



**Managing Tacit Knowledge for Productivity Among Staff in Selected Academic
Libraries in Kenya**

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**A research project submitted in partial fulfilment of the requirement for the
award of the degree of master of library and information science in the school of
pure and applied sciences of Kenyatta University**

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DECLARATION

I declare that this project is my original work and has not been submitted to any other college or University for academic credit.

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This project has been submitted for appraisal with my approval as University Supervisor.

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DEDICATION

I dedicate this work to my six siblings, Edward, Rosemary, Beatrice, Edith, Lucy and Titus without whom this thesis would not have been completed.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBD	Central Business District
DVC	Deputy Vice Chancellor
GOK	Government of Kenya
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KBV	Knowledge based view
KM	Knowledge Management
NACOSTI	National Commission for Science and Technology
PhD	Doctor of Philosophy
POP	Perceived organization policies
SEKU	South Eastern Kenya University
SPSS	Statistical Package for Social Sciences
TKM	Tacit Knowledge Management
TL	Transformational leadership

ABSTRACT

Knowledge management is the networked process of efficiently managing a company's resources and knowledge to enable people to develop, innovate, and become more productive. The purpose of this study was to examine the influence of tacit knowledge management techniques on productivity within organizations focusing on the selected academic libraries. Explosion of information has become the driver in the quest for new knowledge and has made it apparent that in this age and time, information and knowledge are vital for day-to-day operations, existence and survival in all sectors of life. While it is possible to transport, store or share information without many difficulties, the same cannot be said about management of tacit knowledge. There has been a rise in the number of academic institutions in recent years due to increased demand for university education which has created more job opportunities for librarians. This study focused on 3 academic libraries SEKU university, St. Paul's university and Strathmore university libraries. The study was guided by research objectives that sought to assess tacit knowledge management policies in academic libraries; management techniques, leadership and organizational culture. A research permit from the National Commission for Science Technology and Innovation (NACOSTI) was also obtained that duly authorized the researcher to carry out the study at the respective three selected universities after which questionnaires were administered and interviews conducted with the help of a research assistant. The study used purposeful sampling, from the three libraries and focused on university librarians, heads of sections and a few library staff who had practiced librarianship for a period of time. The target population was fifty-six (56) librarians who included three (3) university librarians, twenty (20) heads of sections and thirty-three (33) library staff. The study employed mixed research methods. 56 librarians made up the sample size, and information was gathered through questionnaires and interview schedules. Statistical Package for Social Sciences (SPSS) version 27 was used to analyze quantitative data. Tables and charts were utilized throughout the study to present the results as well as narratives for qualitative data. According to the study's findings, some academic libraries favored mentorship, teamwork, and training when it came to the methods used to gather, record, and manage tacit knowledge. The study recommends that academic libraries should engage heavily in tacit knowledge management strategies in order to facilitate institutional culture and leadership that support and encourage tacit knowledge capture, transfer, sharing, documenting, and management in academic libraries.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The primary focus of this chapter is the background of the study, statement of the problem, justification, objectives of the study, and research questions. In addition, the chapter covers significance of the study, scope and limitation, assumptions, theoretical and conceptual framework.

1.2 Background of the Study

Knowledge management is the strategic process of efficiently managing resources and knowledge to foster development, innovation, and productivity. Knowledge is categorized into explicit and tacit knowledge. Explicit knowledge is easily codified, while tacit knowledge, based on individual experience and behavior, is more challenging to quantify and is typically transferred through communication. Historically, the information revolution reshaped knowledge sharing, especially in the late 20th century, driving organizations to value knowledge as a strategic asset. Scholars like (Tanvir & Khan, 2015) emphasize that tacit knowledge often undocumented, poses a barrier to sustaining library performance. Additionally explicit knowledge is defined as knowledge that is easily written down, shared amongst employees or networks, while tacit knowledge is more of practical doing and firmly established inside a person and therefore, not able to be expressed, described in words and symbols. It is therefore personalized and hard to give a definite structure, as it is centered on the experiences and actions of the person.

Given the importance of tacit knowledge, it is crucial to investigate the presence and application of tacit knowledge management policies within Kenyan academic libraries.

This research will examine whether such practices are recognized or overlooked and explore the impact of these techniques on institutional effectiveness, innovation, and organizational growth. The study will also highlight barriers to effective tacit knowledge management and propose strategies to overcome these challenges, ultimately contributing to stronger knowledge management frameworks in Kenyan academic libraries. Tanvir & Khan, (2015), state that knowledge management puts more weight on identifying, harvesting, analyzing, extracting and sharing all the organization's knowledge with employees to ensure skills, expertise and creativity from individual employee benefit the organization while tacit knowledge emphasizes more on capturing knowledge from employees to ensure there is continuity.

Katzenbach et al., (2017) established that organizations on issues of teamwork and its necessity must incorporate the requirements and needs of all parties involved in order to guarantee the organization's sustainability and support. It is imperative to foster a positive attitude towards teamwork among employees in order for them to acquire experience, abilities, and professionalism from more seasoned and talented workers.

Musangi & Kwanya, (2019) stated that academic libraries are set up within academic institutions for effective learning process and improve performance. In addition, they posited that a few essential success criteria must be implemented to enhance knowledge sharing for productivity and continuity. The future of academic libraries in the context of evolving staff skill requirements, services provided, and user needs requires certain techniques be put in place in regard to knowledge management. This study was carried out at Karatina University in Kenya and it focused on how tacit knowledge management techniques can be used effectively in academic libraries to enhance continuity and productivity.

According to the (World Bank, 2018), recent advancements necessitate changing people's behavior and using knowledge as a strategic resource. It goes on to emphasize that sharing and communicating both implicit and explicit information and knowledge should take the role of hoarding information and knowledge. According to the research, information sharing would enable communities and organizations to address development concerns.

According to (Vision 2030, 2007), Knowledge management and creation, is essential to Kenya's economy expansion and competitiveness. It also says that steps would be taken by the public service to improve information sharing and dissemination. Public and private organizations should embrace knowledge management, develop and implement knowledge management strategies and policies, and strive toward this objective in the contemporary knowledge-based economy.

This current study focused on tacit knowledge management techniques applicable in academic libraries and the study population was drawn from two (2) private universities namely Strathmore and St. Paul's University and one public university that is South Eastern Kenya University (SEKU).

1.3 Statement of the Problem

Research has indicated that tacit knowledge is a vital resource for an organization's expansion and advancement (Madsen & Mikkelsen, 2012). However, just as in other sectors of formal employment, academic libraries are confronted by a paradigm shift in an ever-changing job market. Employees who worked for organizations for their full career lives are now changing jobs severally either in pursuit of better pay or for positions that best suits their skills and knowledge base.

Kenya's rapid expansion of higher education sector has created a dynamic job market for librarians, leading to high staff turnover. This mobility challenges knowledge continuity, as experienced librarians often take valuable tacit knowledge with them when they leave.

Techniques for managing tacit knowledge are advantageous to organizations as well as to individuals if well managed this is because the tacit knowledge management techniques are a major source of creative thinking and innovation that could give an institution a favorable position within the market environment.

However, the management of tacit knowledge remains underexplored, especially in Kenyan academic libraries where it has received little attention. Therefore, it should come as no surprise that despite academic libraries being around for a long time, not much research has been done on how productivity within institutions is affected by tacit knowledge management techniques and specifically academic libraries. The study's main focus was on the impact of tacit knowledge management on institutional effectiveness, with a special emphasis on university libraries.

1.4 Objectives of the study

The objectives of the study were: -

1. To find out whether there are tacit Knowledge Management policies applied in tacit knowledge in academic libraries in Kenya that enhance knowledge sharing.
2. To identify relevant tacit knowledge management techniques applicable in academic libraries.
3. To determine how library leadership and institutional culture influence management of tacit knowledge in academic libraries.

4. To establish the challenges faced by academic libraries in managing tacit knowledge.

1.5 Research Questions

The research hopes to answer the following questions: -

1. What are the policies that are applied in managing tacit knowledge?
2. What are some of the most effective tacit knowledge management techniques employed in academic libraries in Kenya to enhance knowledge sharing?
3. How does library institutional culture affect management of tacit knowledge management techniques in academic libraries in Kenya?
4. What challenges are academic libraries likely to face in employing tacit knowledge management techniques in Kenya?

1.6 Significance of the study

The study would be useful to different stakeholders in various ways. The stakeholders included librarians at all levels, researchers, policy makers, scholars and academicians.

As key stakeholders in academic libraries, librarians will find this study helpful in developing policies and leadership approaches related to the impact of tacit knowledge management strategies and how they might be applied to other academic libraries in various institutions.

Scholars will probably examine the issue under study and find a research gap that will provide them with a new area of study.

1.7 Limitation and Scope of the Study

1.7.1 Limitation

Some respondents were reluctant to fill in the questionnaires due to work related engagement, others did not give adequate information required in the questionnaires. The researcher collaborated with the library management to allow the staff to fill the questionnaire in turns without interfering with the flow of the work.

The research was limited to librarians in academic libraries, whereas this group was important due to focus of the study the findings may not be generalized to other groups of information professionals. Therefore, caution was necessary when attempting to apply these findings to all information professionals.

1.7.2 Scope

This study was carried out in three academic libraries, that is one public university and two private universities, South Eastern Kenya University (SEKU) in Kitui county, Strathmore university in Nairobi County and St. Paul's university located in Kiambu county. Each of these libraries had a unique characteristic. South Eastern Kenya University (SEKU)- The researcher chose the public university due to the uniqueness of public universities compared to private university libraries and also because of the location in rural areas, in the other hand Strathmore University uniqueness is on its high profile in terms of Information technology. St. Paul's University has decentralized its services which has enhanced its information sharing.

1.8 Assumptions

In conducting this study, the following assumptions were made:

- i. The study participants voluntarily provided the researcher with information about tacit knowledge that could impact academic libraries.
- ii. The instruments used in the study produced reliable results.
- iii. The respondents understood the questions on the questionnaires.
- iv. The participants expressed their understanding of tacit knowledge honestly and objectively.

1.9 Conceptual and Theoretical framework

1.9.1 Theoretical Framework

Nonaka & Takeuchi, (1995) model, which explains the dynamic nature of knowledge generation and how to manage it efficiently, served as the foundation for this investigation. It involves a knowledge spiral in which new knowledge is created as a result of ongoing interactions between explicit and tacit knowledge.

Informal socialization is the first step in tacit knowledge transfer where people interact and learn from each other. Knowledge is individual in nature and lies in the heads of the knowledge carriers and it is through the application of different tacit knowledge techniques that it becomes sharable amongst employees. In this regard the study focused on a few techniques as discussed earlier to see how well they can be used to manage tacit knowledge thus making academic libraries more productive in terms of offering services to the users and become more professional.

Face-to-face, organic, and generally social interactions make up the socialization approach; as individuals naturally connect with one another in these ways; it is one of

the simplest ways to share knowledge. The biggest benefit of socialization is also its biggest disadvantage since knowledge is retained in the minds of the original participants and is rarely recorded, acknowledged, or written down. Even while socialization is one of the most efficient ways to create and share knowledge, it is also one of the most constrained because it takes a lot of effort and time to spread all knowledge through socialization alone.

Externalization is the process of transferring tacit knowledge from the implicit to the explicit, giving it a visible shape and turning it into explicit knowledge. People can express their knowledge, skills, and, in some situations, their know-why and care-why in this way. Previously unknown information can be recorded, taped, sketched, or otherwise rendered concrete or tangible.

The next stage of explicit-to-explicit knowledge conversion, according to the Nonaka and Takeuchi model, is combination, which entails reassembling discrete explicit information pieces into a new form. Examples of synthesis include review reports, trend analyses, executive summaries that are brief and new databases that organize content. No new information is created in and of itself because it is a unique mix or representation of previously known or explicitly expressed knowledge. Put another way, combining is the process of classifying and organizing concepts inside a knowledge system. For example, preexisting, explicit knowledge would be reorganized into a structure that is more favorable to instruction and knowledge transfer when developing a training program or curriculum for a university course.

The final phase of the conversion process, known as internalization, describes the explicit-to-tacit transition. It happens as a result of newly learnt behavior and updated or revised mental models spreading and being embedded in the body. Employees apply

newly acquired knowledge by broadening, extending, and reframing it after it has been internalized. Until knowledge is assimilated into people's tacit knowledge bases in the form of technical know-how it does not become a useful asset to the individual, their community of practice, or the organization.

The theory provides thorough description of how knowledge is transferred first through informal interactions where people learn from each other as they work. According to the Nonaka and Takeuchi model which formed the foundation of this study, in their explanation of the dynamic nature of knowledge generation and how to manage it efficiently. The scholar also believes that personnels rely heavily on the experience and expertise of their staff. Tacit knowledge provides a competitive advantage as it is difficult to replicate and fundamental to innovation and effective service delivery.

1.9.2 Conceptual framework

In this study independent variables included documentation, training, transfer, mentorship and teamwork while dependent variables were productivity and the indicators were quality service, customer satisfaction, innovation and quality service. The intervening variables were the organizational culture, organizational leadership and organizational policies.

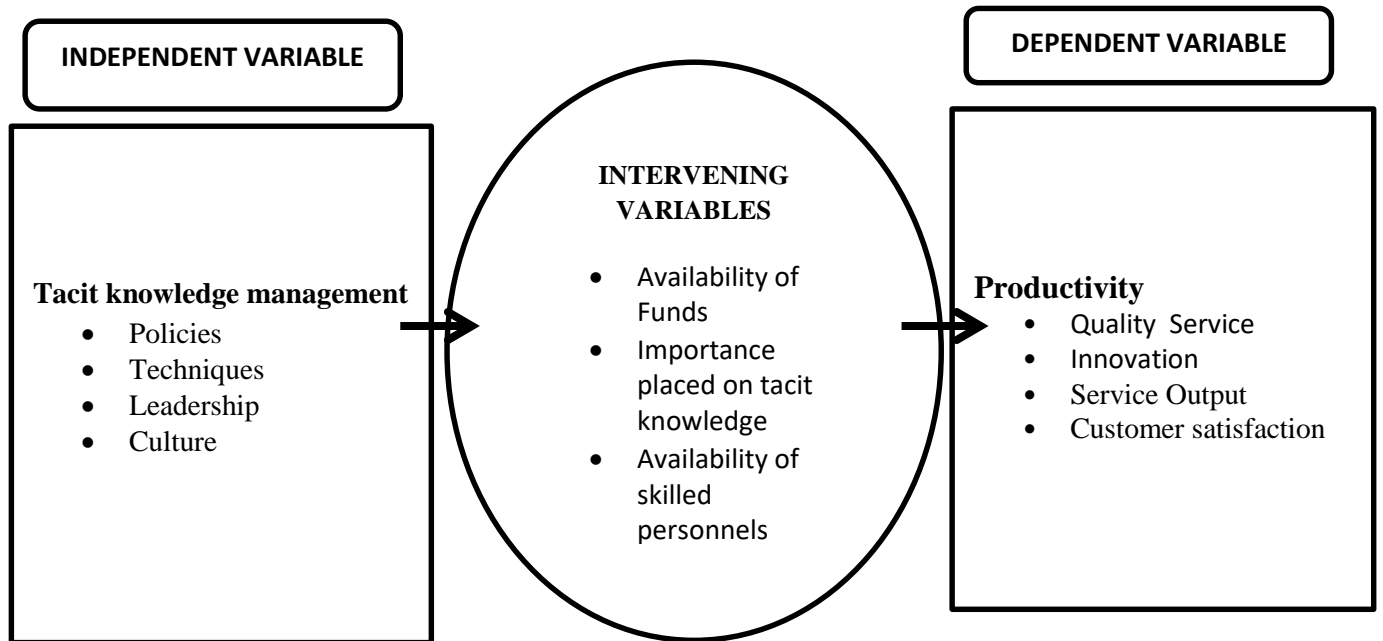


Figure 1.1: Conceptual Framework

Source: Researcher, 2024

1.10 Operational Defination Of Terms

Knowledge: Knowledge is the comprehension acquired from various experiences, abilities, and specialties that enables people to draw conclusions from analysis and provide verifiable, workable answers to problems.

Management is the process of organizing, classifying, planning, and regulating group activities in order to achieve specific goals.

Knowledge management: is the systematic process of gathering, sharing, and safeguarding people's intellectual property for future use in creating, arguing for, and improving organizational efficiency.

Tacit knowledge: Tacit knowledge is a collection of information that is extremely hard to quantify; it begins with one person and spreads to the next through written or spoken communication.

Tacit knowledge management: This is the multidisciplinary way to deal with organizational accomplishment by productive treatment of inferred knowledge as asset within an organization to adequately influence utilization of inferred knowledge for development purpose

Tacit knowledge Techniques: These are the inferred tactical knowledge methods at which the organization or an individual use to accomplish specific assignment, particularly the execution of a task or activity in an organization.

Tacit knowledge management techniques: These are the multidisciplinary way to deal with accomplishing organizational targets by proficient treatment of inferred tactical methods used to complete a specific task or activity in an organization to adequately influence utilization of it for development purpose.

Productivity: This is the relationship between the amount of resources needed to produce a certain number of products and the quantity of things produced.

Creativity: Creativity is the capacity to transform concepts into innovative, useful goods and services that are both progressive and original.

Innovation: Innovation encompasses all methods by which new concepts are created and transformed into practical goods. It entails the purposeful use of knowledge, creativity, and initiative to extract higher or different values from resources.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter looks at pertinent research on tacit knowledge management techniques according to the objectives of the study. It also covers tacit knowledge techniques applicable in academic libraries, leadership and organization culture in libraries, challenges associated with tacit knowledge management and summary and gaps of the study.

2.2 Policies on management of tacit Knowledge

Effective policies surrounding the management of tacit knowledge are integral to enhancing organizational productivity. Reid et al. (2021), suggests that organizational cultures should encourage individuals to grow their human capital, to contribute to procedural capital, to encourage individuals to try new things, to learn, excel in the knowledge economy. The growth of an organization is intricately linked to the quality of its information resources, the generation of innovative ideas, and its overall management practices. These elements collectively contribute to the knowledge economy, which is essential for sustained organizational success.

According to (Bedford & Kucharska, 2023), Culture governs our behaviors and assumptions and is core to our beliefs, but it does so unconsciously. Invisible culture is largely a force that influences a community or an organization's behavior. Organizational culture, supportive leadership, and well-aligned policies are pivotal in cultivating an environment conducive to organizational asset. These policies should cultivate an atmosphere of trust and openness, encouraging the sharing of knowledge without the fear of retribution.

Kaffashan et al. (2022) examined the effect of perceived organizational policies (POPs) on knowledge management (KM) with regard to the moderating role of transformational leadership (TL) and librarians' professional commitment. They argue that policies need to be shareable, transparent, clearly defining the organization's fundamental beliefs and ensuring that these are consistently upheld in practice. In the context of academic libraries, policies might, for instance, highlight resource utilization as a guiding principle, ensuring that resources are managed efficiently and economically.

Academic libraries, like other organizations, must also establish robust policies to address critical operational aspects such as staff retention and the transfer of knowledge during staff transitions. Comprehensive documentation of library processes and periodic staff reshuffling can help ensure continuity and facilitate knowledge exchange among employees, thus preventing knowledge loss during personnel changes. Organizational policies in maintaining an institution's core values, their work does not address the role of knowledge-sharing policies in academic libraries. The absence of specific policies governing tacit knowledge transfer among library employees remains an overlooked aspect in their discussion.

Organizations can use tacit knowledge management strategies to impact productivity by implementing dynamic policies (Suppiah & Sandhu, 2011). An organization's ability to grow is dependent on its information resources, the generation of new ideas, the exchange of information, and management practices, all of which contribute to the knowledge economy that is so important to an organization's expansion.

Tsai, (2011) asserts that an organization's culture, supportive leadership, and policies are crucial elements that play a significant role in creating a positive work environment.

Employee affirmation and appreciation of the organization's core values can have a favorable effect on their work conduct and mental health, as well as foster greater connection and information sharing.

Academic libraries need to have policies on staff retention, handing over of documents and all the necessary information; this is to ensure continuity in academic libraries in cases of new employees and reshuffles. The library leadership should be able to document all the activities of every section in the library for explicit knowledge and ensure staff members are frequently reshuffled to ensure staff interaction, to share new knowledge.

Agarwal & Islam, (2015) posits that knowledge remains tacit and is not shared or transferred in an effective manner when people hoard what they know and when knowledge retention and transfer are done badly. People don't share their knowledge in this situation, so networking between departing and present employees as well as between current and prospective staff is crucial in academic libraries and should be documented. Agarwal & Islam, (2015) in his study carried out in Boston USA in the school of knowledge science found omitting the tacit knowledge management approaches and revealing that the main tactics employed were digital repositories, training, and documentation.

The study findings established that acknowledging the importance of information as a national resource is the only way to motivate the creation of a national policy on its acquisition, management, and use. If policy officials in Kenya are to tackle information concerns seriously, they need to adopt a different mindset. Acknowledging the significance of information is crucial in guaranteeing that issues related to its advancement receive the utmost focus. Policies should foster a culture of trust and

openness, encouraging employees to share their experiences and insights without fear of criticism. This includes recognizing and valuing tacit knowledge as a vital asset.

2.3 Tacit Knowledge Management Techniques

There are different techniques that are applicable in sharing tacit knowledge in academic libraries, these include mentorship, training, knowledge transfer, documentation and teamwork. The generation of tacit knowledge will result from the integration of these strategies into the institution's activities. In order to maintain institution continuity and, as a result, enhance organizational performance and gain a competitive edge, this information can then be made available for use and reuse (Roy, 2020).

2.3.1 Mentorship

Mentoring, often referred to as coaching, is a fundamental technique for knowledge transfer in academic libraries. According to (Cempellin, & Crawford 2024). Partnership in workplace creates a conducive environment for learning and growth. additionally mentoring involves a one-on-one partnership where an experienced individual helps another to extend their knowledge and perspective. This form of guidance is especially beneficial in professional environments, where mentoring can provide personal and professional growth opportunities for both parties involved

According to (Kwanya & Murumba, 2017), in their study entitled improving organizational performance in Kenyan universities via efficient management of tacit knowledge to mentorship as a programme that helps professionals and career development by facilitating the transfer of knowledge, skills, and values from experts to non-experts. By developing the organization's young talent, the specialists provide

continuity. A mentor-mentee connection fosters learning collaboration between or among the parties involved in an organization, profession, or occupation.

Universities can better manage their tacit knowledge by implementing such a plan. One efficient way for team members to share tacit knowledge with one another is through mentoring. Mentoring can be as formal or informal as you like, but before the activity begins, both sides should establish what is expected of them. One method of mentoring that enables a staff member to watch another staff member complete an activity from start to finish is shadowing. One of the finest ways to help new professional librarians develop their leadership abilities is through mentorship. In Librarianship, an aspiring librarian's professional development frequently includes mentoring from an established, working librarian.

2.3.2 Training

Training remains one of the most effective methods for knowledge transfer within academic libraries. Korpi T. & Tahlin, M. (2021) posits that learning-by-doing could be approximated by questions regarding the training required to gain full competence, that is, the indicator introductory on job training. What is lacking is thus an explicit measure of mentoring. Organizations must invest in the continuous development of their workforce to maintain competitive advantage. Training can be structured both formally and informally and may include on-the-job training, off-the-job training, coaching, and job rotations. These programs ensure that staff members acquire the skills necessary for their roles while contributing to the overall effectiveness of the organization. However, as pointed out by (Agarwal and Islam, 2015), there is often insufficient focus on how to address the retention of knowledge when employees leave or transition within the organization. This issue underscores the importance of

embedding knowledge retention strategies within training programs, especially for departing employees.

Off-the-Job Training is intended to address the collective learning needs of a group rather than the needs of a single person. It is conducted in a setting other than the real job. Employees receive task-specific information and abilities in their field of work through on-the-job training. The knowledge and abilities gained via employment are closely related to the requirements of the role. Job instruction, work rotation, coaching, and apprenticeship training are examples of common on-the-job training methods. Behavioral technique is used in job instruction training, with an emphasis on skill development; however, factual and procedural knowledge objectives are typically included as well. For tasks that need focus, this kind of training is beneficial.

Coaching is described as one-on-one and training to enhance abilities, competencies, and productivity at work. A common development strategy is coaching, which is working one-on-one with the learner to perform a needs assessment, define important objectives to meet, create an action plan, and provide support to see the plan through to completion.

The study's conclusions demonstrated the beneficial effects of on-the-job training on managers' inventiveness, accomplishment of organizational goals, and financial gains. Given the benefits that training offers, any organization with aspirations as high as its own must undertake this kind of training in order to reap these advantages.

Nevertheless, this study on training did not touch on what should happen when employees leave organizations and carry with them knowledge they have gained over the years.

2.3.3 Transfer

Agarwal and Islam (2015) describe knowledge retention and transfer as the process of sharing skills, expertise, and capabilities between employees or between employees and organizational systems. Techniques such as handover training, orientation, and induction programs play a pivotal role in facilitating this transfer. However, the success of these programs hinges on the organization's ability to combat the hoarding of knowledge and foster an environment where knowledge is shared freely. Networking between employees, both new and departing, can further enhance tacit knowledge exchange and improve overall organizational productivity (Areed et al. 2021).

Effective methods for the transfer of tacit knowledge include the handover training provided to departing staff and the induction program, orientation, or training provided to incoming personnel. It assists the worker in concentrating on what matters, knowing where to seek, and gaining access to information that is either not readily documented or is not documented at all. Knowledge remains tacit and is not transferred or is not transferred effectively when people hoard what they know and when knowledge retention and transfer are done badly. This is the case when people withhold their knowledge. Networking is a type of socialization in which knowledge is exchanged tacitly between departing and returning employees as well as between present and prospective employees.

In his study, (Agarwal & Islam, 2015) explains how information is retained and transmitted in libraries, as well as how they handle staff members joining and departing the company. The study's conclusions led to the identification of many crucial tactics that are crucial for both retaining departing employees' expertise and imparting it to new hires. These included training, documentation, and digital repositories.

A digital repository is an excellent place to organize and store them, even if documenting is a helpful way to make explicit any tacit knowledge for the departing employee and to discover what has previously been recorded for the incoming knowledge retention and transfer employee. The accessibility of documentation affects its usefulness to some extent as well (Areed, S.,2021).

2.3.4 Documentation

Documenting tacit knowledge is critical in ensuring that valuable insights and expertise are retained within the organization. Liu (2020), As knowledge economies become increasingly important around the world, it is essential that organizations are able to transform their knowledge into a competitive advantage, assert that knowledge, as a vital organizational resource, must be effectively documented and transferred. The establishment of digital repositories and well-organized documentation systems allows for the codification of knowledge that would otherwise remain tacit. Dabic et al. (2021) posits that as much research explores tacit knowledge management, which, by definition, is nearly impossible to measure and varies per function the importance of maintaining accessible archives and digital repositories in academic libraries, as these tools serve as vital resources for knowledge retention, particularly during employee turnover. Proper documentation can significantly improve the accessibility and utility of tacit knowledge, ensuring it is available to future staff members.

Tanvir & Khan, (2015) have also noted that knowledge is the prevailing source of the company's ability to increase its market share. The authors further state that finding out what people in the organization actually know must be done and documented.

Agarwal, & Arora, (2011) in their study done at Simmons University established that the issue of knowledge retention of outgoing employees and transferring knowledge to

new employees has been critical in academic libraries, and the following were some of the techniques employed; training, documentation, and an online archive. A digital repository is a good place to organize and store documentation, even though it's a beneficial way for departing employees to make explicit knowledge that was previously implicit, and for prospective employees to learn what has already been recorded. The degree of accessibility of documentation affects its usefulness in relation to the importance of accessibility over quality while seeking information. Therefore, for the purpose of making good use of the knowledge stored in coded document form, the function of an easily navigable and accessible digital repository becomes relevant.

(Agarwal, & Arora, 2011), in their study on retention and dissemination of knowledge on hiring and firing practices in libraries describes how knowledge can be captured and documented. In addition, there are other techniques applicable in sharing knowledge in academic libraries that ensure productivity and continuity in academic libraries.

2.3.5 Teamwork

According to (Katzenbach et al.,2017), to guarantee the organization's support and sustainability, collaboration is required to combine the demands and requirements of all stakeholders. To collect and compile all needs from all parties and to report on the team's progress towards completing the allocated task, clear communication protocols must be implemented (Laeticia, 2014). The study findings established that for one to benefit from professionalism, expertise, and experience from knowledgeable and experienced staff members there is need for proper attitude towards teamwork. Teamwork is affected by cultural diversity, team member's identification, time taken to develop trust amongst team members, employee turnover, group-thinking and members not willing to share information. When these issues are looked at, academic

libraries will become more productive because of increased output and high-quality products that are produced in a highly efficient and effective manner.

Teamwork is another crucial technique for tacit knowledge sharing. According to (Katzenbach et al. 2017), collaboration is essential for achieving organizational sustainability. In academic libraries, fostering a collaborative environment allows experienced staff members to share their knowledge and insights with others. However, challenges such as cultural diversity, trust development, and employee turnover can impede the effectiveness of teamwork. Goldman, (2022) posits that people in all walks of life talk about the importance of teamwork the need for clear communication protocols and team cohesion to overcome these barriers and maximize the benefits of teamwork for knowledge sharing.

Pairing less experienced employees with seasoned professionals fosters knowledge transfer through direct interaction for example mentors can share insights, experiences, and tacit knowledge that are not documented. By employing these techniques, organizations can better manage tacit knowledge, leading to enhanced collaboration, innovation, and overall effectiveness.

2.4 Institutional Leadership and Culture in Relation to Tacit Knowledge Management

Kwanya & Murumba, (2017) in their study done in Karatina University Kenya, addressing academic libraries posits that an effective leadership is paramount to the success of any organization. Support from the leadership fosters an atmosphere that is favourable to the management of tacit knowledge. Effective leaders guarantee effective communication, establish a system of incentives and rewards to promote the sharing of tacit knowledge, measure performance (punish bad performance and reward good

performance), maintain a stable and adaptable organizational structure, and create and execute policies for managing tacit knowledge. The art of persuasion, which includes inspiring others, establishing goals, and articulating a vision, is another definition of leadership.

According to (Tsai, 2011), in his *Health Services Research* journal addresses administrators on culture and supportive leadership within an organization that assume a significant role in creating a happy and peaceful work environment. The act of employees affirming and acknowledging the organization's basic culture can have a positive impact on their work conduct and mental health, as well as promote communication and information exchange that can benefit academic libraries' productivity and tacit knowledge management strategies.

Mumo, T., et. Al. (2022). In their study focused on the management of tacit knowledge, which plays a great role in organizational continuity and competitive advantage. The main implication of this study is that it will play a key role in ensuring tacit knowledge retention and management at all levels of an organization thereby ensuring work continues regardless of any changes. In addition, they posit that organizational learning, and the development of communities of practice, a positive corporate culture fosters socialization. A culture like this fosters trust, which allows staff members to communicate stories about their experiences and improves the sharing of tacit information. Rigid corporate cultures create hostile workplaces, as employees are reluctant to interact with one another and collaborate as a team. For instance, it is mentioned that faculty members will work with other staff members from other universities to complete a research article while internal collaborations are unpopular.

Johannessen, (2021) stated that development of the concept of knowledge-effectiveness contrasted to the concept of cost-effectiveness. The innovative contribution lies in how a knowledge perspective and, in particular, knowledge-effectiveness can contribute to organization in leadership and the culture of a learning organization is the most crucial element of the organizational learning context. It places a strong focus on knowledge acquisition and learning, fostering a climate of trust that encourages people to try out novel business strategies, frequently leading to the creation of new core competencies. The study which was conducted at Peking University, Beijing, China found out that the Knowledge Innovation Culture of libraries is a type of value, conduct, and institutional framework that uses knowledge production to provide libraries a competitive edge and ensure their long-term growth. This type of culture serves a number of specialized purposes and differs from regular library culture. The growth of libraries' knowledge innovation cultures may be impacted by a number of elements, including the environment, resources, and business. Thus, to develop a knowledge innovation culture, libraries must foster an environment that is supportive of knowledge innovation, improve staff trust and collaboration, establish a learning culture, form knowledge-based team structures, improve human resource development, and nurture knowledge innovation talent.

According to (Kwanya & Murumba, 2017), in a study on, “Emerging trends in information and knowledge management at Karatina University, Kenya emphasizes on the leadership and culture that promotes information sharing. On the other hand, the study has not linked tacit knowledge with productivity while according to this current study it’s important to look at the outcome of information sharing among the employees in academic libraries and its benefits on the organization.

Strong leadership establishes a clear vision for tacit knowledge management, demonstrating its importance to organizational success, therefore, leaders must be committed to fostering an environment that values knowledge sharing. By focusing on these aspects, institutional leadership can create a supportive culture that facilitates the effective management of tacit knowledge, ultimately enhancing organizational learning and performance.

2.5 Challenges Faced by Academic Libraries in Managing Tacit Knowledge

Ahmed, B., & Noor, N. (2021). Posits that Knowledge sharing is a significant aspect of Knowledge Management (KM) which is an important concept of any organization. Its aim to explain how to transform personal and organizational information into individual and collective knowledge that may include skills needed in executing the various tasks of an individual organization. For any organization to be successful in today's competitive market, such organization needs expert and experienced human resources, in line with this, it is necessary for organizations considering the importance of transfer of experience and knowledge from experts to fresher or beginners and those who need to acquire new knowledge from time to time for the progress and effectiveness of their duties.

Asogwa, (2012), in his study done by Emerald group publishing posited that records officers and library employees who sometimes retire, change jobs, or leave their jobs with the professional expertise acquired in the course of working in the library. When this occurs, the organization forfeits the experience and knowledge of those workers, older staff members lose a lot of information that may be utilized to offer the library a competitive edge. Libraries must implement a knowledge management program in order to tap into the amount of knowledge, experience, skill, and insight that these staff members possess before they depart.

Nidhra, (2013) in his study done in Blekinge Institute of Technology, Sweden posited that some of the challenges organizations encountered on transferring tacit knowledge as geographical distance, lack of trust amongst individuals, harmonizing diverse ideas, employee turnover, the inability of department staff to recognize their own roles and convey the necessary knowledge to the appropriate audience. Lack of structured procedure on how to identify members with different skills, experience, expertise and capability to mentor others on different library tasks poses a challenge when it comes to the issues of mentorship. There is no structured framework on how to harmonize ideas from different librarians for the team to implement, on the other hand it takes a long time to identify, capture and document tacit knowledge. Organizations and individuals within the organization face challenges in documenting tacit knowledge due to the quick changes in technology, obtaining the necessary resources, and the time required for documentation. The policy structure on tracking and using skilled, experienced and expertise in the institution for effective tacit knowledge training is a challenge and also meeting cost on training of new staffs to acquire tacit knowledge from skilled, experienced and expertise is a challenge to our institution

Many libraries have established norms and practices that may not prioritize knowledge sharing. Additionally, library staff may not fully understand the importance of tacit knowledge or the benefits of sharing their insights and experiences. By addressing these challenges, academic libraries can enhance their approach to managing tacit knowledge, ultimately improving their effectiveness and the value they provide to their communities.

2.6 Research Gaps and Summary

It is clear that Tacit knowledge is a crucial resource for an organization's expansion and improvement; as a result, institutions must implement effective knowledge

management strategies to preserve the information they have accumulated over time. Universities and other organizations need to take care of this valuable resource and make sure staff members know how crucial it is to keep it around in order to stay relevant. Universities must embrace the crucial approach of correctly prioritizing knowledge since most organizations focus on visible resources and ignore intangible ones, failing to recognize the importance of tacit knowledge for institutional and organizational performance.

It is clear from the reviewed studies that the majority of research findings concentrated on explicit knowledge rather than its relationship to productivity; other findings combined explicit and tacit knowledge, and the effect of tacit knowledge management strategies on productivity in academic libraries was not fully taken into account. The majority of the studied literature also focused on the creation of tacit knowledge, with very little on its management and strategies. It is evident from this kind of observation that this study is necessary. In order to facilitate learning in academic institutions, academic libraries are essential.

This current study focused on the techniques to be applied in the management of tacit knowledge, previous studies have not satisfactorily tackled the aspect of the techniques that can be used to transfer tacit knowledge in academic libraries.

In summary, adopting a combination of mentorship, training, knowledge transfer mechanisms, documentation, and teamwork within academic libraries can significantly enhance the management of tacit knowledge. By developing clear policies and integrating these techniques into organizational practices, libraries can ensure the continuity of knowledge and foster more innovative and efficient work environment.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers research instruments, target population, sampling methods, sample size, and pilot study. Additionally, the chapter also discusses logistical and ethical challenges, as well as data processing and collection approaches.

3.2 Research Design

According to (Monsen, 2013), a research design is the general approach one chooses to combine various study components logically and methodically while ensuring that the research topic is recognized and adequately addressed. It acts as a manual for gathering, measuring, and analyzing data.

Descriptive research design was used in this study to obtain information about tacit knowledge management techniques. It combined qualitative and quantitative data to provide accurate and pertinent information. This study combined qualitative and quantitative data to provide accurate and pertinent information. According to (Creswell & Creswell, 2018) a descriptive research plan is defined as an investigation that describes the characteristics of a population or phenomenon being studied, primarily used to understand a group or phenomenon. This involves obtaining data through surveys, interviews, or firsthand observation.

3.2.1 Variables

In this study independent variable was tacit knowledge management and the indicators were tacit knowledge policies, techniques, leadership and culture. Dependent variable was productivity while the indicators were quality service, innovation, service output

and customer satisfaction, while intervening variables included availability of funds, importance placed on tacit knowledge and availability of skilled personnels.

3.2 Location of the Study

Three academic libraries served as the study's locations that is South Eastern Kenya University library to represent public libraries which operates different from private universities, St. Paul's university which has its uniqueness in its decentralization of services which enhances knowledge sharing. Strathmore University is also a private university and its library has a high level of technology.

3.3 Target Population

The population that was targeted included university librarians, heads of sections and other library staffs from the three (3) selected University libraries and the total was 56. The selection of the universities was purposely done to ensure good representation from private and public universities and also unique characteristics of every university.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

According to (Kathy, A. 2019) sampling techniques estimates features of a given group and it chooses a portion of the population to include. Systematic random sampling was used to select library staff members for the sample, and purposeful Sampling was used to choose library staff members from the various university libraries. Since both qualitative and quantitative methods are helpful in capturing the primary concepts and objectives of the inquiry, they were used in this study. The study applied the mixed-method approach, because it helped obtain a thorough examination of the management of tacit knowledge techniques among the staff of academic libraries.

3.4.2 Sample Size

Saldana, (2011) defines sample size determination as the process of selecting study participants. In research, the sample size is important since it can impact the study's accuracy and efficiency. The sample size is determined by taking into account a number of variables, including the time factor, efficiency and accuracy of the expected results, and the cost of data collecting. All the 3 university librarians, 20 heads of sections and 33 library staff formed the sample. The total sample size was 56 as shown on the table 3.1

Table 3:1 Staff Category

University Staff category	No. Library heads of Section	Library staff	University Librarians	Total
South Eastern Kenya University	8	15	1	24
Strathmore University	6	10	1	17
St. Paul's University	6	8	1	15
	20	33	3	56

Source: University library website 2024

3.5 Research Instruments

3.5.1 Questionnaire

Research instruments or tools help in the collection of data and to determine the type of data to be collected (Kothari & Garg, 2019). Two questionnaires were employed in this current study; they were distributed to the participants after which they were collected at a later date. The first questionnaire was given to heads of sections, which was designed to collect data on senior library management issues such library policies and information-sharing strategies. The second questionnaire was administered to the

other library staff and it aimed at collecting data on basic information sharing and the techniques used.

3.5.2 Interview schedule

Interview schedule this was a list questions which were prepared in line with research objectives. The researcher interacted in a face-to-face conversation with the university librarians in their offices. In this case an interviewee is given a chance to seek clarification if the questions are not clear. Appendix II which was interview schedule was used to gather information from the University Librarians'.

3.6 Pilot Study

According to (Maxwell, 2012), a pilot study is research conducted on a small population to help researchers gain a better understanding of what they want to know, what outcomes to expect, and how to find out without incurring additional costs and effort before the main study.

The pilot study was conducted in two University libraries that is, Daystar University which is a private university and has the same characteristics with St. Paul's and Strathmore University and at Jomo Kenyatta University of Agriculture of Science and Technology (JKUAT) to represent public universities.

The researcher visited Jomo Kenyatta University of Agriculture and Technology (JKUAT) and Daystar University after seeking approval from the DVC academic affairs through the University Librarians after which the questionnaires were given out to ten (10) four (4) heads of sections and six (6) library staff. The researcher assisted with question interpretation and explaining the concept tacit knowledge management after which they filled the questionnaires. The researcher then analyzed the data collected to evaluate the questionnaires' reliability and validity. It was discovered that if the

researcher commits to administer the questionnaire and wait for them to be filled the same day, the response level would be excellent. The researcher also discovered that the questionnaires were well understood by all librarians from different levels of education.

3.6.1 Validity

The degree to which the study instrument measures what is anticipated of it is known as validity, according to (Kothari, 2019). The instruments in this study examined both content validity and criterion-related validity. Criterion-related validity refers to the research tool's capacity to forecast a result, whereas content validity is the extent to which the instrument covers the subject it is intended to address.

Mugenda & Mugenda, (2019) refers to validity as how accurately a questionnaire measures what it is intended to measure. When the research achieves a high validity, it means the results produced correspond well to what is in the ground. During the pilot study, the researcher established that the questions asked were able to measure the content of the study and were contented that they would bring out the required results.

To ensure the reliability of the instruments, the study examined both content and criterion-related validity. Content validity was assessed by determining whether the instruments covered all aspects of tacit knowledge management as intended. Criterion-related validity was evaluated based on the ability of the instruments to predict relevant outcomes. The pilot study confirmed that the questions were aligned with the study's objectives and effectively measured the relevant content.

3.6.2 Reliability

According to Kombo (2006), a reliable instrument generates results that are consistent and can be replicated. To evaluate reliability, the test-retest method was utilized, and the researcher took steps to make sure that the questions in the questionnaire and interview schedules were precise and well-phrased to avoid any ambiguity.

Reliability was assessed by evaluating the instruments' consistency in gathering the necessary data. The pilot study helped determine whether the questionnaires provided reliable results and whether any adjustments were necessary. Following the pilot, the instruments were refined to improve their reliability.

The researcher examined the consistency of responses obtained from the pre-test conducted at Daystar university in Nairobi County and Jomo Kenyetta University of Agriculture and Technology (JKUAT) in Kiambu County to determine whether the research instruments were reliable in measuring the study concepts. This helped ensure that the instruments consistently yielded similar results. 10% of the pre-testing were used in a small sample study by the researcher to evaluate the dependability of data gathering equipment. The study used Cronbach's alpha coefficient (α) to measure internal consistency.

3.7 Data collection Technique

The researcher started the data collection process at South Eastern Kenya University (SEKU), considering it had more respondents. Questionnaires were issued to library heads of section and library staff. As a way of ensuring maximum returns, the researcher administered questionnaires and collected them the same day. The University librarian was interviewed in her offices, the researcher asked questions

which they answered as the researcher prompted them, the process took between 45 minutes and one (1) hour.

The researcher did the same for St. Paul's and Strathmore university libraries. This process took three (3) weeks as every university library was assigned a different week.

3.8 Data Analysis

Mills & Melanie, (2016) point out that qualitative data analysis involves three steps of in-depth reading, coding and classification of responses from the questionnaires to identify patterns and themes. Data analysis is the process of modeling, collecting, and transforming data to extract meaningful information, insights, and conclusions that can support decision-making. The study's objectives guided the data analysis for this investigation. Interviews also produced qualitative data, which was presented in a narrative format and occasionally quoted with explanations from the participants. The data under investigation was presented through charts and tables. The raw data was analyzed in textual form, a comprehensive final report was generated.

Qualitative data from interviews was analyzed using thematic content analysis and data from the questionnaires was analyzed using SPSS version 27.

3.9 Logistical and Ethical Consideration

Logistical considerations

Before data collection for the study, the researcher ensured compliance with certain procedural aspects. This included obtaining an introduction letter from the Department of Computing and Information Science at Kenyatta University, which provided comprehensive information about the study and verified the researcher's identity. Additionally, the researcher obtained a research permit from the National Commission

for Science, Technology, and Innovation (NACOSTI) to conduct the research. Permission was also sort from Strathmore University, South Eastern Kenya University (SEKU), and St. Paul's University libraries. The researcher then embarked on data collection in the University libraries with the help of research assistant.

Ethical considerations

Throughout the entire research procedure, the researcher guaranteed confidentiality, objectivity, honesty, integrity, and legality to both the respondents and the study institution. The participation of respondents was on volunteer basis and no respondent was at an advantage or disadvantage in any way should they choose to complete or not to complete the questionnaires.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

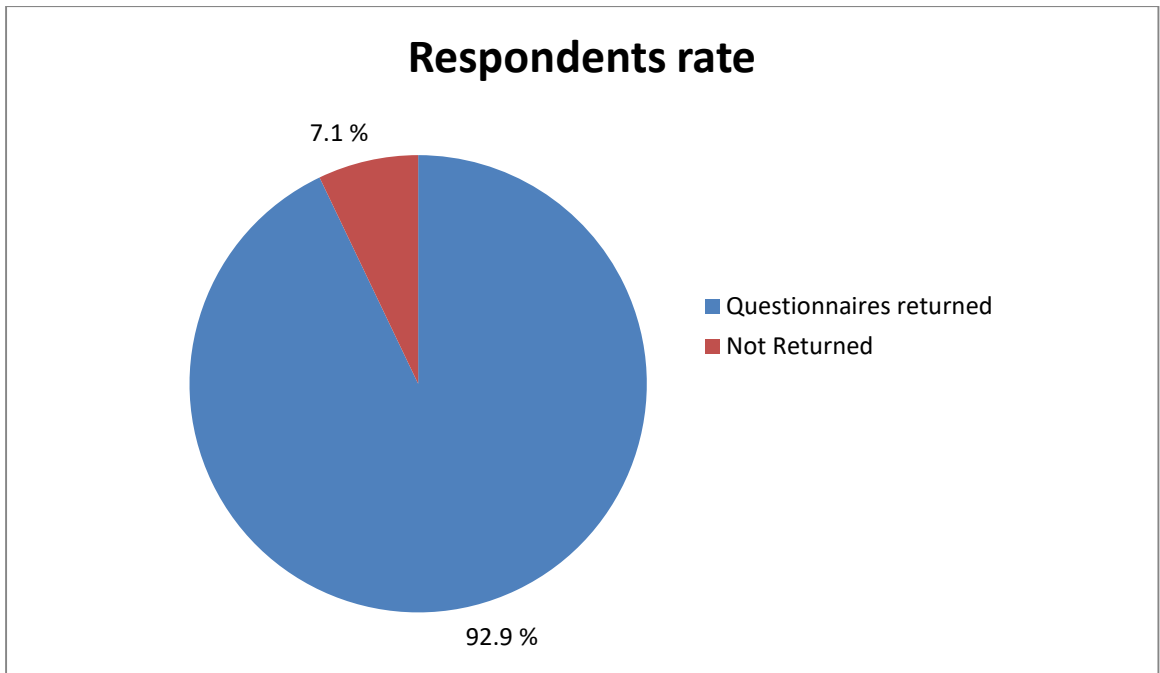
This chapter presents the analysis, interpretation, and discussion of the findings of the study, which examined the influence of tacit knowledge management on staff productivity in academic libraries. The presentation of results is guided by the study's research objectives and questions. Data was summarized using descriptive statistics, including frequencies, percentages, charts, and tables to enhance clarity and facilitate interpretation. The findings are critically compared with relevant literature and contextualized based on the study locations: South Eastern Kenya University (SEKU), Strathmore University, and St. Paul's University

4.2 Demographic Characteristics

The study sought to establish different demographics of participants which included gender, age, education level, position held by the respondent in the library and the number of years worked.

4.2.1 Response Rate

A total of 56 questionnaires were distributed, out of which 52 were returned, yielding a response rate of 92.9%. According to (Mugenda and Mugenda, 2019), a response rate above 50% is considered sufficient for academic research, suggesting that the current study achieved a high level of reliability. This robust participation permits valid inferences and generalizations across the selected academic libraries. The credibility and suitability of this study are therefore based on this, allowing for its analysis and generalization. The findings are presented on the chart 4.1.

Chart 4.1: Response rate

Source: Research Data 2024

4.2.2 Gender of The Respondents

The study also sought to establish the respondents' gender, and the findings on table 4.1 shows that the majority of the respondents were female at (67%) and male (32%).

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	17	32.7
Female	35	67.3
Total	52	100.0

Source: Research data 2024

Table 4.1 reveals that 67.3% of the respondents were female and 32.7% were male, indicating a female-dominated profession across the three academic libraries. Additionally, out of three (3) university libraries interviewed two (2) were female and one (1) male, that is SEKU and St. Paul's University and Strathmore respectively.

This trend was most evident at SEKU and St. Paul’s, where more than 70% of library staff were female. These findings align with (Chaudhry & Bhaskary, 2016) who noted that gender diversity can enhance performance and innovation through balanced team dynamics. In the context of tacit knowledge, female staff were often more engaged in collaborative practices and informal mentoring, which are key pathways of knowledge transfer.

4.2.3 Age bracket of the Respondents

The study also sought to establish the respondents' gender, and the findings are presented on table 4.2

Table 4.2: Age Bracket of the respondents

Age (Years)	Frequency	Percentage
Under 25	2	3.8
26-35	23	44.2
36-45	18	34.6
46-55	8	15.4
Above 55	1	1.9
Total	52	100.0

Source: Research Data 2024

Table 4.2 indicates that 44.2% of respondents were aged 26–35, followed by 34.6% in the 36–45 age group.

Age diversity has implications for tacit knowledge sharing, especially in mentoring relationships. As (Odhiambo et al. 2018) observed in public universities in Western Kenya, age diversity positively correlates with knowledge flow and institutional productivity. The current study confirms this: St. Paul’s University had a wider age spread, which respondents said encouraged bidirectional learning between junior and senior staff. Qualitative comments from respondents highlighted that older staff were

often sources of undocumented institutional memory, while younger staff were more likely to seek out digital tools for knowledge sharing.

4.2.4 Education Level of the Respondents

The study sought to establish the participants' educational level; respondents were asked to specify their level of education on the questionnaire. The results are displayed in table 4.3.

Table 4.3: Level of Education

Education level	Frequency	Percentage
PhD	0	0
Masters	11	21.2
Postgraduate diploma	1	1.9
University degree	20	38.5
College diploma	17	32.7
Certificate	3	5.8
Total	52	100.0

Source: Research Data 2024

Table 4.3 shows that most respondents had a university degree (38.5%), followed by diploma holders (32.7%), and a smaller percentage with master's degrees (21.2%) and only one (1) respondent had postgraduate diploma at 1.9% and no one had PhD qualification.

This is significant because, as (Tsai, 2011) argues, individuals with higher education are more adept at articulating and internalizing tacit knowledge. In Strathmore University, where the highest proportion of staff had master's qualifications, respondents demonstrated stronger alignment with formalized knowledge management practices such as communities of practice and structured mentorship. This was less evident at SEKU, where professional development opportunities appeared more

limited, based on qualitative feedback. From the interviews, the three (3) university librarians had masters degrees.

4.2.5 Years worked in the library

Data on years worked in the library was collected by asking respondents to specify the length of time they had worked in the library. The findings are presented on table 4.4.

Table 4.4: Years of Service

Year of Service	Frequency	Percentage
1-5	8	15.4
6-10	20	38.5
11-15	7	32.7
16-20	6	11.5
Over 21	2	3.8
Total	52	100.0

Source: Research Data 2024

As shown in Table 4.4, the largest proportion of respondents (38.5%) had worked between 6 -10 years, suggesting a relatively experienced workforce while a few had worked for over 21 years that was 3.8%.

Long tenure enhances the acquisition and internalization of tacit knowledge. However, its productivity benefit is realized only when organizations implement strategies for articulation and sharing. Respondents from St. Paul’s University emphasized that while long-serving staff held significant institutional knowledge, few mechanisms existed for formal documentation or mentoring, limiting the impact of this knowledge on team productivity. This is important in this study since knowledge of the institution is critical to improve productivity of the institution.

4.2.6 Positions held by the Respondents

This current study sought to ascertain the respondents' positions' in the library. The respondents were asked to state the position they held in the library as shown in table 4.5

Table 4.5: Position held

Position held	Frequency	Percentage
Deputy University librarian	1	1.9
Senior Librarian	2	3.8
Librarian	3	5.8
Assistant Librarian	5	9.6
Senior Library Assistant	21	40.4
Library Assistant	18	34.6
Library Attendants	2	3.8
Total	52	100.0

Source: Research Data 2024

Table 4.5 reveals that most respondents were Senior Library Assistants (40.4%) and Library Assistants (34.6%).

This distribution indicates that mid-level staff who often serve as operational and interpersonal bridges are well placed to facilitate tacit knowledge flows. Interestingly, respondents at Strathmore University reported clear knowledge-sharing roles embedded in job descriptions. This contrasts with SEKU, where knowledge transfer was described as informal and largely uncoordinated, potentially undermining productivity.

4.3 Tacit knowledge management policy

The first objective of the study sought to find out whether there were policies in academic libraries that addressed tacit knowledge management techniques and the findings are as presented in the Table 4.6. The respondents were required to indicate

whether their libraries had policies that addressed tacit knowledge management techniques.

Table 4.6 Tacit Knowledge management Techniques policies

TKMT policy	Frequency	Percentage
Yes	8	15.4%
No	40	76.9%
No answer	4	7.7%
Total	52	100.0

Source: Research Data 2024

This study established that 76.9% of the respondents reported the absence of tacit knowledge management policies in their institutions, as seen in Table 4.6. Only 15.4% indicated the presence of such policies. This finding is particularly significant because it underscores a critical gap in strategic knowledge management planning within academic libraries.

Unlike previous studies that broadly associate tacit knowledge with internalized, unspoken expertise (Polanyi, 2009), the current study aligns more specifically with research by (Yeh, Lai, and Ho, 2006), who emphasize that explicit organizational policies are essential in cultivating a sustainable environment for knowledge sharing. The absence of such policies, as observed in SEKU and St. Paul's University, may hinder institutional efforts to retain or transfer experiential knowledge, especially during staff transitions or restructuring.

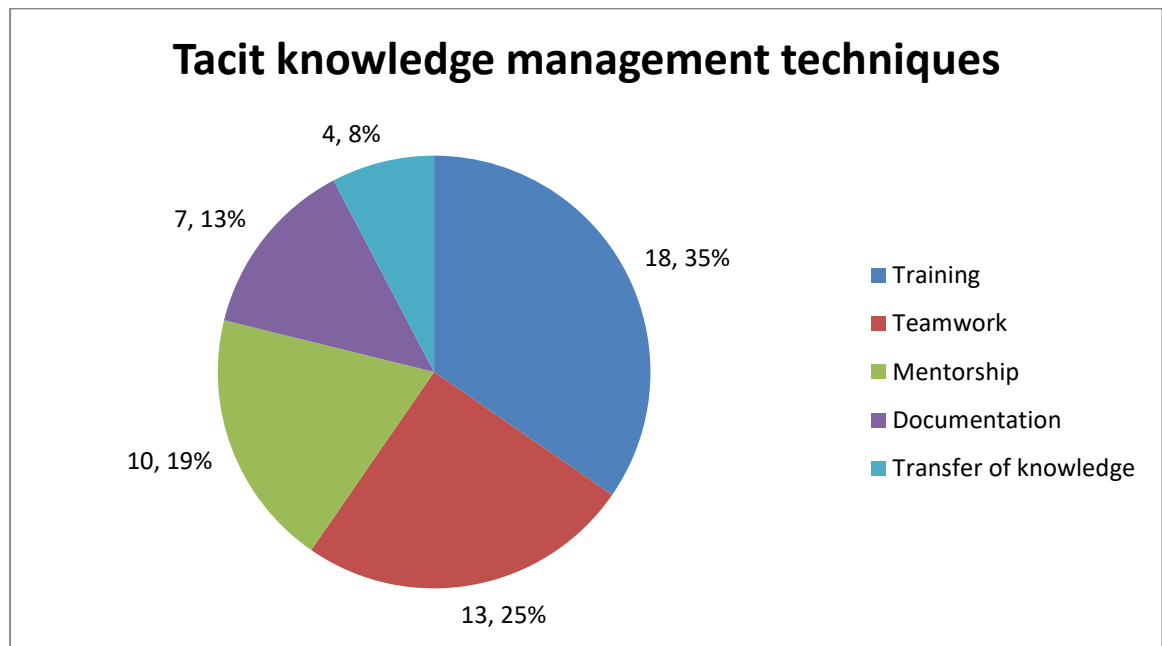
Moreover, Strathmore University, which had a relatively stronger digital knowledge management infrastructure, still lacked a clearly articulated policy framework for tacit knowledge, indicating a disconnect between practice and governance. These findings support the need for institutional policies that explicitly guide knowledge identification, capture, and dissemination.

From the interviewee -The University librarian from SEKU library argued that they have library policies but none that is specifically on Tacit knowledge management, Strathmore university did not have one while St. Paul's have one that they need to review. There all agreed it was a good idea to have a well-documented policy for ease of transition.

4.4 Tacit Knowledge Management Techniques in academic libraries

Objective two of the study sought to establish how tacit knowledge was managed through the following techniques training, teamwork, mentorship, documentation and transfer of knowledge within academic libraries. The findings are presented in chart 4.2

Chart 4.2: Tacit knowledge management techniques



Source: Research data 2024

To get a clear picture of the management of tacit knowledge through the techniques, the researcher posed a question on how tacit knowledge was transferred between staffs

in the academic libraries, based on the scale that was provided where 1=Least preferred, 2= preferred, 3=neutral, 4=fairly preferred and 5=most preferred.

Chart 4.2 highlights that training (35%) was the most preferred method for managing tacit knowledge, followed by mentorship and teamwork. Conversely, knowledge transfer (8%) was the least preferred. These findings resonate partially with the SECI which outlines how tacit knowledge is socialized and externalized through experience and shared interaction.

However, the SECI model does not explicitly foreground training as a standalone mechanism. Instead, models such as the Knowledge-Based View (KBV) of the firm (Grant, 1996) or (Argote and Ingram's 2000) framework of knowledge transfer in organizations better capture the centrality of training in tacit knowledge management. These models highlight the role of organizational routines, structured interventions, and social interaction in transforming individual knowledge into institutional assets.

Qualitative responses from SEKU staff noted informal on-the-job training and job shadowing as practical methods of skill transfer, although they were not institutionalized. Strathmore respondents emphasized structured professional development programs, which enhanced consistency in knowledge sharing. St. Paul's reflected a reliance on informal mentorship, especially in departments with senior, long-serving librarians.

This variation validates the selection of the three institutions. Their distinct institutional practices and maturity in knowledge management processes provided comparative insight into context-specific enablers and inhibitors.

The university librarian from SEKU reported that they have training as a way of sharing knowledge every end of the semester, on whether the staff are allowed to choose their own mentors it was reported that it was a grey area that they needed to explore. St. Paul's university library embraced mentorship as a method of knowledge sharing compared to other techniques. Strathmore university on the other hand because of their size human resource embraced teamwork.

4.5 Institutional culture and leadership influence on management of tacit knowledge in academic libraries

Objective three of the study sought to find out how institutional culture and leadership impacted productivity in academic libraries. The findings are presented in table 4.7

Table 4.7: Institutional culture and leadership impact on productivity

	Organizational Culture %		Organizational Leadership %	
Strongly disagree	-	-	-	-
Disagree	-	-	-	-
Neutral	5	9.6	2	3.8
Agree	15	28.8	7	13.5
Strongly agree	32	61.5	43	82.7
Total	52	100.0	52	100.0

Source: Research Data 2024

According to Table 4.7, 82.7% of respondents strongly agreed that leadership influences productivity in managing tacit knowledge, while 61.5% strongly agreed that organizational culture had a similar impact. These results echo (Schein's 2010) conceptualization that leadership is the prime shaper of organizational culture. Leaders at Strathmore University, for instance, were perceived to actively support knowledge sharing through participatory structures and communication frameworks. This was in

contrast to SEKU, where respondents mentioned in qualitative feedback that bureaucratic leadership styles limited open communication and knowledge exchange.

This study's findings support (Ahmed and Ahmad 2012), who emphasized that when leadership fails to model collaborative knowledge practices, efforts to embed tacit knowledge into institutional processes become fragmented.

Feedback obtained from the University librarians highlighted that from Strathmore university the leadership supported information sharing using different technological platforms, St. Paul's services are decentralized which has enhanced knowledge sharing while SEKU supports knowledge sharing amongst the librarians of their different campuses like Woote campus, Kitui town and Kwa Vonza.

4.6 Challenges Academic libraries Face in Application Tacit Knowledge Management Techniques.

4.6.1 Training

Objective four sought to find out the challenges that faced the use of tacit knowledge management in academic libraries. Based on the scale of 1-5, where, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree the respondents were asked to tick appropriately the challenges associate with tacit knowledge management. The researcher used statements to trigger responses on challenges facing their academic libraries in relation to training as a technique of tacit knowledge management. The findings are presented on table 4.8

Table 4.8: Challenges facing training as a technique to capture tacit knowledge in the library

	Infrastructure,		skills experience		cost		Unwillingness to	
	%		/Expertise		%		Communicate	
	%		%		%		%	
Strongly disagree	-	-	-	-	-	-	-	-
Disagree	-	-	-	-	-	-	-	-
Neutral	15	28.8	-	-	-	-	5	9.6
Agree	28	53.8	11	21.2	7	13.5	13	25.0
Strongly agree	9	17.3	41	78.8	45	86.5	34	65.4
Total	52	100.0	52	100.0	52	100.0	52	100.0

Source: Research Data 2024

The study sought to find out the challenges academic libraries faced on training as a tacit knowledge management technique, the respondents were asked to respond to the statement that their institutions faced lack of proper equipment to support tacit knowledge training. Majority of the respondents agreed at 53.8% while none of the respondents disagreed with the statement.

Table 4.8 reveals that 86.5% of respondents strongly agreed that cost was a significant barrier to staff training. Additionally, 78.8% cited a lack of expertise, and 65.4% pointed to employee unwillingness to communicate knowledge. These are not mere operational challenges—they reflect structural and cultural limitations in knowledge systems.

These results align with (Inkinen 2016), who identified financial constraints, insufficient staff capacity, and cultural hesitancy as central impediments to effective knowledge training in public-sector institutions. Interestingly, while SEKU faced infrastructure and funding constraints, Strathmore had better facilities but still struggled with individual-level reluctance to share expertise, as seen in qualitative interviews.

This affirms (Wang et al.'s 2016) assertion that cultural factors—such as trust and openness—are just as critical as resources in enabling tacit knowledge transfer.

4.6.2 Documentation

The researcher investigated the challenges academic libraries faced in the documentation of information as a technique used in managing tacit knowledge. Based on the scale of 1-5, where, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly the researcher used statements to trigger responses on challenges facing their organizations in tacit knowledge

Table 4.9: Challenges facing documentation as a technique of tacit knowledge management in the library.

	Capturing knowledge		Rapid change in technology		Identification of skills		Long time	
	%		%		%		%	
Strongly disagree	-	-	-	-	-	-	-	-
Disagree	-	-	2	3.8	1	1.9	8	15.4
Neutral	3	5.8	6	11.5	7	13.5	6	11.5
Agree	14	26.9	30	57.7	32	61.5	16	30.8
Strongly agree	35	67.3	14	26.9	12	23.1	22	42.3
Total	52	100.0	52	100.0	52	100.0	52	100.0

Source: Research Data 2024

The results in Table 4.9 show that 67.3% strongly agreed capturing tacit knowledge was difficult, and 61.5% agreed that identifying experts was a challenge. These findings point to a lack of systems that identify and systematize the contributions of skilled staff.

On whether identification of skilled, experienced and expertise staff as a challenge on tacit knowledge documentation, majority of the respondents agreed at 61.5% while 1.9% disagreed with the statement and on whether it took a long time to identify, capture and document tacit knowledge in the academic libraries, 42.3% of the respondents strongly agreed while 15.4% disagreed.

In line with (Yunus et.al, (2022). knowledge framework, documentation requires cognitive infrastructure—systems, language, and incentives that facilitate converting

know-how into documented formats. However, SEKU and St. Paul's lacked such infrastructure. Respondents highlighted the absence of templates or protocols for capturing staff experiences, confirming the need for embedded mechanisms for knowledge harvesting.

Rapid changes in technology (57.7% agreement) also created discontinuity in documentation processes. This supports (Alavi and Leidner's 2001) observation that tech transitions often disrupt knowledge continuity unless aligned with change management frameworks.

4.6.3 Transfer of knowledge

The study sought to find out the challenges academic libraries faced in the transfer of knowledge as a technique used in managing tacit knowledge. Based on the scale of 1-5, where, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree the researcher used statements to trigger responses on challenges facing their institutions in regard to transfer of tacit knowledge. The findings are presented on table 4.10.

Table 4.10: Challenges facing transfer as a technique of tacit knowledge sharing in our library

	Lack of trust among employees		Time		High employee's turnover		Lack of functional guidelines	
		%		%		%		%
Strongly disagree	-	-	11	21.2	-	-	-	-
Disagree	-	-	28	53.8	-	-	9	17.3
Neutral	3	5.8	3	5.8	2	3.8	2	3.8
Agree	12	23.1	7	13.5	11	21.2	24	46.2
Strongly agree	37	71.2	3	5.8	39	75.0	17	32.7
Total	52	100.0	52	100.0	52	100.0	52	100.0

Source: Research Data 2024

As seen in Table 4.10, trust emerged as the most critical barrier (71.2% strongly agreed), followed by employee turnover (75%). This echo (Davenport and Prusak's 1998) finding that knowledge transfer is inhibited by relational dynamics such as trust and organizational identification.

Interestingly, while SEKU experienced higher turnover, it lacked a knowledge retention strategy, contributing to knowledge loss. Strathmore, by contrast, had departmental knowledge continuity plans, yet still struggled with trust barriers, possibly due to hierarchical departmental structures.

Qualitative responses from St. Paul's highlighted the absence of clear functional guidelines, which led to fragmentation of knowledge silos across departments—confirming the role of structure in knowledge transfer.

4.6.4 Teamwork

The researcher investigated the challenges academic libraries faced in regards to teamwork as a technique used in managing tacit knowledge. Based on the scale of 1-5, where, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree the

researcher used statements to trigger responses on challenges facing their organizations in tacit knowledge. The findings are presented in table 4.11

Table 4.11: Challenges facing teamwork as a technique of tacit knowledge management

	Lack of Transparency		Lack of structured procedures		Lack of group-thinking		Failure to harmonize ideas	
	%		%		%			
Strongly disagree	-	-	-	-	-	-	-	-
Disagree	-	-	-	-	-	-	-	-
Neutral	-	-	4	7.7	1	1.9	-	-
Agree	14	26.9	31	59.6	10	19.2	21	40.1
Strongly agree	38	73.1	17	32.7	41	78.8	31	59.6
Total	52	100.0	52	100.00	52	100.0	52	100.0

Source: Research Data 2024

Teamwork was challenged by lack of transparency (73.1% strongly agreed) and weak structured procedures (59.6%), as shown in Table 4.11. Groupthink and idea harmonization were also issues. These dynamics point to poorly designed collaborative systems.

Jackson (2017) emphasized the importance of team cognition and coordination in successful tacit knowledge sharing. The current study supports his findings and extends them by showing that even when teams exist, the absence of frameworks guiding their operation renders them ineffective.

Strathmore demonstrated relatively structured team mechanisms (via task forces and committees), while SEKU relied on ad hoc teams that lacked accountability. This reinforces the necessity of clear team design for effective knowledge collaboration.

4.6.5 Mentorship

The researcher sought to find out the challenges academic libraries faced in regards to mentorship as a technique for tacit knowledge management techniques in academic libraries. Based on the scale of 1-5, where, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree the researcher used statements to trigger responses on challenges facing their institutions in tacit knowledge management. The findings are presented in table 4.12

Table 4.12 Challenges facing mentorship as a technique of tacit knowledge management in our library

	Difficult Identify mentors		Unwillingness to communicate		Lack of transparency	
		%		%		%
Strongly disagree	-	-	-	-	-	-
Disagree	3	5.8	-	-	12	23.1
Neutral	6	11.5	3	5.8	1	1.9
Agree	29	55.8	16	30.8	31	59.6
Strongly agree	14	26.9	33	63.5	8	15.4
Total	52	100.0	52	100.5	52	100.0

Source: Research data 2024

Mentorship challenges (Table 4.12) included difficulties in identifying mentors (55.8% agreement), unwillingness to communicate (63.5%), and lack of transparency (59.6%).

Jackson, (2017) in his study on, "Tacit knowledge in academic libraries: An exploration of the factors that influence tacit knowledge sharing among librarians." This study identifies factors and challenges that affect the sharing of tacit knowledge among library staff. The current study agrees with his study for it offers a comprehensive view of the challenges faced by academic libraries in managing tacit knowledge, ranging from organizational and cultural barriers to specific issues related to knowledge sharing

and collaboration. They provide valuable insights for understanding and addressing the difficulties in effectively managing tacit knowledge in academic library settings.

These findings correspond to Desouza & Awazu (2005), who emphasized that mentorship fails when not formalized or incentivized.

In SEKU and St. Paul's, mentorship was mostly informal, depending on personal initiative. Strathmore had a mentorship policy, although not explicitly tied to tacit knowledge goals. This variation again underscores why these three institutions were strategically selected—they represent different stages of tacit knowledge management maturity.

Summary

The results across SEKU, Strathmore, and St. Paul's University highlight significant institutional and operational disparities in tacit knowledge management. SEKU's challenges were rooted in resource limitations and systemic rigidity. St. Paul's had a more collegial culture but lacked structural frameworks. Strathmore, while more advanced technologically and structurally, still faced human and cultural bottlenecks.

This differentiated picture justifies the inclusion of the three institutions. It also confirms that the study was necessary to uncover the contextual, policy, and cultural nuances shaping tacit knowledge management in Kenyan academic libraries an area previously underexplored in empirical literature.

The 3 University librarian had almost similar challenges in regards to tacit knowledge management like unwillingness to share knowledge of some staff members, time was a

factor and also lack of structured guideline on how to go about it, but they all agreed they have embraced knowledge sharing informally.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overview of the study based on the results and conclusions drawn from the data. The study's goal was to determine how academic library staff productivity is impacted by tacit knowledge management techniques. The following four objectives guided the study's; to find out whether there are tacit Knowledge Management policies in academic libraries that address tacit knowledge management techniques, to identify tacit knowledge management techniques in academic libraries, to determine how library leadership and institutional culture influence management of tacit knowledge in academic libraries and to determine the challenges faced by academic libraries in managing tacit knowledge.

5.2 Summary

Objective one of the study sought to establish knowledge management policies in academic libraries in Kenya and the findings established that formal policy frameworks were largely missing and there was need for a strong organizational leadership that would enable libraries to develop policy framework that would support and encourage tacit knowledge management in libraries.

The second objective sought to assess the techniques Employed in Managing Tacit Knowledge in Academic libraries, the findings were that academic libraries employed several techniques to manage tacit knowledge, though with varying degrees of implementation. Teamwork emerged as the most widely used technique, while Strathmore University reported higher respondents identifying training as a key technique, St. Paul's University reported a lower percentage, indicating differences in

technique adoption. Thus, while training was commonly acknowledged, it was not uniformly emphasized across all institutions.

The third objective sought to determine how library leadership and institutional culture influenced management of tacit knowledge in academic libraries, the study established that while some institutional cultures supported tacit knowledge sharing there was lack of systemic support that hindered the consistent documentation and transfer of experience-based knowledge among library staff.

The situation limits the effectiveness of knowledge worker models, which rely heavily on an environment that promotes the internal circulation of skills, insights, and institutional memory. Libraries with supportive leadership and strong cultural values demonstrated better outcomes in tacit knowledge management, particularly in fostering mentorship and teamwork. Moreover, the knowledge acquired through experience, skills and expertise, library leadership and culture should be able to support and encourage it fully to realize creativity and innovation that would propel libraries realize productivity. Nonaka & Takeuchi, (1995) stated that in order to innovate and improve continuously employees' skills, experience and expertise knowledge is vital.

The study also sought to establish the challenges faced by academic libraries in managing tacit knowledge and the findings indicated the following - weak infrastructure, lack of policy frameworks, high implementation costs, reluctance among employees to share knowledge, rapid technological change, time constraints, geographical dispersion of staff, lack of trust, and high employee turnover. These factors contribute to knowledge loss and reduced institutional learning capacity. Strengthening leadership support and promoting knowledge-sharing norms are necessary to overcome these barriers.

5.3 Conclusions

The study made the following conclusions:

That academic libraries rely heavily on the experience and expertise of their staff. Tacit knowledge provides a competitive advantage as it is difficult to replicate and fundamental to innovation and effective service delivery.

Techniques such as teamwork, training, and mentoring were widely acknowledged, but their application varied across institutions. Some libraries demonstrated structured efforts, particularly in training, while others relied more on informal sharing mechanisms.

Institutional leadership and policy structures remain underdeveloped. This constrains efforts to systematically manage and leverage tacit knowledge, despite the existence of informal cultural mechanisms in some libraries.

Where implemented effectively, tacit knowledge management enhances problem-solving, resource allocation, staff development, and customer satisfaction—all of which contribute to improved productivity.

Challenges such as lack of trust, poor documentation systems, and high staff turnover threaten the sustainability of tacit knowledge management in academic libraries.

5.4 Recommendations

The study makes the following recommendations

That academic libraries should develop and implement formal policies that recognize and support tacit knowledge management. These policies should encourage documentation, mentorship, and knowledge-sharing practices.

Leaders should champion knowledge-sharing initiatives and foster a culture of trust and collaboration. Institutional values must align with the goals of knowledge management to encourage voluntary participation among staff.

Libraries should prioritize structured training and mentorship initiatives as strategic avenues for transferring tacit knowledge. These programs should be ongoing and inclusive of all staff levels.

Mechanisms such as knowledge-sharing platforms, communities of practice, and collaborative projects should be created to facilitate the flow of tacit knowledge across units and campuses.

Libraries must address issues such as technological gaps, policy deficiencies, and employee disengagement. Investing in infrastructure and digital tools can mitigate many of these issues and enhance knowledge capture and retention.

Continuous assessment should be undertaken to track the effectiveness of knowledge management techniques, identify gaps, and refine practices over time.

5.5 Areas for Further Research

This study examined the effect of tacit knowledge management strategies on academic library productivity using a sample of particular university libraries. Additional research is required on this topic, particularly, future studies should differentiate between technical (skills-based) and cognitive (beliefs and values-based) tacit knowledge to better understand their roles in academic environments.

More research is needed to explore how tacit knowledge contributes to institutional and national productivity, particularly through innovation, teamwork, and service delivery.

Further investigation is warranted into how policy frameworks can be developed and embedded within academic libraries to support the systematic management of tacit knowledge.

Studies should assess how digital platforms and knowledge repositories can aid in retaining and transmitting tacit knowledge within geographically dispersed academic institutions.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE HEADS OF SECTIONS

Tacit knowledge management influence on productivity among staff of selected academic libraries in Kenya

SECTION A

Date Distributed...../...../..... Date Collected...../...../.....

Dear participant, my name is Doras Mbucu Njuki, a postgraduate student at Kenyatta University, as a partial fulfillment of my Masters in Library and Information Science, I am carrying out a research study to find out Influence of tacit knowledge management on productivity among staff of selected academic libraries in Kenya, I am therefore requesting you to spare some few minutes of your precious time to fill in the attached questionnaire as sincere and as truthful as possible. The information requested herein is for academic purpose only and will be treated with strict confidentiality.

Demographic information (Please tick appropriately)

1. Please state your gender

Male [] Female []

2. Please indicate your age bracket?

Under 25 years [] 26 - 35 years [] 36 – 45 years []

46 - 55 years [] Above 55 years []

3. Please indicate your level of education?

Bachelor's degree [] Postgraduate Diploma []

Master's degree [] PhD []

4. Please indicate the position you hold in your library?

Deputy University librarian [] Senior Librarian [] Librarian []

Assistant Librarian [] Senior Library Assistant []

Which section of the library do you head?

Technical section [] Collection development [] Reader services []

Subject librarian [] College librarian [] Any other ...

5. Please indicate the number of years you have worked in your institution?

1 – 5 years [] 6 – 10 years [] 11 – 15 years [] 16 – 20
years [] Over 21 years []

SECTION B

Tacit knowledge management techniques applied in Academic Libraries

6. Have you ever heard of the term tacit knowledge? (Please tick appropriately)

Yes [] No []

7. If yes, which of the following does your library emphasize to enhance knowledge sharing (Please tick as many as are applicable)

Mentorship [] Training [] Teamwork [] Documentation []

Information transfer [] Any other....

8. Is there any information, knowledge or document that is only available to you as a Head of section in your library?

Yes [] No []

If yes, please explain the measure you are putting in place to ensure tacit knowledge is retained in case of your exit

9. Which one among the following is used to transfer knowledge in your library

On-Job training [] Workshops [] Teamwork [] Focus group []
]

10. Does your library have training manual for new employees to be inducted in the institution operations? (Please tick appropriately)

Yes [] No []

SECTION C TACIT KNOWLEDGE MANAGEMENT TECHNIQUES

Tacit knowledge management techniques (Please tick appropriately)

11. Tacit knowledge management techniques enhance knowledge sharing in our libraries. In a scale of 1-5 as indicated in the table below, tick appropriately the technique that is more applicable in your library.: where

1= Least applicable 2= Applicable 3= Neutral 4= Fairly applicable 5= Most applicable

Tacit knowledge management techniques	1	2	3	4	5
Teamwork					
Mentorship					
Training					
Information documentation					
Knowledge transfer					

12. How are team members identified in your library?

Skills [] Expertise [] Experience [] Relations []

13. To what extent do you agree with the statements below on challenges facing your library in managing tacit knowledge in relation to training, transfer, documentation, teamwork and mentorship based on the scale provided: where:-

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5=

Strongly agree

Statement	1	2	3	4	5

Capturing and interpretation of knowledge acquired from skilled, experienced and expert staff accurately for documentation is a challenge in our library					
Our library does not recognize skills, experience and expertise which can enhance effective sharing of knowledge through training					
Resources to facilitate training of new staffs by skilled, experienced and expertise are not readily available					
Some of the employees may not be willing to share their knowledge with others thus knowledge remains with a few people.					
In our library, keeping up with rapid changes in technology poses a challenge to document tacit knowledge.					
Lack of trust amongst employees poses a challenge in transferring tacit knowledge in our library					
High employee turnover rate in our library poses a challenge in transferring tacit knowledge					
Lack of group-thinking in the team poses a challenge in tacit knowledge management					
Lack of a structured framework on how to harmonize ideas from different librarians for the team to implement poses a challenge in tacit knowledge management.					

Influence of tacit knowledge management techniques on productivity within libraries

14. To what extent do you agree with statements below on how tacit knowledge influence productivity in your library based on the scale provided: where:-

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5=

Strongly agree

Statement	1	2	3	4	5
Tacit knowledge influences productivity in our library by allowing employees to create new ideas					
Tacit knowledge influences productivity in our library by assisting the library management to identify effective and efficient team members					
In our library, tacit knowledge assists management in offering on time solutions to problems arising					
In our library, tacit knowledge assists management with knowledge on how to manage institutional resources efficiently and effectively to realize productivity					
In our library, tacit knowledge influences productivity by allowing employees to understand user needs					

SECTION D ORGANIZATIONAL CULTURE AND LEADERSHIP

15. To what extent has the following factors influenced the effectiveness of your library in management and use of tacit knowledge management techniques on productivity within your library, based on the scale provided: where

Please tick appropriately

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5=

Strongly agree

16. Organizational culture

Statement	1	2	3	4	5
Institutional culture in our library encourages tacit knowledge transfer amongst employees to improve productivity					

In our library, institutional culture supports tacit knowledge acquisition through training to improve productivity					
In our library, institutional culture supports tacit knowledge documentation to improve productivity					
In our library, institutional culture supports tacit knowledge acquisition through teamwork to improve productivity					

17. Organizational leadership

Statement	1	2	3	4	5
In our library, institutional leadership supports tacit knowledge transfer amongst employees to improve productivity					
In our library, institutional leadership supports tacit knowledge acquisition through training to improve productivity					
In our library, institutional leadership supports tacit knowledge acquisition through training to improve productivity					
Organizational leadership in our institution encourages tacit knowledge documentation to improve productivity					
Organizational leadership in our institution encourages tacit knowledge acquisition through teamwork to improve productivity					

Organizational policy

Statement	1	2	3	4	5
Our institution has policy structure in place that promotes tacit knowledge documentation to improve productivity within the library					
Our institution has policy structure in place that supports tacit knowledge transfer amongst employees to improve productivity within the library					
Our institution has policy structure in place that supports tacit knowledge acquisition through training to improve productivity within the library					

Our institution has policy structure in place that encourages tacit knowledge acquisition through teamwork to improve productivity within the library					
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Thank you

APPENDIX B: QUESTIONNAIRE FOR THE LIBRARY STAFF

Tacit knowledge management influence on productivity among staff of selected academic libraries in Kenya

Date Distributed...../...../..... Date

Collected...../...../.....

Dear participant, my name is Doras Mbucu Njuki, a postgraduate student at Kenyatta University, as a partial fulfillment of my Masters in Library and Information Science, I am carrying out a research study to find out Influence of tacit knowledge management techniques on productivity among staff of selected academic libraries in Kenya, I am therefore requesting you to spare some few minutes of your precious time to fill in the attached questionnaire as sincere and as truthful as possible. The information requested herein is for academic purpose only and will be treated with strict confidentiality.

Section A

Demographic information (*Please tick appropriately*)

1. Please state your gender

Male [] Female []

2. Please indicate your age bracket?

Under 25 years [] 26 - 35 years [] 36 – 45 years []

46 - 55 years [] Above 55 years []

3. Please indicate your level of education?

Certificate [] College Diploma []

Bachelor 's degree []

4. Please indicate the position you hold in your library?

Senior Librarian [] Librarian [] Assistant Librarian [] Senior
Library Assistant [] Library Assistant [] Library Attendant []

5. Please indicate the number of years you have worked in this institution?
- 1 – 5 years [] 6 – 10 years [] 11 – 15 years [] 16 – 20
years [] Over 21 years []
6. Have you ever heard of the term Tacit knowledge? (Please tick appropriately)
- Yes [] No []
7. If yes, please indicate some of the techniques applied by your library to capture, transfer and to manage tacit knowledge? (Please tick as many as you find applicable)
- Mentorship [] Training [] Teamwork [] Documentation []
Information transfer []
8. Which ones among the following methods have you applied as a means of transfer knowledge in your library
- On-Job training [] Workshops [] Teamwork [] Focus
group []
9. Does your library have training manual for new employees to be inducted in the institution operations? (Please tick appropriately)
- Yes [] No []
- If yes, how often are they updated?
- Weekly () Monthly () Quarterly () Annually ()

Section B TACIT KNOWLEDGE MANAGEMENT TECHNIQUES

Tacit knowledge management through the following techniques

10. Tacit knowledge management techniques enhance knowledge sharing in our libraries. In a scale of 1-5 as indicated in the table below, tick appropriately the technique that is more applicable in your library.: where

1= *Strongly Disagree* 2= *Disagree* 3= *Neutral* 4= *Agree* 5=

Strongly agree

Techniques	1	2	3	4	5
Mentorship					
Teamwork					
Training					
Information documentation					
Information transfer					

11. To what extent do you agree with the statements below on challenges facing your library in managing tacit knowledge in relation to training, transfer, documentation, teamwork and mentorship based on the scale provided: where

1= *Strongly Disagree* () 2= *Disagree* () 3= *Neutral* () 4= *Agree* () 5= *Strongly agree* ()

Challenges	1	2	3	4	5
Our library does not recognize skills, experience and expertise which can enhance effective sharing of knowledge					
The library lacks proper structure for capturing, interpretation and documenting knowledge acquired from skilled, experienced and expert staff over the years					
High employee turnover rate in our library poses a challenge in transferring tacit knowledge					
Unwillingness of some staff members to share knowledge					
Lack of structured procedure on how to identify members with different skills,					

experience, expertise and capability to mentor others on different library tasks					
Lack of transparency amongst team members poses a challenge in tacit knowledge sharing					

Thank you

**APPENDIX C: INTERVIEW SCHEDULE FOR THE UNIVERSITY
LIBRARIAN**

1) Does your University library have a policy that addresses issues on what happens when people leave your library?

Yes [] No []

If yes, what are some the areas it covers?

2) Does your library emphasize mentorship as a way of sharing knowledge amongst your library staff?

If yes, how effective has it been?

3) Are the staff members given an opportunity to choose their own career mentors?

4) Does your library organize in house trainings whereby librarians train their fellow library staff depending on their areas of expertise?

5)How effective as it been as a means of knowledge sharing?

6)Does your library encourage teamwork as a means of knowledge sharing?

7)How have you dealt with uncooperative members?

8)What other challenges have you faced in relation to teamwork?

9)What are some of the ways you have dealt with knowledge transfer in your library?

10)Have you encountered any challenges related to transfer of knowledge?

11 Does your library practice documentation of information as a technique of knowledge sharing?

12 If yes, how accessible are the documents to the new staff members

13 How helpful are the documents?

14 Does your library conduct library exit interview?

15 How has the information given during the interviews enhanced knowledge sharing?

16 Is there any other knowledge sharing techniques that your library has used to enhance knowledge sharing

17 Does your library leadership and institutional culture influence how knowledge is shared and transferred from one employee to another?

18 What challenges has your library faced in managing tacit knowledge?

Thank you for your time

APPENDIX D: RESEARCH APPROVAL LETTER

**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 14th June, 2024

TO: Njuki Doras Mbuu
C/o Computing & Info. Science

REF: E65/OL/CTY/26204/2015

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 15th May, 2024 approved your Research Project Proposal for the M.sc Degree Entitled, "Tacit Knowledge Management Influence on Productivity among the Staff of Selected Academic Libraries in Kenya."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and progress report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

ANNBELL MWANIKI
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

c.c. Chairman, Computing and Information Science

Supervisors:

1. Dr. Grace Kimani
C/o Department of Computing and Information Science
Kenyatta University

AM/ma



APPENDIX E: RESEARCH PERMIT NACOSTI

Republic of Kenya
Ministry of Education, Science, Technology and Innovation
National Commission for Science, Technology & Innovation

Ref No: 709521

RESEARCH LICENSE

Date of Issue: 04 July 2024

RESEARCH LICENSE



This is to Certify that Mr. Doras Mbari Mbari of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2015 (Rev.2014) in Kiambu, Kitui, Nairobi on the topic: Tacit knowledge management influence on productivity among the staff of selected academic libraries in Kenya for the period ending: 04 July 2025.

License No. NACOSTI/P/24/37300

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Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

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