

## **A Study of Hindrances to Knowledge Sharing Practices in Federal University Libraries in North-East, Nigeria.**

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### **Abstract**

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This study examines the hindrances to knowledge sharing practices in federal university libraries in North-East, Nigeria. In sourcing or gathering information for this study, documented sources and questionnaire were both used to source information and arrive at findings respectively. Data were collected with the aid of questionnaire using a descriptive analysis using tables and employing simple percentages at arriving at findings. The result reveals that the hindrance was as a result of lack of trust among colleagues in their libraries; lack of rewards and recognition systems that would motivate staff to share knowledge, lack of retention of highly skilled and experienced staff, lack of resources and lack of interaction between those who need knowledge and those who can provide knowledge.

**Keywords** – Knowledge Management, Knowledge Sharing, Knowledge Sharing Behaviours, Hindrance to Knowledge Sharing,

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### **Introduction**

There prevails a lack of understanding regarding how to scale up knowledge sharing in organizations because of the limited awareness of inhibiting factors of Knowledge Sharing Practices. In fact, both organizations and individual employees do encounter hindrances to knowledge sharing. However, hindrances to KS reduce individuals' inclination to sharing their knowledge. This is claimed that individual employees have well-justified grounds for not being inclined toward sharing their knowledge and accepting knowledge from others.

Hindrances to knowledge sharing prevail across the type of organizations and countries, Researchers discover lack of trust" as the extensively studied and most significant KS hindrances. The study identifies other important hindrances such as organizational culture, lack of time, workload, lack of technology, lack of organizational commitment. However, the hindrances to knowledge sharing are

usually classified into (i) organizational factors, (ii) technical factors, and (iii) individual factors. For instance, conducts a comprehensive review of general hindrances to KS and identifies three dozen hindrances under these three categories: (i) organizational hindrances such as lack of transparent rewards and recognition and supportive organizational culture, (ii) individual hindrances such as fear of lack of time, jeopardizing job security, and lack of trust, etc. and (iii) technological hindrances such as inadequate information technology (IT), lack of technical support and immediate maintenance, and lack of training on IT.

## **Statement of the Problem**

In environments where knowledge sharing is not a norm, staff can become the sole owners of domain knowledge, meaning that this knowledge is typically lost when the employee leaves an organization. Thus, in order to ensure the continuity of these knowledge assets, the culture of entrenching knowledge sharing should be developed in the libraries, especially university libraries. It is against this backdrop this study embarks to examine the hindrances associated with knowledge sharing among librarians in Federal University libraries in North East, Nigeria.

## **Objectives of the Study**

The aim of this study is to examine the hindrances associated to knowledge sharing practices in Federal University libraries in North-East, Nigeria. Thus, the specific objectives are to:

1. Examine the perceptions of librarians towards knowledge sharing practices in Federal University Libraries in North-East, Nigeria.
2. Examine the attitudes of librarians towards knowledge sharing practices in Federal University Libraries under study.
3. Identify the hindrances associated with knowledge sharing practices in Federal University Libraries of North-East Nigeria.

## **Literature Review**

### **Concept of knowledge sharing practices**

Knowledge sharing among employees in many organizations now days is part of a crucial process in order to meet the organisation's goals and objectives. Most organisations whether profit or nonprofit oriented need to manage their knowledge to encourage the sharing of ideas and expertise throughout the organizations. Knowledge sharing is important as it allows many people to communicate and exchange information in effective manners. When knowledge is effectively shared and built among people, it will provide benefits to the entire organisations in which it helps to increase individuals' performance and productivity as well as reducing valuable time people spends looking for relevant knowledge. The more people share their knowledge with each other, the more the relevant and needed skills are maximized. Besides, through knowledge sharing, many people involved, which allow the organisations to move forward and achieve their overall goal and purpose. The process of

implementing knowledge sharing will not only increase the competitive advantage of the library, but also the librarian competencies. Knowledge sharing provides better opportunity for the employees to enhance their skills by working together while improving their own performance (Ziaei, 2014).

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

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

### **Perceptions of Librarians towards Knowledge Sharing Practices**

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

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

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

### **Attitudes of Librarians Towards Knowledge Sharing Practices**

Knowledge sharing attitudes among librarians may either make or mar the provision of result-oriented services to library and information users. On an individual basis, knowledge sharing attitudes refers to librarians' personal interests and the degree of enthusiasm for sharing knowledge. It is the degree of positive or negative feelings an individual has towards the intention to share knowledge with colleagues on issues about IL. Willingness and eagerness are positive attitudes towards knowledge sharing (Ugwu, & Idoko, 2014). Attitude towards knowledge sharing is formed from behavioural beliefs, and higher attitudinal disposition towards knowledge sharing increases knowledge sharing intentions. An employee's attitudes and competencies may impede knowledge sharing. Some individuals may possess an attitude of indifference to sharing, due to personal insecurity, such as a fear of being seen as ignorant and therefore unfit for job advancement or new career opportunities. Employees may also fear a loss of superiority and knowledge ownership after sharing their own personal knowledge. No doubt therefore that a key factor in knowledge sharing is the issue of employee attitudes, not necessarily the motivation that leads to sharing.

Attitude has to do with understanding issues; it is the psychological ability to process or use information received through the sense organs. Literature has established a strong connection between attitude and attitude of a person towards a particular issue or event. Choi, & Lee, (2003) defined as individual positive or negative feelings towards performing a task. In addition, Key, (2007) believed attitude is a positive or negative feeling that an individual hold about objects, persons or ideas which are generally regarded as enduring through modification by experience or persuasion and as learned rather than innate. List of a positive attitudes is explained by Haas, (2006). Several attitudes of positive personality can increase the value of our personal development in some ways and include:

Optimism: is an attitude of positive expectancy. An optimist operates under the assumption that whatever challenge he/she may face will eventually result in favourable consequence. Enthusiasm: is that secret and harmonious spirit, which hovers over the production of genius. It is a sense of intense, purposeful passion held towards any object or topic. Enthusiasm inspires you to cultivate your abilities to move forward despite the uncertainty to continually transcend obstacles, which are placed in the way of progress. An enthusiastic person is driven (Haas, 2006).

Kindness: is a desire to help others without any evidence of reward. However, the act of doing something for someone else benefits the both giver and the receiver on many levels. The act of giving removes your attention from worry and replaces it on how you can positively affect the world around you. Kindness repairs injury and removes contradictory emotions like hate, contempt and resentment. Kindness, in essence, brings people together (Harold, 2011).

### **Hindrances to Knowledge Sharing Practices**

***Fear of Losing Power or Control:*** In higher education some faculty members, especially those in management level positions fear losing their positions if they share their knowledge. Thus, from a knowledge-is-power perspective, some individuals tend to construe it to mean that knowledge sharing with colleagues or subordinates is one way of losing power. In other words, giving important information on what one knows makes the person less powerful. However, in most cases this is not the case because when one stops sharing knowledge there is a high possibility for the person's knowledge to diminish. The fear that one's knowledge is being taken without attribution has been identified as a major hindrance to knowledge sharing (KS) among faculty members as a result, some faculty members are reluctant to share their knowledge despite its benefit to the system. This practice is not ideal because knowledge bearers may have some control over knowledge for a moment but have no control over unforeseen circumstances, including forgetfulness and death.

***Self-pride:*** As explained earlier, for knowledge sharing to take place, there must be both the sharer and the receiver; and also, that both parties must be willing and ready to participate in the knowledge sharing (KS) process. It is however practically impossible for effective knowledge sharing to take place when participants have self-pride or ego. The main challenge arising from this is when both the anticipated knowledge sharer and the potential recipient have contrasting egotisms. The person who knows it may think it is belittling to condescend potential recipient, while the potential recipient has feared of losing face (or being humiliated) by asking for certain knowledge. This attitude according to Davison (n.d.), is different contextually, but for the society with collective culture, losing face is very humiliating as low self-esteem to ask for help or to share one own knowledge for the person who is higher than him or her.

***Poor Verbal and Non-verbal Communication:*** In order for knowledge to be shared effectively, communication is vital. Hence, higher organizations, like any other human beings, have their personal limitations, inclusive of poor verbal and non-verbal communication. As a result, some avoid opportunities to share their knowledge with colleagues. It is noteworthy that mastery of every task or skill comes from practice; hence, willingness to take the challenge can go a long way in making one much better and professional.

***Lack of Social Networks or Platforms for Knowledge Sharing:*** Although some initiatives have been made to create knowledge sharing (KS) platforms like seminars, conferences, workshops, meetings among others, equal chances are not provided to all lecturers as some people tend to be given preferential treatments.

**Lack of Time:** on availability of time has been identified as one hindrance to knowledge sharing. Thus, depending on the responsibility and the load of a person, he or she may be unwilling to make out time extra to participate in knowledge sharing.

**Unknowingly not Sharing Knowledge:** People sometime do not share their knowledge unintentionally. The reason for this may range from low awareness of the value of sharing one's own knowledge, unawareness of who is in need of help and lack of social network to share knowledge. To some extent low awareness of the value of sharing does not relate to selfishness, but may be because the individual may be unaware about who is in need of assistance. This may happen as a result of none active participation in an organization or lack of a platform to do so. However, in some instances, there may exist networks, but because of one's nature, a person may not be fully involved. Thus, the individual may not be readily available to share knowledge or experience with others. Moreover, employees' personalities (introvert or extrovert) and their ability to interact with others also determined level of knowledge sharing. In addition, trust and time has also been highlighted by researchers as important factors to knowledge sharing. Trust implies a degree of belief in good intentions, benevolence, competence and reliability of members who share knowledge (Cheng and Hung, 2010).

### **Individual Hindrances to Knowledge Sharing Practices**

Knowledge sharing is directly related to human beings. Because of human differences, there is a number of knowledge sharing (KS) hindrances among individuals. In the first place, knowledge sharing entails that an individual either serves as sharer or a receiver of knowledge. In any of the two cases, a person is a participant in the knowledge sharing process. Individual based problems can be divided into two sub-groups: knowingly and unknowingly. Knowingly individual barrier relates to a situation when a person purposely becomes unwilling to share his knowledge, while the unwillingness comes because of different reasons.

Unknowingly individual barrier relates to when a person fails to share knowledge because he or she does not know whether someone is in need or does not know how to go about it. The following points further discuss the knowingly challenges. Self-interest or personal interest: One of the biggest hindrances to knowledge sharing (KS) is personal interest, which sometimes translate into selfishness. In the academia, selfishness impedes the progress of oneself, colleagues, students and the institution in general. This manifests if the person knows the benefits of sharing knowledge, but fails or feels reluctant to participate in the sharing process. Self-seeking makes one to think only about him or her rather than the bigger picture. The effect of this is that performance is undermined.

### **Organisational Hindrances to Knowledge Sharing Practices**

Organisations like institutions of higher learning have different systems and policies. These systems and policies have direct or indirect impact on knowledge sharing activities within an organisation. Organisations need to employ various approaches, and carry out certain actions, according to the available means and peculiarity of

situations, in order for knowledge to be created and shared effectively among their employees (Dewah, 2011). The organisational factors of knowledge sharing refer to the measures and actions taken by an organisation that influence knowledge sharing in the organization (Marouf, 2015). It is seen as the top management support towards knowledge sharing within an organisation (Okonedo, & Popoola, 2012). Scharmer, (2001) identified the organisational factors of knowledge sharing as organizational culture, reward and recognition, management support, organisational structure, and leadership.

Some of them relate to managerial problems like poor leadership skills and not knowing how to create a vibrant knowledge sharing culture; unavailability of events which encourages formal and informal knowledge sharing, strict one way hierarchical knowledge flow (from top to down approach every aspect of Knowledge Sharing); and limited necessary infrastructure, which facilitates easy knowledge sharing such as no enough space for meetings, computers and internet access for use in technological knowledge sharing. Another challenge identified is lack of reward, motivation and recognition for would-be knowledge sharers. It is true that some individuals are intrinsically motivated to share knowledge; others need to be motivated to share knowledge. If there are no available means through which higher education institutions can reward or recognize lecturers who are active participants in Knowledge Sharing, efforts to promote knowledge with everyone in need would be hindered. Likewise, Sandhu, Jain and Bartczak, (2012) examined hindrances associated with knowledge sharing and found that factors such as, lack of information technology systems, rewards and recognition were main organisational barriers to knowledge sharing.

Culture is widely understood as a set of shared values, beliefs, customs, practices, principles and routines that underpin the behaviour of an organisation and its members, usually cultivated steadily over a long period (Hsiu-Fen, L. (2006). Culture establishes an organisational context for social interaction and creates norms regarding what is 'right' and 'wrong' it also influences people to communicate and share knowledge. The culture both personal and organisational clarifies and reinforces standards of behaviour by guiding employees' words, conduct and provides behavioural stability. Harper, (2013) have a view that culture is shared by members of a group. Such cultures include assumptions, behaviours and values that influence attitudes and the social behaviour of group members to achieve their goals. The study by Tong, Tak and Wong (2014) in the context of Hong Kong found that organisational culture significantly influences knowledge sharing and job satisfaction. They further pointed out that knowledge sharing plays an important mediating role between organisational culture and job satisfaction.

### **Technological Hindrances to Knowledge Sharing Practices**

Technology is among key contributing factors for the increased globalisation and advancement of the society. According to Chong (2010) Technology consists of infrastructure of tools, systems, platforms and automated solutions that improve the development, application and distribution of knowledge. To create, capture, organise and use new knowledge, the sharing of the existing knowledge needs to be facilitated by incorporating technology (Abouzeedan & Hedner, 2012) and (Nassuora & Hasan,

2010). Technology itself is nothing without people who operate, feed information and use the machines. However, Grant. and Grant (2008) believe that it is necessary to find technical ways to store, disseminate and utilise the knowledge among academics. The use of knowledge management systems to support knowledge creation and sharing activities has become the priority of universities to stay competitive in the global education market

The current level of technological advancement has made life much easier and more convenient. However, in many settings, this opportunity is underutilised. Technology is an enabler for knowledge sharing; if it is not properly designed and managed it becomes a barrier to knowledge sharing. This happens when there is exists lack of technological infrastructure, when technology is complex to use, and lack of skilled staff to design applications, make use of, and also support the technology. Rahman, (2011) notes that lack of common knowledge infrastructure and social network discourage knowledge sharing. In addition, inappropriate technological infrastructures hinder the collection, storage, access, retrieval and sharing of knowledge in time. Lack of technological infrastructure (TI) is one of the barriers in knowledge sharing in an organisation. Furthermore, complex and non-friendly systems create communication gaps which hamper knowledge sharing (Goh, & Sandhu, 2013). According to Okonedo, & Popoola, (2012), getting policy makers and practitioners to use new knowledge as evidence is not always easy. For instance, if a particular university creates new application to enable its lecturers to interact and share knowledge, some members may not be interested in the technology, but rather want to follow the conventional or old ways of knowledge sharing.

Chin, et al. (2012) investigated the knowledge-sharing barriers and strategies adopted by Academic Staff in Public and Private Universities in Malaysia which studies show that the issue has received relatively little research attention to date. The findings of the study indicate that private universities are more effective and are more willing to share knowledge than public Universities.

Lawal et al. (2014) examined the extent which academic staff are involved in knowledge sharing for their academic activities in Nigeria. Some of the findings revealed that knowledge sharing assists the Academic staff to keep abreast with current information particularly in their chosen professions. It was further discovered that internet service is the major medium which academic staff use to share their knowledge with the outside world. It identified major constraints to knowledge sharing among the academic staff as inadequate awareness about the importance of knowledge sharing and poor attitude of academic staff to ideal of sharing knowledge with one another.

## **Methods**

This research work is quantitative in nature and used descriptive and inferential analysis to analyse the data collected for the study. A case study was employed to cover the entire academic librarians of the federal university libraries in the North East, Nigeria. Questionnaire was the instruments used for data collection for the study.. A total of 133 questionnaires were distributed to librarians in all the Federal University Libraries in the North East, Nigeria. Out of which 112 were filled and returned. The data collected were analyzed using frequencies and simple percentage



## Results

### Perceptions of Librarians towards Knowledge Sharing Practices.

Table 1: Perception of Librarians towards Knowledge Sharing Practices

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

Table 1. above on the perceptions of librarians towards knowledge sharing practices indicates that a total of 107 respondents out of 112, representing (95.5%), agreed that knowledge sharing practice was a welcome development and 3 (2.7%) were not decided while 2 (1.8%) reported disagreed with it. In another statement, a total of 30 respondents out of 112 representing (26.8%) reportedly agreed that knowledge sharing does not bring any benefit to librarians, while 4 respondents representing (3.6%) did not decide and 78 respondents representing (69.6%) disagreed with the statement. A total of 35 (31.3%) agreed that knowledge sharing has no importance in the libraries, while 3 respondents representing (2.7%) were not decided and 74 respondents representing (66.1%) disagreed with the statement.

**Attitudes of Librarians towards Knowledge Sharing Practices.**

Table 2. Attitudes of librarians towards knowledge sharing practices.

S/N	Attitudes of librarians towards knowledge sharing practices.	Not at all	Slightly	Average Level	More than Average	Very High Level
1	I trust my colleagues in general	18 (16.1%)	16 (14.3%)	43 (38.4%)	19 (17.0%)	16 (14.3%)
2	There is a danger in giving away knowledge through sharing	71 (63.4%)	16 (14.3%)	9 (8.0%)	10 (8.9%)	6 (5.4%)
3	When I face difficulties, I'm willing to ask my colleagues for help	12(10.7%)	15(13.4%)	33(29.5%)	19(17.0%)	33(29.5%)
4	Knowledge Sharing will lead to success in academic activities	11(9.8%)	13(11.6%)	22(19.6%)	26(23.2%)	40(35.7%)
5	I voluntarily share my important information and knowledge with my colleagues	17 (15.2%)	17 (15.2%)	28 (25.0%)	31 (27.7%)	19 (17.0%)
6	I have positive regard towards knowledge sharing	14 (12.5%)	17 (15.2%)	31 (27.7%)	32 (28.6%)	18 (16.1%)
7	My colleagues do not hesitate to ask me to share information or knowledge with them if they need it	15 (13.4%)	20 (17.9%)	32 (28.6%)	29 (25.9%)	16 (14.3%)
8	I hate to share knowledge so as to avoid plagiarism	64(57.1%)	6(5.4%)	20(17.9%)	14(12.5%)	8(7.1%)
9	I am ready to join hands in drafting policy/guideline for knowledge sharing strategies in my library	7 (6.2%)	16 (14.3%)	20 (17.9%)	36 (32.1%)	33 (29.5%)
10	I interact with my colleagues in an exchange of information or knowledge	9 (8.0%)	16 (14.3%)	27 (24.1%)	29 (25.9%)	31 (27.7%)

The result on table 2. shows that the respondents were asked to indicates their attitudes towards knowledge sharing practices in the library and majority 43 (38.4%) of the

respondents trust their colleague at average level, and 35 (31.3%) of the respondents indicated that they trust their colleagues in general at more than average level, while 18 (16.1%) of the respondents do not trust their colleagues at all and the least 16 (14.3%) of the respondents slightly trust their colleagues.

### Hindrances Associated with Knowledge Sharing Practices in the Library.

Table: 3. Hindrances that affect knowledge sharing

S/ N	Hindrances	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	There is general lack of trust among colleagues in my library.	25 (22.3%)	24 (21.4%)	18 (16.1%)	35 (31.2%)	10 (8.9%)
2	Lack of rewards and recognition systems that would motivate staff to share knowledge.	25 (22.3%)	55 (49.1%)	14 (12.5%)	14 (12.5%)	4 (3.6%)
3	Inadequate or lack of opportunity for education and training.	18 (16.1%)	55 (49.1%)	19 (17.0%)	14 (12.5%)	6 (5.4%)
4	Lack of formal and informal activities to cultivate culture of knowledge sharing in my library.	18 (16.1%)	51 (45.5%)	28 (25.0%)	12 (10.7%)	3 (2.7%)
5	Retention of highly skilled and experienced staff is not a high priority in my library.	9 (8.0%)	37 (33.0%)	31 (27.7%)	26 (23.2%)	9 (8.0%)
6	There is no system to identify the colleagues with whom I need to share my knowledge.	16 (14.3%)	32 (28.6%)	33 (29.5%)	27 (24.1%)	4 (3.6%)
7	Staff in my library does not share knowledge because of the fear of it being misused by taking unjust credit for it.	11 (9.8%)	29 (25.9%)	21 (18.8%)	41 (36.6%)	10 (8.9%)
8	Lack of resources.	21 (18.8%)	39 (34.8%)	16 (14.3%)	30 (26.8%)	6 (5.4%)
9	Physical work environment and layout of work areas restrict effective knowledge sharing in my workplace.	14 (12.5%)	49 (43.8%)	28 (25.0%)	18 (16.1%)	3 (2.7%)
10	There is lack of interaction between those who need knowledge and those who can provide knowledge.	14 (12.5%)	39 (34.8%)	15 (13.4%)	33 (29.5%)	11 (9.8%)

Table 3. above on the hindrances that affect knowledge sharing indicates that a total of 49 respondents out of 112 representing (43.7%) agreed that there was general lack of trust among colleagues in their library and 18(16.1%) were not decided while 45(40.1%) reported disagreed with it. A total of 80 respondents out of 112 representing (71.4%) reportedly agreed that Lack of rewards and recognition systems

that would motivate staff to share knowledge is the hindrances associated with knowledge sharing in the library, while 14 respondents representing (12.5%) did not decide and 18 respondents representing (16.1%) disagreed with the statement. A total of 73(65.2%) agreed that Inadequate or lack of opportunity for education and training were the hindrances associated with knowledge sharing in the library, while 19 respondents representing (17.0%) were not decided and 20 respondents representing (17.9%) disagreed with the statement.

## **Discussion of findings**

Regarding knowledge sharing practice, the finding reveals that the perceptions of librarians towards knowledge sharing practices was positive as majority of the respondents perceived that knowledge sharing practices was a welcome development in the library in Federal University libraries under study.

Finding on attitudes of librarians toward knowledge sharing reveals that the librarians have positive attitudes towards knowledge sharing practices as majority of the respondents regard positively towards knowledge sharing with fellow librarians in the selected federal university libraries, some agreed to the fact that positive regard towards knowledge sharing will lead to success in libraries and trust among the librarians developed positive attitude to share knowledge from other colleagues in the university libraries under study.

The findings on the hindrance towards knowledge sharing reveal that it is mostly based on lack of trust, due to physical work environment and layout of work areas restrict effective knowledge sharing in their workplaces. Also, lack of infrastructure, there is no good interaction among coworkers, and university/faculty culture does not provide sufficient support for sharing knowledge, as well as lack of reward system and lack of training on the value and importance of knowledge sharing practices.

## **Recommendations**

1. Librarians should have trust among themselves and maintained cordial relationship in order to achieve positive result towards knowledge sharing practices in the university libraries. This would help horizontal and vertical communication and collaboration among academic staff to build trust which ultimately facilitates participation of librarians in knowledge sharing.
2. Libraries should successfully establish an environment for knowledge sharing through undertaking a process of cultural change. Thus, management of universities should increase the fund allocation to libraries.
3. the federal university libraries and their academic librarians should be offered rewards and incentives to encourage them to maintain their attitude towards knowledge sharing activities in order to sustain the spirit of exchange and sharing among the librarians.

## Conclusion

The study examined the hindrances associated with knowledge sharing practices in Federal University Libraries in North-East Nigeria. The study concluded that there prevail numerous hindrances that obstruct successful knowledge sharing among the Librarians in Federal University Libraries. Overcoming these hindrances appears to be a big challenge on the way to promoting knowledge sharing practices.

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