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**ASSESSING THE KEY COMPONENTS OF KNOWLEDGE MANAGEMENT
PRACTICES AMONG INFORMATION PROFESSIONALS IN THREE
DIFFERENT ORGANIZATIONS**

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**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER
OF PHILOSOPHY DEGREE IN INFORMATION STUDIES**

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DECLARATION

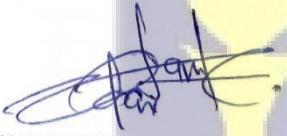
I, Jennifer Otchere-Acheampong, declare that except for references of other people's investigation which have been duly acknowledged, this is the result of my own research towards the degree of Master of Philosophy in Information Studies. To the best of my knowledge this dissertation either in whole or part has not been presented for another degree elsewhere.

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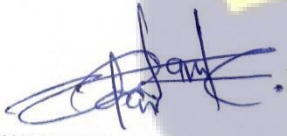
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DEDICATION

This work is dedicated to God and my children Michelle Kankam, Emmanuel Kankam and David Kankam.



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I thank the Lord God Almighty for the opportunity to pursue this programme and for successfully seeing me through this study. My special thanks go to my supervisors. Dr. Mrs. Florence Entsua-Mensah and Prof. Edwin Ellis Badu for their willingness to supervise my work.

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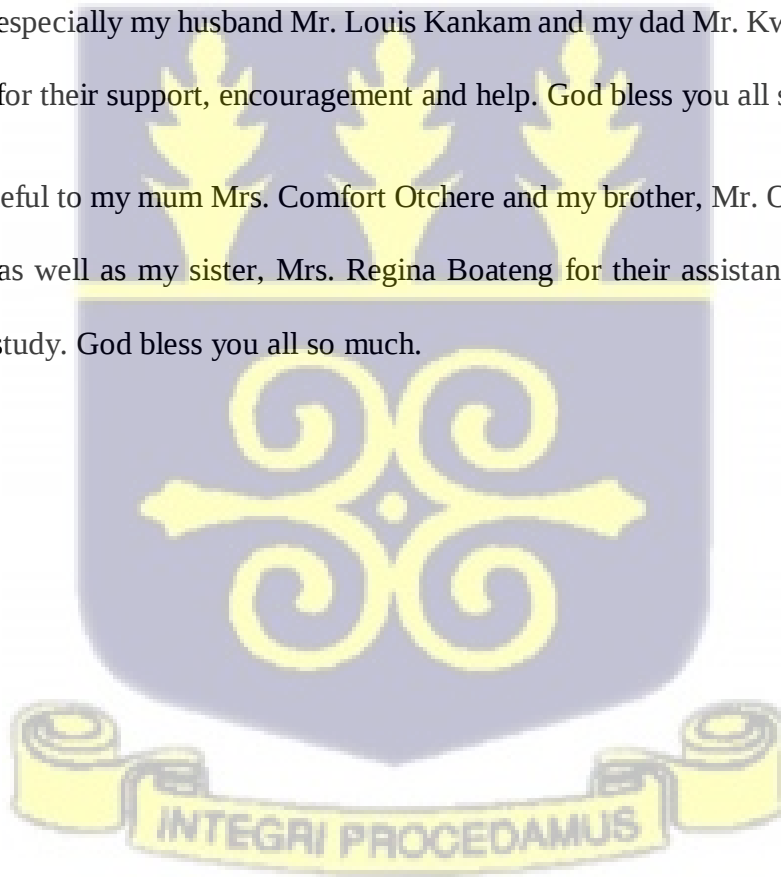


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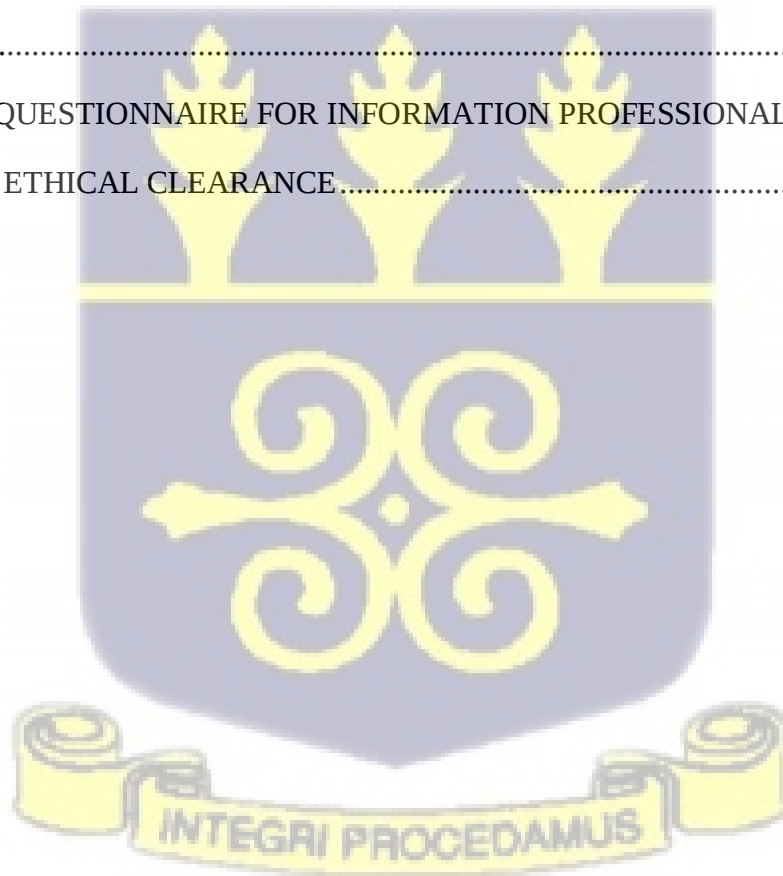
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LIST OF ABBREVIATIONS

EKRs - Electronic Health Records

G.B.C - Ghana Broadcasting Corporation

HR - Human Resource

IP - Information Professional

IPs -Information Professionals

IT - Information Technology

KBT -Knowledge- Based Theory

KM - Knowledge Management

NPTEL - National Programme on Technology Enhanced Learning

PRAAD-Public Records and Archives Administration Department

NGOs-Non-Governmental Organizations



ABSTRACT

The purpose of this study was to assess the key components of Knowledge Management practices among different information professionals. The study was carried out among three different groups of information professionals namely librarians, archivists and journalists. These information professionals are from Balme library, which is the main library of the University of Ghana, archivists from PRADD, they have been mandated by the governments of Ghana to preserve the Public Records of Ghana and lastly journalists from the Ghana Broadcasting Corporation which is the oldest and the first broadcasting corporation in Ghana. The objectives of the study were to assess the skills and competencies of these information professionals for effective Knowledge Management Practice, to investigate whether there were knowledge management policies driving effective KM in the three institutions and to identify the role of technology in facilitating KM practices as well as the changes faced by information professionals in implementing KM practices. The total population of information professionals was 170. The questionnaire was the instrument used to gather data from respondents. The data obtained from the questions were analyzed using Statistical Package for Social Sciences Version 20 (SPSS V 20). The presentation of data was done using tables, charts and graphs. The findings revealed that across all three institutions, there was a significant focus on knowledge sharing and utilization. The findings also showed the presence of established policies for the creation, sharing and usage of information with variation across institutions. The main challenges identified by the study were financial constraints and a lack of training for information professionals with regard to KM implementation. The study recommends enhanced training and development programs for information Professionals.

CHAPTER ONE

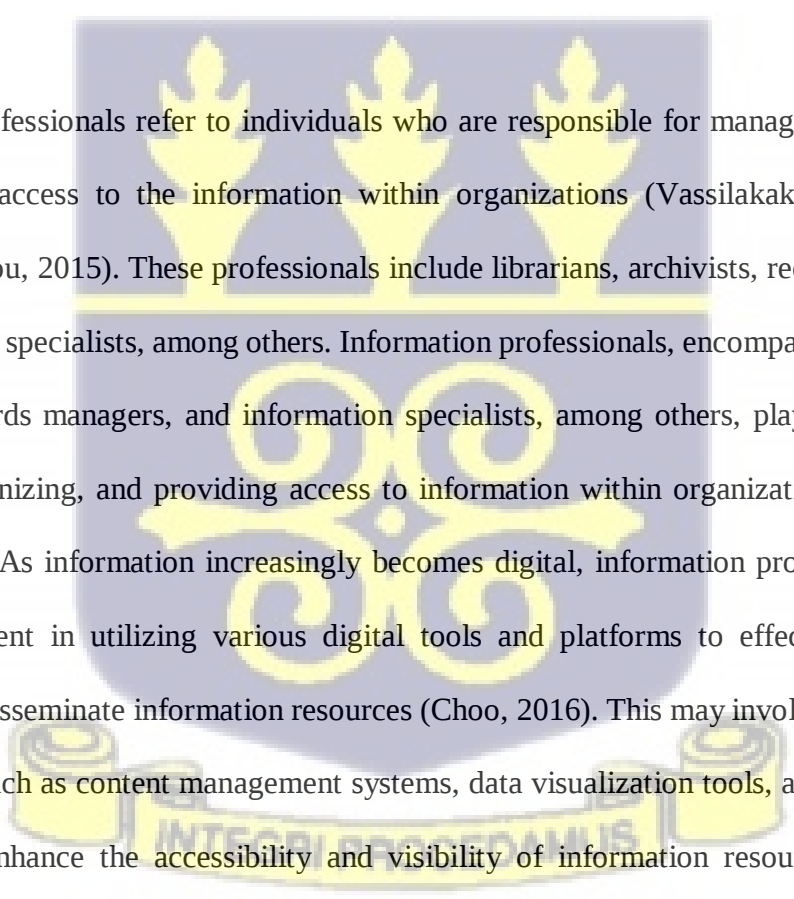
INTRODUCTION

1.1 Background of the Study

The information landscape has rapidly evolved over the past few decades, with the exponential growth of digital information and the emergence of new technologies. This evolution has significantly impacted the roles and responsibilities of information professionals, requiring them to develop new skills and competencies to manage and leverage knowledge effectively (Corrall, 2017). Knowledge, in its broadest sense, is a blend of contextual information, values, and expert insight that provides a framework for evaluating and incorporating new experiences and information (Davenport & Prusak, 1998). It originates from the minds of individuals and can be embedded in organizational processes and norms. Knowledge can be tacit, deeply rooted in individual experiences and actions, or explicit, codified, and easily communicated (Nonaka & Takeuchi, 1995). The two primary types of knowledge are tacit and explicit. Tacit knowledge is personal, context-specific, and often difficult to formalize and communicate. In contrast, explicit knowledge is more systematic and can be easily shared and documented (Polanyi, 1966). The interaction between these types of knowledge, particularly their conversion and integration, is central to knowledge management practices. Consequently, Knowledge Management (KM) has emerged as a critical field for information professionals, as it enables them to harness the potential of knowledge resources within their organizations.

Traditionally, information professionals, such as librarians and archivists, were primarily responsible for organizing, preserving, and providing access to physical information resources (Bawden & Robinson, 2022). However, the digital revolution has necessitated a shift in their roles,

requiring them to manage and leverage knowledge in more sophisticated ways to meet the evolving needs of their organizations and users (Corrall, 2017). The integration of knowledge management practices into the work of information professionals promotes a more strategic approach to managing information resources. This involves identifying and prioritizing valuable knowledge assets, ensuring their accessibility and usability, and safeguarding their long-term preservation (Yi, 2019). As digital information continues to grow and new technologies emerge, it is essential for information professionals to embrace knowledge management principles to stay relevant and contribute to their organization's success in the digital age (Lauri, Virkus & Heidmets, 2021).

The background of the text features a large, semi-transparent watermark of the University of Ghana crest. The crest is a shield-shaped emblem with a blue field. At the top, there are three golden flames or torches. Below them is a golden cross-like symbol with four circular motifs at its ends. At the bottom of the shield is a golden banner with the Latin motto 'INTEGRITAS PRO DOMINA'.

Information professionals refer to individuals who are responsible for managing, organizing, and providing access to the information within organizations (Vassilakaki & Moniarou-Papaconstantinou, 2015). These professionals include librarians, archivists, records managers, and information specialists, among others. Information professionals, encompassing librarians, archivists, records managers, and information specialists, among others, play a vital role in managing, organizing, and providing access to information within organizations (Conrad & Tucker, 2019). As information increasingly becomes digital, information professionals must become proficient in utilizing various digital tools and platforms to effectively manage, organize, and disseminate information resources (Choo, 2016). This may involve learning new technologies, such as content management systems, data visualization tools, and social media platforms, to enhance the accessibility and visibility of information resources (Anmol & Muhammad, 2021). With the growing recognition of the importance of knowledge as an organizational asset, information professionals must develop competencies in capturing, organizing, and sharing both tacit and explicit knowledge within their organizations to facilitate

innovation enhance decision-making and improving overall performance (Dalkir, 2017).

Information professionals must actively engage in collaboration and networking, both within and outside their organizations, to facilitate knowledge sharing, promote best practices, and stay updated on the latest trends and developments in their field (Vassilakaki & Moniarou-Papaconstantinou, 2015). This may involve participating in professional associations, attending conferences, or engaging in online communities of practice (Rafique & Mahmood, 2018). Knowledge management (KM) is a multidisciplinary field that encompasses the processes, tools, and strategies for capturing, storing, sharing, and applying knowledge within organizations (Dalkir, 2017). Knowledge Management (KM) is defined as the process of capturing, distributing, and effectively using knowledge (Davenport & Prusak, 1998). It involves a range of practices used in an organization to identify, create, represent, and distribute knowledge for reuse, awareness, and learning. Knowledge management involves the effective use of both tacit and explicit knowledge, enabling organizations to leverage their intellectual capital for improved decision-making, innovation, and competitive advantage (Arantes et al., 2021).

Information professionals, such as librarians, archivists, and journalists, play a pivotal role in the knowledge management process. Ajiferuke (2003) and Jain (2009) emphasized the importance of these professionals in curating, preserving, and disseminating knowledge. Their expertise in information handling positions them uniquely to contribute to the development and implementation of knowledge management strategies. In the academic realm, libraries have traditionally been the epicenters of knowledge. Jantz (2001) highlighted the evolving role of academic libraries in the knowledge management era, emphasizing the need for libraries to transition from mere repositories of information to active knowledge hubs. Knowledge

management practices in academic libraries have thus become crucial in enhancing academic research, teaching, and learning processes. Media houses, on the other hand, are dynamic entities that constantly generate, process, and disseminate information. Fong and Choi (2009) discussed the unique challenges faced by journalists in managing this vast array of knowledge, emphasizing the need for effective knowledge management practices to ensure timely and accurate information dissemination. Archival institutions, as highlighted by Ngulube (2002), play a crucial role in preserving indigenous and historical knowledge. The challenges faced by archivists in the digital age necessitate the adoption of robust knowledge management practices to ensure the longevity and accessibility of archival materials.

The importance of knowledge management (KM) is widely acknowledged across sectors due to its role in enhancing innovation, improving efficiency, preserving institutional memory, and facilitating decision-making (Dalkir, 2017). However, its implementation significantly varies across different sectors public, private, healthcare, education due to differences in goals, organizational culture, resources, and regulatory environments. (Dalkir, 2017; Alavi & Leidner, 2001; Wiig, 1997).

In government agencies, KM is used to maintain policy continuity and institutional learning, especially amid frequent leadership changes (Wiig, 2002) In the public sector, KM is often implemented to improve service delivery, ensure transparency, and preserve institutional memory. However, bureaucratic structures and risk-averse cultures can hinder effective KM practices.

In the private sector, KM is driven by the need for competitive advantage, innovation, and operational efficiency. Organizations often invest in KM systems to capture tacit knowledge and foster collaboration. Technological companies like IBM and Google have robust KM frameworks to support research and development, foster communities of practice, and streamline knowledge sharing (Alavi & Leidner, 2001).

In healthcare, KM plays a crucial role in improving patient care, reducing errors, and supporting evidence-based practices. It is particularly vital in knowledge-intensive environments like hospitals. Clinical decision support systems are KM tools used to enhance diagnosis and treatment planning (Abidi, 2001). Educational institutions implement KM to facilitate curriculum development, research, and collaboration among faculty and students. Universities use learning management systems (LMS) and digital repositories to manage institutional knowledge and support lifelong learning (Kidwell, Vander Linde, & Johnson, 2000).

In the non-profit sector, KM supports mission-driven goals, knowledge retention, and collaboration with stakeholders and communities. NGOs use KM to manage project learnings, ensure continuity between field operations, and engage in knowledge-sharing networks (Hovland, 2003).

Focusing on Knowledge Management Practices in the Ghanaian context, research by Entsua-Mensah (2022) highlighted KM practices in Ghana's academic libraries such as mentorship, peer assistance, refresher courses, open access, and orientation programs. The research highlighted that, there is a strong push for modern technological enhancements to bolster these practices.

A study at Koforidua Technical University revealed librarians are aware of KM tools like knowledge sharing, capturing, and organizing but face barriers such as lack of budget, vision, and institutional support. (Akussah, M., Asante, E., & Adu-Sarkodie, R. 2015).

Dei et al. (2024) also investigated knowledge repositories across nine Ghanaian learning institutions. They concluded that while repositories and ICT tools are vital, current systems lack user-friendliness, integration, and accessibility, hindering effective knowledge retention and retrieval.

The concept of knowledge management is expanding quickly and is becoming ingrained in many different types of organizations. Its significance for people, institutions and society at large cannot be overstated. (Dalkir, 2017).

Numerous researchers have studied knowledge management in general and knowledge management practices in particular (Abdullah et al., 2020; Jain, 2017; Ajiferuke, 2019).

However, while the importance of knowledge management is universally acknowledged, its implementation varies across different sectors (Dalkir, 2017; Alavi & Leidner, 2001). This study, therefore, aimed to assess the key components of knowledge management practices among three distinct groups of information professionals namely academic librarians, journalists and archivists. By examining the practices in academic libraries, media houses, and archival institutions, this research sought to provide a comprehensive understanding of the current state of KM and offer insights into best practices and potential areas for improvement.

1.2 Statement of the Problem

Globally, several studies have been conducted on knowledge management practices among information professionals such as librarians. (Ajiferuke, 2003; Chaudhry & Higgins, 2001; Jain, 2013; Abell & Oxbrow, 2006). This study addresses the critical area of assessing the key components of knowledge management practices (KMP) in diverse professional settings. Despite the growing recognition of KM's importance in organizational success (Andreeva & Kianto, 2012), there remains a need to explore how it is practiced across different professional domains, particularly in the context of developing countries like Ghana.

Some studies have highlighted the significance of knowledge management in enhancing organizational performance and innovation (Zaied et al., 2012; Singh et al., 2025). Mårtensson (2000) critically reviewed knowledge management as a management tool, emphasizing its potential in improving organizational processes. However, these studies often focus on

corporate settings, leaving a gap in understanding knowledge management applications in other professional areas. In Ghana, research on knowledge management has primarily centered around specific sectors. Adjei and Dei (2015) assessed KM systems in Ghanaian banks, Dei and van der Walt (2020) explored its implementation in universities, while Dei (2019) explored its impact on entrepreneurship. Guribie and Tengan (2019) proposed a knowledge management implementation framework for the construction industry. However, these studies do not comprehensively cover the diverse range of information professionals. There is a notable gap in understanding how knowledge management is applied among different information professionals, particularly in the Ghanaian context. Studies like those by Agyemang, Ngulube, and Dube (2019) on indigenous knowledge management among the Krobo communities and Akosen, Asiedu, and Dei (2022) on knowledge management strategies in the telecommunication industry indicated the diversity of knowledge management applications but do not encompass the broader spectrum of information professionals.

In addition, research in Ghana has begun to explore knowledge management in various sectors such as banking, education, and construction (Adjei & Dei, 2015; Guribie & Tengan, 2019). However, these studies typically focused on knowledge management systems and strategies at the organizational level, with less attention given to the practices and perceptions of different information professionals. The unique components of knowledge management practices of librarians, journalists, and archivists as well as the required skills for each professional group have received limited attention per literature search. Each of these groups interacts with knowledge differently and as such needs a different set of skills. TFPL (2000) defined the general categories of KM with each consisting of a large set of skills such as strategic thinking, leadership, and organizational skills set which are essential for professionals in order to practice knowledge management. Archivists need IT skills, communication and analytical skills are

essential in order to practice KM. Journalists on the other hand, need intellectual & learning skills which include analytical, IT and communication skills. Librarians also need information management skills including codification, content management, information processes, taxonomies, and IT applications. These skills are influenced by their professional roles and contexts. This study aims to fill a gap by focusing on the key components of knowledge management practices among information professionals such as librarians, journalists, and archivists in Ghana.

1.3 Purpose of the Study

The study aimed to examine the essential components of knowledge management practices among various information professionals, focusing on four critical components: people, processes, strategy, and technology.

1.4 Objectives of the Study

The following were the objectives of the study.

1. To assess the skills and competencies of information professionals for effective knowledge management at Balme library, GBC and PRAAD.
2. To investigate the role of information professionals in knowledge management practices at Balme library, GBC and PRAAD.
3. To evaluate policies that are driving knowledge management practices at Balme library, GBC and PRAAD.
4. To evaluate the role of technology and digital tools in facilitating knowledge management practices.
5. To identify challenges faced by information professionals in implementing knowledge management practices.

1.5 Theoretical Framework

A theoretical framework serves as the foundation upon which a research study is constructed. It offers a structured lens through which the research problem can be examined, interpreted, and explained. Theories provide concepts, relationships, and underlying assumptions that help in understanding phenomena and guiding the development of research questions, data collection, and analysis. Understanding the theoretical underpinnings of a study is crucial as it provides a lens through which the research problem can be viewed and analysed. The theoretical framework serves as the backbone of the research, offering a structured way to interpret and make sense of the findings. In the context of this study, the Knowledge-Based Theory of the Firm (KBT) was adopted as a guide for the study.

Khudair et al.'s study provides empirical support for the KBT by showing that managing knowledge effectively leads to sustainable competitive advantage, especially in knowledge-intensive organizations like universities. Khudair et al. (2018) reinforce the Knowledge-Based Theory of the Firm by demonstrating that knowledge management is not just operationally useful, it is strategically essential. Their findings support the idea that institutions gain a competitive edge not merely by owning resources, but by how well they generate, share, and use knowledge.

The Knowledge-Based Theory of the Firm posits that knowledge is the most strategically significant resource of the firm. It argues that firms exist because they serve as an efficient means of creating, sharing, and integrating knowledge (Grant, 1996). The theory emphasizes the role of tacit knowledge and the integration of individual specialized knowledge as the primary reasons why firms exist. The Knowledge-Based Theory of the Firm (KBT) is a pivotal theory in the realm of strategic management and organizational studies. Rooted in the broader discipline of the resource-based view (RBV) KBT emphasizes the role of knowledge as a strategic resource, distinguishing it from other tangible and intangible assets. The theory posits

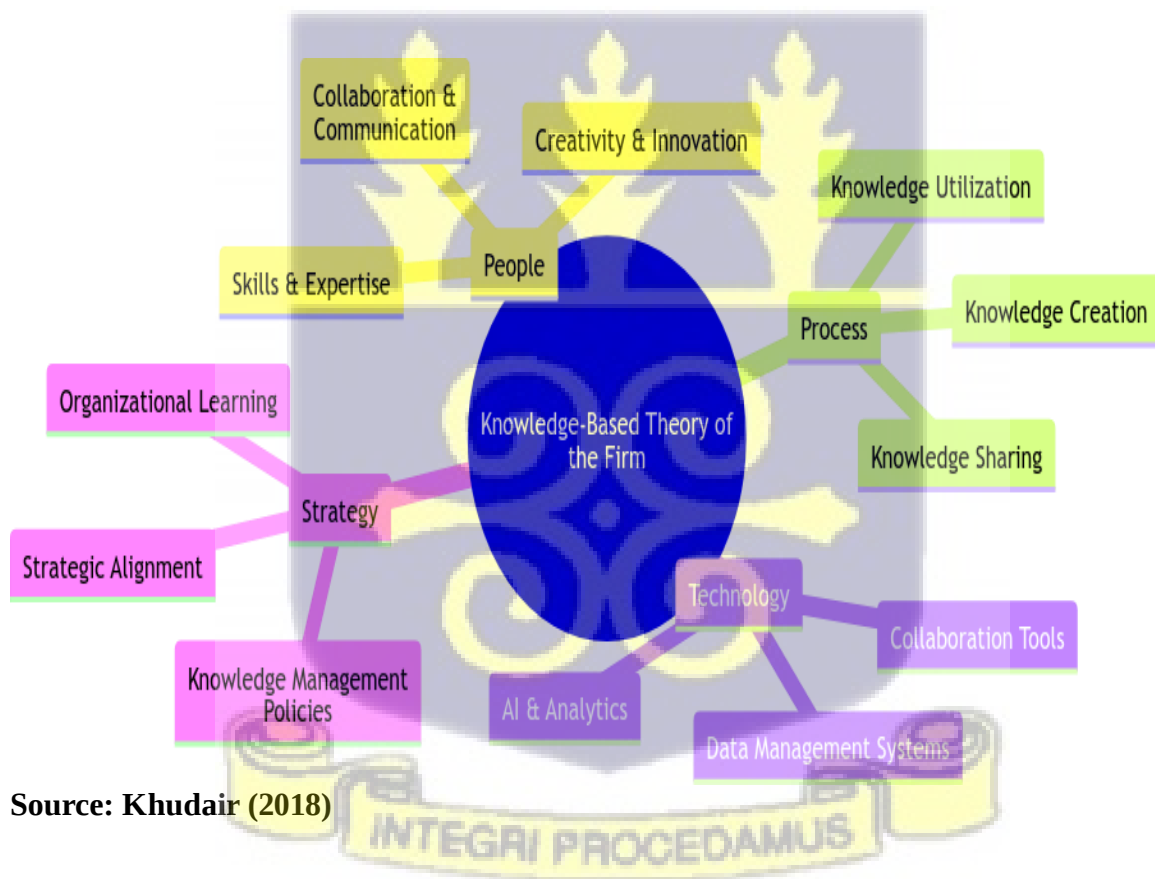
that the competitive advantage of firms is primarily derived from their ability to create, transfer, integrate and apply knowledge more effectively than their competitors. The KBT theory positions knowledge as a strategic asset, tacit knowledge, integration of specialised knowledge, and as a way of creating and sharing knowledge.

The theory pinpoints knowledge as a primary asset. The KBT underscores the significance of knowledge as a primary asset, surpassing the traditional factors of production such as capital and labour. Knowledge in this context is not just the accumulation of facts but encompasses insights, experiences and expertise that can be harnessed for value creation. Spender (1993) argued that knowledge especially when embedded in organizational routines and practices becomes a source of sustainable competitive advantage. This is because knowledge-rich firms can better anticipate market trends, innovate and adapt to environmental changes.

One of the groundbreaking contributions of the KBT is its emphasis on tacit knowledge. Introduced by Polanyi (1966), tacit knowledge refers to the kind of knowledge that is deeply rooted in individual experiences, values and insights. It is inherently difficult to articulate, codify or transfer. The implicit nature of tacit knowledge makes it a valuable asset for firms because it is challenging for competitors to imitate, thereby offering a unique competitive edge. The theory suggests that firms should invest in mechanisms to capture and leverage this form of knowledge. The theory further opines that the existence of firms, according to KBT, is justified by their ability to integrate and coordinate specialized knowledge dispersed across individual members. Kogut & Zander (1992) posited that firms, through their organizational structures and cultures, can synergize diverse knowledge sets, leading to the creation of unique value propositions. This integration is not just about pooling knowledge but involves creating new knowledge by combining different perspectives and expertise. Central to the KBT is the process of knowledge creation and transfer. Nonaka & Takeuchi (2007) elucidated that

knowledge is not static; it evolves through a continuous process of social interaction, experimentation and reflection. Firms that foster a culture of learning and have mechanisms to facilitate knowledge transfer are better positioned to innovate and adapt to dynamic environments. The theory emphasizes the importance of both explicit (codified) and tacit knowledge transfer, suggesting that firms should employ a mix of formal and informal mechanisms to promote knowledge flow. The key constructs of the theory are depicted in Figure 1.1.

Figure 1.1: Knowledge-Based Theory of the Firm



Source: Khudair (2018)

Figure 1.1 demonstrates the Knowledge-Based Theory of the Firm, which is a framework that

emphasizes the role of knowledge in organizational competitiveness. This theory suggests that knowledge is the most strategically significant resource of a firm, and its capacity to create and utilize this knowledge is the main source of competitive advantage. The following are the key components depicted in the diagram and their relevance to knowledge management practices among information professionals.

People: People are the cornerstone of any knowledge management system. They are the creators, carriers, and appliers of knowledge. For information professionals like librarians, IT managers, or data analysts, the emphasis is on leveraging individual competencies to foster an organizational culture that promotes continuous learning and knowledge sharing. These professionals must not only manage the information but also facilitate environments where collaboration and communication are encouraged to unlock creativity and innovation. This often involves training, mentoring, and creating collaborative spaces where knowledge can be shared freely.

Process: The processes refer to the methods and procedures that govern the flow of knowledge within an organization. This includes how knowledge is created, captured, shared, and utilized. For instance, librarians might focus on curating and classifying information for better accessibility, IT managers might develop systems for capturing tacit knowledge, and data analysts might establish protocols for data-driven insights. Effective KM processes ensure that knowledge is not just stored but is also applied to decision-making, leading to improved organizational performance.

Technology: Technology provides the tools and platforms that enable the KM processes. It includes data management systems that store and organize information, AI and analytics that interpret data and create new knowledge, and collaboration tools that allow for the sharing and communication of knowledge across the organization. Information professionals must be adept at selecting and implementing the right technological tools that align with the organization's

KM strategy and goals.

Strategy: The strategic alignment of KM with the organization's business goals is crucial. This means ensuring that the KM practices are designed to support the organization's overall direction and objectives (Dalkir, 2017; Wiig, 1997). Information professionals must understand the business strategy and align their KM initiatives accordingly to ensure that the organization's knowledge assets are being utilized effectively for competitive advantage (Zack, 1999; Alavi & Leidner, 2001). Also, strategy includes the rules and guidelines that govern the creation, sharing, and use of knowledge within the organization. They are designed to promote an organizational culture where knowledge is valued and protected. Information professionals must help to develop KM policies that are aligned with the organization's goals and that foster an environment of open communication and trust.

The Knowledge-Based Theory of the Firm offers a comprehensive framework to understand the strategic importance of knowledge in modern organizations. It provides insights into how firms can leverage their knowledge assets to achieve competitive superiority. As the business landscape becomes increasingly knowledge-intensive, the theory becomes even more relevant, guiding firms in their quest for sustainable success. Figure 1.1 essentially portrays how different elements interconnect to form a robust KM practice within a firm. These elements typically include people, processes, technology, and organizational culture, all of which must be integrated to ensure effective knowledge creation, sharing, and utilization (Dalkir, 2017; Nonaka & Takeuchi, 1995). Information professionals need to work synergistically with these components to facilitate an environment where knowledge is not only managed but is also a catalyst for innovation and strategic advantage (Alavi & Leidner, 2001; Davenport & Prusak, 1998).

Table 1.1: Linking the Components of the Theory to the Objectives of the Study

Objectives of the Study	Components of the Theory
Assess the skills and competencies of information professionals in knowledge management	People (Tacit Knowledge, Integration)
Examine the role of professionals in knowledge creation and sharing processes	Process (Knowledge Creation and Transfer)
Explore the policies driving knowledge management practices	Strategy (Knowledge as a Strategic Asset)
Investigate the use of technology and digital tools in knowledge management	Technology (Knowledge Transfer Tools)
Identify the challenges faced by professionals in implementing KM	People, Process, Technology, Strategy

The KBT provided a conceptual lens for understanding the complex dynamics of knowledge work in knowledge-based institutions. Specifically, it framed information professionals as knowledge agents, whose expertise, tacit understanding, and collaborative abilities are crucial to organizational learning. It helped explore how knowledge is generated and shared within and across departments, guided the evaluation of KM policies, underscored the role of technology as a KM enabler, and informed the analysis of challenges such as knowledge silos, lack of infrastructure, and resistance to change. By applying KBT, the study was able to assess knowledge management as a strategic organizational function, rather than a mere administrative activity.

1.5.1 How the Theory Aided the work

The knowledge Based Theory of the Firm (KBT) posits that knowledge is the primary driver of an organisation's competitive advantage and survival. This theory guided the study on

assessing the key components for knowledge management practices among different information professionals at Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD). According to KBT organizations are knowledge systems, and their ability to create, acquire, share and utilize knowledge determine their success. The study applied the theory to investigate the role of information professionals' knowledge management practices within three institutions. Also, the theory aided in examining how information professionals' skills and competencies influence knowledge creation and sharing processes. KBT emphasizes the importance of organizational policies and procedures in facilitating knowledge management. Therefore, the theory guided the study in evaluating the policies driving knowledge management at Balme Library, GBC and PRADD. Additionally, the theory aided in investigating the role of technology and digital tools in enabling knowledge management practices as KBT suggests that technology is a crucial enabler of knowledge sharing and utilization. Finally, the study identified challenges faced by information professionals in implementing knowledge management practices which is consistent with KBTs recognition of the barriers to effective knowledge management. By applying the KBT, the study provided a comprehensive understanding of the key components for knowledge management practices among information professionals and offered recommendations for improvement.

In essence, the KBT served as a lens through which the study examined the complex dynamics of knowledge management practices among information professionals which enable the researcher to develop an understanding of skills, roles, policies, technologies and challenges that influence knowledge creation, sharing and utilization among the three institutions.

1.6 Scope/Limitations of the Study

The study focused on examining the essential elements of knowledge management practices among information professionals at three distinct institutions: Balme Library, Ghana

Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD). Although GBC, Balme Library, and PRAAD operate in distinct sectors, they share commonalities as pioneering public institutions in their respective fields, with government management and funding (Everitt, 2023; Media Ownership Monitor Ghana, 2017; PRAAD, 2019). This similarity in their operational context may lead to comparable challenges in information management, despite their differing sectors. By comparing their practices, the study can pinpoint common issues and effective solutions, ultimately enhancing our understanding of information management strategies that transcend sector-specific boundaries.

The selection of Balme Library, GBC, and PRAAD was also motivated by their critical roles in Ghana's development. As key players in education, media dissemination, and governance, respectively, these institutions are vital to the country's knowledge management and national development. By examining their knowledge management practices, the study aims to understand how they contribute to Ghana's development and identify areas for improvement to enhance their impact. In addition, the study focused on Balme Library, GBC, and PRAAD because, in this digital age, technology plays a vital role in various tasks, including information acquisition, organization, preservation, and dissemination (Simplilearn, 2024; Plekhanov et al., 2022). Given the significant contributions of these institutions to national development, it is reasonable to assume that they have integrated technology into their practices, making them ideal cases for examining the intersection of technology and knowledge management in diverse information settings.

The Ghana Broadcasting Corporation (GBC) has a widespread presence across all previous ten regions of Ghana, with a diverse range of media platforms, including television, radio, and online media, thereby reaching a broad audience and playing a significant role in the country's

media landscape (Media Ownership Monitor Ghana, 2017). Also, PRAAD has a presence in a number of regions in Ghana. However, due to time constraints, the study was restricted to the headquarters of GBC and PRAAD in Accra. Also, the study was limited to the journalists at both the television and radio news departments of GBC. These limitations meant that the study's findings may not be representative of the entire organization, as regional offices may have different practices and experiences.

1.7 Significance of the Study

The significance of this study on assessing the key components for knowledge management practices among different information professionals cannot be overstated. The study's findings will have far-reaching implications for policymakers, students, information professionals, and future researchers.

For policymakers, the study will provide valuable insights into the current state of knowledge management practices in libraries, archives and media organizations. This will inform policy decisions and guide the development of policies that support effective knowledge management. Also, the study will highlight the importance of investing in information professionals' skills and competencies, ensuring that they are equipped to manage knowledge effectively. In addition, the findings of the study can help shape the curriculum of library and information science programs to better prepare future IPs for KM tasks. Moreover, the study can contribute to the development of guidelines or standards for the continuous professional development of IPs in the context of KM.

The findings of the study will be beneficial to IPs and their organizations as they will aid in identifying the specific skills and competencies required for effective KM practices. By understanding these skill sets, IPs can engage in targeted professional development to enhance their KM capabilities. Organizations can also invest in appropriate training programs, tools,

and technologies to support the development of their IPs' KM skills. Additionally, the study will provide insights into the role of information professionals in knowledge creation and sharing processes, which will enhance their understanding of the subject matter. The findings will allow both IPs and management of organizations to identify challenges and opportunities for improving knowledge management practices. Furthermore, the study will provide a framework for Ips to understand their role in knowledge creation and sharing processes, enabling them to make informed decisions about their practices. This study can contribute to the existing body of literature on the evolving roles, skills, and competencies of IPs in the digital age and on knowledge management practices in general. In addition, the study will serve a reference material for future researchers as well as provide a framework for future studies on information professionals' roles in knowledge management, informing the development of new theories and models for knowledge management practices.

1.8 Organization of Chapters

The study was organized into six chapters.

Chapter One depicts the introduction, the background of the study, statement of the problem, purpose of the study, objectives of the study, the theoretical framework, the scope of the study, significance of the study and the organization of chapters.

Chapter Two is the Literature Review where the thematic areas, concepts, and variables of the study from general to specific are reviewed and discussed. The summary of the chapter concludes.

Chapter Three provides the methodology, which looks at the research paradigm, research design/strategy, study setting, selection of subjects, population, sample size, sampling technique, instrumentation, data collection procedure, data analysis and ethical consideration.

Chapter Four of the study takes care of the analysis and findings.

Chapter Five looks at the discussion of findings and contributions to knowledge.

Chapter Six presents the summary of findings, conclusions, and recommendations.



2.1 Introduction

The concept of Knowledge Management (KM) has gained significant traction over the past

few decades, evolving from a mere buzzword to a critical strategic tool for organizations worldwide. The importance of KM in today's information-driven era cannot be overstated, as it plays a pivotal role in harnessing, leveraging, and disseminating knowledge within and across organizations. As organizations grapple with the challenges of the digital age, the role of information professionals in facilitating effective KM practices becomes even more pronounced. This chapter delves into the existing body of literature on KM practices, focusing on the role of information professionals in this domain. It aims to provide a comprehensive overview of the key themes, debates, and findings that have emerged in the field of KM over the years. By reviewing the literature, this chapter seeks to contextualize the current study within the broader academic discourse, highlighting the gaps and areas of convergence in existing research. Literature was reviewed under the following themes:

- Overview of knowledge
- Definitions and concepts of Knowledge Management
- Primary Components that are Essential for Effective Knowledge Management Practices
- The Role of Information Professionals (IPs) in Knowledge Management (KM)
- Skills and Competencies Required for KM
- The Role of Information Professionals (IPs) in Knowledge Management (KM)
- Technology and Digital Tools in Facilitating Knowledge Management Practices
- Policies and Knowledge Management in Organizations
- Challenges/Barriers Faced by Information Professionals in Implementing Knowledge Management Practices
- Empirical review of previous studies
- Summary of the Chapter

2.2 Overview of Knowledge

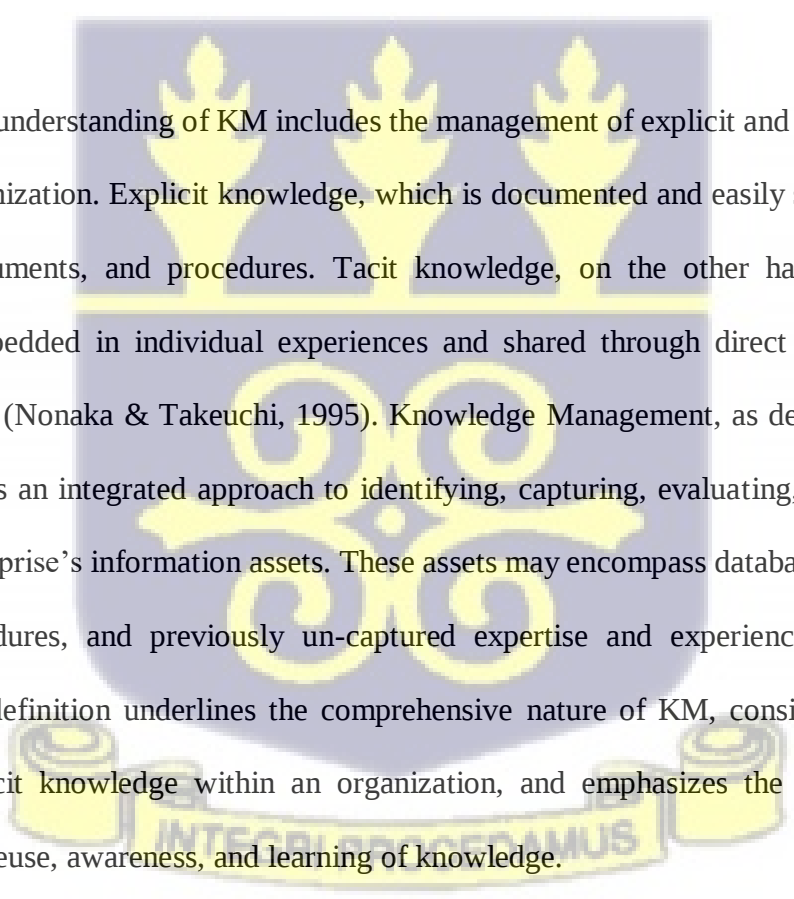
Knowledge is a dynamic and multifaceted concept that continues to evolve with new research

and advancements in various fields. Recent studies have explored the nature of knowledge, its types, and its creation processes, providing insights into its complexities. Scholars have continued to refine the definition of knowledge, emphasizing its contextual and relational aspects. For instance, Boylan (2020) views knowledge as a product of social and cultural contexts, highlighting the importance of understanding knowledge as a situated practice. Similarly, Dickinson et al. (2022) define knowledge as a dynamic and relational process that emerges from interactions between individuals, environments, and artifacts (p. 23). Thus, it is the acquisition, processing, and dissemination of information, skills, and experiences that enable individuals and societies to navigate the complexities of the world. Different studies have also focused on the various types of knowledge, including epistemic, tacit, explicit and embodied knowledge. Epistemic knowledge refers to knowledge about knowledge, while tacit knowledge involves implicit skills and experiences (Boylan, 2020). Embodied knowledge, a relatively new concept, emphasizes the role of the body in shaping our understanding of the world (Coetzee, 2018). Nonaka and Takeuchi (2007) propose a model of knowledge creation that involves the conversion of tacit knowledge into explicit knowledge through socialization, externalization, combination, and internalization (p. 57). This process highlights the importance of social interactions and collaboration in the creation and dissemination of knowledge. Also, Von Krogh et al. (2012) propose a model of knowledge creation that involves the integration of individual and collective knowledge through dialogue and reflection (p. 45). Similarly, Suorsa et al. (2019) highlight the importance of materiality and socio-material practices in shaping knowledge creation processes.

2.3 Definitions and Concepts of Knowledge Management (KM)

Knowledge Management (KM) is a multifaceted discipline that is centered on the management of knowledge as a strategic asset. It plays a crucial role in shaping the understanding and utilization of knowledge within an organization. The discipline of KM is fundamentally

characterized by an array of concepts and definitions, owing to its interdisciplinary nature and diverse applications in various domains (Dalkir, 2017). At its core, KM involves the systematic processes of identifying, capturing, storing, distributing, and applying the knowledge and information of an organization. It is aimed at optimizing the use of knowledge to enhance organizational productivity, competitiveness, and innovation (Rafique & Mahmood, 2018). KM consists of practices concerning the creation, distribution, and utilization of knowledge within the organization (Choo, 2018). These practices are manifested in numerous activities including knowledge creation, acquisition, refinement, storage, transfer, sharing, and utilization. Essentially, KM represents a conscious strategy of getting the right knowledge to the right people at the right time to assist in decision-making processes (Alavi & Leidner, 2001).

A large, semi-transparent watermark of the University of Ghana crest is centered in the background of the text. The crest features three golden flames at the top, a central shield with a golden 'G' and 'U' monogram, and a banner at the bottom with the Latin motto 'INTEGRITAS PRO DOMINA'.

A well-defined understanding of KM includes the management of explicit and tacit knowledge within the organization. Explicit knowledge, which is documented and easily shared, includes databases, documents, and procedures. Tacit knowledge, on the other hand, is personal knowledge embedded in individual experiences and shared through direct interaction and communication (Nonaka & Takeuchi, 1995). Knowledge Management, as defined by Dalkir (2017), suggests an integrated approach to identifying, capturing, evaluating, retrieving, and sharing an enterprise's information assets. These assets may encompass databases, documents, policies, procedures, and previously un-captured expertise and experience in individual workers. This definition underlines the comprehensive nature of KM, considering both the explicit and tacit knowledge within an organization, and emphasizes the role of KM in promoting the reuse, awareness, and learning of knowledge.

Building on the aforementioned definitions and for the purpose of this study, Knowledge Management is defined as a strategic and integrated approach to identifying, capturing, evaluating, retrieving, and sharing an organization's information and knowledge assets, both

explicit and tacit. It involves strategies and practices that encourage the creation, representation, distribution, and application of knowledge for organizational learning, decision making, and innovation.

The emergence and evolution of Knowledge Management (KM) as a discipline can be traced back to several decades ago, with the term gaining popularity in the late 20th century as organizations started recognizing the value of knowledge as a strategic resource (Koenig, 2012). However, the roots of KM can be traced back to the early 20th century with the advent of management consulting firms. In the early phases of its evolution, the focus of KM was primarily on technological solutions. This was a period of the rise of information and communication technologies, and KM was largely seen as a problem of information storage and retrieval. The initial emphasis was on the development of databases and information systems to capture, store, and retrieve organizational knowledge (De Silva, 2019). As the discipline evolved, however, a greater appreciation for the complexities of knowledge, its sources, and the role of individuals and social processes in knowledge creation and use emerged. The late 1980s and early 1990s marked a shift in the understanding of KM from a purely technology-centric approach to a more nuanced understanding of the social and cultural contexts in which knowledge is created, shared, and used. The rapid advancement in information and communication technologies facilitated the development and growth of KM practices but also highlighted the critical role of people and processes (Koenig, 2012).

In the 21st century, the field of KM continued to evolve in response to the changing business environment. The rise of the knowledge economy, where knowledge is seen as a primary source of competitive advantage, further underscores the importance of effective KM. Organizations began to realize that knowledge, unlike other resources, increases with use and

can be shared without being depleted. This led to an increased emphasis on knowledge sharing, collaboration, and learning within organizations (Koenig, 2012). The current state of KM recognizes the critical role of both tacit and explicit knowledge in organizational performance and innovation. It emphasizes the importance of strategies and practices that facilitate knowledge creation, transfer, sharing, and application. Moreover, it also acknowledges the role of organizational culture, leadership, and structure in influencing KM processes (Choo, 2018).

2.4 Primary Components that are Essential for Effective Knowledge Management Practices

Knowledge Management (KM) has emerged as a critical organizational capability in the contemporary business landscape. In an era characterized by rapid technological advancements and ever-evolving market dynamics, the ability to manage, disseminate, and leverage knowledge effectively can provide firms with a significant competitive edge. At its core, KM is not just about storing information but about creating, sharing, and applying knowledge to achieve organizational objectives. Effective KM practices are underpinned by four primary components: People, Process, Technology, and Strategy. Each of these components plays a pivotal role in ensuring that knowledge flows seamlessly across the organization, fostering innovation, enhancing decision-making, and driving growth (Davenport & Prusak, 1998).

2.4.1 People

The human element is at the heart of KM. After all, it is people who create, share, and apply knowledge. Employees, with their diverse experiences, skills, and insights, are the primary knowledge bearers in any organization. For KM to be effective, it is imperative to foster a culture where knowledge sharing is encouraged and rewarded. This involves creating an environment of trust, where employees feel safe to share their insights without the fear of repercussions. Training and development initiatives can also play a crucial role in enhancing employees' knowledge and skills. Moreover, the establishment of communities of practice,

where professionals from similar domains come together to share experiences and learn from one another, can further facilitate knowledge dissemination (Wenger, McDermott, & Snyder, 2002).

2.4.2 Process

While people are the primary knowledge bearers, processes determine how this knowledge is captured, stored, disseminated, and applied. Effective KM processes ensure that knowledge flows seamlessly across the organization, reaching the right people at the right time. This involves establishing standardized procedures for knowledge capture, ensuring that insights from various projects and initiatives are documented and stored in accessible formats. Knowledge dissemination processes, on the other hand, ensure that this captured knowledge is made available to employees when they need it. This could involve setting up knowledge repositories, databases, or even regular knowledge-sharing sessions. Furthermore, feedback loops should be integrated into these processes, ensuring that the knowledge base is continuously updated and refined based on new insights and learnings (Nonaka & Takeuchi, 1995).

2.4.3 Technology

In today's digital age, technology plays a pivotal role in KM. Technological tools and platforms can significantly enhance the efficiency and effectiveness of KM practices. Knowledge repositories, for instance, allow for the centralized storage of knowledge, ensuring that it is easily accessible to employees across the organization. Collaboration tools, on the other hand, facilitate real-time knowledge sharing, enabling teams spread across geographies to collaborate effectively. Moreover, advanced technologies like Artificial Intelligence and Machine Learning can be leveraged to analyze vast amounts of data, extracting valuable insights that can inform decision-making. However, it's crucial to ensure that the adopted technologies align

with the organization's KM objectives and are user-friendly, promoting widespread adoption (Alavi & Leidner, 2001).

2.4.4 Strategy

For KM to deliver tangible results, it needs to be aligned with the broader organizational strategy. This involves ensuring that KM initiatives are geared towards achieving specific organizational objectives, be it enhancing innovation, improving customer service, or driving operational efficiency. A well-defined KM strategy provides direction, ensuring that resources (both human and financial) are allocated optimally. It also involves continuously monitoring and evaluating KM initiatives, ensuring that they deliver the desired outcomes. Moreover, a strategic approach to KM ensures that it remains a top organizational priority, receiving the requisite attention and resources even in the face of competing demands (Zack, 1999).

2.4.5 Primary Components that are Essential for Effective Knowledge Management Practices Across Different Information Professionals

Knowledge Management (KM) has been a focal point of research for several decades, especially concerning its application in various professional fields, including the domain of information professionals. The essence of KM revolves around the systematic process of capturing, distributing, and effectively using knowledge. Information professionals, given their pivotal role in managing and disseminating information, are at the forefront of implementing KM practices. This empirical review delves into studies that have explored the key components essential for effective KM practices among information professionals. A study by Hislop et al. (2018) emphasized the significance of the human element in KM. The research, which surveyed information professionals across various sectors, found that organizations with a strong focus on fostering a culture of knowledge sharing and collaboration witnessed higher levels of innovation and employee satisfaction. The study further highlighted the role of trust

in facilitating knowledge sharing, suggesting that interpersonal relationships play a pivotal role in the KM process.

Processes form the backbone of KM practices, ensuring the systematic capture, dissemination, and application of knowledge. A research study by Wang and Noe (2010) examined the KM processes adopted by libraries and information centers. The findings revealed that standardized processes, coupled with regular feedback mechanisms, led to more efficient knowledge utilization and reduced instances of knowledge redundancy. With the advent of digital technologies, the role of technology in KM has become increasingly pronounced. A study by Alavi and Leidner (2001) explored the impact of technological tools, such as knowledge repositories and collaboration platforms, on KM practices among IT professionals. The research found that while technology significantly enhanced the efficiency of KM practices, its effectiveness was contingent upon user adoption and alignment with organizational objectives.

The strategic dimension of KM ensures that knowledge-related initiatives are in sync with broader organizational goals. A study by Zack (1999) investigated the KM strategies of consulting firms. The findings underscored the importance of aligning KM initiatives with business strategies, suggesting that such alignment leads to better resource allocation, clearer direction, and enhanced organizational performance. Different information professionals, given their unique roles and responsibilities, have distinct KM needs and challenges. A study by Kankanhalli et al. (2005) explored the KM practices of academic researchers, librarians, and IT professionals. The research revealed that while there were commonalities in KM practices, such as the emphasis on continuous learning and collaboration, there were also distinct differences. For instance, academic researchers prioritized knowledge creation, librarians emphasized knowledge curation, and IT professionals focused on knowledge

application. The empirical review underscores the multifaceted nature of KM, highlighting the interplay of people, processes, technology, and strategy in shaping effective KM practices. The findings from various studies provide valuable insights into the practical implications of KM theories, offering a nuanced understanding of the subject. As organizations continue to navigate the complexities of the knowledge economy, the empirical evidence presented in this review serves as a guiding light, illuminating the path to effective KM practices.

Knowledge management practices have been a subject of interest for researchers, especially when it comes to comparing these practices among different information professionals. The following is a critical and extensive review of some empirical studies on this topic. Joel and Ibrahim (2021) delve into the realm of digital libraries and the opportunities they present for enhancing professional skills among librarians. The research emphasizes the need for librarians to be adept at project management, be aware of new technologies, and be able to interact with professionals from diverse fields. The study also presents a comparative analysis of technologies, costs, and outcomes related to the capture of digital images and texts. The research underscores the importance of structured texts, especially in the context of the web, and highlights the potential of XML electronic documents in meeting preservation and access requirements in the digital age.

Opele (2022) examined the inter-professional collaboration and knowledge management practices among the clinical workforce in Federal Tertiary Hospitals in Nigeria. The findings revealed that knowledge acquisition was the most practiced aspect, followed by knowledge application. Cooperation emerged as the most practiced form of inter-professional collaboration. The study concluded that sustaining a culture of knowledge management

practices and inter-professional collaboration would enhance the performance of Federal Tertiary Hospitals in Nigeria. Hawamdeh et al., (2022) compared the awareness and knowledge of digital citizenship among students and faculty in two different higher academic institutions. The study found that while both groups were aware of digital citizenship concepts, they lacked in-depth knowledge, especially in areas like digital rights, digital security, and digital ethics. The study also revealed that students and faculty at the University of Kyrenia had a higher level of awareness and knowledge compared to their counterparts at the Al-Quds Open University.

Oludare et al., (2023) employed a qualitative approach to explore the relationship between knowledge management practices and the performance of multinational manufacturing firms in Nigeria. The research found that knowledge generation and sharing played a pivotal role in improving public image and job creation. The study also emphasized the importance of having accurate and accessible knowledge storage and generation mechanisms to enhance public image and job creation. In the rapidly evolving landscape of information technologies, financial institutions are increasingly investing in projects related to ICT and AI. Beyond the realm of routine operations, there's a surge in research and development projects of strategic significance. Such projects are pivotal in enhancing a bank's competitive edge, catering to escalating customer expectations, and bolstering the quality and security of financial services. A study by Grzeszczyk and Groszkowski (2023) delves into the knowledge management processes at the Research and Development (R&D) strategic project level. Through reviews of organizational documentation, direct observation, and interviews, the study sheds light on the practices, procedures, and approaches adopted by prominent banks in Poland. The overarching aim is to refine both explicit and tacit knowledge management processes that hold strategic importance in the banking sector. The dynamics of knowledge sharing are influenced by a myriad of factors, including helping behaviors and HR management practices. A study by

Gonçalves, Curado and Martsenyuk (2023) and a study by Cetin & Şentürk (2016) explore the linear and non-linear relationships between these variables. The research, grounded in the Theory of Planned Behavior and the Social Exchange Theory, reveals that HR management practices and helping behaviors positively impact knowledge sharing behavior. The study offers valuable insights into the circumstances that foster or inhibit knowledge sharing, providing a roadmap for future research and practices.

Knowledge management (KM) practices are critical in leveraging intellectual assets within organizations. The competence of information professionals is foundational to effective KM practices. Information literacy involves the ability to locate, evaluate, and use information effectively. Digital literacy extends this competence to the digital environment, encompassing skills in using digital tools and managing digital information (Bawden & Robinson, 2020). These core skills include information literacy, digital literacy, and critical thinking (Aharony & Bronstein, 2014; Ayalon, & Aharony, 2025). Additionally, knowledge managers need strategic thinking and leadership skills to align KM initiatives with organizational goals (Dalkir, 2017). They must also possess interpersonal and communication skills to foster collaboration and knowledge sharing among staff.

Moreover, policies play a crucial role in shaping KM practices. Effective KM policies establish clear guidelines for knowledge creation, sharing, and utilization (Rao, 2012). These policies should promote a culture of knowledge sharing and outline incentives for contributions to the organizational knowledge base. Moreover, governance structures are essential for overseeing KM activities. This includes the establishment of KM committees or roles to ensure accountability and continuous improvement of KM practices. Furthermore, technology is a significant enabler of KM practices. Information and communication technologies (ICTs)

facilitate the storage, retrieval, and dissemination of knowledge. Knowledge management systems (KMS), such as intranets, databases, and collaboration platforms, are crucial for organizing and accessing knowledge resources. Emerging technologies like artificial intelligence (AI) and machine learning are transforming KM by enabling more sophisticated data analysis and knowledge extraction (Hislop, Bosua, & Helms, 2018). AI can help in identifying patterns and insights from large datasets, thereby enhancing decision-making processes.

Dei and van der Walt (2020) conducted a study on strategies for managing knowledge in organizations in Ghana. The goal of this study was to examine the strategies used by organizations to support knowledge management practices. The primary methods for managing knowledge at the universities were found to be coaching, e-learning, communities of practice, mentorship, apprenticeship, and storytelling. These methods were also found to be effective in promoting and protecting knowledge. Another study by Dei and van der Walt (2020) on KM practices of universities in Ghana with a focus on the role of communities of practice on KM. The study assessed how universities are using the COPs as a tool to manage and safeguard knowledge. The study found that the role and impact of CoPs in knowledge management (KM) at universities were minimal, despite the high degree of awareness and appreciation for KM practices and the presence of both formal and informal forums for managing and safeguarding knowledge at the institutions.

The literature, including works by Abbazadeh (2017), Abah et al. (2023), and Potgieter and Radebe (2017), harness on the challenges the associated with the implementation on KM practices. In the same vein Amponsah (2022) conducted a study and this study sought to catalog and examine the corpus of literature pertaining to knowledge management practices in

Ghanaian enterprises. The study uncovered a number of KM initiatives carried out by Ghanaian companies. These exercises were emphasized for discussion in two key areas. These were KM enablers and processes. According to the review, among the KM processes, knowledge transfers or sharing have been written about the most. Some challenges were highlighted in the papers as challenges confronting the businesses in implementing KM. Key among them was lack of available KM systems, lack of leadership support, and lack of awareness of KM practices and their business application opportunities, and strategies associated with knowledge management practices across various sectors. Furthermore, studies focused on the Ghanaian context, such as those by Johnson (2017), Assem and Pabbi (2016), and Entsua-Mensah and Van Der Walt (2022), offered a localized perspective, highlighting the challenges such as organizational challenges, technological challenges and environmental challenges associated with knowledge management practices in Ghana.

2.5 The Role of Information Professionals (IPs) in Knowledge Management (KM)

Information Professionals (IPs) are pivotal to the successful implementation and the effectiveness of Knowledge Management (KM) within organizations. Their expertise spans across a variety of domains, from information seeking, organization, and management to technology proficiency and relationship building. This unique combination of skills and knowledge uniquely positions them to bridge the gap between information, technology, and people, making them instrumental in the KM process (Koltay, 2017). IPs are tasked with the identification and acquisition of relevant knowledge, which often involves navigating vast and diverse data sources. They must be adept at recognizing valuable knowledge and discerning its potential utility within the context of the organization. Once identified, they are responsible for organizing this knowledge in a manner that makes it accessible and comprehensible to others within the organization (Ajiferuke, 2003; Oyedokun et al., 2018).

Beyond the retrieval and organization of knowledge, IPs are entrusted with the careful preservation and timely retrieval of this organizational knowledge. The knowledge preserved could be of historical, legal, or operational value and can be a vital resource in strategic decision-making. Ensuring that this knowledge is stored in a way that remains accessible and useful even as technologies and organizational needs evolve is a complex task that falls within the purview of IPs (Cox, 2000). IPs play a profound role in facilitating knowledge sharing and collaboration. They are instrumental in developing systems, practices, and environments conducive to knowledge sharing. They do so by implementing intuitive knowledge management systems, fostering an open and collaborative culture, and providing training and support to other members of the organization. They may also lead efforts to develop taxonomies or metadata schemas to categorize knowledge, making it easier for others to find and use (Islam & Tsuji, 2016; Oyedokun et al., 2018).

A key element of KM is creating an organizational knowledge culture, and IPs are often at the helm of these efforts. They help shape an environment that values and encourages the creation, sharing, and application of knowledge. This could involve advocating for the importance of KM, aligning KM efforts with organizational goals, and influencing organizational policies and practices to support KM (Choo, 2018). IPs are also often involved in measuring and evaluating the effectiveness of KM practices. They may analyze usage data, conduct user surveys, or employ other methods to assess how well the organization's KM efforts are working and where improvements may be needed (Corrall, 2017).

Information professionals act as facilitators of knowledge exchange by connecting individuals with relevant information and expertise to foster innovation and problem-solving. Henczel (2001) opined that information professionals have an important role to play in curating and

organizing knowledge repositories, therefore ensuring easy access and retrieval for organizational members. Choo (2018) also pointed out that information professionals should embrace emerging technologies and digital platforms to enhance knowledge dissemination and accessibility for organizational members. This will help information professionals in knowledge organization and information retrieval which will contribute to the effective management of knowledge resources in organizations. In addition, information professionals play a crucial role in promoting a culture of knowledge sharing within organizations. Information professionals, through their communication skills and expertise, can foster a collaborative environment where knowledge sharing is encouraged and valued. Wigg (2012) emphasized the importance of creating a culture of knowledge sharing within organizations, with information professionals playing a central role in promoting collaborative knowledge creation and dissemination practices. In similar vein, Dalkir (2017) highlighted the role of information professionals in facilitating communities of practice and knowledge-sharing networks to facilitate learning and innovation within organizations.

Additionally, in the realm of Knowledge Management (KM), Information Professionals (IPs) carry significant responsibility in the effective storage and retrieval of organizational knowledge. Their role encompasses the design, implementation, and management of systems and processes that enable efficient knowledge storage and swift, accurate retrieval, which is pivotal to an organization's competitive advantage (Yamazaki, 2007). One of the key tasks of IPs is the creation and maintenance of knowledge repositories. This involves establishing systems such as databases, intranets, or content management systems that serve as structured, accessible reservoirs of organizational knowledge. IPs are entrusted with the task of organizing these repositories logically and maintaining their relevance through regular updates and quality control checks. They also strive to make these systems as user-friendly as possible, promoting

ease of access and retrieval of knowledge (Oyedokun et al., 2018). Beyond managing knowledge repositories, IPs are also actively engaged in the knowledge-capturing process. A crucial part of this involves harnessing tacit knowledge, the knowledge that resides within the minds of employees and is typically shared through conversations and personal interactions. IPs facilitate the transformation of this tacit knowledge into explicit knowledge, which can then be documented and integrated into the organization's knowledge base (Nonaka & Takeuchi, 1995). Furthermore, IPs also play a crucial role in cultivating a culture of knowledge sharing within the organization. They drive initiatives that encourage employees to contribute to and leverage knowledge repositories, thus promoting a free flow of knowledge across the organization. Through these activities, IPs not only help the organization capture and store knowledge but also ensure its widespread dissemination and usage, thereby fostering a learning organization (Dalkir, 2017).

The evolution of the information environment, catalyzed by digital technologies and the rise of the knowledge economy, has significantly influenced the roles and responsibilities of Information Professionals (IPs). Historically, IPs were primarily involved in the acquisition, organization, and dissemination of information. Their work was predominantly focused on managing physical information resources within structured environments like libraries, archives, and databases (Koenig, 2012). This involved tasks like cataloging, indexing, and classifying information, and providing reference and information retrieval services.

However, the advent of Knowledge Management (KM) has expanded the scope of IPs' roles to include the management of both explicit and tacit knowledge within organizations. IPs are no longer just custodians of information but are increasingly playing the role of knowledge managers and strategic advisors (Lee et al., 2015). In their new role, IPs are involved in fostering a knowledge-sharing culture within organizations. This involves promoting and

facilitating collaboration and communication among employees, and creating an environment that encourages the creation and sharing of knowledge. IPs also manage an organization's intellectual capital, which includes not just explicit knowledge documented in databases and documents, but also tacit knowledge embedded in the minds of employees. They play a key role in identifying, capturing, and leveraging this tacit knowledge (Dalkir, 2017).

Moreover, IPs have a crucial role in facilitating organizational learning. They develop and manage knowledge repositories, design and implement knowledge sharing systems, and deliver training programs to enhance employees' information and knowledge management skills. They also play a vital role in driving innovation by identifying and applying new knowledge to improve processes and create new products and services (Davenport & Prusak, 1998). This transition to KM roles requires IPs to acquire new skills and competencies. Beyond their traditional skills in information science, they need to understand and manage change within organizations, as the introduction and implementation of KM initiatives often involve significant changes in the way employees work and interact. Project management skills are also important, as implementing KM initiatives often involves managing complex projects that require coordination among various stakeholders. Understanding of information systems and technologies used in KM is crucial, as is understanding of business processes and strategies, as this helps IPs align KM initiatives with organizational goals (Choo, 2018).

It can therefore be seen that Information Professionals (IPs) play multifaceted roles in Knowledge Management (KM), actively participating in knowledge creation, capture, storage, retrieval, and application. IPs include librarians, data scientists, information technologists, and records managers, among others. IPs are central to knowledge creation, often facilitating brainstorming sessions, focus groups, and communities of practice that lead to the generation of new ideas. For instance, librarians may conduct and assist with literature reviews or

information gathering, which are foundational to developing new organizational insights (Meert et al., 2016; Spencer & Eldredge, 2018). Data scientists might create new knowledge by analyzing existing data sets to find trends and patterns previously unseen, contributing to organizational intelligence (Davenport & Patil, 2012). In addition, the capture of knowledge is crucial for retaining organizational intellectual assets. IPs often design and implement systems to document tacit knowledge, such as expertise and experiences, converting it into explicit, shareable content. An example is a database created by IT managers to capture lessons learned from completed projects, ensuring valuable experience is not lost (O'dell & Grayson, 1998). Storage of knowledge is another area where IPs contribute significantly. They ensure that the knowledge assets of an organization are stored in a way that maintains their relevance and accessibility over time. Librarians, for instance, may curate and maintain digital repositories that store organizational documents and research papers, using metadata and classification systems to organize information (Rowley, 2000). Furthermore, retrieval involves locating and accessing the stored knowledge when needed. IPs design search and navigation systems that allow users to find information efficiently. An example is the development of taxonomies and ontologies by information architects to enable more intuitive retrieval of information from corporate intranets. The ultimate goal of KM is the application of knowledge to enhance organizational effectiveness. IPs help in translating knowledge into practice by providing training, creating standard operating procedures, and developing knowledge-based systems. For example, IT specialists might develop decision support systems that incorporate organizational knowledge to aid in complex decision-making (Power, 2007).

2.6 Skills and Competencies Required for KM

Knowledge management (KM) stands as a cornerstone for organizations striving to thrive in today's dynamic and competitive business environment. It encompasses the systematic processes of creating, sharing, utilizing, and safeguarding knowledge assets to enhance

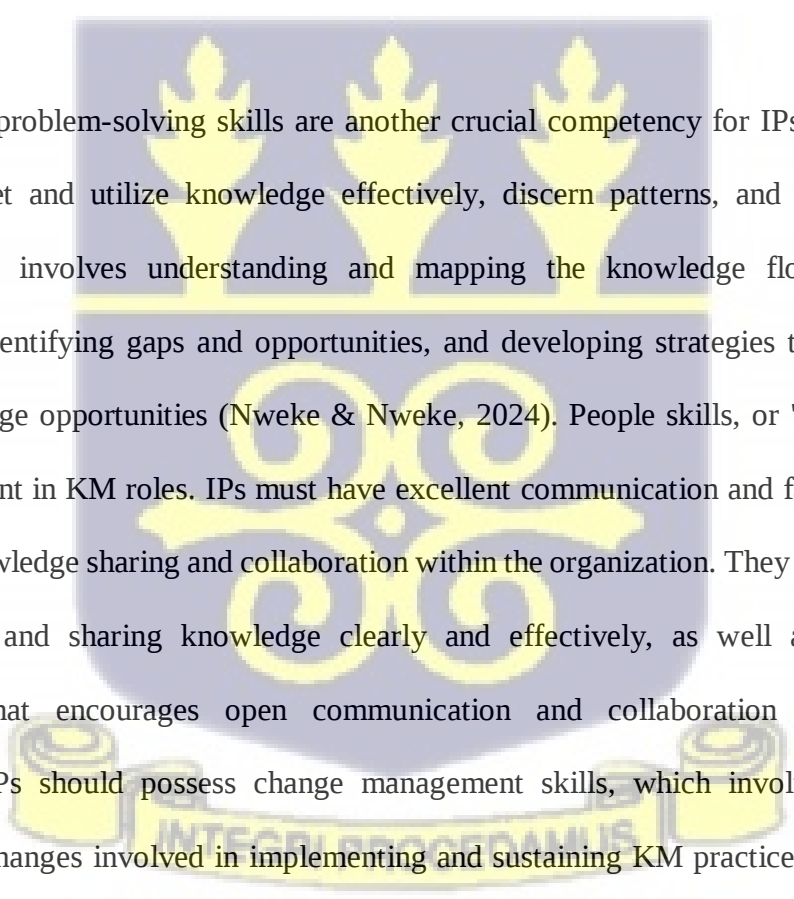
organizational performance and innovation (Liebowitz & Frank, 2016). At the heart of successful knowledge management lie information professionals, who serve as stewards of information and facilitators of knowledge exchange within organizations and information centers (Liebowitz & Paliszkiewicz, 2019). Information professionals are integral to knowledge management practices due to their expertise in information science, information retrieval, and knowledge organization. In the context of Knowledge Management (KM), Information Professionals (IPs) are expected to possess a broad and diverse range of skills and competencies that span technical, analytical, and interpersonal domains (Dakir, 2017; Liebowitz & Paliszkiewicz, 2019). Thus, information professionals require a diverse set of skills and competencies to effectively manage knowledge within organizations and information centers. Skills such as information retrieval and analysis, technological proficiency, and communication are essential for facilitating knowledge creation, sharing, and utilization processes (Rowley, 2000; Dakir, 2017; Liebowitz & Paliszkiewicz, 2019). These competencies are pivotal for effectively facilitating knowledge creation, sharing, and application within organizations.

Firstly, IPs must have strong information literacy skills, which involve the ability to identify, locate, evaluate, and use information effectively (Corrall, 2017). These competencies form the foundation of their KM work and allow them to navigate and make sense of the vast and complex information landscape. Beyond just retrieving information, IPs need to understand its context, critically assess its relevance and reliability, and synthesize and communicate it effectively to different audiences (Kuhlthau, 2025). Henczel (2001) highlights the critical role of information professionals in curating and disseminating knowledge within organizations, emphasizing the need for them to possess competencies in knowledge organization and information retrieval. Effective communication skills are essential for information

professionals to facilitate knowledge exchange and collaboration within organizations. Information professionals, possessing strong communication skills, can foster a culture of knowledge sharing and collaboration among organizational members. Dalkir (2017) highlights the importance of information professionals being able to communicate complex information and knowledge concepts in a clear and accessible manner to diverse audiences. Additionally, studies by Wigg (2012) underscore the role of information professionals as knowledge brokers, mediating between knowledge producers and consumers through effective communication channels. Thus, information professionals, acting as knowledge brokers, play a crucial role in connecting individuals with relevant expertise and facilitating collaborative knowledge creation and sharing processes.

Technical competencies are also critical for IPs in KM roles. With the rise of digital technologies, the ability to understand and manage KM systems, databases, intranets, and internet technologies has become increasingly important (Lee et al., 2015). IPs should also be adept at using various software tools for collaboration, communication, and data analysis. As technologies like Artificial Intelligence (AI) and machine learning become more prevalent in KM, familiarity with these technologies can provide a significant advantage. This includes understanding how these technologies can be used to enhance knowledge discovery, analysis, and decision-making (Dalkir, 2017). In today's digital age, information professionals must possess a high level of technological proficiency to effectively manage knowledge resources. Information professionals, equipped with technological skills, can leverage digital tools and platforms to organize, store, and disseminate knowledge effectively. Rowley (2000) underscores the importance of information professionals embracing emerging technologies such as artificial intelligence and machine learning to enhance knowledge management processes. Moreover, studies by Vassilakaki and Moniarou-Papaconstantinou (2015) highlight

the role of information professionals in implementing and managing knowledge management systems (KMS) within organizations, requiring proficiency in database management and information security. Information professionals, equipped with a deep understanding of information architecture and classification systems, play a vital role in structuring knowledge in a manner that is accessible and meaningful to organizational members. Information professionals, trained in information retrieval techniques and search strategies, play a crucial role in accessing and assessing relevant knowledge resources to meet the needs of organizational members. Yamazaki (2007) emphasizes the importance of information professionals possessing expertise in database searching and query formulation to retrieve relevant information efficiently.

The background of the text features a large, semi-transparent watermark of the University of Ghana crest. The crest is a shield-shaped emblem with a purple field. At the top, there are three golden flames or torches. Below them is a golden horizontal band. The center of the shield is filled with a golden, stylized pattern resembling a 'G' or a traditional Ghanaian symbol. At the bottom of the shield, there is a golden banner with the Latin motto 'INTEGRUM PRO DOMINA' written in purple capital letters.

Analytical and problem-solving skills are another crucial competency for IPs. They must be able to interpret and utilize knowledge effectively, discern patterns, and make informed decisions. This involves understanding and mapping the knowledge flows within the organization, identifying gaps and opportunities, and developing strategies to address these gaps and leverage opportunities (Nweke & Nweke, 2024). People skills, or "soft skills," are equally important in KM roles. IPs must have excellent communication and facilitation skills to promote knowledge sharing and collaboration within the organization. They must be capable of articulating and sharing knowledge clearly and effectively, as well as fostering an environment that encourages open communication and collaboration (Choo, 2018). Additionally, IPs should possess change management skills, which involve leading and managing the changes involved in implementing and sustaining KM practices. This includes understanding the human and cultural aspects of change, managing resistance, and building support for KM initiatives (Koenig, 2012).

2.7 The Role of Technology and Digital Tools in Facilitating Knowledge Management Practices

The role of technology and digital tools in facilitating knowledge management practices has been a subject of extensive research in recent years. The integration of technology into various sectors has revolutionized the way information is managed, shared, and utilized. This section delves into empirical studies that highlight the significance of technology and digital tools in enhancing knowledge management practices. A study by Halubanza et al. (2023) titled "Locust Infestations and Mobile Phones: Exploring the Potential of Digital Tools to Enhance Early Warning Systems and Response Mechanisms" investigated the potential of mobile phones as digital tools in managing locust infestations in the Sikaunzwe Agricultural camp in Zambia. The study highlighted the importance of mobile phones in accessing and reporting locust information. However, it also pointed out the challenges faced by a significant proportion of the population who did not own mobile phones. This also indicates a gap in technology access. The findings underscored the need for promoting the use of mobile technology to disseminate critical information to farmers in remote areas.

While not directly related to traditional KM practices, the extension of technologies has had a profound impact on architectural processes. The book review on "Atlas of Digital Architecture: Terminology, Concepts, Methods, Tools, Examples, Phenomena" by Hovestadt et al. (2020) highlights how digital technology influences not only the workflows and practices of architects but also shapes the very character of architecture. The integration of computation and digital methodologies has led to a paradigm shift in architectural pedagogy and program. Bhattacharjee, Shankar, and Gupta (2014) delved into the role of e-learning portals in knowledge transfer. Their study, "Flexibility in E-learning through Knowledge Management Practices: A Case Study", Bhattacharjee, Shankar and Gupta (2014) focused on the National

Programme on Technology Enhanced Learning (NPTEL) portal, an initiative of the Ministry of Human Resources Development, Government of India. The research emphasized the importance of e-learning portals in facilitating knowledge transfer and highlighted the value propositions offered by such platforms to stakeholders. In another empirical study by Zafar (2013) titled "Knowledge Management Practices at Goethe Institute Libraries Worldwide", the focus was on the KM practices at the Goethe Institute (GI) Libraries. The study explored how GI Libraries manage both explicit and tacit knowledge in a digital environment. It emphasized the role of social networking tools, WEB 2.0 Technology, and other networking tracks in managing and distributing knowledge. The findings suggested that the implementation of KM practices at GI Libraries has the potential to improve customer services by providing timely and authentic information to global communities. Also, in another study by Dutta et al. (2023), the researchers developed a web-based "Digital Key" for the identification of aphid predator Neuroptera in West Bengal, India. The platform, www.lacewingsofwestbengal.in, was created using a region-specific database, emphasizing the importance of technology in taxonomy and biocontrol agent identification. Mansour and Nogues (2022) also conducted a qualitative study exploring the advantages and barriers of adopting new technology in healthcare organizations, especially during the COVID-19 pandemic. The study found that nurses exhibited proactive and positive attitudes toward new technology to enhance efficiency, sustainability, well-being, virtual teamwork, communication, and knowledge sharing. However, barriers such as the lack of human resource management practices and the characteristics of the technology used were identified. The study highlights the need for human resources practices, especially training, to foster positive job crafting among healthcare professionals. The empirical studies reviewed above underscore the pivotal role of technology and digital tools in enhancing KM practices. From mobile phones aiding in locust infestation management to e-learning portals facilitating knowledge transfer, the integration of technology has transformed traditional KM practices. As

organizations continue to evolve in a digital age, the importance of leveraging technology to manage knowledge effectively cannot be overstated. Future research in this domain should focus on emerging technologies such as artificial intelligence, machine learning, and blockchain, and their implications for KM practices.

2.8 Policies and Knowledge Management in Organizations

Effective knowledge management within organizations necessitates the establishment of clear policies and frameworks to govern the creation, sharing, utilization, and protection of knowledge assets. Organizations must develop comprehensive knowledge management strategies aligned with their business objectives to effectively leverage their intellectual assets. Knowledge management strategies enable organizations to identify, capture, and disseminate valuable knowledge assets to support decision-making and innovation processes. Alavi and Leidner (2001) indicated that there is a need for organizations to develop knowledge management strategies that align with their organizational culture and business processes. Policies related to intellectual property rights play a crucial role in safeguarding and protecting knowledge assets within organizations. Intellectual property rights policies help organizations delineate ownership rights and responsibilities regarding knowledge assets, mitigating the risk of knowledge leakage and misappropriation. Nonaka and Takeuchi (1995) highlighted the importance of organizations protecting their intellectual property rights to maintain their competitive advantage in the market. Also, Boisot (1998) pointed out the role of intellectual property rights policies in fostering innovation and knowledge creation within organizations by providing incentives for individuals to invest in knowledge development. Tenopir and King (2000) underscores the importance of information centers implementing copyright compliance guidelines to ensure ethical and legal use of copyrighted materials. Additionally, studies by Raduchel & Merrill (2013) highlight the role of copyright compliance policies in promoting fair use and access to knowledge resources while respecting the rights of copyright holders.

Also, policies related to data security and information access are essential for safeguarding sensitive knowledge assets and ensuring that information is accessible to authorized users. Data security policies help organizations protect sensitive information from unauthorized access or disclosure, ensuring the confidentiality, integrity, and availability of knowledge assets. Collection development policies are important in managing knowledge. They guide information centers in acquiring and managing knowledge resources that meet the information needs of their user communities. Collection development policies help information centers optimize their resource allocation by defining criteria for selecting and acquiring knowledge resources that provide value to their users. Rowley (2000) opined the importance of information centers adopting a customer-centric approach to collection development, aligning their policies and services with the needs and preferences of their user communities. Moreover, studies by Chowdhury (2010) show the role of collection development policies in ensuring that information centers maintain a relevant and up-to-date collection of knowledge resources to support the research and information needs of their users. User access regulations govern how information resources are accessed and utilized by users within information centers. User access regulations help information centers maintain a balance between providing access to knowledge resources and safeguarding the integrity and security of their collections. Nicholas and Herman (2010) postulated that it is important for information centers to implement user access regulations in order to ensure equitable access to knowledge resources for all user groups. In like manner, studies by Bates (2006) pointed out the role of information professionals in implementing user access regulations which in general aids in the promotion of information literacy and the responsible use of knowledge resources among users.

2.9 Challenges/Barriers Faced by Information Professionals in Implementing Knowledge Management Practices

Knowledge management (KM) is a strategic approach to creating, sharing, using, and managing the knowledge and information of an organization. It refers to a multidisciplinary approach to achieve organizational objectives by making the best use of knowledge. Information professionals play a pivotal role in this process, ensuring that the right knowledge is available to the right people at the right time. However, implementing KM practices is not without its challenges. This section critically reviews the challenges and barriers faced by information professionals in implementing KM practices. The importance of KM in today's information-driven economy cannot be overstated. However, despite its potential benefits, many organizations face significant challenges in its implementation. The barriers to KM are multifaceted, ranging from technological to organizational and cultural issues. Alavi and Leidner (2001) highlighted that while technology is a crucial enabler of KM, it can also pose challenges. The rapid pace of technological change means that KM systems can quickly become obsolete. Furthermore, integrating different systems and ensuring compatibility can be complex and costly. The authors emphasized the need for organizations to be flexible and adaptive in their approach to technology, ensuring that KM systems remain relevant and effective. Ujwary- Gil (2012) analyzed barriers to KM and found that organizational culture plays a significant role. In organizations where knowledge sharing is not encouraged or rewarded, KM initiatives are likely to fail. The study also highlighted the importance of leadership in fostering a culture of knowledge sharing and collaboration. Mazorodze and Buckley (2019) echoed these sentiments, noting that while KM offers numerous benefits, its implementation is often hampered by a lack of understanding of its processes, infrastructure requirements, and potential barriers. They emphasized the need for organizations to invest in training and awareness programs to ensure successful KM implementation.

Nazam et al. (2020) explored the barriers to KM adoption in sustainable supply chains. Their study identified key barriers, including a lack of top management support, inadequate technology infrastructure, and resistance to change among employees. They emphasized the need for organizations to address these barriers proactively to harness the benefits of KM in supply chain management. In the healthcare sector, Wickramasinghe et al. (2007) identified several barriers to KM adoption, including a lack of standardized processes, resistance to change, and concerns about patient privacy. They argued that for KM to be successful in healthcare, organizations need to address these challenges head-on, ensuring that KM initiatives align with the unique requirements of the healthcare sector. Tahir et al. (2016) explored the barriers to knowledge sharing among technical college teachers. Their study found that while teachers recognized the importance of knowledge sharing, they faced several barriers, including a lack of time, inadequate rewards, and concerns about knowledge ownership. The study highlighted the need for educational institutions to create an environment that encourages and rewards knowledge sharing. Akinbo et al. (2024) assessed the barriers to KM in public-private partnership projects in Nigeria. Their study identified several challenges, including a lack of trust between partners, inadequate infrastructure, and a lack of clarity on roles and responsibilities. They emphasized the need for clear communication and trust-building measures to overcome these barriers.

One of the most significant barriers to KM implementation is the resistance from organizational members. Many employees view knowledge as power and are hesitant to share it freely with their peers. This mindset hinders the free flow of information and knowledge within the organization (Davenport & Prusak, 1998). For any initiative to succeed, it requires the backing of top management. In many instances, the lack of understanding and support from senior

leaders can stifle KM initiatives. Their commitment is crucial in allocating resources and championing the cause (Alavi & Leidner, 2001). While KM is not just about technology, having the right technological tools is essential. Many organizations lack the necessary infrastructure to support KM practices, such as knowledge repositories, collaboration tools, and search functionalities (Ruggles, 2009). As highlighted by Polanyi (1966), tacit knowledge is challenging to articulate and codify. Information professionals often struggle to find effective ways to capture and document this type of knowledge, which is often held in people's heads and gained through experience. On the flip side, some organizations make the mistake of equating KM with IT. They invest heavily in KM systems without addressing the human and cultural aspects of knowledge sharing (Hendriks, 1999). In addition, information professionals require continuous training to keep abreast of the latest KM practices and tools. However, many organizations do not invest adequately in training, hindering the effectiveness of their KM initiatives (Becerra-Fernandez & Sabherwal, 2014). With the sharing and storage of knowledge, there arise concerns related to intellectual property rights, data privacy, and confidentiality. Information professionals need to navigate these challenges while ensuring compliance with legal norms (Duffy, 2000). It can therefore be noted that while KM offers numerous benefits, its implementation is fraught with challenges. Information professionals need to be aware of these barriers and develop strategies to overcome them. Continuous training, fostering a knowledge-sharing culture, leveraging technology effectively, and ensuring top management support are crucial for the successful implementation of KM practices.

2.10 Empirical Review of Previous Studies

The success of Knowledge Management (KM) in an organization heavily relies on an environment that actively encourages and supports the use and sharing of knowledge. To facilitate this, organizations must focus on fostering a conducive knowledge-friendly culture, equipping employees with the necessary tools and technologies, and implementing policies and

practices that stimulate knowledge sharing (Dalkir, 2017). Creating a knowledge-friendly culture is paramount for effective KM. This involves promoting values such as openness, trust, and collaboration, which can drive the sharing and use of knowledge. An open culture encourages employees to freely share their ideas and expertise, while a culture of trust assures them that their contributions will be valued and respected. Collaboration enhances the exchange of knowledge and ideas among employees, leading to innovation and collective problem-solving (Connelly, Zweig, Webster, & Trougakos, 2012).

Providing the necessary tools and technologies is another vital aspect of supporting knowledge use and sharing. Tools like intranets, databases, content management systems, and collaborative technologies can enhance the ability to capture, store, retrieve, and share knowledge. Providing training on the use of these tools can further enhance their effectiveness (Riege, 2005). Moreover, organizations can establish policies and practices that encourage knowledge sharing. This might include creating opportunities for knowledge sharing, such as team meetings, workshops, and online forums; offering incentives such as recognition and rewards for knowledge sharing; and incorporating knowledge sharing into performance evaluations (Hislop et al., 2018). Leadership plays an essential role in promoting knowledge use and sharing. Leaders can underscore the significance of KM by demonstrating their commitment to learning and knowledge sharing, and by setting an example for others to follow. Leaders can also influence the KM culture by recognizing and rewarding knowledge-sharing behaviors, thereby reinforcing their importance to the organization (Cummings, 2004). In essence, effective KM necessitates a well-coordinated effort involving a knowledge-friendly culture, the right tools and technologies, supportive policies and practices, and leadership support. This can help to create an environment where knowledge is not just stored and

managed, but is actively used and shared to drive organizational learning and innovation (Dalkir, 2011).

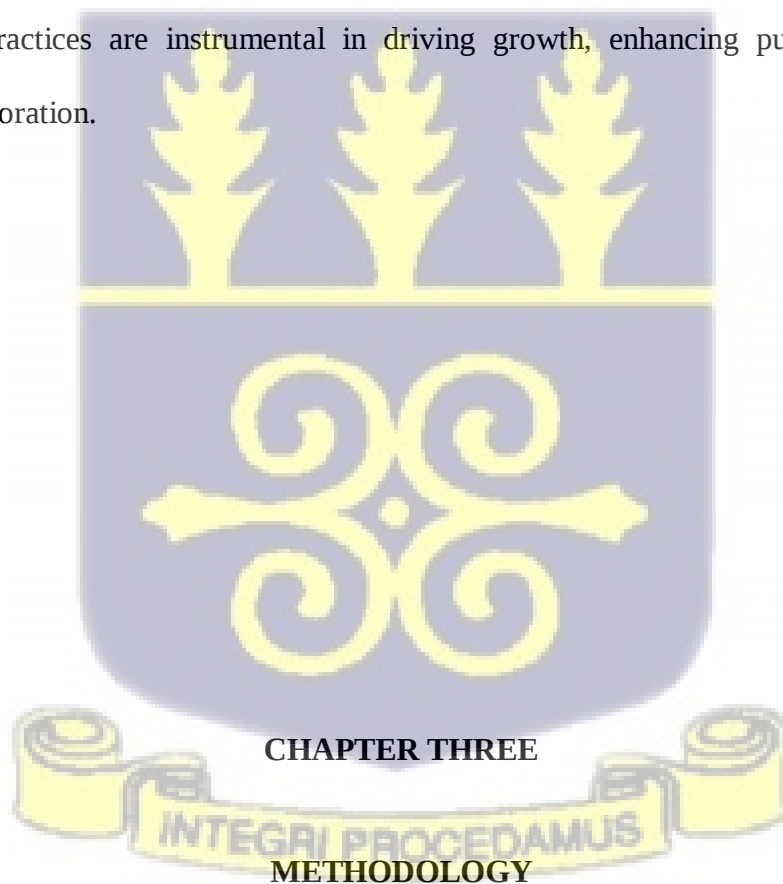
In an increasingly interconnected and fast-paced world, the importance of Knowledge Management (KM) cannot be overstated. As we navigate the digital age, where vast amounts of information are readily available at our fingertips, the ability to effectively manage, disseminate, and apply knowledge has become a crucial determinant of organizational success (Choo, 2018). The rise of the knowledge economy, where knowledge is a key resource, has significantly heightened the relevance of KM. It has made it necessary for organizations to not only store and process large quantities of information but also convert this information into actionable knowledge that can be applied to strategic decision-making, problem-solving, and innovation (Choo, 2018). KM, therefore, plays a vital role in creating value by improving organizational efficiency and effectiveness. It does this by streamlining the process of knowledge acquisition, interpretation, distribution, and application, thereby enabling quicker, more informed decision-making and facilitating organizational learning and innovation (De Silva, 2019). In the face of increasing competition, globalization, and the accelerating pace of technological advancement, KM provides organizations with a competitive advantage. By capitalizing on their knowledge resources, organizations can foster innovation, improve customer relationships, enhance employee skills and competencies, streamline operations, and ultimately achieve superior performance (Choo, 2018). Moreover, with the advent of technologies such as artificial intelligence, big data analytics, and cloud computing, the importance of KM is becoming even more pronounced. These technologies, while providing opportunities for improving the efficiency and effectiveness of knowledge processes, also present challenges in terms of managing the volume, velocity, variety, and veracity of information. Hence, effective KM practices are needed to leverage these technologies to the

advantage of the organization (Koltay, 2017). In the contemporary digital and information-driven economy, the role of Information Professionals (IPs) in managing and leveraging knowledge assets is gaining increased recognition. As knowledge brokers, they play a crucial role in facilitating knowledge creation, sharing, and application, contributing to the development of a knowledge-centric culture within the organization (Mackey & Jacobson, 2014). In conclusion, the relevance of KM in today's digital and information-driven economy is clear. It has emerged as a strategic imperative for organizations seeking to leverage their knowledge resources to achieve competitive advantage, innovation, and improved performance. As we continue to navigate the complexities of the digital age, the importance of KM and the role of IPs in KM processes is likely to grow even further.

2.11 Summary of Chapter

This section reviewed relevant literature pertaining to the study. the history and evolution of KM showed its multi-dimensional nature, recognizing the combined effort of people, processes, and technology in the creation and application of knowledge. It also showed the shift from viewing knowledge as a static entity to seeing it as dynamic and continually evolving, embedded in the practices and interactions of people within the organization. IPs are at the forefront of managing the storage and retrieval of organizational knowledge. Their multifaceted role requires them to blend technical expertise with soft skills, all the while encouraging a culture of knowledge sharing and collaborative learning. The evolution from traditional roles to KM roles has transformed IPs from passive providers of information to proactive facilitators of knowledge creation, sharing, and application. This shift necessitates a broader and more diverse skill set, and a more strategic and proactive approach to managing information and knowledge. IPs are pivotal to the KM process, ensuring that knowledge flows through the organization from creation to application. Their roles are integrative, interfacing with technology, people, and processes to maintain the lifecycle of knowledge within an

organization. IPs in KM roles require a blend of technical, analytical, and people skills. This unique skill set allows them to bridge the gap between people, processes, and technology in the organization's KM efforts, thereby facilitating the creation, sharing, and application of knowledge for the organization's benefit. Effective Knowledge Management is a holistic endeavour, requiring the synergistic interplay of People, Process, Technology, and Strategy. When these components come together, organizations can harness the full power of their collective knowledge, driving innovation, enhancing decision-making, and achieving sustained competitive advantage. the comparative analysis of knowledge management practices among different information professionals underscores the pivotal role of collaboration, knowledge acquisition, and application in diverse sectors. Irrespective of the sector, effective knowledge management practices are instrumental in driving growth, enhancing public image, and fostering collaboration.



3.1 Introduction

A research methodology is an overall approach to research. It involves how data is collected and analyzed. Howell (2013) is of the view that a methodology is a strategy that shows the

form in which the research will take place and the methods that will be used to arrive at the results. This chapter includes the research paradigm, research design, selection of cases, selection of subjects, population, sample size, instrumentation, data collection procedure, pre-test, data analysis and presentation of findings as well as ethical considerations used to assess the key components for knowledge management practices among three different information professionals at the selected institutions.

3.2 Research Paradigm

A research paradigm is essentially a set of beliefs and practices that guide researchers in their scholarly pursuits. It encompasses the researcher's worldview, the methodology, and the set of standards that dictate how research should be conducted and interpreted (Davies & Fisher, 2018; Kivunja & Kuyini, 2017). Paradigms serve as a framework for understanding and conducting research, influencing how researchers formulate their research questions, design their studies, collect data, and interpret their findings. According to Creswell & Creswell (2017), there are three main types of research paradigms used in the social sciences and they include positivism, interpretivism, and pragmatism.

Interpretivism argues that truth and knowledge are subjective, culturally and historically situated based on lived experiences and understanding of them. Interpretivist argues that the researcher can never be completely separate from their own values and beliefs and these will inevitably inform how data is collected, interpreted and analyzed (Ryan, 2018). The pragmatic paradigm is a research paradigm that combines qualitative and quantitative methodologies to address complex social problems. It prioritizes practicality, flexibility and real-world effects as the criteria for evaluating the meaning, truth, or value of beliefs, theories, or actions (SciSpace, 2024). Pragmatism is often used in mixed methods research studies in the social sciences. Thus, in social science research, pragmatism has helped researchers to combine both qualitative and quantitative methodologies (SciSpace, 2024). Positivism, on the other hand, is rooted in the

belief that the only authentic knowledge is scientific knowledge. This paradigm is based on the principles of empiricism and the scientific method. This study adopted the positivist paradigm. The positivist paradigm is suitable for this study as it supports the objective and measurable assessment of knowledge management (KM) practices among information professionals. It allows the use of quantitative methods to identify patterns and relationships across different organizations (Creswell, 2014; Mackenzie & Knipe, 2006). The structured, replicable methodology aligns with the goal of comparing KM components systematically (Neuman, 2014). Positivism also enables hypothesis testing and generalization of findings to similar organizational contexts (Ryan, 2018). Overall, it provides a solid foundation for generating reliable, evidence-based insights to inform KM policies and practices.

Positivists assert that knowledge should be derived from sensory experience and empirical evidence, which can be obtained through observation, experimentation, and quantitative analysis. Positivism relies heavily on observable, empirical evidence. It emphasizes the importance of objective measurements and statistical analysis (Bryman, 2016). Also, researchers operating within a positivist framework strive for objectivity. They tend to distance themselves from the subject of their study to avoid bias and ensure that their findings are based solely on observable phenomena. Positivism often seeks to generalize findings from a sample to a larger population. This is typically achieved through quantitative methods that allow for broader generalizations (Ali, 2024). In addition, positivist research often aims to predict and control phenomena, adhering to the notion that knowledge is useful so far as it enhances our ability to predict and control our environment. According to positivists, data collection is best done through quantitative methods. Quantitative methods allow positivist researchers to collect data from large samples and collate it into data sets, tracing patterns, trends, correlations, and finding cause-and-effect relationships through statistical analysis. In the context of knowledge

management among information professionals, a positivist approach would involve quantitatively measuring and analyzing the components of knowledge management practices.

3.4 Selection of Cases

The study focused on the key components of knowledge management practices among information professionals working at Balme Library, G.B.C. and PRADD. The choice of Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD) is based on several reasons. These institutions represent diverse information settings. Balme Library is an academic library serving the needs of students, faculty, and researchers. GBC is a broadcasting corporation responsible for disseminating news and information through various media channels. PRAAD is tasked with managing public records and archives. By including these different settings, the researcher can explore how information management practices vary across contexts. Despite operating in different sectors although they are the oldest within their sectors and also public institutions, hence managed and funded by the government (Everitt, 2023; Media Ownership Monitor Ghana, 2017; PRAAD, 2019), these institutions may face similar challenges related to knowledge management, hence comparing their practices can help identify common issues and effective strategies for addressing them. Also, these institutions were selected because they play significant roles in supporting education, media dissemination, and governance, respectively, which are crucial aspects of knowledge management and national development in Ghana. In addition, the study was limited to the Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD) because they are part of the oldest and government managed professional disciplines in the management of information in Ghana, therefore, there is a strong likelihood of them employing information professionals with specialized knowledge and skills in managing information, who are key in shedding light on the competencies and skills required for managing information and

knowledge in Ghana. Furthermore, the study was limited to the Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD) because given that technology performs a wide range of tasks in this modern and digital age (Simplilearn, 2024; Plekhanov et al., 2022), including the acquisition, organization, preservation, and dissemination of information, it stands to reason that all three settings have incorporated technology into their practices looking at their immense contribution to national development.

3.3 Research Design

A research design is a detailed plan or framework outlining the structure and methodology of a research study (Jain, 2023). It encompasses various elements such as the data collection methods, data analysis techniques, and the overall strategy for conducting the study. Thus, it is a systematic and structured approach to conducting research, essential to ensure that the study is valid, reliable, and produces meaningful results (Mills, 2024). A well-constructed research design serves as a roadmap for researchers, guiding them in the systematic investigation of their chosen topic or problem. The researcher adopted a survey as the research design for the study.

Survey research design is a methodological approach used to collect data from a specific population or sample by administering structured questionnaires or surveys. This design aims to gather information about attitudes, opinions, behaviors, or characteristics of individuals or groups. Survey research is commonly employed in the social sciences. The survey research design was chosen for this study because of its capacity to facilitate an in-depth understanding of the phenomenon under study. In the context of this research, the phenomenon of interest relates to the role of Information Professionals (IPs) in Knowledge Management Practices (KMP). More specifically, the study sought to provide a comprehensive description of the

current state of IPs in relation to their KMP. This includes understanding their skills and competencies, the level of organizational support they receive, and the challenges they encounter in their role. By utilizing a survey research design, the research can generate rich, detailed, and nuanced data about these aspects. One of the key strengths of a survey research design is its flexibility. It can be implemented using a variety of data collection methods, including interviews, questionnaires, observations, and document analysis. This allows the researcher to select the methods that are most suitable for the research question and the context in which the study is being conducted.

In any research endeavor, the researcher can choose to utilize a quantitative approach, a qualitative approach, or a combination of both methods - a strategy often referred to as triangulation. The mixed methods approach is lensed by a pragmatic worldview. The assumption behind the mixed methods is that investigating a problem from just the quantitative or qualitative approach alone cannot suffice for a complete understanding unless data is collected from diverse sources. This methodology relies heavily on the amalgamation of quantitative or qualitative methods to gather participants' in-depth views to better explain the initial survey. The selection of a research approach largely depends on the nature of the research question and the type of knowledge the researcher intends to generate. The researcher adopted the quantitative approach.

Quantitative research, as the name suggests, revolves around the quantification of data. It is rooted in the positivist paradigm and seeks to measure variables, analyze relationships, and determine patterns within the data (Creswell, 2014). This approach is characterized by structured research instruments, numerical data, and statistical analysis, providing a more objective lens through which a phenomenon can be examined. The decision to employ a quantitative approach in this study is underpinned by several factors. Quantitative research

allows for the collection of data from a larger sample size, enhancing the generalizability of the findings (Bryman, 2016). Quantitative research was adopted because the study's goals dictated the use of statistical procedures for measuring and analyzing data. (Creswell, 2014). While the quantitative approach offers numerous advantages, it also comes with its own set of challenges. The emphasis on numerical data and structured instruments may limit the depth of insights, potentially overlooking the qualitative nuances and subjective experiences of participants (Denzin & Lincoln, 2011).

3.4 Selection of Cases

The study focused on the key components of knowledge management practices among information professionals working at Balme library, G.B.C and PRADD. The choice of Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD) is based on several reasons. These institutions represent diverse information settings. Balme Library is an academic library serving the needs of students, faculty, and researchers. GBC is a broadcasting corporation responsible for disseminating news and information through various media channels. PRAAD is tasked with managing public records and archives. By including these different settings, the researcher can explore how knowledge management practices vary across contexts. Despite operating in different sectors although they are the oldest within their sectors and also public institutions, hence managed and funded by the government (Everitt, 2023; Media Ownership Monitor Ghana, 2017; PRAAD, 2019), these institutions may face similar challenges related to knowledge management, hence comparing their practices can help identify common issues and effective strategies for addressing them. Also, these institutions were selected because they play significant roles in supporting education, media dissemination, and governance, respectively, which are crucial aspects of knowledge management and national development in Ghana. In

addition, the study was limited to the Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD) because they are part of the oldest and government managed professional disciplines in the management of information in Ghana, therefore, there is a strong likelihood of them employing information professionals with specialized knowledge and skills in managing information, who are key in shedding light on the competencies and skills required for managing information and knowledge in Ghana. Furthermore, the study was limited to the Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD) because given that technology performs a wide range of tasks in this modern and digital age (Simplilearn, 2024; Plekhanov et al., 2022), including the acquisition, organization, preservation, and dissemination of information, it stands to reason that all three settings have incorporated technology into their practices looking at their immense contribution to national development.

3.5 Research Setting

The setting for this study included the Balme library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD)

3.5.1 Balme Library

The primary library of the University of Ghana library system was founded in 1948 and is called the Balme Library, which is situated in Legon, Accra. It was named after David Mowbray Balme, the first Principal of the University of Ghana. As the main library of the University, it is also the largest within the University of Ghana Library System (UGLS). It provides academic resources and knowledge to scholars, teachers, and students. It is essential to the advancement of research and education in the nation because of its extensive collection and state-of-the-art facilities. It was created to support the academic and research endeavors of university faculty, staff, and students. The print and electronic materials found at the Balme

Library supplement the courses offered at the university. There are currently about 360,000 volumes in the Balme Library's collection, which includes textbooks, periodicals, theses, newspapers, and microfilms. Students and staff use the internet-related and online database services that the library offers for information sharing and academic research. The ground floor is where library users and visitors are required to deposit their bags in the lockers provided at the main entrance. The library's enquiry desk is located at the Reference Hall, staffed by knowledgeable personnel who can answer questions about the library and its resources. Borrowing and returning books also take place in the Reference Hall. PCs are available exclusively for searching the library's online catalogue (UGCat). Reference books, including encyclopedias, dictionaries, and almanacs, are also kept in this area. There are five departments and one special library for students with special needs in the Balme Library. Acquisitions, Cataloging, Periodicals, Reference, Technical Services and Braille Library. The library employs senior members, senior staff and junior staff.

3.5.2 Ghana Broadcasting Corporation

Ghana started broadcasting on July 31, 1935, when a wired relay station was established in Accra. Code-named Radio "ZOY," the new broadcasting outlet first ran in Fanti, Twi, Ga, and Ewe, the four official languages of Ghana. The Gold Coast became Ghana after the country gained independence in 1957, and the Gold Coast Broadcasting System (GCBS) changed its name to the Ghana Broadcasting Service (GBS) also referred to as the Ghana Broadcasting Corporation. GBC, a news organization under state ownership, offers news and updates on a range of subjects, such as business, sports, entertainment, fashion, and video new. Their goal is to set the standard for the broadcasting sector by producing high-caliber content that highlights Ghana's integrity. The Ghana Broadcasting Corporation (GBC) operates through several divisions, each contributing to its multifaceted role as a broadcaster and communicator. The Television Division develops television content (programs) for transmission and carries

out information dissemination, including news, education, entertainment, and advertisements. The Radio division's core business includes news gathering, production, and presentation. It operates approximately 25 radio stations across Ghana's 16 regions. GBC employs journalist who gathers information for public education and these include reporters, senior reporters, assistant editors, supervising editor, chief editor and head of news.

3.5.3 Public Records and Archives Administration

Ghana's Public Records and Archives Administration Department (PRAAD) is essential to maintaining our country's memory. Ghanaian government records that are representative of our history, culture, and identity are gathered and preserved by PRAAD. Act 535, which was approved by parliament and signed into law by the president in August 1997. It is the responsibility of the PRAAD to gather, oversee, and maintain official documents that represent Ghana's identity, culture, and history. These records, which date from pre-colonial periods to the present, come from both the public and private sectors of government. By enabling their effective administration, the department guarantees that these records are accessible to the general public.

3.6 Selection of Subjects

Subjects are the people chosen for a particular study. This section includes the population of the study and the sample size used in selecting the subjects or participants for the study.

3.6.1 Population

A research population refers to a group of individuals or elements that is the main focus of a research study (Majid, 2018; Hossan et al., 2023). According to Given (2012), a population may be defined as the group or groups of interest to the researcher in relation to the study question. The population of this study consisted of all information professionals working within the three selected organizations namely Balme Library, G.B.C. and PRADD in the Greater

Accra Region, Ghana. Information professionals, for the purpose of this study, included librarians, archivists and journalists. These individuals were chosen because they have the responsibility of managing, organizing, and providing access to information within their respective organizations (Vassilakaki & Moniarou-Papaconstantinou, 2015). Table 3.1 shows the population of the study.

Table 3.1: Population of the Study

Name of Organization	Information Professionals
Balme Library (Librarians)	60
GBC (Journalists)	60
PRAAD (Archivists)	50
TOTAL	170

Source: Field Data, 2024

3.6.2 Sample Size

A sample, according to Creswell (2012), is a subgroup of the target population that the researcher intends to investigate in order to learn more about the target population. As stated by Forzano and Gravatar (2009), selecting study participants is known as sampling. According to Forzano and Gravatar (2009), a sample is often chosen from the population with the intention of representing the entire population. For this study, the total target population was used, hence, there was no sampling. The researcher utilized the entire population of information professionals from Balme Library, GBC, and PRAAD due to its manageable size and accessibility. This approach allowed for a comprehensive examination of knowledge management practices among these professionals. As Creswell and Creswell (2017) suggest, employing the total population in a study is suitable when dealing with a relatively small and

easily accessible group. Additionally, by incorporating the entire population, the researcher aimed to gain a comprehensive understanding of the subject matter, as opined by Bryman (2016).

3.7 Data Collection Instrument

A research instrument is a device or method used by a researcher to collect data and measure the variables in a study (MacDonald & Headlam, 2011). There are many types of data collection instruments used in research. The type of instrument used directly influences the quality and accuracy of the data obtained. There are a number of research instruments that are used for collecting data and they include interviews, observations and questionnaires. For most quantitative research, questionnaires are the most suitable primary data collection tool (William 2011). The researcher used questionnaires for data collection since this is a quantitative study. Foxt & Bayat (2007) define a questionnaire as a set of questions compiled by a researcher and to which answers and information are required. Using questionnaires as a research method allows for efficient and cost-effective data collection and analysis, especially when working with a large number of respondents. Questionnaires offer convenience, ease of replication, and reliability due to standardized questions (Mavodza, 2010). When carefully planned and executed with a well-selected sample, questionnaires can provide an accurate representation of the larger population's behaviors and trends.

There are different forms of questionnaires and they are open-ended and closed-ended questionnaire. Respondents are expected to freely express their ideas on the research issue in question when completing an open-ended questionnaire, whereas closed-ended questionnaires restrict respondents to a limited set of options. The researcher employed closed-ended questions for this study. Closed-ended questions are useful and accurate as they provide the most consistent interpretation results and help to compare responses and generate response

frequency (Sanchez, 2024). Also, the questionnaire included questions that utilized a Likert scale, which allowed respondents to express their level of agreement or disagreement with various statements, providing an understanding of the measure of their attitudes and perceptions. There are two ways to give questionnaires to respondents: either in person, when the researcher physically hands the questionnaires to the respondents, or via mail. An online survey can also be used to distribute it to the respondents. As a result, this helps to close the communication gap between the respondents and the researcher. For this study, the researcher chose the face-to-face distribution of the questionnaire as a means of collecting data from respondents.

The questionnaire was structured based on the objectives of the study and it comprised of six sections, namely A, B, C, D, E, and F (Appendix A). Section A comprised four items and gathered data on the demographic characteristics of the respondents. The addressed issues included the respondent's institution, age distribution, gender, and year of experience. Section B collected data on the skills and competencies of information professionals for effective knowledge management. In this section, participants were requested to specify what constitute knowledge management as part of finding out the competencies of the respondents in terms of knowledge management, the involvement of the respondents in managing knowledge in the selected institutions, rate their proficiency in managing knowledge, the knowledge management tools used as well as their proficiency in using the tools use to manage knowledge in their respective institutions. Section C comprised of five items and it collected data on the role of information professionals in knowledge creation and sharing processes. The researcher instructed the respondents to indicate the activities they are involved in with regards to creating or generating new knowledge in their respective institutions, indicate the frequency of their engagement in the KM activities they engage in, find out the contributions of the respondents

in terms of sharing information in their institutions as part of managing knowledge in their institutions, indicate the various methods or platforms through which they primarily share various knowledge among themselves, and also find out the effectiveness of the various KM sharing platforms used by the respondents for sharing information in their institutions. Section D gathered data on the policies that are driving knowledge management. This section involved three different items. The first item collected data on the existence of policies in terms of managing knowledge in the selected institutions, the second item was centered on gathering data on the effectiveness of established policies on knowledge creation, sharing and usage of information in the selected organizations and the last item of section D requested the participants to indicate some suggestions to help enhance the policies on managing knowledge in their institutions. Section E collected data on the role technology and digital tools play in facilitating knowledge management practices. The researcher instructed the respondents to utilise the provided rating scale to indicate the pivotal role of technology and digital tools in facilitating knowledge management practices. A 5-point Likert scale was employed and the options used included: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. Section F gathered data on the challenges faced by information professionals in implementing knowledge management practices. Participants were asked to select all applicable options from a list of challenges that affect the effective management of knowledge by the information professionals in the selected institutions.

3.8 Sources of Data

This study gathered data from two main sources: primary and secondary. Primary data was collected directly by the researcher through questionnaires, providing original and firsthand information from the respondents. Secondary data, on the other hand, was obtained from existing sources such as journal articles, online resources, reports, theses, books, and other scholarly literature, providing a foundation of existing knowledge on the topic.

3.9 Data Collection Procedures

The process of data collection is a critical phase in any research study. It involves a systematic approach to gathering accurate and relevant information that will address the research objectives. The researcher took introductory letters from the Department of Information Studies and sent them to Balme Library, G.B.C. and PRADD. The researcher spoke to them about the study and their consent and permission were sought before going ahead with the data collection. The researcher visited the research site and had meetings with a few members of the study staff. Each of them received an explanation of the study from the researcher. All of the participants' questions were addressed in order to dispel any doubts they may have had. The researcher asked for the consent of the participants to continue gathering data. In order to encourage cooperative and responsible participation, respondents were assured of the utmost confidentiality regarding their information. The researcher and the participants came to an agreement on a date for the data collection. One of the employees helped the researcher share the questionnaires, and it took two days for the completed questionnaires to be collected.

3.10 Pretest

Before embarking on the actual data collection, a pilot study was conducted at Valley View University Library to test the validity and reliability of the questionnaire. This helped in refining the questions and ensuring they were clear and unambiguous (Stratton, 2019). Pretesting should be done in advance to determine the level of understanding of the questions of the study. This made it easier to spot errors and omissions, ensuring that the questions were appropriate and clear before they were sent to the study site or research region to gather data. Therefore, taking into account the input received, the necessary modifications and fixes were made.

3.10.1 Validity

Validity and reliability are the two main factors to consider when assessing a specific instrument. It is worried about the instrument's consistency. It is important to remember that a highly reliable instrument can be relied upon to provide a precise and consistent measurement of a constant value (Bless & Hughes-Smith, 2000). Twenty copies of the questionnaire were distributed, and responses to the pretest were noted in order to assess the questionnaire's reliability. The Cronbach Alpha for the reliability test was calculated using the Statistical Package for Social Sciences (SPSS v20). As a result, the findings produced a reliability coefficient of 0.868, which was deemed good and appropriate for the research.

3.10.2 Reliability

To ensure the questionnaire's ability to collect the required information and data from the respondents, the instrument was validated by ensuring that all of the study's objectives and variables were fully covered in the questionnaires. Furthermore, the researcher presented a draft of the questionnaire to the supervisor for corrections, observations, and necessary amendments to ensure the instrument was strong enough to elicit the needed information.

3.11 Presentation of Data and Analysis

The presentation of data and its subsequent analysis is a pivotal step in the research process. It allows for the systematic interpretation of the data collected, leading to meaningful conclusions and insights. In a quantitative study, this involves the use of statistical techniques and tools to analyze the data. The Statistical Package for Social Sciences (SPSS) version 25.0 was employed to conduct statistical analysis on the quantitative data collected from the respondents, yielding valuable findings and conclusions. SPSS is a powerful tool that streamlines the process of data analysis and enables researchers to derive meaningful insights from their data efficiently. Its intuitive interface, extensive statistical capabilities, and support for data management and

visualization make it a preferred choice for both novice and experienced analysts in various fields of study. With regards to using SPSS for analyzing the quantitative data collected for this study, the researcher began by meticulously reviewing and validating the collected questionnaires to ensure consistency, accuracy, and thoroughness. Each questionnaire was systematically numbered to facilitate easy identification in case of data entry discrepancies. To streamline the data input process into SPSS, the researcher developed a manual coding system, assigning numerical values to categorical responses from the questionnaires. These coded responses were then carefully entered into the SPSS software and meticulously cross-checked for precision. Once the data were successfully entered into SPSS, statistical analysis commenced. The researcher evaluated the dataset to ensure it met the assumptions of sample size adequacy and identified any potential outliers that could influence the analysis outcomes. This rigorous approach aimed to safeguard the integrity and reliability of the statistical findings derived from the data analysis process.

The results of the analysis were presented in a structured format, with tables, charts such as pie and bar charts, percentages and frequencies illustrating the key findings. Each table was accompanied by a clear and concise description, highlighting the main insights (Creswell & Creswell, 2017). In addition, descriptive analysis, which combined various statistical measures (mean, median, standard deviation, skewness, kurtosis, range, etc.), was employed to provide a comprehensive overview of how these institutions differ in their activities. Thus, it focused on both central tendencies and variability to highlight unique characteristics of each institution's engagement levels. Generally, the analysis of the collected data and the presentation of findings followed a logical structure, commencing with an overview of the respondents' demographic characteristics, and then proceeding to address each research objective in a sequential and organized manner. The quantitative approach to data presentation

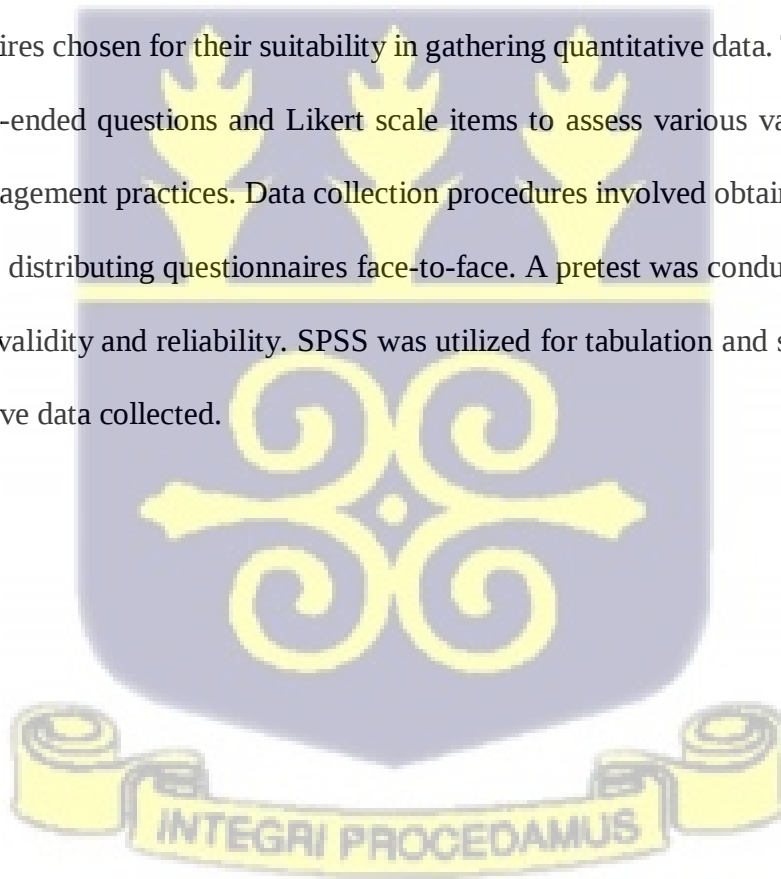
and analysis ensures that the findings are based on rigorous statistical techniques and therefore lends credibility and reliability to the results. By systematically analyzing the data, the study aims to provide a comprehensive understanding of the research objectives.

3.12 Ethical Considerations

Ethical considerations play a crucial role in ensuring the integrity and quality of research. Some key ethical considerations to take into account for this study are as follows. Participants were provided with a clear explanation of the research's purpose, methods, potential benefits, and risks. They were made aware that they have the right to voluntarily decide whether or not to participate in the study, without any pressure or coercion. Written informed consent was also obtained from all participants before data collection began. To protect the privacy of participants, all personal information and identifiers were removed from the collected data. The researcher ensured that the participants' identities were not disclosed in any reports, publications, or presentations resulting from the study. Any sensitive data was securely stored and accessed only by authorized personnel (Creswell & Poth, 2016). In addition, the researcher minimized any potential physical, psychological, or emotional harm to participants. This includes ensuring a safe and comfortable environment during data collection and being sensitive to participants' feelings and reactions during interviews or focus group discussions (Bryman, 2016). The researcher further maintained high standards of data integrity and quality throughout the research process. This includes accurately recording and reporting data, avoiding any fabrication or falsification, and acknowledging any limitations or potential biases in the study (Easterby-Smith et al., 2018). Finally, the researcher was aware of their role in the research process and how their personal experiences, beliefs, and values may influence the study. Reflexivity can be achieved by maintaining a research journal, engaging in peer debriefing, or discussing potential biases with colleagues or supervisors (Berger, 2015).

3.13 Summary of Chapter

The chapter outlines a systematic approach to investigating knowledge management practices among information professionals, emphasizing the rigor and validity of the research process. The chapter introduces the concept of research paradigms, highlighting the choice of the positivist paradigm by the researcher. The chapter also shows the use of a survey as the research design for this study. The researcher focused on Balme Library, Ghana Broadcasting Corporation (GBC), and the Public Records and Archives Administration Department (PRAAD) as the settings for this study. The population of the study consisted of information professionals in the selected organizations. The sample size for the study encompassed the entire population, therefore, there was no sampling. Data collection instruments were described, with questionnaires chosen for their suitability in gathering quantitative data. The questionnaire included closed-ended questions and Likert scale items to assess various variables related to knowledge management practices. Data collection procedures involved obtaining consent from participants and distributing questionnaires face-to-face. A pretest was conducted to ensure the questionnaire's validity and reliability. SPSS was utilized for tabulation and statistical analysis of the quantitative data collected.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter focuses on the analysis and presentation of findings for the study. This chapter provides data gathered on assessing the key components of knowledge management practices among three different information professionals. Questionnaires were administered to participants from various professional backgrounds to collect data. This chapter examines the results of the study's objectives. It first presents the demographic information of the information professionals surveyed. The subsequent sections analyse the core components of knowledge management practices, including knowledge creation, storage, sharing, and application among the different groups of professionals. Additionally, this chapter explores the perceived effectiveness of these practices, the challenges faced in implementing knowledge management strategies, and recommendations to enhance knowledge management practices across the professions. The analysis employed descriptive statistics, including frequency, mean ranks, and percentage values. The findings are visually presented with the aid of figures and tables.

A response rate indicates the percentage of participants who completed and returned a questionnaire out of the total number distributed (Naa-Shikah, 2023). In this study, 110 out of 170 questionnaires were completed and returned, resulting in a response rate of 65%. This rate is considered acceptable, as noted by Lindermann (2019), who suggests that a response rate of this magnitude is sufficient for reliable data analysis.

4.2 Demographic Characteristics of Respondents

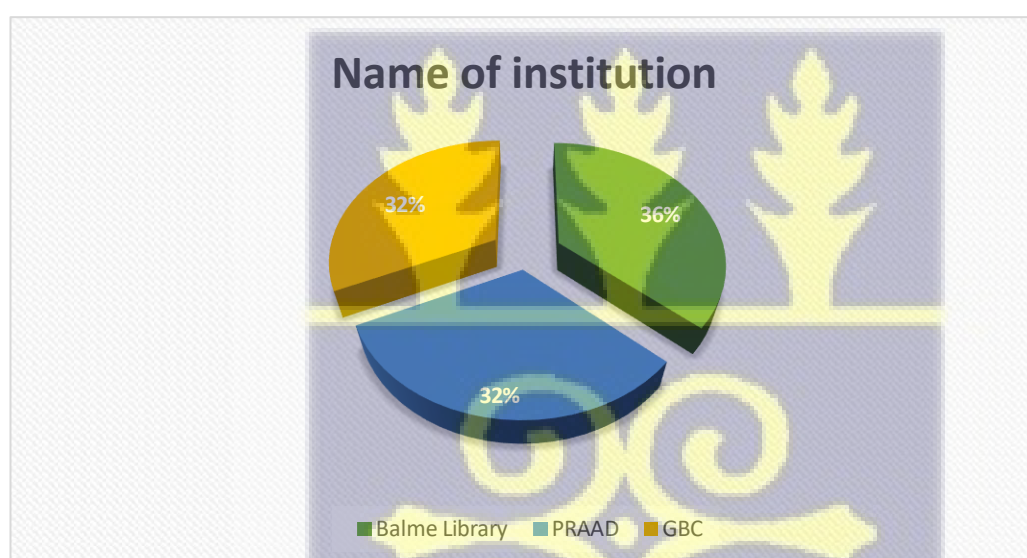
The demographic characteristics of the respondents offer a comprehensive overview of the diverse backgrounds and experiences of the professionals involved in the study. This section comprises

the name of the respondents' institution, gender, age range, and years of experience. This facilitates the discernment of the participants' demographic profile, aiding in understanding the composition as well as the perspectives represented in the study.

4.2.1 Name of Institution

Participants were requested to specify the name of the university they attended. The findings are depicted in Figure 4.1.

Figure 4.1: Name of Institution



Source: Field Data, 2024

As illustrated in Figure 4.1, 40 respondents, making up 36.4% of the total, were recognized as information professionals from Balme Library. In contrast, the remaining 70 respondents were divided equally, with 35 respondents each from PRAAD and GBC, accounting for 31.8% of the total each. The results indicate that a larger proportion of the participants in this study are professionals from Balme Library, compared to those from PRAAD and GBC, both of which have

an equal number of respondents. This distribution reflects the diverse backgrounds and professional environments of the participants selected for the study.

4.2.2 Age of the Respondents

Age is an important demographic characteristic of a person as it shows the number of years a person has lived (Aramide, Ladipo, and Adebayo, 2015). The researcher sought to find out the age range of the respondents as part of gathering demographic data about the respondents. To provide clarity, Table 4.1 displays the age distribution of the information professionals (respondents) selected for the study.

Table 4.1: Age of Respondents

Age of Respondents	Balme Library N=40		PRAAD N=35		GCB N=35		Total N=110	
	no	%	no	%	no	%	no	%
Below 25	5	12.5	4	11.4	4	11.4	13	11.8
25-34	15	37.5	13	37.1	14	40.0	42	38.2
35-44	13	32.5	12	34.3	11	31.4	36	32.7
45-54	5	12.5	4	11.4	4	11.4	13	11.8
55 and above	2	5.0	2	5.7	2	5.7	6	5.5

Source: Field Data, 2024

The respondents were asked to indicate their ages at their respective institutions, and the age distribution of the respondents is provided in Table 4.1. The analysis of the age revealed the following patterns:

At Balme Library, a significant portion of respondents, 15 individuals (37.5%), fell within the age range of 25-34. The next most common age group was 35-44, which included 13 respondents (32.5%). Additionally, 5 respondents (12.5%) were aged below 25, and another 5 respondents

(12.5%) were in the 45-54 age range. A smaller portion of 2 respondents (5.0%) were 55 years or older. At PRAAD, the majority of respondents, 13 individuals (37.1%), were within the 25-34 age range. This was followed closely by the 35-44 age group, comprising 12 respondents (34.3%). Four respondents (11.4%) were below 25, while another 4 respondents (11.4%) were in the 45-54 age range. Similarly, 2 respondents (5.7%) were 55 years or older. At GBC, the largest age group was also the 25-34 range, with 14 respondents (40.0%) falling within this category. The 35-44 age group followed, with 11 respondents (31.4%). Additionally, 4 respondents (11.4%) were below 25, and another 4 respondents (11.4%) were in the 45-54 age range. Again, 2 respondents (5.7%) were 55 years or older.

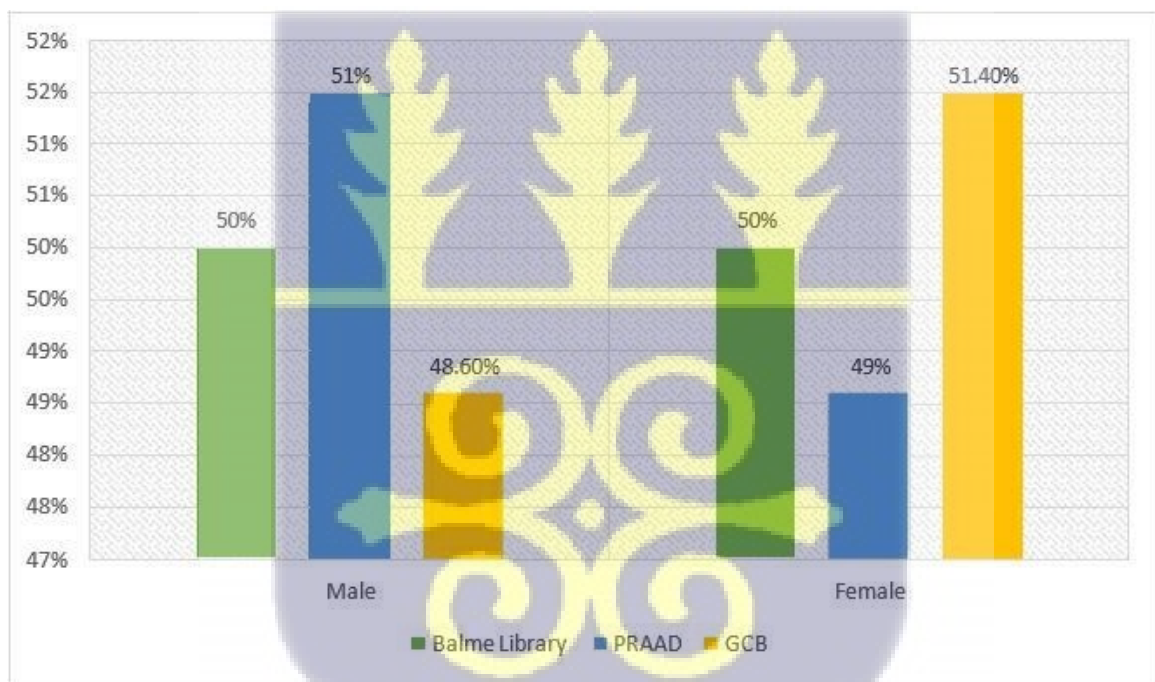
The findings indicate that the majority of information professionals across all three institutions, who participated in the study, are within the 25-34 age range. This age group represents 38.2% of the total respondents. The second most common age group is 35-44, representing 32.7% of the total respondents. There are smaller, yet significant, groups of respondents below 25 years and between 45-54 years, each comprising 11.8% of the total respondents. The least represented age group is 55 years and above, making up 5.5% of the total respondents. These findings highlight that the predominant age range of information professionals participating in

the study across Balme Library, PRAAD, and GBC is 25-34 years, followed by 35-44 years.

4.2.3 Gender of Respondents

How information is used is significantly influenced by gender, as emphasized by Chakraborty et al. (2018). Gender can reveal who within the organization uses and manages knowledge or information more effectively among males or females. The researcher asked the respondents to indicate their gender. The gender distribution of respondents is presented in Figure 4.2.

Figure 4.2: Gender of Respondents



Source: Field Data, 2024

Figure 4.2 depicts the gender distribution of respondents. At Balme Library, there were a total of 40 respondents, with an equal number of male and female respondents, each comprising 50% of the total. Meanwhile, at PRAAD, there were 35 respondents, among whom 18 respondents (51.4%) were male and 17 respondents (48.6%) were female. At GBC, the total

number of respondents was also 35, with 17 respondents (48.6%) identified as male and 18 respondents (51.4%) identified as female.

This indicates that the gender distribution at Balme Library is perfectly balanced, with an equal number of male and female respondents. At PRAAD, there is a slightly higher proportion of male respondents compared to female respondents. Conversely, at GBC, the majority of respondents are female, albeit by a small margin. The findings highlight that the gender distribution varies slightly across the different institutions, with PRAAD having a marginally higher number of male respondents, and GBC having a marginally higher number of female respondents. Balme Library stands out with an equal representation of both genders.

4.2.4 Years of Experience

The level of experience among information professionals plays a crucial role in knowledge management practices. Thus, the duration a person has worked reveals the experience the person has accumulated over time which is key in revealing how effective the person can manage knowledge in an organization. The researcher sought to find out the years of experience the respondents have using their duration of work in the selected institutions. The results are presented in Table 4.2.

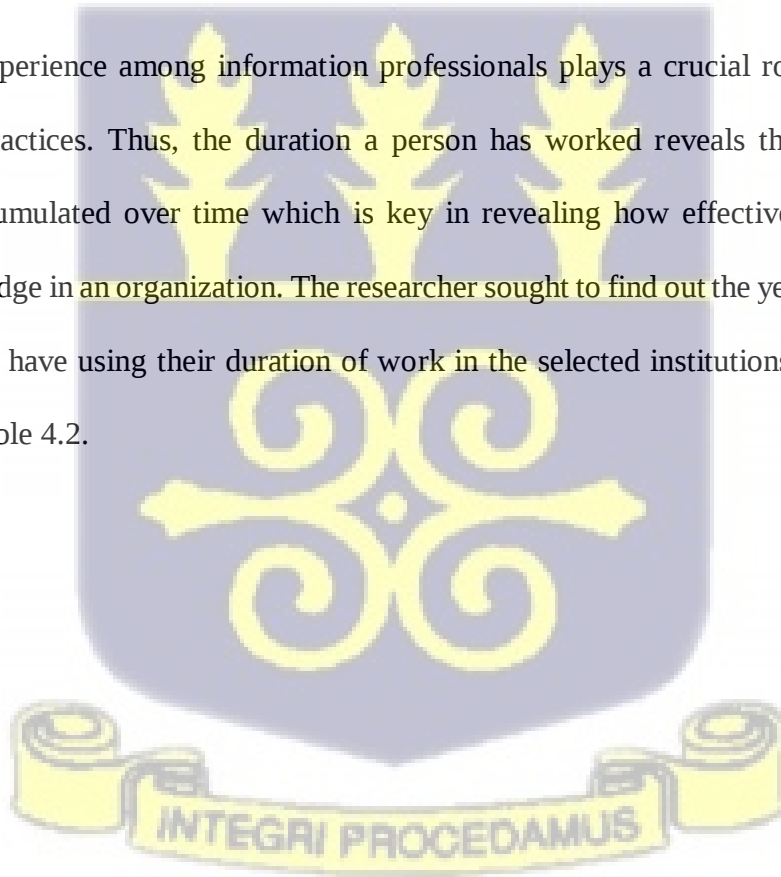


Table 4.2: Years of Experience

Years of Experience	Balme Library N=40		PRAAD N=35		GCB N=35		Total N=110	
	no	%	no	%	no	%	no	%
Less than 1 year	5	12.5	4	11.4	4	11.4	13	11.8
1-5 years	15	37.5	13	37.1	14	40.0	42	38.2
6-10 years	13	32.5	12	34.3	11	31.4	36	32.7
11-20 years	5	12.5	4	11.4	4	11.4	13	11.8
More than 20 years	2	5.0	2	5.7	2	5.7	6	5.5

Source: Field Data, 2024

The distribution of respondents by years of experience in their current roles is provided in Table 4.2. At Balme Library, a notable proportion of respondents, 15 individuals (37.5%), reported having 1-5 years of experience in their current role, making it the most common category among respondents. This was followed by 6-10 years of experience, with 13 respondents (32.5%). Additionally, 5 respondents (12.5%) reported having less than 1 year of experience, and another 5 respondents (12.5%) reported having 11-20 years of experience. A smaller portion of 2 respondents (5.0%) reported having more than 20 years of experience. Similarly, at PRAAD, the largest proportion of respondents, 13 individuals (37.1%), reported having 1-5

years of experience, followed closely by 12 respondents (34.3%) with 6-10 years of experience. Additionally, 4 respondents (11.4%) reported having less than 1 year of experience, and another 4 respondents (11.4%) reported having 11-20 years of experience. Two respondents (5.7%) reported having more than 20 years of experience. At GBC, the distribution of respondents by years of experience is also similar. The highest proportion of respondents, 14 individuals (40.0%), reported having 1-5 years of experience, followed by 11 respondents (31.4%) with 6-10 years of experience. Similarly, 4 respondents (11.4%) reported having less than 1 year of experience, and another 4 respondents (11.4%) reported having 11-20 years of experience. Two respondents (5.7%) reported having more than 20 years of experience.

Across all three institutions, the most common category of years of experience in the current role is 1-5 years, followed by 6-10 years. The distribution indicates a relatively balanced representation of various experience levels among respondents, providing a comprehensive view of the workforce's experience landscape in the respective institutions.

4.3 Assessment of Skills and Competencies

In this section, the researcher sought to find out the skills and competencies among professionals at Balme Library, PRAAD, and GBC, recognizing its pivotal role in managing knowledge. Skills and competencies are linked to the people component of the Knowledge-Based Theory of the firm. Khudair (2018) opined that people are the cornerstone of any knowledge management (KM) system, and they are the creators, carriers and appliers of knowledge, and they also facilitate environments where collaboration and communication are encouraged to unlock creativity and innovation. As part of assessing the skills and competencies of the respondents, this section focused on gathering information on what constitutes KM from the perspective of the respondents, their involvement in KM activities, their proficiency in managing knowledge, the tools used in managing knowledge and their proficiency in using those tools. Also, descriptive statistics such as mean, standard deviation

and confidence interval were conducted to find out the relationship between the three selected institutions and their involvement in KM activities.

4.3.1 Constituent of Knowledge Management (KM)

Knowledge management (KM) encompasses various elements vital for effective organizational knowledge practices. These include knowledge creation, sharing, and utilization, forming the backbone of KM initiatives. Thus, a comprehensive approach to KM is essential for fostering innovation and competitive advantage within organizations. The researcher sought to find out what constitutes knowledge management as part of finding out the competencies of the respondents in terms of knowledge management. The findings are shown in Table 4.3.

Table 4.3: Constituents of Knowledge Management

KM Constituent	Balme Library N=40		PRAAD N=35		GCB N=35		Total N=110	
	no	%	no	%	no	%	no	%
Creation of knowledge	10	25	9	25.7	10	28.6	29	26.4
Sharing of knowledge	12	30	11	31.4	10	28.6	33	30.0
Using of knowledge	10	25	9	25.7	9	25.7	36	32.7
All of the above	5	12.5	4	11.4	4	11.4	13	11.8
None of the above	3	7.5	2	5.7	2	5.7	7	6.4

Source: Field Data, 2024

The distribution of responses regarding knowledge management (KM) constituents among respondents from Balme Library, PRAAD, and GBC provides insights into their perceptions of KM practices. Across all three institutions, there is a notable emphasis on the sharing of knowledge, with 30% of respondents from Balme Library, 31.4% from PRAAD, and 28.6% from GBC highlighting its importance. Similarly, the utilization of knowledge is also deemed significant, with 25% of respondents from Balme Library, 25.7% from both PRAAD and GBC emphasizing its role. Interestingly, the creation of knowledge is valued to a slightly lesser extent, with 25% of respondents from Balme Library, 25.7% from PRAAD, and 28.6% from GBC recognizing its importance. Additionally, a considerable portion of respondents across all institutions (11.8%) acknowledged the significance of all KM constituents. However, a minority of respondents (6.4%) indicated that none of the listed options constitutes KM. This distribution underscores the multifaceted nature of KM and highlights the diverse perspectives among information professionals regarding its essential components.

4.3.2 Involvement in KM Activities

Involvement in knowledge management (KM) activities is crucial for fostering a culture of learning and innovation within organizations. Effective involvement in KM activities enables employees to leverage collective expertise, leading to improved decision-making and problem-solving capabilities. Thus, organizations must encourage and support active participation in KM endeavours to capitalize on their knowledge assets and gain a competitive edge. The researcher sought to find out the involvement of the respondents in managing knowledge in the selected institutions. The findings are indicated in Table 4.4.

Table 4.4: Involvement in KM Activities

Involvement in KM Activities	Balme Library	PRAAD	GBC	Total
	N=40	N=35	N=35	N=110
	no %	no %	no %	no %
Yes	25 62.5	22 62.9	24 68.6	71 64.5
No	15 37.5	13 37.1	11 31.4	39 35.5

Source: Field Data, 2024

Table 4.4 presents the involvement of respondents in knowledge management (KM) activities across Balme Library, PRAAD, and GBC. Among the 40 respondents from Balme Library, 25 individuals (62.5%) reported active involvement in KM activities, while 15 respondents (37.5%) indicated no involvement. Similarly, at PRAAD, out of 35 respondents, 22 individuals (62.9%) were engaged in KM activities, while 13 respondents (37.1%) reported no involvement. In the case of GBC, out of 35 respondents, the majority of 24 individuals (68.6%) reported active involvement in KM activities, while 11 respondents (31.4%) reported no involvement. The results illustrate a significant level of engagement in KM activities across all three institutions, with a combined total of 71 respondents (64.5%) actively participating in various knowledge management initiatives.

This highlights the importance placed on knowledge management within these organizations as a means to foster collaboration, innovation, and organizational effectiveness.

4.3.3 Proficiency in the Creation, Sharing and Usage of Knowledge

Proficiency in the creation, sharing, and usage of knowledge is key in the effective management of knowledge. The respondents were asked to rate their proficiency in managing knowledge in the selected institutions. Their responses are shown in Table 4.5.

Table 4.5: Proficiency in the creation, sharing and usage of knowledge

Proficiency Level	Balme Library N=25		PRAAD N=22		GBC N=24		Total N=71	
	no	%	no	%	no	%	no	%
Low	3	12.0	2	9.1	2	8.3	7	9.9
Below average	5	20.0	4	18.2	4	16.7	13	18.3
Average	6	24.0	5	22.7	6	25.0	17	23.9
Above average	6	24.0	6	27.3	6	25.0	18	25.4
High	5	20.0	5	22.7	6	25.0	16	22.5

Source: Field Data, 2024

Table 4.5 illustrates the proficiency levels of respondents across Balme Library, PRAAD, and GBC concerning knowledge management activities. In the Balme Library, out of 25 respondents, the distribution of proficiency levels is relatively even, with percentages ranging from 12.0% to 24.0%. Similarly, at PRAAD and GBC, among 22 and 24 respondents respectively, the distribution across

proficiency levels exhibits a balanced pattern. Notably, the majority of respondents in all three institutions rate themselves as having an average to above-average proficiency level, collectively representing 23.9%, 25.4%, and 25.0% respectively. While there is a marginal variation in the distribution, particularly in the low to high proficiency categories, the overall trend indicates a significant portion of respondents perceiving themselves as possessing competent knowledge management skills. This suggests a positive inclination towards embracing and implementing knowledge management practices within these organizations, which could contribute to enhanced organizational performance and innovation.

4.3.4 KM Tool Used

KM Tool usage represents a critical aspect of knowledge management (KM) practices within organizations. The selection and utilization of appropriate KM tools can significantly impact knowledge sharing and collaboration among employees. Thus, KM tools enhance knowledge flow and promote innovation. The researcher asked the respondents to indicate the knowledge management tools they use to manage knowledge in their respective institutions. Table 4.6 shows the responses obtained from the respondents.

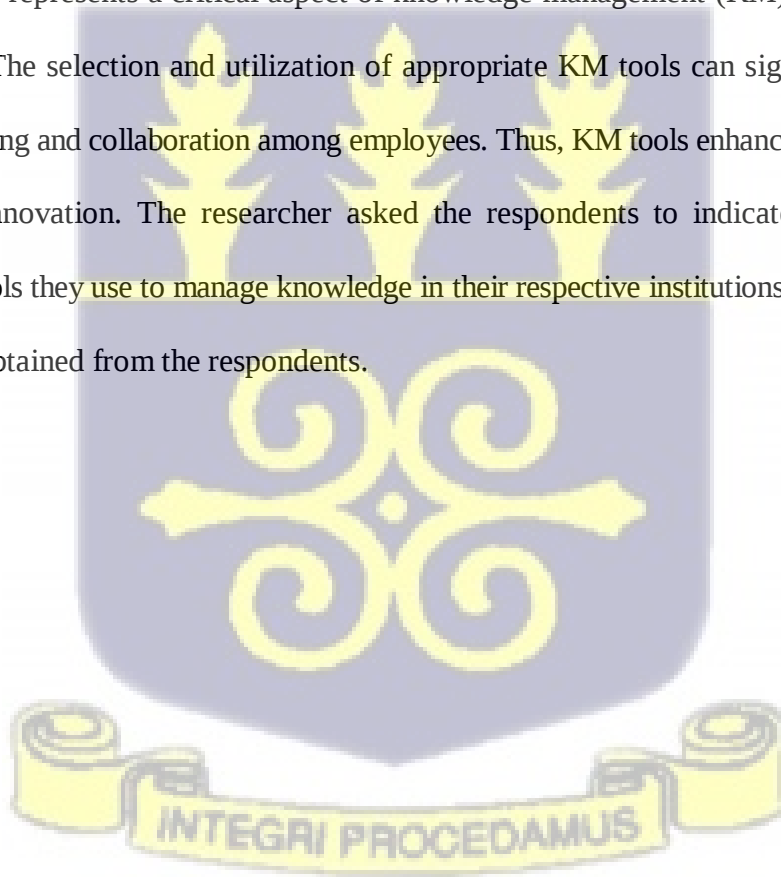


Table 4.6: Tools used for KM

KM Tool Used	Balme Library N=65	PRAAD N=50	GBC N=50	Total N=165
	no %	no %	no %	no %
Evernote	15 23.1	12 24.0	10 20.0	37 22.4
Google Docs	30 46.2	25 50.0	30 60.0	85 51.5
Dropbox	10 15.4	8 16.0	6 12.0	24 14.5
Trello	5 7.7	4 8.0	4 8.0	13 7.9
Microsoft One Net	5 7.7	1 2.0	4 8.0	10 6.1
Others Specify	4 6.2	0 0	3 6.0	7 4.2
None of the above	2 3.1	0 0	0 0	2 1.2

Source: Field Data, 2024

Table 4.6 provides an overview of the tools utilized for organizing information across Balme Library, PRAAD, and GBC. Among the 65 respondents from Balme Library, Google Docs emerges as the most prevalent tool, with 46.2% of respondents utilizing it, followed by Evernote and Dropbox. Similarly, at PRAAD, out of 50 respondents, Google Docs remains prominent, with 50.0% utilizing it, while Evernote and Dropbox also see significant usage. Conversely, at GBC,

Google Docs stands out as the most widely used tool, with 60.0% of respondents employing it, followed by Evernote and Trello. Notably, Microsoft One Net and Other specified tools also garnered usage across all three institutions. However, a small proportion of respondents indicated not using any of the listed tools for organizing information. The data underscores the preference for collaborative and cloud-based platforms such as Google Docs for information organization, reflecting the evolving needs of information management practices within these organizations.

4.3.5 Proficiency in Using KM Tools

Proficiency levels in knowledge management (KM) tools reflect the competence of individuals in effectively creating, sharing, and utilizing knowledge within their organizations. The researcher asked the respondents to indicate their proficiency level in using KM tools. The responses obtained are shown in Table 4.7.

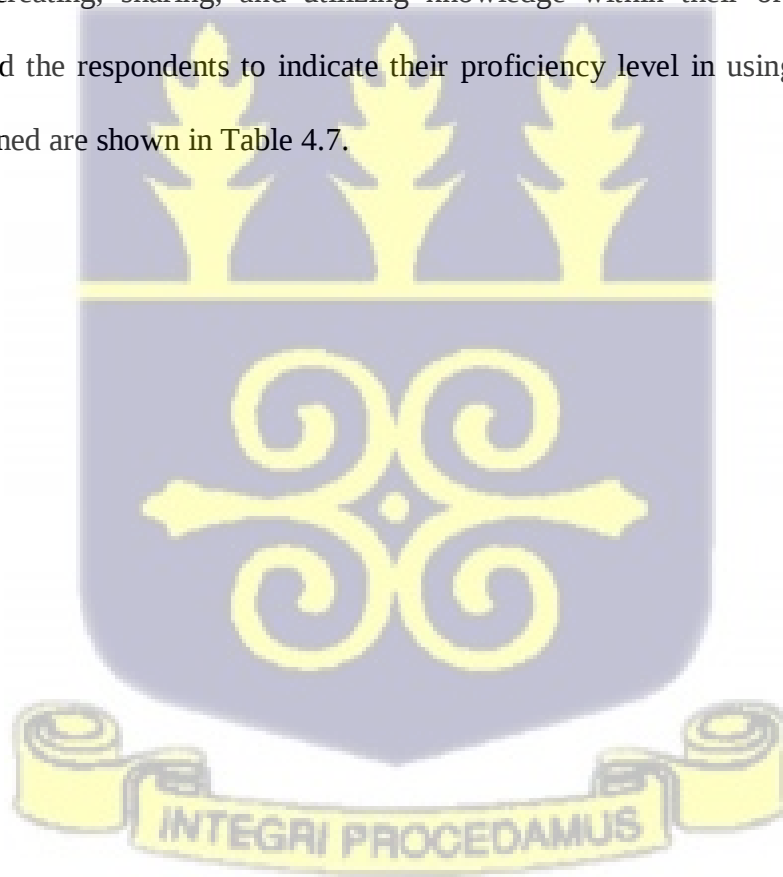


Table 4.7: Proficiency Level

Proficiency Level	Balme Library N=40 no %	PRAAD N=35 no %	GBC N=35 no %	Total N=110 no %
Novice	8 20.0	6 17.1	7 20.0	21 19.1
Intermediate	12 30.0	11 31.4	10 28.6	33 30.0
Proficient	15 37.5	13 37.1	12 34.3	40 36.4
Expert	5 12.5	5 14.3	6 17.1	16 14.5

Source: Field Data, 2024

Table 4.7 provides an analysis of the respondents' proficiency levels in using various tools for organizing information across Balme Library, PRAAD, and GBC. Among the 40 respondents from Balme Library, the majority (37.5%) rated themselves as proficient, followed by intermediate (30.0%), novice (20.0%), and expert (12.5%). Similarly, at PRAAD, out of 35 respondents, 37.1% identified as proficient, 31.4% as intermediate, 17.1% as novice, and 14.3% as expert. In GBC, 34.3% of the 35 respondents considered themselves proficient, 28.6% intermediate, 20.0% novice, and 17.1% expert. Across all institutions, a significant proportion of respondents (36.4%) rated themselves as proficient, indicating a high level of competence in using these tools, with a notable portion (30.0%) at the intermediate level, suggesting a broad distribution of skill levels among the participants.

4.3.6 Relationship Between the Involvement in KM Activities for the Three Institutions

Table 4.8 shows the relationship between the involvement in KM activities for the three institutions.

Table 4.8: Relationship Between the Involvement in KM Activities for the Selected Institutions

	Balme Library	PRAAD	GCB
Mean	10.66666667	9.666666667	9.666666667
Standard Error	0.666666667	0.666666667	0.333333333
Standard Deviation	1.154700538	1.154700538	0.577350269
Sample Variance	1.333333333	1.333333333	0.333333333
Skewness	1.732050808	1.732050808	-1.732050808
Range	2	2	1
Minimum	10	9	9
Maximum	12	11	10
Sum	32	29	29
Count	3	3	3
Largest (1)	12	11	10
Smallest (1)	10	9	9
Confidence Level (95.0%)	2.868435153	2.868435153	1.434217577

Source: Field Data, 2024

Table 4.8 unveils the involvement in Knowledge Management (KM) activities across Balme Library, PRAAD, and GCB. Table 4.8 paints a picture of interesting distinctions. Balme Library takes the lead with a higher average involvement (mean: 10.67) compared to PRAAD and GCB (mean: 9.67 for both). Interestingly, PRAAD and GCB, despite similar averages, differ in their spread and distribution. Balme Library and PRAAD show more variability (standard deviation: 1.155) and a rightward skew, indicating a concentration of lower involvement with a few at the higher end. Conversely, GCB boasts the least variability and a leftward skew, suggesting a majority on the higher involvement side with fewer on the lower end. This is further supported by the narrower range (1) and smaller confidence interval (1.434) for GCB compared to Balme Library and PRAAD (range: 2, confidence interval: 2.868). In

essence, Balme Library exhibits higher average involvement with greater variability, PRAAD shows slightly lower average involvement with similar variability, and GCB demonstrates the most consistent and potentially higher overall involvement in KM activities. Understanding these variations is crucial for tailoring strategies to enhance KM practices and address the specific involvement patterns within each institution.

4.4 Roles in Knowledge Creation and Sharing

To find out the roles the respondents play in managing knowledge, a survey was carried out among the respondents in their selected institutions, focusing on the importance of the process component of the Knowledge-Based Theory of the firm in managing knowledge. The process component of the Knowledge-Based Theory of the firm refers to the methods and procedures that govern the flow of knowledge within organizations, and it includes how knowledge is created, shared and utilized (Khudair, 2018). The process component of the Knowledge-Based Theory of the firm was examined taking into account the activities the respondents are involved in with regards to creating or generating new knowledge, frequency of their engagement in the KM activities they engage in, their contributions in terms of sharing information as part of managing knowledge, the various methods or platforms through which they primarily share various knowledge among themselves, as well as finding out the effectiveness of the various KM sharing platforms used by the respondents for sharing information in their respective institutions. Additionally, descriptive statistics such as mean, standard deviation and confidence interval were conducted to find out the relationship between the three selected institutions and the KM activities they are actively involved in. The results are clearly presented in Table 4.9, Figure 4.3, Figure 4.4, Figure 4.5, Figure 4.6 and Table 4.10.

4.4.1 KM Activities Involved In

Involvement in knowledge management (KM) activities is integral to fostering a culture of

collaboration and innovation within organizations. The researcher asked the respondents to indicate the activities they are involved in with regard to creating or generating new knowledge in their respective institutions. The respondent's responses are shown in Table 4.9.

Table 4.9: KM Activities Involved In

Activity	Balme Library		PRAAD		GBC		Total	
	N=40		N=35		N=35		N=110	
	no	%	no	%	no	%	no	%
Aiding collaboration for knowledge sharing	12	30.0	10 6	28.	11 4	31.	33 0	30.
Aiding interaction for knowledge sharing	10	25.0	9	25.7	9	25.7	28 5	25.
Spearheading Communities of practice	8	20.0	8	22.9	7	20.0	23 9	20.
Spearheading Focus group discussions	10	25.0	8	22.9	8	22.9	26 6	23.

Source: Field Data, 2024

Table 4.9 provides insight into the active involvement of respondents from Balme Library, PRAAD, and GBC in various activities aimed at fostering knowledge creation and sharing

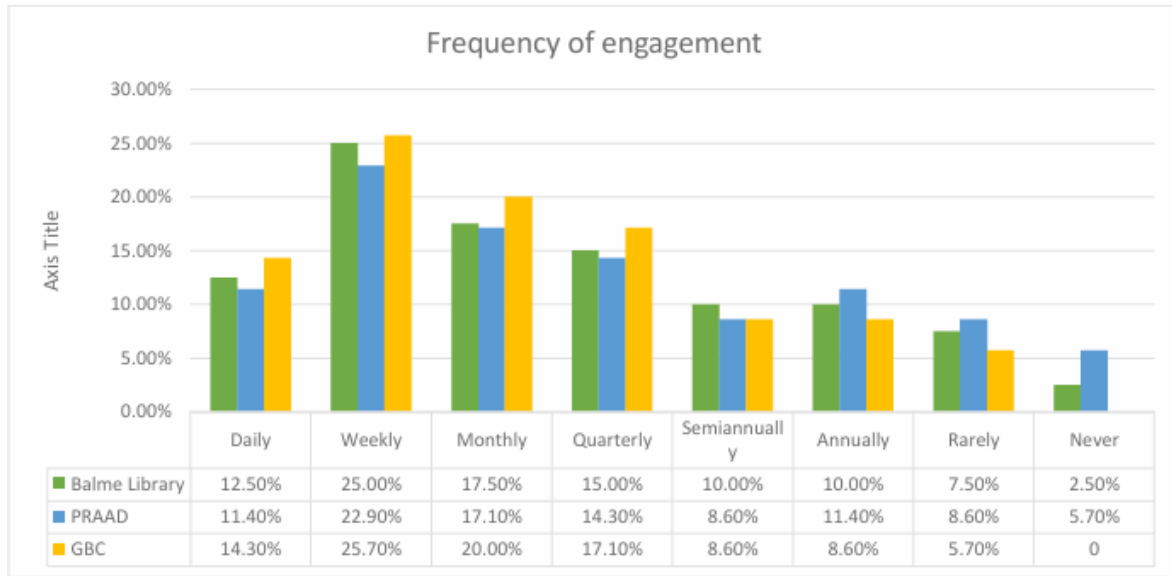
within their organizations. Across all three institutions, aiding collaboration for knowledge sharing emerged as a prevalent activity, with 30.0% of respondents from Balme Library, 28.6% from PRAAD, and 31.4% from GBC engaging in this practice. Aiding interaction for knowledge sharing followed closely, with similar participation rates across the institutions. Spearheading Communities of practice and Focus group discussions also exhibited substantial involvement, reflecting efforts to cultivate an environment conducive to knowledge exchange and development within these organizational contexts. The balanced distribution of participation underscores a collective commitment to enhancing knowledge management practices across diverse professional settings.

4.4.2 Frequency of Engagement

Assessing the frequency of engagement in knowledge management (KM) activities provides insights into the dynamic nature of knowledge sharing within organizations. The significance of regular participation in KM practices emphasizes the need for consistent interaction to foster a culture of knowledge creation and dissemination. The respondents were asked to indicate the frequency of their engagement in the KM activities they engage in. Figure 4.3 illustrates the responses obtained from the respondents.



Figure 4.3: Frequency of Engagement



Source: Field Data, 2024

Figure 4.3 shows that the frequency with which individuals engage in knowledge management activities can significantly impact the efficacy of knowledge sharing and creation within an organization. Table 4.12 illustrates the distribution of respondents' engagement frequencies across Balme Library, PRAAD, and GBC. It reveals that a substantial portion of respondents from all three institutions engage in these activities weekly, with percentages ranging from 22.9% to 25.7%. This indicates a consistent involvement in knowledge management practices throughout the workweek. Monthly engagement also emerges as prevalent, with percentages ranging from 17.1% to 20.0%, suggesting a regular cadence of participation in these activities. Quarterly engagement follows, indicating that a notable portion of respondents allocate time to these practices every few months. Semiannual and annual engagement rates are lower but still significant, demonstrating that some individuals prefer to participate in these activities less frequently, perhaps due to the nature of their roles or the availability of resources. Additionally, a small percentage of respondents across all institutions report engaging rarely or never, highlighting potential areas for improvement in promoting knowledge management practices.

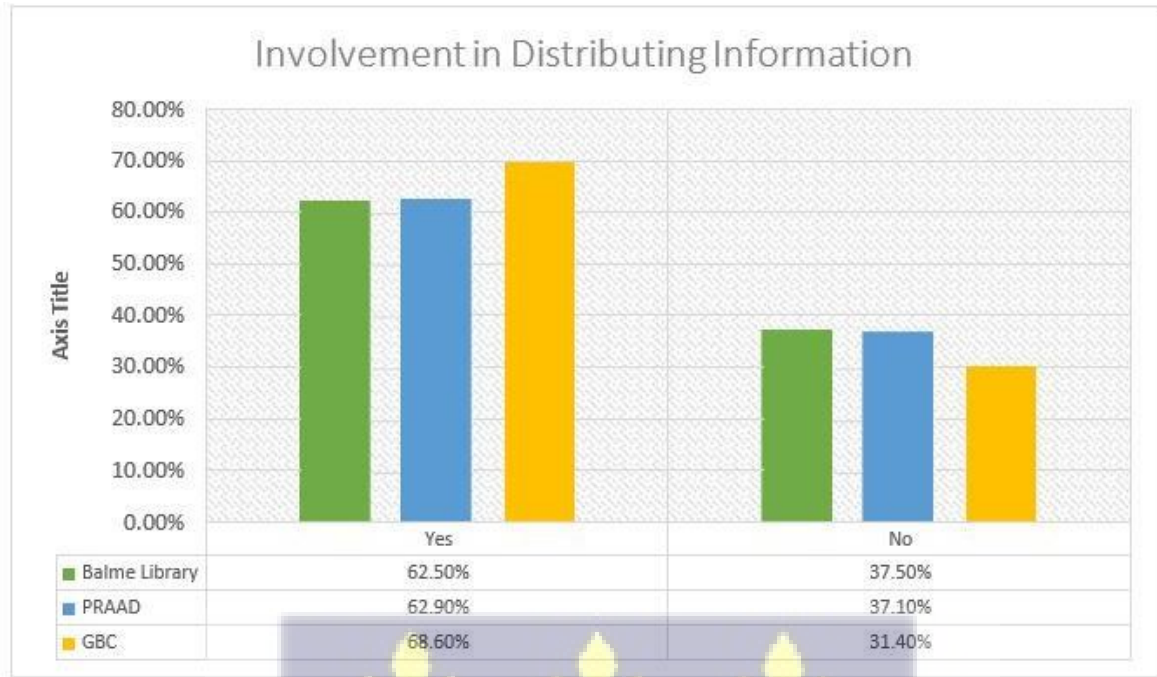
and fostering a culture of continuous learning and collaboration within these organizations. the distribution of engagement frequencies reflects a diverse range of approaches to knowledge management across Balme Library, PRAAD, and GBC, underscoring the importance of accommodating various preferences and schedules to effectively leverage organizational knowledge assets.

4.4.3 Involvement in Distributing Information

Examining the involvement in distributing information sheds light on the dissemination processes within organizations which is crucial for effective knowledge management (KM). The researcher sought to find out the contributions of the respondents in terms of sharing information in their institutions as part of managing knowledge in their institutions. Figure 4.4 shows the responses obtained from the respondents.



Figure 4.4: Involvement in Distributing Information



Source: Field Data, 2024

Figure 4.4 reveals that the analysis of the involvement of respondents in distributing information within their organizations reveals a high level of engagement across all three institutions. As shown in Table 4.13, a substantial majority of respondents i.e. 62.5% from Balme Library, 62.9% from PRAAD, and 68.6% from GBC reported that their work involves distributing information. This indicates that distributing information is a significant component of their roles, essential for effective knowledge management and organizational communication. Conversely, a smaller proportion of respondents, 37.5% from Balme Library, 37.1% from PRAAD, and 31.4% from GBC, indicated that they do not engage in information distribution. This data underscores the importance of information dissemination activities within these institutions, highlighting that a majority of information professionals are actively involved in facilitating the flow of knowledge and information, which is crucial for maintaining operational efficiency and fostering a collaborative work environment.

4.4.4 Knowledge Sharing Methods

Exploring knowledge-sharing methods illuminates the channels through which information flows within organizations, and it is key to fostering a culture of collaboration and innovation. Effective knowledge-sharing methods enhance organizational learning and problem-solving capabilities. The researcher asked the respondents to indicate the various methods or platforms through which they primarily share various knowledge among themselves. The feedback obtained is shown in Figure 4.5.

Figure 4.5: Knowledge Sharing Methods

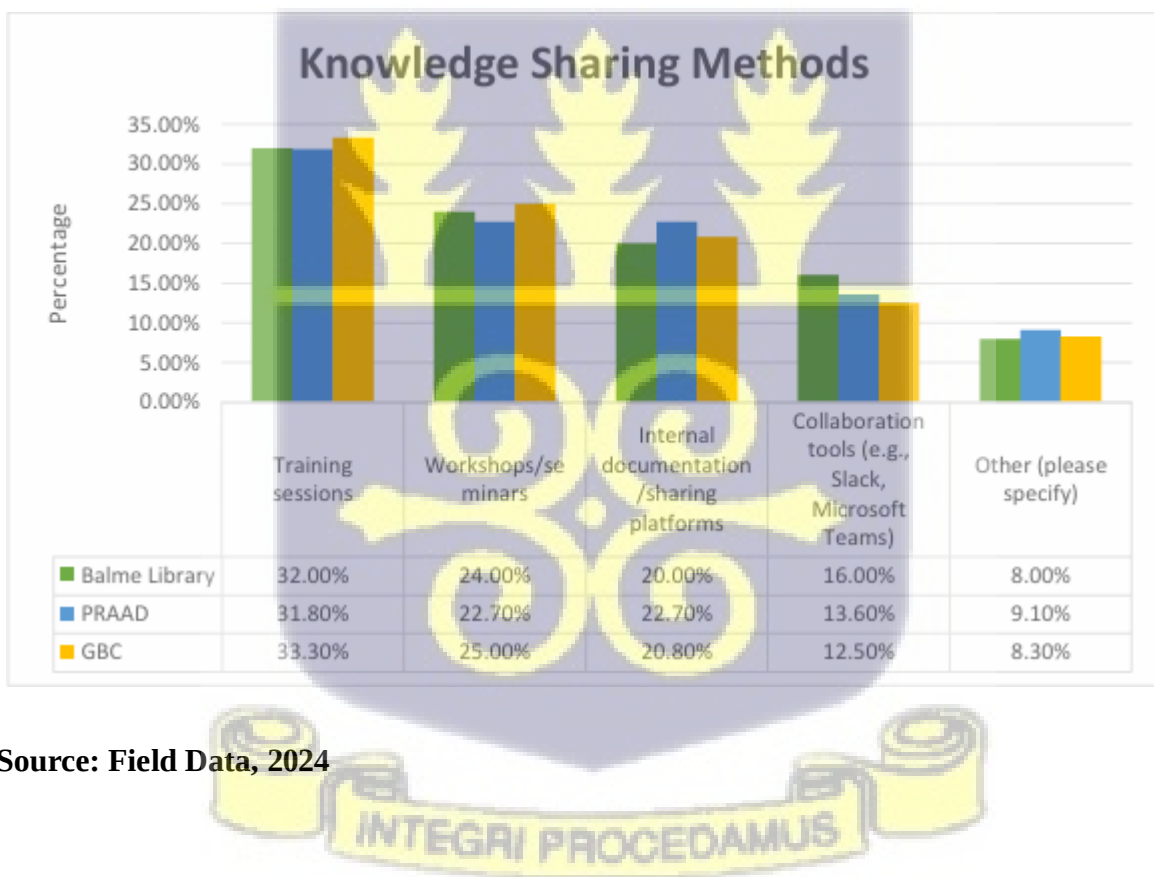


Figure 4.5 highlights the primary methods and platforms used for knowledge sharing among respondents from Balme Library, PRAAD, and GBC who indicated involvement in distributing information. The most commonly used method is training sessions, with 32.4% of respondents

across all institutions employing this approach. Workshops and seminars are the next prevalent method, utilized by 23.9% of the respondents. Internal documentation and sharing platforms are used by 21.1%, reflecting a significant reliance on structured internal communication tools. Collaboration tools like Slack and Microsoft Teams are used by 14.1%, indicating a growing but still limited adoption of these modern platforms for knowledge sharing. A smaller percentage, 8.5%, uses other unspecified methods. These findings suggest that traditional methods such as training sessions and workshops remain dominant, although there is an emerging trend towards using more collaborative and digital platforms to facilitate knowledge sharing.

4.4.5 Effectiveness of Knowledge Sharing Platforms

Assessing the effectiveness of knowledge sharing platforms is paramount for organizations aiming to optimize their knowledge management practices. The researcher sought to find out the effectiveness of the various KM sharing platforms used by the respondents for sharing information in their institutions. Figure 4.6 shows the feedback obtained from the respondents.

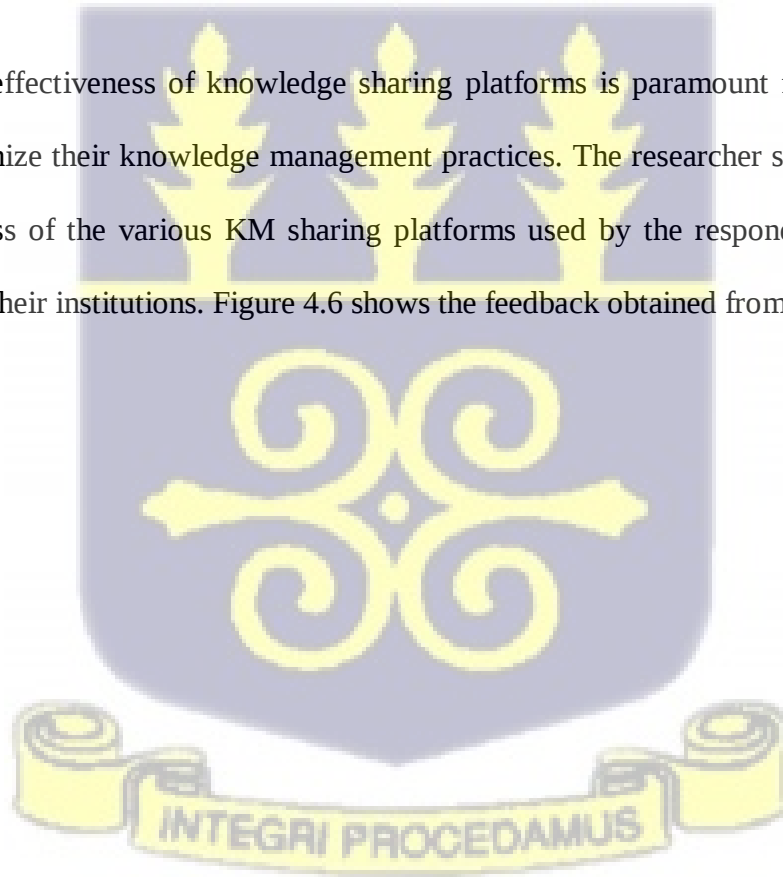
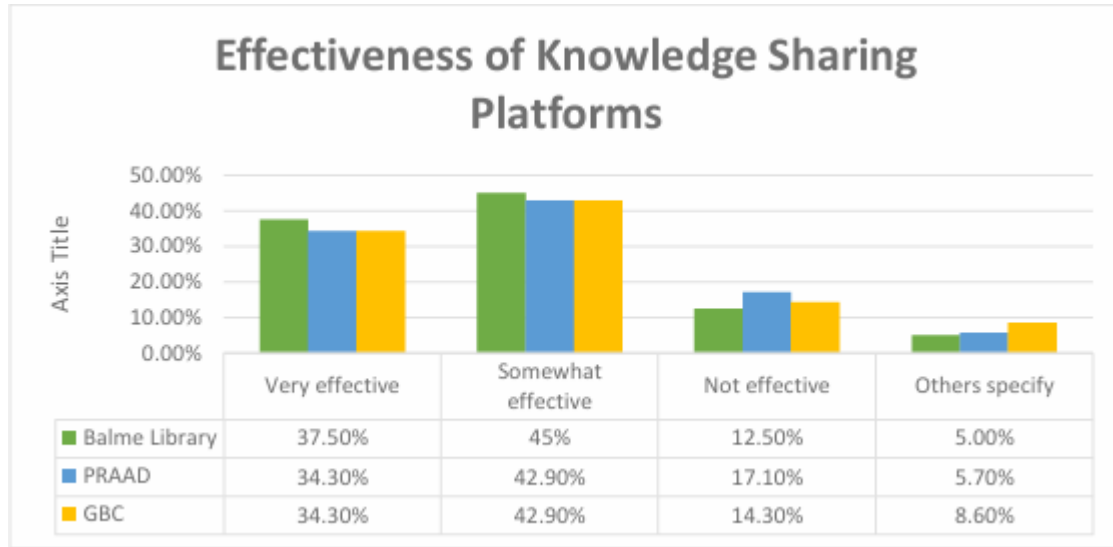


Figure 4. 6: Effectiveness of Knowledge Sharing Platforms



Source: Field Data, 2024

Figure 4.6 reveals that a significant portion of respondents across Balme Library, PRAAD, and GBC find their knowledge-sharing platforms to be effective. Specifically, 35.5% of respondents rated the platforms as very effective, while 43.6% found them to be somewhat effective. This indicates that a majority, totaling 79.1%, view their current knowledge-sharing methods positively, suggesting these platforms are largely facilitating effective communication and information distribution within their organizations. Conversely, 14.5% of respondents consider the platforms not effective, pointing towards areas that might require improvements or different approaches to enhance effectiveness. Additionally, 6.4% specified other opinions, highlighting diverse views and possibly indicating the use of varied or less conventional methods that were not covered in the main categories. This discussion underscores the general effectiveness of traditional and modern platforms in promoting knowledge sharing, while also pointing out the need for continuous evaluation and adaptation to meet the users' needs fully.

4.4.6 Relationship Between the Three Institutions and Their Activities Involved

Table 4.10 shows the relationship between the selected institutions and their various activities they are involved in.

Table 4.10: Relationship Between the Three Institutions and Their Activities Involved In

	<i>Balme Library</i>	<i>PRAAD</i>	<i>GBC</i>
Mean	10	8.75	8.75
Standard Error	0.816496581	0.478713554	0.853912564
Median	10	8.5	8.5
Standard Deviation	1.632993162	0.957427108	1.707825128
Sample Variance	2.666666667	0.916666667	2.916666667
Kurtosis	1.5	-1.289256198	0.342857143
Skewness	0	0.854563038	0.752837199
Range	4	2	4
Minimum	8	8	7
Maximum	12	10	11
Sum	40	35	35
Count	4	4	4
Largest (1)	12	10	11
Smallest (1)	8	8	7
Confidence Level (95.0%)	2.598456527	1.523480181	2.717530884

Source: Field data, 2024

Table 4.10 dives into the activities of Balme Library, PRAAD, and GCB, revealing interesting relationships between them. On average, Balme Library (mean: 10) is more active than PRAAD and GBC (mean: 8.75 for both). This is further supported by the median values. However, GBC exhibits the most variability in activities (standard deviation: 1.708) compared to Balme Library (1.633) and PRAAD (0.957). Similarly, the range and minimum/maximum values show a broader spread for Balme Library and GBC. Interestingly, PRAAD has the least variability and a narrower range, suggesting a more concentrated level of activity. While Balme Library seems consistently active, GBC showcases diverse engagement, and PRAAD maintains a steadier but lower level of activity. Skewness and Kurtosis add another layer, with

PRAAD and GBC showing a concentration of lower activity levels (positive skew) and a flatter distribution (negative kurtosis).

Finally, confidence intervals indicate that PRAAD's activity level is estimated with the highest precision. In conclusion, Balme Library tends to be more active and has highest level of KM activities, GBC has a wider range of activity involvement, and PRAAD shows the least variability. These insights can be valuable for tailoring activity plans and resource allocation to better suit each institution's engagement levels.

4.5 Policies

Policies are clear guidelines and expectations for employees and other stakeholders of an organization. They help to ensure consistency and standardization in actions. Thus, policies ensure that everyone in an organization is on the same page. Working towards a common goal as well as making decisions that align with the organization's overall objectives. Policies are linked with the strategy component of the Knowledge-Based Theory of the firm, which states that the strategic alignment of KM is crucial, thus, it ensures that the KM practices are designed to support the organization's overall direction and objectives. It involves the rules and guidelines that govern the creation, sharing and use of knowledge within organizations (Khudair, 2018).

The third objective was to find out about the existence of policies in terms of making knowledge in the selected institutions. To do that, the respondents were asked to indicate whether there were established policies on creation, sharing and using of information in their institutions, how effective were those established policies, as well as provide some suggestions to help enhance the policies on managing knowledge in their institutions. Again, as part of this section, descriptive statistics such as mean, standard deviation and confidence interval was conducted to find out the relationship between the established policies in the selected institutions and the KM activities they engage in.

4.5.1 Policies on KM

Policies on knowledge management are foundational for fostering a conducive environment for innovation and knowledge development within organizations. It helps to ensure best practices for generating new knowledge, encouraging creativity, collaboration, and continuous learning, thereby facilitating the cultivation of a knowledge-centric culture. The researcher sought to find out whether there were established policies on the creation, sharing and use of information in their institutions. The feedback received is shown in Figure 4.7.

Figure 4.7: Policies on KM



Source: Field Data, 2024

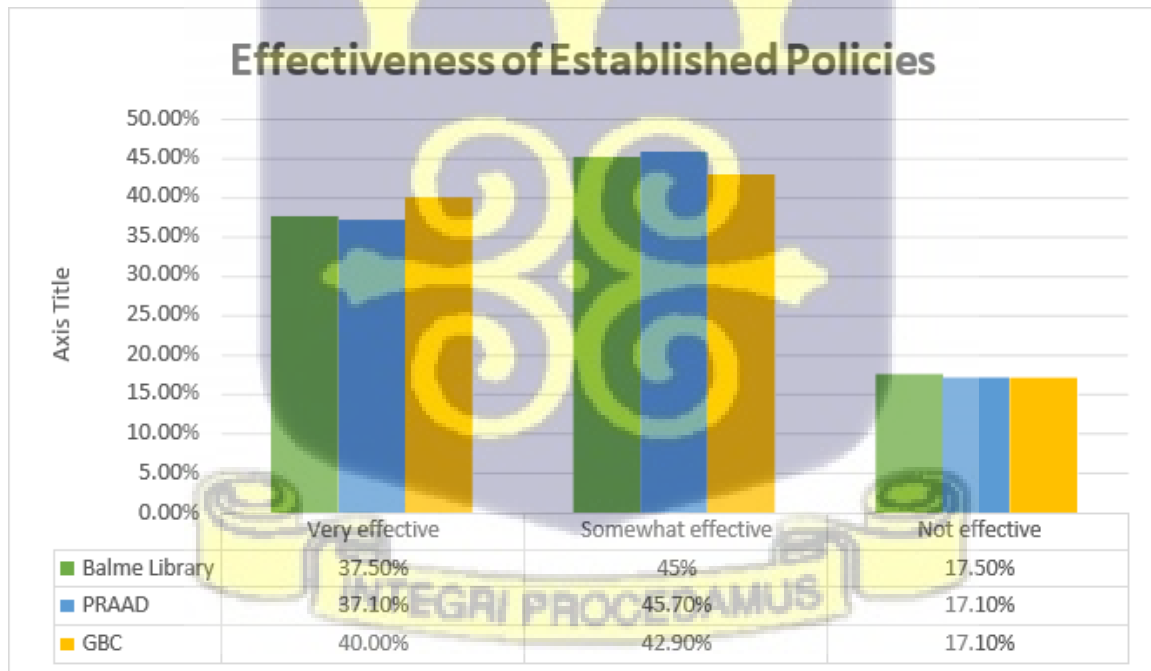
Figure 4.7 illustrates the presence or absence of established policies regarding the creation, sharing, and usage of information across Balme Library, PRAAD, and GBC. The majority of respondents, constituting 59.1%, indicated that their institutions have established policies in place to govern these aspects of information management. Notably, GBC stands out with the

highest percentage (65.7%) of institutions having established policies, followed closely by Balme Library (55.0%) and PRAAD (57.1%). Conversely, a notable portion of respondents across all institutions, totaling 40.9%, reported the absence of such policies within their organizations. This highlights a potential gap in governance frameworks for information management practices in these institutions, indicating a need for further attention to ensure effective and compliant information handling.

4.5.2 Effectiveness of Established Policies

The researcher sought to find out the effectiveness of established policies on knowledge creation, sharing and usage of information in the selected organizations. Figure 4.8 shows the responses obtained from the respondents.

Figure 4.8: Effectiveness of Established Policies



Source: Field Data, 2024

Figure 4.8 presents the effectiveness of established policies in driving knowledge management practices across Balme Library, PRAAD, and GBC. The majority of respondents across all institutions, comprising 38.2%, rated these policies as very effective. Additionally, a significant portion, totaling 44.5%, considered the policies to be somewhat effective, indicating a generally positive perception of their impact on knowledge management practices. Conversely, a smaller percentage, 17.3%, reported that these policies were not effective in driving knowledge management practices within their organizations. These findings suggest that while the majority of respondents view the established policies positively, there is still room for improvement in optimizing their effectiveness to fully support knowledge management endeavors.

4.5.3 Enhancing Knowledge Management Policies

The researcher asked the respondents to indicate some suggestions to help enhance the policies on managing knowledge in their institutions. The responses obtained are summarized in Table 4.11.

Table 4.11: Suggestions for Enhancing Knowledge Management Policies

Improvement	Balme Library		PRAAD		GBC		Total	
	N=40		N=35		N=35		N=110	
	no	%	no	%	no	%	no	%
Better integration with existing workflows	18	45.0	16	45.7	17	48.6	51	46.4

More training and awareness programs	15 37.5	13 37.1	12 34.3	40 36.4
Clearer guidelines for knowledge sharing	10 25.0	9 25.7	10 28.6	29 26.4
Incentives for knowledge sharing	9 22.5	8 22.9	8 22.9	25 22.7
Other (please specify)	0 0	0 0	0 0	0 0

Source: Field data, 2024

Table 4.11 presents the suggested improvements for enhancing knowledge management policies across Balme Library, PRAAD, and GBC. The most commonly suggested improvement across all institutions is better integration with existing workflows, with 46.4% of respondents advocating for this enhancement. Additionally, 36.4% of respondents proposed implementing more training and awareness programs to bolster knowledge management initiatives. Clearer guidelines for knowledge sharing were suggested by 26.4% of respondents, indicating a need for more precise directives in this aspect. Furthermore, 22.7% of respondents recommended introducing incentives for knowledge sharing, aiming to encourage and reward active participation in knowledge management practices. Notably, no respondents specified other suggestions for improvement. These findings underscore the importance of aligning knowledge management policies with organizational workflows, enhancing training and awareness initiatives, providing clearer guidelines, and considering incentives to promote effective knowledge sharing within institutions.

4.5.4 Relationship Between Established Policies and KM

The researcher sought to find out the relationship between established policies and the creation, sharing and use of information. The results are shown in Table 4.12.

Table 4.12: Relationship Between Established Policies and the Creation, Sharing and Use of Information

	<u><i>Balme Library</i></u>	<u><i>PRAAD</i></u>	<u><i>GCB</i></u>
Mean	0.5	0.5	0.5
Standard Error	0.05	0.071	0.157
Standard Deviation	0.070710678	0.100409163	0.222031529
Sample Variance	0.005	0.010082	0.049298
Range	0.1	0.142	0.314
Minimum	0.45	0.429	0.343
Maximum	0.55	0.571	0.657
Sum	1	1	1
Count	2	2	2
Largest (1)	0.55	0.571	0.657
Smallest (1)	0.45	0.429	0.343
Confidence Level (95.0%)	0.635310237	0.902140536	1.994874144

Source: Field Data, 2024

Table 4.12 presents statistical measures reflecting the relationship and implications of established policies on the creation process at Balme Library, PRAAD, and GCB. This data highlights the consistency and variability of policy impacts across these institutions. The mean values for all three institutions are identical at 0.5, indicating that, on average, the policies have a similar level of impact on the creation process across Balme Library, PRAAD, and GCB. This therefore suggest that all three institutions have similar levels of established policies supporting the creation, sharing, and use of information. This central tendency shows a balanced perception of policy implications among the respondents. The standard deviations are 0.071 for Balme Library, 0.100 for PRAAD, and 0.222 for GCB, indicating that GCB has the highest variability in responses. This higher variability suggests that the impact of policies on the creation process at GCB is more inconsistent compared to Balme Library and PRAAD. The sample variances further support this observation, with GCB having the highest variance (0.049), followed by PRAAD (0.010) and Balme Library (0.005). The range values (0.1 for

Balme Library, 0.142 for PRAAD, and 0.314 for GCB) also reflect greater dispersion in GCB's responses. The minimum and maximum values for each institution show that Balme Library and PRAAD have relatively narrow ranges (0.45 to 0.55 and 0.429 to 0.571, respectively), while GCB spans from 0.343 to 0.657. This indicates that respondents at GCB experience a wider spectrum of policy impacts. The confidence levels at 95% (0.635 for Balme Library, 0.902 for PRAAD, and 1.995 for GCB) reveal that there is greater uncertainty in the mean impact for GCB compared to Balme Library and PRAAD. This implies that the average impact at GCB is less precisely estimated, which may be due to the higher variability in responses. The data suggests that while the mean impact of policies on creation processes is uniformly moderate (0.5) across all three institutions, the consistency of these impacts differs significantly. Balme Library and PRAAD exhibit more consistent impacts with lower standard deviations and narrower ranges, indicating more homogenous perceptions among their respondents. In contrast, GCB shows a broader range of impacts and higher variability, indicating diverse experiences and perceptions regarding policy implications. The mean indicates a uniform moderate impact of policies across all institutions. Standard error and confidence level also suggest that the impact estimates are most precise for Balme Library and least precise for GCB, reflecting varying degrees of response certainty. The standard deviation and variance highlight the consistency of responses, with GCB showing the most variability and hence more diverse impacts. On the other hand, the range, minimum, and maximum also shows the extent of impact variation, with GCB experiencing the widest range of policy impacts. The sum and count confirm that the same number of responses (2) were collected from each institution, ensuring comparability. The mean impact of policies on creation processes is the same across Balme Library, PRAAD, and GCB, the variability of these impacts differs. Balme Library and PRAAD show more consistent and homogenous impacts, whereas GCB exhibits greater diversity in respondent experiences, suggesting that policy impacts at

GCB are perceived in a more varied manner. These insights can inform targeted policy adjustments to harmonize the impacts across different institutions.

4.6 Role of Technology and Digital Tools in Facilitating Knowledge Management Practices

Technology is a critical component of the Knowledge-Based Theory of the firm as it provides the tools and platforms that enable the KM processes, and also allows for the sharing and communication of knowledge across the organization (Khudair, 2018). This section of the study focuses on the pivotal role of technology and digital tools in facilitating knowledge management practices. To investigate the role of technology and digital tools in facilitating knowledge management practices, the respondents were asked to indicate their agreement or disagreement with a series of questions using a 5-point Likert scale ranging from strongly disagree to strongly agree. This analysis is crucial in understanding how technology shapes the way knowledge is managed, shared, and preserved across different professional landscapes. Presented in Table 4.13 are the results concerning the role of technology and digital tools in facilitating knowledge management practices.

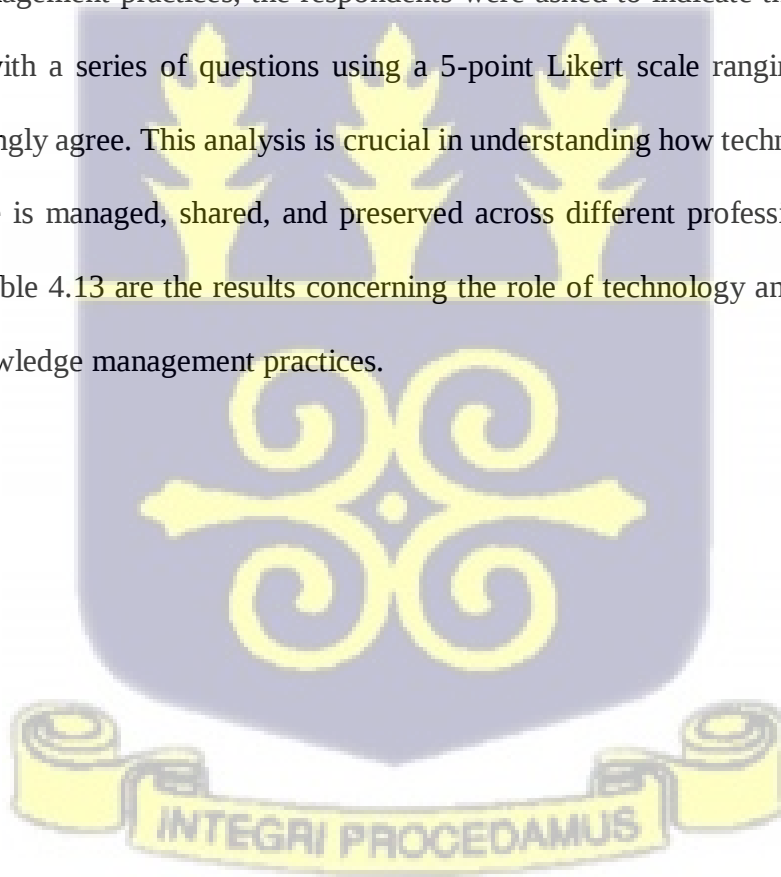


Table 4.13: Role of Technology and Digital Tools

Statement	Balme Library N=40		PRAAD N=35		GBC N=35		Total N=110	
	no	%	no	%	no	%	no	%
<i>Document management systems, databases, and cloud platforms provide secure and accessible repositories for information storage</i>								
Strongly Disagree	3	7.5	4	11.4	5	14.3	12	10.9
Disagree	5	12.5	6	17.1	4	11.4	15	13.6
Neutral	6	15.0	7	20.0	6	17.1	19	17.3
Agree	14	35.0	10	28.6	10	28.6	34	30.9
Strongly Agree	12	30.0	8	22.9	10	28.6	30	27.3
<i>Messaging apps, video conferencing, project management software, and collaborative platforms enable seamless sharing and exchange of knowledge</i>								
Strongly Disagree	1	2.5	2	5.7	3	8.6	6	5.5

<i>Disagree</i>	3	7.5	5	14.3	6	17.1	14	12.7
<i>Neutral</i>	7	17.5	6	17.1	5	14.3	18	16.4
<i>Agree</i>	15	37.5	9	25.7	8	22.9	32	29.1
<i>Strongly Agree</i>	14	35.0	13	37.1	13	37.1	40	36.4
<i>Analytics tools help in understanding usage patterns, identifying trends, and making data- driven decisions</i>								
<i>Strongly Disagree</i>	2	5.0	2	5.7	2	5.7	6	5.5
<i>Disagree</i>	2	5.0	3	8.6	3	8.6	8	7.3
<i>Neutral</i>	4	10.0	5	14.3	4	11.4	13	11.8
<i>Agree</i>	15	37.5	10	28.6	10	28.6	35	31.8
<i>Strongly Agree</i>	17	42.5	15	42.9	16	45.7	48	43.6
<i>Advanced search algorithms, indexing, and metadata systems enhance the speed and accuracy of information retrieval</i>								
<i>Strongly Disagree</i>	1	2.5	2	5.7	3	8.6	6	5.5
<i>Disagree</i>	3	7.5	3	8.6	4	11.4	10	9.1
<i>Neutral</i>	6	15.0	4	11.4	5	14.3	15	13.6

<i>Agree</i>	17	42.5	15	42.9	15	42.9	47	42.7
<i>Strongly Agree</i>	13	32.5	11	31.4	8	22.9	32	29.1
<i>AI and ML algorithms assist in categorizing information, recommending content, and automating routine knowledge-related processes</i>								
<i>Strongly Disagree</i>	2	5.0	3	8.6	2	5.7	7	6.4
<i>Disagree</i>	3	7.5	3	8.6	2	5.7	8	7.3
<i>Neutral</i>	4	10.0	3	8.6	5	14.3	12	10.9
<i>Agree</i>	16	40.0	15	42.9	14	40.0	45	40.9
<i>Strongly Agree</i>	15	37.5	11	31.4	12	34.3	38	34.5
<i>Mobile apps and responsive platforms enable users to access and contribute to knowledge from anywhere</i>								
<i>Strongly Disagree</i>	1	2.5	3	8.6	3	8.6	7	6.4
<i>Disagree</i>	2	5.0	4	11.4	2	5.7	8	7.3
<i>Neutral</i>	5	12.5	5	14.3	4	11.4	14	12.7
<i>Agree</i>	18	45.0	14	40.0	15	42.9	47	42.7
<i>Strongly Agree</i>	14	35.0	9	25.7	11	31.4	34	30.9

<i>Blockchain can be used to establish secure, tamper-proof records of transactions and changes in knowledge repositories</i>								
<i>Strongly Disagree</i>	3	7.5	3	8.6	2	5.7	8	7.3
<i>Disagree</i>	3	7.5	4	11.4	4	11.4	11	10.0
<i>Neutral</i>	5	12.5	4	11.4	5	14.3	14	12.7
<i>Agree</i>	15	37.5	12	34.3	10	28.6	37	33.6
<i>Strongly Agree</i>	14	35.0	12	34.3	14	40.0	40	36.4
<i>Social platforms enable employees to share insights, participate in discussions, and connect with experts across the organization</i>								
<i>Strongly Disagree</i>	2	5.0	2	5.7	2	5.7	6	5.5
<i>Disagree</i>	3	7.5	3	8.6	3	8.6	9	8.2
<i>Neutral</i>	5	12.5	4	11.4	5	14.3	14	12.7
<i>Agree</i>	16	40.0	13	37.1	12	34.3	41	37.3
<i>Strongly Agree</i>	15	37.5	14	40.0	13	37.1	42	38.2

<i>E-learning platforms and virtual training tools provide scalable and accessible learning opportunities for employees</i>								
<i>Strongly Disagree</i>	1	2.5	2	5.7	2	5.7	5	4.5
<i>Disagree</i>	3	7.5	3	8.6	3	8.6	9	8.2
<i>Neutral</i>	3	7.5	4	11.4	3	8.6	10	9.1
<i>Agree</i>	17	42.5	12	34.3	13	37.1	42	38.2
<i>Strongly Agree</i>	16	40.0	14	40.0	14	40.0	44	40.0
<i>Advanced cybersecurity measures protect sensitive knowledge assets from unauthorized access</i>								
<i>Strongly Disagree</i>	1	2.5	2	5.7	2	5.7	5	4.5
<i>Disagree</i>	3	7.5	3	8.6	3	8.6	9	8.2
<i>Neutral</i>	5	12.5	4	11.4	5	14.3	14	12.7
<i>Agree</i>	18	45.0	15	42.9	15	42.9	48	43.6
<i>Strongly Agree</i>	13	32.5	11	31.4	10	28.6	34	30.9

Source: Field Data, 2024

The results from Table 4.13 provides a comprehensive analysis of the role of technology and digital tools in facilitating knowledge management practices. The results of the study show that a significant majority across all the selected institutions agreed (strongly agree, and agree) that databases, and cloud platforms provide secure and accessible repositories for information storage, with Balme Library having the highest percentage of strongly agree responses at 30.0%. Regarding the effectiveness of messaging apps, video conferencing, and collaborative platforms for knowledge exchange, there was a notable agreement among respondents, with strong agreement percentages ranging from 35.0% to 37.1%. Similarly, respondents largely agreed on the effectiveness of analytics tools and AI/ML algorithms in understanding usage patterns and categorizing information, with strong agreement percentages ranging from 32.5% to 42.5%. Interestingly, while the majority agreed on the effectiveness of advanced search algorithms, there was a slightly higher percentage of respondents who strongly agreed within Balme Library and PRAAD compared to GBC. Furthermore, respondents expressed agreement on the utility of mobile apps and responsive platforms for knowledge accessibility, with Balme Library showing the highest percentage of agreement at 45.0%. Lastly, respondents across all institutions largely agreed on the importance of advanced cybersecurity measures for protecting sensitive knowledge assets, with agreement percentages ranging from 42.9% to 45.0%. these findings underscore the significance of various technological tools and measures in facilitating knowledge management practices within organizations, with respondents acknowledging their effectiveness to varying degrees.

4.7 Challenges Faced by Information Professionals in Implementing Knowledge Management Practices

Effective knowledge management is crucial for organizations to improve innovation, productivity, and competitiveness. However, several challenges hinder the successful implementation of knowledge management practices (Talapatra et al., 2019; Zhang et al.,

2020). This section is dedicated to delving into the challenges encountered by Information Professionals in their effective implementation of Knowledge Management Practices. The insights presented in Table 4.14 offer a detailed and comprehensive overview of the diverse array of challenges that information professionals contend with as they navigate the terrain of implementing knowledge management practices.

Table 4. 14: Challenges in Implementing Knowledge Management Practices

Statement	Balme Library N=40		PRAAD N=35		GBC N=35		Total N=110	
	no	%	no	%	no	%	no	%
Lack of adequate training is a significant barrier to effective knowledge management.								
Strongly Disagree	2	5.0	3	8.6	4	14.3	12	10.9
Disagree	4	10.0	5	14.3	4	11.4	15	13.6
Neutral	5	12.5	6	17.1	5	17.1	19	17.3
Agree	14	35.0	10	28.6	10	28.6	34	30.9
Strongly Agree	15	37.5	11	31.4	12	28.6	30	27.3

Financial constraints hinder the adoption of advanced knowledge management tools.								
Strongly Disagree	1	2.5	2	5.7	2	8.6	6	5.5
Disagree	3	7.5	4	11.4	3	17.1	14	12.7
Neutral	4	10.0	5	14.3	5	14.3	18	16.4
Agree	15	37.5	12	34.3	12	22.9	32	29.1
Strongly Agree	17	42.5	12	34.3	13	37.1	40	36.4
Organizational culture sometimes resists the integration of new knowledge management practices.								
Strongly Disagree	2	5.0	2	5.7	3	5.7	6	5.5
Disagree	3	7.5	3	8.6	3	8.6	8	7.3
Neutral	4	10.0	5	14.3	4	11.4	13	11.8
Agree	15	37.5	12	34.3	12	28.6	35	31.8
Strongly Agree	16	40.0	13	37.1	13	45.7	48	43.6
Information overload makes it challenging to discern relevant knowledge from irrelevant data.								
Strongly Disagree	1	2.5	2	5.7	2	8.6	6	5.5

Disagree	3	7.5	3	8.6	4	11.4	10	9.1
Neutral	5	12.5	4	11.4	5	14.3	15	13.6
Agree	16	40.0	13	37.1	13	42.9	47	42.7
Strongly Agree	15	37.5	13	37.1	11	22.9	32	29.1
Security concerns, especially with cloud- based tools, deter professionals from fully embracing digital knowledge management.								
Strongly Disagree	2	5.0	3	8.6	2	5.7	7	6.4
Disagree	3	7.5	3	8.6	2	5.7	8	7.3
Neutral	4	10.0	4	11.4	4	14.3	12	10.9
Agree	15	37.5	12	34.3	14	40.0	45	40.9
Strongly Agree	16	40.0	13	37.1	13	34.3	38	34.5
Collaboration between different departments or professionals is often limited, affecting knowledge sharing.								
Strongly Disagree	1	2.5	2	5.7	3	8.6	7	6.4
Disagree	3	7.5	3	8.6	3	5.7	8	7.3
Neutral	5	12.5	5	14.3	4	11.4	14	12.7
Agree	17	42.5	13	37.1	13	42.9	47	42.7

Strongly Agree	14	35.0	12	34.3	12	31.4	34	30.9
The rapid evolution of technology requires frequent updates and adaptations, which can be overwhelming.								
Strongly Disagree	2	5.0	3	8.6	2	5.7	8	7.3
Disagree	3	7.5	3	8.6	3	11.4	11	10.0
Neutral	5	12.5	5	14.3	5	14.3	14	12.7
Agree	16	40.0	12	34.3	12	28.6	37	33.6
Strongly Agree	14	35.0	12	34.3	13	40.0	40	36.4
There's a lack of standardized practices across different institutions, leading to inconsistencies.								
Strongly Disagree	2	5.0	2	5.7	3	5.7	6	5.5
Disagree	3	7.5	3	8.6	3	8.6	9	8.2
Neutral	5	12.5	4	11.4	5	14.3	14	12.7
Agree	16	40.0	13	37.1	13	34.3	41	37.3
Strongly Agree	14	35.0	13	37.1	11	37.1	42	38.2
Intellectual property concerns can limit the sharing and distribution of certain knowledge assets.								

Strongly Disagree	4	10.0	3	8.6	4	5.7	5	4.5
Disagree	5	12.5	4	11.4	4	8.6	9	8.2
Neutral	7	17.5	5	14.3	6	8.6	10	9.1
Agree	13	32.5	12	34.3	12	37.1	42	38.2
Strongly Agree	11	27.5	11	31.4	9	40.0	44	40.0
The absence of a clear knowledge management strategy in many organizations hampers effective implementation.								
Strongly Disagree	3	7.5	3	8.6	2	5.7	5	4.5
Disagree	4	10.0	3	8.6	4	8.6	9	8.2
Neutral	6	15.0	4	11.4	5	14.3	14	12.7
Agree	16	40.0	12	34.3	13	42.9	48	43.6
Strongly Agree	11	27.5	13	37.1	11	28.6	34	30.9

Source: Field Data, 2024

Table 4.14 reveals the challenges in implementing Knowledge Management Practices across Balme Library, PRAAD, and GCB. The results indicate financial constraints, lack of adequate training, and cultural resistance as the three key obstacles to implementing Knowledge Management Practices. Financial constraints, indicated by 65.5% of the respondents (Agree 29.1%, Strongly Agree 36.4%), imply that budget limitations are a major hurdle in adopting

advanced knowledge management tools. This could lead to reliance on outdated systems or an inability to access more efficient technologies. Also, lack of adequate training is a significant barrier, with 58.2% of respondents agreeing (Agree 30.9%, Strongly Agree 27.3%). This suggests that professionals may not be fully equipped to utilize knowledge management tools and strategies effectively. In addition, organizational culture appears to be a major barrier, with 75.5% of respondents agreeing (Agree 31.8%, Strongly Agree 43.6%). Resistance to integrating new practices suggests a need for change management strategies to foster a more adaptable and knowledge-friendly culture. Information overload, with 71.8% of the respondents agreeing (Agree 42.7%, Strongly Agree 29.1%), points to the challenge of filtering and managing vast amounts of data. This highlights the need for effective data management strategies and tools to discern relevant from irrelevant information.

Moreover, security concerns, particularly with cloud-based tools, are significant for 75.4% of respondents (Agree 40.9%, Strongly Agree 34.5%). This indicates apprehension about data privacy and safety, deterring professionals from fully utilizing digital knowledge management systems. The results depict that limited collaboration between departments or professionals, agreed upon by 73.6% of respondents (Agree 42.7%, Strongly Agree 30.9%), suggests siloed working environments. This can impede the flow of knowledge across different parts of the organization. Furthermore, the rapid evolution of technology, agreed upon by 70% of respondents (Agree 33.6%, Strongly Agree 36.4%), underscores the challenge of keeping up with frequent updates and adaptations, which can be resource-intensive and overwhelming. A lack of standardized practices across institutions, with 75.5% of respondents agreeing (Agree 37.3%, Strongly Agree 38.2%), leads to inconsistencies in knowledge management, indicating a need for more unified approaches and guidelines.

In addition to the primary challenges, the study identified several other obstacles that hinder the effective implementation of knowledge management practices in organizations. One of the significant challenges is information overload, which makes it difficult for employees to find relevant knowledge amidst the abundance of information. Moreover, concerns about data security and privacy also pose a significant threat to knowledge management, as employees may be hesitant to share knowledge due to fear of unauthorized access or misuse. Furthermore, insufficient collaboration and knowledge sharing among teams can also hinder the successful implementation of knowledge management practices. This can lead to duplication of efforts, as different teams may work on similar projects without being aware of each other's progress. Rapid technological advancements also pose a challenge, as organizations struggle to keep up with the latest tools and technologies. The lack of standardized knowledge management processes and procedures can also lead to confusion and inefficiencies. Moreover, concerns about intellectual property rights and ownership can also discourage employees from sharing knowledge, as they may feel that their ideas and innovations may be exploited without proper recognition or reward. Finally, the absence of a clear and well-defined knowledge management strategy can lead to a lack of direction and focus, making it difficult for organizations to achieve their knowledge management goals.

Overall, these challenges can have a significant impact on an organization's ability to implement effective knowledge management practices, and it is essential for organizations to address them proactively in order to foster a culture of knowledge sharing and innovation.

4.8 Summary of Chapter

This section presents the analysis of the data as well as the presentation of findings. The study investigated the knowledge management (KM) practices among information professionals at three institutions namely Balme Library, PRAAD, and GBC. Data, for this study, were collected through questionnaires and analyzed using descriptive statistics, including

frequencies, percentages, means, and standard deviations. Figures and tables were used to present the results. The chapter is organised based on the objectives of the study, and it covers areas such as demographic characteristics of respondents, their competencies and practices in knowledge management, the tools they utilize, existing KM policies, the role of technology, and the challenges encountered in implementing knowledge management practices. The response rate for the study was 65%, with 110 completed questionnaires out of 170. Demographically, respondents were fairly distributed among the three institutions, with the highest number of respondents coming from Balme Library. The dominant age group was 25 to 34 years, and the gender distribution was nearly balanced across the institutions. Most respondents had 1 to 5 years of work experience. In terms of KM competencies, professionals identified knowledge sharing, usage, and creation as core KM components. A higher number of respondents reported active involvement in KM activities, and most rated themselves from average to high in KM proficiency. Google Docs was the most frequently used KM tool, with most users rating themselves as proficient or intermediate in tool usage. The respondents' engagement in KM activities was frequent. The findings revealed a number of KM roles which included collaboration, interaction, and participation in communities of practice and focus groups. From the findings, the majority of the respondents were involved in distributing information, primarily using training sessions and workshops for sharing knowledge. Knowledge sharing platforms were generally rated effective, although some respondents saw room for improvement. The chapter also revealed that most institutions had established KM policies, and these were largely seen as somewhat to very effective. The respondents suggested improvements such as better policy integration with workflows, more training, clearer guidelines, and incentives for knowledge sharing. Statistical analysis revealed that the mean impact of policies on KM was consistent across institutions, but GBC showed higher variability in perception. Technology was also widely acknowledged as vital for KM by the respondents.

Amidst the number of benefits that KM brings, a number of challenges such as lack of training, financial constraints, organizational resistance, information overload, security concerns, limited collaboration, rapid technological changes, and lack of standardization or strategic direction were revealed as a hindrance to the effective implementation of KM practices by the respondents.



CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents a discussion of the findings obtained from the analysis of the quantitative data obtained from the respondents. The purpose of this study is to assess the key components of knowledge management practices among different information professionals. The discussion was done in line with the objectives of the study. The chapter is structured according to the following headings:

- Assessment of skills and competencies
- Roles of information professionals in knowledge creation and sharing
- Policies of KM
- Role of technology and digital tools in facilitating KM practices
- Challenges faced by information professionals in implementing KM practices
- Contribution to knowledge
- Summary of chapter

5.2 Assessment of Skills and Competencies

The assessment of skills and competencies in knowledge management (KM) across respondents from Balme Library, PRAAD, and GBC provides a comprehensive overview of their perceptions and practices related to KM. The researcher sought to find out the constituents of KM at the selected institutions. The findings showed that across all three institutions, there was a notable emphasis on the sharing of knowledge. This therefore highlights the critical role of communication and collaboration in KM. Similarly, the utilization of knowledge was also deemed significant by the respondents. The creation of knowledge, while still valued, was slightly less prioritized as revealed by the findings. Additionally, a notable number of

respondents across all institutions acknowledged the significance of all KM constituents. This therefore shows the multifaceted nature of KM and highlights diverse perspectives among information professionals regarding its essential components. Thus, the findings revealed that the information professionals were aware and had a high knowledge of KM and its activities. The findings also revealed that the involvement of respondents in KM activities varied across the institutions. Overall, 64.5% of respondents across all three institutions participated in KM initiatives, highlighting the importance placed on KM for fostering collaboration, innovation, and organizational effectiveness. Notably, the findings revealed respondents from GBC to have active involvement in KM activities across the three institutions. This suggests a shared recognition among professionals of the importance of actively participating in knowledge management practices to facilitate collaboration, innovation, and organizational effectiveness. The consistent levels of engagement across the institutions further indicate a collective commitment to harnessing knowledge assets to drive strategic goals and enhance operational efficiency. The findings reflect a positive organizational culture that prioritizes knowledge management as a key driver of success in navigating contemporary challenges and opportunities. The findings align closely with the findings of Choo (2018), who underscores the importance of communication and facilitation skills for promoting knowledge sharing and collaboration within organizations. The active involvement in KM activities indicates a high degree of communication and collaboration among IPs, consistent with Choo's perspective.

The proficiency levels of respondents in KM activities showed a balanced pattern across institutions. At Balme Library, PRAAD, and GBC, the distribution of proficiency levels was relatively even, with a significant portion of respondents rating themselves as having average to above-average proficiency. This suggests a positive inclination towards embracing and implementing KM practices, which could contribute to enhanced organizational performance

and innovation. This therefore reveals a generally positive perception of knowledge management skills among professionals within these institutions. Thus, the balanced distribution suggests a collective confidence among respondents in their ability to effectively engage in knowledge management activities. Such self-assessment implies a readiness to embrace and implement knowledge management practices within their respective organizations. This positive inclination towards knowledge management skills could foster a conducive environment for collaboration, innovation, and continuous improvement, ultimately contributing to organizational success and adaptability in an ever-evolving landscape. Corral (2017) highlights the importance of information literacy skills for navigating and making sense of complex information landscapes. The findings indicated that IPs possess a high level of proficiency in KM tools and practices, suggesting strong information literacy skills. This shows that IPs in the studied institutions are well-equipped with the foundational skills necessary for effective KM, which is consistent with Corral's (2017) emphasis. De Silva (2019), and Nweke and Nweke (2024) focus on analytical and problem-solving skills for interpreting and utilizing knowledge effectively. The balanced proficiency in KM activities across institutions, as revealed by the findings, indicates that respondents are capable of engaging in KM initiatives and possess the necessary skills to interpret and utilize knowledge effectively. This reflects De Silva's (2019) assertion that analytical and problem-solving skills are crucial for successful KM.

In addition, as part of finding out the competencies of the information professionals in managing knowledge in their institutions, the researcher asked questions on the tools used by the respondents to manage knowledge in their institutions. The findings revealed that among the tools utilized for organizing information in the selected institutions, there is a preference for collaborative and cloud-based platforms with Google Docs being the most prevalent tool

used by the respondents. The widespread usage of Google Docs suggests a recognition of the benefits of cloud-based solutions for enhancing efficiency and accessibility in organizing information. The findings also revealed that, across all institutions, a significant proportion of respondents rated themselves as proficient, indicating a high level of competence in using these tools. Also, a high number of respondents from GBC rated themselves as proficient as compared to the other selected institutions. This supports Dalkir (2017), who emphasizes the significance of technical competencies and the use of advanced technologies like Artificial Intelligence (AI) and machine learning to enhance KM practices. The widespread use of digital tools for organizing and sharing knowledge reflects a strong technical competency among IPs, aligning with Dalkir's (2017) findings.

It can therefore be revealed that the involvement in KM activities shows interesting distinctions among institutions. Balme Library exhibits higher average involvement compared to PRAAD and GBC. PRAAD and GBC, despite having similar averages, differ in their spread and distribution. Balme Library and PRAAD show more variability and a rightward skew, indicating a concentration of lower involvement with a few at the higher end. Conversely, GBC has the least variability and a leftward skew, suggesting a majority on the higher involvement side. Understanding these variations is crucial for tailoring strategies to enhance KM practices and address specific involvement patterns within each institution.

5.3 Roles of Information Professionals in Knowledge Creation and Sharing

The study sought to find out the roles played by information professionals in managing knowledge in the selected institutions. The findings revealed that information professionals play crucial roles in knowledge creation and sharing. The findings revealed that aiding collaboration for knowledge sharing was a prevalent activity across all three institutions. Also, aiding interaction for knowledge sharing followed closely, with similar participation rates. Spearheading communities of practice and focus group discussions also saw substantial

involvement, which therefore reflects efforts necessary to cultivate an environment conducive to knowledge exchange and development. The findings corroborate the findings of Hislop et al. (2018) who showed the significance of involvement in KM activities for fostering a culture of collaboration and innovation within organizations. By actively engaging in these practices, organizations can enhance knowledge retention, promote organizational learning, and ultimately improve decision-making and problem-solving capabilities. This shows the proactive role that KM activities play in driving organizational effectiveness and gaining a competitive edge in today's knowledge-driven economy. It emphasizes the importance of fostering a conducive environment where knowledge sharing and collaboration are encouraged and supported, ultimately leading to sustainable organizational growth and success.

On the frequency of engagement in KM activities, the findings revealed that a substantial number of respondents engage in these activities on a weekly basis, indicating consistent involvement throughout the work week. Also, monthly engagement was prevalent, suggesting a regular flow of participation. This also shows the importance of flexibility and adaptability in accommodating different preferences and schedules to foster a robust knowledge management environment across these institutions. Choo (2018) highlights the importance of fostering an organizational knowledge culture and aligning KM efforts with organizational goals. The study's findings that a substantial number of respondents engage in KM activities on a weekly and monthly basis suggest a consistent and sustained effort in fostering a knowledge-sharing culture. The high level of engagement in distributing information across all institutions indicates that IPs play a fundamental role in facilitating knowledge flow, which is essential for promoting organizational collaboration and operational effectiveness. This supports Choo's (2018) assertion that creating an environment conducive to knowledge sharing is crucial for organizational growth and success.

In addition, the findings revealed a high level of engagement in distributing information across all institutions. Thus, a substantial majority of respondents report that their work involves distributing information, essential for effective KM and organizational communication. This high level of engagement suggests that distributing information is not just a peripheral task but a fundamental aspect of the roles held by information professionals within these institutions. This shows the significance of information dissemination activities in facilitating knowledge flow, hence ensuring the active participation of information professionals in promoting organizational collaboration and operational effectiveness. Moreover, the findings showed that the primary methods and platforms used for knowledge sharing in the selected institutions included training sessions, workshops, seminars, internal documentation, and collaboration tools. Traditional methods such as training sessions and workshops remained dominant, although there is an emerging trend towards using more collaborative and digital platforms. While these tools are not yet as prevalent as traditional methods, their inclusion highlights a recognition of the need for agile and real-time communication channels in fostering collaboration and knowledge dissemination. The findings also reflect a blend of traditional and contemporary approaches to knowledge sharing, indicating an evolving landscape where organizations are adapting to the use of digital platforms alongside established practices. The finding is consistent with the findings of Dalkir (2017). Dalkir (2017) discusses the role of IPs in cultivating a culture of knowledge sharing and managing knowledge repositories. The study findings reveal that traditional methods such as training sessions, workshops, and seminars are dominant, with an emerging trend towards using more collaborative and digital platforms. This reflects Dalkir's (2017) view that IPs are instrumental in developing and managing knowledge-sharing systems and delivering training programs. The blend of traditional and contemporary approaches to knowledge sharing in the institutions studied indicates that IPs are adapting to the evolving landscape of KM, consistent with Dalkir's (2017) emphasis on the dynamic nature

of effective KM practices.

In terms of effectiveness of these methods or platforms, the findings revealed that the respondents across all institutions find their knowledge-sharing platforms to be effective. The majority view these platforms positively, suggesting they largely facilitate effective communication and information distribution. The findings point out the importance of selecting and implementing appropriate platforms that cater to the specific needs and preferences of users, while also acknowledging the dynamic nature of knowledge management and the continuous evolution of effective practices in this domain.

5.4 Policies of KM

The researcher sought to find out about the policies of KM in the selected institutions. The findings showed that the presence of established policies regarding the creation, sharing, and usage of information varies across the selected institutions. The majority of respondents indicate that their institutions have established policies, with GBC having the highest percentage. The establishment of policies on knowledge creation within organizations serves as a fundamental pillar for fostering an environment conducive to innovation and knowledge development. Alavi and Leidner (2001) underscore the critical role of formalized policies in providing guidance to employees on best practices for generating new knowledge and leveraging existing expertise. By offering frameworks that encourage creativity, collaboration, and continuous learning, these policies facilitate the cultivation of a knowledge-centric culture essential for organizational growth and competitiveness. Moreover, Granguly et al. (2019) emphasize how organizational policies promote transparency and accountability in knowledge creation processes, aligning with the organization's goals and values. This not only empowers employees to contribute meaningfully to knowledge creation efforts but also ensures adherence to regulatory standards and ethical considerations. The findings also provide valuable insights into the extent to which organizations prioritize and formalize their approaches to fostering

innovation and knowledge development. However, a notable portion reported the absence of such policies, highlighting a potential gap in governance frameworks.

Evaluating the effectiveness of established policies on knowledge creation is essential for organizations seeking to enhance their knowledge management practices. Recent studies, such as Yu et al. (2022) and Kamalruzaman et al. (2025), emphasize the significance of regular assessments to gauge the impact of these policies on organizational performance and knowledge outcomes. By soliciting feedback from employees and stakeholders, companies can pinpoint areas for improvement and refine existing policies to better align with changing business needs and technological advancements. Additionally, insights from research by Iyere (2023) underscore the importance of proactive monitoring and enforcement mechanisms to ensure compliance with established policies, mitigating risks associated with knowledge leakage or misuse while fostering a culture of accountability. Therefore, organizations should adopt a comprehensive approach to evaluate the effectiveness of their knowledge creation policies, integrating qualitative and quantitative measures to drive continuous improvement and innovation. Some of the suggested improvements for enhancing KM policies as revealed by the findings include better integration with existing workflows, more training and awareness programs, clearer guidelines for knowledge sharing, and introducing incentives for knowledge sharing. These suggestions underscore the importance of aligning KM policies with organizational workflows and providing clear directives and incentives. Enhancing knowledge management policies requires a strategic and holistic approach that addresses various dimensions of organizational dynamics. Chen et al. advocate for agile policy frameworks, emphasizing the need for adaptability to navigate the evolving digital landscape effectively. This aligns with the idea of better integration with existing workflows, as proposed by Ruggles (2009), which can optimize knowledge processes and enhance overall organizational

efficiency. Furthermore, investing in comprehensive training programs, as recommended by Dalkir (2017), can empower employees with the necessary skills to leverage digital tools for knowledge sharing effectively. AllMeld (2025) underscores: establishing clear guidelines for documenting and sharing knowledge is essential for creating a structured and efficient knowledge-sharing culture within an organization. The article elaborates on how such guidelines help ensure consistency, accessibility, and clarity in what gets shared, how, and where it's stored, can promote consistency and mitigate confusion, while incentivizing knowledge sharing, as suggested by Alavi and Leidner (2001), can cultivate a collaborative culture conducive to innovation. By implementing these enhancements, organizations can foster a supportive environment for knowledge management, ultimately driving sustainable growth and competitiveness.

The impact of established policies on the creation process can therefore be seen to be consistent across institutions, although the variability of these impacts differs. Balme Library and PRAAD exhibit more consistent impacts, while GBC shows greater diversity in respondent experiences, suggesting that policy impacts at GBC are perceived more variably.

5.5 Role of Technology and Digital Tools in Facilitating KM Practices

The researcher investigated the role technology and digital tools play in facilitating KM practices in the selected institutions. The findings revealed that technology and digital tools played a significant role in facilitating KM practices in the selected institutions. The majority of the respondents across the three selected institutions agreed on the effectiveness of databases, cloud platforms, messaging apps, video conferencing, collaborative platforms, analytics tools, AI/ML algorithms, mobile apps, responsive platforms, and advanced cybersecurity measures. These tools and measures are recognized as crucial for facilitating KM practices within organizations. The critical analysis of the role of technology and digital tools in facilitating knowledge management practices, when compared with other related studies,

reveals several key insights and parallels. The study's findings align with existing literature. Kankanhalli et al. (2005) emphasized the role of technology as a facilitator in knowledge management, enhancing the efficiency and effectiveness of knowledge creation, storage, and dissemination. Also, digital tools, cloud platforms, mobile applications, and emerging technologies as critical components in the evolution of knowledge management is consistent with Bhatt (2001), who found that technology significantly contributes to knowledge management effectiveness, particularly in knowledge codification and sharing.

In addition, the preference for analytical tools as revealed by the findings align with Tibenderana and Ogao (2008), who found that academic professionals favour tools that aid in research and reference management. Also, Mabweazara (2015) noted the increasing reliance on agile project management tools in media environments for real-time collaboration and information dissemination. In addition, the findings resonate with the findings of Yakel (2007) who emphasized the importance of digital preservation tools in maintaining archival integrity. The findings on collaborative work corroborate the findings of Hynninen (2018) who noted the rising popularity of collaborative tools in academic research. Also, the findings align with Lewis and Westlund's (2015) observation of the growing need for flexible and accessible tools in dynamic information environments like media houses. These findings contribute to the broader discourse on the role of technology in knowledge management, as discussed in works like those by Nonaka and Takeuchi (1995), who emphasize the transformative role of technology in knowledge creation and sharing. The study's insights into tool preferences and effectiveness offer practical implications for technology selection and implementation in various professional contexts, echoing the sentiments of Davenport and Prusak (1998) on the strategic alignment of technology with organizational knowledge management goals. In addition, the role of technology as a facilitator in KM is well-established in literature. Alavi

and Leidner's (2001) research highlights the critical role of Information Technology in KM, particularly in supporting knowledge storage, retrieval, and sharing. This perspective is also reflected in the Technology Acceptance Model (Davis, 1989), which suggests that the usefulness and ease of use of technology are key determinants of its adoption in KM practices. The use of technology as a crucial enabler is in line with Sveiby and Simons' (2002) findings, which highlight the role of technology in facilitating knowledge sharing and access. The study's findings on the role of technology and digital tools in facilitating knowledge management practices are consistent with and contribute to the existing body of knowledge. They underscore the importance of technology as a critical enabler in knowledge management and highlight the need for selecting tools that align with the specific needs and contexts of different professional groups.

5.6 Challenges Faced by Information Professionals in Implementing KM Practices

The study also investigated the challenges faced by information professionals in implementing KM practices in the selected institutions. The findings revealed financial constraints, lack of adequate training, cultural resistance, as the three main challenges faced by information professionals in implementing KM practices in the selected institutions. The study also uncovered a range of additional challenges, including the struggles of information overload, security risks, poor collaboration, and rapid technological shifts, as well as the lack of standardization, intellectual property issues, and the absence of a clear strategy for managing knowledge. These challenges highlight the need for effective data management strategies, change management strategies, advanced security measures, and more unified approaches and guidelines. The analysis of the challenges and barriers faced by information professionals in implementing knowledge management practices, when compared and related to other related studies, reveals several critical insights. For example, the challenge of inadequate training, highlighted in the study, resonates with the findings of Riege (2005), who emphasized the

importance of continuous learning and development in knowledge management. The emphasis on training aligns with the need for upskilling to adapt to evolving knowledge management technologies and practices. Also, financial limitations as a barrier, as identified in the study, are consistent with the observations of Jennex and Olfman (2006). They noted that budget constraints often limit the ability of organizations to invest in advanced knowledge management systems, especially in resource-constrained settings.

In addition, the resistance of organizational culture to new practices, as found in the study, echoes the findings of De Long and Fahey (2000), who argued that organizational culture significantly influences knowledge management initiatives. Cultural resistance can impede the adoption of new systems and practices. The challenge of information overload aligns with the observations of Eppler and Mengis (2004), who highlighted the difficulty in managing and filtering vast amounts of information. This issue is increasingly relevant in the digital age, where data is abundant and often overwhelming. Also, security concerns, particularly with cloud-based tools, as noted in the study, are in line with the findings of Alavi and Leidner (2001). They emphasized the importance of ensuring data security and privacy in knowledge management systems, especially in the context of increasing cyber threats. The limited collaboration between departments or professionals is a challenge that echoes Tsai's (2002) findings on the importance of cross-functional collaboration in knowledge sharing. Siloed environments can significantly hinder the flow of knowledge within organizations.

Moreover, the rapid evolution of technology as a challenge is consistent with the observations of Baskerville and Dulipovici (2006). They noted that keeping pace with technological advancements is a significant challenge for organizations, requiring continuous adaptation and learning. The absence of standardized practices across institutions, as found in the study, aligns

with the findings of Nonaka and Takeuchi (1995). They emphasized the need for standardized knowledge management practices to ensure consistency and efficiency. Furthermore, intellectual property issues, as a barrier to knowledge sharing, reflect the concerns raised by O'dell and Grayson (1998). They highlighted the challenges in balancing the sharing of knowledge with the protection of intellectual property rights. Also, the lack of a clear knowledge management strategy, as identified in the study, resonates with the arguments of Zack (1999), who stressed the importance of a strategic approach to knowledge management for effective implementation and alignment with organizational goals. In summary, the study's findings on the challenges and barriers in implementing knowledge management practices align with and contribute to the existing literature. They highlight the multifaceted nature of these challenges, encompassing aspects such as training, financial resources, organizational culture, information management, security, collaboration, technological change, standardization, intellectual property, and strategic planning. Addressing these challenges is crucial for the successful implementation and optimization of knowledge management practices across various professional domains.

5.7 Contribution to Knowledge

The study's findings contribute significantly to the existing body of knowledge in several key areas. This study significantly contributes to current knowledge by providing valuable insights into the acceptance and opinions of knowledge management practices within different environments, focusing specifically on Balme Library, PRAAD, and GBC. The identification of prevailing attitudes, skills and competencies towards knowledge management tools and practices in these institutions sheds light on the nuanced variations in perceptions within different organizational settings. Also, by comparing knowledge management practices among academic librarians, media house professionals, and archival institution workers, the study offers valuable insights into how different professional environments influence knowledge

management strategies. This contributes to a nuanced understanding of how specific challenges and needs shape knowledge management practices in various sectors.

In addition, the study's exploration of the role of technology and digital tools in facilitating knowledge management, along with the identification of preferred tools for different professional groups, adds to the knowledge of how technology can be effectively leveraged in different knowledge management contexts. This finding is particularly relevant in an era where digital transformation is reshaping professional practices. Moreover, the identification of challenges and barriers faced by professionals in implementing knowledge management practices provides a comprehensive overview of the obstacles encountered in different sectors. This aspect of the study contributes to the development of more effective strategies to overcome these challenges, enhancing the efficiency and effectiveness of knowledge management initiatives. Furthermore, the study's findings have practical implications for organizations seeking to implement or improve their knowledge management practices. By highlighting the importance of factors such as training, financial resources, organizational culture, and technology, the study offers actionable insights that can guide organizations in developing more effective knowledge management strategies.

This study, therefore, makes a significant contribution to the field of knowledge management by providing a comprehensive analysis of its key components, offering insights into the differences in practices across various professional groups, identifying the role of technology and preferred tools, understanding the challenges and barriers in implementation, and providing empirical evidence through statistical analysis. These contributions not only enrich the academic discourse in knowledge management but also offer practical guidance for organizations looking to enhance their knowledge management practices.

5.8 Summary of Chapter

The summary of Chapter 5 encapsulates the critical discussions and interpretations of the study's findings, emphasizing their implications and contributions to the field of knowledge management. This chapter serves as a synthesis of the key insights derived from the research, providing a cohesive overview of how the study's results align with, contrast, or extend existing knowledge and practices in knowledge management. It is a crucial segment that connects the empirical findings with broader theoretical and practical contexts, offering a comprehensive perspective on the study's impact and relevance in the field.



CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

Chapter Six serves as the concluding chapter of the study, where the key findings are summarized, conclusions are drawn based on the findings, and recommendations are made for future practice and research.

6.2 Summary of Findings

The study aimed to examine the key components for knowledge management practices among different information professionals. The findings of the study are summarized below.

6.2.1 Assessment of Skills and Competencies

The study aimed to assess the skills and competencies of information professionals (IPs) in managing knowledge within selected institutions. The findings revealed that information professionals play crucial roles in knowledge creation and sharing. Thus, across all three institutions, there is a significant focus on knowledge sharing and utilization, underscoring the importance of communication and collaboration in KM. Also, the findings revealed that majority of respondents actively participate in KM initiatives, indicating a strong awareness and recognition of KM's importance for fostering collaboration, innovation, and organizational effectiveness. In addition, the respondents generally rate their KM proficiency as average to above average, suggesting a positive attitude towards KM practices and confidence in their

KM skills. In addition, collaborative and cloud-based platforms, especially Google Docs, are widely used for organizing information.

6.2.2 Roles of Information Professionals in Knowledge Creation and Sharing

The study investigated the roles of information professionals (IPs) in knowledge creation and sharing within selected institutions. The findings revealed that IPs are heavily involved in aiding collaboration and interaction for knowledge sharing across all institutions. They also play substantial roles in spearheading communities of practice and focus group discussions, which are crucial for fostering an environment conducive to knowledge exchange and development. Also, the study found that a substantial number of respondents engage in KM activities weekly, indicating consistent involvement. Monthly engagement was also prevalent, suggesting a regular and sustained participation in KM practices. In addition, a high level of engagement in distributing information was observed across all institutions, indicating that information dissemination is a fundamental aspect of the roles held by IPs. Moreover, the findings revealed that the primary methods and platforms used for knowledge sharing included traditional approaches like training sessions, workshops, seminars, and internal documentation, as well as emerging collaborative and digital platforms. Furthermore, the respondents across all institutions generally find their knowledge-sharing platforms effective, suggesting that these platforms facilitate effective communication and information distribution.

6.2.3 Policies of KM

The study examined the policies of knowledge management (KM) across selected institutions. The findings showed that the presence of established policies for the creation, sharing, and usage of information varies across institutions, with GBC having the highest percentage of such

policies. Also, the findings showed that majority of respondents view their institution's KM policies as effective, though there is room for improvement. To enhance KM policies, respondents suggested better integration with existing workflows, more training and awareness programs, clearer guidelines for knowledge sharing, and introducing incentives for knowledge sharing. In addition, the findings revealed that the impact of KM policies is generally positive across institutions, though the extent of this impact varies.

6.2.4 Role of Technology and Digital Tools in Facilitating KM Practices

The study explored the role of technology and digital tools in facilitating knowledge management (KM) practices in the selected institutions. The findings revealed that technology and digital tools were found to play a critical role in facilitating knowledge management practices. Thus, majority of respondents across the institutions agreed on the effectiveness of various technological tools such as databases, cloud platforms, messaging apps, video conferencing, collaborative platforms, analytics tools, AI/ML algorithms, mobile apps, responsive platforms, and advanced cybersecurity measures in enhancing KM practices.

6.2.5 Challenges Faced by Information Professionals in Implementing KM Practices

Knowledge management (KM) is essential for organizations seeking to harness their informational assets effectively. However, information professionals often encounter numerous challenges when implementing KM practices. The study explored the challenges faced by information professionals in implementing knowledge management (KM) practices in the selected institutions. The study identified financial constraints, lack of training, and cultural resistance as the primary challenges in implementing KM practices. In addition to the primary challenges, the study identified other challenges such as information overload, security concerns, limited collaboration, rapid technological changes, lack of standardized practices, intellectual property concerns, and the absence of a clear knowledge management strategy.

6.3 Conclusion

Knowledge management (KM) practices are essential for organizations to effectively utilize and capitalize on their intellectual assets. Information professionals play a pivotal role in this process, ensuring that knowledge is created, stored, shared, and applied efficiently. As such, the assessment of skills and competencies in the context of KM is crucial for ensuring that information professionals are equipped to handle the dynamic and complex tasks associated with managing knowledge assets within an organization. Information professionals, including librarians, media staff, information managers, archivists, among many others, play a crucial role in the creation and sharing of knowledge within organizations. Their responsibilities span a range of activities essential for effective knowledge management (KM) practices. Thus, by engaging in research, facilitating collaboration, leveraging technology, fostering a supportive culture, and measuring outcomes, they ensure that knowledge is effectively created, shared, and utilized. These activities are critical components of knowledge management practices, helping organizations to innovate, make informed decisions, and maintain a competitive edge. To ensure that information professionals can manage knowledge assets efficiently and consistently, effective KM policies are required. Thus, policies in knowledge management (KM) provide a structured framework that guides the creation, sharing, utilization, and preservation of knowledge within an organization. Information professionals play a pivotal role in implementing these policies, ensuring that knowledge flows seamlessly throughout the organization. Technology and digital tools are integral to effective knowledge management practices, enabling information professionals to manage knowledge assets efficiently and consistently. From knowledge creation and storage to sharing, utilization, preservation, and governance, these tools enhance every aspect of KM, driving innovation, improving decision-making, and fostering a knowledge-sharing culture within organizations. While implementing effective knowledge management (KM) practices offers numerous benefits to organizations

and information professionals, it also presents several challenges for information professionals. It is therefore crucial for organizations to implement measures to overcome these challenges. Thus, by overcoming these obstacles, organizations can enhance their KM practices, leading to better decision-making, innovation, and overall performance.

6.4 Recommendations

Based on the findings of the study, the following four key recommendations are proposed.

6.4.1 Enhance Training and Development Programs

The study found that a lack of adequate training is a significant barrier to effective knowledge management. It is therefore recommended that organizations invest more in continuous training and development programs. These programs should focus on the latest knowledge management techniques and technologies, aiming to equip professionals with the necessary skills to manage and leverage knowledge effectively. This approach will help in bridging the skill gap and ensure that staff are well-prepared to handle the evolving demands of knowledge management.

6.4.2 Customize Knowledge Management Strategies

In addition, the study revealed distinct knowledge management practices across different professional groups. Therefore, it is recommended that organizations develop customized knowledge management strategies that cater to the specific needs and challenges of their professional context.

6.4.3 Leverage Technology Innovatively

Moreover, in light of the study's findings on the critical role of technology and digital tools in facilitating knowledge management, organizations are recommended to innovatively leverage technology. This includes not only adopting the most suitable tools for their specific knowledge management needs but also staying abreast of technological advancements to continually

enhance their knowledge management systems. Emphasis should be placed on integrating technology in a way that complements and enhances human-centric knowledge management processes.

6.4.4 Organizational Culture and Collaboration Barriers

The study identified organizational culture and limited collaboration as barriers to effective knowledge management. Therefore, it is recommended that organizations work towards fostering a culture that values and encourages knowledge sharing and collaboration. This can be achieved through initiatives that promote open communication, cross-departmental teamwork, and a supportive environment for sharing ideas and knowledge. By addressing these cultural aspects, organizations can create a more conducive atmosphere for effective knowledge management.

6.5 Areas for Further Study

The following are suggested areas that can be considered for further studies or research.

- Assessing the Key Components of Knowledge Management Practices Among Public and Private Universities.
- Assessing the Key components of Knowledge Management Practices among selected Senior High Schools.



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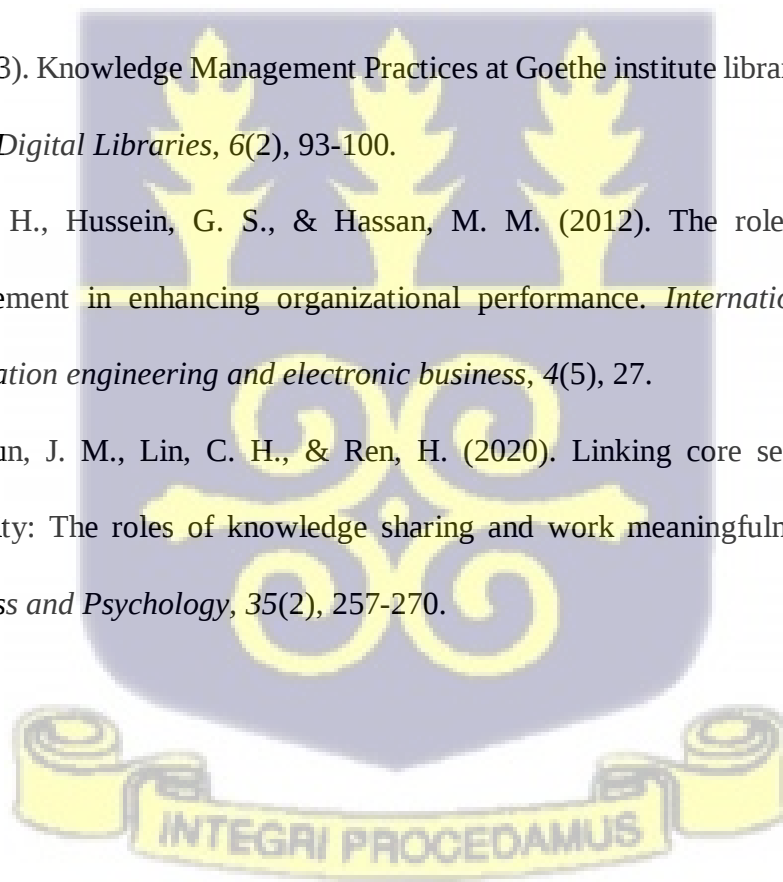
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APPENDIX I: QUESTIONNAIRE FOR INFORMATION PROFESSIONALS

**TOPIC: ACCESSING THE KEY COMPONENTS FOR KNOWLEDGE
MANAGEMENT PRACTICES AMONG DIFFERENT INFORMATION
PROFESSIONALS**

Dear Sir/Madam,

I am conducting a study on accessing the key components for knowledge management practices among different information professionals. As part of this study, I am seeking to gather information about your personal views on the topic. Your insights will be valuable in understanding the knowledge management practices among different information professionals. Please answer the questions as honestly as possible. All responses will be kept confidential. Thank you for participating in this survey.

Jennifer Otchere-Acheampong 0244990370

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Kindly Tick Appropriately

1. Name of Institution:
 - a. Balme Library ☐
 - b. PRAAD ☐
 - c. GBC ☐
2. Age:
 - d. Below 25 ☐
 - e. 25-34 ☐
 - f. 35-44 ☐
 - g. 45-54 ☐
 - h. 55 and above ☐
3. Gender:
 - a. Male ☐
 - b. Female ☐
4. Years of Experience in Current Role:
 - a. Less than 1 year ☐
 - b. 1-5 years ☐
 - c. 6-10 years ☐
 - d. 11-20 years ☐
 - e. More than 20 years ☐

SECTION B: ASSESSMENT OF SKILLS AND COMPETENCIES

5. Which of the following constitutes knowledge management?
 - a. Creation of knowledge ☐
 - b. Sharing of knowledge ☐
 - c. Using of knowledge ☐
 - d. All of the above ☐
 - e. None of the above ☐
6. Are you involved in the creation, sharing and usage of knowledge in your organization?
 - a. Yes
 - b. No
7. On a scale of 1 to 5, rate your proficiency in the creation, sharing and usage of knowledge in your organization. Where A is Low and E is High.
 - a. Low ☐
 - b. Below average ☐
 - c. Average ☐
 - d. Above average ☐
 - e. High ☐
8. In organizing information in your organization, which of the following tools do you use?
 - a. Evernote ☐
 - b. Google docs ☐
 - c. Dropbox ☐

- d. Trello ☐
 - e. Microsoft OneNote ☐
 - f. Others Specify
.....
9. How would you rate your proficiency in using any of the tools in 7?
- a. Novice ☐
 - b. Intermediate ☐
 - c. Proficient ☐
 - d. Expert ☐

SECTION C: ROLE IN KNOWLEDGE CREATION AND SHARING

10. How do you engage in knowledge creation activities or contribute to the generation of new insights within your organization?
- a. Aiding of collaboration among staff ☐
 - b. Aiding of interaction among staff ☐
 - c. Communities of practice ☐
 - d. Focus groups ☐
11. How often do you engage in the activities in question 10 above?
- a. Daily ☐
 - b. Weekly ☐
 - c. Monthly ☐
 - d. Rarely ☐
 - e. Never ☐
12. Does your work involve distributing information in your organization?
- a. Yes ☐
 - b. No ☐
13. If Yes to question 12 above what methods/platforms do you primarily use for knowledge sharing?
- a. Training sessions ☐
 - b. Workshops/seminars ☐
 - c. Internal documentation/sharing platforms ☐
 - d. Collaboration tools (e.g., Slack, Microsoft Teams) ☐
 - e. Other (please specify)
.....

SECTION D: EVALUATION OF POLICIES

14. Do you have established policies on creation, sharing and using of information at your institution?

a. Yes ☐

b. No ☐

15. If yes to question 15 above, how effective do you find these policies in driving knowledge management practices?

a. Very effective ☐

b. Somewhat effective ☐

c. Not effective ☐

16. What improvements, if any, would you suggest for enhancing knowledge management policies?

a. Better integration with existing workflows ☐

b. More training and awareness programs ☐

c. Clearer guidelines for knowledge sharing ☐

d. Incentives for knowledge sharing ☐

e. Other (please specify)

.....

SECTION E: ROLE OF TECHNOLOGY AND DIGITAL TOOLS IN FACILITATING OPERATIONS IN YOUR ORGANIZATION

17. Please indicate your level of agreement with the following statements using the Likert scale: 1 (Strongly Disagree) to 5 (Strongly Agree).

Statement	1	2	3	4	5
Document management systems, databases, and cloud platforms provide secure and accessible repositories for information storage					
Messaging apps, video conferencing, project management software, and collaborative platforms enable seamless sharing and exchange of knowledge					
Analytics tools help in understanding usage patterns, identifying trends, and making data-driven decisions.					
Advanced search algorithms, indexing, and metadata systems enhance the speed and accuracy of information retrieval					
AI and ML algorithms assist in categorizing information, recommending content, and automating routine knowledge-related process					
Mobile apps and responsive platforms enable users to access and contribute to knowledge from anywhere					
Blockchain can be used to establish secure, tamper-proof records of transactions and changes in knowledge repositories.					
Social platforms enable employees to share insights, participate in discussions, and connect with experts across the organization					
E-learning platforms and virtual training tools provide scalable and accessible learning opportunities for employees.					
Advanced cybersecurity measures protect sensitive knowledge					

assets from unauthorized access					
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SECTION F: CHALLENGES FACED BY INFORMATION PROFESSIONALS

18. Please indicate your level of agreement with the following statements using the Likert scale: 1 (Strongly Disagree) to 5 (Strongly Agree).

Statement	1	2	3	4	5
1. Lack of adequate training is a significant barrier to effective knowledge management.					
2. Financial constraints hinder the adoption of advanced knowledge management tools.					
3. Organizational culture sometimes resists the integration of new knowledge management practices.					
4. Information overload makes it challenging to discern relevant knowledge from irrelevant data.					
5. Security concerns, especially with cloud-based tools, deter professionals from fully embracing digital knowledge management.					
6. Collaboration between different departments or professionals is often limited, affecting knowledge sharing.					
7. The rapid evolution of technology requires frequent updates and adaptations, which can be overwhelming.					
8. There's a lack of standardized practices across different institutions, leading to inconsistencies.					
9. Intellectual property concerns can limit the sharing and distribution of certain knowledge assets.					
10. The absence of a clear knowledge management strategy in many organizations hampers effective implementation.					

THANK YOU FOR YOUR PARTICIPATION!





My Ref. No: ECH 054/ 23-24

January 30, 2024

Jennifer Otchere-Acheampong
Department of Information Studies
University of Ghana
Legon

**ETHICAL CLEARANCE
(ECH 054/ 23-24)**

The Ethics Committee for the Humanities (ECH) conducted an amendment review and approved your protocol titled:

**ASSESSING THE KEY COMPONENTS OF KNOWLEDGE MANAGEMENT PRACTICES
AMONG THREE DIFFERENT INFORMATION PROFESSIONALS.**

PRINCIPAL INVESTIGATOR: JENNIFER OTCHERE-ACHEAMPONG

Please note that the final review report must be submitted to the Committee at the completion of the study. Your research records may be audited at any time during or after the implementation. Any modification of this research project must be submitted to ECH for review and approval prior to implementation.

Please report all serious adverse events related to this study to ECH within seven (7) days verbally and in writing within fourteen (14) days.

This certificate is valid until January 29, 2025. You are required to submit annual reports for continuing review.

Please accept my congratulations.

Yours Sincerely,

Professor C. Charles Mate-Kole
ECH Chair

Cc: Dr. Florence Entsua-Mensah, Department of Information Studies, UG
Professor Edwin Ellis Badu, Department of Information Studies, UG
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