

KNOWLEDGE MANAGEMENT PRACTICES AS ENABLER OF EFFECTIVE SERVICE DELIVERY IN STATE OWNED ACADEMIC LIBRARIES IN ADAMAWA STATE, NIGERIA

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Abstract

The study investigated knowledge management (KM) practices as a change enabler for effective service delivery in academic libraries in the digital age. Using a descriptive survey design, data were collected from professional and para-professional librarians in three Adamawa State-owned academic libraries: Adamawa State University, Mubi; Adamawa State Polytechnic, Yola; and College of Education, Hong. Seventy-one valid responses were analyzed using mean and standard deviation. Findings showed that all six dimensions of KM practices knowledge creation, capturing, organization, sharing, utilization, and storage were implemented at a high level. Knowledge organization recorded the highest mean score (3.70), indicating strong compliance with standard cataloguing and classification practices, while knowledge creation had the lowest mean score (2.9). Overall, the libraries demonstrated a high level of knowledge management implementation, with a grand mean score of 3.0, highlighting the significant role of KM in enhancing library services and operational efficiency. The study concluded that the selected academic libraries have effectively embraced knowledge management practices, thereby supporting improved service delivery in the digital environment. It recommended the continuous adoption of comprehensive KM frameworks, regular staff training and professional development, increased use of technological tools, promotion of a knowledge-sharing culture, and the establishment of mentorship program to facilitate knowledge transfer among staff. The study also contributes to the limited empirical literature on knowledge management practices in academic libraries, particularly within the Nigerian context.

Keywords: Knowledge Management Practices, Tacit and Explicit Knowledge, Change enabler, Academic Library.

Introduction

Academic libraries like many other organizations requires organizational agility in order to adopt and adapt to changing internal and external environments El Nsour and Li (2021). The main function of knowledge management is to benefit the organization through information sharing by making sure that all processes and systems are in place so that required tacit and explicit knowledge can be accessed when needed Crawford (2021). Knowledge management system or platform can assist library employees physically and virtually to share insights and information for the benefit of the library. Knowledge management is the process of creation, communication and coordination of both tacit and explicit knowledge that adds value to business processes and supports the strategic decision-making process.

Knowledge management ensures that advances in human capital, information technology platforms, network communication and collaboration processes develop so that change leaders can easily collaborate and communicate with employees on any change plans. It ensures that the culture of support and teamwork is encouraged in the workplace and brings everyone together. It builds trust and relationships amongst different departments within the organization. Knowledge management ensures that an organization such as the academic library has an organizational culture that encourages sharing and communication amongst the employees for the sake of the library's development and performance Goudarzv and chigini (2011).

Academic libraries as an advanced citadel of learning with robust research activities continuously produce knowledge for internal and external consumptions. They also require external knowledge in a bid to achieve their objectives of teaching, learning and research. Consequently, academic libraries focus centrally on knowledge and their libraries are primarily charged with the management of such knowledge. In the light of this, academic libraries have served as the knowledge hub of their parent institutions and have now embraced knowledge management practices for optimal functionality. Knowledge management is no longer a new concept as it has received a sizeable amount of scholarly attention.

Nonaka and Takeuchi define knowledge management as an organization's ability to develop new information, distribute it across organizations, and incorporate it into goods, services, and systems Ugwu and Ekere (2018). Therefore, Knowledge management is considered as the effective management of knowledge for organizational gain. This management of knowledge cuts across knowledge creation, capturing, organization, sharing, storage and use, which are referred to as knowledge management practices or processes. Knowledge creation and capturing are the first two activities in the knowledge management practices which focus on the development of new skills, new products, better ideas and efficient processes. Both knowledge acquisition (bringing in already existing knowledge from external sources into the

organization's knowledge stream) and knowledge creation (developing knowledge that hitherto does not exist) are the first stage of every knowledge management practices in an organization including a university library. When knowledge has been created or captured, there is need for the organization which examines knowledge for reliability according to organization's needs and implement classification through filtering and indexing. Thus, knowledge organization cuts across various activities such as categorizing, classifying, indexing and mapping knowledge for easy identification, storage and retrieval.

The next stage in the knowledge management practices is knowledge sharing, also known as knowledge dissemination or knowledge transfer, which is the act of disseminating or transferring information that has a positive effect on the organization. The purpose of knowledge sharing is use or consumption by organizational members which is the next stage of the knowledge management practices. The importance of this step is demonstrated by the fact that knowledge management practices will not succeed without the use of existing knowledge.

Knowledge management practices in libraries are required to accomplish high quality service delivery and generation of new and innovative services. Therefore, proper knowledge management practices reflected in knowledge creation, capturing, organization, sharing, use and storage has become a critical area of scholarly investigation in librarianship. In addition, knowledge management involves the acquisition, storage, diffusion as well as the implementation of tacit knowledge in addition to tacit knowledge, both within and out of the boundaries of the organization in a way that is aimed at making the organization attain corporate objectives with highly efficient means. Thus, the knowledge management can be defined as the process of effectively managing both the tacit and the explicit knowledge within the organization, so as to enhance organizational competitive advantages. Furthermore, it could form an environment within the organization that enables to create, transfer and share knowledge, which leads to managing knowledge effectively Bratianu, (2015).

Statement of Problem

Academic libraries face transformative opportunities and unique challenges in providing effective and efficient services. As information technology continues to evolve, academic libraries have become pivotal resources in supporting scholarly research and promoting information literacy within the academic institutions. But today, knowledge management practices have emerged as a strategic innovation that empowers academic libraries to harness the potentiality of tacit knowledge in both digital and technological advancement to optimize the usage of such knowledge in order, to enrich and leverage the learning, teaching and research experiences of their academic communities.

However, the purpose of this study is to explore the knowledge management practices as change enabler in academic libraries for effective and efficient services in the digital age. Where preliminary observation revealed that, most libraries do neither consider nor adapt to internal sources of knowledge. They do not effectively capture, retain and share tacit knowledge (i.e., Personnel expertise, experience-based insight etc.), that are inherently difficult to formalize. Which resulting in Significant knowledge loss, reduced innovation and inefficiencies in operational and collaborative processes among librarians, despite the critical role of tacit knowledge in driving expertise and competitive advantage. Consequently, there is an urgent need to identify and address the factors that obstruct the effective and efficient knowledge management practice of tacit knowledge in academic institutions in order to enhance and improve services, Organizational learning, innovation and adaptability in dynamic environment.

Objectives of the Study

The specific objectives of the study are to:

- i. Ascertain the level of tacit knowledge creation in academic libraries in state owned institutions of Adamawa State Nigeria;
- ii. Find out the level of tacit knowledge capturing in academic libraries in state owned institutions of Adamawa State Nigeria;
- iii. Determine the level of knowledge organization in academic libraries in state owned institutions of Adamawa State Nigeria;
- iv. Assess the level of tacit knowledge sharing in academic libraries in state owned institutions of Adamawa State Nigeria;
- v. Ascertain the level of tacit knowledge use in academic libraries in state owned institutions of Adamawa State Nigeria;
- vi. Investigate the level of knowledge storage in academic libraries in state owned institutions of Adamawa State Nigeria;

Research Questions

The following research questions was designed to guide the study:

- i. What is the level of tacit knowledge creation in academic libraries in state owned institutions of Adamawa State Nigeria?
- ii. What is the level of tacit knowledge capturing in academic libraries in state owned institutions of Adamawa State Nigeria?
- iii. What is the level of knowledge organization in academic libraries in state owned institutions of Adamawa State Nigeria?

- iv. What is the level of tacit knowledge sharing in academic libraries in state owned institutions of Adamawa State Nigeria?
- v. What is the level of tacit knowledge use in academic libraries in state owned institutions of Adamawa State Nigeria?
- vi. What is the level of knowledge storage in academic libraries in state owned institutions of Adamawa State Nigeria?

Review of Related Literature

Academic libraries are established to support the mission of their parent institutions to generate knowledge, and equip personnel with knowledge in order to serve the academic community and society. However, libraries do not manage knowledge as well as they manage information Daland, (2016) yet Alegbeleye (2010) noted that for academic libraries to perform its functions effectively, they must engage in knowledge management practices. Thus, knowledge management has become vital to university libraries of the 21st century in order to provide them with competitive edge. This corroborates when he asserted that academic libraries must adopt knowledge management in order to show their importance and values, cope with dwindling budget and increase their operational efficiency. It is therefore pertinent to consider the concept of knowledge management and its practices in academic libraries.

Ugwu and Ekere (2018) submitted that the need for libraries to engage in innovative services in the present competitive information environment brought about knowledge management. Knowledge management, according to Rowley in Ugwu and Ekere (2017), is focused with the exploitation and development of an organization's knowledge assets in order to promote the organization objectives.

Knowledge management, according to Kaba and Ramaiah (2017), is the appropriate application and implementation of the knowledge development process. It's about ensuring that an organization has all of the resources it requires to create, preserve, disseminate, and use knowledge as needed. For effective service delivery, it is consequently critical to manage the creation, organization, and exchange of knowledge in academic libraries. Academic libraries, according to Poonkothai (2016), are an integral element of an institution and its organizational culture, and anything that affects such institutions has an impact on academic libraries. The ability of academic libraries to use the knowledge of their employees to better serve the requirements of their institutional community is thus critical to their success. However, Knowledge management is regarded as one of the most beneficial solutions that academic libraries may implement in order to improve their services and become more relevant to their parent institutions in the current tough competitive climate.

Knowledge Management from its introduction into the body of knowledge, has been described in numerous ways by scholars from diverse disciplines. Knowledge management is the creation and subsequent management of an environment which encourages knowledge to be created, shared, learnt, enhanced, and organized for the benefit of the organization and its customers”. Knowledge management, according to Edem and Ani (2010), spreads and/or distributes the knowledge within individual, community, society and institution in order to positively influence their productivity, efficiency, and effectiveness. Harineeswaran, Nithyanandam and Muthu (2015) stated some implications of knowledge management in academic libraries to include dealing with larger information resources and services, creating a culture that stimulates active learning and information sharing, as well as greater collaboration with other libraries, technologies and people. They further gave examples of knowledge management practice in academic libraries to include managing print and digital collections, and creating institutional repositories for collecting, storing and sharing digital assets of the library.

The goal of knowledge management in academic libraries, where university libraries are included, is to ensure that correct and relevant knowledge is supplied to information users at the appropriate time so that they may make the best decision possible. Bello (2018) highlighted the goals of knowledge management in academic libraries, which include promoting knowledge collecting, processing, storage, and distribution; faster and easier data retrieval and dissemination; and retrieving skills. Contributing to the betterment of the knowledge environment, which has traditionally been a key emphasis of libraries, and would appear to be the most beneficial area of prospective involvement by the library and information Science (LIS) profession, but it is not an opportunity that has been frequently exploited. Treating people as knowledge resources, aligning with business goals, developing a culture of information sharing, and capturing internal explicit knowledge are all examples of relevant approaches to improve the knowledge environment in businesses. Certain skills are required of library personnel in carrying out effective knowledge management and such competencies include: understanding the value, context, and dynamics of knowledge and information; knowledge mapping and flows; change management; utilizing ICT to construct knowledge management enablers; an awareness of community and team support and facilitation; information structuring and architecture; information management workflows; information management principles, and information technology opportunities.

Personal expectations and incentives are significant variables that encourage academics to engage in information exchange, according to in their research of knowledge management among academics. Furthermore, conducted an empirical study on knowledge management. Based on the findings of the study, the researcher concluded that knowledge management in academic libraries was poor because it was not properly understood and supported. Furthermore, the findings also revealed that, tacit knowledge was

identified, captured, and acquired in a non-systematic and informal manner. A library that can promote knowledge sharing practices among employees or between employers and users is likely to generate new knowledge for innovation Islam et al (2017). When knowledge has been captured and shared, the next step is applying or using this knowledge to generate new ideas or knowledge. Knowledge management succeeds when knowledge is used. Fu (2021) have shown that, creating and using knowledge can lead to innovation.

Academic library employees can transmit and share accumulated experience and knowledge amongst themselves in order to come up with insights that will lead to new knowledge essential for supporting change initiation and change decision-making processes. Knowledge management is a process that uses both tacit and explicit knowledge to mobilize people to share and process data and information with the presence of available technology to bring value to their organization. It ensures that organizations create value and intelligence from its intellectual or intangible assets. Agwu and Ekere (2017) asserted that academic libraries tend to use user statistics or collection usage statistics for strategic planning and decision making, with the idea that they are having knowledge of the clients. The researcher believed that more study should be done to ensure that decision makers received well informed and relevant information and knowledge sourced from different platforms. Knowledge of a clients is not only obtained through the analysis of usage statistics and patterns but also from the suggestions and ideas that clients share with the library employees on suggestion box, social media and other platforms.

Knowledge and skills of librarians who work in the digital environment have changed to be more literate with the latest technologies and applications that can be of benefit to university students, researchers and academics. Knowledge management ensures intellectual capital stimulation in academic libraries through the sharing of knowledge and experiences of employees and peer training. Knowledge sharing, communication and collaboration can enable academic libraries to manage change during a paradigm shift so that all the stakeholders buy-in into the new paradigm. Knowledge management gives library management an aid to continuously monitor issues, such as being informed on the current global library trends, actively take actions and tract how a change initiative is improving their organizational performance Balague et al (2016). Communication, coordination and collaboration are the three prominent enablers of change in libraries as described by scholars in information science.

- **Communication:** Effective communication between library management and employees enables everyone in the academic library to understand the rationale behind change and change is more likely to be embraced. Furthermore, effective communication entails management reliability, approachability, timing, honesty and consistent message on the rationale for change. This may develop trust between management and employees and motivate knowledge flow (Magano & Thomas (2017 Valtakoski & Jarvi (2016).

- **Coordination:** Information and knowledge about change initiative need to be coordinated in such a way that is easily stored, shared and disseminated to the relevant stakeholders of the library.
- **Collaboration:** Knowledge management platforms should be in place in the academic libraries for library employees to collaborate and share ideas with each other in a timely manner during the times of uncertainty and anxiety Valtakoski and Jarvi (2016) collectively argued that through collaboration, knowledge management enables the academic library to unlock knowledge from its employees, which enhances employee creativity towards certain change projects. knowledge management focuses more on the use of available knowledge resources in a timely and effective manner for the library's advantage. Virtual collaboration has been an efficient and cost-effective way for bringing knowledge together from different employees, experts and decision makers working on a particular change project based in different geographical locations (Fu 2021).

The ever-changing market environment has awakened organizations to recognize knowledge assets as the most valuable assets to strive, compete and to enhance agility and competitiveness El Nsour (2021) asserted that knowledge management has been seen as an important practice to achieve competitive intelligence. The successful organizations are those that are constantly improving their processes, services and projects and solving problems in order to achieve the maturity levels, a maturity model is a structured approach to guide project implementation.

Knowledge allows organizations to predict the nature and commercial potential of changes in the environment Lin, Wu and Yen (2012:10). Furthermore, the academic library that can collect, store and disseminate knowledge to the relevant individuals will be able to make quality decisions that go hand in hand with the changes in the micro, macro and market environment. The knowledge that passes all four stages of the SECI model during conversion and creation, could be well practice especially when it gets incorporated with the Knowledge Management Maturity model. Knowledge Management plays an important role in an organization competitive intelligence and business success. Furthermore, these organizations need to have the Knowledge Management maturity model in place to measure their knowledge capabilities and knowledge assets to determine their preparedness for change in the Fourth Industrial Revolution. Without Knowledge Management maturity in place, Knowledge Management should not be strongly effective; since it is an evaluative and comparative instrument or practice that judges the current maturity level of an organization in order to have early warning signs for improvement Ngosi, et al (2016).

Methodology

Descriptive survey research design was adopted for the study with a population comprising of all librarians, both professional and para-professional in the selected academic libraries of Adamawa State owned institutions, Nigeria. Which comprises of Adamawa State University, Mubi (ADSU); Adamawa State Polytechnic, Yola (SPY); and College of Education, Hong (COE). Preliminary investigation revealed that, there are seventy-four (74) professional and para-professional librarians in those selected institutions. Therefore, due to the sampling size, total enumeration was adopted. Since these categories of libraries are expected to have a better structure that promotes knowledge management practices. The approach of data elicitation gives the librarians optimal liberty to decide whether or not to participate in the survey without any form of coercion, in line with the principle of voluntary participation as an ethical research practice.

The instrument used for data elicitation was a structured questionnaire. The questionnaire is an adaptation of the Knowledge Management Assessment Instrument developed by Chin-Loy (2007) which was an adoption of Lawson (2002) KMAI. The Chin-Loy (2007) Knowledge Management Assessment Instrument divides knowledge management practices into six dimensions (creating knowledge, capturing knowledge, organizing knowledge, storing knowledge, disseminating knowledge and applying knowledge) with each dimension having four (4) items or descriptive statements. The Knowledge Management Assessment Instrument (KMAI) thus has a total number of 24 items with combined construct reliability of 0.89 Cronbach Alpha. The Knowledge Management Assessment Instrument uses a five- point Likert-type scale of strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. But for the purpose of the study.

Adjustment to the Knowledge Management Assessment Instrument (KMAI) was made to develop the Knowledge Management Practice Scale (KMPS). The study used the six dimensions of knowledge creation, capturing, organization, sharing, use and storage. However, each of the dimensions was measured using five descriptive statements (giving all dimensions equal number of measuring items) that suit the context of academic libraries, which gave a total of 30 items on the knowledge Management Practice Scale (KMPS). Responses to these items were on four-point Likert-type scale ranging from strongly agree (4) to strongly disagree (1). The four-point Likert scale was adopted to remove the 'neutral' response. This produces higher variance in the answers and eliminates the tendencies of respondents taking a comfortable or neutral position. The adjusted questionnaire was given face validity by three (3) researchers from divergence scholars in Library and Information Science, their corrections were affected for which a clean and revised copy of the questionnaire was made. The questionnaire was administered formally by the researcher for the period of one (1) week, there after the cumulative period, seventy one (71) responses were retrieved and subjected to analysis. The demographical data of the respondents was analyzed using flow chart and simple percentage for descriptive analysis; The data elicited from the

research questions were analyzed using mean and standard deviation; The decision rule that, any mean score of 2.50 and above is remark accepted and significant, while any mean score of 1.99 and below is remark as rejected and insignificant.

Presentation of Results

Response Rate

Out of the 74 respondents, 71(95.9%) responded to the instrument.

Demographic Data of Respondents

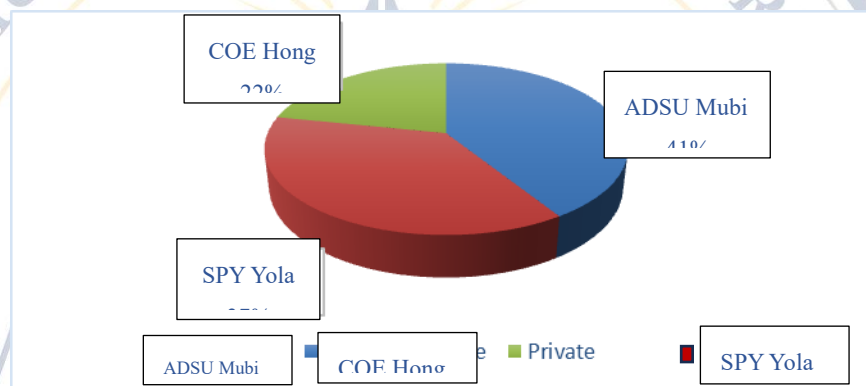


Figure 1: Ownership status of institutions

The result showed that there were more respondents from Adamawa State University, Mubi (ADSU) followed by Adamawa State Polytechnic, Yola (SPY) and College of Education, Hong (COE) had the least respondents. This implies that, ADSU have more numbers of library personnel both professional and para-professional, followed by SPY and lastly COE, Hong.

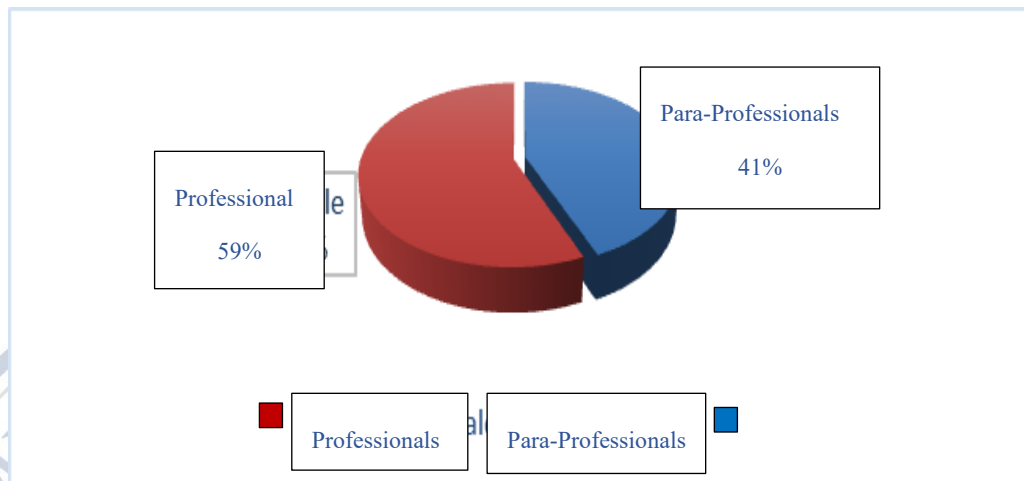


Figure II: Educational qualification of Respondents

Majority of the respondents had National Diploma (ND) and NCE Certificate 26(36.6) followed by BLIS/B.Tech holders 18(25.3), then Msc holders 21(29.5), and lastly PhD holders 6(8.4)

Objective I: Level of tacit knowledge creation in selected academic of Adamawa State owned institutions, Nigeria.

Table I: Tacit knowledge creation in selected academic libraries of Adamawa State owned institutions, Nigeria.

S/N	Tacit Knowledge Creation	SA		A		D		SD		X
		F	(%)	F	(%)	F	(%)	F	(%)	
1	“My library has mechanisms for creating and acquiring tacit knowledge from different sources such as staff, users, best practices and competitors.	33	42.3	34	43.6	9	11.5	2	2.6	3.26
2	My library encourages and has processes for the exchange of ideas and knowledge between individuals and groups.	21	26.9	45	57.7	11	14.1	1	1.3	3.10
3	My library rewards employees for new ideas and Knowledge	13	16.7	24	30.8	38	48.7	3	3.8	2.60
4	My library has mechanisms for creating new knowledge from existing knowledge and uses lessons learnt and best practices from projects to improve successive projects	14	17.9	40	51.3	22	28.2	2	2.6	2.85
5	My library intentionally converts processes and procedures to knowledge”	13	16.7	39	50.0	24	30.8	2	2.6	2.81
Grand Mean										2.92

Source: Field Survey, 2025

Table I Show that most of the respondents noted that their libraries have mechanisms for creating and acquiring tacit knowledge from different sources such as staff, users, best practices and competitors

($X=3.26$) and that their library encourages and has processes for the exchange of ideas and knowledge between individuals and groups (3.10). The librarians' perception of their library rewarding employees for new ideas and knowledge had the least mean (2.60) The grand mean of (2.92) is higher than the criterion means of (2.50) on a four-point Likert scale, indicating high level of tacit knowledge creation in all the selected academic libraries in Adamawa State owned institutions, Nigeria.

Objective II: Level of tacit knowledge capturing in selected academic libraries of Adamawa State owned institutions, Nigeria.

Table II: Tacit knowledge capturing in selected academic libraries of Adamawa State owned institutions, Nigeria.

S/N	Tacit Knowledge Capturing	SA		A		D		SD		X
		F	(%)	F	(%)	F	(%)	F	(%)	
1	<i>"My library responds to staff ideas and documents them for further development.</i>	19	24.4	42	53.8	16	20.5	1	1.3	3.01
2	<i>My library has policies in place to allow employees to present new ideas and knowledge without fear and ridicule</i>	20	25.6	40	51.3	18	23.1	0	0.0	3.03
3	<i>My library has mechanisms for converting knowledge into action plans and the design of new products and services.</i>	13	16.7	41	52.6	24	30.8	0	0.0	2.86
4	<i>My library encourages mentoring of young library professionals</i>	21	26.9	48	61.5	8	10.3	1	1.3	3.14
5	<i>My library has mechanisms for converting knowledge into action plans and the design of new products and services ideas from employees to other staff".</i>	18	23.1	41	52.6	19	24.4	0	0.0	2.99
Grand Mean										3.01

Source: Field Survey, 2025

Table II Tacit knowledge capturing shows that most of the respondents feel their library as encouraging of young library professionals (3.14) and has policies that stimulate idea presentation without fear and ridicule (3.03) with the least mean (2.86) showing the libraries have systems that convert ideas into actionable plans, products and services. The grand mean of (3.01) shows high level of knowledge capturing in the libraries.

Objective III: Level of knowledge organization in selected academic libraries of Adamawa State owned institutions, Nigeria.

Table III: Knowledge organization in selected academic libraries of Adamawa State owned institutions, Nigeria.

S/N	Knowledge organization	SA F	(%)	A F	(%)	D F	(%)	SD F	(%)	X
1	<i>“My library has a policy to review knowledge on a regular basis. Persons are specially tasked to keep knowledge current and up to date.</i>	22	28.2	29	37.2	26	33.3	1	1.3	2.92
2	<i>My library has mechanisms for filtering, cross listing and integrating different sources and types of knowledge.</i>	13	16.7	40	51.3	24	30.8	1	1.3	2.83
3	<i>My library gives feedback to employees on them ideas and knowledge</i>	19	24.4	42	53.8	16	20.5	1	1.3	3.01
4	<i>My library uses standard rules in cataloguing and classifying explicit knowledge</i>	39	50.0	37	47.4	2	2.6	0	0.0	3.47
5	<i>My library has processes for applying tacit knowledge learned from experiences and matches sources of knowledge to problems and challenges”.</i>	18	23.1	49	62.8	11	14.1	0	0.0	3.09
Grand Mean										3.07

Source: Field Survey, 2025

Table III shows that all of the selected academic libraries in state owned institutions of Adamawa State, Nigeria adopt to standard rules in cataloguing and classifying explicit knowledge (3.47). Also, these libraries have processes for applying tacit knowledge learned from experiences and matches sources of knowledge to problems and challenges (3.09). The least mean (2.83) was on the availability of filtering, cross listing and integrating different sources and types of knowledge. With a grand mean of (3.07), the knowledge organization in these libraries is considered to be highly significant

Objective IV: Level of tacit knowledge sharing in selected academic libraries of Adamawa State owned institutions, Nigeria.

Table IV: Tacit knowledge sharing in selected academic libraries of Adamawa State owned institutions, Nigeria.

S/N	Tacit Knowledge Sharing	SA F	A (%) F	D (%) F	SD (%) F	X (%)
1	“My library has knowledge in the form that is readily accessible to employees who need it.”	24	30.8 47	60.3 7	9.0 0	0.0 3.22
2	My library sends out timely reports with appropriate information to employees, users and other relevant bodies.	18	23.1 42	53.8 18	23.1 0	0.0 3.00
3	My library uses notice boards, bulletin, WhatsApp group and other forums to display and disseminate knowledge	32	41.0 37	47.4 9	11.5 0	0.0 3.29
4	My library has regular symposiums, lectures, conferences, and training sessions to share knowledge.	20	25.6 36	46.2 21	26.9 1	1.3 2.96
5	My library rewards tacit knowledge sharing culture among personnel”.	18	23.1 28	35.9 31	39.7 1	1.3 2.81
	Grand Mean					3.06

Source: Field Survey, 2025

share knowledge (3.29) and has accessible knowledge (3.22). The least mean score (2.81) is on reward for knowledge sharing culture. The grand mean of (3.06) reveals that there is high level of tacit knowledge sharing in selected academic libraries of Adamawa State owned institutions, Nigeria.

Objective V: Level of tacit knowledge use in selected academic libraries of Adamawa State owned institutions, Nigeria.

Table V: Tacit knowledge use in selected academic libraries of Adamawa State owned institutions, Nigeria.

S/N	Tacit Knowledge Use	SA F	A (%) F	D (%) F	SD (%) F	X (%)
1	My library has different methods by which personnel further develop their knowledge and apply them to new situations.	25	32.1 38	48.7 15	19.2 0	0.0 3.13
2	My library has mechanisms to protect knowledge from inappropriate or illegal use inside and outside of the library.	16	20.5 41	52.6 21	26.9 0	0.0 2.94
3	My library applies tacit knowledge to critical competitive needs and quickly links sources of tacit knowledge in problem solving	15	19.2 46	59.0 16	20.5 1	1.3 2.96
4	My library has methods to analyze and critically Evaluate tacit knowledge to generate new patterns and knowledge for future use.	15	19.2 44	56.4 19	24.4 0	0.0 2.95
5	My library infuses tacit knowledge into the service delivery processes to produce better services”.	24	30.8 45	57.7 9	11.5 0	0.0 3.19
	Grand Mean					3.03

Source: Field Survey, 2025

Table V shows that, all selected academic libraries of Adamawa State, owned institutions, Nigeria. Infuse tacit knowledge into the service delivery processes to produce better services (3.19) and their library has different methods by which personnel further develop their knowledge and apply them to new situations (3.13). The protection of knowledge from inappropriate or illegal use inside and outside of the library had the least mean (2.94). With a grand mean of (3.03), the study revealed a high level of knowledge use in Nigerian universities libraries.

Objective VI: Level of knowledge storage in selected academic libraries of Adamawa State owned institutions, Nigeria.

Table VI: Knowledge storage in selected academic libraries of Adamawa State, owned institutions, Nigeria.

S/N	Knowledge Storage	SA F	A (%) F	D (%) F	SD (%) F	X
1	<i>“My library utilizes databases, repositories and information technology applications to store knowledge for easy access by all employees</i>	33	42.3 37	47.4 7	9.0 1	1.3 3.31
2	<i>My library utilizes various written devices such as newsletter, manuals to store the knowledge they capture from employees</i>	24	30.8 40	51.3 12	15.4 2	2.6 3.10
3	<i>My library has different publications to display the captured knowledge.</i>	18	23.1 34	43.6 24	30.8 2	2.6 2.87
4	<i>My library has mechanisms to patent and copyright new knowledge.</i>	14	17.9 23	29.5 34	43.6 7	9.0 2.56
5	<i>My library uses feedback mechanisms to document ideas, information and knowledge”.</i>	12	15.4 43	55.1 20	25.6 3	3.8 2.82
	Grand Mean					2.93

Source: Field Survey, 2025

Table VI shows that, majority of the respondents clarify their library utilizes databases, repositories and information technology applications to store knowledge for easy access by all employees (3.31) and that the library utilizes various written devices to store the knowledge they capture from employees (3.10). The mean score (2.56) was on available mechanisms to patent and copyright new knowledge. The result showed high level of knowledge storage with grand mean of (2.93).

Discussion of Findings

The study revealed high significant level of tacit knowledge creation which contributed majorly for the availability of structures to create and acquire tacit knowledge, and knowledge exchange among personnel in the selected academic libraries under study. Academic libraries thus create knowledge through exchange among personnel induced by both financial and non-financial approaches Lwanga & Ngulube (2019). Such inducement should be in the form of rewarding employees for new ideas and knowledge, which will

invariably address the item with the least mean score in the knowledge creation dimension of this study. This further gives credence to the study of Lwanga and Ngulube (2019) when they established a nexus between reward culture and knowledge creation.

Tacit Knowledge is highly captured in the respondents academic libraries, majorly because those academic libraries encourage mentoring of their young library professionals. In the study of Aminga (2015), 39.5% of the respondents indicated mentoring as one of the mechanisms for capturing tacit knowledge. This underpins mentoring a key component of knowledge management strategy Akpotohwo, et al (2020). The least mean score is on mechanism for converting knowledge into new library products and services. This situates itself in the Bukowitz and Williams Cycle of knowledge management which emphasizes the need for academic libraries to focus on converting its knowledge into valuable products and services Alosaimi (2016). Consequently, the expected outcome of capturing tacit knowledge in academic libraries is for improved and value-added library products and services.

There are standard rules in cataloguing and classifying information resources as a stride towards organizing knowledge which among other factors accounted for the perceived high level of knowledge organizational in the academic libraries. Effective techniques and principles of cataloguing knowledge resources stimulate the creation and use of knowledge. Cataloguing and classification skills among librarians equipped them to integrate knowledge management practices into academic libraries. Moreover, the study showed a high level of tacit knowledge sharing in the academic libraries. This corroborates the findings of Onifade (2015) where the librarians in the academic libraries had positive perception of tacit knowledge sharing in the library.

The study also revealed a high level of tacit knowledge use, where majority of the respondents agreed that their library incorporate tacit knowledge into service delivery operations to generate better services. Thus, tacit knowledge use which is a key aspect of the knowledge management practices supports the delivery of quality library services in agreement with the studies of Chebet and Njuguna (2020) and Awaja et al (2018). Consequently, the usefulness of knowledge in libraries is reflected in their ability to produce quality service.

Meanwhile, on knowledge storage, the study revealed a high level of knowledge storage practice majorly through technology-based approaches like databases and repositories, as well as print-based media like newsletter and manuals. This implies that the academic libraries are utilizing trending technologies to store knowledge for future purposes. This correlates with the assertion of Igbinovia and Ikenwe (2017) that hardware technologies provide a medium for knowledge storage. In general context, the study revealed significant level of knowledge management practices which are influenced by knowledge organization, sharing, use, capturing, storage and creation respectively.

Thus, knowledge organization contributed most to the overall mean score, while tacit knowledge creation contributed least. In response to factors affecting the creation of tacit knowledge in selected academic libraries, Koloniari et al (2019) avowed the need for these libraries to deliberately design and execute a knowledge-centric approach in order to create new knowledge. However, the item with the highest mean score across all dimensions was from the knowledge organization dimension, which revealed that the academic libraries adopt to standard rules in cataloguing and classifying information materials. This finding strengthens the previous assertion of Fakandu (2014), that knowledge organization as one of the key functions of academic libraries which is carried out using classification schemes to drives knowledge management practices.

Conclusion and Recommendations

Knowledge management practices have been empirically shown to serve as powerful enabler of change in academic libraries, particularly in navigating the digital age, staff transitions and evolving user demands. By systematically capturing, sharing and applying both tacit and explicit knowledge, these practices foster agility, innovation and resilience. Knowledge management promotes organizational agility and reduces resistance to change such as knowledge sharing and transfer, which are applied in approximately 80% of change initiatives in academic libraries. Leading to enhanced employee buy-in and reduce resistance by addressing knowledge gaps and fostering trust through clear communication and collaboration. This enables academic libraries to adapt proactively to digital disruptions, such as the Fourth Industrial Revolution, ensuring competitiveness and relevance in dynamic environments.

Knowledge management practices enhances innovation through structured knowledge cycles which encompassing knowledge capture, sharing and application. Positively it influences innovation by preserving expertise amid staff turnover and promoting a collaborative culture that boosts employee engagement and service improvements. In academic libraries, this results in higher quality patron services, streamlined operations and the ability to introduce new technologies or practices without obsolescence, ultimately supporting institutional goals in research and education.

Knowledge management integrates emerging technologies for user-centric advancements, the incorporation of Artificial Intelligent (AI) tools like Chat GPT into knowledge management practices enhances information retrieval and user interactions, making academic libraries more intuitive and accessible while promoting interdisciplinary collaboration between library and IT professionals. This drives digital transformation, improving knowledge access for research and education, and positions academic libraries as hub of change through ongoing refinement and secure innovation.

- i. Continuous implementation of comprehensive knowledge management frameworks to adopt structured knowledge management cycles including knowledge creation, storage, sharing and application to streamline library operations and preserve institutional memory. This approach not only reduces knowledge loss during staff transitions but also boosts innovation in services like digital resource management and user support, for instance integrating knowledge management into daily workflows can lead to foster responsiveness and improved patron experiences.
- ii. Promote professional development and training which encourage ongoing educational programs, workshops and certifications for librarians to build knowledge management skills. These initiatives empower staff to leverage both tacit and explicit knowledge, resulting in enhanced professional growth, higher job satisfaction and superior service delivery. Libraries that prioritize training see measurable gains in efficiency and adaptability to emerging technologies.
- iii. Leveraging of technological tools for knowledge management in order to improve utilization in digital platforms such as intranets, content management systems and AI-driven tools to facilitate knowledge storage and retrieval. This enables seamless collaboration across teams, optimizes services like personalized research assistance, ultimately positioning academic libraries as key players in d Fourth Industrial Revolution.
- iv. Continuous fostering a culture of knowledge sharing in order to establish communities of practice, regular meetings and incentive programs to encourage open exchange of ideas among staff. This will cultivate trust, reduces silos and drives service innovation, leading to more effective library administration and cross institutional partnerships. Such practices have been shown to enhance overall institutional effectiveness and user-centric advancements.
- v. Encourage mentorship and apprenticeship programs and pair experienced librarians with newer staff through structured mentoring to transfer tacit knowledge organically. This builds expertise in areas like collection curation and reference services, fostering a supportive environment that boosts staff retention and service quality. Libraries implementing mentorship report increased innovation and smoother transitions during staff change.

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