

Knowledge sharing practices among librarians at the Kenya National Library Service : a case of selected branches

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ABSTRACT

This study examined knowledge-sharing practices among librarians at selected branches of the Kenya National Library Service (KNLS). Employing a descriptive survey research design, data were collected from 44 purposively sampled librarians across four KNLS branches: Upper Hill, Nakuru, Kisii, and Nyeri. Data collection methods included self-administered questionnaires and key informant interviews. The findings revealed that collaborative technologies played a significant role in facilitating knowledge sharing, particularly through discussions and debates. Notably, 40.9% of respondents strongly agreed that collaborative technologies were integral to their knowledge-sharing activities, while 43.3% reported frequent engagement in discussions. Additionally, 52.2% and 25% of respondents identified WhatsApp and YouTube, respectively, as their preferred social media platforms for knowledge exchange. The study recommends the strategic utilization of existing social media platforms—such as Facebook, YouTube, and WhatsApp—as tools for communication and professional development. Initiatives like regular webinars, online discussion forums, and multimedia content creation are encouraged to promote inclusive and geographically diverse knowledge sharing.

(Key words: Kenya National Library Service; knowledge sharing; knowledge management; knowledge sharing practices.)

I. INTRODUCTION

With the increasing knowledge-intensive activities in every organization, knowledge has become the most vital asset for organisational success amid other assets such as machinery, capital, properties, and materials (Sen, 2019). Nevertheless, knowledge is more valuable and helpful when it is shared among those who need it, on time, and in the best format available. The first idea of knowledge was defined by Plato's dialogue of the Theaitetos (Patramanis, 2023). According to him, knowledge is described as a justified true belief, while in several literature, various definitions describe what knowledge is. Knowledge consists of convictions and expectations applied to actions and meanings (Nonaka, 1994). On the other hand, knowledge is seen as actionable information that permits better decision-making and provides an effective input to dialogue and creativity in an organization (Castaneda & Cuellar, 2020). Knowledge includes both the experience and understanding of the people in the organization and the information contained in documents and reports within the organization and in

the outside world (Diab, 2021). Knowledge sharing is a voluntary activity that cannot be imposed on (Matayong & Mahmood, 2013). Nevertheless, it is one of the most vital and complex activities among all knowledge management processes and requires managers to focus on individual, organizational, and technological areas for it to be successful (Edwards, 2014). Knowledge sharing helps workers in problem solving, increases understanding, creates new knowledge, and learn new things. Employees who are able to share knowledge are more productive and more likely to survive on their jobs than workers who do not (Yang, 2007). Librarians, by way of sharing their expertise, ideas, experiences, and processes, mutually establish their common understanding (Akpabore, 2015).

In South Asia, Deka (2022) sought to understand the knowledge-sharing behaviour among library professionals. According to Deka's study, the majority of library staff members at South Asian academic institutions participated in knowledge-sharing activities using a variety of platforms, including library databases and other academic networking sites, and had a good

awareness of knowledge sharing. Additionally, Deka's study identified several strategies for motivating library professionals to engage in knowledge-sharing activities, including offering incentives, encouraging professionals to engage in scholarly communication, holding regular webinars and seminars, and supporting staff members' creative endeavours. The study also identified several obstacles to knowledge sharing, including inadequate knowledge management, inadequate staff training, a negative company culture, inadequate ICT infrastructures, a lack of incentives and reward systems, a lack of organizational leadership commitment, and constrained funding.

In Nigeria, Onwubiko (2022) examined knowledge-sharing practices and behaviours in university libraries among selected federal universities. Onwubiko's study findings demonstrated the availability and use of some communication tools for knowledge sharing in university libraries, as well as the lack of contemporary digital technologies for the same purpose. In addition, Onwubiko's study found that knowledge sharing methods at university libraries were supportive, with staff members' attitudes toward knowledge sharing being favourable and the development, transfer, and exchange of knowledge among staff members being prioritized. Overall, the findings indicated a strong correlation between university library information sharing strategies and the knowledge sharing behaviours of library professionals. The study also discovered that several variables, such as a lack of information-sharing rules, limited efficient knowledge-sharing practices in university libraries.

In Kiambu County, Kenya, Ondieki (2023) explored knowledge-sharing practices among library and information science professionals in service delivery in public university libraries. Ondieki's study identified three categories of knowledge, namely, tacit, explicit, and embedded knowledge. Although knowledge sharing techniques like work groups, project teams, and communities of practice were accessible, they had little effect on unofficial networks, which could have been due to ignorance. The design, administration, and execution of library services were all impacted positively by the effects of knowledge sharing in library structures. The results of the study suggest that while organizational culture difficulties have no impact on the success of information sharing among library services in public institutions, trust, leadership, social interaction linkages, identification, and facilitation factors are obstacles to knowledge sharing.

The current study aims to investigate the knowledge-sharing activities among librarians at the Kenya National Library Service in selected branches. Specifically, the study investigates the availability of policies that guide knowledge-sharing practices at KNLS and the knowledge-sharing practices adopted at the institution. The study further investigates strategies adopted to promote knowledge sharing practices at KNLS and the use of personal interactive sessions and social media platforms to promote knowledge sharing.

Knowledge-sharing practices among librarians

Introducing knowledge-sharing practices can greatly improve efficiency, collaboration, and innovation within organizations by enabling the free flow of information and collective problem-solving. One key strategy is the development of Communities of Practice (CoPs), a concept introduced by Lave and Wenger (1991), which refers to informal groups formed around shared activities and meaning. Ardichvili et al., (2003), relying on shared practices and interpersonal connections. Active participation is crucial for CoPs to thrive, including engaging in discussions, asking questions, and providing feedback (Ardichvili et al., 2003). However, knowledge sharing can be hindered by a lack of trust, an unsupportive organizational culture, and a reluctance to share. Hence, fostering trust and mutual respect is essential. Another effective knowledge-sharing method is shared documentation. Knowledge is a vital resource in public libraries, contributing significantly to their productivity, innovation, and overall competitiveness (Dasgupta & Gupta, 2009). With the rise of alternative information providers such as cyber cafes and special libraries, public libraries face increased competition, prompting the need to adopt effective knowledge-sharing practices. One such practice is mentoring, which supports succession planning and talent development. Mavuso (2007) emphasizes that mentoring ensures continuity in organizations by preparing individuals to take over key responsibilities when needed. Interdepartmental collaboration also plays a crucial role in knowledge sharing. According to Kock (2000), it involves individuals or teams from different departments working together to solve complex problems and make informed decisions by leveraging diverse perspectives. This approach breaks organizational silos and helps employees gain broader organizational awareness and improve feedback mechanisms. Another important method is storytelling. Gabriel (2015), views storytelling as a creative and personal way to transmit knowledge, foster inspiration, and reinforce organizational culture. Good stories are memorable, people-centered, and encourage emotional expression and creativity, making them

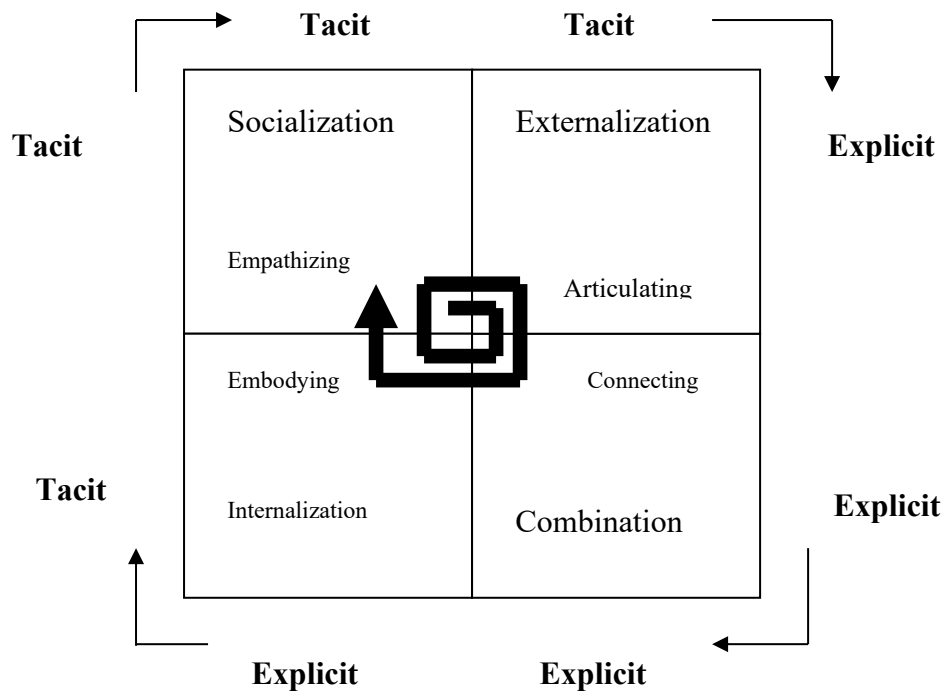
effective tools for navigating complexity. Repeated stories reinforce organizational values and culture while facilitating the generation of new knowledge and triggering innovation.

Knowledge sharing is instrumental in enhancing organizational performance and sustaining competitive advantage. As Yong and Teh (2011), emphasize knowledge is a critical asset, and sharing it equips employees with the expertise necessary to deliver value. Additionally, knowledge sharing expands organizational knowledge by promoting the exchange of ideas, skills, and experiences across departments. This prevents knowledge loss, especially when employees exit, and reduces duplication of efforts (Nove & Dyah, 2013). It also enhances customer service by providing staff with timely access to information required to meet client needs, resolve complaints, and improve overall service delivery (Sirorei, 2019). Internally, efficient knowledge sharing creates a structured environment where employees can access and use collective intelligence effectively, forming the foundation for sustained competitive advantage.

However, knowledge sharing among librarians and within organizations faces several challenges. Individual barriers include a lack of trust, time constraints, misconceptions about knowledge sharing, and limited interactions among staff (De Long & Fahey, 2000; Ngcobo, 2020). These personal obstacles inhibit the willingness and ability of individuals to share or seek knowledge. In some cases, managers may withhold critical information from junior staff (Tuitoek, 2014). Other impediments include lack of recognition or incentives for sharing knowledge, inadequate systems and processes, limited funding, absence of formal knowledge-sharing initiatives, and unsupportive organizational cultures.

SECI or Nonaka and Takeuchi's KM Model

The socialization process entails converting prevailing tacit knowledge into new tacit knowledge (tacit to tacit) through shared experiences that take place through daily social interaction (Farnese et al., 2019), that is, through face-to-face interaction (Faith & Seeam, 2018). Essentially, the socialization process entails knowledge sharing at interpersonal levels, defining patterns on how events are to be carried out, and professional practices, actions, and models. The externalization process entails converting tacit knowledge into explicit knowledge in the form of written documents, images, and concepts. Individuals codify tacit knowledge by using metaphors, dialogues, and team confrontations (Farnese et al., 2019) into prototypes, principles, and analogies (Hu, 2020). By documenting and formalizing tacit knowledge, such as dialogues, new knowledge is created and available in the future. The combination process converts the existing explicit knowledge by merging, editing, and processing to form more systematic and complex sets of explicit knowledge. For instance, using ICT such as an intranet to communicate and share information. Information-sharing processes generate high-order knowledge, such as handbooks that may be distributed even in the non-existence of interpersonal relationships (Farnese et al., 2019). The internalization process entails recycling explicit knowledge back into tacit knowledge. Through the internalization process, an individual shares explicit knowledge and converts it into tacit knowledge. For instance, a trainee can acquire knowledge about their role by reading manuals and documents and reflecting upon them, engaging in trial-and-error sessions and simulations. The new internalized knowledge is re-circulated in the knowledge spiral, instigating the conversation process further.

Figure 1: SECI Model¹

II. METHODOLOGY

This was a descriptive study that utilized a case study research design to collect information from respondents. The study target population included 68 employees in the Kenya National Library Service. The study focused on four locations in different counties, Nairobi, Nakuru, Nyeri and Kisii. The four branches were picked to represent all other KNLS cadres to expand the level of knowledge from the respondents. Further, the branches were strategically chosen to ensure regional and operational representation. Nairobi represents the headquarters and highly urbanized setting, Nakuru serves as a rapidly growing regional hub, while Nyeri and Kisii capture semi-urban library contexts. This diversity allows the study to reflect variations in socio-economic, cultural, and administrative conditions within KNLS. The branches also represent different staff cadres and service capacities, ensuring comprehensive insights. Their selection was further guided by logistical feasibility and accessibility, making them ideal for generating findings that are both representative and generalizable to other KNLS branches.

The study employed purposive sampling to yield appropriate and useful information from the four KNLS

selected branches. The sample size of the study comprised 40 Librarians from KNLS Upper Hill, 13 librarians from KNLS Nakuru, 11 librarians from KNLS Kisii, and 4 librarians from KNLS Nyeri to give a good representation with in-depth information for the study. The proportionate representation of librarians in each chosen KNLS branch served as the basis for determining sample sizes. Each branch has a different number of librarians based on staffing levels, branch size, and service offered, hence the difference in sample size in each branch. Further, to guarantee sufficient and balanced representation and enable thorough and reliable data collection, the purposive sampling took into account the operational capability and accessibility of respondents in each branch. 40 librarians from KNLS Upper Hill, the headquarters with more departments and employees, helped to gather a variety of perspectives while the branches in Nakuru (13), Kisii (11), and Nyeri (4) are somewhat smaller and with fewer librarians. The study adopted the use of self-administered questionnaires to obtain data relevant to the study's objectives. The questionnaire had both closed and open-ended questions divided into sections representing the main objectives of the study. In addition, key informants' interviews were conducted with heads of the four libraries.

¹ Source: *Journal of Knowledge Management Practice*, August 2005

Validity and reliability were enhanced through a pilot study involving 10% of the sample population. The pilot study helped to refine the questionnaire by eliminating redundant items, rephrasing unclear questions, and ensuring the instrument's clarity and effectiveness. Data was analysed using descriptive statistics with the aid of SPSS, where coded and cleaned questionnaire responses were summarized into frequencies and percentages. The results were then presented using tables for clear interpretation.

III. STUDY RESULTS & DISCUSSION OF FINDINGS

The study aimed to investigate the knowledge-sharing activities among librarians at the selected branches of the

Kenya National Library Service. The findings of the study are presented below.

Characteristics of the respondents

As presented in Table 1, the study respondents were predominantly female 49 (72.1%) and mostly aged 45 years and above 36 (52.9%). The majority held diploma or bachelor's degrees 31 (45.5%), with fewer having master's or Ph.D. qualifications. Most respondents were drawn from the Nairobi branch 40 (58.8%), and a significant proportion had over 10 years of professional experience 46 (67.6%) and similar long tenure at KNLS 43 (63.2%). Respondents were also distributed across various departments within the four KNLS branches.

Table 1: Demographic characteristics of respondents (N=68)

<i>Characteristic</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Gender	<i>Male</i>	19	27.9
	<i>Female</i>	49	72.1
Age Group	<i>Below 35</i>	10	14.7
	<i>35-44</i>	22	32.4
	<i>45 and above</i>	36	52.9
Highest Education Level	<i>Diploma/Bachelor's degree</i>	31	45.5
	<i>Master's degree</i>	26	38.2
	<i>Ph.D.</i>	11	16.3
Branch	<i>Nairobi (Upper Hill)</i>	40	58.8
	<i>Nakuru</i>	13	19.1
	<i>Kisii</i>	11	16.2
	<i>Nyeri</i>	4	5.9
Years of Professional experience	<i>Below 5 years</i>	5	7.4
	<i>5-10 years</i>	17	25.0
	<i>Over 10 years</i>	46	67.6
Years worked at KNLS	<i>Below 5 years</i>	8	11.8
	<i>5-10 years</i>	17	25.0
	<i>Over 10 years</i>	43	63.2

Policies to guide knowledge management practices

The study findings pointed out that there was no written policy or guidelines governing knowledge-sharing practices at KNLS. The key informants indicated that KNLS had not formally embraced knowledge management in the institution. They further pointed out that there were no written policies to guide knowledge management and that “knowledge management is a new subject in the field, especially in libraries, However, they

pointed out that knowledge management is practiced informally. Similar findings were reported by a study conducted by Tuitoek in 2014.

Knowledge-sharing activities incorporated at KNLS

This objective investigated the knowledge-sharing activities among librarians at KNLS by finding out which practices were incorporated in knowledge sharing. The findings are presented in Table 2.

Table 2: Knowledge sharing activities among librarians at KNLS

Knowledge sharing activities	Very Small Extent		Small Extent		Moderate Extent		Great Extent		Very Great Extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
<i>Use collaboration technology</i>	1	2.3%	5	11.4%	12	27.2%	18	40.9%	8	18.2%	44	100%
<i>Socialization</i>	2	4.5%	2	4.5%	11	25.1%	21	47.7%	8	18.2%	44	100%
<i>Motivating employees to share knowledge</i>	6	13.7%	8	18.2%	10	22.7%	13	29.5%	7	15.9%	44	100%
<i>Cultivating knowledge-sharing practices in the organization</i>	3	6.9%	7	15.9%	7	15.9%	17	38.6%	10	22.7%	44	100%
<i>Feedback provision</i>	2	4.5%	7	15.9%	12	27.3%	15	34.1%	8	18.2%	44	100%

Results from Table 2 indicate that the majority of the respondents, 18 (40.9%), agreed to a great extent that the use of collaboration technology is incorporated in knowledge sharing at KNLS. Likewise, 21 (47.7%) respondents stated that they preferred socialization as a way of sharing information. On the other hand, 13 (29.5%) and 15 (34.1%) participants stated that they were motivated to share knowledge and provide feedback, respectively. Lastly, 17 (38.6%) respondents cultivated knowledge-sharing practices in the organization.

According to Faith & Seeam (2018), knowledge sharing is one of the most essential activities in the operation of organizations and in the knowledge management practice. In this knowledge era known as the knowledge graph by Sela (2022), knowledge sharing is vital to librarians in carrying out tasks to effectively meet the needs of a diverse and large group of patrons. Knowledge sharing is a crucial activity and a panacea for knowledge creation, and an essential activity that drives innovation,

increases understanding and improves productivity of the knowledge workers (Kumar & Devabalagan, 2023). A study by Muthuveloo et al. (2017), states that socialization is a process of sharing experiences and creating new tacit knowledge from existing tacit knowledge. Effective knowledge socialization demands specific skills (creativity, learning, communication, collaboration, and cultural skills) and competencies that enable individuals to effectively communicate, learn, and collaborate (Gagné and Tian, 2019).

Personal interactive sessions

The study sought to establish how often libraries organize personal interactive sessions such as discussions, debates, staff meetings, seminars/workshops, mentoring, storytelling, and community practices among librarians at KNLS. The findings are presented in Table 3 on the following page.

Table 3: Personal interactive sessions

Personal Interactive Sessions	Never		Rarely		Sometimes		Frequently		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
<i>Discussions</i>	2	4.5%	2	4.5%	15	34.1%	19	43.3%	6	13.6%	44	100%
<i>Debates</i>	12	27.3%	10	22.7%	17	38.6%	5	11.4%	-	-	44	100%
<i>Staff Meetings</i>	-	-	3	6.8%	7	15.9%	27	61.4%	7	15.9%	44	100%
<i>Seminar/workshop</i>	4	9.1%	11	25%	18	40.9%	9	20.5%	2	4.5%	44	100%
<i>Mentoring</i>	8	18.2%	7	15.9%	10	22.7%	18	40.9%	1	2.3%	44	100%
<i>Storytelling</i>	3	6.8%	11	25%	10	22.7%	15	34.1%	5	11.4%	44	100%
<i>Community practices</i>	2	4.5%	12	27.3%	12	27.3%	16	36.4%	2	4.5%	44	100%

Table 3 shows how often the library organizes personal interactive sessions to encourage librarians to share their knowledge. The majority, 19 (43.3%) of the respondents, agreed that they often interact through discussions. Likewise, 17 (38.6%) stated that they sometimes interact through debates. Similarly, 27 (61.4%) of respondents frequently interact through staff meetings. Additionally, 18 (40.9%) of the respondents sometimes interact through seminars/workshops. Also, 18 (40.9%) of the respondents frequently interact through mentorship, followed by 15 (34.1%) who frequently interact through storytelling. Lastly, 16 (36.4%) of the respondents frequently interact through a community of practices.

This implies that respondents often interacted through discussions. The results confirm Deka's (2022) observation that knowledge sharing was successful through the use of online discussion forums. Further, the respondents agreed that mentoring as a personal

interactive session was conducted frequently. One of the best ways to make a new initiative or promote an initiative is through embedment. Embedding mentoring in knowledge sharing processes that promote sharing of experiences, best practices, provision of feedback to the mentees and allowing growth professionally. Amanda & Akpana (2023), define mentoring as a teaching and learning process. KNLS head librarians in all branches can involve partners and stakeholders to encourage social integration amongst librarians, which will reduce social isolation hence encourage community cohesion.

Use of social media platforms in knowledge sharing

The study sought to find out to what extent was social media platforms used in knowledge sharing among librarians at KNLS. Table 4 shows the usage of various social media platforms in knowledge sharing.

Table 4: Social Media Platforms

Social Media Platforms	Very Small Extent		Small Extent		Moderate Extent		Great Extent		Very Great Extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
WhatsApp	1	2.3%	-	-	8	18.2%	12	27.3%	23	52.2%	44	100%
Facebook	5	11.4%	1	2.3%	12	27.3%	16	36.3%	10	22.7%	44	100%
Twitter	12	27.3%	6	13.6%	8	18.2%	8	18.2%	10	22.7%	44	100%
LinkedIn	13	29.5%	9	20.5%	10	22.7%	7	15.9%	5	11.4%	44	100%
My Space	25	56.8%	9	20.5%	5	11.4%	2	4.5%	3	6.8%	44	100%
YouTube	13	29.5%	7	15.9%	4	9.1%	9	20.5%	11	25%	44	100%
Tiktok	21	47.7%	7	15.9%	5	11.4%	7	15.9%	4	9.1%	44	100%
Instagram	21	47.7%	7	15.9%	4	9.1%	9	20.5%	3	6.8%	44	100%
Snapchat	26	59.1%	7	15.9%	6	13.6%	4	9.1%	1	2.3%	44	100%

As shown in Table 4, the majority of the respondents 23 (52.2%) used 'WhatsApp' to a very great extent, followed by 13 (29.5%) of the respondents who preferred 'YouTube' a very great extent. Likewise, 16 (22.7%) considered 'Facebook and X (formally Twitter)' for knowledge sharing at a great extent, while 7 (15.9%) of the respondents considered usage of 'LinkedIn' at a great extent for knowledge sharing. Similarly, 7 (15.9%) of the respondents considered 'Tiktok' and 9 (20.5%) of respondents at a great extent used 'Instagram'. Also, 6 (13.6%) moderately used 'Snapchat' for knowledge sharing.

This implies that social media platforms have been adopted as knowledge sharing tools among libraries. This conforms to Khamali and Thairu (2018) who state that social media tools such as X (formally Twitter), WhatsApp, Facebook, and blogs immensely result in better knowledge sharing, interaction, collaboration, and communication indicating a significant impact on knowledge sharing. Similarly, this is consistent with Yaqub and Alsabban (2023) study which indicate a positive contingency impact of knowledge sharing incentive on social media platforms.

How do librarians at KNLS share knowledge?

As indicated in Table 2, the majority, 18 (40.9%) agreed to a great extent that use of collaboration technology is incorporated in knowledge sharing. Likewise, 21 (47.7%) stated that they preferred socialization as a way of sharing information. On the other hand, twenty-nine 13 (29.5%) stated that motivation and feedback provision thirty-four

15 (34.1%) as a practice that encourages knowledge sharing.

The findings also revealed how often the library organizes personal interactive sessions to encourage librarians share their knowledge. As indicated in Table 3, the majority, 19 (43.3%) of the respondents, agreed that they frequently interact through discussions. Likewise, 17 (38.6%) stated that sometimes interact through debates. Similarly, 27 (61.4%) of respondents frequently interact through staff meetings. The findings also show the usage of various social media platforms in knowledge sharing. As indicated in Table 4, it was found that the majority 23 (52.2%) of the respondents used 'WhatsApp' to a very great extent, followed by 13 (29.5%) of the respondents who preferred 'YouTube' at very great extent. Likewise, 16 (22.7%) considered 'Facebook and twitter' for knowledge sharing at a very great extent, while 7 (15.9%) of the respondents considered usage of 'LinkedIn' at a great extent for knowledge sharing. Similarly, 7 (15.9%) of the respondents considered 'Tiktok' and 9 (20.5%) of respondents at a great extent used 'Instagram'. Also, 6 (13.6%) moderately used 'Snapchat' for knowledge sharing.

Strategies to improve knowledge sharing

From the findings, the respondents' experience at KNLS as indicates that, 28 (63.6%) of the respondents had worked more than 10 years being librarians at KNLS and 9 (20.5%) of the respondents had worked as librarian at KNLS between six to ten years. As employees leave organizations, the fear is that this huge portion of

workforce will take their knowledge with them and this has a financial implication in terms of information leakage, hiring and training. Nevertheless, this knowledge can be retained by creating a knowledge sharing culture which is proactive and positive that every librarian would want to be part of. In the process of promoting knowledge sharing culture, it is also important to take note of the knowledge hoarders as this can impede organic growth at KNLS. In a culture that does not promote knowledge sharing, the hoarders reign supreme due to various reasons such as: no mechanism that allows them to share knowledge or they enjoy the status of being “the go-to-person”. The researcher proposed strategies to improve knowledge sharing processes as discussed below.

Provide a platform for discussion

Knowledge sharing platforms are learning and development tools where knowledge can be shared or a centralized online repository with essential information of an organization such as policies, processes, working procedures, courses among other resources. According to Pang and Bao (2020), knowledge platforms have made great strides by providing new channels of knowledge sharing, acquisition and individual knowledge storage for users. The goal of knowledge sharing platforms is to enhance problem solving, learning and decision making to those who utilize it. An example of a knowledge sharing platform that KNLS can use is Microsoft Share Point which is designed to help teams collaborate effectively by sharing content, knowledge applications by use of text, images, and videos.

Grow more experts

A system that allows knowledge sharing by letting learners with questions find the experts with answers within themselves takes some load off the “experts”. With a well-established knowledge sharing culture, through the various section heads, KNLS librarians will be encouraged to ask for clarification without the fear of exposing their ignorance; the subject matter experts will freely engage without hoarding their knowledge, thus growing more experts in an inclusive environment

Gamify the social experience

Good knowledge-sharing tools should engage learners without having to beg them. According to Hamari, Koivisto and Sarsa (2014), gamification is the process of enhancing services with motivational affordances to invoke game-like experiences and further behavioral outcomes. In the current information era, most applications are designed with a wider focus on user

experience. Games can be both entertainment and a way to learn new things (Hamari, Koivisto & Sarsa 2014). An example of gamification in a library setting that the library management, in collaboration with stakeholders, can embrace include certification of employees who complete a course and build their skill sets by sharing what they learnt with others, on-the-spot recognition and, social media (Facebook, LinkedIn, Instagram and TikTok) tags. Also, instead of using manuals or presentations to train librarians, online mini-courses that have scoring systems, quizzes and characters can be used. These gamification tactics will transform the way librarians learn and grow; increase productivity, motivation, and engagement; boost employee advocacy; enhance teamwork; and make day-to-day work life enjoyable.

Celebrate user-generated content

User-generated content is any form of content that is created by the learner or user to make it available to others, usually on an online platform (Reimers, 2015). This content is created voluntarily and is not directed or edited in any way, nor is it commissioned. If librarians engage in creating and sharing content, there would be a large collection of content available, motivation, peer assessment of content, continuous learning, diverse voices, and a reduction of dependence on the subject matter experts to facilitate learning and development. To encourage user-generated content, the library management should set expectations by letting librarians know that their contributions are valued; provide a platform because this content cannot exist in a vacuum, by utilizing learning technology (learning management system/apps) to monitor and track the learning activities

Involve key stakeholders

Freeman and Reed (1983) define a stakeholder as an individual or group who can affect the achievement of an organization’s objectives or who is affected by the achievement of an organization’s objectives. They include neighborhoods, persons, groups, institutions, the environment, organizations, and society (Markovic, 2018). Involving key holders and leaders in promoting knowledge sharing is vital in getting more staff on board. It is not easy to change an organization’s culture, but if the key stakeholders are not on the frontline supporting and pushing for the KS agenda, it will be nearly impossible. KNLS, through the management, can ask and involve stakeholders to share their knowledge in a variety of formats. Some of the KNLS key stakeholders include: The Kenyan government, Book Aid International, World Reader, Communications Authority of Kenya, and the US Embassy to Kenya. Some of the ways the stakeholders

can contribute to promote knowledge sharing processes amongst librarians is through: contributing visions for librarians through projects, attending events and meetings, offering feedback via surveys to enhance learning, and joining workshops and training organized by KNLS.

IV. CONCLUSION

The study set out to investigate knowledge-sharing activities among librarians at selected branches of the Kenya National Library Service (KNLS), uncovering a comprehensive picture of the practices, platforms, and challenges experienced in these public institutions. The findings reveal that knowledge sharing is indeed practiced across KNLS branches, albeit informally and often without structured policies or frameworks guiding the process. Various activities such as collaboration technologies, socialization, feedback provision, and cultivating sharing practices were employed, with a notable preference for interactive and engaging formats like discussions, mentorship, storytelling, and community of practice. Social media platforms, particularly WhatsApp, Facebook, and YouTube, also emerged as powerful tools for facilitating knowledge dissemination and peer engagement.

However, the study also highlighted significant gaps. Despite librarians' general willingness to engage in knowledge sharing, structural and organizational limitations—including absence of formal knowledge management policies, limited incentives, and insufficient stakeholder involvement—undermine the full potential of knowledge sharing in KNLS. Similarly, some platforms such as Twitter, LinkedIn, and TikTok remain underutilized, suggesting an opportunity for more targeted digital training and integration of emerging communication tools into library knowledge sharing strategies. To address these issues, several strategies were proposed: establishing centralized knowledge sharing platforms, promoting a culture of user-generated content, gamifying learning processes to enhance engagement, growing subject matter experts internally, and involving stakeholders in shaping and sustaining the knowledge ecosystem. These strategies offer promising avenues for transforming the existing informal knowledge sharing into a robust, structured, and dynamic system that supports both institutional growth and individual professional development.

In conclusion, fostering a sustainable knowledge sharing culture within KNLS requires deliberate efforts, investment in infrastructure, policy development, and strategic collaboration with stakeholders. When

effectively implemented, these initiatives can enhance knowledge retention, improve service delivery, boost employee motivation, and secure KNLS's position as a forward-looking, knowledge-driven public institution.

V. RECOMMENDATIONS

Based on the findings of this study, it is evident that knowledge sharing is actively practiced among librarians at the Kenya National Library Service (KNLS), although there is room for considerable improvement. The following suggestions are put forth in order to enhance knowledge-sharing procedures and cultivate an organizational culture that is rich in knowledge. First, KNLS has to create and execute a comprehensive Knowledge Management (KM) policy that formalizes knowledge-sharing procedures in every branch. To encourage regular information sharing, this policy should outline the roles, structures rewards, and technological tools to be utilized. This will standardize processes throughout the company and bring clarity. Second, the administration of the library should make better use of technology by setting up specialized intranet systems or centralized knowledge-sharing platforms like Microsoft SharePoint. These platforms will allow librarians to store, retrieve, and update relevant content, ensuring continuity even as experienced staff retire or transfer.

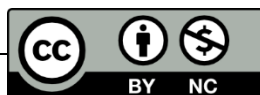
In addition, staff development programs must to incorporate mentorship and community of practice efforts. These tactics can lessen information hoarding, promote peer learning, and ease social integration. Providing certification, acknowledgment, or gamified experiences as incentives for involvement can increase motivation and engagement. Additionally, existing social media platforms (including Facebook, YouTube, and WhatsApp) must to be deliberately used as vehicles for communication and education. Frequent webinars, online discussion boards, and the production of multimedia content may all help to foster inclusive knowledge sharing across geographical borders.

Strengthening stakeholder involvement is also necessary. Working together with key partners like World Reader and Book Aid International may improve access to resources and possibilities for knowledge sharing. Invite stakeholders to participate in workshops, co-create training materials, and assist with infrastructure development. Lastly, it is important to acknowledge and appreciate user-generated material. In addition to enhancing the institutional knowledge base, encouraging librarians to record and disseminate their findings fosters creativity and ownership.

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