

**Knowledge Conversion Practice and Job Motivation of Librarians in Private Universities,  
in Oyo State, Nigeria**

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LCU/PG/002018**

**Being a MLIS Thesis Submitted to the Department of Information Management, Faculty of  
Communication and Information Sciences, Lead City University, Ibadan, Oyo, Oyo State,  
Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Masters in Library and  
Information Science (MLIS)**

**2022**

### **Certification**

This is to certify that Boluwatife T. AKINOLA with matriculation Number LCU/PG/001772 carried out this research work titled “Institutional Factors, Job Motivation and Service Delivery by Library Personnel in Public University Libraries in Oyo State in the Department of Information Management, Faculty of Communication and Information Science Lead City University, Ibadan, Oyo State, for the Award of Master Degree in Library and Information Science (MLIS) and this has not been previously submitted.

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## **Dedication**

This thesis is dedicated to God Almighty for the gift of life and His mercy

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### **Acknowledgement**

This thesis would not have been possible without the assistance from various institutions and individuals who had contributed to the completion of this work. I appreciate the support of the management of Lead City University. The following University Library rendered their support during the course of this work: University of Ibadan Library, Ladoko Akintola University of Technology Library and First Technical University.

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Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

### **Abstract**

*Timely and easy access to information is a very vital desire of every human being and libraries and librarians play a very vital role in that direction. Despite all these efforts the goal of the library personnel to provide these effective and efficient services are often met with failure due to certain underlying factors ranging from institutional factors facing the libraries and the job motivation of library personnel. It is in this regard that this study therefore deems it fit to investigate the Institutional Factors (IF), Job Motivation (JM) and Service Delivery (SD) by library personnel in public university libraries in Oyo state. Descriptive research design was adopted. Population consists of 100 library personnel in public universities library in Oyo state, Nigeria. Total enumeration to select the sample. A validated questionnaire was also used to collect data. Descriptive and inferential statistics were used for the data analysis. The reliability coefficient for each of the variable ranged from 0.52 to 0.61. The study found that institutional factors ( $Adj. R^2 = 0.0297$ ;  $p = 0.000$ ) and job motivation ( $Adj. R^2 = 0.292$ ;  $p = 0.00$ ) had a significant relationship with service delivery. In addition, institutional factors and job motivation ( $Adj. R^2 = 0.428$ ,  $F(2,86) = 33.964$ ,  $p = 0.000$ ) were found to have a joint statistically significant influence on service delivery. This study concluded that service delivery in academic libraries can greatly be enhance with the right amount of institutional factors and job motivation for the library personnel. The study therefore recommended that library management should regularly advocate for the institutional factors needed for effective service delivery in the university libraries and pay attention to library personnel's motivation.*

**Keywords:** *University Libraries, Service Delivery, Institutional Factors, Job Motivation, Public Universities, Library Personnel,*

**Word Count:** 275

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### List of Acronyms

#### Abbreviations

#### Meanings

I.C.T	Information Communication Technology
U.S.T	Unified Service Theory
L.I.S	Library and Information Science
OPAC	Online Public Access Catalogue
SPSS	The Statistical Packages for the Social Sciences

### Certification

This is to certify that this thesis was carried out by **Taiwo Mujidat EYINADE** with Matriculation Number **LCU/PG/002018**, a student in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria.

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**Dedication**

This project work is dedicated to God Almighty, and my children Eyinade Akorede and Eyinade Oluwaferanmi.

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Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

## Abstract

Employee job motivation brings out the best in employees in order for an organization to attain optimum perform. Major drivers of job motivation as reported by studies are components of knowledge management conversion practices. Some of these practices are: socialization, externalization, combination and internalization. A situation whereby librarians do not convert knowledge acquired overtime to professional use, it is perceived that their level of job motivation (JM) will attract all manner of queries. In order for this not to be so, this study deemed it fit to investigate the influence of knowledge conversion practices on job motivation of librarians in private university libraries in Oyo state. Descriptive research design was adopted. Population consists of 56 librarians in private universities in Oyo state. Total enumeration sampling technique was adopted as the sampling technique for this study as well. The reliability coefficient for each of the variable ranged from 0.80 to 0.95. Data collected was analyzed using descriptive and inferential statistics. Findings revealed that socialization as a component of knowledge conversion has no significant influence on JM (Adj.  $R^2 = -0.016$ ;  $p = 0.731$ ), internalization was also found not to significantly influence JM (Adj.  $R^2 = -0.016$ ;  $p = 0.854$ ), externalization was found not to significantly influence JM as well (Adj.  $R^2 = -0.017$ ;  $p = 0.797$ ) and combination was found to significantly influence JM (Adj.  $R^2 = 0.101$ ;  $p = 0.010$ ) Jointly, only socialization, externalization and internalization were found not to statistically significantly influence JM (Adj. = .083,  $F_{(4, 51)} = 2.248$ ,  $p > 0.05$ ). In light of this, the study recommended that Heads of libraries in private university libraries in Oyo state should create knowledge repositories which will enable librarians deposit knowledge so as to be accessed anytime by anyone within the library.

**Keywords:** Job motivation, Knowledge conversion, Librarians, Private universities.

**Word Count:** 292

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Knowledge conversion is a social process where individuals with different knowledge interact and thereby create new knowledge which grows the quality and quantity of both tacit and explicit knowledge<sup>1</sup>. The purpose of enterprises implementing knowledge conversion is to improve and enhance corporate performance<sup>2</sup>. A process model of knowledge creation presupposes that individual and organizations create and enlarge knowledge through conversion of tacit knowledge into explicit knowledge and vice versa. Through knowledge conversion, the whole organization can share the explicit knowledge created and convert it into tacit knowledge for individuals<sup>3</sup>. Knowledge that is captured from various sources needs to be converted to organizational knowledge for effective utilization within the business<sup>4</sup>. It has postulated four stages of knowledge conversion commonly known as SECI, involving socialization, externalization, combination, internalization<sup>5</sup>.

The knowledge conversion process is a spiral that involves transformation from tacit into explicit knowledge and the subsequent re-transformation from explicit into tacit knowledge<sup>6</sup>. The model

showed that tacit knowledge is explicated or codified based on the end result of the knowledge conversion spiral, which is derived from the interactions between explicit and tacit knowledge. In this model, socialization is the method of adapting implicit knowledge into new tacit knowledge, externalization is the process of articulating tacit knowledge into explicit knowledge, combination is the method of transferring explicit knowledge into more intricate and organized sets of explicit knowledge, and internalization is the process of integrating explicit knowledge into tacit knowledge. Utilized knowledge externalization, knowledge combination, knowledge internalization and knowledge socialization to measure knowledge conversion and revealed that knowledge socialization has no effect on corporate performance<sup>7</sup>. However, in its composite nature, knowledge conversion positively influences corporate performance. This study adopted multiple regression analysis for model specification. Nevertheless, the findings of this study were based on a low response rate of 20.15 percent with only 135 out of 650 filling-in and returning the questionnaire which is not adequate for making generalization and drawing conclusions as recommended by <sup>8</sup>. It was concluded that organizational culture and knowledge conversion have no significant effect on performance<sup>9</sup>.

The significance of human resource in libraries has been emphasized <sup>10</sup> Which also reiterated that in the present-day information era, the quality of library information services is anchored on certain factors such as the nature of information resources, facilities and most importantly, the personnel. In the university system, libraries are established to provide high quality information services in support of teaching and research for academic staff members as well as acquisition of knowledge of the students. Library personnel occupy a central position in the university system. Consequently, effective motivation of employees serves a crucial factor in determining the general productivity of workers in any organization. It enhances the wholesome growth and

development of the organization. In other words, motivation is an essential factor that enhances general well-being of any organization. Motivation is the word derived from the word ‘motive’ which means needs, desires, wants or drives within the persons<sup>11</sup>. It is the process of inspiring people to actions to achieve the goals. In the work goal background, the psychological factors motivating the people’s behaviour can be: Job Satisfaction, Achievement, Work environment, Need for Money and Respect.

The process of motivation consists of three stages: first, a felt need; second, an incentive in which needs have to be aroused and third when needs are satisfied, the satisfaction or achievement of goals. It can be noted here that motivation is an emotional fact that means needs and wants of an employee are tackled by framing an incentive plan. Thus, motivation enhances productivity of workers in any organization especially in the university libraries as a fairly motivated and satisfied worker is a happy and productive worker. Posited that a demotivated worker will either resign his or her appointment from the organization or constitute nuisance to the organization and this will encourage inefficiency and low productivity or commitment in achieving goals and objectives of the organization<sup>12</sup>. It is therefore expedient for every “manager to take initiative in finding out those factors that improve job satisfaction of the subordinates” In order to boost productivity and enhances retention of the experienced workforce in the organization<sup>12</sup>.

Opined that when properly used, staff motivation can be a vital tool to get the most out of the employees and at the same time enhance higher productivity<sup>13</sup>. He asserted further that a manager that wants to succeed and at the same time gets the best out of his employees, must, as a matter of compulsion employ different strategies such as: using positive words to applaud a good job or hard work, exercising patience with employees, showing understanding of their

predicament and being dedicated to their well-being. Noted that no matter the size of library, as well as the scope and richness of the collection, the manager of a library cannot meet his set goals if the staff are not well-trained, properly equipped and highly motivated<sup>14</sup>. Human resource development is an integral and important managerial function aimed at the employment and retention of staff of the organisation. Among the notable tasks performed by management are the selection, deployment, training, discipline, evaluation and development of staff. Any successful organization needs a work force that can act strongly for the achievement of organisational goals and also have a strong urge to remain loyal to the organization <sup>15</sup>. However, motivation of the workforce remains the propelling force behind such devotion and dedication. Most importantly, the impacts of motivation on the job performance and productivity attracted attention towards motivation in the work environment<sup>15</sup>. Consequently, any employees with high level of motivation tend to work hard and perform better in their work as compared to the employees with low level of motivation. Based on this, this research work sought to investigate knowledge conversion practice and job motivation of librarians in private universities in Oyo State.

## **1.2 Statement of the Problem**

In private university libraries, the ability of librarians to deliver library services and implement programmes may be influenced by knowledge conversion practices and employee job motivation factors. However, there is a lack of empirical evidence and measurements to diagnose the influence of these factors. Unfortunately, the trend of losing qualified, experienced and productive librarians in private university libraries to other libraries seems to be a rampant. Organisations, private university libraries included, are always facing a certain amount of problem of knowledge conversion practice and they find it problematic to harness employee knowledge. Lack of effective knowledge conversion practices strategies may put library services

in a position where they would find it difficult to be sustainable, with the library organisation unable to support service delivery due to inadequate skills and shortage of experts among its staff. The potentials of knowledge conversion practices and job motivation to enhance service delivery in organizations have raised the consciousness of libraries to motivate librarians to improve library services in order to meet up with the demands of the 21st century users. Past empirical research has revealed that knowledge conversion brings about innovation and creativity in organizations, though knowledge conversion practices are not fully integrated in most university libraries. On the other hand, there seems to be low level of job motivation of librarians to enhance library service delivery of librarians in university libraries. As a result of the importance of knowledge conversion practices and job motivation, there is an increase in the number of libraries that are adopting and implementing knowledge conversion process and job motivation advantageously. In view of the above, this study deemed it fit to explore knowledge conversion practices and job motivation among librarians in private university libraries in Oyo State, Nigeria.

### **1.3 Aim and Objectives of the Study**

The main aim of the study is to investigate the influence of knowledge conversion practices on job motivation of librarians in private university libraries in Oyo State. The specific objectives are to:

- i. identify the factors that brings about job motivation of librarians in private universities in Oyo State;
- ii. identify the prevalent knowledge conversion practice adopted by librarians in private universities in Oyo State;

- iii. examine the influence of knowledge conversion practice (socialization) on job motivation of librarians in private universities in Oyo State;
- iv. examine the influence of knowledge conversion practice (externalization) on job motivation of librarians in private universities in Oyo State;
- v. determine the influence of knowledge conversion practice (internalization) on job motivation of librarian in private universities in Oyo State;
- vi. ascertain the influence of knowledge conversion practice (combination) on job motivation of librarian in private universities in Oyo State;
- vii. ascertain combined influence of knowledge conversion practices (socialization, internalization, combination and externalization) on job motivation of librarians in private universities in Oyo State.

#### **1.4 Research Questions**

This study answers the following research questions:

- What are the factors that bring about job motivation of librarians in private universities in Oyo State?
- What is the prevalent knowledge conversion practice adopted by librarians in private university libraries in Oyo State?

#### **1.5 Hypotheses**

The following null hypotheses will be tested at a 0.05 level of significance

H<sub>01</sub>: There will be no significant influence of socialization on job motivation of librarians in private universities in Oyo State.

H<sub>02</sub>: There will be no significant influence of internalization on job motivation of librarians in private universities in Oyo State.

H<sub>03</sub>: There will be no significant influence of externalization on job motivation of librarians in private universities in Oyo State.

H<sub>04</sub>: There will be no significant influence of (combination on job motivation of librarians in private universities in Oyo State.

H<sub>05</sub>: There will be no combined significant influence of socialization, internalization, combination and externalization on job motivation of librarian in private universities in Oyo State.

### **1.6 Significance of the Study**

This study is provided empirical evidence on the influence of knowledge conversion practices on job motivation of librarians in private university libraries in Oyo State Nigeria. Based on the conceptual model, the study filled the gap in literature by empirically validating the theoretical components of job motivation and knowledge conversion practices of librarians in private university libraries in Oyo State Nigeria.

The research on knowledge conversion and job motivation in librarianship in academic libraries will provide a yardstick for librarian on how to transfer knowledge from one library personnel to another so as not to lose value in the cause of delivering there professional duties. The study will also ensure that librarian in academic libraries most especially in private university understand the need for knowledge retention, knowledge conversion and job motivation of their personnel. This research will identify problem encountered and necessary precaution to be taken in while implement knowledge conversion process and job motivation of their personnel. This research will help at improving consistent and effective service delivery in private university library.

This study would assist library stakeholders, such as policy makers, the government, donor agencies, library managers, actual and potential users, the media and the general public in proper

planning of the library activities and in taking effective decisions on levels of knowledge conversion and future strategic plans on how to effectively ensure knowledge retention within private university library system. The study will also bring about strategy for the formulation of private university library policy to clearly define knowledge conversion process and job motivation strategy to be adopted in the library.

The study would also serve as a reference point for researchers who wish to carry out related studies. The findings of this study would be of significance to university libraries in Nigeria, as it would raise awareness of, and provide solutions to the challenges associated with job motivation of librarians among librarians in Oyo State, Nigeria.

### **1.7 Scope of the Study**

The scope of this investigation was limited to knowledge conversion practices and their influences on job motivation of librarian in private university libraries in Oyo State Nigeria. Job motivation of librarians, being the dependent variable, was measured by (Intrinsic Motivation: Achievement, Recognition, Responsibility, Advancement, Extrinsic Motivation: Companies' policies, Working Condition, Salary/Benefit, Co-worker interaction, Supervision). Knowledge Conversion practices of the librarian which is the independent variable was measured using variables from the SECI model: Socialization (Tacit to Tacit), Externalization (Tacit to Explicit), Combination (Explicit to Explicit) and Internalization (Explicit to Tacit). The population of the study focused on all the librarians in private university libraries in Oyo State, Nigeria which as at the time of this study were six namely, Lead City University, Kola Daisi University, Ibadan, Dominion University, Ibadan, Precious Corner Stone University, Ibadan, Dominican University Ibadan, Oyo State, Ajayi Crowther University, Oyo and Atiba University, Oyo.

### **1.8 Limitation to the Study**

The limitations of the study include uncooperative attitude of some librarians who refused to give valuable information on the subject under investigation. This adversely affected the volume of data that were collected. Also, the numbers of librarian in majority of the private libraries are too small to reflect the current reality about job characteristics, knowledge conversion practices and turnover intention.

### **1.9 Operational Definition of Terms**

***Job Motivation:*** This is defined as the factors that determine librarians in private universities in Oyo States' desire perform excellently in their duty.

***Intrinsic Motivation:*** Intrinsic motivation is when librarians in private universities libraries in Oyo State engage in something for the individual's inner satisfaction, which is not rooted in receiving external rewards. Such an Intrinsic is rooted in a person's desire for appreciation, recognition, satisfaction in doing good and coping with new challenges.

***Extrinsic Motivation:*** External motivation means librarians in private universities in Oyo state's motivation to conduct behaviour or participate in an activity to gain reward or avoid the punishment, which can include the factors such as salary, incentives, rewards, promotions, and job security.

***Knowledge Conversion:*** This is a social process where librarians in private universities in Oyo State with different knowledge interact and thereby create new knowledge which grows the quality and quantity of both tacit and explicit knowledge.

***Externalization:*** This is the conversion of tacit knowledge to explicit knowledge by librarians in private universities in Oyo State. It is done by understanding analysis, and synthesizing external knowledge.

*Understanding Analysis:* Is the personal effort of the librarians in private university libraries in Oyo state to do analytical operations like data mining, data analysis

*Synthesizing external Knowledge:* This is the ability of librarians in private university libraries in Oyo State to create knowledge out of the wealth of knowledge gained from others or from knowledge shared.

*Socialization:* This is the conversion of tacit knowledge to tacit knowledge by librarians in private universities Oyo State. It is done by mentoring interactions, brainstorming and creation of new ideas

*Mentorship:* Mentorship entails the pairing of an experienced librarian in private university libraries in Oyo state with newly employed librarians in order to assist them to acquire new knowledge and skills.

*Brainstorming:* is the coming together of librarians in private university libraries in Oyo state to deliberate on issues and find the way out or the way forward

*Combination:* This is the conversion of explicit knowledge to explicit knowledge by librarians in private universities in Oyo State.

*Strengthening cooperation coordination:* is the ability of librarians in private university libraries in Oyo State to be a team player

*Supporting Different Team Section:* is the ability of librarians in private university libraries in Oyo State to belong to different team for the purpose of sharing knowledge

*Internalization:* This is the conversion of explicit knowledge to tacit knowledge by librarians in private universities in Oyo State.

*Self-Development Opportunity*: is the ability of librarians in private university libraries in Oyo State to develop self, based on the acquired knowledge in a bid to foster mastery. It is done by redoing what has been learnt in a knowledge sharing session.

*Publication Development*: is the ability of librarians in private university libraries in Oyo State to develop publication based on what has been learnt.

## **Chapter Two**

### **Literature Review**

#### **2.1 Introduction**

This chapter attempt an in-depth review of literature on the topic under study. It is an inevitable part of the study where the researcher objectively and critically assesses trends, showing areas of strengths and weaknesses of previous studies, and identifying different assertions, views, opinions, arguments, omission or bias, tendencies as well as thoughts on the research topic. Literatures will therefore be reviewed under the following subheadings.

#### **2.2 Conceptual Review**

2.1.1. Concept of Job Motivation

2.1.2. Concept of Knowledge Management

2.1.3. Concept of Knowledge Conversion

#### **2.2. Theoretical Review**

2.2.1. Frederick Herzberg theory of Motivation

2.2.2. Socialization, Externalization, Combination and Internalization (SECI) Model

## 2.3. Empirical Review

2.3.1. Job motivation and knowledge management

2.3.2. Socialization and Job motivation

2.3.3. Knowledge Externalization and Job motivation.

## 2.4. Conceptual Framework

## 2.5. Summary of Literature Reviewed

## 2.1 Conceptual Review

### 2.1.1. Concept of Job Motivation

The word motivation originates from a Latin word “movere” which means to move or satisfy a need or want. Motivation can be defined as the level of effort an individual is willing to expend towards the described motivation as the provision of inducement<sup>16</sup>. Handling people who are physically, psychologically, culturally and ethically different from each other, management must be aware that each human being has a range of personal desires and basic needs to satisfy<sup>17</sup>. Assert that motivation is the process that accounts for an individual’s intensity, direction and persistence of effort toward attaining a goal<sup>2</sup>. Thus, from the various definitions, it can be seen that primary concerns while discussing motivation are what energizes, channelizes, and sustains human behavior. In like manner,<sup>18</sup> submitted that motivation can be seen as those psychological characteristics of humans that contribute to an individual’s level of commitment towards a goal. It comprises several elements that causes, directs, and sustains an individual’s behavior in a specific way. He went further to say that motivation is one of a number of elements that affect an

organization's productivity and performance levels respectively. Motivation is seen as the mental process giving behaviors the will-power, drive, and tendency to act in a certain way in order to attain certain unsatisfied needs. In line with these, <sup>19</sup>Opined motivational factors as those characteristics required in achieving tangible things in life and without it, an individual prematurely gives up at the first sign of adversity. Termed work motivation as self-induced forces that control the directions and behavioral patterns of the workforce in an organization taking into account their levels of commitment and enthusiasm towards the successful accomplishment of set goals. Furthermore, that there are several factors that motivate a person to work and can be divided into two groups viz monetary factors and non-monetary factors<sup>2</sup>. The monetary factors are salaries or wages, bonuses, incentives while non-monetary factors include job title, status, appreciation and recognition, delegation of authority, working conditions, job security, job enrichment, worker participation, cordial relations, proper job placement, proper promotion and transfer, proper performance feedback, providing training to employees and proper welfare facilities. However, motivation has been recognized as a dilemma that managers must face because what motivates one individual may not motivate another. Another complication of motivation theories is that the theories were developed in the West, primarily the U.S. and Great Britain. The theories may be based upon Western cultural situations that do not necessarily apply to the rest of the world. By looking deeper into the multiple theories of motivation, one will find that there are two basic types of motivation: intrinsic and extrinsic motivation.

Motivation is the cause of a behaviour's initiation, continuation, or termination in humans and other animals at a certain time. Motivational states are frequently interpreted as internal forces that produce a disposition to participate in goal-directed activity in the agent. Different mental

states are said to compete with one another, and only the strongest state can determine behaviour. This implies that we can be inspired to act even when we don't. Desire is the classic example of a motivating mental state. However, several other states, such as goals or views about what one should do, can also serve as motivation. The term "motivation" comes from the word "motive," which refers to a person's needs, goals, or inclinations. It is the process of inspiring people to act in order to accomplish a goal. In the context of career aspirations, psychological factors influencing people's behaviour may include a desire for money<sup>20</sup>.

Motivation could be either intrinsic or extrinsic. Extrinsic motivation refers to an agent's pursuit of an external reward separate from the action itself, while intrinsic motivation refers to a desire for an activity because it is intrinsically interesting or enjoyable<sup>21</sup>. Engagement in conduct that is naturally pleasant or enjoyable is referred to as intrinsic motivation (IM). IM is non instrumental in nature, meaning that actions driven by intrinsic motivation are not reliant on external outcomes. Instead, the methods and the end are identical. For instance, a child may run, skip, and leap when playing outside just because it is enjoyable and naturally rewarding. Extrinsic motivation, on the other hand, is the term for conduct that is fundamentally dependent upon the achievement of a result that is distinct from the action itself. In other words, the nature of EM is instrumental. It is carried out to achieve a different goal. For instance, an employee may work for salary earned at the end of the month<sup>22</sup>.

Intrinsic motivation-Instead than relying on outside pressures or extrinsic incentives, intrinsic motivation derives from within the person and is motivated by gratifying internal benefits. It involves having a passion for or delighting in the activity itself. For instance, a sportsperson might prefer to play football for the experience rather than for recognition. Activities that have an inherent reward offer motivation that is independent of incentives from outside sources. When

one is organically motivated to fulfil an aim, such as because the person is more interested in learning than in achieving the goal, pursuing challenges and goals is easier and more fun. It has been suggested that higher subjective well-being is linked to intrinsic motivation<sup>2324</sup>. Self-determination or autonomy and competence, in the theories of some researchers, are the two components essential for intrinsic motivation. According to this perspective, the behaviour must have an internal explanation, and the person acting in this way must believe that their competence is being increased by the activity. Socially contextual occurrences like affirmation and feedback can foster a sense of competence, which in turn fosters intrinsic motivation. The absence of a sense of autonomy, however, will prevent emotions of competence from boosting intrinsic drive. People feel more in control of their actions when there are options, feelings, and possibilities available. This increases intrinsic motivation<sup>25</sup>.

On the other hand, when someone is motivated by outside factors, this is known as extrinsic motivation. These can either be compensatory (money, accolades, fame, etc.) or punitive (threat of punishment, pain, etc.). The difference between internal and extrinsic motivation can be found in the force that propels the activity. When someone is intrinsically motivated, they participate in a task because it is engaging, pleasurable, or satisfying in and of itself. When an employee or a librarian in this context is motivated by extrinsic factors, their goal is an objective that is apart from the activity itself. For the same action, the employee may have both internal and extrinsic motivations, although typically one form of incentive predominates. Library staff who work for monetary values does what is known as extrinsic motivation, but those who work and perform to their maximum ability because they enjoy the work utilize intrinsic motivation<sup>26</sup>. Moreover, whether intrinsic or extrinsic, motivated employees always look for better ways to do a job, motivated employees are more quality-oriented and motivated workers are more productive<sup>27</sup>.

However, in the light of job performance, extrinsic motivation has the benefit of being relatively simple to employ as a tool to inspire others to work toward goal accomplishment. Although, one drawback is that quality control may be necessary because the employee would not otherwise be motivated to perform well. Once external rewards are no longer present, intrinsic drive that was sustaining involvement in the activity quickly disappears. Extrinsic motivators may also lose their effectiveness with time, making it harder to persuade the same person to change their behaviour in the future<sup>5</sup>.

It has been challenging to come up with a definition of the notion that is universally agreed upon due to the ambiguity around the meaning of the word "Job motivation, work satisfaction and or employee satisfaction," which has led to multiple meanings from various schools of thought. There are various ways to indicate satisfaction in the place of work. Although the term "Job motivation" has historically been associated with "professional fulfilment," this belief persists to this day. The opposite which is Job dissatisfaction was defined as a person's failure to manage their lives and meet their basic demands based on negative beliefs. The idea dates back to the 19th century, when having a means of support and feeling satisfied was the norm<sup>28</sup>. The degree to which a worker feels driven, content, and satisfied at work is referred to as Job motivation. Employees experience Job motivation when they believe their careers are growing, their jobs are stable, and they have a healthy work-life balance. This suggests that the employee is happy with their job because their work matches their expectations.

The concept of Job motivation is a complex concept to define because its meaning differs and varies in time and space, in other words between countries and geographical regions<sup>29</sup>. Many scholars see Job motivation as an affective or emotional reaction of an individual to their work; some authors too see Job motivation as an attitudinal concept which is depicted by either positive or

negative attitude of an individual towards their job, positive attitude will result in positive level of satisfaction and vice versa. Some author sees Job motivation as an expectation of an individual in their job or during the course of discharging their duties, if their expectation is met, it will create a sort of satisfaction and if not, it will result in job dissatisfaction<sup>30</sup>. More so, some sees Job motivation is a belief system which has been formed for a long time, it is the value system of some individual which makes them to be satisfied with everything. Finally, some authors see Job motivation as a multi-dimensional concept. which encompasses some facets of satisfaction related to factors like pay, supervision, organization policies, benefits, professional opportunities and so on. More, so Job motivation to some is as a dependent concept influenced by individual personality, organization factors and the job itself. From the foregoing, it is obvious that Job motivation as difficult concept is difficult to measure objective<sup>31</sup>.

However, for definition's sake, Job motivation is characterized broadly as people's attitudes toward their work. It is the people's positive or negative appraisal or judgments about their jobs as to whether it is satisfactory or not<sup>32</sup>. furthermore, Job motivation is a concept that precisely explains the satisfaction that people may or may not have within a very specific domain- their job. Defined Job motivation as a pleasuring emotional condition resulted from the evaluation on the job done by someone and their achievements. The degree of Job motivation comes from related factors, i.e., personal factors (age, education, and working experiences), job factor (type of work, required skills, responsibility and job status), and also factors that are affected by the management such as salary, working environment, benefits, security and promotion opportunities<sup>33</sup>. More so, from the job-characteristics model, the characteristics of an ideal job which are autonomy, feedback, skill variety, task identification and task significance all together result in a balance psychological state that fosters Job motivation of employees<sup>34</sup>. Earlier

findings have also proved that opportunity to be creative enhance individual fulfilment of self-actualization which further result in Job motivation<sup>35</sup>.

Different authors, from different angles has come up with factors that influences both positively and negatively, employees Job motivation. For instance, that long hours and long commuting hours seriously affected the work life balance of working fathers in metro cities. This means that work overload would pose a threat to the health and wellbeing of the employee. When over stretched, there will be lack of coordination which will result in errors in performance and frustration in the family relationships<sup>36</sup>. Contrarily, this finding was negated by another finding where it was reported that long working arrangement makes academicians feel satisfied in self-esteem <sup>37</sup>. This means that the nature of the job sometimes could also be a factor that should be studied.

Altogether, important aspects of Job motivation, includes but may not be limited to the following as circumstances differs thus each and every organization must carry out organizational specific studies on what turn on and off their employees, but generally, the following need to be given due consideration if objectives and aims of the organization would be achieved- appreciation, communication, co-workers, fringe benefits, working conditions, nature of the work, organization, personal growth, policies and procedures, opportunity for advancement, recognition, security, and supervision. According to studies, factors that contribute to Job motivation include professional relationships with co-workers, the work environment, relationships with supervisors and other faculty members, as well as the independence and freedom of one's work<sup>38</sup>. Mores so, studies shows that a healthy working environment in which individuals feel well and respected, as employee as well as person with a private life, contribute to greater job and life satisfaction<sup>39</sup>.

Going by the dependent variable of this study, the measures of Job motivation are Achievement, Recognition, responsibility, work itself, supervisor, and wages/salary. In a study on Understanding the impact of reward and recognition, work life balance, on employee retention with Job motivation as mediating variable on millennials in Indonesia, the result of the study shows that reward and recognition, work life balance and Job motivation have significant positive effect on the employee retention of workers. More so, Previous studies which was conducted globally showed positive relationship between employee retention and reward recognition and work-life balance. This means that to retain an employee, the reward system adopted by the organization as well as the job recognition which always come in terms of appreciation and accolades are great drivers of retention<sup>19</sup>.

According to the Herzbergs theory from which the constructs from the dependents variables were derived. Several studies have been carried out on each of the constructs which are regarded as the hygiene and the motivating factors that enhances employee's job satisfaction. In short, according to Herzberg's Two Factor Theory, maintaining a high degree of job satisfaction and preventing the intention and feelings of job unhappiness are both dependent on the employees' compliance with the hygiene criteria. The drives and stimulants that inspire and arouse employees to be more productive, retain their good behaviour in the workplace, and further elevate job satisfaction can be characterized as the motivation elements in the theory<sup>40</sup>. The hygiene factors include the policy of the organization, the quality of the supervision by the company, the working environment and condition, the employees' relationship with the owner, salary paid and the employee's relationship with their peers. In short, the hygiene factors can be described as the factors that related to the environment that in which it's performed. While the motivating factors are success on the job, appreciation from the employer for the staff, employee

accountability for job duties, opportunities for participation in organizational decision-making, challenges at work, opportunities for advancement for staff members, and opportunities for personal growth on the job and within the organization<sup>21</sup>.

The motivating factors are Work security which is a phenomenon that encompasses all aspects of a job that safeguard employees' physical, mental, and personal wellbeing while retaining their employment over the long term. Workers who were guaranteed their job security for a longer period of time demonstrated higher job satisfaction; more so, Herzberg defined the concept of 'work itself' as the tasks, activities and responsibilities required to execute a job; Herzberg defined "recognition" as the act of receiving from others public acknowledgement, possibly in the form of rewards or proof of a work well done<sup>41</sup>. This means that employee satisfaction was better when they received praise from their managers for their efforts. Herzberg defined advancement as an employee's prospect to develop within an organization for continuous career advancements; stated that advancement include better opportunities to undergo professional training, learning new skills and gaining new knowledge; Herzberg defined 'achievement' as success in achieving goals and objectives, which can be individualistic or in groups. defines growth as an employee's preference for progress, and the initiatives he makes for substantial personal growth<sup>42</sup>.

Starting with motivation factors, motivation has been defined by different authors in relation to job satisfaction. The act or practice of giving someone a reason or incentive to do something is known as motivation. Conscious and unconscious elements, such as the intensity of one's own needs and desires, the worth of rewards and incentives for accomplishing specific goals, and expectations held both by the individual and by peers, interact to produce motivation. When done correctly, motivation has a positive impact on a person's intensity, direction, and persistence of

their intended activity, which can provide excellent results. Motivation is a useful and potent instrument for igniting the desire and propensity to begin or continue performing an activity. Motivation is the act, force, and drive to meet needs in order to accomplish a certain target or goal<sup>43</sup>. Academic staff motivation was favorably correlated with both intrinsic and extrinsic motivation. Compared to extrinsic factors, intrinsic elements were more significantly associated with motivation<sup>21</sup>. Motivation and intentions to flip over job were unrelated. Positive factors influencing turnover intentions include salary, work environment, and job engagement<sup>44</sup>. More so, compensation and benefits were positively related to turnover intentions however, no significant relationship was found between recruitment and selection and work-life policies and turnover intentions<sup>45</sup>. Motivators and Hygiene factors were positive related to job satisfaction, however, hygiene factors have greater effect on employees' job satisfaction compare to motivators<sup>46</sup>. Personal growth as Motivators and supervision as Hygiene were positively related to satisfaction of teacher<sup>47</sup>. Knowing fully well that a satisfied employee is actually a motivated employee, because it takes motivation to be satisfied. Herzberg classified supervision, interpersonal relation, physical working condition, salary, company policy and its administration, benefits and job security as the hygiene factors. The motivating factors included recognition, sense of achievement, growth, responsibility, advancement and the work itself. The motivating factors were also called intrinsic factors as they came from within the job itself and the hygiene factors were considered as extrinsic factors as they were external to the job<sup>48, 49</sup>.

Starting with the intrinsic factors otherwise known as intrinsic Motivation

Work itself, the status of job engagement of staff can determine how stable or secure someone's job is thus influence motivation or lack of motivation. For instance, employees whose jobs are under contract and part time are said to be more unstable as compared to those who are

employed permanently. However, not everyone who is employed under permanent conditions is motivated because to some the most important thing is how much money they get as a salary<sup>50</sup>. However, the job itself must be interesting, varied, and provide enough of a challenge to keep employees motivated. More so, being a motivating factor, the job itself has given enough responsibility to managers. Helping people feel as though the work they are doing is essential and that their duties have meaning may be the factor that has the biggest impact on job motivation. Remind them that their contributions to the practice lead to successful outcomes and excellent patient care. Tell success stories on how an employee improved a procedure or made a real difference in a patient's life. Make a great deal out of important actions that may have become routine, like seeing a new infant. Of course, not all of an employee's activities will be enjoyable or satisfying, but organization should demonstrate to the employee how those tasks are crucial to the overall procedures that ensure the success of the practice. You could discover that some activities are truly unnecessary and can be eliminated or streamlined, resulting in greater efficiency and satisfaction.

Looking at as one of the intrinsic factors, Achievement, Herzberg's argument is predicated on the idea that most people genuinely desire to do well. Therefore, as an employer make sure you've given them roles that make use of their skills and are not failure-prone in order to aid them. For each role, establish specific, attainable criteria and goals, and ensure that staff are aware of them.

Recognition: Staff recognition by employers in their work forms an important ingredient in improving work output. Employees who feel recognised by their employers usually become self-motivated and are likely to perform much better in their work. One author was of the opinion that anything that is recognized gets done again in a much better way than before. This

study, therefore, investigated the matter on staff recognition by employers by asking library staff in the surveyed institutions to give their own views with regard to the above issue<sup>51</sup>.

Responsibility, Herzbergs asserts that If employees feel ownership over their work, they will be more driven to do their duties well. Giving workers the autonomy and authority, they need to complete their work is necessary for them to feel as though they "own" the end result. Give people the chance to take on more responsibility as they advance in their careers. You must be careful not to simply add extra work, though. Find methods to incorporate tough and meaningful work instead, and consider providing the employee more independence and power.

Job advancement- Herzberg asserts that promote loyal employee. If there isn't a vacant position for a valuable employee to move into, think about giving them a new title that accurately represents the kind of work they have completed. Allowing staff to further their education when it is practical will increase their value to your practice and make them happier in their careers and this would facilitate job satisfaction. A sense of advancement in career have a way of motivating employee. Look at all the intrinsic factors that motivates employee, they are all embedded in the Maslow's theory call esteem need. Every member of society has a need or desire for a stable, firmly based and (usually) high evaluation of themselves, which is necessary for self-respect, or self-esteem and for the esteem of others. By firmly based self-esteem, we mean that which is soundly based upon real capacity, achievement and respect from others. Esteem needs may be divided into two categories. The first comprises the desire for strength, achievement and adequacy, confidence in the face of the world, and independence and freedom. The second comprises the desire for reputation and prestige, recognition, attention, importance and appreciation. More so, the last in the Maslow hierarchy of need is the self actualization need which is more of intrinsic motivation<sup>52</sup>.

The extrinsic Companies' policies are the way things are done in the organization. Organizational and administrative rules or policies. Employees may become very frustrated with company policies if they are confusing, pointless, or if not everyone is expected to abide by them<sup>53</sup>. Although your policies won't ever greatly inspire or satisfy employees, you may lessen unhappiness in this area by making sure your policies are fair and apply to everyone equally. Additionally, make printed copies of your policies and procedures handbook available to all staff members.

Working Condition or work environment. The state or conditions of the physical working environment of a place can either contribute to increasing or lowering productivity at the work place. Good physical work environment is a source of motivation for staff. For example, good physical working environment may include such things as better infrastructure, furniture and equipment such as computers to name a few. Equipment and the working environment should be safe, fit for purpose, and hygienic. In the librarianship parlance, access to personal official computers, well equipped offices, and so other things to work with can be a motivating factor of higher job performance. In relation to Maslow hierarchy of need, the work environment is knitted into physiological needs. the needs that are usually taken as the starting point for motivation theory are the so-called physiological drives. Physiological needs are the basic needs of individuals, such as fresh air, an adequate workspace, well-designed workstations, comfortable lighting, suitable temperature, convenient food services and water<sup>33</sup>.

Salary/benefit, how well an employee's basic needs are met, such as pay and insurance. When it comes to employees, the cliché "you get what you pay for" frequently holds true. Although wages may not motivate workers, they do want to be paid fairly. People won't be satisfied working for you if they feel they aren't getting paid well<sup>34</sup>. This in relation to Abraham Maslow's

theory is related to security needs. Security needs If employees' physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as security needs. Providing individuals with a safe office, stable wages and salaries, job security, health insurance, and retirement benefits can satisfy these needs<sup>33</sup>.

Co-worker interaction, managers who create conducive work environment for staff helps to enhance staff motivation which leads to increased productivity. For instance, where there is participatory type of management staff are more likely to develop a sense of belonging to the organization and this makes staff to be more committed to work. It was intimated that when workers are more involved in goal setting of their organization, they develop a sense of commitment and belonging hence their work output is likely to increase<sup>54</sup>. In order to give high-quality services to clients, it is crucial for employees to have healthy working relationships. This is due to the fact that staff are a valuable resource since they serve as the catalyst for and controller of library activities. People are any organization's greatest single asset, according to Armstrong<sup>55</sup>. There are more odds of having poor work coordination if there are bad working relationships among the personnel. When this occurs, it has a negative effect on the provision of high-quality services to customers like library patrons. More so, from the Maslow hierarchical of need co-worker interaction is related to social need. To satisfy their social needs, particularly the need to love and be loved, employees need social activities, teamwork, friendship, a sense of belonging and affection within the workplace<sup>33</sup>.

Supervision, there is the need to start by choosing wisely when you select someone to the position of supervisor if you want to reduce unhappiness in this area. It is observed that good managers are not usually good employees. Being a supervisor is a really challenging job. Leadership abilities and the capacity to treat every employee equitably are necessary. In order to

prevent anyone from feeling singled out, you should train your supervisors to give constructive criticism wherever feasible and establish a standard procedure for employee evaluation and feedback. Abusive supervision can cause emotional, mental trauma that will result in little or no job satisfaction<sup>56</sup>.

Whether intrinsic or extrinsic, library management must know and understand that the most important aspect of any organization is its workforce and that motivation arouses, energizes, influences and sustains behaviour and performance of librarians as employees. Motivating factors include extrinsic factors which pertain to the conditions under which a job is performed and intrinsic motivators which contribute to job satisfaction and subsequently increase productivity. More so, the need-factor motivation and the profession-related motivation were the two levels of motivation found in the library. The lower cadre of library employees, such as library assistants, office personnel, and porters, who prioritize economic demands, exhibit strong need-factor motivation. Professionally trained librarians exhibit the profession-related motivation, which is based on the self-fulfillment gained through professional advancement. Job design, which includes job rotation, job enlargement, and job enrichment, is another motivation driving aspect in the library. Task design defines the components or procedures of any job in such a way that the various job requirements can be successfully met. Managers are responsible for staff growth, staff independence and autonomy, and enough staff motivation because they typically have control over these factors whether intrinsic or extrinsic, motivation or hygiene<sup>57</sup>.

### **Factors Affecting Employees' Motivation**

Various factors influence employees' motivation. Herzberg named them hygiene factors and the second satisfiers<sup>2</sup>. This is so because they do not primarily motivate employee. However, when these factors are present they prevent dissatisfaction. They include organizational politics,

quality leadership, compensation, job security and relationship between supervisors, subordinates and peers. The second factors called satisfiers actually lead to job satisfaction and are linked to employee motivation. These motivators include: recognition, achievement, responsibility, the work itself, opportunity for growth and advancement. These factors are explained using six major headings as shown below.

**Salary:** It was reviewed that there is no work without payment, it is the aim of employees to earn reasonable salary and employers also desire their workers to feel better with what they are getting as pay<sup>58</sup>. Money is the key attraction of human attitude and there is no other incentive or motivational technique that can compare to money with respect to its influential value<sup>59</sup>. Money is the most obvious reward and has the power to motivate and maintain individuals towards higher performance. In the scientific management associate of Frederick Taylor, money is described as the most key factor in motivating the industrial workers to attain greater productivity.

**Rewards & Recognition:** Reward plays a key role in determining the important performance in job due to its influence to employee satisfaction and it is positively associated with the motivation process<sup>60</sup>. There are two elements that are determinant of how attractive a reward is depends ; (a) the amount of reward which is given and (b) the weight age given by people to a certain reward<sup>61</sup>. Furthermore, the survival and prosperity of the firm is determined through human resources and how they are treated. Rewards are management techniques that contribute to the organizations effectiveness by influencing individual or group behaviour. All businesses use pay, bonuses, promotion, or any other types of rewards to encourage and motivate high level performances of employees. In order to use employee salaries as a motivator effectively, managers have to consider salary structures which should include the importance organization

attach to each job, pension, fringe benefits, payment according to performance, personal or special allowances<sup>62</sup>.

**Leadership:** Leadership is managing or governing things to be done in a right manner, due to that there is a need of people to follow the rules and also create confident or trust within them. In order for them to trust and do good things for the organizational benefit there is need for them to be motivated<sup>63</sup>. The indicated in the theories that followers and leaders raise one another to higher levels of morality and motivation<sup>64</sup>. Motivation and leadership are active processes because it arise from wanting to do what is right for people as well as for the organization<sup>48</sup>.

**Empowerment:** Empowerment gives advantages to organizations and also makes sense of belonging and pride in human resources. Empowerment builds a Win - Win connection within the organizations and employees that is also considered as an ideal environment in numerous organizations and their employees, and it can increase virtual human capacities. Empowered employees focus their job and work-life with additional importance and it leads to constant progress in coordination and work procedures. Employees execute their finest creativity and thoughts with the sense of belonging, delight and enthusiasm in empowered organizations. Moreover, they work with a sense of responsibility and prefer benefits of the organization<sup>65</sup>.

**Trust:** Trust can be defined as the perception of one another, decision and their behaviour, decision to act based on speech<sup>66</sup>. Trust plays a key role to organizations. In order to improve and be successful trust should always be preserved since it ensures organizations existence and enhance employees' motivation<sup>67</sup>. It gives rise to intrapersonal and interpersonal effects and influences relations in and out of the organization<sup>68</sup>.

**Company policies/Responsibility:** The design of management policies and control systems affect employee motivation. These researchers' grouped organizational policies in to three;

namely the action control, result control and social control policies. These controls often integrate with each other and explain how employees are being controlled in an organization. These controls are used to make sure that employees motivate themselves, act in the organization's best interest and become more responsible for the outcome in the organization. In a nutshell, the factors that increase employee motivation are fair pay, fringe benefits, trust, joint decision making, incentives, quality and supervision, special allowances, leadership, encouragement respect, adequate working relationships, chances for growth, appreciation, loyalty of organization, fulfilment and identification of their needs, recognition, inspiration, importance attached to their job, empowerment, safe working conditions, training, information availability and communication to perform actions<sup>69</sup>.

### **2.1.2 Concept of Knowledge Management**

In the field, research has many various determinations of knowledge. An argument that examined knowledge as a group includes experiences, advantages, communication, and deep understanding that also supported employees evaluate and grow new experiences and information. However, it is clear that knowledge is a combination of experience, advantages, and summary learning.

Knowledge can be defined as the practical, cognitive, experiential, rational, technical, subjective and objective knowledge of any subject<sup>70</sup>. Knowledge Management is the management of corporate knowledge which improves the performance of the individuals within the organization. It is the habit of well-equipped managers with leadership skills to hire the people with enough knowledge, skills and experience for the effective management. Most of the organizations already have a vast resource of knowledge in terms of organizational processes, practices, customer trust, culture and norms. At times organizational culture prevents people from sharing

and disseminating information<sup>71</sup>. Hence the importance of Knowledge Management practices. More so, Knowledge Management is the discipline or faculty of organizations enabling the individuals, the entire workers or employees to systematically create, share and apply knowledge. Moreover, the process of Knowledge Management generates value from their intellectual and knowledge-based assets. It is a kind of a conscious and concerted planned action aimed at harnessing and exploiting the intellectual capital of an organization to gain competitive advantage and customer commitment through efficiency, innovation and a rapid effective decision-making system. It is widely believed that Knowledge management is necessary for the company to innovate on products, processes, services of the organization. It allows to reduce the design costs, production, and distribution equally<sup>72</sup>. Thus the need for Knowledge Management seems rapidly increasing depending upon the environment and librarianship as a profession and social organization is not exempted.

On the need for knowledge management, it was explained that the purpose of Knowledge Management which is to create and manage an environment that facilitates and encourages knowledge creation, sharing, dissemination, enhancement, organized and utilized for the advantage of the organizations. Hence the organizations opt for Knowledge Management initiatives which eventually raises the standards of competition in the private field. As a result, organizations need to adapt, anticipate and promote changes. These initiatives allow both the employees and team members to get in a flow with the knowledge thereby providing practical knowledge<sup>73</sup>. Knowledge Management is all about the outgrowth of the individuals that empower them by sharing the knowledge with other individuals. The knowledge management practices promote employee job satisfaction, sustain job satisfaction among the employees and

simultaneously encourage high organizational performance<sup>74</sup>. Knowledge is broadly of two types. Tacit and explicit knowledge<sup>75</sup>.

There are three general views in the knowledge management cycle that management, application, and business people need to apply. Management: Building culture, organizing, capturing, and creating knowledge. Communication is key to the changing management process within the enterprise, trust, and commitment, professionalism and accountability, transparency, and innovation. Data/information/knowledge becomes competitive for an organization, to increase competitiveness, businesses need to have good solutions through the effective exploitation of knowledge from each employee as well as the entire enterprise. People: Learning, sharing, and distributing knowledge. Learning organization, rapid change in business operations: Products and services are always changing, exchanging, prices change daily, and the customer database is growing every minute - even every second. There is a need to update and share information about products, services, and customers continuously throughout the business. Application: Search, discover, and apply knowledge. In the field of information technology today, there are many different tools, supporting the management and sharing of knowledge and experience among administrators and employees without geographical restrictions<sup>76</sup>.

International Atomic Energy Agency (IAEA) gave explanation about the following basic processes of focus Knowledge management activities should be considered from a knowledge preservation perspective in the organizational context namely Identification, Capture, Generation creation, Processing and transformation, Storage and retention, Search and retrieval, Representation, Transfer and exchange, Maintenance and updating. These processes may occur in different sequences<sup>77</sup>.

Identification: The process of distinguishing which knowledge should be or has been captured, processed, maintained and preserved. It considers how such knowledge will be identified, and how changes over time will be identified. Bibliometric tools (such as citation analysis) are often useful for such analysis. Capture: The process that brings data, information, or knowledge into the organizational knowledge base. Knowledge capture may be either internal or external knowledge in any form (for example, tacit know-how or explicit technical information). Capture processes should consider the life cycle and may need to address factors such as media, format, speed, costs, volume and intellectual property issues. Capture may also need to include alternatives for source capture and guidelines for hard copy publication (to enable subsequent imaging), preservation of historical documents, as well as standards and quality control procedures. Generation or creation: The process of deriving new knowledge. This may take place through processes of analysis, interpretation or incremental learning, or be based on entirely new ideas or innovations. Processing and transformation: Any sorting, filtering, structuring, organizing, simplifying, compiling, interpreting, correlating, or manipulation that alters data, information, or knowledge into a form that adds value, utility, or additional meaning. Storage or retention: Any process which allows data, information, or knowledge to be kept in the organizational knowledge base. This may be in any form (for example, tacit or explicit). Alternatives in media technology should consider longevity, robustness, cost, conversion, volume, standards, existing formats, historical data and other factors. This process is often related to the capture function in the KP life cycle. Search and retrieval: Any process that facilitates the location of and access to data, information, or knowledge in the organizational knowledge base. This is primarily seen as a process pertaining to explicit knowledge but maybe interpreted to apply to the search and retrieval of tacit knowledge as well. Explicit knowledge

may pertain, for example, to the retrieval of relevant 'documents' (including text, data, drawing, videos, 3-D models, etc.) regardless of their location, format and language. Important factors to consider here include ensuring the ability to use advanced retrieval software, interoperability across heterogeneous databases and systems, multilingualism, etc. Representation: Any process that improves understanding, comprehension or conceptual presentation of data, information, or knowledge through audio and visual means. Transfer and exchange: Any process that facilitates the sharing of data, information, or knowledge. This may apply to knowledge in any form (for example, tacit or explicit). Explicit knowledge may involve, for example, data exchanged between databases. Tacit knowledge is any knowledge sharing between individuals or groups of people, whether direct or indirect. Maintenance and updating: Any process that helps to sustain the organizational knowledge base. As knowledge is contextual, its correctness or completeness may change over time. There are also many factors that may deteriorate or diminish the quantity, value, or quality of data, information, and knowledge over time. This process may be human centric in the case of tacit knowledge, or include methods and tools for tracing and managing the currency of data, documents, drawings, software codes, procedures, etc., or updating and recording changes as appropriate in the instance of explicit knowledge<sup>78</sup>.

Knowledge is typically divided into two types: tacit and explicit. Tacit knowledge is difficult to articulate and it cannot be converted into words easily. Explicit knowledge is the content captured and stored in tangible forms such as words, audio or video recording, images etc. Examples of explicit knowledge may be customer feedbacks, customer reactions, e-mail conversation, frequently asked questions, weak signals leading to innovation. In most organizations, tacit knowledge is rarely shared or communicated therefore, it disappears when the individual who owns it leaves the organization. Tacit knowledge can also be seen as the

knowledge contained in organizational culture, such as motivation and adaptability shown by workers. These workers work in a particular corporate culture comprising ideas, perception, ways of thinking, insight, expertise/skills, and so on. On the other hand, explicit knowledge is the knowledge which can be codified, shared, and communicated to others. Explicit knowledge can be explicitly expressed in words and numbers and distributed in the form of data, specifications, and manuals<sup>79</sup>.

The concept of knowledge management is an embodiment of different activities like knowledge creation, knowledge sharing, knowledge retention and knowledge conversion.

#### Knowledge creation

<sup>80</sup>Explains that knowledge can be created and transferred in the organizations. Knowledge can be created, shared, improved, and justified via collaborative, social processes and individual's cognitive processes such as reflection. There are mainly four steps that should be followed in the process of knowledge creation, which include socialization, externalization, combination and internalization. In the process of socialization tacit knowledge is transferred through social contact such as discussions, sharing experience, simulation, practice, observation and so on among organizational members. In the process of externalization tacit knowledge is converted into explicit knowledge in the shapes of concepts, metaphors, hypotheses, descriptions and models. In the process of combination explicit knowledge is created from explicit knowledge<sup>81</sup>. Here existing explicit knowledge is merged, categorized, reclassified, and synthesized to create new explicit knowledge. And in the process of internalization a change from explicit to implicit knowledge is made with the abstract ideas and insights. Mechanisms and strategies such as organizational structural styles, organizational strategies, communication, trust, motivation,

learning and training are considered as factors that influence creating and sharing knowledge culture. The factors such as intention, autonomy, fluctuation, and redundancy foster knowledge creation. Moreover, motivation from the managers enhance the knowledge creation. In addition, without effective communication, organization members fail to share their ideas and knowledge and consequently knowledge creation and transfer will be complex<sup>82</sup>.

knowledge creation is a transcending process through which entities - individuals, groups, organizations, etc.- transcend the boundary of the old into a new self by acquiring new knowledge. In the process, new conceptual artifacts and structures for interaction are created, which provide possibilities as well as constrain the entities in consequent knowledge-creation cycles. Consequently, the entities and the environment have reciprocal relationship. Nonaka and Takeuchi argue that knowledge is created through interactions between human and social structures. These actions and interactions with the environment create and enlarge knowledge through the conversion process of tacit and explicit knowledge. Moreover, argues that people enact their actions with two main levels of consciousness: practical consciousness and discursive consciousness in daily lives. Discursive consciousness gives rationalizations for actions and refers to more conscious and more explicitly knowledge and practical consciousness, on the other hand, it refers to the level of people's live that they do not really think about. Hence, tacit knowledge is produced by practical consciousness and explicit knowledge is produced by discursive consciousness<sup>83</sup>. More so, it was argued that Socialization that is the process of converting new tacit knowledge through shared experiences in day-to-day social interaction. Tacit knowledge can be acquired through shared direct experience, for instance, one can share the tacit knowledge of colleagues by empathizing with them through shared experience.

Consequently, daily routines are part of tacit knowledge because they are developed in close interaction over time.

Meanwhile, one can accumulate the tacit knowledge through his own experience as an individual. Individuals embrace contradictions rather than confront them. This enables actors to absorb knowledge in their social environment through action and perception. Hence, the dichotomy between the environment and the organization can be synthesized in the socialization process as members of the organization accumulate and share the tacit knowledge of the environment through their practical consciousness. Such tacit knowledge is articulated into explicit knowledge through the process of Externalization. Tacit knowledge is made explicit so that it can be shared by others to become the basis of new knowledge such as concepts, images, and written documents. During the externalization stage, individuals use their discursive consciousness and try to rationalize and articulate the world that surrounds them. Dialogue is an effective method to articulate one's tacit knowledge and share the articulated knowledge with others. Through dialogues among individuals, contradictions between one's tacit knowledge and the structure, or contradictions among tacit knowledge of individuals are made explicit and synthesized. To make a hidden concept or mechanism explicit out of accumulated tacit knowledge, abduction or retroduction is effective rather than induction or deduction<sup>84</sup>.

Explicit knowledge is collected from inside or outside the organization and then combined, edited, or processed to form more complex and systematic explicit knowledge through the Combination process. The new explicit knowledge is then disseminated among the members of the organization. Creative use of computerized communication networks and large-scale databases can facilitate this mode of knowledge conversion. The combination mode of knowledge conversion can also include the breakdown of concepts. Breaking down a concept,

such as a corporate vision, into operationalized business or product concepts also creates systemic, explicit knowledge. Here, contradictions are solved through logic rather than synthesized. Rationalism is an effective method to combine, edit, and break down explicit knowledge. Explicit knowledge created and shared throughout an organization is then converted into tacit knowledge by individuals through the Internalization process. This stage can be understood, where knowledge is applied and used in practical situations and becomes the base for new routines. Explicit knowledge has to be actualized through action, practice and reflection so that it can really become knowledge of one's own knowledge. For instances, training programs can help trainees to understand an organization and themselves. By reading documents or manuals about their jobs and the organization, and by reflecting upon them, trainees can internalize the explicit knowledge written in such documents to enrich their tacit knowledge base. Explicit knowledge can also be embodied through simulations or experiments. Pragmatism of learning-by-doing is an effective method to test, modify and embody explicit knowledge as one's own tacit knowledge. Internalized knowledge affects the human agency and the structure, as it changes the action of human agency and how it views the structure. The synthesis of individuals and the environment occurs at this level as well<sup>52</sup>.

### Knowledge Sharing

Knowledge Sharing is defined as the process of transferring knowledge from a person to another in organization. It is a process to accumulate shared knowledge among members. In short knowledge sharing is the collaboration and integration of technology<sup>85</sup>. It is also stated that sharing knowledge is not easy and natural. It is the habit of the employees or individuals not to share the knowledge with each other as they consider knowledge to be important. It is recommended that even in the absence of strong organizational norms of knowledge sharing,

employees tend to share knowledge according to their personal benefits and profits. It is also concluded that knowledge sharing practices will improve the proficiency and efficiency of the organizations<sup>86</sup>. Analyzing the importance of knowledge sharing among their employees in different parts of the world. In places like Singapore and Malaysia, knowledge sharing practices are not very well implemented due to hostile working environment<sup>87</sup>. Knowledge sharing practice is regarded as good because people who do not pay or contribute to the organization or community also share knowledge they claimed that when knowledge sharing among people or employees in organization becomes stronger, knowledge also becomes more powerful in the organization. Individual or person who shares their tacit knowledge through conversation becomes more innovative and creative in their work<sup>42</sup>.

Knowledge sharing refers to the provision of task information and know-how to help others and to collaborate with others to solve problems, develop new ideas, or implement policies or procedures. Organisations generally use two mutually exclusive strategies for KS and creation. The first is known as the codification strategy whereby repositories are used to carefully codify and store knowledge, facilitating effortless use and access for everyone within the organisation. The second is termed the personalisation strategy. Here, knowledge is mainly shared by means of direct person to person contact and the knowledge shared is tied closely to the one who developed it. Social learning knowledge is formed through dialogues and interactions between people. It emphasises the idea that knowledge is not a physical object that is passed from one person to another but rather it is socially constructed through collaborative efforts with common objectives or by dialectically opposing different perspectives in dialogic interests. At an individual level, knowledge sharing refers to communication between co-workers to assist one another to achieve higher levels of work-related performance. For the organisation, knowledge

sharing refers to processes associated with the capturing, organising, reusing, and transferring of knowledge-based experiences; making organisational knowledge accessible to everyone who needs it. However, social interaction should not be viewed only as a means of transferring already existing knowledge. It is in fact a prerequisite for the production of knowledge as indeed all knowledge is socially constructed. Socially constructing knowledge while sharing and creating it stimulates employee bonding and united action. Such bonding and action are driven by individual engagement and collective performance concerned with organisational efficacy. For knowledge to be useful to others it needs to be extracted from the local situation and translated so that it is understandable and the receiver is able to interpret and adapt it to local practices. This is especially true of tacit knowledge, which cannot be simply captured, converted or transferred since it is only manifested via action. Social interaction is not only a channel for the transfer of knowledge produced at one end and consumed at another but also an important condition for the possibility of KS and integration. The authors further suggest that social interaction significantly influences the extent to which KS happens, not just within an organisation but also between different organisations.

Moreover, there are different ways through which libraries of whatever types can share knowledge although some methods are library specific. The strategies for knowledge sharing in libraries includes community of practice, Newsletters, Storey telling, Mentoring, Brainstorming and so on.

Research reveals that mentoring enables senior employees to transfer their knowledge, wisdom, specific insights, and skills to their junior employees. mentorship entails the pairing of an experienced member of staff with a new employee in order to assist the new employee to acquire new knowledge and skills. There is much to gain by introducing mentorship programmes in an

organisation, for instance, it offers opportunities for individuals to pass on knowledge, skills, and experiences. Sharing knowledge through mentoring would ensure flow of knowledge in public libraries even after an experienced and knowledgeable staff member leaves the organisation. The use of mentoring also has some challenges that need to be taken into consideration. Main challenges emanate from the pairing up of employees, that is, mentor and mentee.

Storey telling is a human-centred way of transferring knowledge. Organisational stories are told mainly during staff induction, formal and informal gatherings in tea rooms, and organised labour meetings. Storytelling in the context of this study can be defined as a detailed narrative of past management actions, employee interactions or, other key events that have occurred and that have been communicated informally. Organisational storytelling and stories are often used to promote KS, inform and/or prompt a change in behaviour, as well as to communicate the organisational culture and create a sense of belonging. However, there are conditions to be met if storey telling will be effective means of transferring knowledge, First and foremost, stories are best experienced orally and they are likely to lose much of their effectiveness when simply read as a text. For storytelling to be successful in public libraries, the story has to be compelling, concise, and relevant, capture the imagination and open the creative participation of the listener so that the moral of the story or the organisational lesson to be learned can be easily understood, remembered, and acted upon. Another key prerequisite condition for effective KS through storytelling is the existence of a culture of trust in an organisation. people have to trust the integrity of the information they receive and those that send it have to be able to trust that the recipients will use the information in an appropriate manner.

Newsletter is another means of sharing knowledge. A newsletter as a collection of articles on organisational activities and related topics, can be useful for raising awareness of new ideas and

innovations, and also to promote knowledge-sharing activities. newsletters can reach a broad audience, especially if available both in print and electronic versions. Libraries as an organization suppose to have newsletters which are published at least quarterly and which are available in both print and electronic formats. Depending on the content, electronic newsletters are uploaded either on the libraries municipal website or intranet.

Use of Technologies, information and communication technologies (ICTs) are regarded as hard mechanisms which share largely expressed knowledge, allow knowledge to be organised and shared in university libraries. ICTs are effectively used to enable and improve the organisational process of generation of knowledge, repository/access, transmission and utilisation. Some studies reviewed discussing the use of ICTs to manage knowledge in the organisation revealing a set of three general uses: classifying and communication of effective procedures, the establishment of corporate knowledge repositories, and the formation of knowledge networks. Some of the ICTs that allow knowledge management related activities include online data storage, collaborative networks, system of interconnected computer networks, restricted private communications network, groupware, a conference by participants at different sites, e-learning, online group discussion, online chat, and electronic mail. From a conducted survey study on 'Enhancing knowledge sharing and research collaboration among academics: The role of knowledge management' in Malaysian research universities revealed that ICTs increased both technical and social connectivity in universities by facilitating knowledge sharing<sup>88</sup>.

Community of Practice is another knowledge sharing platforms or means. Communities of practice (CoPs) are 'developing social collectives where persons working on related tasks organise themselves to support one another and exchange views concerning performing their tasks, leading to acquisition of skills and knowledge, and novelty in the communities. CoPs are

self-forming associations that transcend business functions, distributed teams and functional confines to join people exchange corporate knowledge. The two forms of CoPs are in person and networked or electronic groups. In person communities are place-based and their membership is according to norms. They rely on face to face meetings to increase the likelihood of a CoP growing up among practitioners. A virtual or online CoP is a group separated by geographic location and time zone using networked technologies such as the interconnected networks or restricted communications network discussion forums or other human communication using computers to promote the sharing of knowledge. The main purpose of these CoPs is the same. They permit individuals with same pursuits to form a group with unpleasant consequences and support the group to interchange thoughts and synchronise their pursuits.

Brainstorming. A group creativity technique called brainstorming involves assembling a list of ideas that members of the group contribute on the spot in an effort to come up with a solution to a particular issue. In other words, brainstorming is a circumstance when a group of people come together to remove inhibitions and produce fresh ideas and solutions for a certain area of interest. People can think more freely and offer as many fresh, unplanned thoughts as they can. After the brainstorming session, all of the ideas are recorded without comment, and they are then assessed and applied. In general, there are three basic ways to apply BS techniques: verbal/traditional brainstorming (TBS), nominal brainstorming (NBS), and electronic brainstorming (EBS). The first method of idea generating that involves group members actively participating in conversation and interaction by verbally presenting their thoughts one at a time is called TBS. It encourages the generation of many ideas while discouraging criticism, allowing creativity to run wild, and merging ideas throughout the sessions<sup>89</sup>.

Knowledge Retention

The existing literature on knowledge retention in organizations is extensive and focuses mainly on knowledge management systems, preserving knowledge and how the collected knowledge may be lost. One of the recent studies observed that employee departures, outsourcing, resistance to learning, information technology (IT) breakdowns, or unexpected events, lead to loss of knowledge. In order to overcome the hurdles, continuous knowledge transfer should take place avoiding knowledge loss. A number of ways have been identified to increase organizational knowledge retention, while minimizing unintentional knowledge learning. Human resources (HR) and knowledge management strategies, including job shadowing, storytelling, lessons learned and best practices have been proposed to assist with knowledge retention. Organizational knowledge retention occurs when knowledge has been transferred from a knowledge owner to the organization and can be reused by a knowledge seeker<sup>90</sup>. Organizational Knowledge Retention has been closely associated with unintentional Knowledge loss, and retention strategies are often equated with an increase in Knowledge Retention, accompanied by a mitigation in Knowledge Learning<sup>91</sup>. Human Resource practices can aid Knowledge Management by acquiring and retaining knowledge by recruiting, selecting and managing skilled employees, and by enhancing employees' knowledge, skills, abilities, and other characteristics. Any organization's performance depends on individual employees' experience, education and skills<sup>92</sup>. The study also states that through HR practices, an organization's culture and values are reinforced and supported. In this way the knowledge shared can be retained.

From the library parlance, it was advised that academic libraries must carefully plan and implement a knowledge-centred strategy if they are to thrive in the current hostile climate and better meet the demands of their users. This will enable the production of new knowledge. Taking into account the elements that encourage knowledge-related behaviours is also important.

Leadership in libraries must concentrate on creating a cultural setting that encourages information sharing through the provision of suitable incentives, as organizational culture has emerged as the most important knowledge production enabler. They should also avoid having a rigid, bureaucratic organizational structure in favor of one that is flatter and more flexible, where teams are used for work and open, upward and downward communication is promoted<sup>93</sup>.

Furthermore, several authors have come out to identify that there are four major dimensions for knowledge management and this dimension must be taken into serious consideration for effectiveness of the organization in managing knowledge which is an inevitable human capital upon which success of the organization is built. The four major dimensions are Organizational culture: Knowledge sharing experience and the success of knowledge management in an organization are mainly related to organizational culture. This means that a successful knowledge management therefore relies on the match with organization culture, management, and organization. Secondly, Organization structure: Organization structure in an organization could induce or hinder knowledge management. Complicated knowledge is required for complicated organization structure, while pure or concentrated organization structure requires simply knowledge. Thirdly support & application: The support & application of information technology could extract and store knowledge hid in individuals and groups for the utilization of other members in the organization. Besides, technology could help knowledge organization and even induce new knowledge. Fourthly, knowledge strategy: Knowledge is a valuable intelligence, which could be presented with information, experience, abstract concepts, standard operating procedures, systematic document, and specific techniques. Although there might be various types of knowledge presentation, the essence is to present the effect of creating added value<sup>94</sup>.

### **2.1.3. Concept of Knowledge Conversion**

Is one of the aspects of knowledge management which as the name implies is all about the transformation of one form of knowledge into another mostly the change tacit knowledge into explicit. Knowledge. There are four modes of knowledge conversion, as follows: From tacit knowledge to tacit knowledge: process of socialization. From tacit knowledge to explicit knowledge: process of externalization. From explicit knowledge to explicit knowledge: process of combination. From explicit knowledge to tacit knowledge: process of internalization. This means that the conversion of one tacit knowledge to another tacit knowledge is called socialization. Meaning that socialization is the way through which tacit knowledge in one librarian can be imparted into another librarian or senior into junior/ professional into upcoming librarian. Externalization on the other hand is the conversion of tacit knowledge to explicit knowledge, while internalization is the conversion of explicit knowledge to tacit knowledge. The last on the SECI spiral is the conversion of knowledge is the conversion of explicit to explicit, this is called combination.

### **Socialization:**

socialization (tacit-to-tacit) as a process that consists of the sharing of knowledge in face-to-face, natural, and typically social interactions. He adds that participants arrive at a shared understanding via the sharing of mental models, brainstorming to come up with new ideas, mentoring interactions and so on Socialization is a daily activity for exchanging knowledge. It is an instinctive process that takes place when individuals gather at the café or engage in impromptu corridor meetings<sup>95</sup>. Some authors argued that the greatest advantage of socialization is its greatest drawback because knowledge remains tacit and it is rarely captured, noted, or written down. It remains in the minds of the original participants. Although Socialization is a very effective means of knowledge creation and sharing but it is a time-consuming exercise to

disseminate all knowledge gained. On the other hand, it was pointed out that tacit, complex knowledge, developed and internalized by the knower over a long period of time, is almost impossible to reproduce in a document or a database. Hence, the process of acquiring tacit knowledge is not tied to the use of language but to experience and to the ability to transmit and to share it. It should not be confused with the idea of a simple transfer of information because there is no knowledge creation. Socialization consists of sharing experiences through observation, imitation, and practice<sup>96</sup>.

One can clarify the process of socialization in practicing "brainstorming" in which there are detailed discussions to solve existing problems. Sometimes, these informal meetings are usually held outside the workplace, where everyone is encouraged to contribute to the discussion with no reference to the status and qualification of the participants. Such meetings are not allowing simple criticism followed by constructive suggestions, they are only open discussions to develop new ideas and also to improve its managerial systems. They form creative dialogues and shared experience exercises followed by sharing tacit knowledge. Participants create harmony among themselves, they feel engaged as part of a whole, and they feel themselves allied by the same goal<sup>97</sup>. More so, one author characterizes the process of socialization (tacit-to-tacit) as the sharing of knowledge during in-person, organic, and typically social contacts. He continues, saying that sharing mental models, coming up with new ideas through brainstorming, mentoring interactions, etc. help participants reach a shared understanding<sup>98</sup>. A everyday activity for exchanging knowledge is socialization. It is an automatic process that occurs when people congregate in the café or have spur-of-the-moment conversations in the hallway. On the other hand, emphasize that it is nearly hard to replicate tacit, sophisticated knowledge that has been produced and internalized by the knower over a lengthy period of time in a document or database.

As a result, the process of learning tacit information is not dependent on language use but rather on experience, as well as the capacity to transmit and share it. There is no knowledge generation, therefore it should not be mistaken with the notion of a straightforward transfer of information. Sharing experiences through observation, imitation, and practice is the process of socialization<sup>99</sup>. In a bid to help organization in the socialization process especially the incoming employee, first, we demonstrate that learning theory provides a new lens through which to view onboarding, and we examine how the specific concept of unlearning could be applied in this context.

Professional socialization, also known as socialization in this regard, is the process by which newcomers to a professional group get acquainted with its culture. It is a process that starts with developing a professional identity and familiarizing yourself with your professional roles. Socialization is inevitable when joining any professional organization. Consciously or otherwise, a profession, through its experienced members, instils the professional attitudes and values in recruits<sup>100</sup>. In the case of student, since socialization is an extensive process from being a student till a qualified practicing nurse or whatever profession of choice and beyond. Socialization could be formal (to include classroom lectures, seminars, undertaking assignments, arranged meetings with a mentor) or informal (unplanned observations, participation in student associations). In a study on socialization of nursing study, the challenges encountered includes, personal challenges, professional challenges, and so on. However, an effective socialization process relies on effective knowledge transfer and practice to boost the continuity and maintenance of professional values<sup>101</sup>.

Being one of the independent variable of this study, socialization in this study is measured by the duo of mentoring and brainstorming. It's about the relationship between a more experienced person and a less experienced individual; the latter being guided by the former. There is much to

gain by introducing mentorship programmes in an organisation, for instance, it offers opportunities for individuals to pass on knowledge, skills, and experiences. Sharing knowledge through mentoring would ensure flow of knowledge in public libraries even after an experienced and knowledgeable staff member leaves the organisation. The use of mentoring also has some challenges that need to be taken into consideration. Main challenges emanate from the pairing up of employees, that is, mentor and mentee. The ability and comfort level of librarians to switch between mentorship models (learner, peer, expert, etc.) as necessary, as well as knowledge and understanding of youth-driven activities, connected learning environments, and other factors, are necessary for redefining mentorship in the context of librarianship and knowledge management<sup>102</sup>.

Still on mentorship, it was asserted that academic librarians require possibilities for mentoring. If your own personal experience isn't enough to persuade you, perhaps the sheer volume of academic librarians discussing mentoring at conferences, online, in the workplace, and in scholarly journals will. Most mentorship programs in academic libraries are geared at young librarians, which can make more seasoned librarians feel left out or abandoned. When they take on new responsibilities, librarians from all specializations frequently consult one another as part of their self-directed learning processes. While beginning librarians are expected to do this, as a librarian nears the middle of their career, it may start to feel awkward<sup>103</sup>.

Brainstorming in the context of this study is the a forum for feedback mechanism, issues, concepts are simplified, clarified and, where information is disseminated among members. Members brainstorm on issues raised in order to find solutions, give constructive criticisms, and arrive at an acceptable answer to any deliberated topic through generated ideas from members. Many members of a group learn through this process. The participants of the brainstorming in a

group build their solutions on the ideas of others, use the ideas and improve them<sup>104</sup>. The main training needs of professional librarians are needs to brainstorm with colleagues so as to solve problems and update knowledge; and need for personal self-development<sup>105</sup>. This means that brainstorming helps in career development, problem solving and update of knowledge among librarians as it enhances sharing of tacit and explicit knowledge.

### **Externalization:**

Externalization on the other hand is situation whereby a knower in a bid to transfer knowledge convert the tacit knowledge in to document form for people to read. It is the conversion of tacit knowledge to explicit knowledge. It was contended that externalization (tacit-to-explicit) is a process that gives a visible form to tacit knowledge and converts it to explicit knowledge. They define it as "a quintessential knowledge creation process in that tacit knowledge becomes explicit, taking the shapes of metaphors, analogies, concepts, hypotheses, or models"<sup>106</sup>. In this context, individuals are able to articulate the knowledge- "know-how", and "know why". Since, it is difficult to transform tacit knowledge into explicit one, a knowledge worker can interview knowledgeable individuals in order to extract, model, and synthesize his knowledge about a particular topic in a different way in order to increase its scope. Consequently, knowledge becomes tangible and can be shared more easily with others and leveraged throughout the organization. Thus, organizations can make future decisions about archiving, updating and retiring externalized knowledge content. This involves codifying metadata or information about the content along with the actual content. In the process of externalization, tacit knowledge gained from the socialization stage will be expressed as present knowledge. Tacit knowledge is

shared collectively through language, images, models, or other expressions. Thereby, the tacit knowledge of individuals becomes more clear and easily absorbed by colleagues. For example, an experienced engineer describes the skills he/she possesses in materials used for internal training. Through externalization, businesses can impart these skills to new engineers or workers. Through the Externalization method, tacit knowledge is transformed into fresh explicit knowledge in the form of ideas, pictures, and textual materials. Here, people successfully codify tacit information through conversation, metaphors, and team conflicts. In order for this mode to be effective, knowledge must be de-embedded through a process of reflection on action that creates separation between the subject and the object. The formation of crystallized knowledge, or organizational memory, is a significant result of this experience-based reflection: "Members come and go, and leadership changes, but organizations' memories sustain certain behaviours, mental maps, norms, and values over time." New knowledge is produced as a result of formalization, which is later made available to other co-workers<sup>107</sup>.

Externalization as one of the independent variables of this study, is measured by two sub-constructs of understanding analysis and synthesizing external Knowledge. In a lay man's language, understanding analysis is the process of breaking a complex topic or subject into smaller parts in order to gain a better understanding of it. The technique has been applied in the study of mathematics and logic. In the technological era, librarians are expected to be able to make deductions from empirical reviews and come up with decisions that foster the library as an organization. Aspects like data literacy which includes data mining, bid data management, data analysis and the likes has come to become an aspect of librarianship which is inherent in some people or profession but can be learned. Much more than this is the ability of librarians to analyse trends base on past activities documented to make recent decision. External Knowledge

are knowledge that are external to the organization but can be of immense importance to the organization. external knowledge is the knowledge that other firms have created and is thus stored within those other firms boundaries. More so, external knowledge could be feedbacks from library users, Knowledge from other fields of study that is relevant to the library. A librarian must possess the ability to from interaction with people or a system be able to come up with veritable information(knowledge). In this context of this study a librarian ability to synthesize external knowledge is in documentation of knowledge or codification of tacit knowledge to explicit knowledge.

**Combination:**

Next stage of knowledge conversion is the of combination (explicit-to-explicit),is it the deliberated and concerted effort or process of recombining discrete pieces of explicit knowledge into a new form. Some examples would be a synthesis in the form of a review report, a trend analysis, a brief executive summary, or a new database to organize content. In the process of combination, explicit knowledge from the externalization phase will be arranged, combined, or processed to form a more complex and systematic existing knowledge system. Current knowledge is then disseminated to the entire organization. Specific examples of this phase are shown in the processes of translating product concepts into product-specific characteristics. In this case no new knowledge is created, it is a new combination of existing explicit knowledge. Combination takes place when concepts are sorted and systematized in a knowledge system. For instance, when we teach, we really combine existing explicit knowledge in developing a university course, that is, knowledge would be recombined into a form that better lends itself to teaching and to transferring this content<sup>67</sup>. During Combination, according to SECI model is the third stage, this newly explicit knowledge becomes widely disseminated, discussed, redesigned

and modified. This is the area where information technology is most helpful, because explicit knowledge can be conveyed in documents, email, databases, as well as through meetings and briefings.

Through the Combination mode, explicit knowledge is gathered with other intra- or inter-organizational explicit knowledge and combined, altered, or processed to create more sophisticated and organized explicit knowledge. This kind of knowledge conversion might be aided by the inventive application of computerized communication networks and vast databases. For instance, various prior studies have focused on how people communicate and exchange information using ICT, such as groupware, online databases, intranets, and virtual communities, these information-sharing procedures produce higher-order knowledge, such as models, best practices, manuals, and information systems, which can then be shared even when there are no interpersonal connections<sup>108</sup>.

Being one of the independent variables of this study, combination that is, the conversion of explicit to explicit knowledge is measured by the duo of Strengthening cooperation coordination and Supporting different team section. To facilitate knowledge sharing, librarians must be able to see the library as a system and the routines in the library as means to an end thereby necessary competences for the achievement of the overall goal must be shared willingly from a mind of loyalty to the system. this is always bedeviled by factors as challenges to knowledge sharing among which were found to include mood and pressure from work, participants seeing KS as a waste of time, the “know-it-all” attitude, tribal differences, lack of financial motivation, no formal training and mentoring programme<sup>109</sup>. More so, it was submitted that the knowledge based view of the universities emphasised that there is considerable knowledge sharing when it comes to academic knowledge and skill most especially as it relate to teaching experience and

publishing in reputable journals among its members. These practices of knowledge sharing are prompted by peer-competition than self-sacrificing sharing<sup>110</sup>.

### **Internalization:**

Finally, the last stage of Knowledge conversion process, is internalization (explicit-to-tacit) takes place through the diffusion and embedding of newly acquired behaviour and newly understood or revised mental models. Internalization is very strongly linked to learning by doing. Internalization converts or integrates shared and/or individual experiences and knowledge into individual mental models. Once new knowledge has been internalized, it is then used by individuals who broaden it, extend it, and reframe it within their own existing tacit knowledge bases. For instance, a library in a bid to foster knowledge sharing can develop a system for inquiries to be accessed by all library staff. This system allows the employees to find answers to new questions much more quickly because it facilitates the sharing of employees' experiences in problem solving. This system helps the workers to internalize others' experiences in answering questions and solving problems. In the process of internalization, knowledge is now created and shared throughout the organization, after which it will be transformed into tacit knowledge according to each person's acquisition. For example, knowledge is currently a product concept. After being introduced in the organization, it must be realized through action, reflection, and practice to be absorbed into the knowledge of a person. Through this, the tacit knowledge of each individual is supplemented and absorbed. Later, tacit knowledge continues to be shared through the process of socialization, starting a new SECI process

Moreover, the knowledge spiral is a continuous activity of knowledge flow, sharing and conversion by individuals, communities, and the organization itself. Nonaka and Takeuchi argue

that the two steps that are "the most difficult are those involving a change in the type of knowledge (i) externalization, which converts tacit in to explicit knowledge, and (ii) internalization, which converts explicit knowledge into tacit". These two steps according to SECI model require a high degree of personal commitment and they will typically involve mental models, personal beliefs, and values, and a process of reinventing oneself, one's group, and the organization as a whole. They emphasize that a metaphor is a good way of expressing this "inexpressible" content. Usually, metaphors are often used to convey two ideas in a single phrase and may be defined as a phrase that "accomplishes in a word or phrase what could otherwise be expressed only in many words, if at all". For example, a slogan, a story told and an analogy can encapsulate complex contextual meanings. The higher the successful implementation of a knowledge spiral, the better and the more coherent the mode<sup>111</sup>.

The spiral comes to a close with the Internalization mode, in which people assimilate explicit knowledge, enhancing their tacit knowledge base. Formal knowledge is connected to personal experiences to be later transferred and used in practical situations, serving as the cornerstone for workers' updated routines. For instance, in training programs, trainees can take on a new role by reading and commenting on documents or manuals regarding their work or firm. They can also participate in learning-by-doing activities like simulations or trial-and-error sessions. Overall, these learning exercises help participants enlarge their professional knowledge and incorporate new information into their mental models, which opens the door to the creation of new tacit knowledge. The spiral of information then recirculates this newly internalized knowledge, starting additional conversion processes<sup>78</sup>.

As one of the four independent variables of this study, internalization being the conversion of explicit knowledge to tacit knowledge is measured by Self-development opportunity, Publication

development. Internalization of knowledge involves a consistent effort and willingness to learn, relearn and unlearn. The conversion of explicit to tacit takes mental effort which may involve reading, studying, willingness to be mentored, learn by doing, simulations or trial and error based sessions.

Furthermore, The mode of SECI opined that knowledge sharing occurs through the knowledge spiral that, starting at the individual level and moving up through expanding communities of interaction. Moreover, Nonaka and Takeuchi argue that an organization has to promote a facilitating context in which both the organizational and the individual knowledge-creation processes can easily take place, acting as a spiral. They describe the following enabling conditions for organizational knowledge creation. Intention An organization's aspiration to its goals (strategy formulation in a business setting) autonomy to allow individuals to act autonomously, according to the minimum critical specification principle, and involved in cross functional self-organized teams Fluctuation and creative chaos To stimulate the interaction between the organization and the external environment and/or create fluctuations and breakdowns by means of creative chaos or strategic equivocality. Redundancy Existence of information that goes beyond the immediate operational requirements of organizational members; competing multiple teams on the same issue; strategic rotation of personnel. Requisite variety Internal diversity to match the variety and complexity of the environment; to provide to everyone in the organization the fastest access to the broadest variety of necessary information; fiat and flexible organizational structure interlinked with effective information networks.

Summarily, authors added that knowledge (experiences, best practices and lessons learned) goes through the conversion processes of socialization, externalization and combination. In this situation, knowledge is continuously acquired and shared<sup>112</sup>. The reason for this could be that

knowledge is internalized into individuals' tacit knowledge bases in the form of shared mental models or technical know-how. Hence, knowledge becomes a valuable asset to the individual, to their community of practice, and to the organization. In order for organizational knowledge creation to take place the entire conversion process has to begin all over again: the tacit knowledge accumulated at the individual level needs to be brought into contact with other organizational members, thereby starting a new spiral of knowledge creation<sup>78</sup>. When experiences and information are transferred through observation, imitation, and practice, then we are back in the socialization quadrant. This knowledge is then formalized and converted into explicit knowledge, through the use of analogy, metaphor, and model, in the externalization stage. This explicit knowledge is then systemized and recombined in the combination stage whereupon it once again becomes part of individuals' experience. In the internalization stage, knowledge has once again thus become tacit knowledge.

More so, it was asserted that knowledge is processes from explicit to tacit by using the internalization process, involving the acquisition and implementation of individual knowledge, which is covered by learning of the process of doing it alone. On the other hand, explicit knowledge becomes part of individual knowledge and soon becomes an asset for the organization. Internalization is also the ability to see connections and recognizes patterns and capacities to process understanding between fields, ideas and concepts<sup>113</sup>.

The SECI model shows that knowledge is created in a continuous cycle through dialogue and practice. Dialogue is the basis of an effective knowledge creation process because it allows people to understand that there are different perspectives than their own, helping people accept and synthesize those views. This is an effective form of translating the inexpressible tacit knowledge into the official language of existing knowledge in the external phase of the SECI

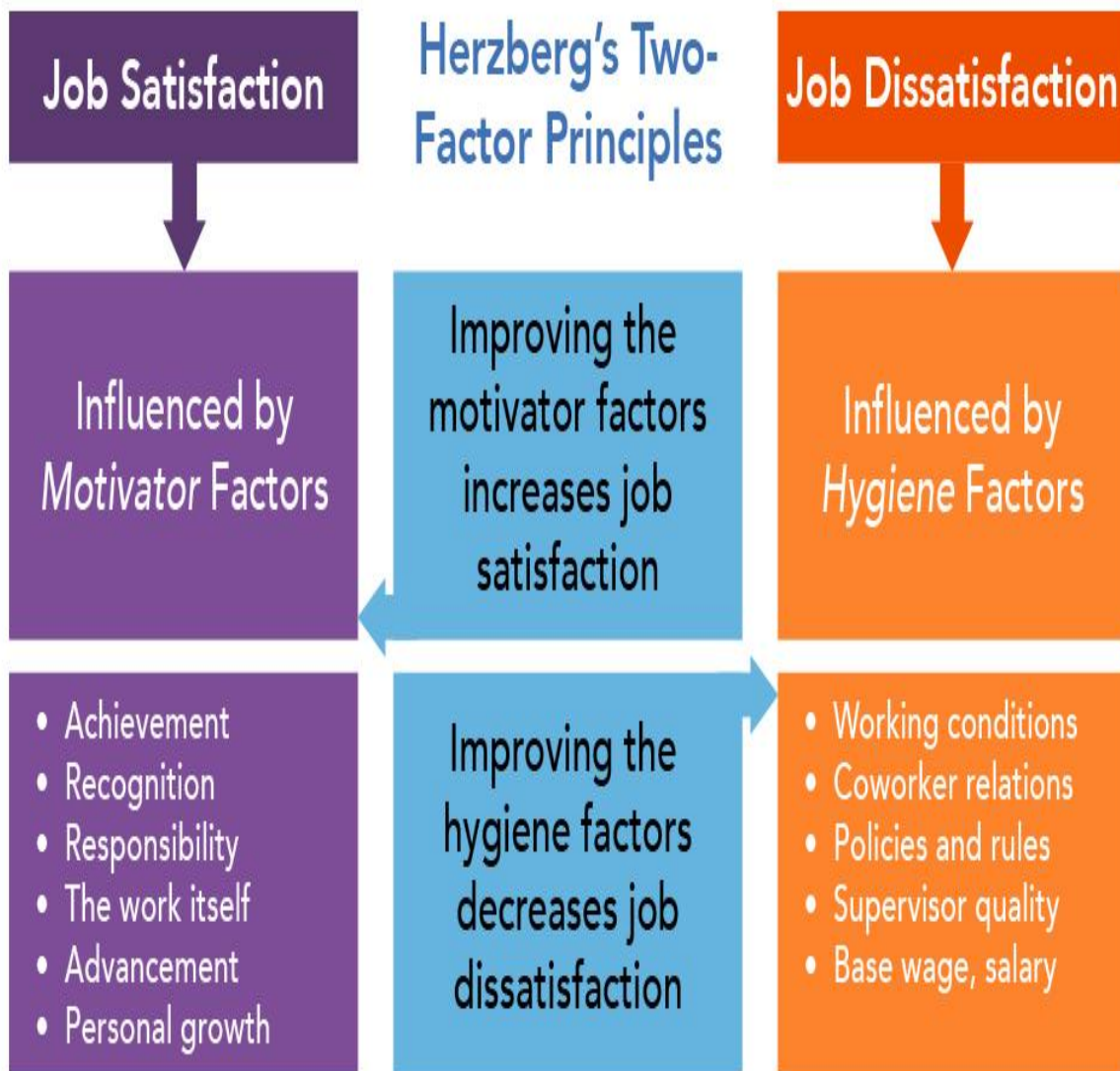
process. Dialogue through connecting, deepening, and refining existing knowledge will help create new existing knowledge in the combined phase of SECI.

Library specific, socialization is the degree to which the library stresses social interaction, such as sharing experiences with users, for the conversion of tacit knowledge to explicit knowledge. Externalization is the degree to which the library stresses creative dialogue and exchanged ideas in order for the new explicit knowledge to be embodied in the existing tacit knowledge. Combination is the degree to which knowledge is used for the improvement of services. Finally, internalization is the degree to which the library stresses practices, such as cross-functional teams, so as the conversion of tacit knowledge to explicit knowledge to be achieved<sup>114</sup>.

Furthermore, it was advised that Libraries and library management as well as organization ought to make an effort to gather, organize, and share implicit and explicit knowledge from staff, users, and other information organizations. For the provision of innovative services, a broad perspective on knowledge resources is required. The aforementioned are all practical, affordable solutions for libraries; nonetheless, the true obstacle for library administrators is turning the current practices of knowledge-creation into systemic ones<sup>84</sup>.

## **2.2. Theoretical Reviews**

2.2.1. Frederick Herzberg theory of employee satisfaction hygiene and motivation theory of employee satisfaction



**Fig. 2.1: Herzberg's Two Factor Theory of Employee Satisfaction**

The motivational-hygiene model states that job motivation is achieved when employees are faced with challenging but enjoyable work where one can achieve, grow, and demonstrate responsibility and advance in the organisation. That is, when the employees' efforts are recognized, it brings about job satisfaction and motivation. Moreover, environmental factors, such as poor lighting, poor ventilation, poor working conditions, low salaries, and poor

supervisory relationships are causes for dissatisfaction in a job. These for Herzberg are basic needs and for that matter, is the responsibility of society's businesses and industrial institutions to provide for its people in order to self-actualize. According to Herzberg, the work one considers to be significant leads to satisfaction. Thus factors that depict job satisfaction are completely different from those factors that lead to job dissatisfaction. Therefore, these feelings are not polar opposites: in other words, the opposite of job dissatisfaction is not job satisfaction, but no job satisfaction.

### Hygiene Factors

The hygiene factors are also referred to as the maintenance factors and comprise of the physiological, safety and love needs from Maslow's hierarchy of needs. They are factors that are not directly related to the job but the conditions that surround doing the job. They operate primarily to dissatisfy employees when they are not present, however, the presence of such conditions does not necessarily build strong motivation. These factors include; company policy and administration, technical supervision, interpersonal relations with supervisor, interpersonal relations with peers and subordinates, salary, job security, personal life, work conditions and status. Herzberg called these hygiene factors, since they are necessary to maintain a reasonable level of satisfaction and can also cause dissatisfaction. The hygiene factors are not direct motivators but are necessary to prevent dissatisfaction and at the same time serve as a starting point for motivation. However, improvements in these conditions do not create motivation.

Motivator Factors According to Herzberg, the motivator factors pertain to the job content, they are intrinsic to the job itself and do not result from "carrot and stick incentives". They comprise the physiological need for growth and recognition. The absence of these factors does not prove

highly dissatisfying but when present, they build strong levels of motivation that result in good job performance. They are therefore called satisfiers or motivators. These factors include; achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility. Combining the hygiene and motivator factors can result in some scenarios namely: High hygiene + high motivation, the ideal situation where employees are highly motivated and have few complaints. High hygiene + low motivation: Employees have few complaints but are not highly motivated. The job is then perceived as a pay check. Low hygiene + high motivation: employees are motivated but have a lot of complaints. A situation where the job is exciting and challenging but salaries and work conditions are not. Low hygiene + low motivation: the worse situation unmotivated employees with lots of complaints. This theory sought to encourage managers not to be one-sided in considering factors to motivate employees but rather consider all the two factors in order to optimally motivate and satisfy employees to get the best out of them.

According to Herzberg theory of job motivation, organization managers need to eliminate the dissatisfaction and lack of job motivation by doing the following: Fix poor and obstructive company policies; Provide effective, supportive and non-intrusive supervision; Create and support the culture of respect and dignity for all team members; Ensure that wages and salaries are competitive; Provide job security; Build job status by providing meaningful work for all positions. The above actions help in eliminating job dissatisfaction in organisations and there is no point trying to motivate people or employees until these issues are addressed. Addressing the above issues should not be an end in itself but rather managers are to be aware that just because someone is not dissatisfied does not mean one is satisfied either. It is crucial in the work environment to identify conditions for job satisfaction.

Herzberg's model asserted that there is the need to address the motivating factors associated with work, this he called job enrichment. His premise was that every job should be examined to determine how it could be made better and more satisfying to the person doing it. Hence, managers need to consider and include: Providing opportunities for achievement; Recognizing workers contributions; Creating work that is rewarding and that matches the skills and abilities of the employee; Giving as much responsibility to each team member as possible; Providing opportunities to advance in the company through internal promotions; Offering training and development opportunities so that people can pursue the positions they want within the company.

The concept of giving individuals more control over planning and managing their work as a means of boosting motivation and satisfaction is partly due to Herzberg theory. It's not very complicated how motivation and job happiness are related. The issue is that many managers and businesses use hygienic considerations as a means of motivating staff when, in reality, they have extremely limited long-term effects. Perhaps managers prefer to follow this strategy because they believe employees are more financially motivated than they actually are, or because raising compensation requires less managerial effort than revising corporate regulations and reworking tasks to maximize satisfaction. Management in organizations must first identify and address issues that when trying to motivate workers, affect them intrinsically and extrinsically<sup>115</sup>.

Although Herzberg's theory was generally accepted, there are some criticisms that it applies least to people with largely unskilled jobs or those whose work are uninteresting, repetitive, monotonous and limited in scope. He was also accused of assuming a correlation between satisfaction and productivity though his research stressed satisfaction and ignored productivity. Recent research indicates that employee satisfaction does not necessarily contribute directly to productivity. Satisfaction may be viewed as a passive attribute, while more proactive measures

such as motivation levels are viewed as more closely linked to behavioural change and performance. Despite such criticism, there is still evidence of support for the continuing relevance of Herzberg's theory<sup>116</sup>.

Situating this theory to the study, On the other hand, in a study that aimed at testing the significance of Herzberg's theory in the field of academics. The study also aims to measure the differences in the satisfaction levels of academicians towards their job on the basis of the location of their home town, that is, from Northeast and other parts of the country. The study was primary in nature and data was collected with the help of a self-developed questionnaire. The sample units consisted of 478 academicians estimating around 30 per cent of the total academicians working in the central universities of Northeast India. Using multiple regression analysis, step-wise regression analysis and t-test in the study. It was found from the study that Herzberg's two-factor theory can be successfully applied to the academics' job satisfaction. Both the motivation and hygiene factors have been found to be positively and significantly related to job satisfaction. More so, It was found from the study that there is a significant difference in the satisfaction level of academicians towards the motivation and hygiene factors of job satisfaction due to the difference in their home town. Academicians whose home town is in the Northeast are found to be highly satisfied towards the motivation and hygiene factors than the academicians whose home town is in other parts of the country<sup>117</sup>.

Based on Herzberg, the hygiene factors are what the organization must ensure are in place and they includes, Organizational and administrative rules or policies. Employees may become very frustrated with company policies if they are confusing, pointless, or if not everyone is expected to abide by them<sup>118</sup>. Although your policies won't ever greatly inspire or satisfy employees, you may lessen unhappiness in this area by making sure your policies are fair and apply to everyone

equally. Additionally, make printed copies of your policies and procedures handbook available to all staff members. If you don't already have one, write one while getting input from the crew. Consider revising your current manual if you already have one (again, with staff input); Supervision. You need to start by choosing wisely when you select someone to the position of supervisor if you want to reduce unhappiness in this area. It is observed that good managers are not usually good employees. Being a supervisor is a really challenging job. Leadership abilities and the capacity to treat every employee equitably are necessary. In order to prevent anyone from feeling singled out, you should train your supervisors to give constructive criticism wherever feasible and establish a standard procedure for employee evaluation and feedback. Abusive supervision can cause emotional, mental trauma that will result in little or no job satisfaction<sup>119</sup>.

Salary. When it comes to employees, the cliché "you get what you pay for" frequently holds true. Although wages may not motivate workers, they do want to be paid fairly. People won't be satisfied working for you if they feel they aren't getting paid well<sup>98</sup>. To determine whether the salaries and perks you are providing are comparable to those of other offices in your area, consult salary surveys or even your neighbourhood help-wanted ads. Additionally, be certain that your pay, promotion, and bonus policies are crystal clear; Personal interactions Allowing staff a reasonable amount of time for socializing can help you remember that having a job includes social contact, which contributes to the happiness of having one<sup>120</sup>. They will become more comradely and collaborative as a result. At the same time, you need to put a stop to unpleasant remarks, inappropriate behaviour, and rudeness. Take control of the situation and, if necessary, remove the disruptive person from the practice if they choose to persist.

working circumstances. People's degree of pride in both themselves and their work is greatly influenced by the workplace environment. Make every effort to keep your facilities and equipment up to date. A simple chair can have a profound impact on someone's mental health. Allow each employee to have his or her own personal area, whether it is a desk, a locker, or even just a drawer, and try to avoid congestion<sup>121</sup>. You shouldn't be shocked if there is friction among your staff if you have confined them to small spaces with little to no personal space.

The motivator factors are; the job itself. Helping people feel as though the work they are doing is essential and that their duties have meaning may be the factor that has the biggest impact on job motivation. Remind them that their contributions to the practice lead to successful outcomes and excellent patient care. Tell success stories on how an employee improved a procedure or made a real difference in a patient's life. Make a great deal out of important actions that may have become routine, like seeing a new infant. Of course, not all of an employee's activities will be enjoyable or satisfying, but organization should demonstrate to the employee how those tasks are crucial to the overall procedures that ensure the success of the practice. You could discover that some activities are truly unnecessary and can be eliminated or streamlined, resulting in greater efficiency and satisfaction.

Achievement. Herzberg's argument is predicated on the idea that most people genuinely desire to do well. Make sure you've given them roles that make use of their skills and are not failure-prone in order to aid them. For each role, establish specific, attainable criteria and goals, and ensure that staff are aware of them. Additionally, people should feel that they are being sufficiently pushed at work and receive timely, frequent feedback on how they are performing. However, be careful not to overwhelm people with too many difficult or impossible issues because that might paralyze people.

Recognition. People want to be acknowledged for their contributions at all levels of the business. Their achievements don't need to be gigantic in order for them to be acknowledged, but there should be a sincere commendation. If you see an employee doing a fantastic job, take the time to compliment them right away. Thank them out loud for handling the issue so effectively. Make sure to thank them in your letter. As an alternative, consider rewarding them. A formal recognition program, such as "employee of the month," may even be something worthy of triggering employee sense of recognition. Another motivator is Responsibility. If employees feel ownership over their work, they will be more driven to do their duties well. Giving workers the autonomy and authority they need to complete their work is necessary for them to feel as though they "own" the end result. Give people the chance to take on more responsibility as they advance in their careers. You must be careful not to simply add extra work, though. Find methods to incorporate tough and meaningful work instead, and consider providing the employee more independence and power.

Finally, on the motivators is Advancement. Promote loyal employee. If there isn't a vacant position for a valuable employee to move into, think about giving them a new title that accurately represents the kind of work they have completed. Allowing staff to further their education when it is practical will increase their value to your practice and make them happier in their careers and this would facilitate job satisfaction.

However, despite enjoying wide acceptance, the two factor theory is not free from limitations: The two-factor theory overlooks situational variables. Herzberg assumed a correlation between satisfaction and productivity. But the research conducted by Herzberg stressed upon satisfaction and ignored productivity. The theory's reliability is uncertain. Analysis has to be made by the raters. The raters may spoil the findings by analyzing same response in different manner. No

comprehensive measure of satisfaction was used. An employee may find his job acceptable despite the fact that he may hate/object part of his job. The two factor theory is not free from bias as it is based on the natural reaction of employees when they are enquired the sources of satisfaction and dissatisfaction at work. They will blame dissatisfaction on the external factors such as salary structure, company policies and peer relationship. Also, the employees will give credit to themselves for the satisfaction factor at work and the theory ignores blue-collar workers<sup>122</sup>.

### **Criticisms of Herzberg's Two-factor Theory**

There are several criticisms of the two-factor theory. These includes:

The theory appears to be bound to the critical incident method; theory confuses events causing feelings of satisfaction and dissatisfaction with the agent that caused the event to happen;the reliability of the data could have been negatively impacted by ego-defensiveness on the part of the employee; factors overlapped as sources of satisfaction and dissatisfaction; the value of the factors differed as a function of the occupational level of the employee; and;the theory ignores the part played by individual differences among employees<sup>123</sup>.

### **2.2.2. SECI Knowledge Conversion Model**

The idea that there are two different sorts of knowledge—tacit and explicit—lies at the foundation of Nonaka's research. Because it frequently depends on context, tacit knowledge is irrational and experience-based knowledge that cannot be stated in words, sentences, numbers, or formulas. This encompasses both technical skills like craft and knowledge and cognitive skills like beliefs, images, intuition, and mental models. Knowledge that can be stated in words,

sentences, numbers, or formulae is referred to as explicit knowledge (context free). Theoretical techniques, problem-solving, manuals, and databases are all included.

Nonaka depicts the transfer of knowledge as a spiralling motion. Start with a 2x2 matrix where the goal of knowledge can be either explicit or tacit, and current knowledge can take either of these forms<sup>124</sup>.

Obviously, the famous theories of organizational knowledge are Nonaka's Spiral of Knowledge. Nonaka developed this theory in 1991 with the objective to develop a model to understand how to build organizational knowledge and make organizations understand how they can maximize the management, application, and transfer of knowledge. The model introduced a cyclical knowledge transfer model typically suiting creative organizations. This model comprised four phases of knowledge conversion namely socialization, externalization, combination, and internalization (SECI). This means that an organization creates knowledge through the interactions between explicit and tacit knowledge. We call the interaction between the two types of knowledge 'knowledge conversion'. Through the conversion process, tacit and explicit knowledge expands in both quality and quantity.

Socialization (from tacit knowledge to tacit knowledge); Externalization (from tacit knowledge to explicit knowledge); Combination (from explicit knowledge to explicit knowledge); and Internalization (from explicit knowledge to tacit knowledge).

Socialization is the process of converting new tacit knowledge through shared experiences. Since tacit knowledge is difficult to formalize and often time- and space-specific, tacit knowledge can be acquired only through shared experience, such as spending time together or living in the same environment. Socialization typically occurs in a traditional apprenticeship; where apprentices learn the tacit knowledge needed in their craft through hands-on experience, rather than from

written manuals or textbooks. Socialization may also occur in informal social meetings outside of the workplace, where tacit knowledge such as world views, mental models and mutual trust can be created and shared. Socialization also occurs beyond organizational boundaries. Firms often acquire and take advantage of the tacit knowledge embedded in customers or suppliers by interacting with them.

Externalization is the process of articulating tacit knowledge into explicit knowledge. When tacit knowledge is made explicit, knowledge is crystallized, thus allowing it to be shared by others, and it becomes the basis of new knowledge. Concept creation in new product development is an example of this conversion process. Another example is a quality control circle, which allows employees to make improvements on the manufacturing process by articulating the tacit knowledge accumulated on the shop floor over years on the job. The successful conversion of tacit knowledge into explicit knowledge depends on the sequential use of metaphor, analogy and model.

Combination is the process of converting explicit knowledge into more complex and systematic sets of explicit knowledge. Explicit knowledge is collected from inside or outside the organization and then combined, edited or processed to form new knowledge. The new explicit knowledge is then disseminated among the members of the organization. Creative use of computerized communication networks and large-scale databases can facilitate this mode of knowledge conversion. When the comptroller of a company collects information from throughout the organization and puts it together in a context to make a financial report, that report is new knowledge in the sense that it synthesizes knowledge from many different sources in one context. The combination mode of knowledge conversion can also include the

'breakdown' of concepts. Breaking down a concept such as a corporate vision into operationalized business or product concepts also creates systemic, explicit knowledge.

Internalization is the process of embodying explicit knowledge into tacit knowledge. Through internalization, explicit knowledge created is shared throughout an organization and converted into tacit knowledge by individuals. Internalization is closely related to 'learning by doing'. Explicit knowledge, such as the product concepts or the manufacturing procedures, has to be actualized through action and practice. For example, training programmes can help trainees to understand an organization and themselves. By reading documents or manuals about their jobs and the organization, and by reflecting upon them, trainees can internalize the explicit knowledge written in such documents to enrich their tacit knowledge base. Explicit knowledge can also be embodied through simulations or experiments that trigger learning by doing. When knowledge is internalized to become part of individuals' tacit knowledge bases in the form of shared mental models or technical know-how, it becomes a valuable asset. This tacit knowledge accumulated at the individual level can then set off a new spiral of knowledge creation when it is shared with others through socialization.

Summarily, each of these processes has been explained in the context of organizational learning and knowledge management. The process of socialization is the most basic process in disseminating knowledge. Socialization is measured by using indicators: informal knowledge sharing, service improvement, maintaining relationships with colleagues, maintaining relationships with employers, and work problems<sup>125</sup>. Defined externalization as a process accomplished by writing a description of the work process through debate or reflection. Externalization is measured using indicators: new employees training, learning from experts, work documents, information dissemination, and organized learning. It was believed that

combination is a source of knowledge used for the knowledge management cycle<sup>105</sup>. The combination is also assessed using indicators which consist of strengthening cooperation and coordination, supporting different team section, supporting distribution process, supporting cooperation, and concerning the work goals<sup>126</sup>. Internalization on the other hand, is the process of conversion of the explicit knowledge into tacit knowledge. In other words, this can be said as the process of realizing explicit knowledge into individual tacit knowledge. Internalization is also measured using indicators such as virtual learning, self-development opportunity, publication development, global network development, as well as increase benefits for self- development<sup>127</sup>.

The following lists summarize the factors that characterize the four knowledge conversion modes.

**Socialization – from tacit to tacit:**

- a. Tacit knowledge accumulation: managers gather information from sales and production sites, share experiences with suppliers and customers, and engage in dialogue with competitors.
- b. Extra-firm social information collection (wandering outside): managers engage in bodily experience through management by wandering about, and get ideas for corporate strategy from daily social life, interaction with external experts and informal meetings with competitors outside the firm.
- c. Intra firm social information collection (wandering inside): managers find new strategies and market opportunities by wandering inside the firm.
- d. Transfer of tacit knowledge: managers create a work environment that allows peers to understand craftsmanship and expertise through practice and demonstrations by a master.

**Externalization – from tacit to explicit:**

- a. Managers facilitate creative and essential dialogue, the use of ‘abdlicative thinking’, the use of metaphors in dialogue for concept creation, and the involvement of the industrial designers in project teams.

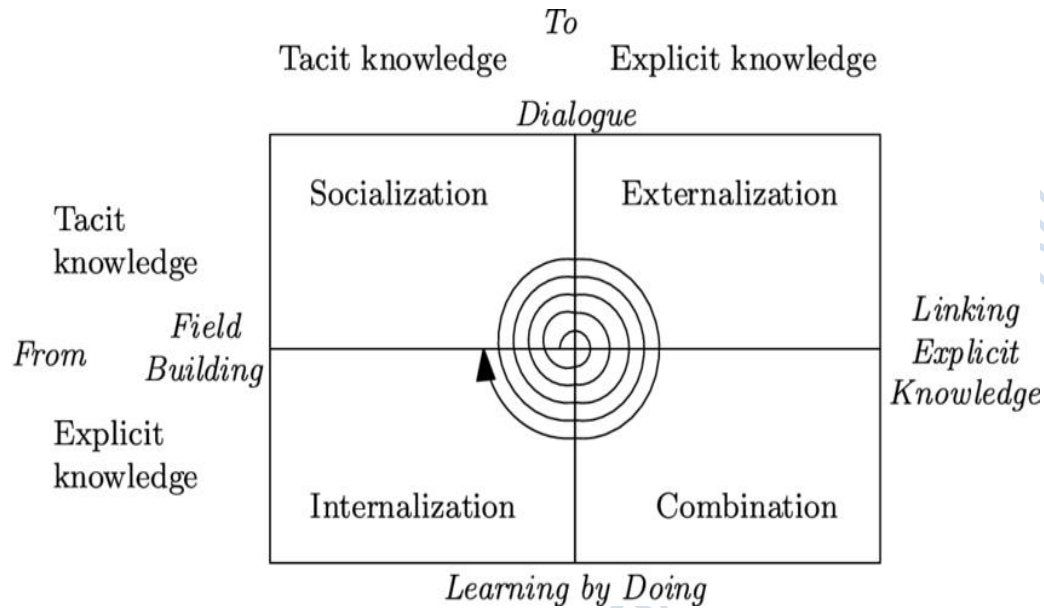
**Combination – from explicit to explicit:**

- a. Acquisition and integration: managers are engaged in planning strategies and operations, assembling internal and external data by using published literature, computer simulation and forecasting.
- b. Synthesis and processing: managers build and create manuals, documents and databases on products and services and build up material by gathering management figures or technical information from all over the company.
- c. Dissemination: managers engage in the planning and implementation of presentations to transmit newly created concepts.

**Internalization – from Explicit to Tacit:**

- a. Personal experience: real world knowledge acquisition: managers engage in ‘enactive liaising’ activities with functional departments through cross-functional development teams and overlapping product development. They search for and share new values and thoughts, and share and try to understand management visions and values through communication with fellow members of the organization.
- b. Simulation and experimentation: virtual world knowledge acquisition: managers engage in facilitating prototyping and benchmarking and facilitate a challenging spirit within the

organization. Managers form teams as a model and conduct experiments and share results with the entire department.



**Figure 2.1: SECI Model Source: Nonaka and Takeuchi (1995)**

## 2.3. Empirical Review

### 2.3.1. Job Motivation and Knowledge Management

To start with the dependent variable of this study which is Job motivation. From a wider perspective, based on the adopted model. In a study on Dissection of Herzberg's Two-Factor Theory to Predict Job motivation: Empirical Evidence from the Telecommunication Industry of Pakistan, five independent variables showed a significant positive relationship with job satisfaction, among which three (H3: relationship with supervisors, H4: relationship with peers

and H5: money) were hygiene factors, and two (H7: work itself and H8: recognition) were motivational factors. More so, the coefficient for relationship with peers was 0.34, which implies a positive relationship with job satisfaction. The relationship with the supervisor is seen to have a significant link with job satisfaction. A one-unit increase leads to a 0.08 increase in the satisfaction level, *ceteris paribus*. Since, the p-value for this regressor is less than the level of significance that I have chosen ( $p=0.05$ ), the null hypothesis was therefore rejected in favour of the alternate, that the relationship with the supervisor does have an effect on job satisfaction. A one-unit increase in work itself is associated with a 0.31 units increase in job satisfaction, *ceteris paribus*. Similarly, a unit increase in recognition at work would cause the attained satisfaction to increase by 0.14 units<sup>128</sup>.

In a study on Herzberg's theory of motivation and job satisfaction: Does it work for hotel industry in developing countries? Testing two hypothesis, motivator factors positively affect job satisfaction. And Hygiene factors positively affect job satisfaction. Hypothesis one was concerned with effects of motivator factors on job satisfaction. It was hypothesized that motivator factors positively affect job satisfaction. The result demonstrated that motivators were negatively correlated with job satisfaction and job satisfaction is not statistically dependent on motivators. This means that this hypothesis is not supported and motivator factors do not positively affect job satisfaction, however, they are a source of dissatisfaction. More so, Hypothesis two stated that hygiene factors positively affect job satisfaction. The results revealed that the relationships between hygiene factors and job satisfaction were positive and statistically significant as it was hypothesized. This implies that this hypothesis is supported and hygiene factors positively affect job satisfaction<sup>129</sup>.

On the other hand, in a study that aimed at testing the significance of Herzberg's theory in the field of academics. The study also aims to measure the differences in the satisfaction levels of academicians towards their job on the basis of the location of their home town, that is, from Northeast and other parts of the country. The study was primary in nature and data was collected with the help of a self-developed questionnaire. The sample units consisted of 478 academicians estimating around 30 per cent of the total academicians working in the central universities of Northeast India. Using multiple regression analysis, step-wise regression analysis and t-test in the study. It was found from the study that Herzberg's two-factor theory can be successfully applied to the academics' job satisfaction. Both the motivation and hygiene factors have been found to be positively and significantly related to job satisfaction. More so, It was found from the study that there is a significant difference in the satisfaction level of academicians towards the motivation and hygiene factors of job satisfaction due to the difference in their home town. Academicians whose home town is in the Northeast are found to be highly satisfied towards the motivation and hygiene factors than the academicians whose home town is in other parts of the country<sup>130</sup>.

Picking one of the hygiene factor of working condition, In a study on the influence of various facilities which are available within the university campus and the geographical region in which the university is situated on academics' job satisfaction. Nine CUs in Northeast India were used for the study. There were 478 academics total, drawn from all the cadres (assistant professor: stages 1, 2, and 3; associate professor; and professors), representing three academic fields (science, humanities, and social science). According to the study, the academics' job satisfaction is unaffected by their home town advantage. The study found a substantial and favorable

relationship between the amenities offered by the Northeast Region and on university campuses and the job satisfaction of academics employed by Central Universities in the region<sup>131</sup>.

In a study titled; Understanding and motivating academic library employees: theoretical implications, using the Maslow Hierarchy of needs, it was found that the group means of Maslow's needs ranged between 4.022 and 3.393. At the highest level, results found strong satisfaction of participants' self-actualization needs (M  $\frac{1}{4}$  4.022, SD  $\frac{1}{4}$  0.950). Satisfaction of the social (M  $\frac{1}{4}$  3.801, SD  $\frac{1}{4}$  1.061), physiological (M  $\frac{1}{4}$  3.738, SD  $\frac{1}{4}$  0.979) and security (M  $\frac{1}{4}$  3.592, SD  $\frac{1}{4}$  0.902) needs levels was reported to be relatively high, while self-esteem needs scored the lowest mean (M  $\frac{1}{4}$  3.393, SD  $\frac{1}{4}$  0.871), indicating more modest need satisfaction. However, the study found that the hierarchical arrangement of the study population need does not agree with that of Maslow, all the needs as highlighted by Maslow were motivators of academic librarians under study<sup>132</sup>.

In a study on Motivation and knowledge sharing: a meta-analysis of main and moderating effects, the results revealed that both extrinsic and intrinsic motivational factors were associated with higher levels of knowledge sharing, while the effect was stronger for intrinsic motivation. Moreover, results revealed that substantial variance was explained by moderating variables. Further investigation revealed that individual characteristics (age, gender), organizational context (organizational setting vs. open system, IT infrastructure) and cultural context (collectivism, uncertainty avoidance, performance orientation, power distance) moderated the motivation and knowledge sharing relationship<sup>133</sup>.

### **2.3.2. Knowledge Conversion and Job motivation**

A motivated employee will definitely be willing to interact, brainstorm and do some other things in a bid to share knowledge consciously or unconsciously. To buttress and affirm this view studies that combine the two broad variables of knowledge conversion and job motivation has will be reviewed with empirical evidences. Starting with the SECI theory;

In a study on the influence of knowledge transfer through information technology implementation on headmasters' performance in Indonesian senior high school, the author formulated five null hypotheses on the influence of SECI model on head masters job performance. It was found that the first hypothesis which stated that socialization has an effect on the performance of headmasters and that the higher is the socialization, the greater is the performance of headmaster was accepted. The results of the analysis suggested that when the socialization variable increases, it also increases the performance of headmasters. This is an indication of the fact that the school's success is strongly influenced by the ability of the schools management to create relationships and platforms for socialization. Schools that cannot build and develop relationships do not build good relationship with the community and parents, due to which such school fails to achieve success. This also suggests that socialization can enable the school to fulfil the desires and satisfy the needs of the students<sup>134</sup>. The result supported the findings that socialization and internalization have significant influence on organization performance and of course it is cleared that only motivated staff can enhance high level organization performance<sup>135, 136</sup>. The implication of this to libraries is that the higher the socialization among librarians the higher tendency of motivation of librarians to perform better.

In the same study, the second hypothesis which boards on externalization as one of the spiral model of SECI states that externalization influences the performance of headmasters. This hypothesis was declared null and void because based on the analysis of the findings of the study,

externalization was found to make no impact on the performance of headmasters. The reason is that the effect of 0.187 or ( $p\text{-value} > 0.05$ ) or  $CR\ 1.319 \leq 1.967$  is not significant. This suggests that if there is an increase in externalization, the performance of headmaster will not experience an increase. The implication of this is that externalization which is the conversion of tacit to explicit knowledge does not affect nor influence job performance. In other word, externalization does not motivate principals to perform better than usual.

The third hypothesis suggests that combination affects the performance of headmaster. Based on the results of this study, it is concluded that combination empirically does not have any influence since the 0.289 impact is not significant (at  $p\text{-value} > 0.05$ ) or  $CR\ 1,012 \geq 1.967$  towards the performance of headmaster. This indicates that an increase in combination will not cause any increase in the performance of headmaster and vice versa. This also explains that the combination variable has no effect in term of processing the setting of tacit to explicit by doing the combination (e.g. organizing, mixing knowledge) through combining various type of explicit knowledge. This can be exemplified in terms of education and training of headmasters. The reason is that headmasters are only carrying out tasks from superiors without regard to the benefit of the training and therefore cannot see the potential knowledge transfer process. The hypothesis was declared null as far as the study is concerned.

The fourth hypothesis mentions that internalization affects the performance of headmasters. The results of this study fulfil the terms of acceptance of this hypothesis,  $t_{\text{stat}} = t$  is CR value (5,530)  $\geq 1,96$  on significant level 0,000. The conclusion is that there is evidence to reject  $H_0$  and accept  $H_4$ , so that one can get the indication that if there is an increase in internalization, the performance of headmaster will also increase. Based on the analysis of the study, internalization variable characterizes virtual learning; it is seen as opportunity to develop holistically --

publication development, global network development, increase benefits for self-development and like<sup>137</sup>. This suggests that an increase in internalization will increase the performance of headmasters. More so, this study is similar to the research by Nonaka and Toyama who stated that in the process of internalization, there is a change of the explicit knowledge into the tacit knowledge. It is generally carried out through a process of learning and/or research that is carried out or experienced by each individual<sup>138</sup>.

The fifth hypothesis that hypothesis proposed that socialization, externalization, combination, and internalization together influence the performance of headmasters. Based on the analysis of the findings of this study, this hypothesis is accepted. This is empirically shown by the significant effect on the performance of headmaster. The coefficient value obtained with all p-value is significant in terms of accepting the p-value of  $< 0.05$ , which means that all the variables viz., socialization, externalization, combination, and internalization, directly make an effect on the performance of headmasters, with value of  $CR\ 5.976 \geq 1.96$ . to buttress further in a related study, it was found that knowledge creation process contributed to academic success. This result advocates independent exploration of knowledge in the university's research departments. This research also shows the importance of the extraordinary socialization process though it is underappreciated. It also shows that knowledge is usually defined at individual level of interactions amidst groups and institutions. This requires four knowledge creation process viz., socialization, externalization, combination, and internalization which would help organizations to run smoothly<sup>139, 140</sup>.

In a study on Factors affecting knowledge creation in academic libraries as one of the enablers, intrinsic motivation was found to directly influence knowledge strategy implementation ( $\beta=.366$ ,  $p<.001$ ), confirming the fundamental role of reinforcement, especially non-monetary, in the

successful implementation of Knowledge management initiatives, as it helps to reduce employee reluctance to share and integrate their knowledge. This means that intrinsic motivation of librarians helps in sharing knowledge among colleagues<sup>141</sup>.

Furthermore, in a study on The Effect of Job and Motivation on the Knowledge Sharing of Librarians in Public Libraries, the author formulated six hypotheses. The findings of the study show factors that motivate knowledge sharing among public libraries librarians. Hypothesis 1: The effect of autonomy on intrinsic motivation Autonomy has a significant and direct effect on intrinsic motivation ( $t = 2.86$ ;  $\gamma \frac{1}{4} 0:58$ ); therefore, hypothesis 1 that job autonomy have significant effect on intrinsic motivation is confirmed. This explains that if a librarian has job autonomy which is a degree of freedom accorded an employee to exhibit his expertise, there is high tendency for such librarians to willingly share or be interested in sharing knowledge with colleagues. More so, in the same study, Hypothesis 2: The effect of task identity on introjected motivation, Task identity has no significant and direct effect on introjected motivation; therefore, hypothesis 2 which states that task identity have direct and significant effect on introjected motivation of library staff was declared null. This means that particular to this study task identity does not in any way motivates library staff. Furthermore, Hypothesis 3: The effect of feedback on external motivation feedback has no significant and direct effect on external motivation; therefore, hypothesis 3 is not confirmed. This shows that out of factors that motivate librarians being the population of this study, in relation to this study, feedback does not motivate librarians. This however negates findings of a study where it was displayed that there is a significant influence in feedback environment towards job satisfaction<sup>142</sup>. Moreover, specifically on knowledge sharing, Hypothesis 4: The effect of intrinsic motivation on knowledge sharing Intrinsic motivation has a significant and direct effect on knowledge sharing ( $t = 4.66$ ;  $\gamma \frac{1}{4} 0:47$ );

therefore, hypothesis 4 is confirmed. Hypothesis 5: The effect of interjected motivation on knowledge sharing Introjected motivation has a significant and direct effect knowledge sharing ( $t = 3.30$ ;  $\gamma \frac{1}{4} 0:13$ ); therefore, hypothesis 5 is confirmed. Hypothesis 6: The effect of external motivation on knowledge sharing external motivation has a significant and direct effect on knowledge sharing ( $t = 4.08$ ;  $\gamma \frac{1}{4} 1:27$ ); therefore, hypothesis 6 is confirmed. This shows that the trio of intrinsic motivation, introjected motivation and external motivation has significant influence on librarians. They serve as driving force to knowledge sharing<sup>143</sup>.

In a study on SECI driven creativity: the role of team trust and intrinsic motivation. The researcher formulated five hypotheses: H1. Team trust is positively related to individual SECI models, H2. Team intrinsic motivation is positively related to individual SECI models, H3. Individual SECI models are positively related to creativity, H4. Individual SECI models mediate the relationship between team trust and individual creativity, and H5. Individual SECI models mediate the relationship between team intrinsic motivation and individual creativity. It was found that at the individual-level, SECI was positively correlated with individual creativity ( $r = 0.629$ ,  $p < 0.01$ ), as were the team-level variables of trust ( $r = 0.107$ ,  $p < 0.05$ ) and intrinsic motivation ( $r = 0.157$ ,  $p < 0.01$ ). Additionally, team trust was positively correlated with intrinsic motivation ( $r = 0.328$ ,  $p < 0.01$ ). that team trust was positively related to SECI ( $g = 0.35$ ,  $p < 0.001$ ), therefore, Hypothesis 1 was supported. Moreover, as hypothesised (Hypothesis 2), team intrinsic motivation was positively related to SECI ( $g = 0.26$ ,  $p < 0.001$ ). To test and support Hypothesis 3, the researchers found a positive significant correlation between SECI and creativity ( $g = 0.96$ ,  $p < 0.001$ ). Moreover, to test the mediation hypotheses (Hypotheses 4 and 5), SECI was included in Step 3, the effect of team trust and team intrinsic motivation on creativity decreased ( $g = -0.26$ ,  $p < 0.05$  and  $g = 0.17$ ,  $p = \text{n.s.}$ , respectively)<sup>144</sup>. This shows that SECI

model of knowledge conversion and knowledge sharing among organization is affected by intrinsic motivation, creativity and team trust. These factors are advised to be taken into consideration by libraries in order to exploit the avalanche of knowledge inherent in the old, experience and intelligent library staff in order to ensure proper knowledge sharing.

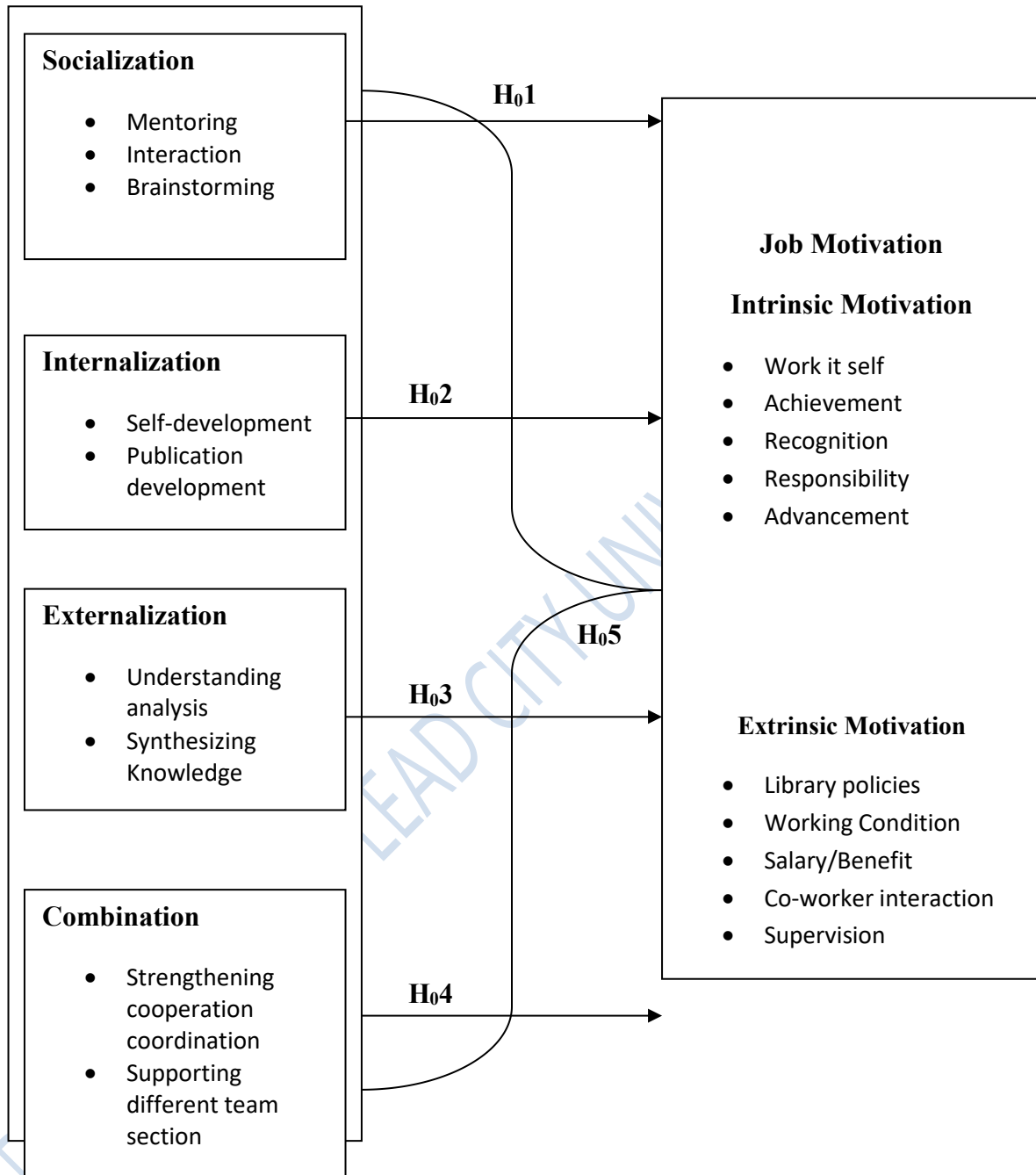
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#### **2.4. Conceptual Model**

The researcher relied on a self-conceptual model taking a cue from the theory adopted for this study.

**Independent Variable  
(Knowledge Conversion Practice)**

**Dependent Variable  
(Job Motivation)**



*Source: A Self Constructed Conceptual Model*

The conceptual framework was self-developed to serve as a guide and a framework for the study titled, Knowledge conversion practices and Job motivation of Librarians in Private Universities in Oyo. Job Motivation is the dependent variable for the study and it would be measured by the Herzberg's theory of job motivation popularly called two factor theory. The theory is divided into two called hygiene and motivators. The hygiene factors are intrinsic motivators that includes Work it self, Achievement, Recognition, Responsibility and Advancement. All of these are psychological needs but they are vital as their absence may cause demotivation thereby reducing employee job performance. The motivators are Companies' policies Working Condition, Salary/Benefit, Co-worker interaction and Supervision.

The independent variable for these works were derived from the SECI model which comprises of the spiral stages of knowledge conversion. The processes are knowledge socialization which is the conversion of tacit knowledge to tacit knowledge. Based on literatures reviewed, socialization would be measured by mentoring and brainstorming. Next is knowledge externalization which is the conversion of tacit knowledge to explicit knowledge, this also would be measured by understanding analysis and synthesizing external knowledge. thirdly, knowledge combination is the conversion of explicit knowledge to explicit knowledge which would also be measured by Strengthening cooperation coordination and supporting different team sections. The last on the spiral is knowledge internalization which is the conversion of explicit knowledge to tacit, this would be measured by Self-development opportunity, and Publication development.

## 2.5 Summary of Literature Reviewed

Motivational states are frequently interpreted as internal forces that produce a disposition to participate in goal-directed activity in the employee. Job motivation is a natural, internal urge to exert the necessary effort and take the required actions in relation to work-related activities. It has been broadly defined as the psychological forces that influence a person's level of effort and persistence, the direction of their behaviour inside an organization. Additionally, motivation can be viewed as the willingness to exert effort in order to achieve a goal or receive a reward. The phrase sum of the mechanisms that drive the arousal, direction, and maintenance of behaviours relevant to work situations has been used to define motivation at work. More so, an organization's success depends on having motivated personnel because they are typically more productive at work.

Many scholars see Job motivation as an affective or emotional reaction of an individual to their work; some authors too see Job motivation as attitudinal concept which is depicted by either positive or negative attitude of an individual towards their job, positive attitude will result in positive level of satisfaction and vice versa. Some author sees Job motivation as an expectation of an individual in their job or during the course of discharging their duties, if their expectation is met, it will create a sort of satisfaction and if not, it will result in job dissatisfaction. More so, some sees Job motivation is a belief system which has been formed for a long time, it is the value system of some individual which makes them to be satisfied with everything.

More so, motivation could be intrinsic or extrinsic. Intrinsic motivation is the motivation derived or driven by psychological achievement other than extrinsic which is derived or driven physical need. Whatever, all together, important aspects of Job motivation, includes but may not be

limited to the following as circumstances differs thus each and every organization must carry out organizational specific studies on what turn on and off their employees, but generally, the following need to be given due consideration if objectives and aims of the organization would be achieved- appreciation, communication, co-workers, fringe benefits, working conditions, nature of the work, organization, personal growth, policies and procedures, opportunity for advancement, recognition, security, and supervision. According to the subconstruct of the Herzbergs theory of job motivation popularly called two factor theory of hygiene and motivator. Hygiene (extrinsic motivation) issues, such as salary and supervision, decrease employees' dissatisfaction with the work environment. Motivators (intrinsic motivation), such as recognition and achievement, and so on stimulates employee to be more productive, creative and committed.

Knowledge as ever in the 21<sup>st</sup> century represents a crucial drive for organizations competitive advantage. It generates value by supporting an organization's capability to produce innovation learn and unlearn and transfer best practices across boundaries. The SECI model is widely regarded as a theoretical landmark and used as a framework for the majority of knowledge management conceptualization or descriptive purposes in case studies among this profusion of knowledge-based theories, concepts, and tools. According to the model, knowledge generation is a dynamic process in which ongoing communication between tacit and explicit knowledge leads to the creation of new knowledge and its amplification at various ontological levels (individual, organizational, inter-organizational). The model stands out because it provides a useful instrument for evaluating knowledge generation in organizational contexts in addition to formalizing a theory of knowledge formation based on the epistemological distinction between tacit and explicit knowledge. More so, the model envisioned the creation of new knowledge as a continuous, dynamic process that emerges and recurs across time. The generation-codification-

transfer-application process, the four processes of knowledge creation, retrieval, transfer, and application, and the accumulation of dynamic competence development are examples of knowledge management process conceptualizations that primarily propose an evolutionary path. In contrast, the SECI root metaphor, the spiral, represents the interconnectedness of all things. According to the widely accepted conceptualization of knowledge management as a path leading from acquiring, storing, and diffusing knowledge to applying it, these models suggest a sequential evolution of knowledge, which has the same quality but a different "stage of life" and usefulness to organizational life. On the other hand, the model focuses on holistic processes that create new types of information by converting existing types of knowledge. The model shows the four conversion modes produced by the process of moving from one type of knowledge to another: socialization, externalization, combination, and internalization.

The spiral begins with the socialization mode, in which people share their experiences through routine social engagement and trade tacit information. Tacit information can only be obtained through directly exchanging work experiences because it is difficult to formalize and frequently space- and time-specific (e.g., working side-by-side or observing colleagues). In a conventional apprenticeship, newcomers typically gain the tacit knowledge necessary for their skill over time through personal interactions and hands-on practices. This first form essentially entails the interpersonal sharing of tacit knowledge, which permits the definition of patterns of "how to do things" or reckon events, beliefs, representations of objects, and actions and models of professional.

Through the Externalization method, tacit knowledge is transformed into fresh explicit knowledge in the form of ideas, pictures, and textual materials. Here, people successfully codify tacit information through conversation, metaphors, and team conflicts. In order for this mode to

be effective, knowledge must be de-embedded through a process of reflection on action that creates separation between the subject and the object. The formation of crystallized knowledge, or organizational memory, is a significant result of this experience-based reflection: "Members come and go, and leadership changes, but organizations' memories sustain certain behaviours, mental maps, norms, and values over time." New knowledge is produced as a result of formalization, which is later made available to other co-workers.

Then, through the Combination mode, explicit knowledge is gathered with other intra- or inter-organizational explicit knowledge and combined, altered, or processed to create more sophisticated and organized explicit knowledge. This kind of knowledge conversion might be aided by the inventive application of computerized communication networks and vast databases. For instance, a number of earlier studies have focused on the use of ICT, such as groupware, online databases, intranets, and virtual communities, to communicate and exchange information. In the absence of human ties, information-sharing procedures produce higher-order knowledge, such as models and best practices.

The final phase of the SECI spiral is Internalization, where individuals assimilate explicit knowledge, enhancing their tacit knowledge base. Formal knowledge is connected to personal experiences to be later transferred and used in practical situations, serving as the cornerstone of employees' updated routines. For instance, in training programs, trainees can take on a new role by reading and commenting on documents or manuals regarding their work or firm. They can also participate in learning-by-doing activities like simulations or trial-and-error sessions. Overall, these learning exercises help participants enlarge their professional knowledge and incorporate new information into their mental models, which opens the door to the creation of

new tacit knowledge. The spiral of information then recirculates this newly internalized knowledge, starting additional conversion processes.

Librarianship as a profession deal with knowledge and needs knowledge both tacit and explicit to deliver in the phase of stiff competition, and information explosion brought about by disruptive nature of Information and communication technology. This has left librarians especially academic libraries and librarians with no option than to raise their knowledge prowess and bridge every gap in knowledge so as to be more effective and stay relevant in the technology driven world. Librarianship is an ancient profession whose foundation is built on several old ways of doing things, although the old ways has been disrupted by technology but history is still to be reckon with base on the assertion that if you don't know where you are coming from you may not be able to navigate your path to where you are heading to.

In a bid to share knowledge, libraries have employed different means both formal and informal to convert knowledge and share among professionals. Among these efforts are brainstorming, storey telling, in-house training, staff rotation, mentoring and use of social media platforms. However, higher performance which is reliant on the wealth of knowledge acquired by librarian is based on motivation, therefore library management should put measures in place to foster knowledge sharing by creating an atmosphere that triggers both intrinsic and extrinsic motivation.

## **Endnotes**

### **Chapter Three**

#### **Methodology**

This chapter present the methodology adopted for this study. It provided information on the research design, population of study, sampling techniques and procedures, the research instrument, validity and reliability of the research instrument and the method of data analysis adopted for the study

#### **3.1 Research Design**

The descriptive research survey was adopted for this study. This is an observational study that is used to find out the association between variables in a particular study that the researcher cannot control or manipulate. This method is considered appropriate in order to indicate the accurate description of how the independent variables (knowledge conversion practice) interplay to influence the dependent variable job motivation among librarians in private university in Oyo State Nigeria.

#### **3.2 Population of the Study**

The population for this study consists of all librarians from six (6) private universities in Oyo State, Nigeria. These universities are Lead City University, Ibadan, Ajayi Crowther University, Oyo, Kola Daisi University, Ibadan, Dominican University, Ibadan, Atiba University, Oyo and. The details of the population of the study are presented in Table 3.1. below

**Table 3.1 Population of Librarians in Private Universities in Oyo State**

S/N	Private Universities in Oyo State	Librarians
1.	Lead City University, Ibadan	15
2.	Ajayi Crowther University, Oyo	16
3.	Kola Daisi University, Ibadan	6
4.	Dominican University, Ibadan	10
5.	Atiba University, Oyo	3
6.	Dominion University, Ibadan	6
<b>Total</b>		<b>56</b>

*Sources: Library Personnel Records of the Institutions, 2022*

### **3.3. Sample Size and Sampling Technique**

The sample size of this study is 56 librarians and total enumeration was adopted for this study because the population size is manageable and enabled the researcher to collect data from all

elements in the population, and this will be done to ensure full participation of all the librarians in private university libraries in Oyo State Nigeria. The study included all the fifty-six (56) librarians. Thus, there is no sampling.

### **3.4. Research Instrument**

This research employed the use of structured questionnaire to collect data for the study. The questionnaire for this study was tagged Knowledge Conversion Practices and Job Motivation. The instrument for this study is questionnaire adapted from studies on Job motivation. Putting theory into practice<sup>145</sup>. Questions on job motivation contains 29 questions. Overall, the adopted research instrument was divided into five sections.

Section A: Demographic information: It consists of questions on demographic data of the respondents such as age, gender, marital status, educational qualification, designation, department and years of work experience.

Section B: It deals with job motivation of librarians. It contains the ten main constructs of the dependent variable namely, work itself, achievement, recognition, responsibility advancement, library policies, working condition, salary/benefit, co-worker interaction and supervision.

Section C: It dealt with questions on knowledge conversion practices of the librarian. This contains four constructs of the independent variable: Socialization (tacit to tacit), Externalization (Tacit to Explicit), Combination (Explicit to Explicit) and Internalization (Explicit to tacit) knowledge conversion practices.

### **3.5 Validation of Research Instrument**

In confirming the validity of the data collection instrument(questionnaire), it was subjected to researcher's supervisor and other experts and professionals in the department of library and information science, Lead City University, Ibadan were given copies for vetting and corrections, the corrections pointed by the experts were affected based on their comments and suggestion

### **3.6 Reliability of Research Instrument**

In order to establish the reliability of the instrument, a pilot study was conducted on twenty (20) librarians at Al-Hikmah University, library, Ilorin. The data generated was subjected to Cronbach's alpha reliability test. This was done on section-by-section at 0.5 level of significance for alpha reliability coefficient results. The result of the reliability test is as follows: Job motivation – 0.80, Knowledge conversion practices – 0.81.

### **3.7 Method of Data Collection**

Copies of questionnaire was administered on Librarians and Library staff in the six private universities in Oyo State. This was done by the researcher with the help of trained research assistants in the study area. Respondents were served the copies of the questionnaire to complete and was retrieved after their response have been duly indicated for analysis.

### **3.8 Method of Data Analysis**

The data collected from the survey was coded and analysed using the IBM SPSS statistics software version 24. The demographic data was analyzed using descriptive statistics such as simple frequency tables and percentages. The research questions were analysed using descriptive statistics, hypothesis 1, 2, 3 and 4 were analysed using linear regression and hypothesis 5 was analysed using multiple regression which would be tested at 0.05 level of significance.

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**Endnote**

## Chapter Four

### Results and Discussions of Findings

#### 4.1 Data Presentation and Analysis

##### Demographic Characteristics of Respondents

The demographic data of the participants were collected and examined using descriptive statistics such as frequencies and percentages and presented in tables.

##### 4.1.1 Distribution of Respondents by Gender

**Table 4.1: Gender of Respondents**

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
--------	-----------	---------	---------------	--------------------

Male	19	33.9	33.9	33.9
Female	37	66.1	66.1	66.1
<b>Total</b>	<b>56</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Source: Field Survey, 2022**

The above table reveals the gender distribution of librarians in private university libraries in Oyo state. The table reveals that there are 19 male librarians while there are 37 female librarians. This confirms the notion that librarianship is still seen as a female dominated form of profession.

**Table 4.2: Age of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Less than 30 years	15	26.8	26.8	26.8
30 to 45 years	22	39.3	39.3	66.1
46 to 60 years	11	19.6	19.6	85.7
61 years and above	8	14.3	14.3	100
<b>Total</b>	<b>56</b>	<b>100</b>	<b>100</b>	

**Source: Field Survey, 2022**

The next demographic table shows the age distribution of librarians in private university libraries in Oyo state. 15 of the respondents expressed the fact that they are less than 30 years of age. 22 indicated that they are within the age range of 30 to 45 years of age while 11 of the total number of librarians said they are within the age range of 46 to 60 years of age. Finally, 8 of the librarians indicated that they fall within the age range of 61 years and above.

**Table 4.3: Academic Qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Bachelor's Degree	31	55.4	55.4	55.4
Master's Degree	15	26.8	26.8	82.1
PhD and others	10	17.9	17.9	100
<b>Total</b>	<b>56</b>	<b>100.0</b>	<b>100</b>	

**Source: Field Survey, 2022.**

The next demographic factor to be considered as shown in the above table is academic qualification of librarians in private university libraries in Oyo state. 31 of the librarians said they possess the bachelor's degree while 15 indicated that they have the master's degree. Those that have a doctorate degree were 10 librarians.

**Table 4.4: Work Experience**

<b>Years in Librarianship</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Less than 5 years	15	26.8	26.8	26.8
5 to 10 years	14	25.0	25.0	51.8

11 to 20 years	7	12.5	12.5	64.3
21 to 30 years	8	14.3	14.3	78.6
31 years and above	12	21.4	21.4	100
<b>Total</b>	<b>56</b>	<b>100</b>	<b>100</b>	

**Source: Field Survey, 2022**

The last demographic to be considered in this study is the years of experience librarians in private university libraries have worked for in Oyo State. 15 of the total librarians under survey said they have less than five years work experience. 14 said they have five to ten years of work experience. 7 said they have worked for 11 to 20 years. 8 said they have worked for 21 to 30 years while 12 said they have worked for 31 years and above.

## 4.2 Research Questions

**4.2.1 Research Question One:** What are the factors that motivate librarians in private universities in Oyo State?

### 4.5: Factors that motivate librarians in private universities in Oyo State

<b>Job Recognition</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std. Deviation</b>
My library recognizes my years of hard work through compensating me adequately.	3 (5.4%)	3 (5.4%)	24 (42.9%)	26 (46.4%)	1.70	.807
My library has a recognition policy for hardworking staff.	10 (17.9%)	38 (67.9%)		8 (14.3%)	3.04	.571
My library's recognition practice is never biased to any gender, class or category of librarians.	4 (7.1%)	27 (48.2%)	25 (44.6%)		2.63	.620
<b>Mean: 2.45</b>						
<b>Achievement</b>						
I think I have achieved a lot ever	4	1	40	11	1.96	.713

since I started working for this library.	(7.1%)	(1.8%)	(71.4%)	(19.6%)		
What I have achieved as a result of my being employed as a librarian in this library is commensurate to my educational qualification.	7 (12.5%)		37 (66.1%)	12 (21.4%)	2.04	.852
I think I can still achieve more in years to come if I remain being an employee of this library.	15 (26.8%)	19 (33.9%)	17 (30.4%)	5 (8.9%)	2.79	.948
<b>Mean: 2.26</b>						
<b>Job Responsibility</b>						
I see that my first point of responsibility is to my library and no other place in my place of work.	16 (28.6%)	7 (12.5%)	26 (46.4%)	7 (12.5%)	2.57	1.042
I think my responsibility in the library I am working for is not burdensome.	19 (33.9%)	13 (23.2%)	13 (23.2%)	11 (19.6%)	2.71	1.140
I do not mind doing extra work for my library as long as I will be adequately compensated.	12 (21.4%)	23 (41.1%)	11 (19.6%)	10 (17.9%)	2.66	1.014
<b>Mean: 2.64</b>						
<b>Grand Mean:2.45</b>						

**Source: Field Work, 2022**

The first research question in this study has to do with determining the various factors that determine what motivates librarians in private university libraries in Ogun state. Three indicators were used to understand the factors that motivate librarians in private university libraries in Oyo state. They are: Job recognition, achievement and job responsibility. Each of these indicators attracted a mean of 2.45, 2.26 and 2.64 on a scale of 4 respectively. Out of this indicator, job recognition and achievement fell below average. Only job responsibility was well above average. Overall, from the grand mean score of 2.45, we could say that librarians in private university libraries in Oyo state are not well motivated.

**4.2.2 Research Question Two:** What are the knowledge conversion techniques adopted by libraries in private universities in Oyo State?

**4.2.2: Knowledge conversion techniques adopted by libraries in private universities in Oyo State**

	SA	A	D	SD	Mean	Std. Deviation
<b>Socialization</b>						
I find it very easy impacting knowledge to my colleagues in the library.	16 (28.6%)	13 (23.2%)	17 (30.4%)	10 (17.9%)	2.62	1.088
I see no reason why I should not teach anyone about librarianship especially to those who want to learn from me.	12 (21.4%)	13 (23.2%)	23 (41.1%)	8 (14.3%)	2.52	.991
I love releasing knowledge acquired on librarianship to those around me and to those that are learning from me.	19 (33.9%)	17 (30.4%)	16 (28.6%)	4 (7.1%)	2.91	.959
<b>Mean: 2.56</b>						
<b>Externalization</b>						
I do document knowledge acquired in librarianship and make it accessible to as many people who care to have it.	19 (33.9%)	18 (32.1%)	15 (26.8%)	4 (7.1%)	2.93	.951

Knowledge on how to excel in librarianship is made explicit to library users in my library.	21 (37.5%)	18 (32.1%)	16 (28.6%)	1 (1.8%)	3.05	.862
Knowledge about librarianship in my library can be accessed through databases, person to person etc.	26 (46.4%)	22 (39.3%)	5 (8.9%)	3 (5.4%)	3.27	.842
<b>Mean: 3.08</b>						
<b>Combination</b>						
Most of the knowledge I have acquired in the field of librarianship is as a result of team work and cooperation in my library.	19 (33.9%)	16 (28.6%)	17 (30.4%)	4 (7.1%)	2.89	.966
Knowledge acquired in the field of librarianship has been very strengthening for me in terms of the way I perceive things in life.	30 (53.6%)	12 (21.4%)	12 (21.4%)	2 (3.6%)	3.25	.919
Coordinating myself and my colleagues in acquiring knowledge about librarianship has never been a daunting task for me.	17 (30.4%)	28 (50.0%)	9 (16.1%)	2 (3.6%)	3.07	.783
<b>Mean: 3.07</b>						
<b>Internalization</b>						
I have adequate knowledge as regards how I can develop myself in the library profession.	20 (35.7%)	19 (33.9%)	10 (17.9%)	7 (12.5%)	2.93	1.024
Knowledge about librarianship that I have acquired overtime has been very useful to my self-growth and actualization in life.	19 (33.9%)	10 (17.9%)	20 (35.7%)	7 (12.5%)	2.73	1.070
As a librarian, I have adequate knowledge on how to publish papers.	11 (19.6%)	9 (16.1%)	22 (39.3%)	14 (25.0%)	2.30	1.060
<b>Mean: 2.65</b>						
<b>Grand Mean: 2.90</b>						

**Source: Field Work**

**Key: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SDA) = 1**  
**Decision Rule: 1.00 – 1.49 (Very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)**

The second research question of this study is based on investigating various knowledge conversion practices by librarians in private university libraries in Oyo state. Four knowledge conversion practices were used in this study. They are: Socialization, Externalization, Combination and internalization. Socialization attracted a mean score of 2.56 on a scale of 4. Externalization recorded a mean score of 3.08 on a scale of 4. Combination was of a mean score of 3.07 on a scale of 4 while Internalization recorded a scale of 2.65 on a scale of 4. Out of all these indicators, internalization had the lowest mean score. The implication of this is that librarians in private university libraries in Oyo state do not to a large extent internalize knowledge acquired in librarianship to transform those learning under them and also their very self. Internalizing knowledge in this context also has a whole lot to do with using that

knowledge as well to practicalised other things pertaining to librarianship. Socialization as one of the indicators used to measure knowledge conversion was at an average level. The implication of this is that knowledge being transferred to library colleagues in the library setting is just minimal. Furthermore, the implication is also that some librarians are hauling knowledge about library practices from their colleagues.

### 4.3 Test of Hypotheses

H01: There will be no significant influence of knowledge socialization on Job motivation of librarian in private universities in Oyo State.

**Table 4.6: Influence of knowledge socialization on Job motivation of librarian in private universities in Oyo State**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.047 <sup>a</sup>	.002	-.016	.47871

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.027	1	.027	.119	.731 <sup>b</sup>
	Residual	12.375	54	.229		
	Total	12.402	55			

Source: Field Survey, 2022

The first null hypothesis in this study is about investigating the influence of knowledge conversion practice (socialization) on job motivation of librarians in private university libraries in Oyo state. The outcome of this null hypothesis is that socialization as an indicator of knowledge conversion practices did not in any way influence job motivation. The probability value was at .731. This is way higher than the actual level of significance (0.05) this study adopted to determine how an independent variable will determine an independent variable. The relationship between socialization and job motivation was at .047. This is indicated in the model summary table. This implies that there is a 47% relationship between socialization and job motivation. It also means that the relationship is positive but weak. The adjusted  $r^2$  value is at -.016. This means that socialization as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo state.

H02: There will be no significant influence of knowledge Internalization on Job motivation of librarian in private universities in Oyo State.

**Table 4.7: Influence of knowledge Internalization on Job motivation of librarian in private universities in Oyo State**

Model Summary				
Model	R	R Square	Adjusted R	Std. Error of the Estimate

Square					
1	.025 <sup>a</sup>	.001	-.018		.47908

a. Predictors: (Constant), internalization

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.008	1	.008	.034	.854 <sup>b</sup>
	Residual	12.394	54	.230		
	Total	12.402	55			

a. Dependent Variable: job motivation

b. Predictors: (Constant), Internalization

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.407	.261		9.210	.000
	internalization	.015	.083	.025	.185	.854

a. Dependent Variable: job motivation

The second null hypothesis in this study is about investigating the influence of knowledge conversion practice (internalization) on job motivation of librarians in private university libraries in Oyo state. The outcome of this null hypothesis is that internalization as an indicator of knowledge conversion practices did not in any way influence job motivation. The probability value was at .854. This is way higher than the actual level of significance (0.05) this study adopted to determine how an independent variable will determine an independent variable. The relationship between internalization and job motivation was at .025. This is indicated in the model summary table. This implies that there is a 25% relationship between internalization and

job motivation. It also means that the relationship is positive but weak. The adjusted  $r^2$  value is at -.018. This means that internalization as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo state. In this regard the null hypothesis was accepted.

Ho3: There will be no significant influence of knowledge Externalization on turnover intention of librarian in private universities in Oyo State.

**Table 4.8: Influence of knowledge Externalization on turnover intention of librarian in private universities in Oyo State**

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.035 <sup>a</sup>	.001	-.017	.47894

a. Predictors: (Constant), externalization

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.015	1	.015	.067	.797 <sup>b</sup>
	Residual	12.387	54	.229		
	Total	12.402	55			

a. Dependent Variable: job motivation

b. Predictors: (Constant), externalization

Coefficients	
--------------	--

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	Sig.
1	(Constant)	2.533	.311		.000
	externalization	-.025	.099	-.035	.797

a. Dependent Variable: job motivation

The third null hypothesis in this study is about investigating the influence of knowledge conversion practice (externalization) on job motivation of librarians in private university libraries in Oyo state. The outcome of this null hypothesis is that externalization as an indicator of knowledge conversion practices did not influence job motivation. The probability value was at .797. This is way higher than the actual level of significance (0.05) this study adopted to determine how an independent variable will determine an independent variable. The relationship between externalization and job motivation was at .035. This is indicated in the model summary table. This implies that there is a 35% relationship between externalization and job motivation. It also means that the relationship is positive but weak. The adjusted  $r^2$  value is at -.017. This means that externalization as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo state. In this regard the null hypothesis was accepted.

H04: There will be no significant influence of knowledge combination on Job motivation of librarian in private universities in Oyo State.

**Table 4.9: Influence of knowledge combination on Job motivation of librarian in private universities in Oyo State**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

		Square		
1	.343 <sup>a</sup>	.117	.101	.45025

a. Predictors: (Constant), combination

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.455	1	1.455	7.177	.010 <sup>b</sup>
	Residual	10.947	54	.203		
	<b>Total</b>	<b>12.402</b>	<b>55</b>			

a. Dependent Variable: job motivation

b. Predictors: (Constant), combination

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.765	.264		6.673	.000
	combination	.260	.097	.343	2.679	.010

a. Dependent Variable: job motivation

Source: Field Survey, 2022

The fourth null hypothesis in this study is about investigating the influence of knowledge conversion practice (combination) on job motivation of librarians in private university libraries in Oyo state. The outcome of this null hypothesis is that combination as an indicator of knowledge conversion practices did not influence job motivation. The probability value was at .010. This is way higher than the actual level of significance (0.05) this study adopted to determine how an independent variable will determine an independent variable. The relationship between combination and job motivation was at .0343. This is indicated in the model summary table. This implies that there is a 34.3% relationship between combination and job motivation.

It also means that the relationship is positive but weak. The adjusted  $r^2$  value is at .101. This means that combination as a knowledge conversion practice has 10.1% contribution to job motivation among librarians in private university libraries in Oyo state. The remaining 89.9% will serve as a variance that can bring about job motivation through other exogenous factors. Going by this, the null hypothesis was rejected.

H05: There will be no combined significant influence of knowledge socialization, internalization, combination and externalization on job motivation of librarian in private universities in Oyo State.

**Table 4.10: Combined significant influence of knowledge socialization, internalization, combination and externalization on job motivation of librarian in private universities in Oyo State.**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.387 <sup>a</sup>	.150	.083	.45468

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.859	4	.465	2.248	.077 <sup>b</sup>
	Residual	10.543	51	.207		
	Total	12.402	55			

a. Predictors: (Constant), combination, socialization, internalization, externalization

Coefficients					
Model		Unstandardized Coefficients		Standardized	Sig.
		B	Std. Error	Coefficients	
	(Constant)	1.928	.372	5.183	.000
	Socialization	.087	.107	.137	.421
	Externalization	-.117	.137	-.162	.397
	Internalization	-.055	.099	-.091	.579
	Combination	.310	.109	.409	.006

Source: Field Survey, 2022.

The fifth hypothesis in this study is to determine the combined influence of each of the component of knowledge conversion (socialization, externalization, internalization and combination) on job motivation. Interestingly, only combination was found to significantly influence job motivation. All other components were found not to influence job motivation. The probability significant value of combination was .006. That of internalization was .579, externalization was .397, socialization was .421. The combined relationship of the four components from the model summary table was .387. This means that there is a 38.7%

relationship between socialization, externalization, internalization and combination and job motivation. This means that the relationship is positive but a weak one. The adjusted  $r^2$  is at a value of .083. This means from a combined perspective, socialization, externalization, internalization and combination will bring about a variance of 83% to job motivation, the remaining 17% will be brought about by other exogenous factors.

#### **4.4 Discussion of Findings**

The outcome of two research questions in this study will be extensively discussed therein using empirical findings to also back up this discussion. The first research question centred around examining various factors that can actually make librarians to be well motivated in their jobs. Three factors was examined in this study in determining job motivation, they are: job recognition, achievement and job responsibility. Achievement and job recognition had low mean scores which were very much below average. Studies have actually revealed that to large extent job recognition and job responsibility will to a large extent bring about job motivation<sup>1, 2, 3, 4</sup>. This study agrees with this empirical report in the sense that job motivation as the dependent variable for this study was low. There is every tendency that the low mean score of job recognition and achievement might have contributed to the low mean score of job motivation. The second research question had to do with the prevalent knowledge conversion practices being adopted by librarians in private universities in Oyo state. Among all the knowledge conversion practices identified in this study, externalization was the most practiced while socialization was least practiced. Studies have actually showed that to a large extent all forms of knowledge conversion when practiced in an organization, it can bring about a whole lot of development to that organization, especially externalization form of knowledge conversion<sup>5, 6, 7</sup>.

In the aspect of null hypothesis being tested in this study, five null hypotheses were tested. The first null hypothesis has it that “socialization as a form of knowledge conversion practice will not significantly influence job motivation”. It turned out that it was so. According to the outcome of the study, socialization did not significantly influence job motivation. The null hypothesis was therefore accepted. Studies have revealed that a major driving factor that makes employees to work together is when knowledge is easily released and also well shared among employees. Many of the studies discussed in this study contradicted the findings of this study<sup>8, 7, 9</sup>. The second null hypothesis is about finding out if internalization as an indicator of knowledge conversion will significantly influenced job motivation. Again the null hypothesis was accepted because there was just no significant influence being recorded for this null hypothesis. Different research works has also reported a positive significant influence of internalization on job motivation<sup>12, 9</sup>. The third null hypothesis is about externalization as a component of knowledge conversion influencing job motivation. The null hypothesis was accepted because it was found that externalization did not influence job motivation<sup>13</sup>. In some works of scholars, it was proven that externalization will to a large extent bring about job motivation<sup>9, 14, 15</sup>. The fourth null hypothesis was about investigating the influence of combination as a component of knowledge conversion on job motivation. The study found that combination definitely will bring about job motivation. This prompted the researcher to actually reject the null hypothesis. Studies have proven that to a large extent, combination as a component of knowledge conversion will definitely bring about job motivation<sup>16, 17, 18, 19</sup>.

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## **Chapter Five**

### **Conclusion**

#### **5.1 Summary of Findings**

This study centred on investigating the components of knowledge management conversion on job motivation of librarians in private university libraries in Oyo state. With a total number of 56 librarians in all private university libraries in Oyo state, the study covered all these librarians and the following were the major findings of this study:

1. Job motivation of librarians in private universities in Oyo state was low.
2. Job achievement and job recognition of librarians in private university libraries in Oyo state is very on the low side.
3. The prevalent form of knowledge conversion being practiced by librarians in private university libraries in Oyo state is externalization form of knowledge conversion.
4. The least practiced form of knowledge conversion being practiced by librarians in private university libraries in Oyo state is that of socialization form of knowledge conversion.
5. Out of all the practices of knowledge conversion, only combination as a form of knowledge conversion was found to significantly influence job motivation.
6. Socialization, externalization and internalization forms of knowledge conversion were found not to significantly influence job motivation.

## **5.2 Conclusion**

This study has revealed that when certain factors that can bring about motivation to an employee is absent, there is every tendency that such job motivation of such employees will be low. These motivation factors are job recognition and achievement. This study has also shown that three components of knowledge conversion are very much important in an organization. They are socialization, externalization and internalization. If these components as forms of knowledge conversion practices are not being practiced in an organization, there is every tendency again that job motivation of such employees will be low.

### **5.3 Recommendations**

The following recommendations are hereby postulated considering the findings of this study:

- i. Heads of libraries in private university libraries in Oyo state should create a scheme to recognize and reward handsomely their university library staff.
- ii. Librarians in Oyo state should be encouraged to always do more exploit in their libraries as this will make them to achieve more in the field of librarianship.
- iii. Librarians in private university libraries in Oyo state should be encouraged to always socialize in the context of sharing knowledge.
- iv. Heads of libraries in private university libraries in Oyo state should always organize trainings so as to enable librarians adopt all manner of digital tools to share knowledge with each other in the library.
- v. Heads of libraries in private university libraries in Oyo state should create knowledge repositories which will enable librarians deposit knowledge so as to be accessed anytime by anyone within the library. This is one form of externalization form of knowledge conversion.

### **5.4. Contribution to Knowledge**

This study has actually showed that low level job recognition and achievement will bring about low level job motivation. Also, the study has also revealed that every component of knowledge conversion is key to the development of any organization, libraries not left out as well. Among the practices of knowledge conversion, socialization which is about sharing knowledge through formal and informal ways will go a long way in bringing about job motivation among librarians. In upholding the various practices of knowledge conversion, setting up knowledge repositories will bring about a whole lot of knowledge conversion practices to a library.

### **5.5 Suggestions for Further Studies**

Researchers can expand the scope of this study through attempting to carry out research in the following ways:

1. Adoption of knowledge repositories in contributing to skill performance of librarians in private university libraries in Oyo state.
2. Personal factors and knowledge sharing among librarians in south west universities in Nigeria.
3. Application of knowledge creation practices in bringing about job performance of librarians in private university libraries in South west, Nigeria.

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## **Thesis/ Dissertation**

Ayertey, N. B. *Determinants of Job Satisfaction During Company Crisis: A Case Study of Journalists at EibNetwork* ,**Doctoral Dissertation, National Film and Television Institute.** 2020

Devany, L. & Arquisola, M.J. *Expectancy and Sales Personnel Motivation to Continue Work Performance During the Covid 19 Pandemic.* 2020. **The 4th International Conference on Family Business and Entrepreneurship**

Eyo, E.&Bassey,E. *Work Environment, Staff Development, Personal Variables and Job Performance of Library Personnel in Public Universities in the South-South, Nigeria* ;**Doctoral dissertation.**2021

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Meshi, C & A.M. Tukur, A.M. *The Influence of Motivation on Employee's Job Satisfaction: A Study of First Bank Nigeria PLC;* 2016

Mohamed, S. *Learning Organization and Employee Motivation: A Case Study of Equity Bank, Kenya;* 2015

## **Conference**

Devany, L. & Arquisola, M.J. *Expectancy and Sales Personnel Motivation to Continue Work Performance During the Covid 19 Pandemic.* 2020. **The 4th International Conference on Family Business and Entrepreneurship**

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### **Encyclopedia**

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## Questionnaire

Dear respondent,

I request you to kindly participate in this survey aimed at assessing the KNOWLEDGE CONVERSION PRACTICES on JOB MOTIVATION of Librarians in Private universities in Oyo state. The outcome of this survey form a crucial component of my Master's thesis. Your views and responses will be treated with high confidentiality and at no time will your data be given to a third party. Survey results will only be used for research purposes.

Thank you for your participation

### Section A: Demographic factors

#### 1. Gender

Male  Female

#### 2. Your age group

Less than 30yrs  30 – 45yrs  46 – 60yrs  61yrs and above

#### 3. Employment Status

a.  Full time  Part time

b.  Permanent employee  Temporary employee

#### 4- Highest Academic qualifications

Bachelor Degree  Master Degree  PhD  Other (specify).....

#### 5. How many years have you been employed in librarianship?

Less than 5yrs.  5 – 10yrs  11-20 yrs.  21 – 30yrs  31yrs and above

In sections B below, all items have five-point Likert-Type scale that measures the level of agreement: 1 –Strongly disagree, 2 – Disagree, 3 -Agree, 4 – Strongly agree and Not Sure = 5. Please indicate your level of agreement of each of the items.

**Section B: Job Motivation**

<b>Job Motivation (Recognition)</b>		<b>SDA</b>	<b>DA</b>	<b>A</b>	<b>SDA</b>	<b>NS</b>
1	My library recognizes my years of hard work through compensating me adequately.					
2	My library has a recognition policy for hardworking staff.					
3	My library's recognition practices is never biased to any gender, class or category of librarians.					
<b>Job Motivation (Achievement)</b>						
4	I think I have achieved a lot ever since I started working for this library.					
5	What I have achieved as a result of my being employed as a librarian in this library is commensurate to my educational qualification.					
6	I think I can still achieve more in years to come if I remain being an employee of this library.					
<b>Job Motivation (Responsibility)</b>						
7	I see that my first point of responsibility is to my library and no other place in my place of work.					
8	I think my responsibility in the library I am working for is not burdensome.					
9.	I don't mind doing extra work for my library as long as I will be adequately compensated.					

In sections C below, all items have five-point Likert-Type scale that measures the level of agreement: 1 –Strongly disagree, 2 – Disagree, 3 -Agree, 4 – Strongly agree and Not Sure = 5. Please indicate your level of agreement of each of the items.

<b>KNOWLEDGE CONVERSION PRACTICES (Socialization)</b>		<b>SDA</b>	<b>DA</b>	<b>A</b>	<b>SDA</b>	<b>NS</b>
1	I find it very easy impacting knowledge to my colleagues in the library.					
2	I see no reason why I should not teach anyone about librarianship especially to those who want to learn from me.					
3	I love releasing knowledge acquired on librarianship to those around me and to those that are learning from me.					
<b>KNOWLEDGE CONVERSION PRACTICES (Externalization)</b>						
4	I do document knowledge acquired in librarianship and make it accessible to as many people who care to have it.					
5	Knowledge on how to excel in librarianship is made explicit to library users in my library.					
6	Knowledge about librarianship in my library can be accessed through databases, person to person etc.					
<b>KNOWLEDGE CONVERSION PRACTICES (INTERNALIZATION)</b>						
7.	I have adequate knowledge as regards how I can develop myself in the library profession.					
8.	Knowledge about librarianship that I have acquired overtime has been very useful to my self-growth and actualization in life.					
9.	As a librarian, I have adequate knowledge on how to publish papers.					
<b>KNOWLEDGE CONVERSION PRACTICES (COMBINATION)</b>						
10	Most of the knowledge I have acquired in the field of librarianship is as a result of team work and cooperation in my library.					
11.	Knowledge acquired in the field of librarianship has been very strengthening for me in terms of the way I perceive things in life.					
12.	Coordinating myself and my colleagues in acquiring knowledge about librarianship has never been a daunting task for me.					

# CURRICULUM VITAE

1. **Name:-** Eyinade Taiwo Mujidat
2. **Date and place of birth :-** 11th March, 1983/ Oyo state. Nigeria.
3. **Nationality :-** Nigerian
4. **State of Origin and Local Government :-** Oyo State, Oyo East Local Government Area
5. **Marital Status :-** Married
6. **Number and Ages of Children :-** Two (2) children and 9 and 6 years old
7. **Present Postal Address :-**
8. **Permanent Home Address:-** No 4, Amuda Street Kosobo, Area, Oyo
9. **Email/GSM:-** [taiwo.arowosaye83@gmail.com](mailto:taiwo.arowosaye83@gmail.com)/ 08057070774
10. **Educational Institutions Attended with Dates:-**
  - Tai Solarin University of Education, Ijebu Ode, Ogun State 2011- 2012
  - Federal College of Education (Special) Oyo 2004- 2006
  - Baptist Grammar School Ikire, Osun State 2003
  - Federal college of education special Oyo (NRCD)
  - Certificate in computer training 2019
11. **Academic and professional Qualifications with Dates**
  - Nigeria Certificate in Education (NCE) 2006

- Bachelor of Education in Library and Information Science 2012
- Teachers Registration Council of Nigeria 2018
- Librarians Registration Council of Nigeria 2020

## 12. Working Experience

### 12.1 Previous Work Experience outside the College

Kenneth Dike Library (University of Ibadan) Industrial Training 2012

**12.2 Date of Assumption of Duty in the College/Status :-** 27<sup>th</sup> September /Assistants  
librarian

**12.3 Name of school/Department :-** College Library/Collection development

**12.4 Date of Confirmation of Appointment:-**

**12.5 Date of Last Promotion, Post and Salary:-** CONPCASS 2:5

**12.6 Current Salary:** CONPCASS 2:5

**12.7 Courses taught within the Promotion period:-** GNS 112 Introduction to Library  
Studies

**12.8 Work Experience: Schedule and positions with Dates:-** Assistants librarian in serial  
section 2017-till date  
Serials Section

## 13. List of publications (where applicable)

- a) Book(s) :- Nill
- b) Chapter Contribution in Books :- Nill
- c) Articles in learned journals:-

- Agbeniga, K.A., Imran, A.A., Mosebolatan, B.I., Karim-Asiyanbi, R.M. & **Eyinade Taiwo Mujidat** (2019) Survey of Teachers' perception to Textbook Evaluation, selection, Adoption and use in selected schools in Afijio Local Government Area of Oyo State. Southwest Journal of Teacher Education, 10(1) 101-106
- Bello, A.A., Karim-Asiyanbi, R.M., & **Eyinade, Taiwo Mujidat** (2019) Information literacy competence and ICT Use as predictors of students' Academic Activities in Federal College of Education (Special), Oyo. COCLIN Journal Library and information science, 12(1&2) 258-272

d) Research work

**14. Attendance at learned conferences / Seminars and workshops including title(s) of paper(s) presented (if any)**

**Learned conferences**

- Colleges of Education Academic staff union (COEASU), Southwest zone. National Conference: Theme: Restructuring Teacher Education towards Achieving 2030 Education Agenda for sustainable Development in Nigeria, held at Federal College of Education (special), Oyo 6<sup>th</sup> -10<sup>th</sup> May, 2019
- Committee of College Librarians in Nigeria (COCLIN). 27<sup>th</sup> COCLIN conference & Annual General meeting. Theme: Libraries as Development catalyst for Economic, social and Cultural Development, held at Federal college of Education, Okene, Kogi state, 13<sup>th</sup> - 16<sup>th</sup> May 2019

**Seminar papers/workshop**

- National Library of Nigeria, Sensitization workshop on legal deposit/ISSN & ISBN held at Alumni Association Multipurpose Auditorium, University of Ibadan, Nigeria between 16<sup>th</sup> -17<sup>th</sup> April,2019 (in Attendance)

**15. Major Professional Achievements/Contributions including Awards/Commendation**

**Letters:-** Nill

**16. Membership of Professional Bodies:-**

- Teachers Registration Council of Nigeria
- Librarians Registration Council of Nigeria

**Names and addresses of three (3) referees.**

1) Mrs. A.O. Imam

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Oyo, Oyo State

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3) Dr. T.A.Osisanwa

Librarian

Tai Solarin University of Education

Ijagun, Ogun State

Tel: 08034496906

**Eyinade Taiwo Mujidat**

.....

*Signature & Date*

**University Compliance Certificate**

This is to certified that this thesis by Taiwo Mujidat EYINADE with Matric No. LCU/PG/02018 in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

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Signature

.....

Date

### Endnotes

<sup>1</sup>M.P.S Sánchez, &M.A. Palacios, *Knowledge-Based Manufacturing Enterprises: Evidence from a case study*. **Journal of Manufacturing Technology Management**.2008

<sup>2</sup>M.G. Kinyua, S.M. Muathe, &M.J. Kilika, *Influence of Knowledge Transfer and Knowledge Conversion on Performance of Commercial Banks in Kenya*. **Science Journal of Business and Management**, 3(6):2015: 228-234.

<sup>3</sup>S.M. Tseng,*The Correlation between Organizational Culture and Knowledge Conversion on Corporate Performance*. **Journal of Knowledge Management**.2010

<sup>4</sup>M.L. Granados, S. Mohamed, &V. Hlupic,*Knowledge Management activities in Social Enterprises: Lessons for small and non-profit firms*. **Journal of Knowledge Management**.2017

<sup>5</sup>W. Shu, S. Pang, & M. Chen, *Achieving Structured Knowledge Management with a Novel online Group Decision Support System*. **Information Development**, 38(1): 2022: 23-39.

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<sup>7</sup>S.M. Tseng,*The Correlation between Organizational Culture and Knowledge Conversion on Corporate Performance*. **Journal of Knowledge Management**.2010

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<sup>12</sup>J.A. Yaya,*The Essentiality of Motivation on Librarians' Productivity in Nigerian Public Universities*. **Asian Journal of Contemporary Education**, 2(1):2018: 19-35.

<sup>13</sup>G. Babalola, *Influence of Job Motivation on the Productivity of Librarians in Colleges of Education in Nigeria*. **Information and Knowledge Management**.2013

<sup>14</sup>E.Eyo, & E. Bassey, *Work Environment, Staff Development, Personal Variables and Job Performance of Library Personnel in Public Universities in the South-South, Nigeria (Doctoral dissertation)*.2021

<sup>15</sup>A.A. Bamgbose, & S.O.Ladipo, *Influence of Motivation on Academic Library Employees' Performance and Productivity in Lagos, Nigeria*. **Information Impact: Journal of Information and Knowledge Management**, 8(2):2017: 33-47.

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- <sup>21</sup> M. Gruet,*Tolérance à l'Effort global et Fatigabilité Musculaire dans les Maladies Respiratoires Chroniques: Méthodes d'évaluation et Identification des Mécanismes Neuromusculaires sous-Jacents*." PhD diss., Université de Toulon, 2020.

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