LIBRARY STAFF EXPERIENCE AS A CORRELATE OF THEIR PERCEPTION OF RESOURCE-SHARING ACTIVITIES: A STUDY OF LIBRARIANS IN ACADEMIC LIBRARIES IN BAUCHI STATE METROPOLIS

By

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Abstract

This study examined the relationship between librarians' work experience and their perception of resource-sharing activities in academic libraries in Bauchi State Metropolis. Specifically, the study sought to determine the demographic characteristics of library staff in Bauchi State Metropolis and examine the relationship between librarians' work experience and their perception of resource-sharing activities. The study adopted a quantitative research approach using a cross-sectional survey design. The population comprised 197 library staff, from which a sample of 127 respondents was determined using the Krejcie and Morgan sampling table. A structured questionnaire was used as the instrument for data collection. Descriptive statistics, including frequencies and percentages, and inferential statistics were employed for data analysis. Pearson Product-Moment Correlation (PPMC) was used to test the hypothesis. The findings revealed that the majority of the respondents possessed a Bachelor's degree (39.1%), followed by a Master's degree (26.0%), Diploma in Library and Information Science (19.1%), and Doctorate degree (2.6%). The majority of the respondents were within the age range of 31–40 years, while the largest proportion had 5–10 years of work experience. The findings further established a statistically significant positive relationship between years of work experience and library staff's perception of resource-sharing activities ($r = .430$, $p = .006$). The study recommends that the management of academic libraries in Bauchi State should formulate comprehensive policies that encourage and facilitate participation in resource-sharing activities. Academic libraries should also strengthen communication and professional networking channels through which library staff can exchange resources, knowledge, and expertise through training programmes, conferences, workshops, and seminars.

Keywords: Library staff experience, Perception, Resource sharing, Academic libraries, Bauchi State.

Introduction

Resource sharing is an important aspect of library services that enables libraries to provide access to a wider range of materials and information resources for their patrons. It involves collaboration among libraries to share collections, expertise, facilities, and services and to provide access to resources that may otherwise be unavailable or too expensive for individual libraries to acquire (Rashid, 2021).

The primary objective of every academic library is to assemble and provide access to information resources that will enable it to deliver satisfactory services to its users. Gang (1980), Ekuoye (2022), and Ejedafiru (2023) observed that no single library can adequately satisfy all the information needs of its users. However, when libraries cooperate and make their resources accessible to one another, they can collectively provide broader and more effective information services. The justification for resource sharing is based on the fact that no library, regardless of its size or financial capacity, can be completely self-sufficient.

In the words of Smethurst (2021), "cooperation can obviously lead to some savings, particularly in expenditure on common materials of marginal interest and it can lead to better use of scarce resources. But when these questions are asked we should be ready with the firm answer that sharing poverty does not produce wealth." This observation is particularly relevant to academic libraries in Nigeria, where inadequate funding and insufficient library collections continue to constrain effective service delivery. Although resource sharing can help address these challenges, its success depends on the willingness and capacity of participating libraries to cooperate and make their available resources accessible to one another.

Since no individual library possesses adequate resources to satisfy all the information needs of its patrons, libraries should participate actively in resource-sharing services. These services supplement and expand local collections and help to overcome geographical and financial barriers to information access. Successful resource-sharing services in academic libraries depend on the ability to locate, identify, access, and promptly deliver specific information resources to users. Some of the major forms of resource sharing identified by Rashid (2021) include the following: Interlibrary Loan, Library Consortia, Shared Collections, Cooperative Cataloguing and Shared Expertise

Interlibrary loan (ILL) enables libraries to obtain materials from other libraries on behalf of their users, particularly resources that are unavailable in their own collections. Other major forms of resource sharing include library consortia, shared collections, cooperative cataloguing, sharing of professional expertise, and access to electronic resources such as e-books, e-journals, and databases. These mechanisms enable libraries to broaden access to information, reduce duplication and acquisition costs, improve bibliographic control, exchange professional knowledge, and negotiate affordable access to electronic resources (Rashid, 2021). In addition, technological approaches such as the Internet, electronic mail, digital libraries, teleconferencing, videoconferencing, and office automation have further enhanced resource-sharing activities (Usman, 2016).

Despite the various forms and benefits of resource sharing, there appears to be limited empirical evidence on library staff's perception of resource-sharing activities in academic libraries in Bauchi State Metropolis, thereby creating a gap that this study seeks to address. Perception refers to the process through which individuals recognize, organise, interpret, and assign meaning to sensory stimuli (Gray, 2021). In academic libraries, staff perception of resource sharing may influence their willingness to participate in collaborative programmes and their commitment to making library resources and expertise accessible beyond their individual institutions.

Research Questions

The study was guided by the following research questions:

1. What are the demographic characteristics of library staff in academic libraries in Bauchi State Metropolis?
2. What is the perception of library staff towards resource-sharing activities in academic libraries in Bauchi State Metropolis?
3. What is the relationship between the work experience of library staff in Bauchi State Metropolis and their perception of resource-sharing activities?

Literature Review

Perception of Library Staff towards Resource-Sharing Activities in Academic Libraries

The term perception, according to Gray (2018), refers to the recognition, organization, and meaningful interpretation of sensory stimuli. It is a process through which individuals understand and make sense of the numerous sensations they continually experience. Perception is therefore an important factor in determining how individuals understand, evaluate, and respond to situations within their professional environment.

Resource-sharing programmes undertaken at the national level in Nigeria include interlibrary lending, union catalogues, and cooperative acquisition. Historically, the idea of establishing a national union catalogue in Nigeria was introduced in 1963 by the National Library of Nigeria. Ubogu (2022) stated that eighty-five (85) libraries participated in the programme. Each participating library submitted a copy of the main-entry catalogue card of its holdings to the National Library, which maintained the cards in cabinet trays.

The National Union List of Serials (NULOS), which forms part of the National Union Catalogue, was introduced in 1977. It contains records of serial titles held by participating libraries in the Library Cooperation Programme and was also compiled by the National Library of Nigeria. The history of interlibrary lending in Nigeria can be traced to 1974, following a meeting of the Interlibrary Lending Committee held at Ile-Ife. The meeting recommended the establishment of a National Bibliographic Centre and the development of a standard form for use in national and international interlibrary lending services.

Cooperative acquisition in Nigeria emerged following a conference organized by the National Library of Nigeria in Kaduna in 1980. However, significant progress was not achieved, as the programme remained largely at the planning stage. Nevertheless, various interlibrary cooperation programmes have been implemented in Nigerian university libraries to facilitate the sharing of information resources.

According to Alemna (2021), many librarians continue to hold a narrow view that their services and products are indispensable and that users will continue to patronize them as they have always done without additional efforts on the part of library staff. Such assumptions may limit the extent to which libraries recognize the importance of resource sharing and collaborative service provision. Resource sharing should therefore be understood as a broader collaborative effort aimed at expanding access to information resources and improving the quality and sustainability of library services.

Jolaee (2014) studied factors affecting perceptions of resource sharing among academic staff in Malaysia. Fullwood, Rowley, and Delbridge (2018) used a survey design to investigate resource sharing among academics in UK universities. Lawal (2014) examined resource sharing among academic staff at a Nigerian university of agriculture, focusing on the extent to which academic staff were involved in resource sharing for their academic activities. Casmir, Lee, and Loon (2012) investigated the influence of trust and commitment on knowledge sharing. Similarly, Fari and Ocholla (2015) used a cross-sectional survey design to investigate information and resource-sharing perceptions among academics and librarians in selected universities in Nigeria and South Africa. Saenz, Aramburu, and Blanco (2012) also investigated knowledge sharing and innovation in Spanish and Colombian high-tech firms.

Vimal Kumar and Jasimudeen (2022) examined the adoption of Koha software and librarians' perceptions of the system. The study evaluated the satisfaction levels of library professionals with different Koha modules and their implications for library resource sharing. The study found that 40% of libraries identified technical considerations as the major factor influencing migration to Koha. The researchers also reported that Koha adoption was particularly widespread in Kerala, Maharashtra, Karnataka, and Tamil Nadu. The availability of community support, commercial support, learning tools, library standards, and active software development were identified as major factors contributing to the adoption of Koha.

Ogbenege and Adetimirin (2023) examined the selection and use of Koha software in two private Nigerian universities. The critical factors identified for consideration during the adoption of Koha included user accessibility without staff assistance, modularity, ease of use, user-friendliness, integration, flexibility, versatility, and system compatibility. The majorities of respondents were knowledgeable about Koha and considered it easy to use.

Ojedokun et al. (2022) documented the experience of Bowen University Library, Iwo, Nigeria, in operating and administering Koha for approximately nine years. The study found that Koha contributed significantly to library technical processes and services. The challenges encountered and the solutions implemented also contributed to effective delivery of library and information services and improvement of staff information technology skills.

The reviewed studies demonstrate that resource sharing, technological infrastructure, professional knowledge, and staff perceptions are important considerations in collaborative library services. However, there appears to be limited empirical literature specifically addressing the perception of library staff towards resource-sharing activities in academic libraries in Bauchi State Metropolis. This study therefore seeks to fill the identified gap.

Types of Resource-Sharing Activities in Academic Libraries

According to Kaul (2021) and Manjunath and Shivalingaiah (2018), electronic resource sharing has become an important factor in the effective functioning of libraries in the contemporary information and communication technology environment. Universities around the world have formed national and regional consortia to achieve economies of scale in the acquisition and management of information resources and network infrastructure (Etim, 2016).

In the digital age, library resource sharing has been enhanced by developments in information technology and telecommunications. Rahman and Kumar (2020), as cited in Blakes (2016), observed that technological developments have facilitated the establishment of local, regional, and international library networks for sharing resources. Digital and electronic information, supported by telecommunications, has therefore created opportunities for local and global resource sharing and the development of library and information networks.

Grosch (2015), as cited in Usman (2016), identified several characteristics of resource sharing in the digital environment, including broadening access to materials, reducing the unit cost of cataloguing, facilitating document delivery, enhancing the use of bibliographic utilities, supporting cooperative acquisition, addressing copyright issues, and promoting collaborative governance and development initiatives.

Akintunde (2012) and O'Brien (2018), as cited in Blakes (2016), similarly emphasised that resource sharing provides an effective means of making library resources available in digital formats. Information and Communication Technologies (ICTs) have provided several advantages for resource sharing, including: significantly higher transmission speeds; the movement of larger volumes of information; greater economy; and much lower error rates than analogue systems.

Usman (2016) noted that libraries have a long tradition of resource sharing and networking. These practices have expanded considerably with the rapid development of computers, telecommunications, networking, and digital technologies. Libraries increasingly belong to several consortia simultaneously for different types of cooperative activities and resource sharing.

A prominent example is the Online Computer Library Center (OCLC) in the United States. Wang (2016), as cited in Usman (2016), considered OCLC a significant model in the evolution of resource sharing in the digital age. OCLC developed from a regional cooperative network in the State of Ohio into a national network in the United States and subsequently into an international network serving libraries and information centres across numerous countries and territories. Its extensive bibliographic database and network infrastructure have made it an important platform for bibliographic resource sharing.

In Nigeria, Abdulkadiri (2015), as cited in Usman (2016), traced the development of resource sharing in the electronic environment to initiatives aimed at improving the institutional capacity of Nigerian universities. Earlier initiatives included recommendations from the 1987 conference jointly organised by the National Universities Commission and the British Council for the introduction of Management Information Systems (MIS) into the Nigerian university system. Subsequent developments included the establishment of technical committees and the development of university databases and electronic connectivity through initiatives such as the Nigerian Universities Management Information System (NUMIS) and the Nigerian Universities Network (NUnet).

The rapid growth of information resources available through the Internet has further strengthened the need for resource sharing. The dramatic development of computer and communication technologies has not only transformed the process of resource sharing but has also facilitated a shift from traditional approaches to technology-supported approaches. According to Usman (2016), some of the major technology-based approaches include the Internet, electronic mail, digital libraries, teleconferencing and videoconferencing, and office automation.

Internet

The Internet is one of the most important communication technologies in the digital age. It is a global network that connects millions of computers and information systems. It has opened numerous opportunities for resource sharing at local, national, and international levels. Through the Internet, libraries and librarians can communicate with one another and exchange information about journals, books, articles, library routines, and professional activities.

The Internet supports information dissemination, electronic mail, file transfer, education, research, and the sharing of ideas and resources. The Nigerian Communications Commission (2026) reported that the Internet provides substantial benefits to the Nigerian public as a source of information, education, research, commerce, communication, and entertainment, as well as a driver of innovation and technological advancement.

Electronic Mail

Electronic mail (e-mail) is an important technology for person-to-person resource sharing. Individuals with e-mail addresses can exchange messages and electronic documents across computer networks. E-mail systems also permit users to attach different types of files, including text documents, spreadsheets, images, and database files. Mi and Nesta (2017) identified e-mail management as one of the technological skills relevant to 21st-century librarians.

Digital Library Approach

Digital libraries are increasingly being developed to facilitate resource sharing across diverse communities and disciplines, including education, science, culture, health, governance, and development. The availability of free and relatively affordable digital library software has made the creation, management, and sharing of digital collections increasingly feasible for libraries and information professionals.

Digital libraries provide significant benefits to users through improved and wider access to information resources. They can provide access to multimedia resources, including online exhibitions, video lectures, digitized manuscripts, and other digital materials. Garba, Abubakar, and Yahaya (2025) emphasized the potential of digital libraries to provide access to diverse multimedia information resources.

Teleconferencing and Videoconferencing

Teleconferencing and videoconferencing extend conventional telephone-based communication by enabling several people to participate in discussions simultaneously without being physically present in the same location. These technologies can be used within an organization or across institutions and geographical boundaries. They provide opportunities for professional librarians to exchange ideas, discuss emerging trends, and share knowledge about new approaches to library management and services.

Office Automation

Office automation is widely used for information-processing activities in offices and libraries. It enables library staff to conduct research, store and process data through databases, communicate through e-mail, and perform other routine activities efficiently. Office automation encompasses a wide range of software applications that enable members of a group to communicate, organise their work, and share resources.

Joshi (2025) noted that Artificial Intelligence (AI) and Integrated Library Management Systems (ILMS) are transforming libraries through automation, personalization, and improved access to information. These technological developments have further expanded the possibilities for resource sharing and collaborative library services.

Methodology

The study adopted a quantitative research approach and a cross-sectional survey design. The population comprised 197 library staff in academic libraries in Bauchi State Metropolis. A sample size of 127 respondents was determined using the Krejcie and Morgan sampling table. A structured questionnaire was used as the instrument for data collection. The reliability of the instrument was established using Cronbach's alpha, which yielded a coefficient of 0.702, indicating an acceptable level of internal consistency.

Of the 127 questionnaires administered, 115 valid questionnaires were retrieved and used for data analysis, representing a response rate of 90.6%. Descriptive statistics, including frequencies and percentages, were used to analyze the demographic and perception data, while inferential statistics were employed to test the relationship between the variables. Pearson Product-Moment Correlation (PPMC) was used to test the stated hypothesis.

Results and Discussion

Demographic Information of the Respondents

Table 1: Demographic Information of the Respondents

Demographic Variable	Category	Frequency	Percentage (%)
Institution	Abubakar Tafawa Balewa University (ATBU)	60	52.2
	Federal Polytechnic, Bauchi	18	15.7
	Abubakar Tatari Ali Polytechnic (ATAP)	16	14.0
	College of Agriculture, Bauchi	8	7.0
	College of Education, Kangere	8	7.0
	School of Nursing, Bauchi	5	4.3
	Total	**115**	**100.0**
Gender	Male	67	58.3
	Female	48	41.7
	Total	**115**	**100.0**
Highest Academic Qualification	Certificate in LIS	10	8.7
	Bachelor's Degree in BIS	45	39.1
	Diploma in LIS	22	19.1
	Master's Degree (MLIS)	30	26.1
	Doctorate Degree	3	2.6
	Others	5	4.3
	Total	**115**	**100.0**
Age	20–30	15	13.0
	31–40	55	47.8
	41–50	22	19.1
	51–60	23	20.1
	61 and above	0	0.0
	Total	**115**	**100.0**
Years of Work Experience	0–4	44	38.2
	5–10	45	39.1
	11–15	16	13.8
	16 and above	10	8.9
	Total	**115**	**100.0**

Table 1 presents the demographic characteristics of the respondents. The table shows that 60 (52.2%) respondents were from Abubakar Tafawa Balewa University (ATBU), 18 (15.7%) were from the Federal Polytechnic, Bauchi, 16 (14.0%) were from Abubakar Tatari Ali Polytechnic (ATAP), 8 (7.0%) were from the College of Agriculture, Bauchi, 8 (7.0%) were from the College of Education, Kangere, and 5 (4.3%) were from the School of Nursing, Bauchi. ATBU therefore accounted for the largest proportion of respondents.

With regard to gender, the table indicates that 67 (58.3%) of the respondents were male, while 48 (41.7%) were female. This shows that male library staff constituted the majority of the respondents. Regarding educational qualification, 45 (39.1%) of the respondents possessed a Bachelor's degree, followed by 30 (26.1%) with a Master's degree, 22 (19.1%) with a Diploma in LIS, 10 (8.7%) with a Certificate in LIS, 5 (4.3%) with other qualifications, and 3 (2.6%) with a Doctorate degree. The findings indicate that the respondents generally possessed relevant academic qualifications for professional library practice.

In terms of age, 55 (47.8%) respondents were between 31 and 40 years, 23 (20.1%) were between 51 and 60 years, 22 (19.1%) were between 41 and 50 years, and 15 (13.0%) were between 20 and 30 years. None of the respondents was aged 61 years or above. Thus, respondents aged 31–40 years constituted the largest age group. With regard to work experience, 45 (39.1%) respondents had 5–10 years of experience, 44 (38.2%) had 0–4 years, 16 (13.8%) had 11–15 years, and 10 (8.9%) had 16 years or more. The findings show that respondents with 5–10 years of work experience constituted the largest group.

Overall, the demographic findings indicate that the library workforce represented in the study comprised predominantly male staff, with Bachelor's degree holders constituting the largest proportion of respondents. Most respondents were within the 31–40-year age range, while the largest proportion had 5–10 years of professional experience.

Perception of Library Staff towards Resource-Sharing Activities

Table 2: Perception of Library Staff towards Resource-Sharing Activities in Academic Libraries

S/N	Statement	SA n (%)	A n (%)	NS n (%)	DA n (%)
1	Resource-sharing activities widen my scope of learning.	62 (53.9)	41 (35.7)	11 (9.5)	1 (0.9)
2	The use of resource-sharing activities helps in obtaining up-to-date information.	38 (33.0)	62 (54.0)	12 (10.4)	3 (2.6)
3	Resource-sharing activities are tools for providing effective library services.	44 (38.3)	58 (50.4)	10 (8.7)	3 (2.6)
4	Resource-sharing activities improve access to information within and outside the library.	29 (25.2)	47 (41.9)	30 (26.1)	9 (7.8)
5	Resource-sharing activities are important because they help meet the current and future information needs of library users.	38 (33.0)	39 (34.0)	30 (26.0)	8 (7.0)
6	Resource-sharing activities increase library resources.	65 (56.5)	32 (27.8)	12 (10.4)	6 (5.2)
7	The library gains a lot by engaging in resource-sharing activities.	65 (56.5)	33 (28.7)	8 (7.0)	9 (7.8)
8	Resource-sharing activities make my library appear competent.	70 (60.9)	29 (25.2)	6 (5.2)	10 (8.7)
9	Resource-sharing activities provide current and updated information in the library.	44 (38.3)	55 (47.8)	12 (10.4)	4 (3.5)

Note: SA = Strongly Agree; A = Agree; NS = Not Sure; DA = Disagree.

Table 2 shows that the respondents generally had a positive perception of resource-sharing activities. For the statement that resource-sharing activities

widen their scope of learning, 62 (53.9%) strongly agreed, 41 (35.7%) agreed, 11 (9.5%) were not sure, and 1 (0.9%) disagreed.

Regarding the statement that resource-sharing activities help library staff obtain up-to-date information, 38 (33.0%) strongly agreed, 62 (54.0%) agreed, 12 (10.4%) were not sure, and 3 (2.6%) disagreed. This indicates that a substantial majority of respondents perceived resource sharing as an important means of accessing current information. Similarly, 44 (38.3%) respondents strongly agreed and 58 (50.4%) agreed that resource-sharing activities are useful tools for providing effective library services. Only 10 (8.7%) respondents were not sure, while 3 (2.6%) disagreed.

Regarding improved access to information within and outside the library, 29 (25.2%) respondents strongly agreed, 47 (41.9%) agreed, 30 (26.1%) were not sure, and 9 (7.8%) disagreed. This suggests that most respondents recognized the contribution of resource sharing to improved information access. On the importance of resource sharing in meeting the current and future information needs of library users, 38 (33.0%) strongly agreed, 39 (34.0%) agreed, 30 (26.0%) were not sure, and 8 (7.0%) disagreed. Thus, more than two-thirds of the respondents expressed a positive perception of the role of resource sharing in meeting users' information needs.

Furthermore, 65 (56.5%) respondents strongly agreed that resource-sharing activities increase library resources, while 32 (27.8%) agreed, 12 (10.4%) were not sure, and 6 (5.2%) disagreed. Similarly, 65 (56.5%) strongly agreed that their libraries gain substantially from resource sharing, while 33 (28.7%) agreed, 8 (7.0%) were not sure, and 9 (7.8%) disagreed. The statement that resource-sharing activities make the library appear competent received the highest level of strong agreement, with 70 (60.9%) respondents strongly agreeing, 29 (25.2%) agreeing, 6 (5.2%) remaining unsure, and 10 (8.7%) disagreeing.

Finally, 44 (38.3%) respondents strongly agreed that resource-sharing activities provide current and updated information, while 55 (47.8%) agreed, 12 (10.4%) were not sure, and 4 (3.5%) disagreed. Thus, the findings indicate that library staff in academic libraries in Bauchi State Metropolis generally held a positive perception of resource-sharing activities. The respondents recognized resource sharing as a means of expanding access to information, improving the currency of library collections, enhancing service delivery, increasing available resources, and strengthening the effectiveness and competence of academic libraries.

Test of Hypothesis

H_0: There is no statistically significant relationship between the years of work experience of library staff in Bauchi State Metropolis and their perception of resource-sharing activities.

Table 3: Relationship between Years of Work Experience and Perception of Resource-Sharing Activities

Variables	Years of Work Experience	Perception of Resource Sharing
Years of Work Experience	1	.430
Sig. (2-tailed)	—	.006
N	115	115
Perception of Resource Sharing	.430	1
Sig. (2-tailed)	.006	—
N	115	115

Note: Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 3 indicate a positive and statistically significant relationship between years of work experience and library staff's perception of resource-sharing activities (r = .430,

n = 115, p = .006). Since the p-value (.006) is less than the 0.05 level of significance, the null hypothesis is rejected. This means that there is a statistically significant positive relationship between the years of work experience of library staff and their perception of resource-sharing activities in academic libraries in Bauchi State Metropolis.

The positive correlation coefficient indicates that staff with greater work experience tend to have more positive perceptions of resource-sharing activities. Although the strength of the relationship is moderate, the finding suggests that professional experience may contribute to greater awareness and appreciation of the value of resource sharing in academic library service delivery.

Conclusion

This study examined library staff experience as a correlate of their perception of resource-sharing activities in academic libraries in Bauchi State Metropolis. The findings revealed that the respondents were predominantly male and that the largest proportion possessed Bachelor's degrees, followed by Master's degrees and Diplomas in Library and Information Science. Most respondents were within the 31–40-year age group, while the largest proportion had between 5 and 10 years of work experience.

The study further established that library staff generally had a positive perception of resource-sharing activities. Respondents recognized resource sharing as an important mechanism for widening access to information, obtaining current information, improving library services, increasing available resources, and enhancing the effectiveness of academic libraries.

Most importantly, the study established a statistically significant positive relationship between years of work experience and perception of resource-sharing activities (r = .430, p = .006). This implies that professional experience is associated with more favourable perceptions of resource sharing among library staff in academic libraries in Bauchi State Metropolis. The finding highlights the importance of professional exposure and experience in developing greater awareness of and appreciation for collaborative library services.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Management of academic libraries in Bauchi State should formulate and implement comprehensive resource-sharing policies that provide clear guidelines, procedures, responsibilities, and mechanisms for effective participation in resource-sharing activities.
2. Academic libraries should establish and strengthen communication channels through which library staff can interact, exchange professional knowledge, and share information resources with colleagues in other institutions.
3. Library management should organise and support regular training programmes, workshops, conferences, and seminars on resource sharing, emerging information technologies, networking, and collaborative library services.
4. Academic libraries in Bauchi State should strengthen institutional collaboration through interlibrary loan arrangements, cooperative acquisition, union catalogues, library consortia, shared digital resources, and other appropriate resource-sharing mechanisms.
5. Libraries should invest in appropriate information and communication technologies and ensure that staff possesses the competencies required to use such technologies effectively for resource sharing and collaborative service delivery.
6. More experienced library staff should be encouraged to mentor less-experienced colleagues and share their knowledge and practical experiences regarding resource-sharing activities. This can help build institutional capacity and promote a culture of collaboration among academic library staff.

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