STRATEGIES ADOPTED BY LIBRARIANS AND THE CHALLENGES OF KNOWLEDGE MANAGEMENT PRACTICES IN ACADEMIC LIBRARIES OF NORTH-EASTERN NIGERIA

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ABSTRACT
The study investigated Strategies of Knowledge Management practices adopted by professional librarians and challenges confronting KM practice for effective service delivery in Academic Libraries in Nigeria. Adopting the principles of Quantitative Approach to collect numeric data, the study sampled 121 professional librarians from six academic libraries and a returned rate of 91 (75.2%) was used for the analysis using Descriptive and Inferential Statistics. The study revealed the major reasons for KM practice as the need to improved library services and customer satisfaction (3.97 mean marks) and identify expertise among librarians to tap and use initiatives (3.84). The findings explored strategies employed by professional librarians in practicing KM as rewarding the leadership and restructuring skill competencies strategy (2.67), adoption of social media for staff/user interaction and digitization strategy (3.86), Knowledge networking and sharing strategy. The challenges confronting KM practices include insufficient tools and technologies, Lack of centralized policy for KM, intellectual challenge of managing tacit knowledge and cultural challenge of capturing and sharing knowledge. The Linear Regression Analysis shows a very strong correlation between Strategies Adopted and the Reasons for practicing KM in enhancing effective service delivery in academic libraries (r=0.892 p value<.05). The study recommended the establishment of well-written KM policies and organizing sensitization workshops.
Keywords: *Knowledge Management, KM Strategies, KM Challenges, Academic Library*

INTRODUCTION
Background to the study
The management of information from inception is regarded as the duty of librarians, information scientist and libraries. Librarians and information scientist are trained to be professionals in the area of information creation, searching, selecting, organizing, preserving, repackaging, disseminating, and storing which are the basic components of the information cycle. University libraries are faced with competition, they are beginning to realize that there is a vast and largely untapped asset diffused around the library known as knowledge management (Gupta, Kumari and Negi, 2007).With the growing interest of knowledge management in the library, librarians begin to analyze their role with respect to the distinction between information management and knowledge management and who should be vested with the role of information and knowledge management; would it be the librarians in the academic libraries or the information professionals in information centers and what libraries can do in

implementing knowledge management. These highly valued intellectual assets in the library, regardless of whether they are explicit or tacit, should be archived, indexed, frequently updated, and made accessible and available in different format to library patrons in an efficient manner. Knowledge management is a journey that transforms academic libraries from their present knowledge-chaotic environment to a knowledge-centric system. Song, Buba and Gindau (2017) submitted that Knowledge Management is a process of collecting, organizing, classifying and disseminating information within a library, so as to make it purposeful to those who need it access and use it effectively. Research conducted globally such as Chase, 1998; Pantry and Griffiths, (2003);Ugwu and Ezema, (2010); Mutula and Mooko (2008), have written extensively on knowledge management yet all agreed that there is no universally accepted single definition of the concept. Based on the aforementioned statement, researchers chose to define the concept the way it relates to their peculiar field of study. In Library and Information Science, knowledge management is the creation, storage and collaborative sharing of both staff and user information within the library environment. In order to manage knowledge in the library it requires systems for the creation and maintenance of knowledge repositories, and devises means of facilitating the sharing of knowledge. This requires a strategy to be employed for effective practice.

Strategies for Knowledge Management practice simply means some systematic operations of Knowledge Management aimed to draw out both the tacit and explicit knowledge of librarians and other users for effective service delivery in the library. According to Raja, Ahmad and Sinha(2009) Academic libraries are established in support of the mission of their parent institutions to generate knowledge, and equipped people with knowledge in order to serve the society and advance the well-being of mankind". Librarians need to be polite, friendly and always able to behave in a courteous, patient and tactful manner. Librarians need to give the user their complete attention. In recent years, many of the newly developed information technologies for knowledge management; such ascontent management, knowledge extraction and information visualization are complex and librarians have not developed the skills to understand, or exploit them; those few among the librarians with such skills are not significantly enough. There is an urgent necessity to learn a great variety of professional competencies to accomplish the strategies of KM needed of professional librarian in the constantly changing and challenging library environment. Professional competences enable librarians to respond effectively and efficiently to the constant development of new technologies. Apparently, preliminary investigations revealed insignificant studies conducted in investigating strategies of Knowledge Management in libraries for effective services delivery. It is also

observed that librarians are seen while issuing a book to a user, simultaneously having a conversation with another colleague; this scenario is extremely a poor strategy and an evident of lack of Knowledge Management skills and strategies. It is against this background and insignificant studies in this regard call for the need of investigating the strategies and challenges confronting KM practices for effective service delivery in academic libraries in Nigeria. This study used the principles and methodologies of the positivist approach to research in collecting numeric data in order to allow objectivity in generalization of findings.

Problem of the Study

The rapid growth of Information and Communication Technologies (ICTs) especially within the library environment that leads to multiple formats of information and change in the users' information need are transforming the mode of operation of academic libraries today. The advent of KM practice in academic libraries is taking stands in improving user service delivery. It is not certain that knowledge sharing and transfer of experience among librarians and staff/user interactions, appearing to be a hindrance to the success of service delivery by professional librarians in academic libraries in Nigeria. Lack of existing empirical studies on strategies of KM in libraries and the problem of lack of transfer of experience is a cardinal point to this study which seeks to investigate the librarian view of KM practices and strategies employed and other challenges confronting knowledge management in academic libraries. These trends call for an empirical investigation on the strategies employed by librarians in management of knowledge within the library and the possible challenges confronting Knowledge Management in academic libraries for effective service delivery.

Significance of the study

The surest way to avoid collective loss of organizational memory is to identify the expertise and the skills of staff and capture it. The findings of this study are aimed at extending the role of librarians to manage all types of information and tacit knowledge for the benefit of the library in order to transform operational activities of the library into a more efficient, knowledge sharing organization. The strategies that will be identified in this research will help Academic Libraries to develop ways of capturing its internal knowledge, devise systems to identify staff expertise and develop ways of sharing it. Another significance of this study is that this research will serve as a foundation for further studies in the same field but on a different perspective geared to ensure that the library is transformed into an efficient knowledge sharing organization.

Research Purpose and Objectives

The main purpose of this study is to explore the Strategies of Knowledge Management practice adopted by professional librarians and the challenges confronting KM practice for effective service delivery in Academic Libraries in Nigeria. To meet this purpose, the study is guided by the following objectives:

1. To determine the librarians view about Knowledge Management in academic libraries.
2. To ascertain the reasons for practicing Knowledge Management in academic libraries in North-Eastern Nigeria;
3. To determine the strategies adopted by professional librarians for Knowledge Management practice in the academic libraries under study; and
4. To explore the challenges associated with Knowledge Management practice in academic libraries in North-Eastern Nigeria.

Research Hypothesis

The research study presented a broad assumption to be tasted in order to validate the relevance of the strategies adopted by the librarians with the outcome of the investigation;

Null Hypothesis

H_o1 The Strategies Adopted by Librarians for Knowledge Management have no statistical significant correlation with the reasons of practicing Knowledge Management for effective service delivery in Academic Libraries.

Ethical Issues

Anonymity was guaranteed to all the participating libraries and librarians, hence, no library's name was disclosed its individual findings in this study.

REVIEW OF LITERATURES
Knowledge Management and Information Management in Academic Libraries

Although recent researches in the area of Knowledge Management in libraries shows that not all librarians in the Library and Information Science (LIS) community is positively inclined toward Knowledge Management. Some tend to fall back on arguments that Information Management (IM) is enough and that Knowledge Management (KM) is encroaching upon the territory of human and resources management in the library. Knowledge Management (KM) is an enlarging scope of activities that information professionals can participate and improve in their service delivery to users. Studies such as Martin et al. (2006) point out that LIS professional are also expert in content management which is an aspect of knowledge

management. Information is visible, independent from action and decision; it appears in different format after processing, easily transferable and can be duplicated for easy access especially in academic libraries. Knowledge is invisible, closely related to action and decision, different in thought after processing, transferable through learning, and not duplicable. From this definition, it means that to manage information and knowledge is among the key roles of the librarian. Gandhi (2004) notes that, knowledge organization is a professional toolkit and had been part of the core curriculum of Library and Information Science (LIS). In this regard, Libraries and Information centers will continue to perform access and intermediary roles which embrace not just information but also knowledge management (Henczel 2004).

In library and information science profession, Knowledge Management is the insights and practical know-how that allow professional and non-professional librarian to function intelligently and is classified into two broad classifications namely; the tacit and explicit knowledge. The tacit knowledge in the context of academic libraries is summarized as:

 ➢ The know-how contained in heads of librarians, other staff and even users of the library;
 ➢ The knowledge of how to do things, and the lessons learned through experience.
 ➢ The innovation and creativity that helps in solving some daily and challenging problems.
 ➢ A mix of fluid experiences, values, contextual information and intuition that provides a structure to evaluate and incorporate new experiences and information.

When the tacit knowledge is expressed, codified and made public, it becomes explicit knowledge. Examples include knowledge shared during meetings, brainstorming sessions, workshops, conferences, seminars, etc. which is then recorded in the form of minutes of meetings and conference proceedings. While explicit in the context of the academic library can be summarized as:

 ➢ Knowledge that can be expressed in words and numbers both from librarians and students, easily communicated and shared in form of hard data or codified procedures.
 ➢ A process or practice of creating, acquiring, capturing, sharing, and using knowledge to enhance library service delivery for effective learning and research.
 ➢ The documents of events represent the insights, experiences shared, codified and disseminated in an easily transferable form.

Typically, the more tacit knowledge a particular academic library possesses the more valuable it tends to be. Valuable tacit knowledge often results in some observable action when librarians understand and subsequently make use of knowledge.

Strategies for Knowledge Management in Academic Libraries

Nazim and Mukherjee (2011) established the major tools of KM as: professional education and training programs, communities of practice, information technology and knowledge sharing. Jantz (2001) maintained that knowledge management can help transform the library into a more efficient knowledge sharing organization. This can be obtained through effectively employing the best knowledge management strategies in its operations as KM practices aims to draw out the tacit knowledge of librarians and other library patrons. A number of approaches have been presented by scholars such as Nazim and Mukherjee (2011); Jantz (2001) for academic librarians to follow in retrieving the tacit and explicit knowledge of library staff and users to the full advantage of the library institution. Some of these strategies include provision of modern tools, knowledge creation, knowledge capturing, knowledge sharing, and efficient skills in ICT.

Provision of Modern Knowledge Management Tools

In order to implement Knowledge Management (KM) in academic libraries, Librarians as information managers should have the understanding of the basic tools, skills, and competencies of KM for effective knowledge management in the library; these include, the Internet, electronic document management, data analysis, workflow management systems, groupware and web archiving to mention but few. Nazim and Mukherjee (2011) observed that since knowledge management in organizations is capital intensive, Libraries should ensure that adequate fund is made available and library staff motivation strategies are put in place to give professional librarians a level playing ground to effectively and efficiently practice knowledge management.

The Strategy of Knowledge Creation Process

Academic libraries require knowledge resource in order to operate effectively. The process of knowledge creation is a strategy of Knowledge Management. Libraries need knowledge about their time of operation, size of collection, nature of users' information needs and other facilities and technologies to be harmonize for Knowledge to be created which eventually lead to the improvement in the services the library is rendering to their users. The different sections, units and departments in the library need to come together and interact in order to compare ideas and experiences to come up with new ideas that will lead to the creation of new

knowledge. Knowledge creation is a particularly important strategy and process of knowledge management because it focuses on the development of new skills, new products, better ideas and more efficient processes.

The strategy of Knowledge Sharing Process

Jantz (2001) opined that expertise exists in people, and much of this knowledge is tacit rather than explicit which makes it difficult to be shared in any given organization. Knowledge sharing in library is simply about transferring the dispersed ideas of librarians more effectively for the betterment of service delivery to potential users. In the library, Knowledge Sharing is based on the experiences gained both internally and externally; internally, it is shared during librarian staff meetings, seminars, workshops and user orientations sessions, while externally is done through the online reference services and other social media platforms of librarians. In many academic libraries, a great deal of knowledge sharing is entirely uncoordinated and observably, sharing of knowledge in libraries has been on an informal basis and usually based on conversation. Academic libraries need to prepare themselves for using and sharing knowledge.

METHODOLOGY

A descriptive survey method was adopted for the study while the research approach was the quantitative approach, due to its strength on objectivity and generalization of results as against the qualitative approach, which is prone with prejudices in research process. A structured questionnaire with 25 items that covers the four (4) research objectives was used to collect data which was analyzed using descriptive statistics of mean and standard deviation on SPSS 16.0 version to summarize the data for interpretations. While an inferential statistic of Linear Regression Analysis on SPSS 16.0 was used to analyze the hypothesis of the study. A reason for employing this approach was to ensure reliability, time effectiveness and mutual inclusiveness. A decision rule to accept all items with 2.499 mean marks and above was adopted.

Population and Sampling Technique

The purpose of any sampling is to secure a sample which will represent the characteristics of the entire population. In this study, the purposive sampling was used to sample only federal university libraries in North-Eastern Nigeria due to the large number and complex nature of their users place them on a higher level of having more information on Knowledge Management for effective service delivery. Professional Librarians of the Federal University libraries in the North-Eastern states of Nigeria constitute the population of the study (see table 1 below).

Table 1

S/No	Name of University	Professional Librarians
1	Abubakar Tafawa Balewa University, Bauchi	26
2	Federal University Wukari, Taraba State	13
3	Federal University Kashere, Gombe State	6
4	Federal University Gashua, Yobe State	12
5	ModibboAdama University of Technology Yola	13
6	University of Maiduguri, Borno State	51
Total		121

DEMOGRAPHIC RESPONSE ANALYSIS

A total of 121questionnaires were delivered through a research assistant in each of the university libraries to the professional librarians, of which only 91 questionnaires were returned (75.2% response rate) while 30 (24.80%) questionnaires were either missing or returned unfilled and therefore not valid for the analysis in this study. The returned valid questionnaires show that University of Maiduguri had the highest returned rate with 32 (35.2%) questionnaires, ATBU Bauchi 19 (20.9%) and Federal University Wukari, Taraba State 13 (14.3%). Others include Federal University Gashua, Yobe State with 12 (13.2%) returned rate, MAUTECH Yola 9 (9.9%) and Federal University Kashere, Gombe State had 6 (6.6%) returned rates. The analysis further showed that majority 56 (61.5%) are male respondents while female respondents constitutes only 35 (38.5%) respondents. This is evident that there are more male professional librarians than female in academic libraries under study.

RESEARCH OBJECTIVES ANALYSIS

Research Objective One: The respondents were asked to indicate whether they practice Knowledge Management and need to be referred to as Knowledge Managers. Their responses are analyzed and presented in table 11 below:

Table 11

Librarian in this library practices Knowledge Management and wish to be called Knowledge Managers * Gender of Respondent Cross-Tabulation					
		Gender of Respondent			Total
	Level	Male	Female	%	
Librarian in this library practices Knowledge Management and wish to be called Knowledge Managers	Disagree	3	5	8.8	8
	Agree	0	25	27.5	25
	Strongly Agree	53	5	63.7	58
Total		56	35	100.0	91

Table 11 above represent a Cross-Tabulation analysis of the view of librarians about KM and gender of the respondents. The analysis revealed that over 58% of the

strongly agree responses are male professional librarian compared to only 6% female responses who strongly agree they practices Knowledge Management and wish to be called Knowledge Managers. The analysis further revealed that no respondent strongly disagree that they practice KM and wish to be called Knowledge Managers. Majority 58 (63.7%) of the respondents strongly agree in addition to the 25 (27.5%) respondents who agree that librarians practice Knowledge Management and wished to be called Knowledge Managers is a clear indication that KM is highly practice and librarians have appreciated it. While only 8 responses representing 8.8% of the total valid responses are of the opinion that they do not practice KM and do not wished to be referred to as Knowledge Managers. There is also a strong indication that male librarians practice Knowledge Management more than female librarians in academic libraries.

Research Objective Two: The analysis for the reasons of practicing Knowledge Management in academic libraries in North-Eastern Nigeria is presented on table III below

Table III

S/No	Reasons for Practicing KM	N	Mean	Std. Deviation	Decision
2	To improve competitive advantage in the library in order to maintain standards	91	3.1758	.76874	**Accept**
3	Improving quality of human resources to enhance services delivery to library users	91	3.3187	.68116	**Accept**
4	KM is practice in order to identify expertise among librarians and other library patrons to tap and use their initiatives for service delivery	91	3.8352	.37309	**Accept**
5	KM equips academic libraries with abilities to produce more with less and reduces duplication of efforts	91	2.1429	.90150	Reject
6	Survival factor with increased user demands and competition due to the presence of other information providers as competitors. KM is the most recent and most discussed survival factor for libraries.	91	2.1319	1.02425	Reject
7	Increased value of knowledge in the knowledge economy as important drivers for libraries movement towards KM.	91	3.7802	.41639	**Accept**
8	Need of improved library services and customer satisfaction	91	3.9670	.17954	**Accept**
	Valid N (listwise)	91			

From the analysis on table III above, the respondents rated the reasons of practicing Knowledge Management in academic libraries. To improve competitive advantage in the library in order to maintain standards (3.18 mean mark), improved quality of human resources to enhance services delivery to library users (3.32 mean mark),

identify expertise among librarians to tap and use their initiatives for service delivery (3.84 mean mark), Increased value of knowledge in the knowledge economy as an important drivers for libraries movement towards KM (3.78 mean mark) and improved library services and customer satisfaction (3.97 mean mark) are the major reasons for practicing Knowledge Management in academic libraries. The respondents rejected that KM equips academic libraries with abilities to produce more with less and reduces duplication of efforts (2.14 mean marks) and KM is the most recent and most discussed survival factor for libraries (2.13 mean mark) as the reasons for practicing KM in academic libraries.

Research Objective Three: The respondents were asked to indicate the strategies used by librarian for knowledge management in the academic libraries. Their responses were presented on table IV below:

Table IV

S/No	Strategies for KM practices	N	Mean	Std. Deviation	Decision
9	Provision of Modern Knowledge Management Tools such as groupware, content management	91	1.8462	.57587	Reject
10	Rewarding the leadership and restructuring skill competencies of library staff	91	2.6703	.81724	**Accept**
11	Creating standards for knowledge creation especially tacit knowledge	91	2.6813	.85478	**Accept**
12	Provision of knowledge sharing and knowledge capturing strategies	91	2.3956	.71304	Reject
13	Knowledge networking through online database and archiving of library resources	91	2.4945	.52438	**Accept**
14	Adoption of social media for staff/user interaction and digitization of collections	91	3.8571	.35187	**Accept**
15	Central knowledge repositories for the whole university	91	2.0220	.66630	Reject
16	Existence of written knowledge management strategy/policy motivate librarians to practice KM	91	1.7802	.41639	Reject
	Valid N (listwise)	91			

From the analysis on table IV above, it was revealed that rewarding the leadership and restructuring skill competencies of library staff, Creating standards for knowledge creation, Knowledge networking through online database and archiving of library resources and Adoption of social media for staff/user interaction and digitization of collections with mean marks of 2.67, 2.68, 2.50 and 3.86 are accepted as the strategies librarians employed in Knowledge Management practices in academic libraries. While the respondents rejected item 9, 12, 15 and 16 with mean marks 1.85, 2.40, 2.02 and 1.78 respectively. This means that librarians rejected Groupware and

Content Management KM tools (1.85) are adopted by librarians for KM practices in academic libraries in North-Eastern Nigeria and also the existence of written knowledge management strategy/policy that motivate librarians to practice KM, was not obtainable in the academic libraries under study. This is an indication that KM lacks a comprehensive written policy in academic libraries in Nigeria.

Research Objective Four: The analysis for the challenges associated with Knowledge Management practice in academic libraries in Nigeria is presented on table V below:

Table V

S/No	Challenges Confronting KM Practices In Academic Libraries	N	Mean	Std. Deviation	Decision
17	Multiple formats of information that leads to changes in user information needs	91	3.6593	.47656	**Accept**
18	LIS practitioners to KM is comparatively slow and they are reluctant to incorporate KM into library practice	91	3.9890	.10483	**Accept**
19	Lack of incentives and inadequate staff training in the field of knowledge management	91	2.6044	.89292	**Accept**
20	Insufficient tools and technologies whereby libraries are not well-equipped with KM enabling technologies	91	4.0000	.00000	**Accept**
21	Misunderstanding of Knowledge Management concepts by librarians	91	2.7143	.83381	**Accept**
22	Lack of a centralized policy for KM in the library	91	3.6044	1.02067	**Accept**
23	Intellectual challenge of managing tacit knowledge and cultural challenge of capturing and sharing knowledge	91	4.0000	.00000	**Accept**
24	The issue of managing central knowledge repositories	91	2.4835	1.00402	Reject
25	Digitization of library collections and lack of collaboration	91	3.9231	.26795	**Accept**
	Valid N (listwise)	91			

From the analysis presented on table V, the respondents rated all the items as challenges confronting the practices of Knowledge Management in academic libraries in North-Eastern Nigeria except the issue of managing central knowledge repository which has 2.48 mean marks. The analysis shows that all the respondents rated Intellectual and cultural challenge of managing and capturing tacit knowledge and insufficient tools and technologies whereby libraries are not well-equipped with KM enabling technologies as the major challenge of KM practice. Lack of a centralized policy for KM in the library (3.60 mean marks), multiple formats of information that leads to changes in user information needs (3.66), LIS practitioners

to KM is comparatively slow and they are reluctant to incorporate KM into library practice (3.99), Misunderstanding of Knowledge Management concepts by librarians (2.71) and Digitization of library collections and lack of collaboration (3.92) are among the challenges confronting the practice of KM in academic libraries.

Research Hypothesis Analysis

This analysis is done on Statistical Package for Social Sciences (SPSS) 16.0 version software using Linear Regression Analysis. In order to understand the correlations between the independent variable (Strategies Adopted by Librarians in KM Practice) on the dependent variable (Reasons for KM Practice for Effective Service Delivery).

H_o1 The Strategies Adopted by Librarians for Knowledge Management have no statistical significant correlation with the reasons of practicing Knowledge Management for effective service delivery in Academic Libraries.

Table VI: Regression Analysis

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.856	.114		7.477	.000
	Strategy Adopted for Practicing KM	.891	.048	.892	18.413	.000
a. Dependent Variable: Reason of Practicing KM						

Table VI above represents the Linear Regression Analysis for the Strategy Adopted by Librarian in KM Practice and the Reasons of KM Practice for Effective Service Delivery. The analysis revealed that the correlation is significant at 0.01 level of confidence and positive with coefficient of **0.892.** The analysis revealed a very strong significant relationship between the Strategy Adopted by Librarian in KM Practice and the Reasons of KM Practice for Effective Service Delivery. This signifies that the reason for practicing KM in the libraries is not happening by chance but as the result of adopting the best Knowledge Management strategy.

DISCUSSIONS OF MAJOR FINDINGS

This study employed the principles and methodologies of the Quantitative Approach research to collect numeric data to ensure reliability, time effectiveness and mutual inclusiveness in generalization. The study found out that there are more male professional librarians (56 or 61.5%) than female (35 or 38.5%) with an indication

that male librarians practice KM more than female librarians in academic libraries. The findings of the study indicated that over 91% of the valid response rated KM as highly practice by professional librarians and also wish to be called Knowledge Managers. This finding is in line with the words of Martin et al. (2006) and Henczel, (2004) who pointed out that LIS professionals are also expert in content management which is an aspect of Knowledge Management.

Descriptive Statistics Findings
Reasons for practicing Knowledge Management
The study found out that the major reasons for practicing KM in academic libraries is the need of improved library services and customer satisfaction (3.97 mean mark) and KM is practice in order to identify expertise among librarians to tap and use their initiatives for service delivery (3.84 mean mark). This corroborates Jantz, (2001) who maintained that KM can help transform the library into a more efficient knowledge sharing organization for effective service delivery. This shows that professional librarians appreciate the potentials of KM and it also validate the findings on their opinion of practicing KM and wish to be referred to as Knowledge Managers. To improve competitive advantage in the library in order to maintain standards, improve quality of human resources and increased value of knowledge in the knowledge economy considered being one of the important drivers for libraries movement towards KM are also among the major reasons for practicing Knowledge Management in academic libraries. The findings show that the respondents rejected KM equips academic libraries with abilities to produce more with less and reduces duplication of efforts (2.14 mean marks) as the reasons for practicing KM.

The reasons for practicing KM in academic libraries by professional librarians according to the findings of this study can be summarized as follows
1. The need of improved library services and customer satisfaction
2. KM is practice in order to identify expertise among librarians and tap initiatives
3. To improve competitive advantage in the library
4. Improving quality of human resources to increase the value of knowledge

Strategies for practicing Knowledge Management
The findings to explore the strategies employed by professional librarians in practicing Knowledge Management revealed the major strategy to include rewarding the leadership and restructuring skill competencies of library staff (2.67 mean mark) and Adoption of social media for staff/user interaction and digitization of collections (3.86 mean marks). Creating standards for knowledge creation especially tacit knowledge, Knowledge networking through online database and archiving of library

resources is also another strategy the study found out being used by professional librarians in practicing KM. The study rejected Provision of Modern Knowledge Management Tools such as groupware, content management(1.85) Existence of written KM policy motivate librarians to practice KM (1.78) as the strategies employed by librarians for KM practices in academic libraries in North-Eastern Nigeria. This finding revealed that academic libraries lack a well written Knowledge Management policy for practicing in academic libraries. This finding is supported with the study of Roknuzzaman and Umemoto, (2009) who opined that, academic librarians need to renovate the existing library environment and promote acknowledge-sharing culture and use of appropriate knowledge-sharing technologies. To summarize the strategies employed by librarians, the study highlighted the following:

1. The strategy of rewarding leadership and restructuring skill competencies.
2. Creating standards for knowledge creation strategy.
3. Knowledge networking and sharing strategy.
4. Adoption of social media for interaction and digitization strategy

Challenges confronting KM practice in Academic Libraries

As a major variable of this study, the study found out a myriad challenges confronting the practice of KM in academic libraries in Nigeria. From the findings of the study, it can be deduced that

1. Insufficient tools and technologies whereby libraries are not well-equipped with KM enabling technologies.
2. Intellectual challenge of managing tacit knowledge and cultural challenge of capturing and sharing knowledge.
3. Misunderstanding of KM concepts by librarians, it assimilation is comparatively slow and they are reluctant to incorporate KM into library practice.
4. Lack of a centralized policy for KM in the academic libraries makes librarians to be reluctant and not appreciating KM practices.
5. Multiple formats of information that leads to changes in user information needs and Digitization of library collections and lack of collaboration.

These findings corroborate the findings of McKnight, (2007) that in UK only 12 United Kingdom universities had a KM strategy and lack of clearly defined guidelines on KM implementation was recognized a challenge by the librarians in libraries which also seems to be a problem world-wide.

Inferential Statistics Findings

The broad hypothesis of the study was tested using Linear Regression Correlation Analysis. The hypothesis has a correlation of 0.892 and the R 'Squared' value is 0.796 which means the strategies adopted by librarians in KM practices in academic libraries account for about 79.6% influences and variations on reasons for KM practices for effective service delivery in academic libraries, only less than 11% are accounted for other factors.

To determine the status of our hypothesis, if the P value significant level is< .05 we reject the Null Hypothesis. Therefore, according to this analysis the Null Hypothesis (H_o)is rejected, because there is no evidence of lack of significant correlation between the variables. The analysis of the un-standardized coefficients in the 'B' column shows that in practical, for every increase in one point of the strategies adopted by librarians in Knowledge Management Practice will increase by 1.251 in the reasons for KM Practice for Effective Service Delivery in academic libraries this explore how strongly related the two variables are.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that Knowledge Management has become part of the activities of academic libraries in ensuring effective user service delivery. Professional librarians are also knowledge managers that create standards for knowledge creation especially tacit knowledge, Knowledge networking through online database and archiving of library resources are strategies being used in order to identify expertise among librarians to tap and use their initiatives for service delivery. The study also concludes that lack of centralized policies for KM in the academic libraries and insufficient KM tools and technologies are the major problems confronting the practicing of Knowledge Management in academic libraries in Nigeria. The study further concludes that there is a statistical significant correlation between the strategies adopted by librarians for Knowledge Management and the reasons for practicing Knowledge Management for effective service delivery in Academic Libraries. This means that reasons of practicing KM is not happening by chance but by the best KM strategy employed.

Based on the findings of this study, it recommends the following:
1. Libraries should make provisions for the establishment of well-defined and written Knowledge Management policies and strategies for academic libraries.
2. Workshops and sensitization workshops should be organizing for professional librarians in order to address the misconceptions of KM among them.

3. Libraries should embark on complete digitization of their collections to pave ways for proper collaborations that will facilitate KM practices for effective service delivery.

4. Libraries should be provided with KM technology tools such as groupware and content management systems that will facilitate KM practices in academic libraries.

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