KNOWLEDGE MANAGEMENT PRACTICES AND THE ROLE OF AN ACADEMIC LIBRARY IN A CHANGING INFORMATION ENVIRONMENT: A STUDY OF UNILORIN AND KWASU LIBRARY

AJEWOLE, ADENIYI MICHEAL
ND/23/LIS/PT/0007

BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE, INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY, KWARA STATE POLYTECHNIC, ILORIN

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JULY, 2025

CERTIFICATION

This is to certify that this project titled **"*Knowledge Management Practices and the Role of an Academic Library in a Changing Information Environment: A Study of Unilorin and Kwasu Library*"** has been read and approved as meeting the requirements of the Department of Library and Information Science, Kwara State Polytechnic, Ilorin, for the Award of National Diploma in Library and Information Science.

A. O. Isiaka (Supervisor)	Date
A. O. Isiaka (Head of Department)	Date
S. A. Sulyman (Project Coordinator)	Date
External Examiner	Date

DEDICATION

This research is dedicated to Almighty God.

DECLARATION

I, AJEWOLE, Adeniyi Micheal an ND student in the Department of Library and Information Science, Kwara State Polytechnic, Ilorin, hereby declare that this research project titled *"Knowledge Management Practices and the Role of an Academic Library in a Changing Information Environment: A Study of Unilorin and Kwasu Library"*, submitted by me is based on my actual and original work. Any materials obtained from other sources or work done by any other persons or institutions have been duly acknowledged.

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AJEWOLE, Adeniyi Micheal
(ND/23/LIS/PT/0007)

Date

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Abstract

Academic library services have now significantly developed and are applying some knowledge management (KM) principles in the provision of library services. KM is about enhancing the use of organizational knowledge through sound practices of KM and organizational learning. KM practices encompass the capture and/or acquisition of knowledge, its retention and organization, its dissemination and re-use, and responsiveness to the new knowledge. The focus of this research as on KM principles and practices that may be in place in UNILORIN and KWASU libraries. The study adopted descriptive survey design. A questionnaire was used with for generating new knowledge and understanding of library concerns. The findings of this study indicate that KM concepts were not universally understood at UNILORIN and KWASU, and that collaboration of librarians and faculty in creating an educational environment meaningful and relevant for the study programmes offered by the universities was essential. The UNILORIN and KWASU library practices were not deliberately based on KM but the study established that they were amenable to KM practice. It was making efforts to share know-how so as to reduce duplication of effort, relying on library staff to identify, integrate, acquire, organize internal and external knowledge for the benefit of the whole universities The recommendation was to perform a knowledge inventory. This could help develop appropriate institution-wide policies and practices for proper and well-organized methods of integrating work processes, collaborating and sharing (including the efficient use of Web 2.0 platforms), and developing an enabling institutional culture.

Keywords: Knowledge Management Practices, Academic Library, Information Environment, Unilorin Library, Kwasu Library

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Educational colleges and their libraries are social organizations where workers transform resources for use by consumers for their teaching, research and community service (Townley, 2011). Academic library services have now significantly developed and are applying some knowledge management (KM) principles in the provision of library services (Gandhi, 2014; Pantry and Griffiths, 2013; Rowley, 2010; Singh, 2017). The reason for doing so is to try and meet or anticipate new needs and demands that result from a new information environment. Knowledge is embedded in the processes and documentation as explicit and in the heads of the workers as implicit knowledge. KM requires the use of sophisticated technology, including collaboration tools. Examples include data warehousing and data mining techniques, portals, web mapping tools, social networking mechanisms (Web 2.0), and brainstorming applications.

The technology has no "walled gardens" which implies that information can freely flow in and out of the web services (Anderson, 2017a; Benson and Favini, 2016; Coyle, 2017; Patrick and Dotsika, 2017). Web 2.0 technologies such as blogs and wikis, instant messaging (IM) chat, 2 tagging, real simple syndication (RSS) feeds, Google maps and Google documents, photos and video sharing, social office suites and podcasts are becoming prevalent (Anderson, 2017a; Carpenter and Steiner, 2015; Harris and Lessick, 2017). The use of Web 2.0 platforms means more personalisation of information by users as they get to choose what they want to have (Benson & Favini, 2016; Green, 2018; Harris and Lessick, 2017).

In this environment, librarians encourage the building of institutional communities through the use of the said platforms, for a given college community to interact with the library (Green, 2018). In addition, they interact with other relevant communities of practice to enhance access

to resources. The key to all this is communication and collaboration. The principle behind KM is that knowledge is not an end in itself. According to Williams et al., (2014), "when information and knowledge flow can be captured, organized and made accessible for reuse, there exists the potential for subsequent creation of new knowledge". The use of Web 2.0 (Foo & Ng, 2018; Oberhelman, 2017) tools such as wikis and blogs promote information flow and that is essential in KM practice. Intranets, web portals, groupware, blogs and wikis are ideally designed for these (KM) applications and many libraries have already begun employing them for internal knowledge sharing (Ajiferuke, 2013; Anderson, 2017a; Farkas, 2017; Foo & Ng, 2018; Mphidi & Snyman, 2014; Singh, 2017).

In the library world, rapid technological changes have had the impact of changing the way library service is provided. The way towards achieving the teaching and educational goals of colleges is inadvertently impacted upon. In that case, the skills of the UNILORIN & KWASU librarians have to be as relevant to the electronic milieu created by the technological changes as to that of print. Additionally, the concept of ownership of items has become more fluid because of the prevalence of new communication technologies that include social software like blogs and wikis, MySpace, flikr, and collaboration platforms such as Wikipedia. The collection development function of the librarians now consists of deciding which items to provide straightforward access to, besides the traditional services of issuing print publications, to users. One may say that libraries are now expected to build and maintain "knowledge gateways" (Ravi, 2018) and in the process pull together a range of information resources and sources that address the research needs of their communities.

In the new environment, the UNILORIN & KWASU library still organizes payment for information resources, other than those which are available free of charge. It remains the appropriate structure through which the College can take decisions about the distribution of budgeted funds for the purchase of information resources (Rowland, 2010). Cataloguing still

implies attaching appropriate metadata to information objects, to ensure that users will readily find the correct ones when searching (Dempsey, 2016; Rowland, 2010). Reference work remains central because the task of listening to a user's needs, advising them on the best resources to access, how to access those resources, and how to formulate their queries for search systems requires individual attention (Abram, 2018; Maponya, 2014). This applies to both e-referencing and face-to-face set-ups. In this instance, librarians are major participants in information literacy so that library users end up able to locate, access, and use information for their academic and, possibly, individual needs.

An example is with the regular classes available to students and faculty in the use of online resources that the UNILORIN & KWASU library has access to, such as ebrary (the online database of full-text books), EBSCOhost, Emerald, ProQuest, WilsonWeb and SAGE journals online. Despite the popularity of the internet and the supposed user friendliness of the World Wide Web, users need more significant guidance in using electronic resources than they did in using a library of print materials (Pantry & Griffiths, 2013). The library must therefore utilize modern technologies in order to expand services, especially as there are documents and resources from both internal and external sources. Subscriptions to specialized databases and library resources require that they be semantically linked so that the documents can easily be retrieved or delivered. Sometimes these linkages make sense to librarians but require instruction to the library users.

The context within which libraries operate is greatly affected by the Internet and the fast changes that accompany it. Anderson (2017) suggests that “librarians, like any other professional group, must attempt to make sense of these changes within their domain of expertise and engage with the issues, opportunities and challenges raised”. According to Rowley (2013), the challenge facing library and information professionals is to conceive and articulate the roles for information and knowledge professionals in organisational and societal

contexts in which knowledge competence and value creation are tightly coupled. Librarian functions include managing information (Branin, 2013; Gandhi, 2014; Kifer, 2015). They preserve and make accessible the intellectual and scholarly heritage of an academic community. With the expectations of the library users of the 21st century, librarians also serve as human portals (Kifer, 2015; Sprague % McNurlin, 2013).

They provide access to information (Gandhi, 2014; Pantry & Griffiths, 2013), and do not only teach library users to navigate the information technology terrain, but are an important part of the design and development of information systems, so that information literacy skills instruction becomes embedded in the information resources themselves (Kifer, 2015; Pantry & Griffiths, 2013; Rowley, 2013). Information literacy is interlinked to teaching and learning, especially as UNILORIN & KWASU conforms to the Middle States Commission on Higher Education (the unit of the Middle States Association of Colleges and Schools that accredits degree - granting colleges and universities in the Middle States region, which includes New York) requirements to have all students and faculty information literate. The concept of embedding information literacy into the curriculum rather than teaching it as a separate topic or module is another requirement of the Middle States Commission on Higher Education too.

Librarians are emphasising on information literacy, instruction on effective use of technology and user needs. They therefore need to, according to Lloyd (2013), have some understanding of the environmental, temporal and social dimensions of the workplace in order to develop successful information literacy courses that engage students and enable them to develop a level of proficiency that will permit transfer of information literacy skills from an educational to a workplace context. This is especially important because of the unanswered question that is in the librarians "minds, and expressed by Lloyd (2013) as he asks: "to what extent does learning of information skills in educational institutions mimic workplace contexts and thus make skills

transferable?" The UNILORIN & KWASU library should proactively answer the question if it is to remain relevant and in a more visible position than the current state.

The focus of this research was on how librarians can encourage the use of interactive workspaces offered through library resources, in addition to the traditional services, to enable knowledge creation (using retained knowledge), and hence, innovation. It also focused on what KM principles are used to identify, capture, organize, and retain knowledge in the library. In profit-making organizations, the result of innovation can be observed by the number of new patents, design modifications of existing products and development of new products. In the college library environment, innovation is observed by the library's ability to provide quality information in a timely manner and the enhanced expertise of librarians in providing new and relevant ways of library service practice (Anderson, 2017). The UNILORIN & KWASU library operates in a modern information environment where information literacy is encouraged so that researchers can use information for knowledge creation.

This view is based on the premise that innovation can be stimulated by exposure to knowledge which has been captured, coded (or organized) and retained for re-use. The context of UNILORIN & KWASU was interesting because of the school's emphasis on making teaching and learning relevant to the workplaces of the students. This is in contrast to the past when information skills were specifically directed to bibliographies, how to search by subject, how to find the tools of the field, and how to use them (Branin, 2013; Wen, 2015). At the time of this study, UNILORIN & KWASU was using the Blackboard and Moodle course management systems, which can both be used in collaboration with faculty as platforms by the library to reach students, especially as they allow for the incorporation of the popular Google search engine into its interface. The use of such workspaces as Google notebook, and Google docs (which include word processing documents and spreadsheets) is made easier.

1.2 Statement of the problem

Library support at UNILORIN & KWASU is in the form of print and online resources, reference services as well as information literacy classes for all library users. The library currently suffers from an inability to provide every resource and service that the students and faculty require. This is confirmed by the UNILORIN & KWASU Self-Study (2019) which states that there is consensus among students and staff that "library resources and services are not adequate". The reasons are financial as well as practical. Firstly, the library cannot survive in isolation and provide 100% of what the College library users need. The cost of books and other information resources has become too prohibitive to cope with, so networking with other librarians and libraries for interlibrary lending and discounts when purchasing material has become essential, but it is still not sufficient.

Secondly, if the money was available to buy every book and every update and new edition available, space limitations would be prohibitive. The actual floor and shelf space at the UNILORIN & KWASU library cannot accommodate limitless numbers of books. Thirdly, there are now so many resources provided online that the library has to balance between what is available in print and what is available through access alone. Fourthly, with staff cuts that have taken place due to a shrinking budget, it is not possible to have a robust library staff compliment to give sufficient attention to individual library user needs. Fifthly, the library is a department within the larger institution and to a large extent operates within the managerial and organizational parameters of the organization.

This means that decisions that may seem best suited for the library alone are not suitable unless they give advantage and enhance its relevance to the College. In addition to those challenges, a new information environment has brought additional demands of its own. Despite the given circumstances, the library is still expected to provide a consistently efficient and effective

quality service. Following the question raised by Creswell (2017), “why is this study needed?”, and the suggestions of Hernon and Schwartz (2017) that the statement of the problem should “withstand a reviewer raising the “so what” question”, the problem statement in this case would be that the UNILORIN & KWASU library is providing a service that needs quality improvement as it does not adequately address challenges posed by a fast-changing information environment. However, no documented study has investigated why that is so and what needs to be done to improve it.

There is uncertainty about whether the use of KM principles and tools can partly solve the library’s approach to improving its quality of service to its community in the modern information environment. KM has been implemented in commercial and business environments towards operational advantages and financial gains. It may be possible that the KM survival principles and tools could help the library to improve performance and fulfil its mandate. Because librarians serve the same groups of users who consume the products of the retail, entertainment, and mass media industries, their efforts have become more focused towards creating library spaces that are inviting, dynamic, and exciting for the library users. These entail, among other things, the implementation of Web 2.0 technologies. Web 2.0 is the second generation of web-based services and tools that emphasize online sharing and collaboration among users. They are not KM, but can be used as tools in KM practice.

This shift in focus by librarians partly constitutes what Rowley (2013) views as the change of “paradigm of KM”. Special libraries, especially in the commercial and legal sector, are pursuing this road. According to Weerasinghe (2016), libraries that have the ability can acquire commercial tools and developers to build a knowledge base that makes information readily available at the point of need. Corporate libraries are being re-invented as knowledge centers, but librarians are reluctant to move beyond traditional information service-oriented work and move on to the analysis and interpretations of the contents. The research problem is further

addressed by looking at the research objectives, research questions (what? why? how?) and possible sources of data. According to Hernon (2011), the objectives operationalize those components of the logical structure that the study will explore and provide a framework for answering of research questions. This is elaborated in the research objectives and questions below.

1.3 Research Objectives

The study intended to evaluate the Knowledge Management practices that UNILORIN & KWASU library has in place. This was done to find out if indeed the answer to shortcomings is KM practice. Specific objectives are:

i. Ascertain the understanding of knowledge management at UNILORIN & KWASU library;
ii. Identify the skills useful in a knowledge management at UNILORIN & KWASU library;
iii. Determine the environment used for sharing of knowledge in UNILORIN & KWASU library; and
iv. Highlight the challenges faced in sharing knowledge in UNILORIN & KWASU library?

1.4 Research Questions

This study set out the following research questions to be answered:

i. What is the understanding of knowledge management at UNILORIN & KWASU library?
ii. What are the skills useful in a knowledge management at UNILORIN & KWASU library?

iii. What is the environment used for sharing of knowledge in UNILORIN & KWASU library? and

iv. What are the challenges faced in sharing knowledge in UNILORIN & KWASU library?

1.5 Scope of the Study

This study focused on Knowledge Management practices that UNILORIN & KWASU library has in place. The variables of interest were limited to Knowledge Management and Academic Library. The study will cover the librarians in UNILORIN & KWASU library. The study will adopt a descriptive survey method; questionnaire will be used to collect data from the librarians which reflected individuals' opinion on the under-study topic. IBM SPSS V26.0 will be used to carry out both descriptive statistics such as frequencies and percentages counts.

1.6 Significance of the study

This study titled "*knowledge management practices and the role of an academic library in a changing information environment: a study of UNILORIN & KWASU library*" holds great significance for various categories of stakeholders such as Management of institution of higher learning, librarians, policy makers, researchers and body of knowledge. To the management, the findings of this study are crucial for the management of institutions of higher learning as it provides insights into the knowledge management practices of in an academic environment. This information can help the management in developing appropriate strategies, policies, and interventions to enhance the overall research quality and effectiveness of their academic staff. Policy makers in the field of education can benefit from this study by gaining insights into the current state of knowledge management practices in an academic environment.

These findings can inform the development of policies and initiatives aimed at promoting a research- oriented culture, enhancing digital literacy, and fostering the effective knowledge

management practices within higher education institutions. Researchers in the field of knowledge management practices can benefit from this study by gaining valuable insights into the current trends and challenges related to knowledge management practices in an academic environment. This study can provide a foundation for further research and exploration in this area, contributing to the body of knowledge on effective strategies for promoting knowledge management practices.

1.7 Operational Definition of Terms

Academic Librarian: Librarians are classified according to the type of library in which they work". This means that a librarian who supports members of an academic community, such as students, researchers and lecturing staff, by managing, organizing, evaluating and disseminating the information they need is an academic librarian. The given definition suits this research since librarians tend to be defined by function.

Information: Information as a type of cognition and knowledge, the psychological result of perception and learning and reasoning, as well as a collection of facts from which conclusions may be drawn. It is a flow of messages, while knowledge is created by that flow of information anchored in the beliefs and comments of its holder. It is a collection of facts or data "organized in a logical, cohesive format for a specific purpose".

Information Environment: Environment as "the aggregate of surrounding things, conditions, or influences". Given the above definition of information, for this research, information environment is therefore understood to mean the conglomeration of information (knowledge through learning, experience or instruction), organizations, or systems/ conditions for the processing and/or dissemination of information.

Knowledge: It is the fact or condition of knowing something with familiarity gained through experience or association: (1) the fact or condition of being aware of something (2) the range

of one's information or understanding. On the other hand, the Visual Thesaurus online defines it as the psychological result of learning and reasoning. "When information is analyzed, processed, and placed in context, it becomes knowledge".

Knowledge Management (KM): It is about exploiting and realizing knowledge in the workforce, fostering a culture where knowledge sharing can thrive and how an organization develops its people and their knowledge as individuals, as teams and at an organizational level.

Knowledge Management Practices: KM practices in higher education are actions aimed at improving the internal flow and use of information through knowledge acquisition and knowledge sharing for organizational effectiveness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature that relate to the under-study topic. The literature review is organized according to the specific objectives of the study and are broken down into the sub-headings; changing information environment; **f**oundations of knowledge management; knowledge management practices, and presumed challenges of cloud computing adoption in academic libraries. The purpose of the review was to provide an understanding of what has been done in the area of the study and to discover other possible problems arising as a result of the problem to be studied. The chapter concludes with summary of the research gap.

2.2 Changing Information Environment

A changing information environment includes changed methods in the management of print and digital information, information policies and architecture that allows for sharing and openness. Most of this change has been caused by internet developments. As a result, a large number of modern information users tend to determine what information they want to use, with the use of social networking such as blogs, real simple syndication (RSS), chat (Anderson, 2017b; Bell & Shank, 2014; Carpenter and Steiner, 2015; Coyle, 2017; Dempsey, 2016; Fichter; 2015; Foo & Ng, 2018; Harris and Lessick, 2017; Macgregor & McCulloch, 2016). The focus is on “how the individual receives, uses, enhances and shares information” (Green, 2018). An example of the use of collective intelligence is the Wikipedia that allows additions and changes from any individual who perceives themselves as experts.

The Open Access Initiative is an example of how much the internet has become a tool for information and knowledge sharing and exchange (Suber, 2017). That initiative also allows for scholarly publishing to take place faster, with pre-prints available well before actual publication dates. In that environment, librarians have become content managers in addition to providing information services. Cornelius (2010) succinctly points out that: what needs to be considered is the question of knowledge and power in communities and how that relates to the work of librarians and information managers whose professional claim it is to organize that knowledge. In the context of this study whose focus is on library service, it is necessary to find a way of benefitting from such an environment. Maybe use of theory can help understand and anticipate changes in the discipline.

The theoretical foundations of a discipline are the basis around which research and development of the discipline is focused for generating ideas (Bawden, 2018). This research sets out to understand the foundations and existing theories and schools of KM thought and at the same time investigate the applicability of KM practice to library situations. Seeking for theory is based on the fact that theory is objective knowledge, a map that is not dictated by an individual person's approach to experience (Polanyi, 2010). Mitchell and Jolley (2017) specify the benefits of using theory as opposed to the use of common sense in doing research by explaining that: theory tends to be more consistent than common sense…, usually doesn't contradict itself…, tends to be more consistent with existing facts than common facts…, is not restricted to making commonsense or intuitively obvious predictions…, summarizes and organizes a great deal of information…, focuses research…, is broad in scope…can be applied to a wide range of situations, researchers can generate a wide variety of studies from a single theory…explains facts with only a few core ideas.

The Visual Thesaurus online (2018) defines a theory as "an organised system of accepted knowledge that applies in a variety of circumstances to a specific set of phenomena; a belief

that can guide behaviour". Library science scholars do not share a single understanding or view about what library science theory comprises and how it should be used within research. McKechnie and Pettigrew (2012) explain that "broad differences exist in the use of theory in LIS that are associated with the broad disciplinary content of the research". However, Grover and Greer (2010) make an important contribution by suggesting that interdisciplinary work has a potential to answer the field's complex research questions. Taking this view, KM concepts have been examined for their relevance to library practice. KM has its own definition problems, but Rowley (2013) makes the comment that:

To argue that there is no clearly defined and generally accepted definition of KM, or even to argue that it has nothing special or different to add to more traditional disciplines such as librarianship, and information management, or even to dispute the appropriateness of the word knowledge, as opposed to information, misses the point. None of these things matter if the world out there is in pursuit of solutions that help them to survive and flourish effectively in a knowledge-based society. A problem pointed out by Gregory (2016) is the fact that there is a "gap between research and work" in library science. Ponti (2018) also discusses the wide gap that "exists between librarians and information science researchers. Knowledge sharing and collaboration between the two groups is still limited". Hildreth and Aytac (2017) suggest that "library practitioners conduct more library - specific studies and academics conduct more use and user studies". Thus, if theory is actually put into practice, then a practical model for library science research could be the result.

Indeed, Glazier and Grover (2002:326) assert that "a considerable amount of research in LIS is based on action research with little attempt to apply theory". A further aspect raised by Ponti (2018) is that library science research has not been extensively done by individuals who are specialized in other fields than librarianship. A viewpoint expressed is the possibility that "people who have competencies in the philosophy of science and LIS…strengthen cooperative

work towards a better theoretical foundation of LIS" (Hjørland, 2015). Because the technical services departments of libraries are responsible for acquiring, organizing, cataloguing, and/ or providing access to resources books and non-print resources, besides handling the maintenance of the online catalogue, Wen (2015) suggests that: how to effectively use our staff (human resources) and how to improve the efficiency and effectiveness of our technical services operations should be the real focus of KM in academic libraries.

However, this relates more to organizing the library than to incorporating the users who, in the modern information environment, are major players in how the library meets their needs. This calls for more than studying technical services alone, for example, by investigating how to take advantage of Web 2.0 functionality. Maybe keeping an open mind about changes brought on by a changed information environment can contribute significantly towards library science theory. Glazier and Grover (2012) re-examine theory and suggest a "circuits of theory" research which is "presented to reflect today's postmodern approach to research". It attempts to include multiple approaches to data collection and analysis, whilst remaining open to opposing viewpoints, so as to be inclusive and creative in theory building and research. In a study of information use patterns of city managers, these theorists conclude that similar studies can be used in library science. A few of the theories quoted in library science works and their applications are mentioned below.

The grand library unified theory is akin to the physicist grand unification theory which talks of all nature's physical phenomena eventually being described as one. McGrath (2012a) suggests the development of theories that relate to the different functions of the library, and it is illustrated in Figure 2, creating a unified theory. It is modelled after a diagram, "Explaining the Forces of Nature," (Broad, 2010), and was reproduced in McGrath (2010), showing the traditional areas of librarianship with hypothetical connections (dotted lines) between them to indicate relationships not firmly established in any explanatory or predictive sense" (McGrath,

2012a). The grand unified theory is not developed even if it is an interesting attempt to view library science from all its functions. Regardless of that, in terms of a visual portrayal of library functions which can be studied as one whole, it gives clarity. Abbot (2014) points out that "a grand unified theory of information able to tie together all the underlying phenomena, properties, flows, behaviours and problems associated with information, remains elusive.

Indeed, it is not clear what such a theory should attempt to encompass". Floridi (2012) suggests that the: task is not to develop a unified theory of information, but rather an integrated family of theories that analyse, evaluate and explain the various principles and concepts of information, their dynamics and utilization, with special attention to systemic issues arising from different contexts of application and the interconnections with other key concepts in philosophy, such as being, knowledge, truth, life or meaning. The suggestion to put theories into families expresses consensus with the concept of paradigms, which are a more global manner of looking at a discipline than individual theories. Mansourian (2016) suggests the adoption of grounded theory to study library and information science, but refers to it as an approach to research rather than a detailed research method. Glaser and Holton (2004) call it a "general research methodology".

2.3 Foundations of Knowledge Management

KM originates from a variety of disciplines where it was realized that knowledge is a valuable asset if tapped into and used effectively. It first appeared in 1997 (Jashapara, 2015) as industry was beginning to realize the importance of both tacit or implicit (intellectual capital) and explicit knowledge. It is founded on the expansion of capitalist economies, computerisation of industrial work, and economic competition. Its emphasis in literature is due to the fact that in the modern information environment, information and knowledge play a critical role in leveraging the operational advantages of an organization against its competitors (Davenport

and Prusak, 2010; Drucker, 2010; White, 2104). Essentially, KM practice involves knowledge capture and retention, knowledge classification, knowledge creation, and knowledge dissemination (Lee, 2015).

It is driven by competitive pressures and the need to manage an organization's intangible assets more efficiently. It fundamentally refers to changes that enhance competitive advantage and maximising profits (Davenport & Prusak, 2010; Drucker, 2010; White, 2014). Spender and Scherer (2017) suggest that "KM may actually be more about managing an organisation's knowledge absence than about managing its knowledge assets". According to Broadbent (2010), KM: rests on utilizing and exploiting the organization's information (which needs to be managed for this to occur); and the application of people's competencies, skills, talents, thoughts, ideas, intuitions, commitments, motivations, and imaginations. This diversity in origin and meaning also means that its theoretical foundations are likely to vary depending on the discipline in which it is being discussed or applied (Jasimuddin, 2016). According to Baskerville and Dulipovici (2016), the field of KM is "building on theoretical foundations from information economics, strategic management, organisational culture, organisational behaviour, organisational structure, artificial intelligence, quality management, and organisational performance measurement".

While concurring with that reality, Lloria (2018) also points out that KM "is gradually taking on a direction of its own, and includes information and knowledge-creating systems, as well as strategic management and innovation". Vasconcelos (2018) shares a similar view but points out that "there is a difference between the concerns, referents and discourses of knowledge management approaches", and as such, perspectives vary. Jashapara (2015) refers to KM as "fragmented, and with no unifying theory of the discipline". From the literature used, there is an indication that there are differing KM points of view, depending on the discipline of the author. However, Spender and Scherer (2017) suggest that the way to deal with the diversity of

KM literature is to “embrace it as the basis of a generative interaction or discourse between a plurality of heterogeneous elements rather than evidence of disabling fragmentation”. Using what he termed, the four pillars of knowledge management”, Stankosky (2015), summarises KM concepts, as involving leadership/management of an organization; the operational aspects of the organization; the principles and practices to ensure that individuals collaborate and share knowledge to the maximum; and the various information technologies peculiar to supporting and/or enabling KM strategies and operations.

The point that keeps being highlighted is that information is passive in nature, whereas knowledge is a dynamic and active resource residing in people’s minds (Nonaka & Takeuchi, 2010; Polanyi, 2010). This is confirmed with the OULS study by White (2014), and by Jain (2017) who both conclude that knowledge is personal, human resource based and usually acquired through experience and/or observation. The approaches or models that are covered in literature originate mainly from Japan, Europe, and the United States industries (Lloria, 2018). These are intellectual theories, and knowledge creation theories. Lloria (2018) proposes a synthesis that puts KM into three schools. These are the economic (commercial school), the technocentric school, and the behavioural school. They closely resemble the categories of McAdam and McCreedy (2010) who group KM into the knowledge model, the intellectual model, and the socially constructed model.

These are not rigid categories, but a way of organizing KM practices that librarians need to be aware of as they seek to use some of those practices to benefit library situations. Such benefits include the spirit of collaboration, knowledge sharing, and the institutional cultural change that can occur from implementing KM practices. An economic perspective is one that involves both the production and management of material wealth. The economic school of KM thought sees knowledge as a part of that material wealth. According to Vasconcelos (2018), it is based on measuring the “exploitation of knowledge as an economic resource”. In other words, this

school is knowledge – based, or Takeuchi's (2011) knowledge – creating school. This is the same view as that of Baskerville and Dulipovici (2016) who refer to knowledge as "an organizational resource" and Hillenbrand (2015) who sees it as a strategic resource.

In agreement with Nonaka & Takeuchi's (2010) model (Figure 2), Ngulube and Lwoga (2017) view knowledge assets as determining the inputs and outputs of the knowledge creating process. The definition of knowledge, as indicated in Chapter One, is not always clear-cut. In an environment that puts an economic value to it, it was important to study the works of such important authors in the field as Nonaka and Takeuchi (2010) who classify knowledge as tacit and explicit, and McAdam and McCreedy (2010), Nonaka and Takeuchi (2010), Nonaka and Teece (2011), Nonaka, Toyama and Konno (2010), and Takeuchi (2011) who regard knowledge as an organizational asset. Nonaka and Takeuchi (2010) suggest that knowledge is transferred from one form to another because of a continuous process of interactions between tacit and explicit knowledge in an organization. The result is the ability to create new knowledge which has economic worth, and essential in innovation. For this to take place, an environment or space called Ba where knowledge is created and shared through social media is needed.

Nonaka and Takeuchi (2001) suggest a knowledge creating model with four stages of knowledge creation: socialisation, externalisation, combination, and internalisation. This is based on ever repeating and spiralling knowledge creation processes (Ngulube and Lwoga, 2017). It is illustrated in Figure 3 as the SECI model of Nonaka and Takeuchi (2010). According to Nonaka and Konno (2010): Ba can be thought of as a shared space for emerging relationships. This space can be physical (e.g., office, dispersed business space), virtual (e.g., e-mail, teleconference), mental (e.g., shared experiences, ideas, ideals), or any combination of them. What differentiates Ba from ordinary human interaction is the concept of knowledge creation. Ba provides a platform for advancing individual and/or collective knowledge. It is from such a platform that a transcendental perspective integrates all information needed. Ba

may also be thought of as the recognition of the self in all. According to the theory of existentialism, Ba is a context which harbors meaning. Thus, we consider Ba to be a shared space that serves as a foundation for knowledge creation.

Thus, spaces are Ba and each knowledge conversion mode is associated with its own Ba. In this economic school, organizations are seen as "dynamic learning environments, communities of practice and informal learning and interaction and underlying issues of organisational politics and culture…" (Vasconcelos, 2018). Rowley (2011) holds a similar view and says that an organization: needs a culture that not only ensures that knowledge is valued as a resource, and is recognised as a resource, but which goes one step further and emphasises the role of knowledge in supporting individual and organisational learning. This characteristic is investigated by the questionnaire (see Appendix F), and through the observation protocol (see Appendix H). Recognizing knowledge as an economic resource depends on the leadership, goals, and management of an organization.

Rowley (2010) refers to knowledge rather than capital or labour as the only meaningful economic resource in the knowledge society. Argyris (2010), Baskerville and Dulipovici (2016), and Stankosky (2015) see knowledge a strategically significant resource of the organization that depends on organizational culture, organizational identity and policies, documents, routines, employees and systems. Rowley (2010) points out the weakness of many organizations which are unable to function on a knowledge basis due to the fact that "they have learning disabilities" (Rowley, 2010), and Jain (2017) echoes similar sentiments about the importance of a learning organization to KM. Baskerville and Dulipovici (2016) put emphasis on the same point by indicating that a "knowledge culture values learning and creativity". In addition, in this perspective, Rowley (2012) points out the importance of KM as "associated with the leverage of the value generation capacity of an organization".

2.4 Knowledge Management Practices

Practices refer to the way ideas are translated into action in the process of accomplishing job functions. KM practices include the understanding of knowledge management: knowledge generation, knowledge acquisition, knowledge organization, knowledge storage, knowledge transfer, knowledge sharing, and knowledge retention (Branin, 2013; Daud, Rahim & Alimun, 2018; Davenport and Prusak, 2010; Jain, 2017; Jashapara, 2015; Lee, 2015; Lloria, 2018; McAdam and McCreedy, 2010; McManus and Loughridge, 2012; Nonaka & Takeuchi, 2010; Nonaka, Toyama and Konno, 2010; Rowley, 2013). KM practices are viewed as having the potential to make libraries more relevant to their parent organizations and their users (Sarrafzadeh, Martin and Hazeri, 2016) to avoid the Panda Syndrome (that is, the state of being highly loved, and nearing extinction).

According to Singh (2017), information professionals need to develop the capabilities to survive in a knowledge-based society, but at the same time, organizations also need to increase investment and put more effort into ensuring that the information and knowledge available in databases, patents, trade secrets or in the minds of people is fully utilized and translated into products and services that give value to the organization Jain (2017), sharing the same view says “academic libraries and their associated institutions can work in close relationship to collaborate, share, and disseminate knowledge”. It is important for an organization to have a clear understanding of what KM means to its operations if it needs to consider using those KM practices that enhance efficiency and lend value to organizational knowledge. These practices include knowledge generation which encompasses activities that bring to light all knowledge that is new to a group or to an individual.

That comprises of the exploitation of existing knowledge to create new knowledge, or finding new knowledge through interacting and collaborating with other individuals or systems

(Nonaka, 2010; Nonaka and Takeuchi, 2010; Nonaka and Teece, 2011). This process therefore involves the acquisition of knowledge for it to be successful. The acquired knowledge is of limited value if it is not organized and stored for easy retrieval. Once it is available for retrieval, there is need to have systems that enable its sharing and transfer. In other words, a process of knowledge retention is the result when an organization is able to facilitate the capture and transfer of both formal and informal knowledge through knowledge networking, thereby using the available intellectual capital to its advantage. KM affects the organization's strategic planning, its ability to meet its goals and objectives, and its projection on how best to use the services and knowledge products for the future (Stankosky, 2015).

Seeing as these processes involve people in the organizations, and in this case, a college, there can be real barriers to KM success. They include the fact that KM may not necessarily be a way of doing daily business therefore policy that could guide it does not exist, fear of adopting new or different ways of doing things that causes human resistance, lack of appropriate organizational infrastructure to handle some KM practices, and it may be deemed unsuitable for some settings. This view concurs with the suggestion made by Singh and Kant (2018) that KM barriers include the lack of top management commitment, lack of technological infrastructure, lack of clearly defined methods or processes for KM practice, lack of organizational structure that supports a KM strategy, lack of organizational culture, lack of motivation and rewards, staff retirement, lack of ownership of problem, and staff turnover. Despite these barriers, the modern information environment that includes a wide variety of information, information providers and platforms for doing so has made it necessary for organizations, including libraries, to consider using KM practices to survive.

Advantages of using KM practices include the fact that they help organizations to refocus on using their already existing knowledge, they create the environment for innovation rather than limiting themselves to best practices solutions only, they enable convergence towards knowledge portals rather than separate silos of knowledge in an organization, and they promote interconnectedness among departments, employees, and systems in an organization. Kidwell, Vander Linde and Johnson (2010) suggest that in an academic institution, knowledge management practices "can lead to better decision-making capabilities, reduced "product" development cycle time (for example, curriculum development and research), improved academic and administrative services, and reduced costs". This approach has been termed by some authors, such as Branin (2013), Chase (2010), Hillenbrand (2015), and Rowley (2013), a paradigm shift.

2.5 Knowledge Management in Libraries

Barquin (2011) described KM as a process, with phases and components, embedded in time, and there is more than one approach and different structures and architectures to this process, as well as expected outcomes and performance to be measured. This view further sees the importance of interpreting collective intelligence, that is, a community of participants involved and hence the need for identifying ownership and source of the knowledge, as well as for providing mechanisms and incentives to sharing knowledge. The same point is expressed by Singh (2017) who is of the view that KM "implies the process of transforming information and intellectual assets into enduring value". This is in line with the behavioural school of KM. Research papers that deal with KM in libraries mainly try to define it, because of the lack of a standard or stable definition. It appears that the domain of the private sector which uses electronic and records management systems, such as those available in the KM software

directory at http://www.capterra.com/knowledge-management-software, have a different, commercial approach from that of academic librarians.

The private sector approach is directly linked to efficiency in profit making, while the academic library approach tends to be a way of getting explicit and tacit knowledge organized for the sake of supporting and enhancing the quality of education services. According to Singh (2017), there are no simple answers to what constitutes KM in libraries because in a diverse and changing environment, its nature is likely to be ever-changing. Maponya (2014) suggests that KM practices aim to draw out the tacit knowledge people have. Understanding the practices requires a close look at library policies and strategies, leadership, knowledge capturing and acquisition, and knowledge sharing.

To be effective, it is important for the librarian to understand the context that the information is required, as well as organizing the information (re-packaging) in a manner most useful to the users, at the same time learning from previous experiences and situations, and as a result be able to anticipate user requirements. This knowledge then needs to be retained so that continuity remains even when the creator leaves the organization. Eventually, a knowledge bank (Branin, 2013), or repository (Bailey, 2015), or portal may be the result. As a way of helping librarians understand the concept of KM better, some library schools, for example, London Metropolitan University (UK), University of Johannesburg (UJ), and University of Stellenbosch (US) now train graduates to bring skills of organization, classification, evaluation, training and synthesis to transform data repositories into value-added information sources that can constitute knowledge and knowledge services. Hazeri and Martin (2019) as well as Rehman and Chaudhry (2015) suggest that library schools enter into collaborative approaches for KM education with business schools and industry.

Library bodies, such as the American Library Association and its various sections, and the 2008 SLA Annual Conference KM-Sponsored Programs, also provide continuous instruction for librarians to equip them with requisite skills to understand what KM stands for. In this study, question five in the questionnaire (see Appendix F) seeks to find out what is understood by the concept of KM at UNILORIN & KWASU. The KM discussion in libraries sometimes revolves around document management, information management, records management and KM and whether and how they are different (Srikantaiah and Koenig, 2010); the role that technology plays in knowledgesharing and Web 2.0 social networking technology such as blogs, real simple syndication (RSS), chat (Anderson, 2017b; Bell & Shank, 2014; Carpenter & Steiner, 2015; Coyle, 2017; Dempsey, 2016; Fichter; 2015; Foo & Ng, 2018; Harris & Lessick, 2017; Macgregor & McCulloch, 2016); and whether librarians continue to be relegated to customary/ inherited library services, or their capabilities are not fully utilized in contexts that involve KM.

The research of Maponya (2014) refers to academic librarians‟ need to be involved in KM activities such as “creating, capturing, sharing and utilising knowledge to achieve the library goals”. Wen (2015) makes the suggestion that the use of KM practices can help in the processes of capturing, collecting, organizing, and disseminating information. Mahnke (2017) asserts that KM “is about sharing knowledge with others... a new way of knowledge sharing has emerged: the Web 2.0. It is time for librarians and KM experts to explore this phenomenon and see what it means for the purpose of KM”. This view tends towards both the behavioural and the technocentric schools. The place of social networking technologies has brought librarians into thinking where that technology can best be used. Green (2018) suggests the creation of “social libraries” as places where traditional library practices and modern KM technologies operate together for collective social wisdom.

This is much like the Ba concept of Nonaka and Konno (2010) as well as Nonaka, Toyama and Konno (2010), which refers to the creation of a context for knowledge creation. In other words,

librarians have ceased to be "just custodians or gatekeepers of information" (Kim, 2010). Green (2018) says that "the librarian must be at the centre of managing information, and the tools used must be designed to facilitate this requirement". A good understanding of the meaning of KM application to libraries is therefore essential. It is important for traditional libraries to go through the process of KM instead of rebranding themselves as knowledge practitioners/centres, as their role sometimes stays the same because it tends to be a name change only. Lack of change explains why a library's future can become bleak if its educational institution continues to shape education and conduct around its traditional domain (Abell, 2010).

On its part, the library has to find creative ways of remaining relevant to the twenty first century use (Parker, Nitse & Flowers, 2015). A similar point is also expressed by Branin (2013), from his survey research, which suggests that: from an academic research librarian perspective, the simplest way to describe what we are trying to do is say that we are extending the expertise of librarians to manage all types of information, not just the structured, published information we have traditionally been asked to collect, organize, and preserve. The current fast changing information environment has created a need for library service to be of high quality. It is therefore essential that while placing importance on information services, instructional tasks and interactions with patrons (Lynch & Smith, 2011), move from being service-oriented to being value-oriented (Sarrafzadeh, Martin & Hazeri, 2016). KM is regarded as creating value from knowledge, information and people (Weerasinghe, 2016).

In line with the economic school of KM, Jain (2017), Jashapara (2015), and White (2014) point to the need for a knowledge environment which is based on strategic planning, and knowledge needs to be considered a strategic resource. Jain (2007: 382), on value addition, says that the "partnership of librarians and academics will transform librarians‟ status from service-oriented to value-oriented". Value-orientation happens when the library streamlines its day-to-day

operations to improve visibility and involvement in the larger organization, and assume a leadership role in helping to capture institutional memory (Gandhi, 2014; Patrick & Dotsika, 2017; Rowley, 2013; Sarrafzadeh, Martin & Hazeri, 2016). According to Zhang, Tian and Qi (2016), institutional memory (OM) consists of: documentary materials, regulations, procedures, conventions and organizational culture, provides necessary knowledge for the organization. In the process of practice, every organization develops OM, thus guiding present activities.

This also means that the leadership of the organization has to be aware of the importance of KM in the library, and have its essentials incorporated into the organization's strategic plan, and the strategic goal (Stankosky, 2015). That is executive support which results in a KM policy that Jain (2007: 379) refers to as the road map to answer questions such as "what, why, how, and who" of KM. That approach results in systemic change, not isolated change in the operations of library alone. In fact, Skyrme (2014) pointed out that: Information professionals must consistently connect to corporate "hot buttons" and understand how their output is used to support business objectives and priorities. Simply serving people who make/ request information from you is insufficient. It may even be irrelevant, if there is no clear link to a business outcome. Ignore the strategic thrusts of your organisation and you could find yourself outside it!

Singh (2017) echoes the same sentiments expressed by Skyrme (2014) and notes that: …in the information and knowledge-based society, information professionals are expected to be more dynamic and competent to deal with the influx of information and manage organisational information resources and intellectual assets…For this, information professionals need to develop highly dynamic knowledge management skills and strategies. They should have a clear understanding of various knowledge management processes such as knowledge creation, capture, retention transfer and sharing in addition to having the analytical ability to identify

and leverage existing knowledge. Giving incentives to individuals for contributing to KM activities has been proved to be an effective way of encouraging staff to participate in KM activities. This is a topic referred to by Weddell (2018) when she brings out the importance of "incentives to stay and develop within the company".

It also comes out in a case study reporting on the success of a Web 2.0 programme by Gross and Leslie (2018) as management introduced "face-to-face discussions in the form of an introductory seminar, a half-way morning tea, and a final celebration with certificates of completion". According to Wen (2015): an organizational culture for sharing of knowledge and expertise should be established with appropriate rewards and incentives. Those staff members who share their tacit knowledge and experiences through writing, publishing, lecturing, tutoring, or mentoring should be appropriately recognized and rewarded. To reiterate the same point, Sharma and Chowdhury (2017) discuss "collaboration, team spirit, rewards and recognitions and staff relationship with their superiors, peers and subordinates" as methods of discovering where knowledge gaps exist. These studies confirm the view of Barquin (2011) who also believes in giving incentives to encourage participation in KM activities.

Effective information retrieval and service requires the professional mix of knowledge of information, users, and KM "cannot be efficient without educated customers to speak to. This is where information literacy comes into the focus of KM" (Mahnke, 2017) and information technology. Information literacy is important to KM because of its focus on sharing and learning from information. This way, it facilitates KM practices.To a large extent, IT is the tool of choice to make KM easier (Abell, 2010; Jain, 2017; Ngulube & Lwoga, 2017; Singh, 2017; Tellis, 2010b) because it is convenient in maintaining explicit knowledge. It is "a key enabler in KM, but is not KM in itself. It is a facilitator to provide faster access to knowledge or to share/transfer it among individuals" (Singh, 2017), and this is in line with the views of the technocentric school of KM.

This is the same point discussed by Schwarzwalder (2010): the use of person-to-person collaboration as a means of knowledge dissemination illustrates that technology is not always necessary to developing knowledge management systems. Technology is an expediter; people and process are vital. According to Green (2018), it is librarians who: create the environment necessary to publish content and to develop knowledge communities around content. This isn't as simple as buying an Integrated Library System (ILS) and bolting on social tools. Koenig (2013) credits the flow of formal and informal information up, down and across the enterprise as the source for improvements in operational productivity.

This can well apply to an academic library as confirmed by White's (2014) study of KM practice at the Oxford University Libraries, and a separate study by Maponya (2014) at the University of Natal, Pietmaritzburg Libraries. Putting the KM research of Stankosky (2015) in the library perspective, one sees that it is focused on technology (which is a concern of a modern library), leadership (library leadership and where it places KM principles), organization (organizational objectives and how the library goals support them), and learning (the library as a learning department/ organization). These core pillars are interrelated, and are at the heart of most activities within KM. Library practice based on KM principles and practice has the potential to allow for the study of library and information variables, their measurement and evaluation, the creation, retention, and dissemination of knowledge. It appears to be more comprehensive than other models that focus only on circulation, or technical services, or reference. This literature review has pointed to the fact that to become aware of a KM strategy in a library, an assessment of the current situation needs to be carried out by highlighting existing KM activities and experience, outlining the benefits, explaining how these can be built upon, and exposing barriers to further progress (April, 2012).

This brings out how current KM practice (or lack of it) affects the ability of all those involved in library service to meet intended goals, and how it affects the effectiveness of individuals and teams, and to what extent professionals‟ culture, processes and systems currently act as enablers of, or barriers to, good KM practice (McManus and Loughridge, 2012). Jain (2017) suggests “mapping knowledge or knowledge gap exercise. Knowledge mapping can identify organisational knowledge assets as well as knowledge gaps”. This exercise helps in the eventual measuring of the effectiveness and success of implementing KM tools and principles. The view expressed in literature sources consulted, which the researcher is in agreement with, points to the fact that librarians possess skills that are vital in KM, but they need to widen their skills set and think more openly so as to understand the changing information environment. There is no agreement as to the extent to which librarians can be viewed as KM practitioners, but consensus exists in relation to the importance of integrating KM practices into their work.

Literature also indicates that KM implies that librarians have to deal with a broader range of information resources and services than traditionally; they have to encourage a culture and environment for active learning and information sharing (especially as they are a part of larger institutions which affect the way the library operates); and they have to collaborate much more proactively and deeply with other libraries, information technology services, and users. In this study, specific studies and case studies of where KM has been considered are useful too as they indicate that it is a practical mode of operation that some libraries are considering, or have considered using.

2.6 Studies Related to Knowledge Management Practices in Libraries

A case study of Jantz (2011) at Rutgers University, New Jersey, suggests that it is possible to apply KM principles in a library. A tool for capturing knowledge was developed, with the purpose of “information capture, auditing of information, maintaining and updating the

technology platform, marketing, education and training" (Jantz, 2011). Besides the capture and sharing of knowledge, mention is also made of the importance of understanding the KM process and cultural issues in an organization as essential for the organization to benefit from KM. Expressing agreement with the same idea, the Network of Alabama Academic Library's network case study of Graham, Skaggs and Stevens (2015) reminds librarians to "remember the liaison commandment and look to see how you can interest the rest of your college or university community to be involved". This is a point also raised by Skyrme (2014) on the need for information professionals to stay connected to the organizational decision makers.

Hayes (2017), from the University of Edinburg in Scotland experience, suggests the creation of a strategic plan that focuses on KM principles. In her case: The first objective relates to the provision of high quality, sharable, relevant and authoritative information for teaching, learning, research and management. The second relates to efficient and effective information and IT infrastructures, systems and services; and the third to developing a culture that supports collaboration and sharing knowledge as a routine way of working. This is where executive support as envisioned by Gandhi (2014), Jain (2017), and Stankosky (2015) is seen in practice. The concept of a strategic plan being part of the reason for success is also expressed by White (2014) in a case study at the Oxford University Library Service (OULS). White (2014), from a study on KM in an academic library at the OULS, supports the idea that KM practices can enhance the quality of library service.

The study was intended to show the need to include KM in library strategy to retain expertise for the benefit of staff and users, to "provide an additional tool in assessing staff's perception of change, knowledge creation and sharing at OULS" (White, 2014). The difference from UNILORIN & KWASU is that the OULS is made up of 30 libraries, while UNILORIN & KWASU is a single one. However, the categories of staff included - librarians, administrators, IT personnel, front line and staff workers - in the study provided a working guideline of what

categories of people to include in studying the UNILORIN & KWASU case. The research was also done during a particular semester, as was in this case. The much smaller size of UNILORIN & KWASU makes it important to get information from more individuals that do not work in the library but whose presence at UNILORIN & KWASU impacts library operations.

In addition to the concept of librarians operating as team members, Robertson and Sullivan (2010) suggest digital libraries as vehicles of systemic educational change. This is because technology in digital libraries is an enabler in the modern information supply chain (Abell, 2010; Jain, 2017; Singh, 2017), and librarians must thus be skilled at the technical aspects of the job. Studies carried out at the Eskind Biomedical Library in Nashville, Tennessee (Williams et al., 2014), as well as at the Perseus Digital Library at Tufts University (Rydberg-Cox et al., 2010) show examples of instances where KM practice is addressed in digital library set-ups because library practice is having a tendency towards an increased transformation into digital libraries. Hamid and Nayan (2017) performed a preliminary study of KM in a public library, and subsequently, Hamid et al., (2017) did a KM adoption and implementation readiness case study of the National Library of Malaysia (NLM).

The study investigated the status of KM in NLM with the objective of discovering how the organization went about creating, disseminating and applying knowledge internally. It also tried to assess whether the working environment in the NLM supported the adoption and implementation of KM. The study revealed that a clear organizational strategy and the right understanding of KM potentials and challenges could be described as the basic formula for success. It also revealed the importance of capturing tacit knowledge that resides in employees‟ heads. The recommendations that resulted from the study included the need to define and document the organization’s policy for KM, documenting best practices and expertise required

for KM practice, and a system that allows for the easy location of specific knowledge and expertise.

The examples used give the impression that KM happens only in digital libraries. However, libraries that are not equipped with sophisticated technology can also use KM practice in limited ways. Ruggles (2010) points out that paper and pen can be used to generate, codify and transfer knowledge too. Consensus from literature and case studies is that technology is an expediter, therefore it makes sense to, for long term survival, think of investing in digital technology. This is because the technology enables faster information and knowledge processing as well as more interactivity. Having discussed the foundations of KM as a theoretical framework on which to ground this study, and looked at instances where it has been used in libraries in order to study its relevance or applicability to the UNILORIN & KWASU library, it has become clearer that its practices are effective if implemented in the modern information environment.

While Hazlett, McAdam and Gallagher (2015) are of the view that: the current state of KM is akin to the Kuhnian pre-science, and … future progress of the field may be explicated by Kuhn's model of scientific development… and there is a growing disquiet with faddish elements of KM and a need for more in-depth theoretical approaches, Lloria (2018) is of the impression that "what began as three divergent approaches to knowledge management are coming together in this new era of synthesis to form a universal foundation". Because KM was introduced as part of trying to find ways of enhancing library science practice, it is important to evaluate and synthesize library science research theories to give insight into the validity and viability of introducing KM principles.

2.7 Management Styles and Knowledge Management

Management styles are important because they determine the success of KM practice in an organization, in this case, an academic library. Different organizational cultures have a tendency towards different management styles. Besides those cultures, individual managers project management styles differently. These styles may be autocratic, consultative, or authoritarian. The nature of the product the organization stands for is also critical to how management encourages KM processes. The key cultural drivers include maintaining open communication, encouraging deep reflection and learning, creative discourse and belief justification. Boisot (2010) refers to the process of organizational learning that is initiated from management to include the whole organization. According to Srivastava and Bhatnagar (2010), to enhance KM practice in an organization, what is important is "individual employee involvement and commitment, satisfaction, organisational citizenship behaviour".

Nonaka and Takeuchi (2010) suggest that Japanese organizations and Western organizations create and manage knowledge differently. The different perspectives are the Japanese group-based focus, versus the Western individual-based style. The view is based in a business environment, but serves to bring out important facts about the nature of management and its meaning for it in different types of organizations. KM schools of thought or models exist within the context of a variety of management styles, and difference cultural and organizational circumstances. According to Al-Hawari (2017), "style is a personal attribute and so knowledge management style varies from one manager to another, and may be influenced by the culture of their organisations". Ngulube and Lwoga (2017) also point out that it is important to: think globally and act locally. European and Asian firms are different, but they have used similar knowledge management (KM) models with reasonable success.

The knowledge creation and conversion model of Nonaka, Toyama and Konno (2010) is based on Japanese experiences but it is widely accepted in the West as a meaningful model for managing knowledge. The tendency to place KM into distinct Western and Japanese styles seems inflexible. The assumption is that the Western way of thinking is very clear, distinct and consistently logical. Gueldenberg and Helting (2017) point out that Nonaka and Takeuchi (2010)'s views are based on the Cartesian explanation of human behaviour which is explained mathematically. It postulates that "mathematical criteria of clarity, distinctness, and logical consistency are the ultimate test of meaningfulness and truth" (Encyclopædia Britannica, 2018). However, in the real world, every cultural orientation has its strengths and weaknesses, and the best fit is determined by how effectively the goals of the organization are communicated - Western, Japanese, European, or from any other part of the world. Spender and Scherer (2017) also ask: "is anything left standing if Nonaka and Takeuchi"s East-West contrast collapses?"

2.8 Knowledge Management Tools and Techniques

KM tools that have been mentioned in Chapter One, which include Google books, Google mail, Google notebook, Google docs, Lotus Notes, Microsoft Exchange, and Business Objects, twitter, Facebook, MySpace, delicious.com all encourage the gathering and retrieval of information, allow storage of information, and its retrieval. Srikantaiah and Koenig (2010) list information management tools as benchmarking and best practices, information or knowledge audits, intranets, notes and other groupware. Rao (2014) agrees with this but is more elaborate and includes abstraction agents, authoring systems, blogging, clustering, content management, collaboration, collaborative filtering, creativity tools, data mining, document management, e-learning, groupware, intellectual property inventory, knowledge blogs, knowledge discovery, knowledge mapping, knowledge mobilisation, knowledge portals, metadata, online communities of practice, Skandia navigator, skill inventory, topic maps, and many more.

According to Ruggles (2010), KM tools are "technologies, broadly defined, which enhance and enable knowledge generation, codification (know how), and transfer". Using them is intended to ease the burden of work and to allow resources to be utilized efficiently to accomplish the tasks for which they are most appropriate. Ngulube and Lwoga (2017) confirm that KM tools "provide strategies that may be used to manage and integrate both tacit and explicit knowledge". The difference with information management tools is that information management tools are a subset of KM tools. This is in agreement with the definition given above by Srikantaiah and Koenig (2010) when they include information audits in their definition. Most of the operations that happen in the library, that is, generation, access, storage, and analysis of data, usually in the form of facts and figures are handled by information management tools.

However, while information management tools include tools that also handle data and information, Ruggles (2010) points out that: KM tools (for example, data warehouses, data search engines, data modelling tools) and information management (for example, automated search and retrieval agents and document management tools) are different because the latter do not capture the complexity of context and the richness of knowledge and are not robust enough to truly facilitate KM. Knowledge management techniques are those activities associated with the use of KM tools. They encompass documenting both explicit and tacit knowledge, building knowledge repositories, organizing internal conferences and symposia, using social software for knowledge sharing and transfer, using e-mail, shared file systems and documentation storage, mentoring, and training programmes. Formally created methodologies or policies for using these techniques help make practice both systematic and systemic.

2.9 Summary of Reviewed Literature

In this chapter, a map of research literature was created for purposes of organizing the resources in a meaningful manner. The map was followed stage by stage as a guide to bring out the meaning of KM and its relevance to a library situation. Some studies that have been done previously were also looked at to find out if any of the findings are applicable to the current study. There was also an investigation into different schools of KM thought, as well as the relevance of different management styles to the way KM is practiced. A look at library science theories was made with a view to understand how and where their frameworks are applicable in an environment that recognizes KM as a significant way of enhancing value and quality of service, and yet operating in a non-commercial organization. Web 2.0 social networking was also included in the discussion because it affects the way KM practices can be put into use in a library.

The review of literature gave an opportunity to study what others have done in areas that are similar, though not necessarily identical to, one's area. While the aim of literature review was to support one's argument, it also summarized and synthesized the ideas that other researchers and scholars have already put forward. The literature review also helped in finding out what methodologies and sampling procedures have been used before, giving insight into how it is possible to come up with a research strategy, and be able to justify its appropriateness for the specific research project. Case studies were identified for their research procedures and results value. The literature review also gave direction on the need to cite as well as direction in the proper referencing style in a discipline.

The view expressed in current literature sources points to the fact that librarians possess skills that are vital in KM and to the need for them to widen their skills set and think more so as to understand the changing information environment. There is no consensus as to the extent to

which librarians can be viewed as KM practitioners, but it exists in relation to the importance of integrating KM practices into their work since they revolve around the totality of operations of the library.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section was organised into the following sub-headings: research design, variables, research methodology, location of the study, population of study, sampling techniques, sample size, research instruments, validity and reliability of data collection instruments, data analysis, data collection technique and logistical and ethical considerations.

3.2 Research Design

Descriptive survey design was used due to its consistency quantitative data and statistically analyses the facts to describe tendencies about responses to questions and to analyse research questions or hypotheses (Creswell, 2015). Survey design is consistent with post-positivism paradigm, which is pluralistic and allows the application of mixed methods. It is beneficial to use when researchers seek to collect data quickly and economically, study attitudes, behaviours and opinions as well as to survey individuals that are geographically dispersed. According to Ekeh (2013) a survey research design observes both large and small populations, and by way of choosing and studying samples selected from the population, it allows to find out the relative occurrence, distribution and interrelations of variables.

3.3 Population of the Study

This study population comprised of all academic librarians in UNILORIN & KWASU library. The population of this study is approximately 81 lecturers from the four federal and state government owned universities in Ogun State namely. The population of breakdown is presented in Table 3.1 below:

3.1: Study Population Academic Staff of Universities

S/N	University	Population
1.	UNILORIN	58
2.	KWASU	33
	Total	**81**

3.4 Sample Size and Sampling Technique

The study adopted total enumeration technique. A total enumeration technique is a study of every unit, everyone, or everything, in a study population. According to Kumar (2018), if a study population is small and less in number; it may be preferable to do a study of everyone in the population, rather than drawing out a sample. The researcher involved all the librarians in UNILORIN and KWASU library. The sample size obtained for this study was amount to Eighty-One (81) librarians.

3.5 Research Instrument(s)

The research instrument adopted for this study was questionnaire. The questionnaire was designed in a way that it elicits the needed information from the librarians in this study. The survey questionnaire comprises a closed-ended questionnaire, and the questionnaire is mainly for librarians in the selected university libraries. The questionnaire consists of five (5) sections: Section A: deals with the demographic profiles of the respondents, it elicited information on the demographic characteristics of librarians. Section B - E deals with the research questions generated for this study.

3.6 Validity and Reliability of the Instrument(s)

The validity refers to the extent to which a test measures what it is supposed to measure. The validity of a test is therefore dependent on the purpose. For face and content validation, the instrument was given to the researcher's supervisor. The supervisor's correction and

observation were incorporated before final draft of the instrument. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure, the validity of an instrument is the degree to which an instrument measures what it intended to measure (Cresswell, 2015). The researcher administered ten (10) copies of the questionnaire to ten (10) librarians from Al-Hikmah University for test and re-test reliability measurement.

3.7 Method of Data Collection

The researcher administered the questionnaire to the respondents during the work hours in their various offices to collect data on. The researcher makes sure the respondents attended to the questionnaire appropriately after prior orientation on the topic under-study by the researcher and ensure they respond to the questionnaire correctly within a period of one week.

3.8 Method of Data Analysis

The data collected for this study were collated and subjected to comprehensive data analysis using the IBM Statistical Product and Service Solution (SPSS) software version 26.0. The descriptive statistics includes the frequency counts, percentages, mean and standard deviation. Tables will be used for results presentation and interpretation.

3.9 Ethical Considerations

Ethical consideration was made to avoid encroaching on the respondent's privacy and freedom by giving them time to fill in the questionnaire, maintain confidentiality of information which was ensured by not requesting of their identity. Ethics in research is premised on the fact that researchers are genuinely concerned with impacting positively on other peoples' lives and are not motivated by personal gain, in addition to the fact that there are laws which prohibit certain research practices (Mugenda and Mugenda, 2003). Ethics is therefore, meant to protect the rights and welfare of participants and researchers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and analyses the data presented through primary source. Data collected through questionnaires are presented in tables and analyzed using frequency counts and percentages. The results are presented based on the variables focused in the research objectives. Also in this chapter, the major findings of the study are further highlighted.

4.2 Response Rate

Table 4.1: Response Rate

Administered Questionnaire	Retrieved Questionnaire	Valid Questionnaire	Usable Percentage
81	43	40	49.3.%

A total of eighty-one (81) copies of questionnaire were administered, and only forty-three (43) copies responses was received and just forty (40) was duly filled and valid. The usable questionnaire represented 49.3% response rate.

4.3 Demographic Analysis of Respondents

Table 4.2: Demographic Details of the Respondents

Gender	**Frequency**	**Percentage**
Male	27	67.5
Female	13	32.5
Total	**40**	**100.0**
Age	**Frequency**	**Percentage**
29 years and below	18	45.0
30 – 35	9	22.5
36 – 40	8	20.0
41 years and above	5	12.5
Total	**40**	**100.0**
Year of Experience	**Frequency**	**Percentage**

Below 5 years	8	20.0
6 - 10 years	14	35.0
11 – 15 years	10	25.0
16 – 20 years	5	12.5
Above 20 years	3	7.5
Total	**40**	**100.0**
Staff Status	**Frequency**	**Percentage**
Assistant Librarian	14	35.0
Librarian II	9	22.5
Librarian I	7	17.5
Senior Librarian	6	15.0
Principal Librarian	4	10.0
Total	**40**	**100.0**

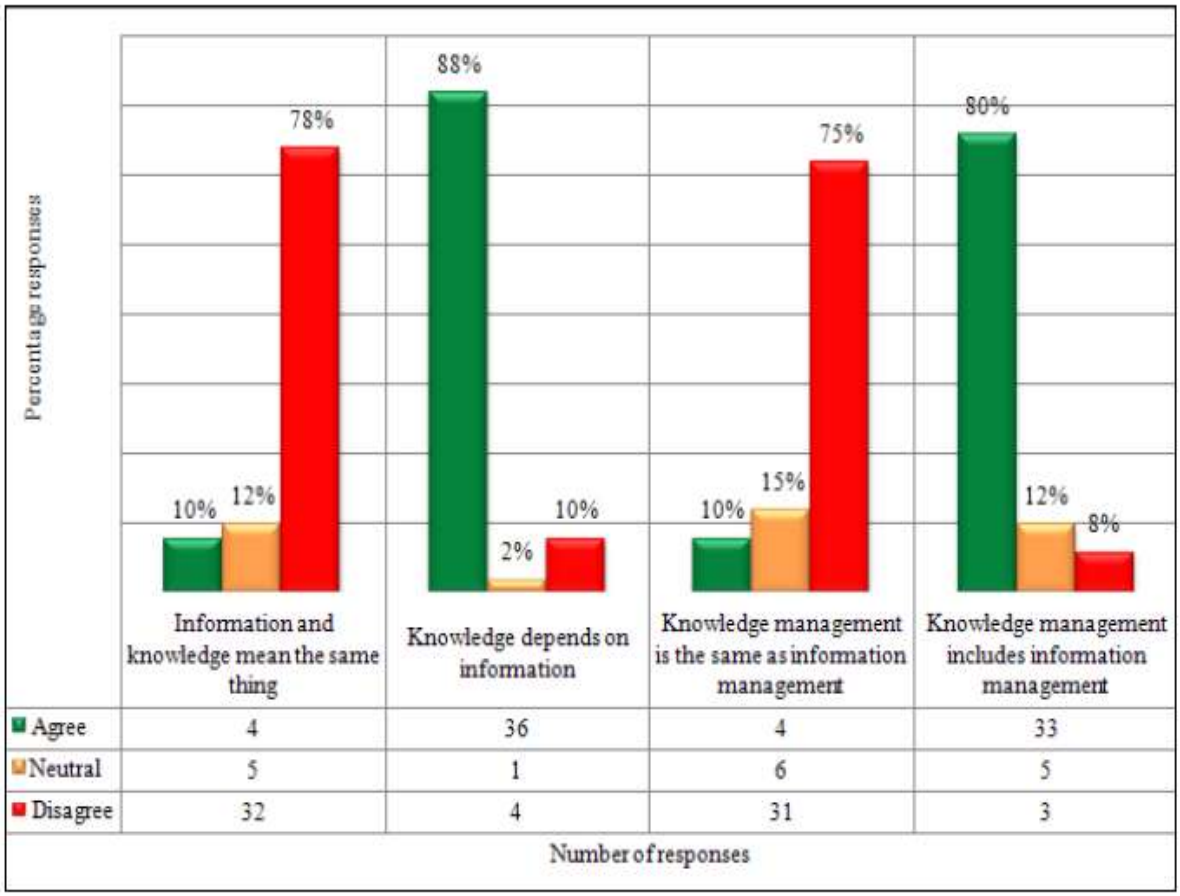
Source: Researcher, 2025

Table 4.2 shows the gender of the respondents, 27(67.5%) were male and their female counterpart were 13(32.5%). The also shows the age range of the respondents which are 18(45.0%) were 29 years and below, 9(22.5%) were 30–35 years, 8(20.0%) were 36-40 years, and 5(12.5%) were 41 years and above. The table showed the years of work experience of the respondents, 8(20.0%) has 5 years and below of work experience, 14(35.0%) has 6-10 years of work experience, 10(25.0%) has 11-15 years of work experience, 5(12.0%) has 16-20 years of work experience and 3(7.5%) has 21 years and above of work experience. Furthermore, majority of the respondents were Assistant Librarians with 14(35.0%), followed by 9(22.5%) were Librarian II, 7(17.5%) were Librarian I, 6(15.0%) were Senior Librarians, and 4(10.0%) were Principal Librarians.

4.4 Analysis of Research Questions

4.4.1: What is the understanding of knowledge management at UNILORIN & KWASU library?

Figure 4.1: The understanding of knowledge management at UNILORIN & KWASU library.

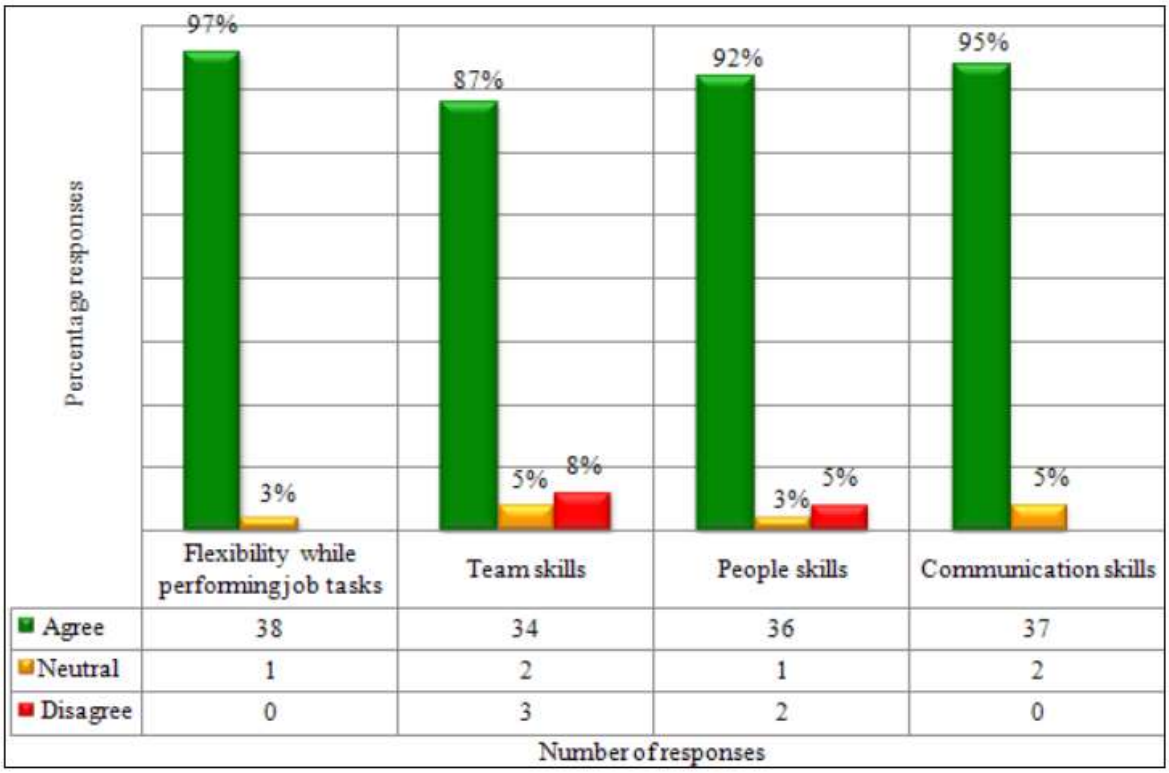


A rating average of 3.98 in the perception that knowledge and information mean the same thing indicates that most responses were suggestive of disagreeing than strongly disagreeing. In the case of knowledge depending on information, a rating average of 1.98 indicates that the number of respondents who agreed was larger than those who strongly agreed. With regard to knowledge management being the same as information management, a rating average of 3.80 indicates that more respondents disagreed than those who strongly disagreed with that

perception. There was a large number of respondents agreeing than strongly agreeing to the perception that KM includes information management as reflected by a rating average of 2.15.

4.4.2: What are the skills useful in a knowledge management at UNILORIN & KWASU library?

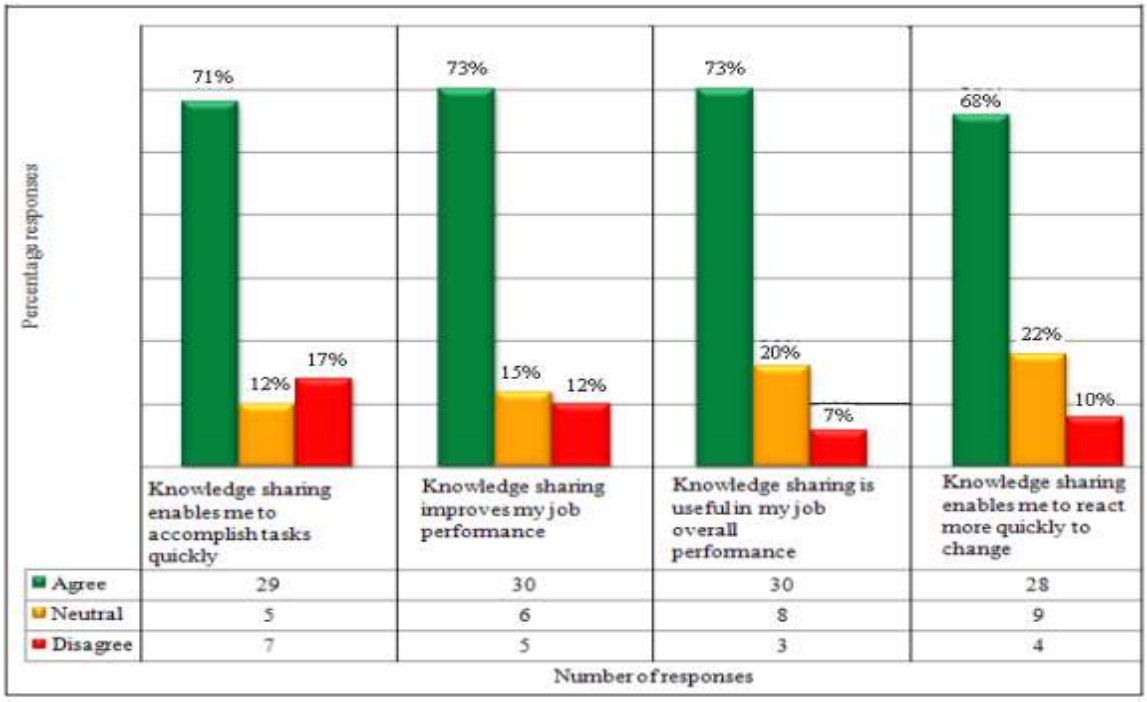
Figure 4.2: The skills useful in a knowledge management at UNILORIN & KWASU library.



With rating averages of 4.44, 4.13, 4.26, and 4.44, the data reflects that respondents agreed that they were flexible while performing tasks, possessed team skills, possessed people skills, and had good communication skills respectively. A rating average that exceeded four also reflects that there was a small number of respondents who strongly agreed.

4.4.3: What is the environment used for sharing of knowledge in UNILORIN & KWASU library?

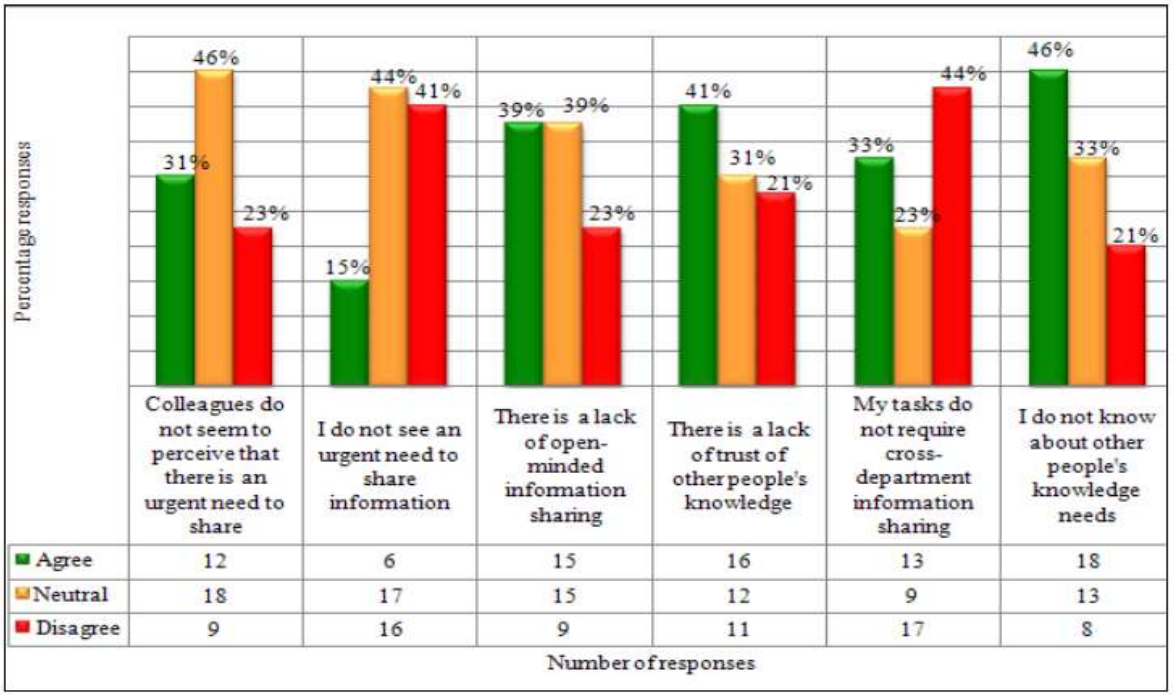
Figure 4.3: The environment used for sharing of knowledge in UNILORIN & KWASU library.



Rating averages of 2.27 and 2.17 reflect that most questionnaire respondents agreed that the environment for sharing knowledge was enabling individuals to accomplish tasks quickly, and that the environment for sharing knowledge improved individual job performance, respectively. A similar pattern is reflected by rating averages of 2.05 and 2.24 indicating that a large number of respondents agreed that the environment for knowledge sharing was important to people's jobs overall, and that the environment for sharing knowledge enabled individuals to react more quickly when necessary.

4.4.4: What are the challenges faced in sharing knowledge in UNILORIN & KWASU library?

Figure 4.4: The challenges faced in sharing knowledge in UNILORIN & KWASU library.



A rating average 3.36 reflects that the majority of respondents chose not to give an opinion on whether they saw an urgent need to share information, and a large number of them disagreed. In terms of respondents‟ perception about their colleagues‟ realization of the urgent need to share information 2.82 reflects that most respondents were ambivalent but some of them gave an affirmative response. There was a tendency towards agreeing that there was a lack of an open-minded sharing environment and a lack of trust of other people's knowledge, as reflected by rating averages of 2.74 and 2.77, even if substantial numbers of them gave no opinion about the perceptions. In relation to the perception that their tasks did not require cross-department information sharing, the rating average of 3.10 reflects more disagreement than ambivalence, and a large number agreeing. A rating average of 2.69 shows that many respondents agreed,

but with a substantial number of them also using the ambivalent choice of response concerning a lack of knowledge of colleagues‟ knowledge needs.

4.5 Discussion of Findings

The statement of the problem was that the UNILORIN & KWASU library was providing a service that needed quality improvement as it did not adequately address challenges posed by a fast-changing information environment. However, no documented study or survey at UNILORIN and KWASU had investigated why that was so and what needed to be done to improve it. Literature review revealed that there were library science theories that had not comprehensively articulated the impact of the current information environment on libraries. Examples were the critical realism theory, the fuzzy set theory, probability theory, grand unified theory and the grounded theory that were discussed in section.

There was uncertainty about whether the use of KM principles and tools could partly solve the library's approach to improving its quality of service to its community in the modern information environment. Thus, in this study, following the synthesis and evaluation of library science theory demonstrated, the problems were discussed in a KM context. Leedy and Ormrod (2010) point out that interpretation of the data is the essence of research. Using the data reported above, the patterns that were realized in the data that had been consolidated through combination and integration was the interpretation of findings. According to Greene (2017), pattern matching could support "inquiry conclusions and inferences". The fact that questionnaire respondents were all UNILORIN and KWASU employees, had working computers, were using a network that was never out of order during the time of this research, and had College e-mail addresses may have led one to believe that the response rate of the questionnaire would be much higher than 51%.

This was proved to be a faulty assumption. However, all interviewees were very helpful and keen to give as much information as possible, allowing the researcher to get insight and explanations about certain practices that were relevant to the topic of the study. This led the researcher to believe that face-to-face communication was more effective than e-mail, hence the more positive attitude of the participants in the data collection stage when this strategy was employed. Reasons for non-response or a low response rate to the questionnaire from part-time faculty could have been due to excuses that include those expressed by some of them who felt that they had no business completing a questionnaire originating from a librarian because they were not using the UNILORIN & KWASU library, therefore issues involved did not concern them. Thus, they perceived that this survey was raising issues that were not applicable to them.

This was exemplified in eight instances where individuals from the part-time faculty category deleted the survey message without opening it as reflected in the Microsoft Outlook mail options. According to Kittleson and Brown (2015), a low response rate may also be attributed to the "inundation of e-mails, the proliferation of spam, and the tendency to "trash" items in one's e-mail if they are not immediately pertinent…". Another explanation that came out at questionnaire distribution was that some part-time faculty members also taught in other colleges. This was reflected with the use of the delivery receipt function of the Microsoft Outlook mail box that showed that, when distributing the questionnaire, some mail was re-directed to the alternative college mail address that recipients were using regularly. As such, they may have preferred to use the alternative library resources they had available to them.

This further demonstrated the initial reason for this study, that is, the need to enhance the value of UNILORIN and KWASU library resources and service. Other reasons may have also been due to ignorance of the topic under investigation on the part of some of the potential respondents, uncooperativeness, or the reluctance to answer. The assumption was that there

would be a larger number of questionnaire responses from the part-time faculty category than from any other because they were proportionally represented by the largest sample. This was proved to be correct by a response rate of 54% from this category. Concurring with the views of Baskerville and Dulipovici (2016), Creswell (2013), Fowler (2012), Kumar (2015), Powell and Connaway (2014), Vasconcelos (2018), the researcher interpreted response and non-response rate patterns as representative of attitudes and interest in the topic being studied by everyone who belonged to categories represented. An example was that 90% of the incomplete questionnaires were from the part-time faculty, while all administrators and full-time faculty responded successfully.

There was a prevalence of the neutral position in questionnaire responses. Giving this position in some of the answers may very well have been for invalid reasons. Possibly the option explaining inability to respond, such as “not applicable”, “no basis for judgement”, “prefer not to answer” could have resulted in a higher response rate with a different set of results. According to a survey by Leysen and Boydston (2019), it is difficult to know whether these neutral responses were due to indifference or ambivalence. The large number of neutral responses added to the difficulty in drawing conclusions from the data. Information from other data collection methods used in this study was therefore used to complement the data from the questionnaire, as suggested by Woolley (2019).

There was awareness at the UNILORIN and KWASU library that the new information environment demanded revising the way library service was provided. It was not possible for the library to operate in isolation as it was an integral part of the College. The same reason raised the need for improved quality of service since it operated primarily in a support capacity. It was established that knowledge is based on information. The creation of knowledge repositories, participation in the improvement of knowledge assets, and the enhancement of the

knowledge environment, could be ways for the library to be involved with any KM plans by the College. These resources could be viewed as part of the College's institutional memory. This called for knowledge classification which was perceived as important in facilitating resource sharing. Thus, KM was not regarded as a solution but as a way to better use the expertise within and available to UNILORIN & KWASU, and more specifically to the library.

Broadbent (2010) suggested the "purposeful management processes which capture often personal and contextual information that can be used for the organization's benefit". Information flow was suggested as the way knowledge could travel and grow within the College. Similarly, knowledge flow also required a working environment that nurtured and accelerated the sharing of knowledge. Knowledge sharing was viewed as an important mechanism that could turn individual knowledge into the College's organizational knowledge. The UNILORIN and KWASU library practices were not deliberately based on KM principles. However, on looking at the knowledge capture, retention, organization, and capture – including the SECI Process - it was established that UNILORIN and KWASU library was amenable to KM practice. It was making efforts to share know-how so as to reduce duplication of effort, relying on library staff to identify, integrate, acquire, and organize internal and external knowledge for the benefit of the College as a whole.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Using the data presented and interpreted in the previous two chapters, this chapter restates the purpose and research questions of the study, and provides a summary of the findings. It also provides conclusions and recommendations based on the findings of the study and the research experience gained during the conduct of the project.

5.2 Summary

Having started with doubts about whether the use of KM principles and tools can partly solve the UNILORIN & KWASU library's approach to improving its quality of service to its community in the modern information environment, findings from this study have given indications that KM survival principles and tools are likely to help it to improve on performance and fulfil its mandate. From questionnaire responses and interviews, the managerial levels clearly understood KM concepts; and Some employees were not sure about the differences in the meanings of knowledge and information, but that did not include the administrative levels. There were no obvious KM practice guides mentioned in institutional records, interviews, or observed, reflecting a knowledge need; There were limited guidelines for the identification UNILORIN & KWASU archival records, but an up-to-date catalogue of library material was used to retrieve library documents; Interviewees indicated that they were not aware of a records inventory covering documents that were not directly related to their job functions.

The library used steel cabinets to store a small number of university records, but the rest of the archives were in another location; Determining what storage space to use was cited in two interviews as a major problem faced in storing university documents; and Questionnaire respondents and interviewees indicated that the absence of an organized document centre or repository for storing of all university records and documents resulted in the scatter of information and knowledge in the departments and that made it difficult to retrieve it. The findings of the study show that the UNILORIN & KWASU had a mission statement but the library and the Student Services Departments had additional mission statements which operated within the parameters of the university one. Research findings indicated that senior administrators viewed KM as important in the fulfilment of the university's vision, mission and values.

5.3 Conclusion

The aim of the study was to examine current library service at UNILORIN & KWASU in order to establish how to enhance the quality of service in a fast-changing information environment. The study also established that despite the introduction of the Web 2.0 embedded in library databases, the current use of library resources at UNILORIN & KWASU was still low. KM was investigated for its possible application. Concluding from the research findings, there were indications that the College faced some challenges that included: inadequate understanding of what KM meant, lack of written knowledge retention policy, lack of knowledge sharing policy, lack of policy for guiding access to university documents and records, lack of organized storage space for the university archive, and that led to scattered documents in several locations, and under usage of library resources.

This study concludes that the library is the department to be the involved with issues relating to the creation and maintenance of an institutional repository, maintenance of digital collections of the universities, e-reserves, library catalogue maintenance, availability of inter-library loans facilities, management of licensed collections such as ebrary and net library, maintenance of databases such as EBSCOhost, and the provision of virtual reference services. The university community could benefit from this by being able to create personal knowledge and information collections, organizing course materials and reading lists, having access through their portable devices and through a campus portal. This research concludes that the ideal place of the library can be a blending of a well-managed resource environment and a user environment as depicted. Dempsey (2016). The users of the whole institution could get relevant knowledge and information, while librarians learn and participate in inputting and organizing information and knowledge, enabling continuous knowledge creation and innovation.

5.4 Recommendations

The study identified various factors which affected KM practices at UNILORIN & KWASU. The study therefore makes recommendations to address the KM issues identified by the study in order to enhance the value of service offered by the library. The recommendations made address each of the research questions of the study.

i. If the library were to spear head a KM guided way of operating, that would take a lot of marketing and justification for it to the whole university. This is because it is a new concept and has to be considered as such if it were to be considered as an operational guide in the academic environment.
ii. The knowledge needs of UNILORIN & KWASU that required the input of the library were viewed as existing mainly in the capture and organization of knowledge. It was, however, necessary for the university to identify the issues identified as of greatest

relevance and urgency in terms of knowledge required. That way, it would be possible to identify topics that were already fully covered by the currently used tools, those that were not addressed, or those that were only insignificantly addressed by the existing tools.

iii. The study findings reflected the lack of a knowledge retention policy for the management of organizational memory, and that needed attention. Knowledge retention was likely to happen in an environment conducive to knowledge sharing.

iv. The UNILORIN & KWASU move towards more distance learning-based instruction, starting from 2010, could benefit from a KM type of approach that uses Web 2.0 applications. The availability of online tutorials and webcasts that guide students in the use of electronic resources, for example, can enhance information literacy instruction.

5.5 Suggestions for further Research

The suggestion to use grounded theory, for example, for purposes of data collection and organization in the context of library research and practice is worth pursuing. This approach could also be used in calculating the ROI of the library. This is because questions still remain about how to measure the value of library service, and also how to evaluate the application of information retrieval skills to teaching situations by faculty. The area of the use of an incentive system in encouraging knowledge creation and sharing also requires further investigation. The reason is that this includes elements of motivation theory, making it important to find out how it applies to a KM oriented organization. A knowledge needs analysis could also be useful in measuring staff skills and opportunities for training and development, institutional practices such as knowledge sharing attitude, collaboration, team spirit, rewards and recognition and staff relationship with their colleagues of all levels.

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APPENDIX

QUESTIONNAIRE ON:

KNOWLEDGE MANAGEMENT PRACTICES AND THE ROLE OF AN ACADEMIC LIBRARY IN A CHANGING INFORMATION ENVIRONMENT: A STUDY OF UNILORIN AND KWASU LIBRARY

Dear respondent,

I am a student in the Department of Library and Information Science, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. I am currently undertaking research project titled: “knowledge management practices and the role of an academic library in a changing information environment: a study of Unilorin and Kwasu library”. I therefore, request you to kindly provide your opinions to the questions as contained in the attached questionnaire. Information provided in this questionnaire will be held confidential and used for research purpose only.

Your quick response will be highly appreciated.

Thanks for your anticipated cooperation.

AJEWOLE, Adeniyi Micheal

Researcher

SECTION A:
Demographic Data

Specify by ticking the right option

Please indicate your university library:

Gender: Male [ ]; Female [ ]

Age: 29 years and below [ ]; 30-35 [ ]; 36-40 [ ]; 40 years and above [ ]

Year of Experience: Below 5 years [ ]; 6-10 [ ]; 11-15 [ ]; 16-20 [ ]; Above 20 years [ ]

Staff Status: Assistant Librarian [ ]; Librarian II [ ]; Librarian I [ ]; Senior Librarian [ ]; Principal Librarian [ ]

SECTION B:

What is the understanding of knowledge management at UNILORIN & KWASU library?

Keys: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

S/N	Options	SA	A	D	SD
1.	Information and knowledge mean the same thing.				
2.	Knowledge depends on information.				
3.	Knowledge management is the same as information management.				
4.	Knowledge management includes information management.				

SECTION C:

What are the skills useful in a knowledge management at UNILORIN & KWASU library?

Keys: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

S/N	Options	SA	A	D	SD
1.	Flexibility while performing tasks.				
2.	Team skills.				
3.	People skills.				
4.	Communication skills.				

SECTION D:

What is the environment used for sharing of knowledge in UNILORIN & KWASU library?

Keys: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

S/N	Options	SA	A	D	SD
1.	Knowledge sharing enables me to accomplish tasks quickly				
2.	Knowledge sharing improves my job performance.				
3.	Knowledge sharing is useful in my overall job performance.				
4.	Knowledge sharing enables me to react more quickly to change.				

SECTION E:

What are the challenges faced in sharing knowledge in UNILORIN & KWASU library?

Keys: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

S/N	Options	SA	A	D	SD
1.	Colleagues do not seem to perceive that there is an urgent need to share.				
2.	I do not see an urgent need to share information.				
3.	There is a lack of open-minded information sharing.				
4.	There is a lack of trust of other people's knowledge.				
5.	My tasks do not require cross-department information sharing.				
6.	I do not know about other people's knowledge needs.				