

**Knowledge Management and Work Performance of Academic Librarians in Selected Academic Institutions in Kogi State, Nigeria**

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**Abstract**

*The study investigated the impact of knowledge management on the work performance of academic librarians in selected institutions in Kogi State, Nigeria, revealing that knowledge management positively influences librarians' performance in various aspects such as library routines, communication skills, resourcefulness, creativity, and enthusiasm for learning. The study adopted descriptive survey research design. Purposive sampling technique was used to select five (5) academic institutions in Kogi State, Nigeria. The population for the study was sixty-seven (67) academic librarians in the five (5) selected academic Institutions in Kogi State, Nigeria. Total enumeration technique was. Questionnaire was used for the data collection. Five (5) research questions were answered; data were analyzed using Statistical Package for Social Sciences (SPSS) version 25 Software. The findings highlight the significance of promoting knowledge management practices and creating a supportive environment within academic libraries to motivate librarians' engagement in knowledge sharing and application.*

**Keywords:** *Academic Librarian, Academic Institutions, Knowledge, Knowledge management, Knowledge sharing, Library, Work performance*

**Introduction**

Knowledge is a critical and indispensable resource for organizations to gain a competitive advantage, encompassing the application of information and data, individuals' skills and ideas, and the ability to utilize information to achieve objectives; it is a theoretical or practical understanding of a subject, both explicit and tacit, obtained from various sources and improved through experience and reflection (Lin, 2019; Bello, 2018; Salman, 2017; Omotayo, 2015; Odor, 2018; Brajer-Marczak, 2016; Ikenwe & Igbinoia, 2015). In the current knowledge economy, effective knowledge management, which involves acquiring, organizing, sustaining, applying, sharing, and renewing both tacit and explicit knowledge, is vital for organizations to enhance work performance and create value (Saqib, Udin, & Baluch, 2017; Hegazy & Ghorab, 2015; Kumar & Arun, 2015; Sokoli, Koren, & Hajrizi, 2019).

Creating a favorable environment for knowledgeable individuals to use and share their expertise, while fostering the creation of new knowledge, knowledge management practices facilitate the effective utilization of

knowledge, encompassing activities such as knowledge creation, sharing, storage, and application (Alyoubi, Najah, Adel, Ibraheem, & Rakibul, 2018; Magnus & Iguechi, 2018; Ghorab, 2016). By providing the right knowledge to the right people at the right time, knowledge management enables individuals to share and implement information, enhancing their work performance, which is the result of fulfilling job responsibilities and achieving organizational goals through a combination of abilities, competencies, motivation, interpersonal relationships, commitment, personal discipline, communication skills, and self-development (Girard & Georgia, 2015; Al-Omari & Okasheh, 2017; Odunewu & Haliso, 2019).

Work performance, defined as the behavior and outcomes exhibited by employees in fulfilling their job responsibilities and contributing to organizational goals, is influenced by a combination of attributes such as abilities, competencies, motivation, interpersonal relationships, and communication skills (Al-Omari & Okasheh, 2017; Odunewu & Haliso, 2019; Ranaweera & Dharmasiri, 2019; Igbinovia & Popoola, 2016; Pradhan & Jena, 2017). Knowledge management practices in academic libraries play a crucial role in enhancing work performance by facilitating access to relevant information, leveraging experience, and fostering innovation (Bello, 2018; Alyoubi et al., 2018). Thus, this study aims to investigate the impact of knowledge management on the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria, emphasizing the need for effective knowledge management processes (Alyoubi et al., 2018). The study's significance lies in its ability to provide valuable insights into the impact of knowledge management on the work performance of academic librarians, serving as a reference for future scholars, raising awareness about the importance of knowledge management practices, facilitating the application of knowledge in improving librarian performance, and contributing to the body of knowledge in librarianship and information systems management in tertiary institutions in Nigeria.

### **Objectives of the Study**

The broad objective of this study was to investigate the influence of knowledge management on the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria. However, the specific objectives were to:

1. identify the types of knowledge shared by academic librarians in selected academic institutions in Kogi State, Nigeria;
2. ascertain the channels used for knowledge sharing by academic librarians in selected academic institutions in Kogi State, Nigeria;
3. identify the factors that promote knowledge management practice of academic librarians in selected academic institutions in Kogi State, Nigeria;
4. ascertain the influence of knowledge management on work performance of academic librarians in selected academic institutions in Kogi State, Nigeria; and
5. identify barriers militating against the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria.

## **Literature Review**

Knowledge management is a systematic set of procedures for acquiring, designing, managing, sharing, and implementing knowledge to support optimal organizational performance (Apriliadi, 2019). It involves the conscious effort of sourcing and distributing knowledge in ways that improve work performance (Odor, 2018). Knowledge management encompasses the creation, sharing, and utilization of knowledge to improve employees' understanding of the organization and enhance organizational and individual performance (Saqib et al., 2017; Sangeeta & Dhamdhere, 2015). It involves getting the right knowledge to the right people at the right time and is tied to corporate strategy and organizational support (Patel, 2018). Knowledge management involves creating, storing, sharing, and utilizing knowledge within and outside the organization (Torabi et al., 2016), transforming personal knowledge into organizational knowledge, and utilizing knowledge resources to create economic and social value (Omotayo, 2015). It contributes to competitive advantage, value creation, and achievement of organizational objectives (Al-Sohaim et al., 2016; Shawaqfeh et al., 2019; Pinjari et al., 2017).

Knowledge management focuses on processes such as acquiring, creating, and sharing knowledge to improve performance (Abubakar et al., 2017; Alosaimi, 2016). It is a management process that organizes, implements, and shares explicit and tacit knowledge to enhance work performance (Kavalic et al., 2021). By creating, organizing, disseminating, and applying knowledge, knowledge management facilitates innovation, organizational effectiveness, and performance (Gonzalez & Martains, 2017; Shahmoradi et al., 2015). Conclusively, knowledge management is a system that enables the creation, sharing, storing, and application of knowledge in organizations to enhance performance (Monsour & Abuarqoub, 2020).

The knowledge management process involves activities such as knowledge creation, sharing, storage, and application to effectively utilize and manage knowledge within organizations (Kiros et al., 2018; Ghorab, 2016). Knowledge creation encompasses learning, innovation, and the conversion of tacit knowledge to explicit knowledge through socialization, externalization, combination, and internalization (Valio & Gonzalez, 2017; Farhad et al., 2018). Knowledge sharing involves the mutual exchange and creation of knowledge, fostering collaboration and access to relevant information and expertise (Abusweilem & Shadihabis, 2019; Mohajan, 2017). Knowledge storage utilizes technological infrastructure to identify, store, and retrieve knowledge for future use (Koech et al., 2015). Knowledge application refers to the utilization of knowledge to achieve organizational objectives, contribute to decision-making, and improve task performance (Mohajan, 2017; Sangeeta & Dhamdhere, 2015). Proper application of knowledge and an effective knowledge management process can enhance the work performance of academic librarians (Ghorab, 2016).

Work performance refers to the behaviors and activities enacted by employees to accomplish organizational objectives (Agyen-gyasi & Boateng, 2016). It

encompasses the individual's behaviors, efforts, and abilities in carrying out tasks aligned with organizational goals (Luo et al., 2021; Dhani, 2017). Work performance is measured against predetermined standards and includes aspects such as accuracy, completeness, cost-effectiveness, and speed. It is a crucial factor in organizational success, as employees' performance contributes to overall performance and goal achievement (Unegbu & Nwokike, 2019; Al-zefeiti & Mohamad, 2017). Work performance reflects the level of productivity, adherence to organizational values and ethics, and the fulfillment of job targets (Ajibade & Adejoh, 2016; Torlak & Kuzey, 2019; Chukwuemeka, 2021). Ultimately, the success and expectations of an organization depend on employees' excellent work performance (Reveni, 2016).

Knowledge management encompasses the systematic and scientific planning, acquisition, storage, distribution, and application of knowledge within an organization, aiming to enhance work performance by enabling employees to access and utilize relevant knowledge (Jamini & Rohita, 2019; Al-Shanti, 2017). It involves capturing and leveraging intellectual assets to create value, meet strategic requirements, and foster knowledge sharing among employees. Knowledge management positively influences the work performance of academic librarians by facilitating continuous learning, skill development, collaboration, and effective decision-making (Ghanbari & Dastranj, 2017; Lin, 2019; Abuaddous et al., 2018). The application of knowledge in academic libraries improves performance, guides decision-making, and enhances organizational effectiveness (Chien, 2015; Hasudungan et al., 2020; El-Chaarani & El-Abiad, 2019). Implementing knowledge management processes in academic libraries supports the accumulation, organization, and utilization of organizational knowledge, thereby enhancing the work performance of academic librarians (Al Sohaim et al., 2016; Rahman & Hasan, 2017; Khoualdi & Saleh, 2015; Rahmayanto et al., 2019).

Factors that promote knowledge management in organizations include organizational structure, organizational culture, technology, and leadership (Al-soh & Hassan, 2014; Ahmady et al., 2016; Merlo, 2016; Merat & Bo, 2013). Knowledge sharing among academic librarians involves disseminating various types of knowledge (Lee, 2018; Alyoubi et al., 2018; Odunewu & Haliso, 2019; Adamseged, 2018; Alam, 2021).

Academic librarians can utilize various channels for knowledge sharing, including verbal interaction, mobile devices, e-mail, social media, training, blog and portal, conferences, and wikis, to communicate, exchange information, and disseminate knowledge among themselves (Adamseged, 2018; Odor, 2018; Szabb, Obemayer & Csepregi, 2015; Ahmad, 2018; Mohan, 2020; Kathaluwage & Victor, 2019; Yu & Zhou, 2015). These channels facilitate effective communication and enable the sharing of ideas, messages, expertise, and resources among academic librarians to enhance their work performance and collaboration.

Factors that act as barriers to the work performance of academic librarians include wages, organizational culture, job satisfaction, work stress, training and development, work environment, and job security (Abuhasheh, Aldmour & Masa'deh, 2019; Alromaihi & Alshomaly, 2017; Pandey, 2020; Al-Omari

& Okasheh, 2017; Sanyal, Hisam & Ba-Omar, 2018; Wang, Lu, & Sui, 2015). These factors can negatively impact academic librarians' motivation, commitment, job satisfaction, and overall performance, ultimately hindering their ability to carry out their duties effectively. More so, Bankole et al. (2023) disclosed that the staff working in libraries exhibited commendable job performance. They consistently demonstrated appropriate responses to issues, maintained punctuality for work and appointments, and efficiently prioritized tasks for timely completion in their respective libraries.

### **Research Methodology**

The study adopted a descriptive survey research design to examine the influence of knowledge management on the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria. The study population included 67 academic librarians from different cadres in the selected institutions. The librarians were selected using a total enumeration technique. A well-structured questionnaire called "Knowledge Management and Work Performance of Academic Librarians Questionnaire" (KMWPAL) was used to collect data. The questionnaire consisted of six sections: demographic information, types of knowledge shared, channels for knowledge sharing, factors promoting knowledge management practice, influence of knowledge management on work performance, and barriers to work performance. The questionnaire included closed-ended, open-ended, and item statements with response options measured on a four-point Likert scale format. The researcher developed the questionnaire based on relevant literature and ensured its content validity through assessment by experts in the Department of Library and Information Science, University of Ilorin, Kwara State, Nigeria. The questionnaires were distributed to academic librarians in five selected institutions between May 8 and May 20, 2021. A total of 56 completed and usable questionnaires were returned, resulting in a response rate recorded in Table 2. The collected data were analysed using SPSS software, employing descriptive statistics such as frequency counts, percentages, mean and standard deviation. The results were presented using tables. Clear instructions and confidentiality were provided to the respondents, and measures were taken to prevent plagiarism.

**Table 1: Sample size of the respondents**

S/N	Name of selected institutions	Population	Sample size
1	Federal College of Education, Okene.	15	15
2	Federal University, Lokoja.	14	14
3	Kogi State Polytechnic, Lokoja.	16	16
4	Prince	13	13

	Abubakar Audu University, Anyigba.		
5	Salem University, Lokoja.	09	09
	Total	67	67

**Table 2: Questionnaire distribution and response rate across selected academic Institutions in Kogi State, Nigeria**

S/N	Name of selected Institution	Questionnaire Distributed	Questionnaire Returned	Usable	Return Rate (%)
1	Federal College of Education, Okene.	15	12	12	80.0%
2	Federal University, Lokoja.	14	12	12	85.7%
3	Kogi State polytechnic, Lokoja.	16	12	12	75%
4	Prince Abubakar Audu University, Anyigba.	13	12	12	92.3%
5	Salem University, Lokoja.	9	8	8	88.8%
	Total	67	56	56	83.5%

## Presentation and Interpretation Results

**Table 3: Distribution of respondents by Institutions**

Institution	Frequency	Percent (%)
Federal College of Education, Okene.	12	21.4
Federal University Lokoja.	12	21.4
Kogi State Polytechnic, Lokoja.	12	21.4

Prince Abubakar Audu University, Anyigba.	12	21.4
Salem University, Lokoja.	08	14.4
Total	56	100

Table 3 showed that 12 (21.4%) respondents were from Federal College of Education, Okene; Federal University, Lokoja; Kogi State Polytechnic Lokoja and Prince Abubakar Audu University, Anyigba, respectively. At the same time, 8 (14.4%) of the total respondents were from Salem University, Lokoja, Kogi State, Nigeria. This implies that Salem University, Lokoja had the least number of respondents.

**Table 4: Distribution of the respondents by gender**

Gender	Frequency	Percent (%)
Male.	29	52
Female.	27	48
Total	56	100

Table 4 shows that 29 (52%) respondents were males, while 27 (48%) were females. This implies that the majority of the respondents were males.

**Table 5: Distribution of respondents by age**

Age Range	Frequency	Percent (%)
25-34 years.	09	16
35-44 years.	21	37
45-54 years.	15	27
55 years and above.	11	20
Total	56	100

Table 5 showed that 9 (16%) of the respondents were within the age range of 25-34 years; 21 (37%) of the respondents were within the age range of 35-44 years; 15 (27%) of the respondents were within the age range of 45-54 years; while 11 (20%) of the respondents was 55 and above. This reveals that most of the respondents were within the age range of 35-44 years old.

**Table 6: Distribution of respondents by designation**

Designation	Frequency	Percent (%)
Assistant Librarian.	06	11
Librarian II.	21	38
Librarian I.	17	30

Senior Librarian.	08	14
Principal Librarian.	04	07
Total	56	100

Table 6 shows that 6 (11%) of the respondents were Assistant Librarians, 17 (30%) of the respondents were Librarian I, 21(38%) of the respondents were Librarian II, 8 (14%) of the respondents were Senior Librarians while 4 (7%) of the respondents were Principal Librarians. This implies that the majority of the respondents were in the junior Librarian designation cadre.

**Table 7: Distribution of respondents by educational qualification**

Educational qualifications	Frequency	Percent (%)
B.Sc/B.A/B.Tech.	10	18
M.A./M.Sc.	31	55
Ph.D.	15	27
Total	56	100

Table 7 shows that 10 (18%) of the respondents have B.sc/B.A/B.Tech, 31 (55%) of the respondents have M.A./M.Sc while 15 (27%) of the respondents have Ph.D. This implies that the majority of the respondents have higher degrees or postgraduate degrees of University..

**Table 8: Distribution of the respondents by work experience**

Work experience	Frequency	Percent (%)
1-5 years.	07	13
6-10 years.	32	57
11-15 years.	17	30
Total	56	100

Table 8 shows that 7 (13%) of the respondents have 1-5 years of work experience, 32 (57%) of the respondents have 6-10 years of work experience while 17 (30%) of the respondents have 11-15 years' experience. This implies that most of the respondents of this study have 6 to 15 years of work experience

**Research question 1:** What are the types of knowledge shared by academic librarians in selected academic Institutions in Kogi State?

**Table 9: Mean and standard deviation scores of types of knowledge shared by academic librarians in selected academic Institutions in Kogi State, Nigeria (N = 56)**

Types of Knowledge	SA	A	D	SD	Mean	SD



Experience.	47(84%)	8(14%)	-	1(2%)	3.80	0.51
Ideas.	36(64%)	20(36%)	-	-	3.64	0.48
Expertise/Skill.	35(63%)	20(36%)	-	1(2%)	3.58	0.60
Documents/Books.	26(46%)	29(52%)	1(2%)	-	3.44	0.54
Intelligence.	24(43%)	31(55%)	-	1(2%)	3.39	0.59
Social knowledge (e.g. entertainment).	23(41%)	24(43%)	9(16%)	-	3.25	0.72
Memos and guidelines.	22(39%)	26(46%)	7(13%)	1(2%)	3.23	0.74
Weighted mean = 3.48						

As shown in Table 9, The result indicated that the major types of knowledge shared by respondents were experience (Mean = 3.80, SD = 0.51); ideas (Mean = 3.64, SD = 0.48) and expertise/Skill (Mean = 3.58, SD = 0.60)

**Research question 2:** What are the channels for knowledge sharing by academic librarians in selected academic Institutions in Kogi State?

**Table 10: Mean and standard deviation scores of channels for knowledge sharing by academic librarians in selected academic Institutions (N = 56)**

Channels	SA	A	D	SD	Mean	SD
Social media (Facebook, Twitter, LinkedIn).	45(56%)	11(20%)	-	-	3.80	0.40
Verbal interaction.	38(68%)	17(30%)	1(2%)	-	3.66	0.51
Staff meetings.	31(55%)	25(45%)	-	-	3.55	0.50
Mobile devices (e.g. mobile phones).	32(58%)	23(41%)	-	1(2%)	3.54	0.60
Seminar and workshop.	31(55%)	24(43%)	-	1(2%)	3.53	0.54
Online group discussion.	21(38%)	29(52%)	5(9%)	1(2%)	3.25	0.69
Training session.	18(32%)	36(64%)	2(4%)	-	3.29	0.53
Short messages (SMS).	12(21%)	24(43%)	19(34%)	1(2%)	2.84	0.78
Mentor and mentee.	10(18%)	20(36%)	25(45%)	1(2%)	2.70	0.78
Weighted mean = 3.35						

As shown in Table 10, The result revealed that the channel used mostly for knowledge sharing by the sampled respondent were social media-facebook, Twitter, LinkedIn (Mean = 3.80, SD = 0.40); verbal interaction (Mean = 3.66, SD = 0.51), staff meeting (Mean = 3.55, SD = 0.50); seminar and workshop( Mean = 3.53, SD = 0.54), mobile devices(Mean = 3.54, SD = 0.60) and eminar and workshops (Mean = 3.53, SD = 0.54).

**Research question 3:** What are the factors promoting knowledge management practice of academic librarians in selected academic Institutions in Kogi State

**Table 11: Mean and standard deviation scores of factors promoting knowledge management practice of academic librarians in selected academic Institutions in Kogi State (N = 56)**

Factors	SA	A	D		Mean	SD
Leadership.	38(68%)	16(27%)	2(34%)		3.64	0.55
Technology.	28(50%)	28(50%)	-		3.50	0.50
Organizational culture.	30(54%)	24(43%)	-	2(4%)	3.46	0.69
The hierarchical structure of the organization.	28(50%)	25(45%)	3(5%)		3.44	0.60
Individual characteristics.	20(36%)	35(63%)	1(2%)		3.33	0.51
Environment.	16(29%)	37(66%)	-	3(5%)	3.23	0.54
Weighted mean = 3.43						

As shown in Table 11. The result revealed that the factors promoting knowledge management practice by the sampled respondent were leadership (Mean = 3.64, SD = 0.55); technology (Mean = 3.50, SD = 0.50); organizational culture (Mean =3.46, SD=0.69) and hierarchical structure of organization (Mean = 3.44, SD = 0.60) amongst others.

**Research question 4:** What is the influence of knowledge management on work performance of academic librarians in selected academic institutions in Kogi State?

**Table 12: Mean and standard deviation scores of influence of knowledge management on academic librarians' work performance in selected academic Institutions in Kogi State (N = 56)**

Statement	VH	H	L	VL	Mean	SD
Performing library routines.	42(75%)	14(25%)	-	-	3.75	0.44
Contribution to the overall development of the library.	31(55%)	25(45%)	-	-	3.55	0.50
Using communication skills.	32(57%)	23(41%)	-	1(2%)	3.54	0.60
Loyalty to the library.	30(54%)	25(45%)	1(2%)	-	3.52	0.54
Enthusiasm to learn new things.	31(55%)	23(41%)	1(2%)	1(2%)	3.50	0.63

Resourcefulness and creativity.	29(52%)	26(46%)	-	1(2%)	3.48	0.60
Sense of responsibility.	26(46%)	29(52%)	-	1(2%)	3.43	0.60
Working with others.	23(41%)	33(59%)	-	-	3.41	0.50
Meeting deadlines.	23(41%)	32(57%)	1(2%)	-	3.38	0.59
Regularity at work.	23(41%)	26(46%)	6(11%)	1(2%)	3.26	0.73
Weighted mean = 3.48						

The results in Table 12, revealed that performing library routines (Mean = 3.75, SD = 0.44); using communication skills (Mean= 3.54, SD = 0.60); contribution to overall development of the library (Mean = 3.55, SD = 0.50); resourcefulness and creativity (Mean = 3.48, SD = 0.60); loyalty to library (Mean = 3.52, SD = 0.54) and enthusiasm to learn new things (mean = 3.50, SD = 0.63) were the some of the influence of knowledge management on work performance of the respondents sampled.

**Research question 5:** What are the barriers militating against the work performance of academic librarians in selected academic Institutions in Kogi State?

**Table 13: Mean and standard deviation scores of barriers militating against work performance of academic librarians in selected academic Institutions in Kogi State (N = 56)**

Barriers	SA	A	D	SD	Mean	SD
Stress.	43(77%)	13(23%)	-	-	3.77	0.43
Lack of acknowledgment of work done.	41(73%)	14(25%)	-	1(2%)	3.70	0.57
Lack of job security.	41(73%)	14(25%)	-	1(2%)	3.70	0.57
Lack of contingent rewards and wages.	37(66%)	17(30%)	1(2%)	1(2%)	3.60	0.62
Lack of feedback on performance.	31(55%)	21(38%)	4(7%)	-	3.48	0.63
Lack of motivation.	31(55%)	21(38%)	3(5%)	1(2%)	3.46	0.69
Lack of staff training.	28(50%)	26(46%)	1(2%)	1(2%)	3.44	0.63
Poor communication between managers and subordinates.	24(43%)	30(54%)	2(4%)	-	3.40	0.56

Low job satisfaction.	23(41%)	30(54%)	2(4%)	1(2%)	3.34	0.64
Work overload.	15(27%)	40(71%)	1(2%)	-	3.25	0.48
Weighted mean = 3.51						

As shown in Table 13, the results revealed that the barriers militating against the work performance of the sampled respondent were an acknowledgement of work done (Mean = 3.70, SD = 0.57); lack of contingent rewards and wages (Mean = 3.60, SD = 0.62); stress (Mean = 3.77, SD = 0.43) and lack of job security (Mean= 3.70, SD = 0.57).

### Discussion of the findings

Knowledge sharing is known to be positively related to improving employees' work performance (Lee, 2019). One of the significant findings of this study is that the types of knowledge commonly shared among academic librarians in selected academic institutions in Kogi State, Nigeria were experience, ideas, expertise, and skills. The findings of the present study is in tandem with other previous studies carried out in Saudi Arabia and Nigeria, which argue that when academic librarians are encouraged to share knowledge within the organization, their ability to generate and create new ideas are significantly enhanced (Alyoubi, Nayah, Adel, Ibraheem & Rakibul, 2018); a librarian may be able to overcome challenges encountered on the job were colleagues who possess required knowledge skill and expertise and is willing to share such skill (Odunewu & Haliso, 2019).

Channel is a means used to communicate, exchange information or ideas between individuals. One of the study's significant findings is that academic librarians' standard channels for knowledge sharing in selected academic institutions in Kogi State, Nigeria, were social media, staff meetings, seminars and workshops, verbal interactions, and mobile devices. The findings in the present study agree with Mohan (2020), whose research revealed that social media tools used by academic librarians include Facebook, Twitter, Linked In, YouTube as it creates a virtual space for online discussion without distance as a barrier. Odor (2018) also established that people are more comfortable working with their mobile phones than laptops to share documents, emails, and content.

Certain factors promote the knowledge management practice of academic librarians; the study revealed that the factors that promote knowledge management practice of academic librarians in selected academic institutions in Kogi State, Nigeria, were leadership, technology, organizational culture, and hierarchical structure of the organization. This supports the findings of Merat and Bo (2013), whose research discovered that the participation of people in leadership activities goes hand in hand with knowledge management as they primarily depend on face-to-face sharing of knowledge within the organization. This means that proper leadership in academic libraries to coordinate all the processes involved in knowledge management by directing subordinates on what and how to carry out activities will promote knowledge management practice.

The knowledge management process in the organization has a significant relationship with work performance (Rahman & Hasan, 2017). The study revealed that knowledge management influences the level of work performance of academic librarians. The findings of the study revealed significant areas in which knowledge management highly influenced the level of work performance of academic librarians in selected academic institutions in Kogi State, Nigeria, which were that of performing library routines, using communication skills, contributing to the overall development of the library, resourcefulness and creativity, enthusiasm to learn new things and loyalty to the library. This supports Lin (2019), who stated that knowledge management had influenced academic librarians' work performance through creating, sharing, and applying knowledge to their daily activities. This means that when academic librarians create and share knowledge, it will increase their work performance.

Barriers that militate against the work performance of academic librarians are individual factors that cause them not to carry out their activities properly. This study revealed that the barriers that militate against work performance of academic librarians in selected academic institutions in Kogi State, Nigeria were lack of acknowledgment of work done, lack of contingent rewards and wages, stress, and lack of job security. The finding supports Matino (2018) who stated that employee behaviour is associated with wages and that employee demonstrates better individual performance and performance based on their satisfaction with their wages. Employees who find themselves subjected to greater demands and responsibilities than they can handle suffer from raised stress levels detrimental to their work performance (Abuhasheh, Aldmour & Masa'deh, 2019).

### **Conclusion**

Knowledge management is a range of practices used to identify, create, represent, distribute and adapt insights and experience. It is the identification of different knowledge needed to carry out activities and supports organizational goals. Consequently, academic libraries should encourage academic librarians to engage in knowledge management activities to enhance their work and organizational performance. When academic librarians apply distributed knowledge to their activities, it influences how they carry out such activities. Therefore, knowledge management has a positive influence on the work performance of academic librarians in Kogi State, Nigeria.

### **Recommendations**

The following recommendations are made based on the findings of the study

1. Academic library management should ensure that structures that will promote knowledge sharing practice among librarians are in place. This will motivate academic librarians to participate in knowledge management activities.
2. Academic library management should provide technology to carry out knowledge management activities. This will make the sharing and storing of knowledge very easy.

3. Academic librarians should be encouraged to share their experience, expertise, skill, and ideas with colleagues. This will improve their performance in carrying out library activities and tasks.
4. Academic libraries management should provide a conducive environment for librarians by making the workplace stress-free and acknowledging work done. This will help in increasing their level of work performance.
5. Academic librarians should ensure that they participate in training and development programs set by the organization as it will help increase their knowledge and equip them with the necessary skills needed in performing activities.

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