Journal of Public Administration, Policy and Governance Research (JPAPGR), Vol. 3, No. 3, 2025. Available online at https://jpapgr.com/index.php/research. P-ISSN:2787-0464 E-ISSN: 1595-6776. Covered in google scholar.

Itu, Madu & Itu, Pere-owei Muchlove, 2025, 3(3):1-15

Knowledge Management and Staff Productivity in University of Calabar Library, Cross River State, Nigeria

ITU, Madu, Ph.D
Department of Public Administration, Faculty of Social and Management Science,
University of Africa Toru-Orua, Nigeria
Email: Madu.itu@uat.edu.ng & Itumadu82@gmail.com,08063506696)

ITU, Pere-owei Muchlove (B.LIS Student)
Department of Library and Information Science, Faculty of Arts and Social Science Education,
University of Calabar, Cross River State, Nigeria
Email: itupereowei@gmail.com

Abstract

The study assessed knowledge management and employee productivity at the University of Calabar Library in Cross River State, Nigeria. Four research questions and four hypotheses were developed and evaluated to fulfil the study's objectives. A comprehensive literature review was conducted, focusing on the relevant factors and applying knowledge spiral theory by Nonaka and Takeuchi in 1995. The research utilized an ex post facto design, using a sample of two hundred and twenty-four (244), constituting 50% of the total population under investigation. Measurement and evaluation specialists from the department of educational foundation University of Calabar evaluated the primary data gathering tool with a structured questionnaire. A Cronbach alpha reliability test was conducted to assess the instrument's reliability with a sample of fifty (50) library workers from the University of Cross River State (UNICROSS) who were excluded from the study. The obtained data was analyzed using the Pearson Product Moment Coefficient, revealing that knowledge use greatly impacts staff productivity in the University of Calabar library. The paper recommend that library personnel should have the opportunity to get information from many sources to enhance their productivity.

Keywords: *Knowledge, Management, Staff Productivity, Library Utilization, Cross River State.*

1. Introduction

Knowledge management encompasses the process or method of systematically overseeing an organization's information assets with the goals of producing value and satisfying strategic and tactical needs. The effort, plans, and mechanisms that promote and maintain knowledge production, evaluation, improvement, and dissemination might also be a part of it. This is intended to enhance the efficiency of the library personnel at the University of Calabar.

Information and knowledge have become essential processes over the past twenty years due to their role as primary assets for value creation and drivers of competitive advantage (Omotoyo, 2015). The proliferation of advanced technology, quick communication systems, rapid internet access, and globalization are among the trends that have compelled organizations to focus twice as much on managing intellectual capital and knowledge properties. Knowledge is created and shared with students in education to give graduates the skills they need to succeed in life and contribute to their country.

Nigeria is a developing nation where educational institutions are working hard to prove themselves via results in areas such as dedication, professionalism, research, and service to the community. Educational institutions, especially those at the university level, generate a significant amount of information that personnel need to process and disseminate for optimal efficiency and effectiveness.

Knowledge management is described by Zakari (2003) as an endeavor, activity, or discipline aiming to exchange and circulate information about events, people, groups, communities, and institutions, thereby improving a system, organization, community, society, or nation. If this improvement is to fulfil both short-term and long-term goals, performance, efficiency, and productivity must first take front stage. "Knowledge management" is the process of supervising spoken as well as nonverbal material. Improving output at work requires an awareness of this sort of knowledge.

Staff productivity refers to the efficiency with which employees of an organization complete tasks. One way to express it is as the ratio of output to inputs, or more specifically, as the output per unit of input. This ratio represents the relationship between production and inputs. An evaluation of an employee's or team's efficiency is known as staff productivity, which is also known as workforce productivity. The production of an employee within a certain time frame is one way to measure productivity. It is common practice to measure an employee's output in comparison to the average output of similarly situated workers.

Academic interest in knowledge management has grown over the years, driven by the desire to enhance library staff productivity and efficiency. Discovering what motivates people to work has long piqued their curiosity as writers. Consequently, knowledge management has become a significant issue that impacts the productivity of scholars. Therefore, the managers and employees of the university library are accountable for making sure the library achieves its goals. Similarly, according to Ugah (2008), the only way for library staff to be productive is for managers and librarians to find out what their strengths are and then use all the strategies they need to make those strengths work for the library (Owizy, 2015). According to these criteria, the fundamental productivity of every organization, including university libraries, depends on the efficiency and effectiveness of its workers. Even though university libraries have a reputation for being service-orientated and nonprofit, the problem of staff productivity is a serious one (Babalola and Nwalo, 2013).

The importance of staff productivity and managing knowledge is among the top priorities of all university libraries. Some of the important steps to improve staff productivity are knowledge capture, sharing, and utilization practices and systems. These are all called knowledge management. On the other hand, university libraries are dynamic and ever-changing organizations that need to keep up to date using the newest technologies and knowledge and also deficiency in worker productivity. Therefore, this paper interrogates the knowledge management and staff productivity at the University of Calabar, Library, Cross River State, of Nigeria.

2. Statement of the problem

Knowledge management is crucial for the library, since inadequate management may hinder staff access to necessary information for successful and efficient service delivery. Recent personal observations and interactions with library personnel with University of Calabar, Library, indicate a decline in staff productivity. This issue may stem from the reluctance of library personnel to disseminate information accumulated over time, insufficient knowledge capture and management competencies, and an absence of knowledge management tools.

Moreover, despite the significance of knowledge management in improving staff productivity, there is little comprehension about the existing knowledge management methods and their effects on staff productivity at the University of Calabar Library. In this context, the study examines knowledge management and staff productivity at the University of Calabar Library.

3. Aim and objective of the study

The study's main objective is to learn how the University of Calabar Library's knowledge management practices affect employee output. Particularly, it seeks to:

1. Examine the relationship between knowledge capture and staff productivity in the University of Calabar Library.
2. Determine the relationship between knowledge sharing and staff productivity in the University of Calabar Library.
3. Assess the relationship between knowledge storage and staff productivity in the University of Calabar Library was assessed.
4. Ascertain the relationship between knowledge utilization and staff productivity in the University of Calabar Library.

4. Research questions

The following research questions were formulated to guide the study:

1. What is the relationship between knowledge capture and staff productivity at the University of Calabar Library?
2. What is the relationship between knowledge sharing and staff productivity in the University of Calabar Library?
3. What is the correlation between knowledge storage and staff productivity at the University of Calabar Library?
4. To what extent does knowledge utilization relate with staff productivity in the University of Calabar Library?

5. Research hypotheses

1. There is no significant relationship between knowledge capture on staff productivity in the University of Calabar Library.
2. Knowledge sharing does not significantly relate with staff productivity in the University of Calabar Library.
3. Knowledge storage has no significant relationship with on staff productivity in the University of Calabar Library.
4. Knowledge utilization does not significantly relate with staff productivity in the University of Calabar Library.

6. Literature Review

6.1 Knowledge Capturing and Staff Productivity

The term "knowledge capture" refers to the two-step process of externalizing and internalizing information, which are necessary steps in moving tacit knowledge from people, objects, or

organizational units into an explicit form (Hegazy and Ghorab 2014). Jabar (2010) performed research on the acquisition of tacit knowledge for evaluating employee competency and productivity. The study examined specific literature about the management of knowledge and staff capabilities. Digging more into contemporary knowledge management systems, which stress the collecting and storing of tacit information, helped me to evaluate how effectively knowledge workers are performing in raising organizational productivity.

The key to effective knowledge management is making sure the right information gets to the right people at the right time. This highlights the need for libraries and other organizations to engage in continuous knowledge capture. Capturing knowledge is crucial in light of the talent shortages that many organizations face. Collecting knowledge is necessary before storing it in the repository. Therefore, the capacity to capture is critical for achieving knowledge management goals. The capacity to assimilate relevant information is of paramount importance. An organization's ability to make successful decisions and take effective action depends on having the correct knowledge (Delong, 2004). Unfortunately, not enough is known about the intricate details of what constitutes a good knowledge capture process and the advantages it brings. However, if libraries ignore this procedure, they risk incurring additional costs, witnessing a decline in staff productivity, and experiencing a decrease in patron satisfaction.

The goal of knowledge capture, as stated by Ozmen, & Muratoglu. (2018), is to establish a system for gathering and storing information from many sources, including but not limited to employees of the organization. With knowledge-capturing, the emphasis is on learning new things. Gupta, Iyer, and Aronson, (2000) argued that knowledge capture is the act of gathering and analysing data from many sources, both internal and external, and then arranging it in a way that is easy to use. By building up an organization's operational knowledge base, this information may help the organisation gain a competitive advantage. Whether tacit or explicit, every piece of knowledge must contribute to the success of the organization. An organization knowledge capture capability is its capacity to document and save all relevant information in a structured format, such as a database or a handbook, for use at a later date. Wagner and Zubey (2005), aver that several organizations use methods such as card sorting, protocol analysis, and interviewing to capture knowledge. They went further to state that knowledge capturing mechanisms; recruitment, training, expert system, brainstorming, mentoring, knowledge repository, interview and observation.

6.2 Knowledge Sharing and Staff Productivity

Knowledge sharing is what makes knowledge management work; the idea is to share information rather than keep it to oneself (Milne, 2001). When people work together to coordinate their learning, they are engaging in knowledge sharing. According to Chilton (2013), those who utilise and share information advance to new levels of understanding. That "knowledge flows from one person to another and gains in usefulness and becomes richer in meaning" is what he says “information sharing involves both giving and receiving.” Knowledge sharing is advantageous since it helps others who are less knowledgeable. Koseoglu, (2010) agree that coworkers can benefit from sharing knowledge and insights. Professionals from all over the world share their knowledge with one another, making it one of the most popular and efficient ways to obtain information. When employees share what they know, it's easier for them to ask each other for study aid. Usage, sharing of outcomes, and multiplication of understanding lead to the acquisition of accurate information. Wisdom is the end consequence of this process, which enables knowledgeable people to face new difficulties with success.

Bukowitz and Williams (2008), aver that knowledge sharing is the way in which an organization improves its performance by creating value from its intellectual or knowledge-based assets. Increased profits from producing more units of information and lasting advantages might be in store for institutions with abundant and high-quality knowledge assets (Ategwu, et al. 2023). Sharing and transfer do not diminish the value of knowledge. In a study of the Bangladeshi banking business by Zamir (2019) looked at how information capture and sharing affected learning, adaptation, work happiness, and desire to remain. Researching the effects of knowledge management's information capturing and knowledge sharing subprocesses on employees' learning, adaptability, job happiness, and intention to stay on the job is the study's overarching goal. The research employed a purposive sample of Bangladeshi financial services businesses. Two hundred and fifty-four (254), representing a range of organisational levels, responded from twenty-three (23) separate branches of eight (8) commercial banks. Results showed that knowledge management (KM) procedures, subprocesses, and not KM processes in and of themselves, were the ones that had a beneficial effect on worker output.

Additionally, Awan and Tofique (2015) explored how knowledge generation relates to employee performance at Abubakar Tafawa Balewa University in Bauchi State, Nigeria, using a correlational methodology for their research. The study involved a carefully designed questionnaire and included 1,200 university faculty and staff members as participants. They used the table from Kreycie and Nurgan (1970) to determine the smallest sample size needed for our particular population. In this study, a total of 291 individuals participated in the sample. The investigation involved a group of 291 participants. The study used a deliberate sampling approach. They assessed the internal reliability of the study instrument using Cronbach's alpha coefficient and decided to include only those items that had an alpha value of 0.70 or higher. After the clearance, we focused our data analysis on 245 respondents. They applied Spearman's rank-order correlation to examine our hypothesis. The findings indicate that the academic staff at Bauchi's Abubakar Tafawa Balewa University share a meaningful and noteworthy connection among their knowledge, creativity, and performance. One of the suggestions was for the administration of Abubakar Tafawa Balewa University, Bauchi, to organize more training and development sessions, allowing faculty and staff to explore new ways to enhance their work.

Effective knowledge sharing procedures can reuse and regenerate information at both individual and organizational levels (Chaudhry, 2005). Organizations may benefit from successful best practice sharing in several ways, according to Grey (2005). These include replacing unproductive procedures, improving employee performance, reducing rejections, saving costs via better productivity and efficiency, and improving service delivery. There are four steps a person must take when they want to share their knowledge with their coworkers. These elements are: channels of Interaction, openness, trust and prior experience.

On the other hand, an employee can share what they know with their coworkers to help them do a better job. Knowledge sharing has the potential to boost staff performance, particularly when combined with organizational resources (Du, Ai, & Ren, 2007). Staff competency and organisational performance may be greatly enhanced through the exchange of tacit knowledge (Christopher & Lebari 2015). The Internet, online apps, human resources, and the ability to acquire new customers are all examples of intangible assets that may greatly affect organisation’s bottom line. Knowledge sharing greatly improves an organization's efficiency, according to academics and businesspeople (Lev, 2001).

Administration, cataloguing, acquisition, abstracting, indexing, publishing, staff, policies, automation, networking, internet, and information and communication technologies are essential divisions upon which the university library relies to carry out its responsibilities effectively, Alegbeleye (2010), and Wang, Haertel, & Walberg, (2015). Etim (2010)). Information and communication technology, especially computer-based information systems and communication networks, are vital to knowledge management and information professionals. Knowledge management and the information profession both gain from technological advancements that make information creation, storage, and distribution simpler. It is possible to enhance library administration operations via the use of knowledge management and information and communication technologies.

According to Edem and Ani (2010), one way to share information is through knowledge management. Increased efficiency, effectiveness, and productivity can result from the direct dissemination and circulation of knowledge about a phenomenon, an individual, a group, a community, or an organization. Sharing information also helps change the power dynamics between different social groups, according to Edmonds, & Odden, (2018). These groups include experts and regular people, the wealthy and the poor, the educated and the uneducated, the literate and the illiterate, the informed and the ignorant, the government and the citizens, and many more. Nation states, communities, and people all benefit from this.

Library workers benefit from knowledge sharing because it allows them to gain new skills, gain insight, and find solutions to issues (Edem & Ani 2010). Employees at different libraries may gain insight and experience from one another, which can only help the library as a whole. Employees of libraries who are proficient at sharing what they know tend to be more productive and secure in their positions (Yang, 2004). Librarians build their common understanding by sharing their information, experience, views, and beliefs with one another. According to Trujillo (2013), the most beneficial outcome of implementing information sharing techniques is for workers' efficiency and production to grow as a consequence of their improved skills and knowledge. Organizational knowledge sharing is advantageous for those with less expertise. Sharing information has improved the productivity of the library's staff and allowed each librarian to gain insight from the work of their colleagues.

Avan and Zahir (2015) posit that when people work together to learn, everyone benefits. Compared to when people work alone, everyone accomplishes more in a cooperative setting. The efficiency of knowledge utilization depends on the dissemination of individual knowledge. Sharing knowledge with others is likely to restrict its efficacy. Librarians should collaborate and share their expertise to keep information flowing smoothly. Information hoarding would ensue due to the lack of free flow of knowledge in its absence.

Civak, & Konakli, (2017) investigated various theories on the optimal use and exchange of information and knowledge. He was making a reference to the need for a shift in the organisation culture that would inspire people to teach one another and swap stories about what they've learned and why. David further suggests initiating the project from the top down, using senior management as a model for the rest of the organisation. Hsu (2008) expanded on this by saying that top-level management's support and encouragement are crucial. Hasanali (2002) asserts that collecting knowledge appropriately holds no value if it remains unused. She believes that educators would rather see their lessons implemented.

Chilton (2013) acknowledged that knowledge sharing is an admirable objective, but he also noted that many organizations find it challenging to really implement. He elaborates on the fact that workers are hesitant to teach one another new things, yet they are more than pleased to carry out the menial tasks associated with their employment. Knowledge exchange, in their view, entails revising customer information, reviewing project timelines, and finishing assigned tasks. Chaudhry (2005) discovered that the fear of job losses or negative performance feedback discourages employees in Singaporean organizations from sharing knowledge. This fear, which he called "kiasuism," is a result of career advancement and performance appraisal. He says that most knowledge hoarders are uneasy or afraid of losing their jobs. People who are afraid of having their knowledge authority taken away often flat-out refuse to document processes or details regarding certain jobs. They aspire to leave a lasting legacy as the ones with the 'know how' to complete tasks when no one else can. Many believe that people hesitate to impart new knowledge to others due to their desire to maintain their status as experts in their field. One of the obstacles to information sharing activities is the "knowledge is power" mindset. Librarians are the engine that propels educational progress and information progression; thus, it's crucial to focus on training them to be productive members of the knowledge society. Accordingly, facilitating efficient use of this resource is a top priority for university library librarians (Aranda & Fernandez, 2002).

6.3 Knowledge Storage and Staff Productivity

Depending on the need for easy retrieval, one can store individual and corporate data in a soft or hard manner. Nonaka and Takeuchi (1995), Santo (2005), all agree that knowledge storage is a technological infrastructure that uses contemporary informational hardware and software as well as human procedures to catalogue and organize an organization's knowledge. This strategy encourages individuals to document their approach. Many individuals can access codified information through a repository, according to Armstrong (2006), without contacting the original developer. The time and other resources saved by the organization lead to better performance.

To determine if there was a substantial correlation between knowledge identification and organizational performance, Awan (2012) investigated the relationship between knowledge management and the performance of a few commercial banks in Awka, Anambra State, Nigeria. The article also explores the extent to which an organisation's performance is affected by internal knowledge acquisition. A descriptive research technique was used to obtain data for this study, with primary sources serving as the major instrument. The information was analyzed using Pearson's product moment correlation. The findings indicate a favorable relationship between knowledge identification and business performance. Additionally, the findings show that when companies preserve and gain information, they operate better. Finally, if an organisation wants to be unrivalled, knowledge is the most important resource it can have. Therefore, the study suggests implementing a method to effectively identify important knowledge that might improve performance. Aside from that, it's not enough to just acquire information; one must also carefully plan their knowledge acquisition activities if they want to draw from a variety of sources.

By studying knowledge identification, a subset of knowledge management, William (2012) aimed to close a knowledge gap in the existing literature. This paper presents the findings from a survey that 973 Australian firms completed to evaluate their strategies for gathering pertinent data. Despite firms' recognition of its importance, the study revealed a limited use of knowledge identification. The results of the study clarify the two main ways in which companies seek new information: proactive and reactive strategies. To better understand the connection between absorptive ability and

knowledge acquisition behaviors, Gandhi (2004) surveyed electrical and electronic engineers in Malaysia. A total of 305 people filled out the survey. Within the framework of structural equation modelling (SEM), the characteristics of partial least squares (PLS) were used to assess the relationships between the variables. The results indicate that employees' ability to absorb new information has a less significant impact on their knowledge acquisition.

Ozmen, & Muratoglu, (2018) used a questionnaire to gather the necessary data to assess how knowledge management affects the improvement of organizational performance in certain Egyptian organizations. At the 1% significance level, all performance metrics positively correlate with each component of knowledge management capabilities—storage, creation, mapping, and acquisition. Organizational performance strongly correlates with knowledge management talents. Martin used quantitative and qualitative data tools to study knowledge storage and acquisition procedures in 2012 at a new German high-tech business in connection to corporate performance. According to the findings, there are four unique ways to learn: quietly, moderately, intensively, and experimentally. The operation's structure and the type of data collected determine the strength of the correlation between these tactics and the organisation's performance.

Owizy (2015) studied at how knowledge management (KM) relates to empowering faculty and staff in universities. In line with the goals of the applied methodology, this study employed a descriptive-correlative research strategy. Employees of Iranian universities and colleges made up the subjects of this research. Statistics, both descriptive and inferential, were employed. The descriptive and inferential statistics used to analyse the research data included methods such as stepwise regression, Pearson correlation, and the Friedman ranking test. The SPSS program was used to analyse the data. The study's findings verified all competing hypotheses, demonstrating a strong correlation between knowledge management and employee empowerment. Another thing that KM anticipated was how academic institutions would implement employee empowerment.

6.4 Knowledge utilization and staff productivity

The application of knowledge manifests itself in various aspects of daily existence (Savolainen, 2009). He went on to clarify that using knowledge is a multi-faceted process that includes the following: the user's actions, interactions with the source of knowledge, pursuit of knowledge, knowledge-related skills, knowledge application, knowledge necessity, responses, impacts, and learning outcomes. The application of knowledge can be described as a cognitive endeavour that is expressed through a range of ideas and actions. According to Alavi and Leidner (2002), the primary goal of sharing information is to use it to improve group performance. To put it simply, people share what they've learned and the insights they've gained with others who impart their interests and find the material useful. Mortimore & Sammons (2017), knowledge utilization is the degree to which a person feels they have incorporated knowledge objects into their job practices, which includes tasks like solving problems and making decisions.

Knowledge application is characterized by Gize, et al. (2023) as the ability to use information in a way that encourages participation and experimentation. According to Choo (2006), applying new knowledge is a crucial component of assessing and integrating it. Putting one's knowledge to use is essential for accomplishing goals, and this is especially true for academic institutions' research output from faculty members. It makes no difference whether the entity is public or private; according to Awan and Zahir (2014), applying knowledge effectively improves organizational performance. The management of intellectual capital is the primary means by which universities, according to Awan

and Kashif (2014), play a pivotal role in fostering innovation. Staff retention and proper training not only boost competence but also instill self-assurance, as pointed out by Awan and Kaleemullah (2014). When people are actively involved in applying their knowledge, it creates an atmosphere that encourages creativity. Human intellectual capital is a basic engine that powers the economy in every way, according to Awan (2012) who studied the link between the two and found that it contributes to overall growth. He argues that the cognitive resources of the human mind enabled the post-World War II growth of Western Germany and Japan. Nations and commercial organizations should promote the use of knowledge to enable more people to access new methods, techniques, tools, and technology. In their 2015 study, Awan and Tofique looked at how workplace factors affected knowledge management and use. In the context of this study, "knowledge use" means that librarians effectively draw on their expertise, experiences, perspectives, and ideas to improve the quality and quantity of their research.

7. Theoretical framework

The study adopted Knowledge spiral theory by Nonaka and Takeuchi (1995). Nonaka and Takeuchi's knowledge spiral theory of knowledge management distinguishes between two categories of information. Only interaction with others can acquire tacit knowledge, while written documents like policies and procedures preserve explicit knowledge. They went on to say that U.S. managers value tacit knowledge more than explicit information. It was the contention of Nonaka and Takeuchi that the ability to go from tacit to explicit knowledge is a key factor in Japan's comparative advantage.

They asserted that Western society perceives the knower and the knowing as distinct entities, reminiscent of the cognitive method that prioritizes the communication and preservation of explicit knowledge. Conversely, the Japanese, influenced by the structural attributes of their language and philosophies like Zen Buddhism, uphold the unity of people and nature, body and mind, self and others. To create new cultural and operational tools for better organizations that create knowledge, Nonaka and Takeuchi stressed the significance of combining the two methods from organizational, epistemological, and cultural viewpoints. Their framework of hypertextual organization formalizes the imperative to amalgamate the historically conflicting concepts of Western and Japanese philosophies.

This idea is pertinent to the current study as it elucidates how university library personnel might perpetually generate knowledge and use it to provide improved services and systems. It also illustrates how in-person or experiential learning can effectively convey tacit information. Library staff meetings and brainstorming sessions can facilitate this type of connection. Implicit knowledge can be rendered explicit. Explicit knowledge crystallizes, facilitating its dissemination among library personnel and serving as the foundation for new knowledge.

8. Research Methodology

The study adopted ex-post facto research design, with the population size of two hundred and forty-four (244) library staff from the different units of the University of Calabar Library during 2023/2024 academic session.

Table 1: Population distribution of different units in University of Calabar Library

S/N	Name of units	No of staff
1	Processing	42
2	Reader service	62
3	Reader service	20
4	System development	30
5	Research development	30
6	Africana	30
7	Research	30
	Total	244

Source: University Librarian's office 2023/2024

The stratified random sampling approach was applied for sample selection. Subsequently, 50% of the librarians in the units were chosen via an accidental sampling method. The sample of the study comprises one hundred and twenty-two (122) librarians, as detailed in the table below.

Table:2 Sample distribution of library staff in University of Calabar

S/N	Name of units	No of sampled (50%)
1	Processing	21
2	Reader service	31
3	Reader service	10
4	System development	15
5	Research development	15
6	Africana	15
7	Research	15
	Total	122

Source: Authors fieldworks 2024.

The data collection tool is the Knowledge Management and Staff Productivity Questionnaire (KMSPQ), including thirty (30) items and utilising a four-point modified Likert scale to assess knowledge management. Measurement and evaluation expert evaluated the face and content validity of the instrument to confirm that the items properly represented the intended measurements of the research. To evaluate the instrument's reliability. A pilot study was executed including a sample of fifty (50) library personnel, selectively chosen from the University of Cross River State (UNICROSS) library, who were excluded from the research sample. The Cronbach's alpha approach was utilised to evaluate the instrument's dependability. The data were assessed using Pearson product-moment correlation analysis (PPMCA).

9. **Presentation of results**

Research Hypothesis:1 knowledge capture on staff productivity in the University of Calabar Library.

Table:3 Pearson product moment coefficient analysis of the relationship between knowledge capturing and staff productivity (N=120)

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	R
Knowledge capturing (x)	1683	24421		
			26538	0.579*
Staff productivity (y)	1862	29535		

Source: Authors fieldwork 2024

The results are significant at the 0.05 level, with degrees of freedom equal to 118, and the critical value of r is 0.178. Table 3's analysis shows that the calculated r-value of 0.579 surpasses the critical v-value of 0.178 at the 0.05 level of significance, taking into account 118 degrees of freedom. This indicates a notable correlation between knowledge capture and staff productivity. This result therefore rejects the null hypothesis.

The results corresponded with those presented by Jabar (2010), who investigated the acquisition of tacit knowledge for assessing employee competency and productivity. The investigation scrutinized a select corpus of literature about knowledge management and staff capabilities. The assessment included contemporary models for knowledge management, highlighting the processes of capturing and preserving tacit information. The study's results demonstrate that knowledge acquisition dramatically improves employee performance and increases organizational efficiency.

Research Hypothesis:2 Knowledge sharing does not significantly relate with the staff productivity in the University of Calabar Library.

Table:4 Pearson product moment correlation coefficient analysis of the relationship between of knowledge sharing and staff productivity.

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	R
Knowledge sharing (x)	1639	23179		
			25787	0.490*
Staff productivity (y)	1863	29535		

Source: Authors fieldwork 2024

The results are significant at the 0.05 level, with degrees of freedom equal to 118 and a critical r value of 0.178. Table 4's analysis reveals a calculated r-value of 0.198, with 118 degrees of freedom, at a significance level of 0.05. This indicates a notable correlation between knowledge sharing and staff productivity. The results indicate a rejection of the null hypothesis.

The findings of this study correlate with Okonado's (2012) examination of the influence of knowledge exchange and application on librarians' research productivity at public institutions in southern Nigeria. The statistics indicate that librarians generate a substantial volume of published publications. The results indicated that librarians' research output was strongly influenced by knowledge application ($B = 0.216$, $p < 0.05$) and knowledge exchange ($p < 0.05$) at public institutions in the southwestern region. On the other hand, we found no statistically significant correlation

between information sharing and research production (B = 0.44, p > 0.05). The results significantly impact research productivity via the interaction between knowledge utilisation and knowledge sharing. The finding suggests that librarians who adeptly utilise insights gained from information sharing will demonstrate increased research productivity.

Research Hypothesis:3 Knowledge storage does not significantly relate with staff productivity in the University of Calabar Library.

Table: 5 Pearson Product moment correlational coefficient analysis of the relationship between knowledge storage and staff productivity(N=120)

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	R
knowledge storage (x)	1650	23472		
			25977	0.521*
Staff productivity (y)	1863	29535		

Source: Authors fieldwork 2024,

Results indicate significance at the 0.05 level, with degrees of freedom equal to 118 and a critical r value of 0.178. Table 5's analysis shows that the calculated r-value of 0.490 surpasses the critical r-value of 0.198 at the 0.05 level of significance, taking into account 118 degrees of freedom. This indicates a notable correlation between the storage of knowledge and the productivity of staff. The relationship indicates that an increase in stored knowledge correlates with enhanced staff productivity. The outcome leads to the rejection of the null hypothesis.

The results from this study were consistent with those from a structural equation modelling (SEM) study by Mohamad, Mehrdad, Salman, and Noruzy (2013), which looked at how knowledge management techniques affected the performance of Iranian SMEs. Factors such as customer happiness, innovation, staff performance, financial performance, and the acquisition, storage, development, and implementation of information heavily influence organizational performance. The study's findings indicate a positive correlation between knowledge management strategies and the organizational performance of SMEs.

Research Hypothesis:4 Knowledge utilization does not significantly relate with staff productivity in University of Calabar library.

Table:6 Pearson product moment correlation coefficient analysis of the relationship between knowledge utilization and staff productivity(N=120)

Variable	$\sum x$ $\sum x$	$\sum x^2$ $\sum y$	$\sum xy$	
Knowledge utilization	1650	25576	27256	0.617*
Staff productivity	1863	29535		

Source: Authors fieldwork 2024.

The results are significant at the 0.05 level, with degrees of freedom equal to 118, and the critical value of r is 0.178. Table 6's analysis shows that the calculated r-value of 0.617 surpasses the critical r-value of 0.198 at the 0.05 level of significance, taking into account 18 degrees of freedom. This indicates a notable correlation between knowledge utilization and staff productivity. Knowledge utilization directly correlates with increased staff productivity. This result therefore rejects the null hypothesis.

This implied that knowledge utilization significantly influences staff productivity among library staff. This could be due to the fact that where knowledge is captured and utilized among staff of the library, it induces commitment and behavioral change that can facilitate their productivity. The result could also be due to the fact that knowledge utilization helps the staff to solve problems, take decisions and plans their work schedule. The differences between employees who learn new things and those who are happy with their jobs are in line with what Choo (2006), Awan, and Zahir (2015) found. They say that knowledge applied in a space that encourages interaction and experimentation is key to improving work performance, especially the research output of university academic staff. Furthermore, effective knowledge utilization enhances organizational performance, regardless of whether the organization is public or private.

Chilton (2013) also investigated the relationship between knowledge management, innovation, and organisational success; her results corroborated those of the current study. Organisations are significantly and indirectly impacted by the knowledge management processes, according to the research. These activities include knowledge production, organisation, storage, sharing, and use.

10. Conclusion and Recommendations

Based on the result presentation and discussion of findings, the study concluded that knowledge capturing, knowledge sharing, knowledge storage, knowledge utilization significantly relates with staff productivity in University of Calabar Library. The study's results and conclusions informed the following recommendations:

i. Library staff should provide with the opportunity of ensuring that they acquire knowledge from different sources in order to enhance their productivity.
ii. Knowledge based should be created for library staff to acquire information that is needed to ensure that they get committed to their job.
iii. Staff should be encouraged to utilize knowledge acquired in the work place in order to improve their work performance in the library.

REFERENCES

Alegbeleye, B. (2010). Old wine in new bottle: A critical analysis of the relationship between knowledge and library and Information science. Paper presented at the 48th National Conference of the Nigeria Library Association, Abuja.

Aranda, D. & Fernandez, L. (2002). Determinant of innovation through a knowledge-based theory. *Journal of Knowledge Management. 102*(5), 289-296.

Awan, A. G. (2012) Human capital: Driving force of economic growth in selected emerging economies. *Global Disclosure of Economics and Business. 1* (1), 12-26.

Ategwu P. O., Okon R. A. Amadi, J. N. & Nwakpa N. C. (2023). Management of Higher institution in the 21st century. *Global Journal of Educational Research 22*, 105-113 ISSN 1596-6224.

Awan, A. G. & Kaleemullah, A. (2014) Employees turnover rate in oil refineries: a case study of pak-arab refinery Ltd. *Global Journal of Human Resources Management.* 2 (3), 73-86.

Awan, A. G., &Tofique, T. (2015). Impact of working environment on employees' performance: A case study of Banks and Insurance Companies in Pakistan. *European Journal of Business and Management.* 7(1), 329-345.

Awan, A. O. & Zahir, F. H. (2015). Human capital formation and economic performance: A case study of Pakistan. *Journal of Economic and Sustainable Development.* 6(3), 96-104.

Bukowitz, W. R. & Williams, R. L. (2008). Exploring the effects of top management's commitment on knowledge management success in academia: A case study. *Proceedings of World Academy of Science Engineering and Technology.* 21, 292-297.

Chaudhry, A. B. (2005). Knowledge sharing practices in Asian institutions: A Multi-Cultural Perspective. Singapore: IFLA.

Chilton, A. (2013). Breaking the myths of rewards: An exploratory study of attitudes about knowledge sharing. *Information Resources Management Journal, 15*(2), 14-21

Christopher, O. & Lebari, P. (2015). Knowledge acquisition & administrative employee performance in Nigerian universities. *BMC Health Services Research, 10, 1-8*.

Choo, C. W. (2006). The knowing organization: How organization use information to construct meaning, creates knowledge, and makes decisions. New York: Oxford University Press.

Civak, I. D. & Konakli, G. C. (2017). Impact of knowledge creation processes of university administrators and academic staff work performance in Turkey. *International Journal of Small Business and Entrepreneurship Research*.*3* (6), 1-13.

Du, R., Ai, & Ren, Y. (2007). Relationship between knowledge sharing and performance: A survey in China. *Expert Systems with Application.* 32, 38-46.

Edem, N. B. and Ani, O. (2010). Knowledge management in academic libraries in Nigeria. Paper presented at the 48th National Conference of the Nigeria Library Association, Abuja.

Edmonds, F. S. & Odden, P. B. (2018). The effect of knowledge sharing on teachers' commitment in Nkanu West Education Zone of Enugu State. *Journal of Computer Assisted Learning*, 30(2), 157-172.

Etim, F. C. (2010). *Library and information science perceptive: a compendium of researches of Felicia Edu-Ewem Etim.* Akwa Ibom: Nigeria Library Association.

Gandhi, S. (2004). Knowledge management and reference services. *The Journal of Academic Librarianship.* 30(5), 368-381.

Gize, F. A. Ategwu P. O. & Kenn-Aklah F. U. (2023). Supervision of entrepreneurial variables and job creation, skill among undergraduate's during insecurity era in public universities in Ebonyi Nigeria. *BSUJE, 23*(2), 92-98 ISSN- 1117-6350.

Grey, D. (2005). Sharing knowledge. A knowledge management forum discussion track. Retrieved on 12 February, 2017 from www.km-forum.org.

Gupta, B., Lyer, L. S., & Aronson, J. E. (2000). Knowledge management: Practices and challenges. *Industrial Management and Data Systems.* 100 (1), 17-21.

Hasanali, Z. (2002). Critical success factors of knowledge management. Access May 08, 2017 Available at: http: Polaris.umue.edu/mts/TMAN/TMAN 636/articles/csfs.pdf

Hegazy, R. & Ghorab, E. (2014). The influence of knowledge management on organizational business processes& employees' benefits. *Journal of Knowledge Management, 8*(2) 95-111.

Hsu, I. (2008). Knowledge sharing practices as a facilitating factor for improving organizational performance through human capital. A preliminary test, Expert Systems with Applications. 35, 1316-1326.

Kiessling (2015). Knowledge management & organizational outcomes, of employee. The Electronic *Journal of Knowledge Management, 9(4),* 297-306.

Koseoglu, G. (2010). The relationship between knowledge management & job satisfaction among luxury hotel employees in Turkey. *Cutter Consortium Executive Report, 8*(8)1–18.

Lev, B. (2001). *Intangible: management, measurement, and reporting.* Washington DC: Brookings Institution Press.

Ozmen, U. & Muratoglu, G. (2018). The competency level of administrators in creating and implementing some predetermined knowledge management strategies at schools with regards to gender variables. *Journal of Education and Practice.*3 (14).17-21.

Mohammed, Z. (2003). Information systems and services delivery in digital age: A paper presented at the departmental staff seminar held at the faculty of education conference hall, A. B.U Zaria on 2nd February, 2001.

Mortimore, L. G. & Sammons, O. P. (2017). The implementation of knowledge sharing policies among institutional administrators for teachers' job effectiveness.

Milne, P. (2001). Rewards, Recognition and Knowledge Sharing: Seeking a causal Link in AARL, 32(4): 91-105 Retrieved on February 20, 201 from www.alia.org.au.

Ngah, R. & Ibrahim, A. R. (2009). Tacit knowledge sharing organizational performance. *Malaysian SMEs perspective.* 23(4), 127-138.

Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating organisation: How Japanese companies create the dynamics of innovation.* New York: Oxford University Press.

Noruzy, A., Dalfard, V., Azhdari, B., Nazari-Shirkouhi, S., and Rezazadeh, A. (2012). Relations between Transformational Leadership, Organizational Learning, Knowledge Management, Organizational Innovation, and Organizational Performance: An Empirical Investigation of Manufacturing Firms: *The International of Journal of Advanced Manufacturing Technology.* 21,1-13.

Owizy, S. O. (2015). *Impact of leadership style on organization productivity.* Retrieved http://www.academia.edu/292821/Impact_ of _Leadership _style _on organizational productivity.

Ozmen, U. & Muratoglu, G. (2018). The competency level of administrators in creating and implementing some predetermined knowledge management strategies at schools with regards to gender variables. *Journal of Education and Practice.3* (14).17-21.

Ugah, D. A. (2008). Motivation and productivity in the library. *Library Philosophy and Practice.* (195),1-6.

Trujillo, A. J. (2013). Knowledge sharing and academic staff work performance in selected Malaysian higher institutions. *Journal of Educational Management and Leadership, 15*(2): 83-97.

Wang, I., Haertel, E. A. & Walberg, I. S. (2015). Effect of knowledge sharing on school organisational practices. *Journal of knowledge management. 2*(3), 23-34.

William, R. K. (2012). *Knowledge management and organizational learning.* Springer: US.

Zack, M., McKeen, J., & Singh, S. (2019). Knowledge management and organizational performance: an exploratory analysis. *Journal of Knowledge Management.* 13 (6), 392-409.

Zakari, M. (2003). Knowledge management framework and strategies for national development in Nigerian Library Association: A compendium of papers presented at the 41th Annual National Conference and AGM: *Access Point Library Media Information Culture* held at Tarka Foundation, Makurdi, Benue State of Nigeria from 7th to 12th September, 33-41.