

Exploring Tacit Knowledge Management Policies and Techniques in Academic Libraries in Kenya

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ABSTRACT

This study examines the impact of tacit knowledge management strategies on the productivity of academic institutions, focusing on academic libraries. Knowledge management involves effectively managing resources to foster development, innovation, and productivity, with tacit knowledge being the complex, hard-to-quantify information transferred through communication. The study explored tacit knowledge management techniques at Strathmore, St. Paul's University, and South Eastern Kenya University (SEKU), drawing on a sample of 56 librarians, including university librarians, heads of sections, and library staff. Using qualitative research methods, data was collected through questionnaires and interviews, and analyzed using SPSS version 27. Results revealed that libraries favored mentorship, teamwork, and training to gather, share, and manage tacit knowledge. The study recommends stronger focus on tacit knowledge management to foster institutional culture and leadership that supports knowledge capture, sharing, and documentation. This research contributes to the growing body of knowledge on library and knowledge management.

Keywords: Tacit Knowledge Management, Academic Libraries, Kenya, Knowledge Management Strategies, Productivity in Academic Institutions, Library Staff Training and Mentorship

INTRODUCTION

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.

This study explores how tacit knowledge management strategies impact productivity in academic institutions, particularly within academic libraries. The research, conducted from June to August 2024, highlights how these strategies influence library operations in three universities: Strathmore, St. Paul's University, and South Eastern Kenya University (SEKU).

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 management ensures continuity, while Simpson, (2021) posits that current understanding of stress and well-being in the context of organizational, capturing and sharing knowledge fosters organizational success. The role of teamwork, mentorship, and training in knowledge transfer has been well-documented (Katzenbach et al., 2017), as well as the importance of fostering a culture of knowledge sharing (Musangi & Kwanya, 2019).

The World Bank (2018) stresses that knowledge sharing should replace information hoarding for addressing development challenges, furthering the global shift towards a knowledge-driven economy. Kenya's Vision 2030 underscores the significance of KM in the nation's economic growth, urging both public and private sectors to adopt strategies that enhance information dissemination.

This study investigates the application of tacit knowledge management techniques in academic libraries, contributing to an underexplored area of research, especially in Kenyan universities.

Statement of the Problem

Tacit knowledge, consisting of personal and context-specific expertise held by individuals, is increasingly recognized as vital for organizational development and innovation. In academic libraries, tacit knowledge is crucial for fostering creativity, improving operational effectiveness, and supporting institutional growth. However, the management of tacit knowledge remains underexplored, especially in Kenyan academic libraries.

Kenya's rapidly expanding 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. Tacit knowledge, embedded in daily practices and often undocumented, poses a barrier to sustaining library performance.

While the role of tacit knowledge in organizational success is well-documented globally, research on its management in Kenyan academic libraries is limited. Though knowledge management (KM) has been studied in various sectors, specific tacit knowledge management techniques for academic libraries remain largely overlooked. This gap is significant, especially in environments with high turnover and increasing demands for specialized expertise.

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.

LITERATURE REVIEW

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 knowledge sharing. Employee engagement with the organization's core values positively impacts their conduct, mental well-being, and willingness to share information, thereby enhancing collective organizational intelligence.

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.

Agarwal and Islam (2015) underscore that tacit knowledge often remains unshared due to the hoarding of knowledge and ineffective knowledge retention strategies. For effective tacit knowledge transfer to occur, particularly in academic libraries, networking between departing and incoming employees is critical. Their study highlights the reliance on digital repositories, formal training, and documentation as primary strategies in overcoming barriers to knowledge sharing.

Knowledge management policies stress the importance of a well-structured national policy on information management. Their research indicates that recognizing information as a national resource is pivotal for motivating policy development in this area. Similarly, academic libraries must adopt policies that not only emphasize the management of explicit information but also foster a culture that acknowledges tacit knowledge as a valuable organizational asset. These policies should cultivate an atmosphere of trust and openness, encouraging the sharing of knowledge without the fear of retribution.

Tacit Knowledge Management Techniques

Several techniques have been identified to facilitate the sharing of tacit knowledge within academic libraries. These include mentorship, training, knowledge transfer mechanisms, documentation, and teamwork. Integrating these strategies into organizational activities contributes to the generation and dissemination of tacit knowledge, which, when properly managed, enhances institutional continuity, performance, and competitive advantage.

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. Kwanya and Murumba (2017) emphasize that mentorship fosters the transfer of skills, knowledge, and values from experts to less experienced staff, thereby ensuring the continuity of knowledge within the organization. Moreover, the formal or informal nature of mentoring, such as shadowing, can significantly enhance tacit knowledge transfer by enabling less experienced staff to observe and learn directly from seasoned professionals.

Training

Training remains one of the most effective methods for knowledge transfer within academic libraries. Korpi T. & Tahlin, M. (2021) posits 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.

Knowledge Transfer

Effective knowledge transfer is essential for ensuring that critical tacit knowledge is not lost when employees leave the organization. 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).

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.

Teamwork

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.

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 a more innovative and efficient work environment.

RESEARCH METHODOLOGY

The study adopted a descriptive research design, which enabled a comprehensive exploration of tacit knowledge management techniques. By employing both qualitative and quantitative methods, the research aimed to provide an accurate and nuanced understanding of how tacit knowledge is managed within academic libraries. This mixed-methods approach was instrumental in capturing the primary concepts and objectives of the study.

The independent variables under investigation were tacit knowledge management, with indicators including policies, techniques, leadership, culture, and challenges. The dependent variable, productivity, was assessed through indicators such as service quality, customer satisfaction, innovation, and the techniques used for managing tacit knowledge. Intervening variables were identified as the availability of funds, the value placed on tacit knowledge, and the willingness of librarians to share their knowledge.

A mixed-methods approach was selected because it allows for a deeper examination of tacit knowledge

management practices among academic library staff. Three academic libraries were chosen as case study locations: South Eastern Kenya University Library, representing public university libraries, and St. Paul's University and Strathmore University Libraries, representing private university libraries. This selection ensured a balanced representation of both public and private institutions.

The target population consisted of university librarians, heads of sections, and other library staff members across the three selected universities, totaling 56 participants. The universities were selected purposively to ensure diversity in institutional type. Systematic random sampling was used to select library staff for inclusion in the sample, while purposive sampling was employed to specifically select library staff in leadership roles.

Regarding sample size, all three university librarians, 20 heads of sections, and 33 library staff members participated, making a total of 56 respondents. A breakdown of staff categories from each university is presented in Table 3.1 below.

Table 3.1: Staff Category Distribution

University category	Staff	No. Library heads of Section	Library staff	University Librarians	Total
South Eastern Kenya University		8	15	1	23
Strathmore University		6	10	1	17
St. Paul's University		6	8	1	15
		20	33	3	56

Research Instruments

Two distinct questionnaires were designed for data collection. The first was administered to the heads of sections to gather information on senior management issues, including library policies and information-sharing strategies. The second questionnaire was distributed to other library staff to collect data on basic information-sharing practices and tacit knowledge management techniques. Both sets of questionnaires were collected at a later date after being distributed to the participants.

In addition to the questionnaires, face-to-face interviews were conducted with the university librarians. These interviews, facilitated by an interview schedule (Appendix II), allowed for direct interaction between the researcher and the librarians, providing an opportunity for clarification of questions as needed.

Piloting Study

The pilot study was conducted at two universities—Daystar University, a private institution similar to St. Paul's and Strathmore University, and Jomo Kenyatta University of Agriculture and Technology (JKUAT), representing public universities. The researcher obtained permission from the relevant university authorities and distributed questionnaires to ten participants—four heads of sections and six library staff members. The researcher also assisted participants in interpreting questions and explaining the concept of tacit knowledge management. The feedback from the pilot study allowed for the evaluation of the questionnaires' reliability and validity, which led to improvements in their clarity and structure.

Validity and Reliability

To ensure the validity and 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.

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.

Data Collection Techniques

To maximize response rates, the researcher distributed and collected questionnaires on the same day. Participants were given at least 30 minutes to complete the questionnaires, with additional time provided as needed. The researcher was available to assist respondents with question interpretation, ensuring a clear understanding of the information required. Interviews with university librarians were conducted in their offices and lasted between 45 minutes to one hour, allowing for in-depth responses.

Data Analysis

Quantitative data were analyzed using SPSS (Version 27) for cleaning, coding, and analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the data. The results were presented in charts and tables with accompanying explanatory notes. Qualitative data were analyzed thematically, organized by key themes related to the study's research questions.

Logistical Considerations

Upon receiving approval for the research project, the researcher obtained letters of introduction from Strathmore University, South Eastern Kenya University, and St. Paul's University Libraries, as well as research permission from NACOSTI. Data collection was then conducted with the assistance of a research assistant, following the appropriate ethical guidelines.

Ethical Considerations

Throughout the study, the researcher adhered to ethical principles, ensuring confidentiality, objectivity, and integrity. Participation was voluntary, and no respondent was coerced into completing the questionnaires. The researcher ensured that no participant would face any advantage or disadvantage based on their decision to participate or not participate in the study.

DATA ANALYSIS AND DISCUSSIONS

The primary objective of this study was to analyze the demographic characteristics of the participants, including gender, age, education level, position within the library, and years of service. The researcher distributed a total of fifty-six (56) questionnaires, out of which fifty-two (52) were successfully returned, yielding a response rate of 92.9%. According to Mugenda and Mugenda (2003), a response rate exceeding 50% is considered both reliable and acceptable for the generalizability of the findings. This high response rate bolsters the credibility of the study and supports the robustness of the analysis and conclusions drawn. The data related to response rates is depicted in Chart 4.1.

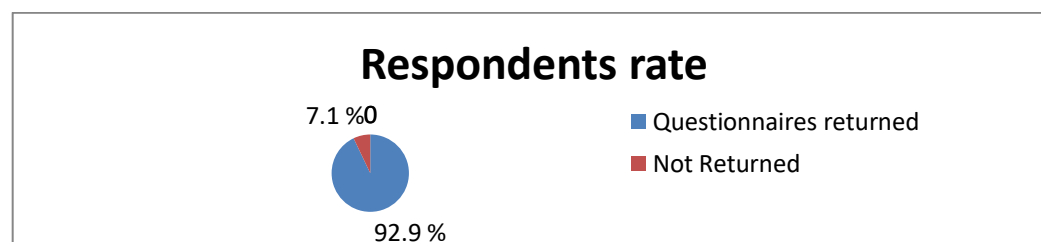


Chart 4.1: Response rate

Source: Research Data 2024

Gender of the Respondents

The study aimed to capture gender diversity among the respondents. Table 4.1 shows that a majority of the respondents were female, accounting for 67.3%, while 32.7% were male. The representation of gender within the sample is essential for ensuring that both sexes are adequately represented, which is important in assessing diversity within academic library settings. Research by Chaudhry and Bhaskary (2016) has demonstrated that gender diversity positively influences employee performance, underscoring the significance of gender inclusivity in academic libraries, which are often female-dominated, as illustrated by the findings in this study.

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		

Age bracket of the Respondents

Regarding the age distribution of the respondents, the study aimed to explore how age diversity might influence knowledge transfer within the academic library setting. Table 4.2 reveals that the majority of respondents (44.2%) were between the ages of 26 and 35, while only 1.9% of respondents were aged above 55. This age distribution suggests a predominance of relatively younger staff, which could have implications for knowledge exchange and learning within the institution. The relationship between age diversity and organizational performance has been explored in studies such as Odhiambo et al. (2018), which found that age diversity is positively correlated with employee performance in public universities in Western Kenya. This highlights the potential benefits of fostering intergenerational knowledge transfer, particularly between younger and more experienced library staff.

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		

Education Level of the Respondents

Table 4.3 presents the educational background of the respondents, revealing that the majority (38.5%) held a university degree. Notably, there were no respondents with a PhD qualification, and only 1.9% had a postgraduate diploma. The findings indicate that most respondents had at least a university-level education, which is important for effectively engaging in tacit knowledge management activities. Bedford & Kucharska (2023), the organizational culture is a result of all the decisions made and all the actions taken in an

organization over time. Culture is slowly formed by people interacting and repeating behaviors that lead to success as defined by the organization. Employees with higher education levels are often more adept at transferring tacit knowledge due to their enhanced communication and critical thinking skills. These skills are particularly valuable in academic library settings, where effective knowledge management plays a crucial role in supporting academic achievement. The results are displayed in table 4.3.

Table 4.3: Level of Education

Education level	Frequency	Percentage
PhD	0	0
Masters		11
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		

Years worked in the library

The study also collected data on the years of service of the respondents, as tenure in a role is often associated with deeper tacit knowledge acquisition. Table 4.4 shows that the majority of respondents (38.5%) had worked in the library for 6-10 years, while only a small proportion (3.8%) had more than 21 years of service. The relatively high proportion of respondents with 6-10 years of experience indicates that a significant number of participants have accumulated substantial practical knowledge in library operations, which is crucial for effective tacit knowledge sharing. Schrijver, (2021) emphasizes that tacit knowledge is primarily gained through experience, which aligns with the findings of this study. Longer tenures may enhance the ability of individuals to share and apply tacit knowledge effectively within their respective libraries. 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		

Positions held by the Respondents

The study also examined the positions held by respondents within their respective libraries, with the majority (40.4%) holding the position of Senior Library Assistant. Table 4.5 illustrates the distribution of library staff positions, with significant representation across different roles, including Assistant Librarians (9.6%) and Library Assistants (34.6%). This diversity in positions ensures that the study captures a broad range of perspectives on tacit knowledge management practices within academic libraries. 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		

Tacit knowledge management policy

Tacit Knowledge Management Policies

The study also sought to determine whether academic libraries had formal policies in place for tacit knowledge management techniques. Table 4.6 shows that the majority of respondents (76.9%) indicated that their libraries did not have specific policies addressing tacit knowledge management. Only 15.4% reported the existence of such policies, while 7.7% did not provide a response. These findings are consistent with Michael Polanyi's assertion that tacit knowledge is inherently difficult to formalize and communicate through established policies. This aligns with the broader understanding that much of tacit knowledge is shared informally through personal experience and interactions, rather than through structured organizational frameworks.

Table 4.6 Tacit Knowledge management Techniques policies

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

Source: Research Data 2024

Research Implications

Tacit Knowledge Management Techniques in Academic Libraries

The study revealed that while most librarians in academic libraries understood the concept of tacit knowledge, the actual implementation of tacit knowledge management techniques was partial. The selected libraries primarily employed techniques such as teamwork (42.3%), training (19.2%), mentorship (15.4%), documentation (13.5%), and knowledge transfer (9.6%). This distribution suggests that academic libraries are in the early stages of incorporating comprehensive tacit knowledge management strategies into their operations. The prevalence of teamwork, training, and mentorship indicates that these libraries recognize the value of interpersonal interactions and skill development in the transfer and sharing of tacit knowledge.

These findings align with the work of Nonaka and Tayama (2015), who argue that the integration of tacit knowledge into an organization's overall growth strategy is fundamental to knowledge management success. However, despite the recognition of tacit knowledge's importance, the limited adoption of formal strategies suggests that academic libraries may not yet be leveraging tacit knowledge to its full potential, which could affect overall library productivity.

Contributions To Scientific Community and Future Research

This study contributes to the growing body of knowledge on tacit knowledge management in academic libraries, particularly within the African context. It provides valuable insights into the strategies and challenges of managing tacit knowledge, contributing to both theoretical and practical understanding. The findings are useful for scholars and practitioners seeking to explore how tacit knowledge influences library management practices, as well as those interested in developing policies and strategies that facilitate knowledge sharing and retention in academic libraries. Future research can build on this study by examining tacit knowledge management practices in other geographic regions, comparing their efficacy, and exploring the broader implications for academic library operations and performance.

CONCLUSIONS

Tacit knowledge is a crucial asset for academic libraries, contributing significantly to their knowledge base and competitive advantage. Its intangible nature makes it particularly difficult to replicate, which enhances its value. When institutions successfully identify, capture, and utilize the tacit knowledge possessed by their employees, productivity and performance are typically enhanced. The study found that training, collaboration, and mentorship were the most commonly employed tacit knowledge management strategies in the selected academic libraries. These strategies facilitate the identification, transfer, recording, and maintenance of tacit knowledge, but their partial application suggests room for improvement in their implementation.

Despite these efforts, the study also uncovered that the leadership and institutional culture within the libraries did not sufficiently support tacit knowledge sharing, thus hindering its full potential. There were limited policies in place to encourage the documentation and exchange of tacit knowledge, and the libraries generally favored occasional training over continuous, systematic initiatives. These findings underscore the importance of creating an organizational culture that fosters the sharing and management of tacit knowledge through well-designed policies and consistent support from leadership.

Furthermore, tacit knowledge management plays a pivotal role in enhancing productivity in academic libraries. By effectively managing tacit knowledge, libraries can improve resource allocation, foster creativity, identify optimal team members, provide timely solutions to problems, and better understand user needs. However, several challenges impede the successful management of tacit knowledge, including infrastructural limitations, a lack of policy frameworks, financial constraints, reluctance among staff to share expertise, technological advancements, and high employee turnover.

In order to boost the efficiency of academic libraries, it is crucial to manage intellectual capital with the same diligence as physical assets. The emphasis on teamwork, training, and mentorship will help in the collection, sharing, and recording of tacit knowledge, ultimately facilitating the alignment of individuals, systems, and technologies within the library. Libraries should prioritize tacit knowledge management to enhance both efficiency and effectiveness in their operations.

Additionally, academic libraries should invest in the development of robust policy frameworks that encourage the capture, sharing, and documentation of tacit knowledge. Such policies would support leadership initiatives, promote a culture conducive to knowledge sharing, and ensure that tacit knowledge is not lost as staff members transition in and out of the organization. By fostering an environment where tacit knowledge can be effectively converted into explicit knowledge, libraries can enhance service output, elevate quality, encourage innovation, and reduce employee turnover.

It is evident that the leadership and institutional culture within academic libraries currently lack the necessary

frameworks to fully support tacit knowledge management. As the socioeconomic landscape continues to evolve, libraries must act quickly to implement policies that will enable the efficient management and sharing of tacit knowledge. This would enable academic libraries to adapt to changes and remain competitive in an increasingly knowledge-driven environment.

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