also found that organizational justice moderates the effect of learning stocks on organizational performance through feed-forward learning flows, while trust in manager moderates the effect of learning stocks on organizational performance through feedback learning flows. Situating the findings to library, first, it finds that the higher organizational justice, the better the transfer of knowledge from the bottom up<sup>15</sup>.

From the foregoing, it glaring that organizational learning is a concept that enhances several organizational advantages, effectiveness and competences owing to the fact that the human resources are inevitable to organizational overall performance. A study with a purpose to investigate the effects of collaborative cultures and knowledge sharing on organization learning. The study provides additional evidence that knowledge sharing and collaborative cultures within an organization can provide support for the real organizational learning to take place. Knowledge sharing and collaborative cultures prove to be among the determinants for the occurrence of organizational learning. The right culture can promote good organizational learning<sup>16</sup>.

A related study also confirms the conceptual model with the data. The key contributors to employee performance are organizational intelligence (OI), organizational learning and

knowledge sharing and organizational culture. The performance of the employee is primarily based on organizational learning. OI, knowledge sharing and organizational culture are the major factors that create an environment for organizational learning<sup>17</sup>.

The test of the third hypothesis revealed that, while both variables positively affect service delivery, knowledge sharing has a more significant influence than organisational learning. This finding is supported by a few studies that examined the combination of knowledge sharing and organisational learning. In one of such studies, researchers investigate knowledge sharing, organisational learning, leadership styles, and personnel competence as correlates of service delivery in university libraries in the Southwestern, Nigeria. The findings revealed that knowledge sharing; organisational learning; leadership styles, and personal competence had significant positive relationships with service delivery. Knowledge sharing, organisational learning, leadership styles and personnel competence jointly predicted service delivery in the university libraries, accounting for a third of its variance. The study also found that knowledge sharing, leadership style, and personal competence had relative contributions to service delivery in university libraries<sup>18</sup>.

In addition, scholars posited that the process of information sharing on organizational learning consists of two distinct phases namely, the knowledge sharing period and the organizational learning period<sup>19</sup>. During the knowledge sharing stage, employees' willingness to share is typically influenced by their personal characteristics. Factors such as educational background, professional experience, professional relationships, and

personal finances can all have a substantial impact on an individual's willingness and motivation to share knowledge<sup>20</sup>.

The findings of a related study conducted in Korea indicated that the newly hired employees have a tendency to develop relationships with their colleagues, thereby creating a channel for sharing knowledge. By using this approach, newcomers can develop the necessary skills and proficiency in problem-solving that they wish to obtain during their initial stages of work. Regarding the incentive for sharing knowledge, research has shown that individuals with greater levels of vocational expertise are primarily driven by this factor if they have a better income<sup>21</sup>.

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## Chapter Five

### Conclusion

This chapter provides the concluding part of the study. It presents the summary of findings, conclusion and recommendations as appropriate. The chapter also outlines the contribution of this research to knowledge and makes useful suggestions about the areas that can be explored by future researchers.

#### 5.1 Summary of Findings

The findings of this study can be summarised as follows;

1. The study findings revealed a high level of service delivery in the academic libraries, with technical services and reader services performing better than ICT services. However, areas like the processing of new materials, personalized service, and technical support need attention to improve the overall user experience.
2. The study also found a generally high level of knowledge sharing among academic libraries in public universities Ogun State. However, subjective norms and behavioural intentions were somewhat lower, suggesting that while librarians recognize the importance of knowledge sharing, external support such as policies and peer behaviour could be strengthened to encourage more consistent sharing behaviour.
3. In addition the study found a moderate level of organisational learning across different dimensions among academic libraries in public universities Ogun State

- however, double-loop learning had the lowest score suggesting that there is less emphasis on challenging the status quo and changing organizational frameworks.
4. The test of the first hypothesis revealed that knowledge sharing has a moderate positive relationship with service delivery.
  5. The test of the second hypothesis revealed that a moderate positive influence of organisational learning on library service delivery in public universities in Ogun State, Nigeria.
  6. The test of the third hypothesis revealed that, while both variables positively affect service delivery, knowledge sharing has a more significant influence than organisational learning.

## **5.2 Conclusion**

The study has shown that academic libraries in public universities in Ogun State deliver high-quality services, particularly in technical and reader services, although ICT services require improvement. The findings also indicate that knowledge sharing is prevalent among librarians, but subjective norms and behavioral intentions related to sharing need to be bolstered through policies and peer influence. Furthermore, the moderate level of organizational learning observed in these libraries reveals a need for increased focus on double-loop learning, which encourages questioning underlying assumptions and revising operational frameworks. The study's hypothesis testing confirmed that both knowledge sharing and organizational learning positively affect service delivery, with knowledge sharing having a more significant influence.

### 5.3 Recommendations

The following recommendations are considered relevant to this study;

1. University library management should develop targeted training programs for library staff in ICT services and technical support, and implement streamlined workflows for the processing of new materials to enhance efficiency and user satisfaction.
2. It is important for university management to introduce institutional policies and peer-support programs that incentivize and normalize knowledge-sharing activities, such as collaborative workshops, mentoring sessions, and formal recognition for contributors.
3. In view of the moderate level of organizational learning with weakness in double-loop learning, library managements should foster a culture of critical reflection and innovation by organizing leadership retreats and staff development programs focused on challenging existing frameworks and embracing change through double-loop learning approaches.
4. Similarly, the finding show moderate positive relationship between knowledge sharing and service delivery calls for the creation of enhanced collaborative platforms and tools for knowledge sharing, such as centralized digital repositories and regular team knowledge exchange meetings, to further improve service delivery outcomes.
5. Library management should also strengthen organizational learning by creating opportunities for cross-functional team projects and feedback loops that enable librarians to continuously improve service strategies and practices.

6. Library management should prioritize the integration of knowledge-sharing practices into daily operations, while also addressing gaps in organizational learning to create a balanced approach that maximizes the impact on service delivery.

#### **5.4 Contribution to Knowledge**

The study has made significant contributions to knowledge which can be explored in terms of conceptual, theoretical and empirical contributions. Conceptual wise, this study enhances the conceptual understanding of service delivery in academic libraries by integrating the constructs of knowledge sharing and organizational learning. It highlights how these factors interact to influence service outcomes, thus providing a nuanced perspective on the dynamics within library services. By delineating the roles of both knowledge sharing and organizational learning, the research offers a framework for assessing library effectiveness and user satisfaction in a rapidly evolving information landscape.

In terms of theoretical contributions, the study contributes to existing theories of service delivery and organizational learning by demonstrating their applicability in the context of academic libraries. It validates the theoretical framework that links knowledge sharing and organizational learning to service delivery outcomes, supporting the notion that a collaborative and adaptive organizational culture is essential for enhancing service quality.

Through a comprehensive analysis of service delivery, knowledge sharing, and organizational learning within academic libraries in Ogun State, Nigeria, this study

provides robust empirical data that enriches the understanding of these constructs in practice. By employing a quantitative approach and utilizing statistical methods to test the relationships between variables, the research offers actionable insights that library administrators can leverage to improve service delivery. Furthermore, it fills a gap in the literature by focusing on the unique challenges and opportunities faced by academic libraries in a developing country context, thus contributing valuable knowledge to the field of library and information science.

### **5.5 Suggested Topics for Further Studies**

Future researchers can examine the following topics;

1. Impact of ICT Service Improvement on User Satisfaction in Academic Libraries:
2. The Role of Peer Influence and Policies in Promoting Knowledge Sharing in Academic Libraries:
3. Assessing the Influence of Double-Loop Learning on Innovation and Organizational Growth in Academic Libraries.

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## Appendix

**Questionnaire**  
**Lead City University Ibadan**  
**Faculty of Communication and Information Science**  
**Department of Information Management**

Dear Respondent,

I am a postgraduate student of the above-named institution. I am currently conducting a research work on “Subjective Career Success, Job Characteristics and Employee Engagement of Librarians in Edo State”. I therefore solicit your support in completing this instrument. Please note that any information supplied by you in this questionnaire shall be treated with utmost confidentiality and will be used for academic research only.

Thank you for your anticipated cooperation.

Researcher.

### **Section A: Demographic Information**

Name of Institution/Library .....

**Gender:** Male [ ]; Female [ ];

**Age:** 20 – 25yrs [ ]; 26 – 30yrs [ ]; 31 – 35yrs [ ]; 36 – 40yrs [ ]; 41-45yrs [ ];  
46 and above [ ];

**Educational Qualification:** ND/HND [ ]; BSc/BLIS [ ]; MSc/MLIS [ ]; M.Phil, [ ];  
PhD. [ ];

**Years of Experience:** 0 – 5yrs [ ]; 6 – 10yrs [ ]; 11 – 15yrs [ ]; 16 – 20yrs  
[ ]; 21-25yrs [ ]; 26 and above [ ];

### **Section B: Library Services Delivery**

Instructions: Please indicate the extent to which you agree or disagree with the following statements by selecting any of the following options; SD = Strongly Disagree, D= Disagree, A= Agree, and SA = Strongly Agree

S/N	Technical Services	SA	A	D	SD
1.	The library consistently provides access to the materials I need.				
2.	The library's cataloguing system makes it easy to find the materials I am looking for				
3.	Library materials (books, journals, etc.) are made easy to locate through proper shelving.				
4.	New materials are processed and made available in a timely manner				
5.	The library takes my suggestions for new materials seriously and acts on them when possible.				
	<b>Reader Services</b>				
6.	The library staff responds to patrons inquiries in a timely manner.				
7.	The library staff provides helpful and accurate reference assistance.				
8.	The library staff offers detailed and helpful answers to patrons' questions.				
9.	The library staff makes an effort to understand my needs and provide personalized service.				
10	The process of checking out and returning materials is quick and efficient.				
	<b>ICT Services</b>				
11	The library provides adequate access to online databases and digital resources				
12	The library offers valuable workshops and resources to help me improve my digital literacy skills				
13	The library staff provides effective support for technical issues I encounter.				
14	The library has a mobile app that allows access to library services.				
15	The library's digital platforms (website, online catalog, databases) are user-friendly and easy to navigate.				

**ection C: Knowledge Sharing**

Instructions: Please indicate the extent to which you agree or disagree with the following statements by selecting any of the following options; SD = Strongly Disagree, D= Disagree, A= Agree, and SA = Strongly Agree

S/N	Attitude	SA	A	D	SD
1	I can gain new ideas through interaction with colleagues				
2	Knowledge sharing keeps librarians up to date with current trends				
3	I believe knowledge sharing is beneficial to both academic libraries and librarians				
4	I have no fear of sharing any new knowledge I come across				
5	I will share knowledge even if others would not share with me				
	<b>Subjective Norms</b>				
6	Seminars, workshops and training sessions are held periodically to promote knowledge sharing				
7	There are policies that encourage knowledge sharing in my library				
8	My colleagues share their working knowledge which makes me feel obligated to share				
9	Librarianship as a profession promotes knowledge sharing				
10	My boss would want me to engage in knowledge sharing				
	<b>Behavioural Intention</b>				
11	I am willing to share knowledge with my colleagues				
12	I prefer using social networks such as Facebook, Twitter, wikis and blogs to share knowledge				
13	I communicate/share knowledge with my colleagues in teams or group				
14	I use intranet and knowledge repositories to share knowledge with my co-workers				

#### Section D: Organisational Learning

Instructions: Please indicate the extent to which you agree or disagree with the following statements by selecting any of the following options; SD = Strongly Disagree, D= Disagree, A= Agree, and SA = Strongly Agree

S/N	Single Loop Learning	SA	A	D	SD
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1	My library ensures that employees understand and adhere to an established operating procedure				
2	My library encourages only skills that can help in the current way of operation				
3	Any error observed are corrected without any major change to the way we normally operate				
4	We focus on improving efficiency within existing processes.				
5	Employees are encouraged to follow established procedures when addressing issues.				
	<b>Double Loop Learning</b>				
6	My library encourages questioning of the underlying assumptions behind our actions.				
7	Library management regularly revisit and revise library goals and policies.				
8	When solving problems, my library consider changing the rules or frameworks that guide our actions.				
9	There is a strong emphasis on understanding and addressing the root causes of issues in my library				
10	Librarians in my library are encouraged to challenge existing norms and suggest innovative solutions.				
	<b>Triple Loop Learning</b>				
11	My library is open to redefine its fundamental purpose and identity.				
12	Library management regularly reflect on and evaluate the values and beliefs that guide library operations.				
13	Learning and adaptation are viewed as ongoing, integral parts of the organisational culture in my library.				
14	Librarians are encouraged to engage in strategic thinking to predict and adapt to long-term changes and challenges.				
15	Librarians are encouraged to engage in deep reflection about their roles and the organization's broader mission.				

## Bio-data

### A. Personal Data

1. **Full Name:** OSIFADE MUYIWA SAMUEL
2. **Address:** No 61, Saapade Road Isara Remo
3. **Email:** osifademuyiwa@gmail.com
4. **Date and Place of Birth:** March 15<sup>th</sup> 1979, Isara Remo
5. **Nationality:** Nigerian
6. **Name and Address of Next of Kin:** Osifade Toyosi Grace

### B. Educational Background

#### Educational Institutions Attended with Dates and Qualifications:

##### i. Primary Education:

Wesley primary School Isara Remo, 1985-1990.

##### ii. Secondary Education:

Saapade Grammar School, 1991-1996.

##### iii. Higher Educational Institutions:

Tai Solarin College of Education Ijebu Ode N.C.E 2004

Tai Solarin University of Education Ijebu Ode BLIS 2011

### C. Working Experience with Dates

- a. **Remo Divisional High School Sagamu.** March 2005 -June 2007
- b. **Odobolu Grammar School** July 2007- September 2010
- c. **Gateway Polytechnic Saapade** February 2012-October 2024

### D. Award and Fellowship

- i. Fellow, African Young Brains Award

### E. Member of Academic and Professional Bodies

- i. Member, Nigerian Library Association, Ogun State Branch
- ii. Member, Library Registration Council of Nigerian (LRCN)

## **F. Publication**

Oni,Olujimi O., Adediran, Aderemi T., Osifade, Muyiwa S. (2024). A Service Oriented Architecture Based Electronic Library (E-Library) System. A Multi-disciplinary Journal of Academic Staff Union of Polytechnic, ASUP-Zone D.

## **G. Major Conferences Attended with Date**

2023 1<sup>st</sup> International Conference on Science & Technology between 30<sup>th</sup> May-1<sup>st</sup> June 2023 at Gateway Polytechnic Saapade Ogun State

2024 1<sup>st</sup> Combined Conference of School of Management & Business, Financial and Liberal Studies between 4<sup>th</sup> -6<sup>th</sup> June 2024 at Gateway Polytechnic Saapade

2024 1<sup>st</sup> International Conferences School of Management and Business Studies held 12<sup>th</sup> July, 2024 at Abraham Adesanya Polytechnic Ijebu Igbo Ogun State.

## **H. Referees**

### **Dr. Abayomi Ibisola**

Head of Department Estate Management  
Moshood Abiola Polytechnic Abeokuta.  
08035670204

### **Dr Julius Popoola**

The Registrar  
Gateway Polytechnic Saapade  
08030435733

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**Signature**

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**Date**

### **The University Compliance Certification**

This is to certify that this thesis by **Muyiwa Samuel OSIFADE** with Matriculation Number **LCU/PG/003763** in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

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**Signature**

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**Date**

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