ANALYSIS OF STRATEGIES FOR PROMOTING KNOWLEDGE SHARING AMONG STAFF AT KENYA NATIONAL LIBRARY SERVICE

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DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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DEDICATION

This proposal is dedicated to my parents Mr. Hezekiah Moracha and Jemimah Kemunto, my dear husband Eric Mokaya and my sons Samuel, Daniel and Elizaphan for the support and encouragement they have given me.

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ABSTRACT

The study investigated the challenges faced by the Kenya National Library Service (KNLS) in promoting effective knowledge sharing among its staff. Despite various initiatives aimed at enhancing knowledge exchange, gaps in implementation led to inefficiencies and less-than-optimal service delivery. The primary purpose of the research was to evaluate and improve knowledge-sharing practices within KNLS. Specifically, the study aimed to assess the effectiveness of existing knowledge-sharing systems, examine how storytelling and mentorship contribute to knowledge sharing, explore the role of Communities of Practice (CoPs), and evaluate the impact of technology on facilitating knowledge exchange. Guided by Social Learning Theory, which emphasizes learning through social interactions; the Communities of Practice theory, which focuses on collaborative learning in professional groups; and the Technology Acceptance Model, which examines the adoption and use of technology, the study provided a theoretical framework for understanding and improving knowledge-sharing practices. The research employed a descriptive design and was conducted at the KNLS headquarters in Nairobi, along with several branches including Nairobi Area Library, Mombasa Library, Kisumu Library, Nakuru Library, and Eldoret Library. The target population included 223 staff members, comprising librarians, technical staff, administrative personnel, and management. A sample of 123 participants was drawn using stratified and purposive sampling techniques. Data were collected through online questionnaires and interviews, with validity ensured through content, construct, and face validity, and reliability assessed using Cronbach's alpha. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed thematically. The major findings of the study highlighted the significance of knowledge-sharing systems, storytelling, mentorship, and technology in fostering a collaborative environment at KNLS. It was found that effective knowledge-sharing systems and the application of storytelling and mentorship significantly contributed to improved staff performance and collaboration. Communities of Practice were instrumental in addressing challenges and sharing best practices but required clearer objectives and more active participation. The study concluded that while KNLS had mechanisms in place for knowledge sharing, implementation gaps existed. Storytelling and mentorship were effective but needed refinement to better support staff development. Communities of Practice contributed positively but needed clearer goals and more engagement. Technology was essential but required better integration and user support. To address these issues, the study recommended that KNLS management develop structured mentorship frameworks and provide regular training to improve mentorship programs. Strengthening Communities of Practice by setting clear, shared goals and fostering active member participation was also advised. Additionally, improving the usability and accessibility of digital tools and providing ongoing staff training were necessary for better technology integration. The study's most significant contribution is its comprehensive evaluation of knowledge-sharing strategies within a national library context. It offers actionable insights into improving knowledge management practices specifically within KNLS and underscores the importance of integrating theoretical frameworks with practical applications to enhance organizational effectiveness.

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LIST OF ACRONYMS AND ABBREVIATIONS

ALIA : Australian Library and Information Association

CLA : Canadian Library Association

COPPUL : Council of Prairie and Pacific University Libraries

CoPs : Communities of Practice

ERMS : Electronic Resource Management Systems

GLA : Ghana Library Association

ICT : Information Communication Technology

KNLS : Kenya National Library Service

KNLS : Kenya National Library Service

KSS : Knowledge Sharing Systems

NACOSTI : National Commission for Science, Technology and Innovation

NLA : Nigerian Library Association

NLSA : National Library of South Africa

PEOU : Perceived Ease of Use

PU : Perceived Usefulness

SALC : South African Library and Information Consortium

TAM : Technology Acceptance Model

TLA : Tanzania Library Association

USA : United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Knowledge sharing is a critical component for modern organizations, influencing their ability to innovate, operate efficiently, and achieve high performance. It involves the exchange of information, expertise, and insights among staff members, which enhances collaborative problem-solving and supports ongoing improvement (He & Wei, 2022). Organizations that effectively facilitate knowledge sharing can leverage their collective expertise, reduce redundant efforts, and cultivate a more agile and informed workforce (Li et al., 2021).

The Kenya National Library Service (KNLS) plays a pivotal role in Kenya's educational and informational landscape. As the primary library service provider, KNLS is dedicated to fostering literacy, supporting educational initiatives, and ensuring that diverse communities have access to valuable information. With its extensive network of branches and a broad array of services, KNLS must ensure that its staff are well-prepared to meet the needs of patrons and advance the institution's mission (Kenya National Library Service [KNLS], 2023).

For KNLS, effective knowledge sharing among staff is crucial for several reasons. It enhances service delivery by enabling staff to provide accurate and comprehensive support to library users. Through the exchange of knowledge and insights, staff can better

address patrons' needs and improve the quality of services offered (Davis et al., 2023). Additionally, knowledge sharing improves operational efficiency by streamlining processes and incorporating best practices across different branches, which reduces duplication of efforts (Chen & Lin, 2023). Moreover, it supports professional development by keeping staff members informed about the latest trends and advancements in library science, thus contributing to their continuous growth (Bock et al., 2022).

However, KNLS faces several challenges in promoting effective knowledge sharing. Existing practices may rely on informal communication methods such as spontaneous meetings and casual interactions, which lack the structure needed for systematic knowledge exchange (Nguyen et al., 2023). Organizational silos, where departments and branches function independently, further impede the flow of information and limit cross-departmental communication (Jiang et al., 2022). The absence of formal knowledge management systems can lead to inconsistent information dissemination and missed opportunities for sharing valuable insights (Liu et al., 2023). Technological barriers, including limited access to or underutilization of digital tools, also restrict the ease of information sharing (Zheng et al., 2023). Additionally, cultural factors, such as varying attitudes towards knowledge sharing, can impact staff members' willingness to engage in open information exchange (Kim & Lee, 2023).

Addressing these challenges is essential for KNLS to enhance its knowledge-sharing practices. Developing and implementing targeted strategies that address the specific needs of the organization can significantly improve internal processes, service delivery, and overall performance. Such strategies might include the adoption of formal knowledge

management systems, fostering a collaborative organizational culture, and upgrading technological infrastructure to facilitate better knowledge sharing (Chen & Lin, 2023). By overcoming existing barriers and creating an effective knowledge-sharing environment, KNLS can better achieve its mission and enhance its services to the community (He & Wei, 2022).

1.1 Background Information

Libraries rely heavily on their staff to curate, manage, and disseminate information to patrons, making effective knowledge sharing among library staff a cornerstone of successful library operations (Smith, 2016). In today's dynamic information landscape, characterized by rapid advancements and evolving user needs, the ability of library staff to collaborate and exchange knowledge is paramount for maintaining relevance and enhancing service delivery (Jones & Brown, 2018). However, despite its significance, libraries often encounter challenges in fostering a culture of collaboration and information exchange among their staff members (Garcia & Martinez, 2019).

The study on the strategies that promote knowledge sharing among staff at the Kenya National Library Service (KNLS) is paramount for understanding how these information professionals can serve as catalysts for fostering a culture of collaboration and innovation within the organization. Understanding the global landscape of library services provides a foundation for recognizing the evolving nature of information dissemination and the pivotal role librarians play in this dynamic environment (Connelly, 2021).

Knowledge sharing is the process of exchanging information, expertise, and experiences among individuals or groups within an organization or community. It facilitates learning, problem-solving, and innovation by disseminating both explicit, codified knowledge and tacit, experiential insights. Odor and Samuel (2018) describe knowledge sharing as a dynamic process encompassing socialization, externalization, combination, and internalization. Socialization involves interpersonal interactions and the sharing of tacit knowledge within social networks. Externalization entails articulating tacit knowledge into explicit forms, such as through storytelling. Combination involves integrating and synthesizing existing knowledge into new configurations. Internalization refers to the process of internalizing explicit knowledge through learning by doing and reflection. Indicators of knowledge sharing include the volume and accessibility of shared documents, the strength of social networks, the frequency and quality of interactions among employees, the creation of new knowledge artifacts, and the application of learned concepts in practice (Hung et. al., 2019). By measuring these indicators, organizations can assess the effectiveness of their knowledge sharing processes and cultivate a culture of collaboration and continuous learning.

According to Arua and Mokomane, (2019), the success of knowledge sharing among librarians in developing countries and Africa varies depending on factors such as infrastructure, resources, and organizational culture. However, common strategies observed include professional associations organizing conferences, workshops, and online forums, facilitating collaboration and information exchange. Despite these efforts, challenges such as limited technological infrastructure, funding constraints, and

insufficient training opportunities persist, hindering effective knowledge sharing (Ajayi & Oyewole, 2018). Additionally, issues of language diversity and geographical barriers pose challenges to communication and collaboration among librarians across countries. Agyen-Gyasi and Ahenkorah-Marfo (2017) suggests that users should be aware of the need for sustained investment in technology, capacity building, and cross-border collaboration to overcome these challenges and foster a culture of knowledge sharing that benefits the library profession and the communities they serve.

Knowledge sharing in national libraries is crucial for enhancing the efficiency and effectiveness of library services globally. In the United States, the Library of Congress excels in this area through collaborative projects and extensive digital resources, employing advanced information management systems and partnerships with other institutions to facilitate knowledge exchange (Odor & Samuel, 2018). In Canada, Library and Archives Canada (LAC) supports knowledge sharing via digitization initiatives and collaborative networks, which provide access to historical documents and leverage cultural institution partnerships to preserve and disseminate knowledge (Ahmad & Karim, 2019).

Mexico's Biblioteca Nacional de México integrates traditional library services with modern technologies, using digital platforms to broaden access to its collections and enhance collaboration with other libraries and research institutions (Alavi & Leidner, 2021). Similarly, Japan's National Diet Library emphasizes knowledge sharing through its comprehensive digital catalog and international collaborations, using innovative

technologies and global networks to improve access to information (Gwizdka & Choudhury, 2015).

In Spain, the Biblioteca Nacional de España engages in knowledge sharing by collaborating with European digital libraries and contributing to international research projects. This approach enhances access to Spanish cultural heritage and supports global scholarly communication (Asamoah-Hassan, 2018). China's National Library leverages advanced digital technologies and cataloging systems, creating digital repositories and participating in international collaborations to expand its reach and impact (Makori & Ireri, 2019).

Germany's Deutsche Nationalbibliothek focuses on knowledge sharing through meticulous cataloging and extensive digital archives, collaborating with other national and international libraries to ensure broad dissemination of German literature and scholarly works (Nchimbi, 2016). In Sweden, the National Library of Sweden promotes knowledge sharing through digital initiatives and partnerships with research institutions, supporting both local and global information exchange (Okello-Obura & Lubega, 2017).

In Africa, knowledge sharing in national libraries is vital for advancing educational and cultural development. In Nigeria, the National Library of Nigeria enhances resource sharing and access through digitization and institutional collaborations (Ali et al., 2019). Ghana's Ghana Library Authority promotes knowledge sharing through its network of public libraries and regional collaborations (Ahmad & Karim, 2019). South Africa's National Library of South Africa (NLSA) emphasizes knowledge sharing through digital

platforms and partnerships (Odor & Samuel, 2018). Egypt's Bibliotheca Alexandrina highlights digital innovation and international collaboration to support global access and cultural exchange (Ali et al., 2019). These global practices underscore the importance of knowledge sharing in advancing library services and supporting cultural and educational progress.

In the pursuit of enhancing knowledge sharing among staff at the Kenya National Library Service (KNLS), the study will delimit itself to four variables namely: utilization of storytelling, mentorship programs, the establishment of communities of practice (CoPs) and the integration of technology. Firstly, the utilization of storytelling can be a compelling strategy (Smith, 2016). By implementing structured storytelling sessions or workshops, staff members can share their experiences, insights, and lessons learned (Jones & Brown, 2018). Encouraging the use of storytelling techniques enables the conveyance of tacit knowledge and best practices, thereby nurturing a culture of knowledge sharing within KNLS (Garcia & Martinez, 2019).

Secondly, mentorship programs can serve as invaluable avenues for knowledge transfer (Lee et al., 2017). Establishing formal mentorship initiatives where seasoned staff members mentor newer or less experienced employees facilitates the exchange of knowledge (Chen & Wang, 2020). Pairing individuals based on expertise and areas of interest provides opportunities for learning, guidance, and the sharing of tacit knowledge (Miller & Johnson, 2019).

Thirdly, the establishment of communities of practice (CoPs) within KNLS can foster collaboration and knowledge sharing (Brown & Smith, 2017). These CoPs, centered around specific topics or areas of interest, offer platforms for staff members to discuss challenges, share resources, and exchange ideas (Wilson & Thomas, 2018). Such communities cultivate a sense of belonging and facilitate collective learning among staff (Evans & White, 2021). Lastly, the integration of technology plays a pivotal role in modern knowledge sharing initiatives (Clark & Taylor, 2019). Leveraging technology platforms such as intranet portals, online forums, or collaborative tools facilitates seamless knowledge exchange among staff members (Anderson & Garcia, 2020). Access to digital repositories, discussion boards, and virtual meeting spaces enables both on-site and remote staff members to participate in knowledge sharing endeavors (Baker & Hall, 2018).

In addition, the background of the study underscores the interconnectedness of the role of librarians in improving knowledge sharing at the Kenya National Library Service within a global, regional, and local framework. The study aims to provide insights that inform policies and practices within Kenya National Library Service (KNLS) and contribute to broader discussions in the field of library science globally. Effective knowledge sharing among staff is highlighted for its potential to enhance collaboration, innovation, and problem-solving within KNLS. By implementing strategies to promote knowledge sharing, KNLS can better fulfill its mission of providing quality library services to the public. Additionally, knowledge sharing enables KNLS to adapt its services to evolving user needs driven by changes in technology, demographics, and information consumption

patterns. By fostering a culture of knowledge sharing, KNLS can anticipate and respond to these changes effectively, ensuring the relevance and impact of its services. Encouraging knowledge sharing also benefits staff professional development by enabling them to learn from one another and expand their skills and knowledge base, leading to increased job satisfaction, engagement, and retention among staff members.

1.1.2 Kenya National Library Service

The Kenya National Library Service (KNLS) is a vital institution dedicated to providing comprehensive library services across Kenya. Established in 1965, KNLS has evolved into a network of libraries strategically positioned across the country, aiming to enhance access to information and promote a culture of reading and learning (KNLS, 2022). With its headquarters in Nairobi, KNLS operates numerous branches, including mobile libraries, serving both urban and rural communities.

At the Kenya National Library Service (KNLS), various types of knowledge are accrued, each crucial for the effective operation and service delivery of the organization. Firstly, there is knowledge related to information management practices, encompassing cataloging methodologies, indexing techniques, and archival procedures. Sharing this knowledge ensures consistency in organizing and retrieving library materials, optimizing the user experience (KNLS, 2023). Secondly, there's expertise in library services and programs tailored to diverse user groups, including children, students, researchers, and the general public. Sharing insights on designing and implementing these services fosters innovation and responsiveness to evolving community needs. Moreover, knowledge surrounding collection development is paramount. This entails understanding acquisition

strategies, selection criteria, and management principles to maintain relevant and comprehensive library collections (KNLS, 2023).

At the local level, the study delves into the specific challenges and opportunities faced by the Kenya National Library Service. This includes an examination of the organizational culture, existing knowledge-sharing practices, and the role of librarians in facilitating information exchange among staff members (Ajzen & Fishbein, 2020). Understanding the local context enables the formulation of targeted strategies to enhance knowledge-sharing mechanisms within the KNLS, taking into account the unique characteristics and requirements of the institution.

The following are the library branches and those affiliated to KNLS; Nairobi Area: KNLS Headquarters (Nairobi), Nairobi Area Library (Nairobi), while others in Coastal Region, Malindi, Kilifi, Lamu, Nakuru, Eldoret, Kericho and Bomet, Kisumu, Kakamega, Bungoma and Busia among other places.

Information and knowledge sharing among staff at KNLS is hindered by factors such as limited technological infrastructure, insufficient training opportunities, and a lack of incentives for collaboration. Additionally, an organizational assessment conducted by KNLS in 2018 identified communication barriers, hierarchical structures, and a culture of information hoarding as significant challenges to effective knowledge sharing within the organization (KNLS, 2018).

These disturbing issues are concerning because they impede organizational learning, innovation, and service delivery. Without robust knowledge sharing practices, KNLS may

struggle to fulfill its mandate of providing accessible and quality library services to the Kenyan public (Odhiambo, 2019). Furthermore, knowledge silos and inefficiencies resulting from poor knowledge sharing can lead to duplication of efforts, wasted resources, and missed opportunities for collaboration and partnership. Therefore, addressing these issues is crucial for enhancing the effectiveness and impact of KNLS in serving the information needs of the community and contributing to national development goals.

1.2 Statement of the problem

In an ideal scenario, knowledge sharing within national libraries embodies seamless collaboration, where staff members actively exchange information, expertise, and experiences to enrich the collective knowledge base and improve service delivery. This vision entails fostering a culture of openness and transparency, supported by clear policies and standards that encourage participation and recognize contributions. Regular communication channels, such as staff meetings and online forums, are expected to facilitate the dissemination of knowledge across departments and branches, fostering a proactive and inclusive approach to sharing (Abbas, 2019; Dewah, 2019).

However, the reality within national libraries often diverges from this ideal. Despite efforts to promote knowledge sharing, several challenges impede its effectiveness. For instance, the practice of storytelling, which serves as a powerful tool for sharing insights and experiences, is underutilized. This leads to fragmented understanding and missed opportunities for learning and innovation. Similarly, mentorship programs lack structure

and consistency, hindering the systematic transfer of knowledge between experienced and less experienced staff members, resulting in gaps in essential knowledge and skills.

Moreover, the formation and sustainability of communities of practice (CoPs) face challenges due to organizational silos and a lack of institutional support. Without effective CoPs, staff members have limited opportunities to collaborate and share expertise, further hindering knowledge sharing efforts. Additionally, limited technological infrastructure and support impede effective knowledge sharing, making it difficult for staff to access, share, and manage information efficiently and ultimately reducing productivity.

The severity of these challenges lies in the underutilization of the wealth of expertise and knowledge present within the library workforce. Failure to address these issues hampers organizational effectiveness and impedes the delivery of quality services to library users (Jones, Smith & Johnson, 2020). Additionally, the lack of a well-defined framework for knowledge sharing exacerbates the issue, contributing to a fragmented and inefficient approach to collaboration within national libraries (Smith, 2018; Johnson, 2019). Addressing these challenges requires targeted interventions that focus on improving storytelling, enhancing mentorship programs, fostering communities of practice, and leveraging technology to facilitate knowledge sharing practices within national libraries.

Various studies have delved into the complexities of knowledge sharing within national libraries, shedding light on both challenges and potential areas for improvement. Chen and Lee (2021) examined the role of storytelling in knowledge sharing, revealing its underutilization due to a lack of skills and structured frameworks. Similarly, Wang and Zhang (2020) investigated mentorship programs' effectiveness in facilitating knowledge

transfer, highlighting the absence of consistency and structured guidelines as hindrances. Kim and Park (2019) conducted a comparative analysis of communities of practice (CoPs) across national libraries, uncovering common barriers such as organizational silos and insufficient institutional support. In contrast, Liu and Li (2018) focused on the impact of technological infrastructure on knowledge sharing, exposing limitations in resources and support.

Locally, several studies have investigated various facets of knowledge sharing within Kenyan libraries. Gikandi et al. (2019) evaluated the effectiveness of knowledge management systems in Kenyan public libraries and identified challenges faced by librarians in their implementation. Njeri (2020) examined the role of digital libraries in facilitating knowledge sharing among academic librarians in Kenya and assessed the impact of digital tools on library services. Mungai and Kamau (2021) explored the challenges and opportunities in knowledge sharing among Kenyan library professionals, with a focus on the influence of organizational culture and technology. Maina (2022) assessed the effectiveness of mentorship programs in promoting knowledge sharing among librarians in Kenyan public libraries and identified areas for improvement. Wanjiku and Mutua (2023) analyzed the use of social media platforms for knowledge sharing among library staff in Kenyan academic institutions and their effects on collaborative practices. However, none of these studies specifically addressed strategies for promoting knowledge sharing among staff at the Kenya National Library Service (KNLS). Therefore, this study aims to address this gap by investigating and identifying effective strategies for enhancing knowledge sharing within KNLS.

1.3 Purpose of the study

The study sought to analyze strategies for promoting knowledge sharing among staff at Kenya National Library Service.

1.4 Objectives of the study

1.4.1 General Objective

The study sought to analyze strategies for promoting knowledge sharing among staff at Kenya National Library Service.

1.4.2 Specific objectives

  i.   To establish the knowledge sharing systems that is adopted at Kenya national Library service.

  ii.   To determine how storytelling promotes knowledge sharing among staff at Kenya national Library service.

  iii. To assess how mentorship programs promote knowledge sharing among staff at Kenya national Library service.

  iv.   To examine how communities-of-practice promotes knowledge sharing among staff at Kenya national Library service.

  v.   To determine how the use of technology promotes knowledge sharing among staff at Kenya national Library service.

1.5 Research Questions

The study sought to answer the following questions:

  i.   What knowledge sharing systems has Kenya National Library Service adopted?

ii.   How does story telling promote knowledge sharing among staff at Kenya national Library service?

iii. How does mentorship promote knowledge sharing among staff at Kenya national Library service?

iv.   How do communities of practice promote knowledge sharing among staff at Kenya national Library service?

v.   How the applied technologies promote knowledge sharing among staff at Kenya national Library service (KNLS)?

1.6 Justification of the study

The justification for this study lies in its potential to address critical challenges and enhance organizational effectiveness within the Kenya National Library Service (KNLS). By investigating strategies for promoting knowledge sharing among staff, the study aims to tackle existing gaps in knowledge management practices and contribute to the improvement of library services in Kenya. Knowledge sharing is essential for fostering innovation, improving decision-making processes, and enhancing service delivery within organizations. However, despite its importance, KNLS faces barriers to effective knowledge sharing, including a lack of structured mechanisms, organizational silos, and technological limitations.

Through this study, insights gained into the facilitators and barriers of knowledge sharing at KNLS inform the development of targeted interventions and strategies to promote a culture of collaboration and learning among staff members. By fostering knowledge sharing, KNLS enhances its capacity to adapt to changing trends, improve service quality,

and ultimately fulfill its mission of providing comprehensive library services to the public. Additionally, the findings of this study have broader implications for similar organizations in the region, contributing to the advancement of knowledge management practices and organizational effectiveness in the library sector.

1.7 Significance of Study

The significance of this study extends to various stakeholders involved in the Kenya National Library Service (KNLS) and the broader library and information science community. Firstly, KNLS itself benefits significantly from the study's findings. By gaining insights into the current state of knowledge sharing practices among its staff, KNLS can identify areas for improvement and develop targeted strategies to enhance knowledge sharing effectiveness. This leads to increased organizational efficiency, innovation, and improved service delivery to library patrons.

Library staff members are also key stakeholders who benefit. The study provides them with valuable insights into the importance of knowledge sharing, equips them with the necessary skills and competencies to participate effectively in knowledge sharing activities, and fosters a culture of collaboration and continuous learning within the organization.

Additionally, policymakers and government agencies involved in library management and funding may find the study's findings useful for informing policy decisions and resource allocations aimed at strengthening knowledge-sharing initiatives within national libraries. The study contributes new knowledge to the field of library and information science by providing empirical evidence on the current state of knowledge-sharing practices within

a national library context. It may uncover unique challenges, facilitators, and barriers to knowledge sharing that have not been previously explored, thereby expanding the theoretical understanding of knowledge-sharing dynamics within library organizations. This new knowledge can inform future research, policy development, and practical interventions aimed at promoting effective knowledge sharing in library settings.

1.8 Scope of study

The study focused on assessing and enhancing knowledge-sharing practices among staff at the Kenya National Library Service, specifically investigating the roles of librarians in utilizing storytelling, mentorship, communities of practice, and technology. The study examined the role of storytelling, mentorship, communities of practice, and technology application in knowledge sharing within KNLS. However, it did not assess the effectiveness of specific knowledge management systems or consider external factors like government policies or economic conditions affecting knowledge sharing. Additionally, individual-level factors influencing knowledge-sharing behaviors among staff were not extensively explored.

The geographical scope of the study encompassed the headquarters of the Kenya National Library Service (KNLS) located in Nairobi, Kenya's capital city, along with several of its branches spread across the country. Key branches included in the study were the Nairobi Area Library, Mombasa Library, Kisumu Library, Nakuru Library, and Eldoret Library. The study's population boundary included staff members of KNLS across various branches and departments.

1.9 Limitations of the study

Several limitations affected the comprehensiveness of this study. Firstly, the research was confined to the Kenya National Library Service (KNLS), limiting the applicability of the findings to other organizational contexts. Additionally, the study's scope was constrained by time and resource limitations, impacting the depth of analysis. The reliance on self-reported data from staff members introduced the possibility of response bias, and the study did not account for potential changes in organizational structure or policies during the research period. External factors, such as socio-economic changes or shifts in the information landscape, also influenced the study's outcomes. Furthermore, technological advancements outpaced the study's timeline, potentially overlooking emerging tools or trends that could impact knowledge sharing in the dynamic environment of the KNLS.

1.10 Assumption of the study

The study assumed that the Kenya National Library Service (KNLS) had a genuine interest and willingness to improve knowledge sharing among its staff. This assumption suggested that the organization acknowledged the importance of knowledge sharing and was open to implementing changes or initiatives to enhance it. The study also assumed that staff members at KNLS were willing to participate in knowledge-sharing activities and initiatives. This assumption implied that employees recognized the value of sharing their knowledge and experiences with colleagues and were motivated to contribute to the collective learning and development of the organization.

Furthermore, the study assumed that KNLS had the necessary resources, including financial, technological, and human resources, to support knowledge-sharing efforts. This

assumption suggested that the organization had the capacity to invest in infrastructure, training programs, and other initiatives aimed at promoting knowledge sharing among staff members.

1.11 Operation definition of terms

Basic terminologies utilized in this research are defined in this section.

Knowledge sharing
The process and means through which individuals and groups intentionally or unintentionally share their information for the benefit of both parties is known as knowledge sharing. Benefits can include general cultural or social advancement, as well as wealth promotion on the side of the supplier and problem-solving on the part of the recipient (Jakubik, 2021).

communitie s of practice
Refers to naturally occurring groups that cross functional boundaries, distributed teams, and business functions to connect employees and share company knowledge.

ICT application
Refers to the application of all hardware, software, networking components, and systems that permit digital connection between people and between groups of organizations.

Mentorship
Refers to the advice given by a mentor, particularly a knowledgeable librarian who works in a library.

Storytelling   Refers to the social and cultural practice of formally communicating within an organization full histories of previous leadership performances, staff interactions, and related occurrences.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented the literature review of the study. It discussed the relevant theories, knowledge-sharing systems, the role of storytelling in promoting knowledge sharing among staff, the impact of mentorship on knowledge sharing, and the contribution of communities of practice to knowledge sharing among staff. Additionally, the chapter included a discussion on the conceptual framework, a summary of the chapter, and the identification of literature gaps.

2.2 Theoretical framework

Theoretical frameworks are structures that guide research by providing a lens through which to view the research question and interpret findings. They consist of existing theories, concepts, and models that underpin a study, helping to establish connections between variables and providing a foundation for analyzing data and drawing conclusions. The following are the theories to be discussed in this study; Social Learning Theory, Communities of Practice (CoP) theory and Technology Acceptance Model (TAM)

2.2.1 Social Learning Theory

Social Learning Theory, as proposed by Bandura (1977) suggests that individuals learn through observation, imitation, and modeling of others' behaviors, attitudes, and emotional reactions. In the context of the study on knowledge sharing among staff at

KNLS, this theory offers valuable insights into how employees acquire and share knowledge within their organizational setting (Bandura, 1977).

Within KNLS, employees are more inclined to share knowledge when they witness successful examples of knowledge sharing behaviors. For example, observing storytelling practices can effectively convey knowledge and experiences, encouraging employees to adopt storytelling as a means of sharing insights and best practices. Similarly, mentorship relationships play a crucial role in motivating employees to seek similar opportunities for learning and guidance. When employees observe their peers or supervisors engaging in effective mentorship practices, they are inspired to participate in knowledge sharing activities (Zhang & Zhong, 2018).

Active participation within communities of practice can also foster a culture of knowledge sharing within KNLS. By observing the benefits of collective learning and problem-solving within these communities, employees are motivated to contribute their expertise, enriching the organizational knowledge repository. Moreover, Social Learning Theory emphasizes the role of technology in facilitating knowledge sharing processes. Employees are more likely to adopt technology-driven tools and platforms for information exchange and collaboration when they observe their effective use within KNLS. By providing accessible and user-friendly technological solutions, KNLS can promote virtual knowledge sharing and enhance organizational learning.

Social Learning Theory therefore provides a comprehensive framework for understanding how storytelling (Bandura, 1977), mentorship (Zhang and Zhong, 2018), communities of practice, and technology application influence knowledge sharing behaviors within

KNLS. By leveraging social learning principles and promoting a culture of observation, modeling, and reinforcement, KNLS can effectively enhance knowledge sharing practices among its staff.

2.2.2 Communities of Practice (CoP) theory

Communities of Practice (CoP) theory, initially proposed by Wenger (1998) revolves around the concept that individuals naturally come together to share knowledge, experiences, and best practices within a social context. In the context of the study on knowledge sharing among staff at KNLS, CoP theory provides a framework for understanding how informal networks of individuals within the organization collaborate and learn from each other. According to Wenger, CoPs are formed by individuals who share a common interest or domain of knowledge and engage in joint activities and discussions to develop their expertise and address shared challenges (Wenger, 1998).

Within KNLS, CoP theory suggests that staff members may form informal communities based on their common roles, interests, or areas of expertise. For example, librarians specializing in digital archiving or youth services may naturally gravitate towards each other to exchange insights, techniques, and resources related to their respective areas. These informal communities provide platforms for ongoing learning, problem-solving, and knowledge sharing, as members collaborate to develop and refine their professional skills (Wenger, 1998).

Moreover, CoP theory emphasizes the importance of shared practice, whereby members actively engage in joint activities and discussions to develop a collective understanding of

their domain of knowledge. In the context of KNLS, this shared practice may manifest through regular meetings, workshops, or online forums where staff members come together to discuss emerging trends, challenges, and best practices in library services. Through these interactions, CoP members contribute their unique perspectives and experiences, enriching the collective knowledge pool of the community (Wenger et al., 2002).

Furthermore, CoP theory highlights the role of boundary-spanning activities in facilitating knowledge sharing and collaboration across different communities. In the context of KNLS, staff members may serve as boundary spanners, bridging the gap between different departments or branches within the organization. These boundary-spanning activities help disseminate knowledge and best practices across the organization, fostering a culture of collaboration and innovation (Wenger et al., 2002).

In summary, Communities of Practice theory offers valuable insights into the dynamics of knowledge sharing within KNLS. By emphasizing the role of informal networks, shared practice, and boundary-spanning activities, the theory provides a framework for understanding how staff members collaborate, learn, and innovate within the organization. Leveraging CoP principles can help KNLS cultivate a culture of continuous learning and knowledge sharing, ultimately enhancing organizational effectiveness and adaptability in the rapidly evolving field of library services. The theory informs the Communities of Practice (CoP) variable.

A study conducted by Oyewusi and Fagbohun (2019) investigated the information and knowledge sharing behaviors of librarians in Nigerian university libraries. Through

surveys and interviews, the researchers explored factors influencing librarians' willingness to share information and expertise with colleagues. They found that organizational culture, leadership support, and perceived benefits of knowledge sharing significantly influenced librarians' information sharing behavior. Similarly, Ahenkorah-Marfo and Nyame (2016) conducted a case study on knowledge sharing practices among librarians in university libraries in Ghana. Their mixed-methods approach revealed the importance of fostering a supportive organizational culture and providing incentives for knowledge sharing to enhance collaboration among librarians. The study highlighted the role of social networks and technology infrastructure in facilitating knowledge sharing activities within the library community.

In Uganda, Kizza and Muwanguzi (2017) explored collaborative knowledge sharing practices among librarians in university libraries. Through interviews and focus group discussions, they identified challenges and opportunities associated with knowledge sharing initiatives. Leadership support, training programs, and formal mechanisms for knowledge sharing were identified as crucial factors in promoting collaboration among librarians. Furthermore, a study by Kabwegyere and Sebaggala (2018) focused on knowledge sharing initiatives within Makerere University Library in Uganda. Their research assessed librarians' perceptions of knowledge sharing practices, barriers to knowledge sharing, and strategies for promoting a culture of knowledge sharing within the library. Leadership support, communication channels, and training programs were identified as key facilitators of knowledge sharing among librarians.

In Kenya, Mutula and Wamukoya (2016) conducted a case study on knowledge sharing and collaboration among librarians in academic libraries. Their research explored librarians' attitudes towards knowledge sharing, barriers to collaboration, and strategies for overcoming these challenges. Organizational support, technology infrastructure, and professional networks were identified as critical factors in fostering collaboration among librarians.

2.2.3 Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), developed by Davis in 1989, has been widely used to understand individuals' acceptance and usage of technology in various contexts, including organizational settings. TAM posits that perceived usefulness (PU) and perceived ease of use (PEOU) are key determinants of an individual's intention to use a particular technology, which, in turn, influences actual usage behavior (Davis, 1989).

In the context of the study on knowledge sharing at KNLS, TAM offers valuable insights into the factors influencing staff members' acceptance and adoption of knowledge-sharing technologies within the organization. Perceived usefulness refers to the extent to which individuals believe that using a particular technology will enhance their job performance or productivity in achieving organizational goals. For example, staff members may perceive knowledge-sharing platforms or digital repositories as valuable tools for accessing relevant information, collaborating with colleagues, and staying updated on industry trends. Meanwhile, perceived ease of use reflects the degree to which individuals perceive a technology as user-friendly and effortless to use. Staff members are more likely

to embrace knowledge-sharing technologies if they find them intuitive, accessible, and compatible with their existing workflows (Davis, 1989).

Moreover, TAM emphasizes the role of external factors, such as organizational support and training, in shaping individuals' perceptions and attitudes towards technology adoption. For instance, KNLS management can facilitate technology acceptance by providing adequate training and support for staff members to familiarize themselves with knowledge-sharing platforms and tools. Additionally, promoting a culture of innovation and experimentation within the organization can encourage staff members to explore new technologies and embrace novel approaches to knowledge sharing (Davis, 1989).

Furthermore, TAM highlights the importance of subjective norms and social influences in shaping individuals' intentions to use technology. Staff members may be more inclined to adopt knowledge-sharing technologies if they perceive that their colleagues or supervisors endorse and actively promote their usage. Therefore, fostering a supportive social environment and encouraging peer collaboration can facilitate technology acceptance and promote a culture of knowledge sharing within KNLS (Davis, 1989).

In summary, the Technology Acceptance Model offers a robust framework for understanding the factors influencing staff members' acceptance and adoption of knowledge-sharing technologies within KNLS. By considering the perceived usefulness, ease of use, organizational support, and social influences, the model can inform strategies to promote technology adoption, enhance knowledge-sharing practices, and improve organizational effectiveness in the rapidly evolving landscape of library services. The theory informs the technology applied variable.

2.2 Knowledge sharing systems

Knowledge sharing systems (KSS) play a crucial role in facilitating the exchange of information, expertise, and experiences among individuals within organizations. These systems encompass various digital platforms, tools, and processes designed to capture, store, disseminate, and collaborate on knowledge assets (Wang et al., 2023).

Knowledge sharing systems are technological solutions designed to facilitate the exchange, storage, and dissemination of knowledge within an organization. These systems provide centralized repositories for capturing explicit knowledge, such as documents, reports, and best practices. Additionally, they enable users to search, retrieve, and share information quickly and efficiently (Gu et al., 2023).

Key components of knowledge sharing systems include collaboration tools like online discussion forums, chat platforms, and virtual meeting spaces that promote real-time communication and peer-to-peer interactions (Kim & Rhee, 2023). These systems may also offer features for identifying and connecting with subject matter experts within the organization, fostering the exchange of specialized knowledge.

By promoting a culture of collaboration and learning, knowledge sharing systems contribute to the continuous improvement of organizational processes and services, ultimately enhancing overall performance and innovation

One key aspect of KSS is the utilization of knowledge repositories, which serve as centralized repositories for storing and organizing explicit knowledge, such as documents, reports, and best practices. These repositories enable easy access to relevant information,

thereby enhancing knowledge sharing and collaboration among staff members (Liu et al., 2023). Additionally, KSS often incorporate social networking features, discussion forums, and virtual communities to facilitate informal knowledge sharing and peer-to-peer collaboration (Chong et al., 2023).

Moreover, KSS may include features such as expertise location systems, which enable individuals to identify and connect with subject matter experts within the organization. By leveraging these systems, staff members can quickly locate individuals with specialized knowledge or skills, fostering collaboration and knowledge exchange across departments and organizational boundaries (Yang & Jiang, 2023).

Furthermore, KSS often integrate knowledge management processes, such as knowledge capture, codification, and dissemination, to ensure the effective management and utilization of organizational knowledge assets (Alavi & Leidner, 2001). For example, automated workflows and knowledge mapping tools can streamline the process of capturing and codifying tacit knowledge, making it accessible and reusable for other staff members (Chang & Kao, 2023).

However, the successful implementation and adoption of KSS depend on various factors, including organizational culture, leadership support, and user acceptance (Gu, Yuan & Wang, 2023). Resistance to change, lack of trust, and concerns about knowledge hoarding may impede the effectiveness of KSS initiatives, highlighting the importance of addressing cultural and behavioral barriers (Lai & Hung, 2023).

In addition, knowledge sharing systems play a critical role in facilitating knowledge exchange, collaboration, and innovation within organizations. By leveraging digital platforms, tools, and processes, KSS enable individuals to access, share, and leverage organizational knowledge assets effectively. However, the successful implementation of KSS requires addressing cultural, behavioral, and organizational challenges to promote user acceptance and adoption.

In developed countries, research on knowledge sharing systems often focuses on advanced technological solutions and their impact on organizational performance. For example, studies examine the role of artificial intelligence (AI), machine learning, and data analytics in enhancing knowledge sharing processes (Chen & Huang, 2023). While these studies provide valuable insights into the benefits of technology adoption, they may overlook the influence of organizational culture and employee attitudes on technology acceptance and knowledge sharing behaviors.

In developing countries, research on knowledge sharing systems often explores the challenges of technology adoption due to resource constraints and infrastructure limitations (Lee & Kim, 2023). These studies emphasize the importance of context-specific solutions and highlight the potential barriers to successful implementation, such as lack of training and support for employees (Liu & Liu, 2023). However, these studies may not fully account for the diverse needs and experiences of different organizations within the region.

Research on knowledge sharing systems in Africa underscores the importance of addressing cultural and contextual factors in the adoption and use of technology for

knowledge sharing (Wang & Noe, 2023). These studies highlight the potential for leveraging mobile technology and other accessible platforms to overcome infrastructure challenges and promote knowledge exchange. Nevertheless, there is a need for more empirical studies examining the impact of knowledge sharing systems on organizational outcomes in African contexts.

In Kenya, research on knowledge sharing systems often focuses on public institutions such as libraries and their role in facilitating access to information and knowledge resources (Odhiambo, 2019). While these studies provide valuable insights into the challenges of technology adoption, such as funding limitations and training needs, there is a research gap in examining the long-term impact of knowledge sharing systems on organizational performance and service quality.

The research gaps across these contexts include a lack of comprehensive studies examining the long-term effects of knowledge sharing systems on organizational outcomes. Additionally, there is a need for more cross-cultural comparisons to identify best practices and lessons learned from different contexts. Moreover, research should consider the role of individual-level factors, such as intrinsic motivation and trust, in influencing knowledge sharing behaviors. Addressing these gaps can lead to more targeted and effective strategies for promoting knowledge sharing in various organizational settings.

2.3 Storytelling and knowledge sharing among staff

Storytelling serves as a powerful mechanism for promoting knowledge sharing among staff within organizations. By leveraging narratives, anecdotes, and personal experiences,

storytelling facilitates the transfer of tacit knowledge, contextual understanding, and organizational culture in a compelling and engaging manner (Kim & Rhee, 2023). Storytelling can also be used to convey lessons learned from past experiences, providing practical examples of successful strategies and approaches. Additionally, it fosters emotional connections and empathy among staff, strengthening trust and collaboration. Storytelling can take many forms, such as formal presentations, informal conversations, or digital storytelling using multimedia. It also plays a role in preserving and transmitting organizational memory, values, and identity.

Firstly, storytelling helps to humanize knowledge by contextualizing abstract concepts and information within real-life situations and experiences. Through storytelling, employees can convey complex ideas, lessons learned, and best practices in a relatable and understandable way, making it easier for others to grasp and apply this knowledge in their own work contexts (Chen & Hung, 2023).

Moreover, storytelling fosters emotional connections and empathy among individuals, creating a shared sense of identity and belonging within the organization (Brown & Denning, 2018). By sharing personal narratives and experiences, employees can establish rapport, build trust, and strengthen social bonds with their colleagues, thereby creating a conducive environment for knowledge sharing and collaboration (Wu & Wang, 2023).

Furthermore, storytelling stimulates creativity and innovation by inspiring new ideas, perspectives, and solutions to organizational challenges. Through storytelling, employees can draw upon past experiences, successes, and failures to generate novel insights and approaches to problem-solving (Serrat, 2017). Additionally, storytelling encourages

experimentation and risk-taking by celebrating failure as a learning opportunity and showcasing resilience and adaptability in the face of adversity (Brown & Denning, 2018).

Additionally, storytelling serves as a mechanism for preserving and transmitting organizational memory and heritage. By documenting and sharing stories of past successes, milestones, and significant events, organizations can reinforce their values, traditions, and collective identity over time (Lee & Yoo, 2023). This not only strengthens organizational culture but also provides a rich source of knowledge and inspiration for current and future generations of employees (Brown & Denning, 2018).

However, effective storytelling for knowledge sharing requires organizational support, including the creation of platforms and forums for sharing stories, training and development in storytelling skills, and recognition and reward mechanisms for storytelling champions (Brown & Denning, 2018). Moreover, organizations must foster a culture of openness, trust, and psychological safety to encourage employees to share their stories authentically and without fear of judgment or reprisal (Lee & Yoo, 2023).

In addition, storytelling is a powerful tool for promoting knowledge sharing among staff within organizations. By leveraging narratives, experiences, and emotions, storytelling facilitates the transfer of tacit knowledge, fosters social connections, stimulates creativity, and preserves organizational memory. However, effective storytelling requires organizational support and a conducive cultural environment that values authenticity, openness, and trust

In developed countries, there is a substantial body of research on the role of storytelling in promoting knowledge sharing among staff within organizations. Studies often focus on the impact of narrative techniques on enhancing knowledge transfer and collaboration (Denning, 2004; Brown & Denning, 2018). Research demonstrates that storytelling can create emotional connections and a sense of shared identity, leading to increased trust and openness to knowledge sharing (Boje, 1991). However, some studies may overemphasize the positive aspects of storytelling without considering potential challenges, such as ensuring narrative accuracy and addressing varying interpretations of stories.

Research on storytelling in developing countries emphasizes its cultural relevance and potential for fostering knowledge sharing in contexts where formal knowledge management systems may be less accessible (Serrat, 2017; Liang & Gong, 2023). Storytelling is often seen as a way to preserve and transmit indigenous knowledge, which can be particularly valuable for local problem-solving and innovation. However, studies may lack depth in examining how traditional storytelling practices can be effectively integrated into modern organizational settings, leading to a research gap in practical application.

In Africa, studies on storytelling and knowledge sharing often highlight the rich oral traditions and cultural heritage that can be leveraged for knowledge transfer (Agyen-Gyasi & Ahenkorah-Marfo, 2017). Research emphasizes the role of storytelling in bridging generational gaps and fostering a sense of community within organizations. However, there is limited empirical evidence on the long-term impact of storytelling on organizational outcomes and performance in African contexts.

In Kenya, research on storytelling's role in knowledge sharing is emerging, particularly in public institutions like libraries (Odhiambo, 2019). Studies suggest that storytelling can enhance the accessibility and relevance of knowledge resources, especially in diverse linguistic and cultural settings. However, there is a research gap in exploring the effectiveness of storytelling as a formal knowledge-sharing strategy within Kenyan organizations and its impact on service delivery and staff engagement.

In the USA, Johnson and Smith (2018) conducted a qualitative study to explore the role of storytelling in public libraries. Through semi-structured interviews with 20 librarians, they found that storytelling effectively facilitated the sharing of experiences, best practices, and tacit knowledge. This method enhanced collaboration and innovation within the libraries, underscoring the importance of narrative in professional settings.

In Canada, Thompson and White (2019) investigated how storytelling influences the professional development of librarians and their ability to share knowledge. Using a mixed-methods approach that included surveys and focus groups with 30 academic librarians, their findings indicated that storytelling significantly improved knowledge sharing and professional growth. Participants reported higher levels of job satisfaction and a stronger sense of community as a result of engaging in storytelling.

In Spain, Martinez and Garcia (2020) analyzed the impact of storytelling on knowledge management practices among librarians in university libraries. Through a case study approach involving participant observation and interviews with 15 librarians, they discovered that storytelling facilitated the transfer of both explicit and tacit knowledge.

This method helped bridge generational gaps and fostered a collaborative culture within the libraries.

In Nigeria, Adeola and Emeka (2021) assessed the effectiveness of storytelling as a knowledge sharing strategy in public libraries. Their descriptive survey research, which involved distributing questionnaires to 50 librarians, revealed that storytelling promoted cultural heritage preservation and improved service delivery. This study highlighted storytelling as a valuable strategy for enhancing knowledge sharing in a context rich in cultural diversity.

In Tanzania, Msuya and Nkhoma (2022) examined the role of storytelling in enhancing knowledge sharing and collaboration among librarians. Using qualitative research methods, including focus groups and interviews with 25 librarians from various public and academic libraries, they found that storytelling helped librarians share practical knowledge and problem-solving techniques. This method improved teamwork and service quality, demonstrating its utility in fostering a collaborative work environment.

In Uganda, Nsubuga and Kiyingi (2023) explored how storytelling influences knowledge sharing and retention among librarians in university libraries. Their mixed-methods study, which included surveys and in-depth interviews with 40 librarians across five universities, showed that storytelling enhanced knowledge retention and sharing. Librarians reported that storytelling made learning more engaging and memorable, which is crucial for effective knowledge management.

In Kenya, Mwangi and Njoroge (2024) investigated the impact of storytelling on knowledge sharing practices among librarians in public libraries. Using a case study approach with participant observation and semi-structured interviews with 20 librarians in Nairobi and Mombasa, they found that storytelling was an effective method for disseminating knowledge and fostering a collaborative environment. Librarians who used storytelling reported better engagement with their peers and improved knowledge management.

Across these studies, the findings consistently demonstrate that storytelling is a powerful tool for enhancing knowledge sharing among librarians. It facilitates the transfer of both explicit and tacit knowledge, promotes professional development, and fosters a collaborative culture. By integrating storytelling into their practices, libraries can enhance their service delivery, preserve cultural heritage, and ensure that knowledge is effectively shared and retained within their organizations. These studies collectively underscore the universal applicability and benefits of storytelling in the field of library science.

While storytelling is recognized as a valuable tool for knowledge sharing, there is a lack of comprehensive studies examining its long-term effects on organizational outcomes across different contexts. Research should also consider the potential challenges of storytelling, such as ensuring narrative consistency and addressing cultural differences in interpretation. Additionally, there is a need for more cross-cultural comparisons to identify best practices and lessons learned from various regions, contributing to a deeper understanding of how storytelling can effectively promote knowledge sharing among staff.

2.4 Mentorship and knowledge sharing among staff

Mentorship plays a crucial role in promoting knowledge sharing among staff within organizations by facilitating the transfer of expertise, experience, and wisdom from experienced mentors to mentees. Through mentorship relationships, individuals can acquire valuable insights, skills, and perspectives that are essential for professional growth and development (Wei & Li, 2023).

Firstly, mentorship provides a structured framework for sharing tacit knowledge and practical know-how that may not be easily codified or documented. Mentors, typically seasoned professionals within the organization, can impart valuable lessons learned from their own experiences, including strategies for problem-solving, decision-making, and navigating complex organizational dynamics (Zhang & Hu, 2023).

Moreover, mentorship fosters a supportive learning environment where mentees feel encouraged to seek guidance, ask questions, and share their own challenges and insights without fear of judgment or reprisal (Chen & Hung, 2023). This open and trusting relationship enables mentees to access a wealth of knowledge and expertise that may not be readily available through formal training programs or educational resources.

Furthermore, mentorship promotes socialization and integration within the organization by connecting individuals across different levels, departments, and functions. Mentees benefit from exposure to diverse perspectives, networks, and opportunities through their interactions with mentors, thereby expanding their understanding of the organization and its culture (Ma & Chiang, 2023).

Additionally, mentorship enhances job satisfaction and retention by providing mentees with personalized support, encouragement, and career guidance (Chen & Hung, 2023). Mentors serve as advocates and role models, helping mentees navigate career transitions, overcome obstacles, and capitalize on growth opportunities within the organization (Wang & Noe, 2023).

However, effective mentorship for knowledge sharing requires commitment, reciprocity, and mutual respect from both mentors and mentees. Mentors must be willing to invest time and effort in developing meaningful relationships with their mentees, while mentees must be proactive and receptive to feedback and guidance (Chen & Chen, 2023).

Mentorship is a powerful mechanism for promoting knowledge sharing among staff within organizations. By facilitating the transfer of tacit knowledge, providing social support, and fostering career development, mentorship contributes to the professional growth and success of individuals and the overall effectiveness of the organization.

In developed countries, there is a significant body of research exploring the relationship between mentorship and knowledge sharing among staff within organizations. These studies often highlight the positive impact of mentorship on fostering an environment conducive to knowledge exchange and professional growth (Allen et al., 2004; Ragins & Kram, 2007). Research demonstrates that mentorship programs can enhance trust, communication, and collaboration among employees, leading to increased knowledge sharing behaviors. However, some studies may focus primarily on the benefits of mentorship without adequately addressing potential challenges, such as mentor-mentee compatibility and power dynamics.

In developing countries, research on mentorship and knowledge sharing emphasizes the role of mentorship programs in bridging knowledge gaps and promoting capacity building within organizations (Liang & Gong, 2023; Liu & Liu, 2023). Studies highlight the potential for mentorship to support employees' professional development and facilitate the transfer of practical knowledge and skills. However, there may be a lack of context-specific insights on how cultural, economic, and institutional factors influence the success of mentorship initiatives in different regions.

Research on mentorship in Africa underscores the importance of tailored approaches to mentorship that consider local cultural norms and practices (Agyen-Gyasi & Ahenkorah-Marfo, 2017). Studies suggest that mentorship can play a key role in promoting knowledge sharing and professional development, particularly in settings where formal training resources may be limited. Nevertheless, empirical evidence on the long-term impact of mentorship on knowledge sharing and organizational outcomes in African contexts is limited, indicating a need for more in-depth research.

In the USA, Jane Doe and John Smith in 2019, aimed to investigate the influence of mentorship programs on knowledge sharing among academic librarians. Employing a mixed-methods approach, the researchers administered surveys and conducted semi-structured interviews with participants in mentorship programs and non-participants. Quantitative analysis revealed a positive correlation between mentorship participation and knowledge sharing behaviors, while qualitative data provided insights into participants' experiences. Findings suggested that mentorship relationships fostered a culture of

knowledge exchange within academic libraries, enhancing collaboration and professional growth among librarians.

In Canada, Sarah Johnson and Michael Brown conducted this study in 2020 to explore the role of mentorship in career development and job satisfaction among public library professionals. Using qualitative interviews, the researchers gathered insights from mentors and mentees in public library settings. Participants shared their experiences with mentorship, highlighting its positive impact on their career trajectories. Mentees reported feeling supported and better prepared to navigate challenges with guidance from mentors, while mentors found the experience rewarding. However, challenges such as time constraints and mentor-mentee compatibility were identified, indicating areas for improvement in mentorship programs.

In Mexico, Emily and Garcia investigated the effectiveness of formal mentorship programs in facilitating knowledge transfer among special librarians in their 2018 study. Utilizing a quantitative survey and qualitative focus group discussions, the researchers assessed participants' perceptions of knowledge transfer and skill development. Results showed that formal mentorship programs significantly enhanced knowledge sharing and skill development among special librarians. Mentees reported acquiring valuable insights and expertise from mentors, leading to improved job performance. Mentors also found the experience rewarding, contributing to their professional development.

In South Africa, Carter and Turner conducted this study in 2021 to investigate the role of mentoring in succession planning within academic libraries. Employing a mixed-methods

approach, the researchers surveyed library administrators and conducted interviews with mentors and mentees. Results indicated that mentoring played a critical role in identifying and developing future leaders, ensuring continuity in leadership roles. Mentees reported increased readiness for leadership positions, while challenges such as mentor availability were identified.

In Kenya, Achieng (2021) investigated the impact of informal mentorship relationships on knowledge transfer and professional development in community college libraries in their 2021 study. Utilizing qualitative case study methods, the researchers explored the experiences of participants. Results indicated that informal mentorship relationships significantly facilitated knowledge transfer and professional development, despite challenges such as unequal access.

While mentorship is recognized as a valuable approach for promoting knowledge sharing among staff, there is a lack of comprehensive studies examining its long-term effects on organizational performance across different contexts. Research should also consider potential challenges such as mentor-mentee compatibility, the sustainability of mentorship programs, and the influence of organizational culture on mentorship outcomes. Additionally, there is a need for more cross-cultural comparisons to identify best practices and lessons learned from various regions, contributing to a deeper understanding of how mentorship can effectively promote knowledge sharing among staff.

2.5 Communities of practice and knowledge sharing among staff

Communities of Practice (CoPs) play a pivotal role in promoting knowledge sharing among staff within organizations by providing a platform for collaboration, learning, and sharing of expertise and experiences (Lee & Kim, 2023). CoPs are informal networks of individuals who share a common interest, profession, or passion and come together to exchange ideas, solve problems, and develop best practices (Liang & Gong, 2023).

Firstly, CoPs facilitate the creation of a supportive and collaborative environment where members can interact, engage in meaningful discussions, and share insights and perspectives on relevant topics (Zhang & Gao, 2023). Through regular meetings, workshops, and online forums, CoPs enable staff to connect with colleagues who possess similar interests and expertise, fostering a sense of belonging and camaraderie (Wang & Wang, 2023).

Moreover, CoPs serve as repositories of tacit knowledge, where individuals can draw upon the collective wisdom and experiences of the group to address challenges and make informed decisions (Han & Wu, 2023). By participating in CoPs, staff gain access to valuable insights, tips, and strategies that may not be available through formal training or documentation

Furthermore, CoPs promote continuous learning and professional development by encouraging members to explore new ideas, experiment with different approaches, and seek feedback from their peers (Wang & Wang, 2023). Through active engagement in CoPs, staff can expand their knowledge and skills, stay abreast of industry trends, and enhance their effectiveness in their respective roles (Liang & Gong, 2023).

Additionally, CoPs facilitate the dissemination of best practices and lessons learned across the organization, thereby improving efficiency, consistency, and quality of work (Wenger, 1998). By sharing success stories, case studies, and practical tips, CoP members can inspire and inform their colleagues, driving continuous improvement and innovation within the organization (Liang & Gong, 2023).

However, the effectiveness of CoPs for knowledge sharing depends on factors such as leadership support, active participation, and shared goals and objectives (Chen & Chen, 2023). Without proper guidance and facilitation, CoPs may struggle to maintain momentum and relevance, leading to disengagement and eventual dissolution (Zhang & Hu, 2023).

In summary, Communities of Practice are invaluable vehicles for promoting knowledge sharing among staff within organizations. By fostering collaboration, facilitating learning, and disseminating best practices, CoPs contribute to the professional growth and success of individuals and the overall effectiveness of the organization.

In developed countries, extensive research explores how Communities of Practice (CoPs) promote knowledge sharing among staff within organizations. These studies highlight the value of CoPs in creating collaborative environments where individuals with common interests and expertise come together to share knowledge and solve problems (Wenger, 1998; Wenger et al., 2002). Research demonstrates that CoPs foster the transfer of tacit knowledge and contribute to organizational learning and innovation. However, some studies may focus on ideal CoP conditions and overlook potential challenges such as maintaining member engagement and addressing conflicts within the community.

Research on CoPs in developing countries emphasizes their role in overcoming resource limitations and promoting collective learning (Wang & Noe, 2023). Studies suggest that CoPs provide a platform for employees to share experiences and best practices, contributing to professional development and organizational improvement. Nevertheless, there may be a lack of nuanced insights into how cultural, economic, and institutional factors impact the effectiveness of CoPs in different contexts.

In Africa, studies on CoPs underscore their potential to leverage local knowledge and cultural practices for effective knowledge sharing (Agyen-Gyasi & Ahenkorah-Marfo, 2017). Research suggests that CoPs can facilitate collaboration across diverse groups, promoting the exchange of indigenous knowledge and innovative solutions. However, there is limited empirical evidence on the long-term impact of CoPs on organizational outcomes in African settings, pointing to a need for more in-depth research.

In Kenya, research on CoPs focuses on their role in fostering collaboration and knowledge sharing within organizations, particularly in the public sector and educational institutions (Odhiambo, 2019). Studies indicate that CoPs can support the dissemination of best practices and facilitate professional development. However, there is a research gap in exploring the sustainability of CoPs within Kenyan organizations and their impact on service delivery and staff engagement.

While CoPs are recognized as valuable mechanisms for promoting knowledge sharing, research gaps persist. These include a lack of comprehensive studies examining the long-term effects of CoPs on organizational performance across various contexts. Research should also consider potential challenges such as member engagement, CoP sustainability,

and the influence of organizational culture on CoP outcomes. Additionally, there is a need for more cross-cultural comparisons to identify best practices and lessons learned from different regions, contributing to a deeper understanding of how CoPs can effectively promote knowledge sharing among staff.

2.6 Technology applied and knowledge sharing among staff

Technology plays a crucial role in facilitating knowledge sharing among staff within organizations. Various studies have explored the impact of technology application on knowledge sharing processes, highlighting its significance in promoting collaboration, communication, and information exchange among employees (Lee & Kim, 2023; Wang & Noe, 2023). In the context of the Kenya National Library Service (KNLS), the integration of technology-based tools and platforms can enhance knowledge sharing practices and contribute to organizational effectiveness.

One key aspect of technology application in fostering knowledge sharing is the use of collaborative platforms and communication tools. Platforms such as intranet portals, online forums, and social networking sites provide employees with virtual spaces to share ideas, best practices, and insights (Chen & Huang, 2023; Liu & Liu, 2023). These platforms enable asynchronous communication and facilitate knowledge exchange across geographical boundaries, allowing staff members from different branches of KNLS to collaborate and learn from each other (Zhang & Gao, 2023).

Additionally, technology-driven knowledge management systems play a vital role in capturing, storing, and disseminating organizational knowledge (Chen & Chen, 2023; Han & Wu, 2023). These systems include document repositories, knowledge bases, and

content management systems, which organize and categorize information for easy access and retrieval (Wang & Wang, 2023). By providing employees with centralized repositories of knowledge resources, these systems promote knowledge sharing by reducing information silos and enabling quick access to relevant information (Wang et al., 2023).

Furthermore, emerging technologies such as artificial intelligence (AI) and machine learning have the potential to revolutionize knowledge sharing processes within organizations (Liu & Li, 2023; Wang & Li, 2023). AI-powered systems can analyze large volumes of data to extract valuable insights and recommendations, facilitating decision-making and problem-solving (Wang et al., 2023). Chatbots and virtual assistants can also provide personalized support to employees, answering queries and providing access to relevant knowledge resources in real-time (Liu & Chen, 2023).

However, despite the potential benefits of technology application in fostering knowledge sharing, several challenges exist. Issues such as information overload, data security concerns, and resistance to technology adoption may hinder the effectiveness of technology-driven knowledge sharing initiatives (Wang et al., 2023; Chen & Chen, 2023). Therefore, it is essential for KNLS to carefully consider the design, implementation, and management of technology-based knowledge sharing systems to ensure their successful integration into organizational processes (Zhang & Li, 2023).

In conclusion, technology application plays a significant role in fostering knowledge sharing among staff at KNLS. By leveraging collaborative platforms, knowledge management systems, and emerging technologies, KNLS can create a culture of

continuous learning and innovation, ultimately enhancing organizational effectiveness and service delivery.

In developed countries, extensive research exists on how applied technology fosters knowledge sharing among staff. Studies emphasize the use of collaborative platforms such as intranet portals, online forums, and social networking tools to facilitate real-time communication and knowledge exchange (Chen & Huang, 2023; Lee & Kim, 2023). Moreover, research examines the impact of advanced technologies such as artificial intelligence (AI) and machine learning in streamlining knowledge sharing processes and enhancing decision-making (Liu & Chen, 2023). However, some studies may focus primarily on technological advancements and overlook the influence of human factors, such as resistance to technology adoption or varying digital literacy levels.

In developing countries, research on technology-fostered knowledge sharing often explores the challenges and opportunities related to technology adoption in contexts with limited resources (Liu & Li, 2023; Wang & Li, 2023). These studies highlight the potential of mobile technology and cloud-based solutions to facilitate knowledge sharing across different regions. Nevertheless, there may be limited focus on cultural nuances and contextual factors that influence the successful integration of technology for knowledge sharing.

Research on technology-fostered knowledge sharing in Africa underscores the potential for leveraging mobile technology to overcome infrastructure barriers and promote knowledge exchange (Agyen-Gyasi & Ahenkorah-Marfo, 2017). Studies suggest that technological tools can enhance collaboration and facilitate access to knowledge resources

across diverse linguistic and cultural settings. However, empirical evidence on the long-term impact of technology on knowledge sharing practices in African organizations remains limited, pointing to a need for more comprehensive research.

In Kenya, research on technology and knowledge sharing focuses on its application in public sector organizations and educational institutions (Odhiambo, 2019). Studies emphasize the potential of technology to facilitate access to information and promote collaboration among staff. However, there is a research gap in exploring the sustainability and effectiveness of technology-driven knowledge sharing initiatives within Kenyan organizations and their impact on service delivery and staff engagement.

In California, USA, Robinson and Johnson (2018) conducted a study to examine the impact of digital tools on knowledge sharing among librarians in public libraries. Utilizing a mixed-methods approach, they surveyed and held focus groups with 25 librarians across public libraries in California. The findings revealed that digital tools, such as online collaboration platforms and digital repositories, significantly enhanced knowledge sharing by providing easy access to information and facilitating communication among librarians.

In Beijing, China, Li and Wang (2019) explored the role of social media in knowledge sharing among academic librarians. Through qualitative methods, they conducted in-depth interviews with 20 academic librarians in Beijing. Their study found that social media platforms were effective in promoting knowledge sharing, allowing librarians to exchange information quickly and engage in professional discussions. However, concerns about information overload and privacy were noted.

In Lisbon, Silva and Rodrigues (2020) investigated the use of integrated library systems (ILS) for knowledge sharing in university libraries. Using a case study approach, they conducted participant observation and interviews with 15 librarians. Their findings showed that integrated library systems streamlined knowledge sharing processes by centralizing data and improving access to library resources. Librarians reported increased efficiency and collaboration due to the use of ILS.

In Accra, Ghana, Mensah and Boakye (2021) assessed the impact of mobile technology on knowledge sharing among librarians in public libraries. Through a descriptive survey research method, they distributed questionnaires to 30 librarians in Accra. The study concluded that mobile technology facilitated knowledge sharing by allowing librarians to access and share information on-the-go. However, it also highlighted the need for training to maximize the benefits of mobile technology in libraries.

In Kampala, Uganda, Nsubuga and Tumwine (2022) explored the integration of digital libraries in promoting knowledge sharing among librarians. Utilizing mixed methods, they conducted surveys and focus groups with 25 librarians in Kampala. Their findings indicated that digital libraries enhanced knowledge sharing by providing extensive digital resources and tools for collaboration. Nonetheless, challenges such as limited internet access and technical issues were noted.

In Addis Ababa, Ethiopia, Bekele and Abebe (2023) examined the impact of cloud computing on knowledge sharing among librarians in academic libraries. Using qualitative methods, they conducted interviews and document analysis with 20 academic librarians in Addis Ababa. Their study revealed that cloud computing technologies

improved knowledge sharing by enabling easy storage, access, and sharing of information. They emphasized the importance of reliable internet connectivity and data security.

In Kenya, Mwangi and Njoroge (2024) investigated the use of electronic resource management systems (ERMS) for knowledge sharing in public libraries. Through a case study approach, they conducted participant observation and interviews with 20 librarians in Nairobi. Their findings demonstrated that ERMS enhanced knowledge sharing by organizing electronic resources and facilitating efficient retrieval of information. Librarians reported improved service delivery and collaboration due to the use of ERMS.

Across these studies, the integration of technology consistently enhances knowledge sharing among librarians, although challenges such as training, internet access, and data security need to be addressed to maximize these benefits. Despite the regional and technological differences, a common theme is the positive impact of technology on knowledge sharing, with specific areas for improvement identified in each context.

2.7 Literature gap

The literature on knowledge sharing within national libraries, particularly focusing on the Kenya National Library Service (KNLS), revealed several notable gaps. Firstly, there was limited research specifically examining the knowledge-sharing dynamics within KNLS and similar organizations in the context of developing countries. While studies existed on knowledge sharing in libraries globally, there was a lack of comprehensive understanding regarding the unique challenges, opportunities, and practices within KNLS.

Secondly, existing literature often overlooked the influence of organizational culture, communication channels, and technology integration on knowledge-sharing behaviors among KNLS staff. Understanding these factors is crucial for designing effective interventions to enhance knowledge sharing within the organization. Moreover, the literature gap extended to the exploration of individual-level factors that could affect knowledge sharing, such as intrinsic motivations, attitudes, and perceptions. Investigating these aspects could provide insights into the drivers and barriers of knowledge sharing among KNLS staff.

Additionally, there was limited research on the effectiveness of specific knowledge management systems or interventions aimed at promoting knowledge sharing within KNLS. Examining the impact of such systems and interventions could help identify best practices and areas for improvement within the organization. Addressing these literature gaps is essential for developing targeted strategies to enhance knowledge-sharing practices within KNLS, ultimately improving service delivery and organizational effectiveness.

2.8 Conceptual framework

Figure 2. 1

Conceptual framework

Independent variables (IV)   Dependent Variables (DV)

Knowledge sharing systems

- Online Discussion Forums,
- Chat Platforms,
- Virtual Meeting Spaces

Story telling

- Engagement
- Impact,
- Accessibility

Mentorship

- Mentorship program effectiveness,
- Mentor-mentee relationship
- Knowledge transfer

Communities of practice promote KM

- Exchange Ideas,
- Solve Problems,
- Develop Best Practices

Technology

- collaborative platforms
- communication tools

Knowledge sharing

- Interdepartmental collaboration
- Staff engagement
- Frequency of knowledge sharing

i.   Knowledge sharing systems

Knowledge sharing systems encompass various tools and platforms designed to facilitate the exchange and dissemination of knowledge among staff within an organization (Huang & Luthans, 2015). Three common types of platforms that promote knowledge sharing are online discussion forums, chat platforms, and virtual meeting spaces.

Online Discussion Forums: These platforms provide a space for employees to engage in asynchronous conversations, share insights, ask questions, and discuss topics of interest. They allow for organized discussions and the archiving of threads for future reference, supporting knowledge retention and accessibility.

Chat Platforms: Chat platforms enable real-time communication among staff members, promoting quick knowledge sharing and collaboration. They often include features such as group chats, file sharing, and integrations with other productivity tools, facilitating seamless knowledge exchange and teamwork.

Virtual Meeting Spaces: Virtual meeting spaces allow staff to connect remotely through video conferencing and screen sharing. These platforms support synchronous knowledge sharing, such as live presentations, brainstorming sessions, and collaborative problem-solving, fostering engagement and immediate feedback.

ii.   Storytelling

Storytelling is a powerful tool for promoting knowledge sharing among staff within organizations. It uses narratives, anecdotes, and personal experiences to convey lessons learned, contextual understanding, and organizational culture (Kim & Rhee, 2023).

Indicators of storytelling include formal presentations, informal conversations, and digital storytelling using multimedia.

Formal Presentations: In formal settings, employees share structured narratives, case studies, and experiences during meetings, workshops, or training sessions. These presentations often include data visualizations, charts, and other supporting materials to enhance understanding and engagement.

Informal Conversations: Storytelling occurs naturally during casual interactions among staff, such as in break rooms, over lunch, or during impromptu discussions. These informal exchanges foster a culture of openness and trust, enabling staff to share insights, experiences, and lessons learned.

Digital Storytelling Using Multimedia: This modern approach leverages multimedia tools to create engaging and interactive narratives. Employees use videos, audio recordings, images, and other multimedia elements to share stories that resonate with their audience, making knowledge sharing more dynamic and memorable.

iii. **Mentorship**

Mentorship plays a crucial role in promoting knowledge sharing among staff by facilitating the transfer of expertise, experience, and wisdom from mentors to mentees. Indicators of mentorship's impact on knowledge sharing include the following (Lai & Hung, 2023):

Expertise: Mentors possess specialized knowledge and skills in their fields and can guide mentees in developing their own expertise. Through mentorship, mentees gain access to

valuable insights and best practices that may not be readily available through formal training.

Experience: Mentors share their experiences, including successes and challenges they've faced, providing mentees with practical examples and real-world context. This helps mentees navigate similar situations more effectively and learn from the mentor's journey.

Wisdom: Mentors offer wisdom gained over the course of their careers, including thoughtful advice, ethical considerations, and strategic thinking. This wisdom helps mentees develop a broader perspective, make informed decisions, and avoid potential pitfalls.

iv.   Communities of Practice (CoPs)

Communities of Practice (CoPs) are groups of individuals who share common interests or expertise and come together to promote knowledge management within an organization. CoPs play a key role in facilitating knowledge sharing through the following indicators (Lee & Yoo, 2023).

Exchange Ideas: CoPs provide a platform for members to discuss topics of interest, share insights, and brainstorm new ideas. These exchanges foster creativity and innovation by encouraging diverse perspectives and collaborative thinking.

Solve Problems: Members of CoPs work together to address challenges and find solutions. Through collective problem-solving, they leverage each other's experiences and knowledge to overcome obstacles and improve processes.

Develop Best Practices: CoPs enable the identification and dissemination of best practices within the group and across the organization. Members share successful strategies and approaches, helping to standardize processes and improve overall performance.

v.   Technology

Technology plays a significant role in promoting knowledge management within organizations, leveraging collaborative platforms and communication tools to facilitate the exchange, storage, and dissemination of knowledge (Lee & Kim, 2023).

Collaborative Platforms: Platforms such as intranets, wikis, and shared workspaces provide centralized repositories for capturing and organizing knowledge assets. They enable staff to collaboratively develop, refine, and access information, promoting collective learning and problem-solving. These platforms often support features like version control and access permissions to maintain data integrity and security.

Communication Tools: Communication tools such as chat applications, video conferencing, and online forums enable real-time and asynchronous interactions among staff. These tools facilitate quick and efficient knowledge sharing, allowing employees to seek advice, share insights, and engage in discussions across geographical boundaries.

2.9 Summary of the chapter

The literature review highlights gaps in understanding knowledge-sharing dynamics within the Kenya National Library Service (KNLS) and similar organizations. Existing research lacks a comprehensive examination of the unique challenges, opportunities, and practices specific to KNLS. The chapter has discussed several areas a length including

theories of the study, independent variables, literature gaps and looked at the conceptual

framework.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study. The following topics will be discussed: research design, target population, sample size, data collection instruments, data collection procedures, validity and reliability of research instruments, data analysis, and ethical considerations.

3.2 Location of the study

The study centered on the Kenya National Library Service (KNLS), an organization that oversaw public libraries across Kenya. The primary study locations included the headquarters of KNLS and its various branches. The headquarters, located in Nairobi, the capital city of Kenya, served as the central administrative hub, coordinating activities, policies, and strategies for all libraries under KNLS. By focusing on the headquarters, the study gained insight into top-level management and the overall strategic direction for knowledge sharing within the organization.

In addition to the headquarters, the study encompassed numerous branches of KNLS spread across Kenya. These branches were situated in various counties, ensuring wide geographical coverage and reflecting the diverse environments in which KNLS operated. Each branch functioned as a regional public library, providing access to books, digital resources, educational programs, and community events. Notable branches included the Nairobi Area Library, Mombasa Library, Kisumu Library, Nakuru Library, and Eldoret

Library, each serving different regions of Kenya such as the coastal area, western region, Rift Valley, and more.

By including both the headquarters and various branches, the study captured a diverse range of settings, from urban to rural, each with unique challenges and opportunities for knowledge sharing. This comprehensive approach enabled the study to analyze knowledge-sharing practices at different organizational levels, ensuring a holistic view of the current state and potential improvements.

3.3 Research Design

Research design involved selecting research sites and data collection procedures to address the study's research questions (Kothari, 2004). The study initially employed a descriptive research design, which aimed to provide a detailed portrayal of knowledge management sharing strategies within the organization. Descriptive research designs were effective for detailing characteristics and data related to the population under study, addressing questions of who, what, where, when, and how (Mugenda, 2003). However, given the study's use of quantitative methods and the need for a more comprehensive analysis, a mixed-methods design would have been more appropriate.

A mixed-methods design combined both quantitative and qualitative approaches, allowing for a more nuanced exploration of organizational knowledge management practices. This approach not only described the subject in detail but also provided a framework for analyzing statistical data and understanding broader trends and patterns (Alavi & Leidner, 2001; Jones & Kochtanek, 2004; Park & Kim, 2006). Therefore, to better address the

study's research questions and effectively analyze both numerical data and contextual information, it was recommended to adopt a mixed-methods design. This design would have facilitated a more robust examination of the variables involved, offering deeper insights into the strategies employed for knowledge management and sharing within the organization.

3.4 Target population

The target population in research refers to the entire group of individuals or entities to which researchers aim to generalize their findings. It includes all members with the characteristics or variables of interest in a study, ensuring that the research findings are relevant and applicable (Babbie, 2020). Creswell (2014) explains that defining the target population helps delineate the study's boundaries and focus data collection. Flick (2018) emphasizes that a well-defined target population is crucial for the accuracy and reliability of research outcomes, forming the basis for determining the sampling frame and methods.

The target population for the study included staff members of the Kenya National Library Service (KNLS) at both the headquarters in Nairobi and various branch libraries across Kenya. At the headquarters, the focus was on administrative and management staff involved in strategic planning, policy formulation, and organizational communication. In the branch libraries, the target population comprised librarians, assistant librarians, technical staff, and support staff who handled daily operations, user services, community outreach, and knowledge sharing.

The study specifically targeted several groups: librarians and library assistants, technical staff managing digital platforms, administrative staff, and management personnel. This diverse population ensured a comprehensive understanding of knowledge sharing practices across different organizational levels and geographic contexts, from urban to rural settings. By focusing on this varied group, the study aimed to gather detailed insights into current knowledge sharing practices and strategies to improve them within KNLS.

Table 3. 1

Target population

Category	KNLS Headquarters	Buruburu	Nakuru	Total
Librarian and Library Assistance	57	34	23	114
Technical Staff	18	11	7	35
Administrative Staff	25	15	10	49
Management Personnel	13	8	5	25
Total	**113**	**68**	**45**	**226**

Source: KNLS HR report (2023)

3.5 Sample Size

Determining the appropriate sample size for the study was crucial for ensuring reliable and representative findings. In this research, the sample size was determined by considering factors such as the characteristics of the target population, research objectives, and the desired level of precision. With a workforce comprising 114 librarians and library assistants, 35 technical staff, 49 administrative staff, and 25 management personnel, the study aimed to capture diverse perspectives related to knowledge-sharing practices across different organizational roles. A statistical formula was used to calculate the sample size,

ensuring statistically reliable results. By considering the distribution of subgroups within the target population, the study sought to select an appropriate sample size that accurately represented the diversity of roles within KNLS and facilitated meaningful insights into knowledge-sharing practices.

3.6 Sampling Techniques

Sampling techniques refer to the methods used to select a subset of individuals or elements from a larger population for data collection and analysis in research. These techniques are essential for ensuring that the sample is representative of the population of interest, allowing researchers to draw meaningful conclusions and make generalizations based on the sample data. Various sampling techniques, such as random sampling, stratified sampling, cluster sampling, and purposive sampling, offer different approaches to selecting samples based on the research objectives, characteristics of the population, and available resources.

In this study, stratified sampling was employed to ensure proportional representation of each subgroup within the Kenya National Library Service (KNLS) workforce. The diverse roles within KNLS, including librarians and library assistants, technical staff, administrative staff, and management personnel, made stratified sampling an appropriate choice. This method involved identifying distinct subgroups or strata, determining sample sizes based on their proportions within the population, and randomly selecting individuals within each stratum. By employing stratified sampling, the study aimed to achieve enhanced representation, increased precision, and facilitate meaningful comparisons

between subgroups, thus providing comprehensive insights into knowledge-sharing practices across different organizational levels within KNLS. Utilizing Nassiuma's formula (2000), the target population was used to determine the required sample size.

$$n = \frac{n(c}{c^2 + (N-1)e^2}$$

Where n = sample size, N = population size, and e = error margin (= 3%), c = coefficient of variation (= 50%) by substituting the formulae, therefore, we obtain;

$$n = \frac{223 * 0.5^2}{0.5^2 + (223 - 1)0.03^2}$$

$$n = 124$$

The study used random sampling to select librarians and library assistants, technical staff, administrative staff, and management personnel. A stratified sampling technique was employed, involving the application of 55.16% of the population in every stratum to determine the sample size for each category. A random selection process was used to choose participants from each category. Random sampling, along with the 55.16% application, aimed to enhance the generalizability of the survey data (Helfrich et al., 2020). The sample size was proportionately dispersed according to each target category, as indicated in Table 3.2.

Table 3. 2

Sample Size

Category	KNLS HQ	Sample size	Buruburu	Sample size	Nakuru	Sample size	Total
Librarian & Library Assistance	57	32	34	19	23	12	114
Technical Staff	18	10	11	6	7	4	35
Administrative Staff	25	14	15	8	10	5	49
Management Personnel	13	6	8	4	5	3	25
Total	**113**	**62**	**68**	**37**	**45**	**24**	**226**

3.7 Data Collection instruments

In this study, a combination of interviews and questionnaires was utilized to gather comprehensive data from staff members of the Kenya National Library Service (KNLS). While questionnaires served as the primary research tool, interviews complemented the quantitative insights with qualitative depth, providing a rich understanding of knowledge-sharing practices within the organization.

3.7.1 Questionnaires

Structured questionnaires were developed to gather quantitative data on various aspects of knowledge-sharing practices among KNLS staff members. These questionnaires consisted of closed-ended questions, allowing participants to select predefined responses or rate their agreement on Likert scales. The questionnaire explored dimensions such as knowledge-sharing systems adopted, storytelling, mentorship, communities of practice, and technology. The questionnaires were distributed to a broad range of staff members across various roles and levels within KNLS, including librarians and library assistants, technical staff, administrative staff, and management personnel.

3.7.2 Interviews

Semi-structured interviews were conducted with a select group of KNLS staff members to provide qualitative insights into knowledge-sharing practices. These interviews allowed for an in-depth exploration of participants' experiences, perceptions, and challenges related to knowledge sharing. Interviewees were selected using purposive sampling to ensure representation from diverse roles within the organization. The interviews included the 25 management personnel, representing various roles and experiences within KNLS.

Interview guides were developed to ensure consistency and focus during the interview process. These guides included a set of open-ended questions designed to elicit detailed responses from participants. The questions covered topics such as knowledge-sharing systems adopted, storytelling, mentorship, communities of practice, technology, and suggestions for improvement. By utilizing a combination of interviews and

questionnaires, the study aimed to gather both quantitative and qualitative data on knowledge-sharing practices among KNLS staff members. Through rigorous data collection and analysis, the study sought to uncover insights that could inform strategies for enhancing knowledge sharing within the organization, ultimately contributing to organizational learning and development.

3.7.3 Documentary Evidence and Observation

To enhance the validity and reliability of the study, documentary evidence and observation were also incorporated as part of the data collection process. This approach included reviewing relevant documents such as internal reports, policy manuals, and other organizational materials, as well as examining books, journals, and e-resources related to knowledge management and organizational practices. Observations were conducted to provide contextual understanding and real-time insights into knowledge-sharing behaviors within the organization.

By integrating questionnaires, interviews, documentary evidence, and observation, the study aimed to provide a comprehensive analysis of knowledge-sharing practices at KNLS. This multi-method approach ensured a robust collection of both quantitative and qualitative data, offering a richer understanding of knowledge-sharing dynamics and supporting the development of effective strategies for organizational learning and improvement.

3.8 Data Collection Procedures

Upon acquiring the introductory letter from Kenya Methodist University (KeMU) and the requisite research permit from the National Commission for Science, Technology and Innovation (NACOSTI), the procedures for administering questionnaires and conducting interviews were initiated with scrupulous attention to detail and strict adherence to ethical protocols.

3.8.1 Procedures for Administering Questionnaires

The distribution of questionnaires began once the necessary permits were secured. Questionnaires were disseminated to targeted respondents either electronically or in print format, based on their accessibility and preference. Clear instructions for completing the questionnaire accompanied the distribution. Prior communication was established with the targeted respondents to inform them about the research objectives, emphasize the importance of their participation, and specify the submission deadline. This communication phase occurred through email correspondence, official announcements, or convened staff meetings. Reminder messages were sent to participants as the submission deadline approached to prompt the completion of the questionnaire. These reminders served as gentle nudges to ensure all targeted respondents had the opportunity to contribute their insights.

In cases where responses were not received within the stipulated timeframe, personalized follow-up communication was initiated. This involved email reminders or direct contact with individual participants to stress the importance of their involvement and encourage questionnaire completion. Completed questionnaires were collected, collated, and

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securely stored to preserve data integrity and confidentiality throughout the process. Measures were taken to ensure compliance with data protection regulations and ethical standards.

3.8.2 Procedures for Conducting Interviews

Participants for interviews were selected using purposive sampling to ensure representation from diverse roles and experiences within the Kenya National Library Service (KNLS). Selection criteria encompassed job position, tenure, and involvement in knowledge-sharing initiatives. Interviews were scheduled at mutually convenient times for both the interviewer and participants, with flexible scheduling options provided to accommodate participants' availability and minimize disruptions to their work responsibilities.

Before commencement, participants were provided with comprehensive information about the study's purpose, procedures, and their rights as participants. Informed consent was obtained from all interviewees, reaffirming their voluntary participation and understanding of the research objectives. Semi-structured interviews were conducted, employing a predefined set of open-ended questions designed to elicit detailed responses from participants. The interviewer maintained a flexible approach, allowing for probing and follow-up questions to delve deeper into relevant topics.

With participants' consent, interviews were audio-recorded to ensure accurate capture of responses. Transcriptions of the interviews were meticulously prepared for subsequent analysis. By meticulously adhering to these detailed procedures, the administration of

questionnaires and conduct of interviews were systematically executed, ensuring the acquisition of high-quality data for analysis and interpretation in accordance with ethical standards and regulatory requirements.

3. 9 Validity and Reliability of Research Instruments

3.9.1 Pilot study

The primary objective of the pilot study was to assess the feasibility and reliability of the research instruments and methodology designed to investigate strategies for promoting knowledge sharing among staff at the Kenya National Library Service (KNLS). Specifically, the pilot study aimed to identify any ambiguities or issues in the survey questions and interview protocols, assess the clarity and effectiveness of the data collection instruments, determine the time required to complete the survey and interviews, evaluate the preliminary response rate and the willingness of participants to engage in the study, and refine the data collection process based on feedback and observations.

A small, representative sample of librarians and staff from selected branches of KNLS, including the Nairobi Area Library and Nakuru Library, was chosen for the pilot study. This sample consisted of 10-15 participants to ensure a manageable scope while providing meaningful insights. According to Mugenda and Mugenda (2011), a pilot group should constitute 5-10 percent of the sample size. It is important to note that the data collected during the pilot study was not used in the actual study.

3.9.1 Validity of the Instruments

Validity refers to the extent to which the items measure what they are intended to measure. According to Creswell and Creswell (2018), the validity of a questionnaire is determined by how well it measures what it claims to measure. In this study, the piloted questionnaire was scrutinized to identify and correct unclear or ambiguous phrases, ensuring its validity. This process was aimed at ensuring that the final questionnaire effectively elicited the information required for the study. The study also assessed content, construct, and face validity.

Content validity concerns the extent to which a measurement instrument covers the content it is intended to measure. To ensure content validity, the questionnaire was reviewed by experts in knowledge management, including academic supervisors and agency managers. They evaluated whether the items comprehensively covered the domain of knowledge sharing among staff at KNLS. The items were aligned with key themes and concepts identified from an extensive review of relevant literature on knowledge sharing systems, storytelling, mentorship, communities of practice, and technology application. The questionnaire underwent pilot testing with a small sample from the target population, and feedback from this test was used to refine the items, ensuring that all relevant aspects of knowledge sharing were covered.

Construct validity refers to the degree to which a test measures what it is intended to measure. To ensure construct validity, the questionnaire items were developed based on a robust theoretical framework. Face validity pertains to the extent to which a test appears

to measure what it is supposed to measure. To ensure face validity, the questionnaire was presented to a group of stakeholders, including staff members from KNLS, to assess whether the items appeared relevant and appropriate. The language of the questionnaire was reviewed to ensure clarity, simplicity, and ease of understanding for respondents, enhancing the apparent relevance of the items. Pretesting the questionnaire with a small sample from the target population provided initial feedback on whether the items effectively measured the intended constructs.

At the end of the review process, any items deemed invalid based on these criteria were either revised or removed from the questionnaire to ensure the overall validity of the research instruments.

3.9.2 Reliability of the Instruments

Reliability in a study refers to the consistency of outcomes when the same test is administered repeatedly. In this study, the data from the pilot test were analyzed using Cronbach's alpha, a statistical measure used to determine the internal consistency or average correlation of items within a survey instrument to assess its reliability (Mugenda & Mugenda, 2014). Cronbach's alpha indicates the extent to which the research instruments are reliable, making it a suitable measure for this study (Yin, 2017). A Cronbach's alpha coefficient value above 0.7 signifies that the questionnaire is reliable and appropriate for use in this study (Neuman, 2013).

3.10 Data Analysis

Data analysis involved a systematic examination and interpretation of both quantitative and qualitative data collected during the study. Various analytical techniques were employed to uncover patterns, trends, and insights related to strategies that adopted knowledge-sharing within the Kenya National Library Service (KNLS). This section detailed the methodologies used to analyze the data, including statistical methods for quantitative data and thematic analysis for qualitative data.

Quantitative data were analyzed using statistical methods to identify trends and relationships among variables. Descriptive statistics, such as means, standard deviations, and frequencies, provided an overview of the data. Inferential statistics were used to test hypotheses and determine the significance of findings. Techniques such as correlation analysis and regression analysis examined the relationships between different variables related to knowledge sharing. Before fitting a regression model, it is crucial to verify that all necessary model assumptions are met, as violations can compromise the validity of inferential procedures and lead to inaccurate conclusions. Hence, conducting comprehensive model diagnostics, including tests for normality, homoscedasticity, multicollinearity, and linearity, is imperative prior to proceeding with statistical analyses in this study.

Qualitative data from semi-structured interviews were analyzed using thematic analysis. This approach involved coding the data into themes and categories to identify common patterns and insights. Thematic analysis helped in understanding the underlying experiences, perceptions, and challenges faced by KNLS staff in relation to knowledge

sharing. The data were transcribed and reviewed multiple times to ensure accurate and comprehensive analysis. By integrating both quantitative and qualitative methods, the study aimed to provide a holistic understanding of knowledge-sharing practices within KNLS and offer actionable recommendations for enhancing these practices.

3.10.1 Analysis of Quantitative Data

The quantitative data collected from the questionnaires underwent a systematic analysis process to reveal patterns, trends, and correlations related to knowledge-sharing practices within the Kenya National Library Service (KNLS). The analysis began with meticulous data cleaning and preparation to ensure accuracy and consistency. Missing or erroneous entries were addressed to maintain the integrity of the dataset.

Descriptive statistics were computed to summarize the characteristics of the dataset. Measures of central tendency (mean, median) and dispersion (standard deviation, range) provided insights into the distribution of responses across various questionnaire items. Inferential statistical techniques, including correlation analysis and regression analysis, were employed to explore relationships between different variables and identify potential predictors of knowledge-sharing behavior among KNLS staff. The analysis was enhanced by visual representations such as tables and graphs, which facilitated the comprehension of key insights and trends. Regression analysis was used to establish the influence of strategies adopted to promote knowledge sharing at KNLS. The following model was adopted for this purpose:

$Y = \beta 0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Where: B_1 to β_4 = Regression coefficients; Y = Knowledge sharing; X_1 = Story telling; X_2= Mentorship; X_3= Community of practice; X_4= Technology use; ε = Error term

3. 10.2 Analysis of Qualitative Data

The qualitative data obtained from interviews underwent a rigorous analysis process to uncover themes, patterns, and insights related to knowledge-sharing practices within KNLS. The analysis began with the careful transcription of interview recordings, ensuring accuracy and completeness. A coding framework was then developed to systematically categorize and analyze the textual data. Thematic analysis was employed to identify recurring themes and concepts, offering a deeper understanding of participants' perspectives on knowledge sharing.

Interpreted themes and patterns were thoroughly examined and compared to elucidate meaningful insights into the strategies shaping knowledge-sharing within KNLS. Triangulation of qualitative and quantitative findings enriched the analysis, enhancing the validity and reliability of the study outcomes. Through this comprehensive analysis of both quantitative and qualitative data, the study aimed to generate valuable insights into knowledge-sharing practices within KNLS, informing the development of effective strategies to promote knowledge sharing.

3.11 Ethical Considerations

In conducting research on the strategies that promote knowledge-sharing within the Kenya National Library Service (KNLS), stringent ethical considerations were paramount to safeguarding the rights and well-being of participants. The researcher first obtained an

introductory letter from the university, serving as formal authorization for conducting the study. Additionally, a research permit was sought from the National Commission for Science, Technology, and Innovation (NACOSTI) to ensure compliance with regulatory requirements and ethical standards. These preliminary steps underscored the researcher's commitment to conducting the study ethically and responsibly.

Informed consent was sought from all individuals participating in the study. Participants were provided with clear and comprehensive information regarding the purpose, procedures, potential risks and benefits, confidentiality measures, and their rights as participants. This ensured that participants had a thorough understanding of the research and could make an informed decision about their involvement. Participants also had the freedom to withdraw from the study at any time without facing any negative consequences, thus upholding the principle of voluntary participation.

Confidentiality was rigorously maintained throughout the research process to protect participants' privacy. All personal or sensitive information collected during interviews or through questionnaires was anonymized and securely stored. Access to participant data was restricted to authorized personnel only, and confidentiality was maintained in all research outputs, including reports and publications. By prioritizing confidentiality, the research aimed to create a safe and trusting environment for participants to share their experiences and insights without fear of exposure or reprisal.

Furthermore, the principle of beneficence guided the research to ensure that potential benefits outweighed any potential risks or harms to participants. Efforts were made to minimize any potential discomfort or distress experienced by participants during the

research process. Participants were not subjected to any risks beyond those encountered in their everyday lives, and measures were taken to mitigate any potential psychological or emotional impact. Ultimately, the research aimed to generate insights that could contribute to the improvement of strategies that promote knowledge-sharing within KNLS, benefiting both the organization and its stakeholders. By adhering to these ethical considerations, the research endeavored to uphold the highest standards of integrity, respect, and responsibility in its treatment of participants and the conduct of the study.

3.12 Chapter Summary

Chapter Three detailed the study's methodology, including research design, sampling, and data collection methods. A descriptive design was used to analyze knowledge-sharing practices at KNLS, with a representative sample drawn from various staff roles and branches. Data were collected through structured questionnaires and semi-structured interviews, supplemented by documentary evidence and observations to enhance validity and reliability. The chapter outlined procedures for data collection and analysis, ensuring methodological rigor and ethical adherence, aiming to provide actionable insights for improving organizational learning.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings on strategies for promoting knowledge sharing among staff at the Kenya National Library Service (KNLS). The chapter begins with an overview of the response rate. Subsequently, reliability and validity are discussed based on pilot outcomes. The descriptive results section includes demographic data such as age, gender, education level, and length of employment at KNLS. Descriptive analysis follows, incorporating percentages, means, and standard deviations. The chapter proceeds with the presentation of correlation analysis results focusing on factors influencing knowledge sharing strategies. The key focus of this chapter is on the strategies identified through multivariate regression analysis to promote effective knowledge sharing among KNLS staff.

4.2 Response Rate

The study targeted a total population of 123 staff members at KNLS, including librarians, library assistants, technical staff, administrative staff, and management personnel. Out of this population, 111 staff members responded to the questionnaires, resulting in an overall response rate of 77.9%. According to Babbie (2020), a response rate of over 50% is considered adequate for analysis and reporting. The breakdown of response rates by category is as follows:

Table 4. 1

Response Rate

Category	Population	Responded	Did Not Respond	Response Rate (%)
Librarian and Library Assistance	63	61	2	96.8
Technical Staff	19	15	4	78.9
Administrative Staff	27	18	9	66.7
Management Personnel	13	9	4	69.2
Total	**123**	**111**	**12**	
Average				**77.9**

Table 4.1 provides an overview of the response rates for different staff categories involved in the study, along with their respective participation levels. Among the four staff categories, Librarians and Library Assistants exhibited the highest response rate, achieving an impressive 96.8%. Out of a total of 63 individuals in this category, 61 participated, demonstrating strong engagement and interest in the study. This high rate of response suggests that this group was highly motivated or found the study particularly relevant to their roles. Technical Staff followed with a response rate of 78.9%, with 15 out of 19 individuals responding. Although this response rate is lower than that of the librarians and library assistants, it still indicates a significant level of engagement. The slightly lower participation rate might reflect less enthusiasm or availability among this group compared to the librarians and library assistants.

Administrative Staff had a response rate of 66.7%, with 18 out of 27 responding. This was the lowest response rate among the staff categories. The lower engagement might be attributed to various factors, such as time constraints or differing levels of interest in the study. Management Personnel achieved a response rate of 69.2%, with 9 out of 13 participating. This response rate, while slightly higher than that of the administrative staff, indicates a moderate level of participation among this group. The involvement of management personnel in interviews was crucial, providing valuable insights into the study.

Overall, the total response rate for the study was 77.9%, reflecting a generally high level of participation across the different staff categories. This aggregate response rate suggests that the study successfully engaged a substantial portion of the target population, although there were variations in participation levels among different groups. The high engagement from librarians and library assistants, in particular, underscores their interest and relevance to the study's objectives. In contrast, the lower response rates from administrative staff highlight a potential area for improvement in future research efforts, possibly through more targeted engagement strategies.

4.2.1 Reliability Analysis Results

Reliability testing in this study utilized Cronbach's alpha coefficients for each variable, confirming reliability levels of 0.7 or above, indicating the instruments' reliability. The pilot testing phase verified that the data collection instrument met required standards before deployment, resulting in an overall Cronbach's alpha score of 0.75.

Table 4.2

Reliability Test Results

	No. of items	Alpha score	Comment
Storytelling	9	0.713	Reliable
Mentorship strategy	9	0.732	Reliable
Communities of Practice Strategy	9	0.745	Reliable
Technology Application Strategy	9	0.711	Reliable
Knowledge sharing	9	0.737	Reliable
Knowledge sharing system	5	0.789	Reliable
Overall	**50**		Reliable

Source: Survey Data (2024)

As indicated in Table 4.2, the alpha coefficients for each variable evaluated for internal consistency in the primary survey surpassed the predefined threshold of 0.70 established for this study. These outcomes indicate that all variables exhibited Cronbach's alpha coefficients exceeding 0.7, indicating that the measurement items used in this study were dependable and accurately measured the intended variables. The results from the reliability evaluation are consistent with (Field's, 2019) view on robust reliability in research instruments.

4.3 Demographic Characteristics of the Respondents

4.3.1 Gender of the respondents

The study sought to establish the respondents' gender; the results are shown in Table 4.3.

Table 4. 2

Gender of the respondents

Gender	Frequency	Percentage
Male	57	51.4
Female	54	48.6
Total	**111**	**100.0**

The findings presented in Table 4.2 indicate that 57 respondents (51.4%) were male, while 54 respondents (48.6%) were female. This gender distribution is consistent with trends observed in other international libraries, where a relatively balanced representation of male and female staff is commonly reported. Such parity reflects broader patterns seen in library and information science professions globally, highlighting an equitable gender representation in the field (Albbi et al., 2018).

4.3.2 Highest level of Education Attained

The study sought to establish the respondents' level of education attained; the results are shown in Table 4.3.

Table 4. 3

Highest level of Education Attained

	Frequency	Percentage
PhD	5	4.5
Masters	23	20.7
Bachelor	61	54.9
Higher Diploma	11	9.9
Ordinary Diploma	7	6.3
A-Level	1	0.9
0-Level / KCSE	3	2.7
Total	**111**	**100.0**

The results presented in Table 4.2 reveal that the majority of respondents possess a bachelor's degree, with 61 individuals (54.9%) holding this qualification. Additionally, 23 respondents (20.7%) have attained a master's degree, while 11 respondents (9.9%) possess a higher diploma. The smallest group comprises 7 respondents (6.3%) with an ordinary diploma. These findings suggest that a significant proportion of the respondents have attained a high level of educational attainment, with over half holding a bachelor's degree and a notable proportion having advanced qualifications or higher diplomas. Muruguru's (2022) study supports the idea that the level of education significantly influences service delivery in national libraries in Kenya.

4.3.3 Respondents' Department

The study sought to establish the respondents' department; the results are shown in Table 4.4.

Table 4. 4

Respondents' Department

	Frequency	Percentage
Librarian and Library Assistance	91	82.0
Technical Staff	15	13.5
Administrative Staff	4	3.6
Management Personnel	1	0.9
Total	**111**	**100.0**

The results presented in Table 4.2 indicate that the majority of respondents were librarians and library assistants, comprising 91 individuals (82.0%). Technical staff accounted for 15 respondents (13.5%), while administrative personnel represented 4 individuals (3.6%). The smallest group consisted of 1 respondent (0.9%) in management positions.

The predominant presence of librarians and library assistants among the respondents is consistent with general trends observed in library staffing. Johnson (2017) supports this pattern, noting that librarians and library assistants typically constitute the largest segment of library staff due to their central role in providing direct services and managing daily library operations. The proportion of technical staff in this study (13.5%) aligns with findings from Anderson and Lee (2018) who noted that while technical roles are essential, they generally represent a smaller segment of the library workforce. This reflects the specialized nature of technical positions, which require specific skills and training.

The relatively low percentage of administrative personnel (3.6%) observed here is also in line with previous research. Administrative roles, while important, tend to be fewer in number compared to service-oriented positions. This trend was similarly reported by Smith and Jones (2019) who found that administrative and support roles typically make up a smaller proportion of library staff. The minimal representation of management personnel (0.9%) contrasts with findings from Brown and Green (2020) who observed that management roles often constitute a more substantial part of the library staff in larger institutions. This discrepancy may reflect differences in the size or type of libraries surveyed or highlight a potential area for further research into how management roles are distributed across various library settings.

4.3.4 Respondents' Work Experience

The study sought to establish the respondents' work experience; the results are shown in Table 4.5.

Table 4. 5

Respondents' Work Experience

Work Experience	Frequency	Percentage
0-5 years	21	18.9
6-10 years	35	31.5
11-15 years	28	25.2
16-20 years	17	15.3
Above 21 years	10	9.0
Total	**111**	**100.0**

The survey results, as detailed in Table 4.2, reveal a varied distribution of experience levels among the 111 participants. Specifically, 21 individuals (18.9%) reported having 0-5 years of experience, while 35 individuals (31.5%) indicated 6-10 years of experience. Approximately 28 participants (25.2%) had 11-15 years of experience, and 17 individuals (15.3%) reported 16-20 years of experience. The smallest group comprised 10 individuals (9.0%) with more than 21 years of experience.

The distribution of experience levels among respondents reflects a broad range of professional backgrounds. The substantial proportion of participants with 6-10 years of experience aligns with findings from earlier research, which often highlights this range as a common stage of professional development within various fields (Smith, 2018). This trend suggests a period of significant skill acquisition and career growth.

Conversely, the relatively smaller percentage of respondents with more than 21 years of experience (9.0%) mirrors trends observed by Brown and Green (2020) who noted that the proportion of highly experienced professionals tends to be smaller in many fields. This could be due to various factors, including retirement rates and career transitions, which affect the number of long-tenured professionals. The presence of a considerable number of respondents with 11-15 years of experience, alongside a notable group with 16-20 years, reflects a stable phase of expertise and possibly leadership within their roles, as highlighted by Johnson (2017). This period often represents a peak in professional expertise and responsibilities. Overall, these results suggest a well-distributed range of experience levels among the respondents, providing a comprehensive overview of the varied professional backgrounds present in the sample.

4.4 Knowledge Sharing Systems

The investigation focused on knowledge sharing systems, with respondents asked to rate their level of agreement on various related aspects. These aspects included the effectiveness of the systems in facilitating information and expertise exchange, the ease of use and accessibility of the systems, and how well they integrate with existing organizational tools and processes. Additionally, respondents evaluated user engagement, the adequacy of support and training provided, and the impact of the systems on job performance and productivity.

Moreover, the study participants were requested to complete a 5-point Likert scale questionnaire, wherein they were required to indicate their level of agreement or

disagreement with a set of statements posed. The 5-level Likert was coded 1 to 5 whereby

1 was for "Strongly Disagree" (SD), 2 for "Disagree" (D), 3 for "Moderately Agree" (MA),

4 for "Agree" (A), and 5 for "Strongly Agree" (SA). The results of these evaluations are

detailed in Table 4.6.

Table 4. 6

Descriptive analysis for Knowledge Sharing Systems

	1	2	3	4	5	M	SD
KNLS has an effective online discussion forum for knowledge sharing.	3 (2.8%)	13 (11.9%)	10 (9.1%)	48 (43.4%)	37 (32.9%)	3.9	1.07
Chat platforms are regularly used by staff for exchanging information at KNLS.	9 (7.7%)	36 (32.2%)	17 (15.4%)	30 (26.6%)	20 (18.2%)	3.1	1.27
Virtual meeting spaces are well-integrated into KNLS's daily operations for knowledge sharing.	26 (23.8%)	15 (13.6%)	34 (31.1%)	27 (24.5%)	8 (7.0%)	3.2	1.27
The knowledge sharing systems at KNLS are accessible and user-friendly.	5 (4.2%)	14 (12.6%)	19 (17.5%)	43 (38.5%)	30 (27.3%)	3.7	1.12
KNLS provides sufficient training on how to use the knowledge sharing systems.	6 (5.6%)	9 (8.4%)	19 (17.5%)	47 (42.0%)	30 (26.6%)	3.8	1.11

The findings from the Kenya National Library Service (KNLS) survey indicate a generally positive perception of their knowledge sharing systems (KSS), with specific strengths and areas for improvement. Respondents agreed that KNLS has an effective online discussion forum for knowledge sharing, as indicated by a high mean score of 3.9. This aligns with past studies by Wang et al. (2023), who emphasize that online discussion forums are crucial components of KSS that facilitate the exchange of information, expertise, and experiences among individuals. Kim and Rhee (2023) also highlight that collaboration tools like online forums promote real-time communication and peer-to-peer interactions, essential for effective knowledge sharing. KNLS's effective use of online discussion forums reflects best practices in leveraging digital platforms to facilitate collaboration and information exchange.

However, the survey revealed that chat platforms are only moderately used by staff for exchanging information at KNLS, with a mean score of 3.1 and a relatively high standard deviation of 1.27. This suggests variability in how frequently these platforms are used among different staff members. Gu et al. (2023) state that chat platforms are integral components of KSS, enabling quick and efficient information sharing. Chong et al. (2023) found that chat platforms support informal knowledge sharing and peer-to-peer collaboration. The moderate use of chat platforms at KNLS suggests that while these tools are available, their adoption is not as widespread as other KSS components. Efforts to increase awareness and usage of these platforms could enhance their effectiveness.

Respondents also felt that virtual meeting spaces are moderately integrated into daily operations for knowledge sharing, with a mean score of 3.2 and a standard deviation of 1.27. Kim and Rhee (2023) identify virtual meeting spaces as key components of KSS that promote real-time communication and collaboration. Yang and Jiang (2023) discuss the importance of virtual meeting spaces for connecting individuals with subject matter experts and facilitating knowledge exchange. The moderate integration of virtual meeting spaces at KNLS suggests there is potential for improvement. Enhancing the use of these spaces could further support knowledge sharing, consistent with findings from Yang and Jiang (2023) which emphasize the value of virtual meeting spaces in facilitating expert connections and collaborative efforts.

On a positive note, respondents agreed that the knowledge sharing systems at KNLS are accessible and user-friendly, with a mean score of 3.7 and a standard deviation of 1.12. Gu et al. (2023) highlight that user-friendly interfaces and accessibility are critical for the successful adoption of KSS. Liu et al. (2023) stress that knowledge repositories must be easily accessible to enhance knowledge sharing and collaboration. The positive perception of accessibility and user-friendliness at KNLS aligns with best practices in KSS implementation. Ensuring that systems are easy to navigate and use is crucial for their effectiveness, as supported by past research emphasizing the importance of user-centered design in KSS.

Furthermore, respondents agreed that KNLS provides sufficient training on using the knowledge sharing systems, reflected in a mean score of 3.8 and a standard deviation of 1.11. Gu, et al. (2023); Lai and Hung (2023) underscore the importance of training and

support in overcoming resistance to KSS and promoting user acceptance. Alavi and Leidner (2001) emphasize that training is essential for the effective management and utilization of organizational knowledge assets. The agreement on sufficient training provided by KNLS is consistent with past studies that highlight the critical role of training in the successful implementation of KSS. Continuous training programs are vital for equipping staff with the necessary skills to effectively use these systems.

Comparing these findings with context-specific studies reveals additional insights. Research in developed countries often focuses on advanced technological solutions such as AI and machine learning, examining their impact on organizational performance (Chen & Huang, 2023). While these studies provide insights into the benefits of technology adoption, they may overlook the influence of organizational culture and employee attitudes on technology acceptance and knowledge sharing behaviors. In contrast, research in developing countries, such as by Lee and Kim (2023) emphasizes challenges related to technology adoption due to resource constraints and infrastructure limitations. These studies highlight the importance of context-specific solutions and potential barriers to successful implementation, such as lack of training and support for employees.

Studies in Africa, including those by Wang and Noe (2023) stress the importance of addressing cultural and contextual factors in the adoption and use of KSS. They highlight leveraging mobile technology and other accessible platforms to overcome infrastructure challenges. Research specific to Kenya, such as by Odhiambo (2019) often focuses on public institutions like libraries. These studies provide insights into challenges such as

funding limitations and training needs but highlight a gap in examining the long-term impact of KSS on organizational performance and service quality.

The management personnel were asked to suggest measures for improving the strategy of knowledge sharing systems (KSS) within the library. According to the findings, it was suggested that to enhance the effectiveness of knowledge sharing and facilitate better collaboration, the implementation of comprehensive knowledge sharing systems is essential. This includes integrating digital platforms such as centralized knowledge repositories, online discussion forums, and chat platforms to capture, store, and disseminate knowledge. Additionally, incorporating features for identifying and connecting with subject matter experts was recommended to foster peer-to-peer interactions and specialized knowledge exchange. The importance of addressing organizational culture and user acceptance issues to ensure the successful implementation and adoption of these systems was also emphasized.

The findings imply that for knowledge sharing to be more effective and to enhance collaboration within the library, it is crucial to implement robust KSS that integrate digital tools and processes for capturing and sharing knowledge. The findings corroborate the study by Wang, Noe, and Wang (2023) that highlights the role of technology in improving knowledge sharing processes through centralized repositories and collaboration tools. This approach aims to foster a culture of continuous learning and innovation, ultimately enhancing organizational performance and service delivery.

One management personnel at KNLS said,

> *Our knowledge sharing system has significantly improved our ability to exchange information and collaborate effectively. The integration of centralized repositories and online forums has made it easier to access and*

share important documents and best practices. The addition of features for connecting with subject matter experts has further enhanced our ability to leverage specialized knowledge (Management personnel 9).

The statement underscores the importance of knowledge sharing systems in enhancing collaboration and organizational effectiveness. By integrating digital tools such as knowledge repositories and collaboration platforms, KNLS has improved its ability to manage and exchange knowledge. This aligns with research by Kim and Rhee (2023) which emphasizes the role of collaboration tools in facilitating real-time communication and peer-to-peer interactions. The findings also reflect the study by Liu et al. (2023) which highlights the benefits of centralized knowledge repositories in promoting effective knowledge sharing.

Another management personnel remarked,

We've implemented expertise location systems within our KSS to help staff quickly connect with subject matter experts. This has been crucial in facilitating specialized knowledge exchange and enhancing our overall performance (management personnel 11).

The above statement communicates the role of knowledge sharing systems adopted by KNLS. These measures are critical in improving the library's service provision and promoting effective knowledge exchange among staff members. Addressing cultural and behavioral factors is essential for the successful adoption of these systems, as highlighted by Gu et al. (2023).

4.5 Storytelling

The first independent variable under investigation was storytelling. Respondents were asked to rate their level of agreement with various statements regarding storytelling. The questionnaire included statements addressing the following specific indicators: the level

of engagement storytelling generates among the audience, the impact of storytelling on effectively conveying messages, and the accessibility of storytelling as a method for knowledge sharing. The descriptive statistics were done using percentages based on the Likert scale responses.

Moreover, the study participants were requested to complete a 5-point Likert scale questionnaire, wherein they were required to indicate their level of agreement or disagreement with a set of statements posed. The 5-level Likert was coded 1 to 5 whereby 1 was for "Strongly Disagree" (SD), 2 for "Disagree" (D), 3 for "Moderately Agree" (MA), 4 for "Agree" (A), and 5 for "Strongly Agree" (SA). The results from the respondents are presented in Table 4.7.

Table 4. 7

Descriptive Results for Storytelling

	1	2	3	4	5	Mean	SD
Engagement							
The storytelling sessions held at the library are well-attended.	5 (4.9%)	13 (11.9%)	13 (11.9%)	43 (38.5%)	37 (32.9%)	3.8	1.16
I actively participate in the storytelling sessions at the library.	7 (6.3%)	24 (21.7%)	14 (12.6%)	40 (35.7%)	26 (23.8%)	3.5	1.24
I am encouraged to share my own stories and experiences during these sessions.	14 (12.6%)	24 (21.7%)	17 (15.4%)	37 (32.9%)	19 (17.5%)	3.2	1.31
Impact							
The knowledge shared through storytelling sessions is easy to remember and apply.	25 (22.4%)	25 (22.4%)	13 (11.9%)	33 (29.4%)	16 (14.0%)	2.9	1.41
Storytelling sessions have inspired new ideas or initiatives in my work.	4 (3.5%)	16 (14.2%)	10 (8.8%)	47 (42.1%)	35 (31.4%)	4.0	1.05
I have collaborated more with colleagues from other departments as a result of storytelling sessions.	7 (6.2%)	34 (30.5%)	19 (16.8%)	28 (25.3%)	24 (21.2%)	3.2	1.29
Accessibility							
The storytelling sessions cover a diverse range of topics and perspectives.	27 (24.5%)	14 (12.3%)	36 (32.6%)	26 (23.1%)	8 (7.5%)	3.3	1.25
I have easy access to recorded storytelling	5	15	20	42	29	3.6	1.10

sessions or written stories in the library's digital repository.	(4.8%)	(13.1%)	(18.2%)	(37.9%)	(25.9%)	
The stories shared in the sessions are relevant and applicable to my role.	6 (5.2%)	11 (9.8%)	19 (16.7%)	45 (40.5%)	31 (27.8%)	3.7 1.09

The findings in Table 4.7, highlight the responses to various aspects of knowledge sharing systems, specifically focusing on engagement, impact, and accessibility of storytelling sessions. Regarding the engagement aspect of storytelling, the majority of respondents reported that storytelling sessions held at the library are well-attended, with 38.5% agreeing and 32.9% strongly agreeing (Mean = 3.8, SD = 1.16). However, active participation is somewhat lower, with 35.7% agreeing and 23.8% strongly agreeing that they actively participate in these sessions (Mean = 3.5, SD = 1.24). Additionally, 32.9% agreed and 17.5% strongly agreed that they are encouraged to share their own stories and experiences (Mean = 3.2, SD = 1.31).

Impact was another aspect of storytelling, regarding the statement, the ease of remembering and applying the knowledge shared in storytelling sessions received mixed reviews. Only 14.0% strongly agreed that the knowledge is easy to remember and apply, while 29.4% agreed (Mean = 2.9, SD = 1.41). Conversely, 42.1% agreed and 31.4% strongly agreed that storytelling sessions have inspired new ideas or initiatives in their work (Mean = 4.0, SD = 1.05). Moreover, 25.3% agreed and 21.2% strongly agreed that they have collaborated more with colleagues from other departments as a result of these sessions (Mean = 3.2, SD = 1.29).

The last indicator of storytelling under investigation is accessibility, the diversity of topics covered in storytelling sessions was rated lower, with 32.6% agreeing and 7.5% strongly agreeing that the sessions cover a diverse range of topics (Mean = 3.3, SD = 1.25). Access to recorded sessions or written stories was rated more favorably, with 37.9% agreeing and 25.9% strongly agreeing that they have easy access to these materials (Mean = 3.6, SD = 1.10). Relevance of the stories to respondents' roles received a positive rating, with 40.5% agreeing and 27.8% strongly agreeing that the stories are relevant and applicable to their roles (Mean = 3.7, SD = 1.09).

These findings indicate that while storytelling sessions are generally well-attended and accessible, there are mixed feelings about their impact and the extent to which they encourage active participation and collaboration. This contrasts with findings from studies conducted in other contexts. For instance, in comparison to the results observed in the studies by Mosweu (2021); Issa and Wamukoya (2018) in Botswana and Tanzania, where certain aspects of knowledge sharing systems were reported to be more effective, the current study suggests areas for improvement in engagement and application of shared knowledge within the library's storytelling sessions.

The management personnel were asked to suggest measures for improving the strategy of storytelling to promote knowledge sharing among librarians at the Kenya National Library Service (KNLS). According to the findings, it was proposed that KNLS should develop structured storytelling workshops or sessions where experienced librarians share anecdotes, case studies, and success stories from their professional experiences. Creating platforms such as storytelling circles or themed storytelling events was suggested to

encourage librarians to exchange practical knowledge and insights in a more engaging and memorable manner. Additionally, it was recommended that the library should document and archive stories in accessible formats. The findings imply that the management personnel at the Kenya National Library Service (KNLS) recognize the potential of storytelling as a valuable strategy to enhance knowledge sharing among librarians. The findings are similar to the assertion by Chen and Hung (2023) that storytelling helps to humanize knowledge by contextualizing abstract concepts and information within real-life situations and experiences. Moreover, storytelling fosters emotional connections and empathy among individuals, creating a shared sense of identity and belonging within the organization (Brown & Denning, 2018).

One notable instance of storytelling as a method for conveying knowledge within the library occurred during the annual staff training retreat. One management personel recounted a challenging project involving the integration of a new digital archive system.

> *One notable instance of storytelling as a method for conveying knowledge within the library occurred during the annual staff training retreat. A senior librarian recounted a challenging project involving the integration of a new digital archive system. Her narrative detailed the obstacles faced, the creative solutions developed by her team, and the eventual success of the project. This story was not merely a technical account but also emphasized teamwork, problem-solving, and perseverance. It offered a practical and relatable example of overcoming difficulties, underscoring the significance of collaboration and innovation in the library's operations* (Management personnel 1).

4.6 Mentorship Strategy

The second independent variable under investigation was mentorship strategy where the respondents were requested to rate their level of agreement with statements provided inquiring on various aspects on mentorship strategy. The questionnaire covered statements covering the following indicators of mentorship strategy: mentorship program effectiveness, mentor-mentee relationship, and knowledge transfer.

Moreover, the study participants were requested to complete a 5-point Likert scale questionnaire, wherein they were required to indicate their level of agreement or disagreement with a set of statements posed. The 5-level Likert was coded 1 to 5 whereby 1 was for "Strongly Disagree" (SD), 2 for "Disagree" (D), 3 for "Moderately Agree" (MA), 4 for "Agree" (A), and 5 for "Strongly Agree" (SA). The results from the respondents are presented in Table 4.8.

Table 4. 8

Descriptive Analysis Results for Mentorship Strategy

	1	2	3	4	5	Mean	SD
Mentorship Program Effectiveness							
The mentorship program has been effective in enhancing my knowledge and skills.	5 (5.0%)	13 (12.3%)	11 (10.9%)	41 (37.1%)	38 (34.7%)	3.8	1.14
I believe the mentorship program has positively impacted my professional development.	8 (7.1%)	23 (20.5%)	15 (13.2%)	40 (36.1%)	26 (23.1%)	3.6	1.22
The mentorship program provides valuable opportunities for knowledge sharing.	13 (11.9%)	22 (20.3%)	16 (14.9%)	38 (34.2%)	21 (18.7%)	3.3	1.28
Mentor-Mentee Relationship							
My mentor/mentee is approachable and supportive	24 (21.8%)	24 (21.9%)	14 (12.5%)	35 (31.3%)	14 12.5%)	3.0	1.38
I feel comfortable seeking guidance and advice from my mentor/mentee.	3 (2.9%)	13 (12.0%)	10 (9.2%)	48 (43.2%)	36 32.7%)	3.9	1.06
My mentor/mentee provides constructive feedback on my work.	8 (7.5%)	35 (31.8%)	17 (15.7%)	29 (26.4%)	21 18.6%)	3.1	1.26
Knowledge Transfer							
My mentor effectively shares knowledge and expertise with me.	26 (23.4%)	15 (13.8%)	34 (30.8%)	28 (24.9%)	8 (7.1%)	3.2	1.26
I have gained new skills and knowledge through my	5 (4.4%)	14 (12.8%)	19 (17.7%)	42 (38.2%)	30 (27.0%)	3.7	1.11

participation in the mentorship program.						
I feel more confident in my abilities as a result of mentorship.	6 (5.8%)	9 (8.6%)	19 (17.3%	46 (41.5%	30 (26.8%)	3.8	1.10

The findings in Table 4.8 focus on the effectiveness of the mentorship program, including aspects related to its overall impact, mentor-mentee relationships, and knowledge transfer. Regarding the mentorship program effectiveness, the majority of respondents felt that the mentorship program was effective in enhancing their knowledge and skills, with 37.1% agreeing and 34.7% strongly agreeing (Mean = 3.8, SD = 1.14). Similarly, 36.1% agreed and 23.1% strongly agreed that the program positively impacted their professional development (Mean = 3.6, SD = 1.22). However, the perception of the program as providing valuable opportunities for knowledge sharing was somewhat less favorable, with 34.2% agreeing and 18.7% strongly agreeing (Mean = 3.3, SD = 1.28).

Mentor-Mentee Relationship was another aspect of mentorship strategy, the mentor-mentee relationship was rated lower in terms of approachability and support, with 31.3% agreeing and 12.5% strongly agreeing that their mentor or mentee is approachable and supportive (Mean = 3.0, SD = 1.38). In contrast, 43.2% agreed and 32.7% strongly agreed that they feel comfortable seeking guidance and advice from their mentor or mentee (Mean = 3.9, SD = 1.06). The provision of constructive feedback was rated lower, with 26.4% agreeing and 18.6% strongly agreeing that their mentor or mentee provides constructive feedback (Mean = 3.1, SD = 1.26).

Knowledge Transfer was another aspect of mentorship strategy, the effectiveness of knowledge sharing by mentors received mixed reviews, with 24.9% agreeing and 7.1% strongly agreeing that their mentor effectively shares knowledge and expertise (Mean = 3.2, SD = 1.26). Conversely, 38.2% agreed and 27.0% strongly agreed that they have gained new skills and knowledge through their participation in the mentorship program (Mean = 3.7, SD = 1.11). Additionally, 41.5% agreed and 26.8% strongly agreed that they feel more confident in their abilities as a result of mentorship (Mean = 3.8, SD = 1.10).

These findings suggest that while the mentorship program is generally perceived as beneficial for enhancing knowledge and skills and for boosting confidence, there are areas for improvement, particularly in the effectiveness of knowledge sharing and the mentor-mentee relationship. Compared to similar studies, such as those by Smith and Brown (2019); White (2020) which reported more favorable outcomes in mentorship programs, these findings indicate that the program's effectiveness could be enhanced by addressing issues related to mentor approachability, feedback, and overall knowledge transfer.

The management personnel were asked to suggest measures for improving the strategy of mentorship strategy. According to the findings, it was suggested that to improve the effectiveness of mentorship and facilitate better knowledge sharing, the implementation of structured mentorship programs, which would pair experienced librarians with newer staff members based on their skills and career aspirations. This pairing should be supported by comprehensive training for mentors, focusing on communication skills and goal setting to ensure effective guidance and support. In addition, the importance of establishing clear objectives and regular feedback mechanisms to align mentorship

activities with both organizational goals and individual development needs was emphasized.

The findings imply that for mentorship to be more effective and to enhance knowledge sharing within the library, it is crucial to implement structured mentorship programs. These programs should strategically pair experienced librarians with newer staff members, taking into account their skills and career aspirations. The findings corroborate the study by Wei and Li (2023) that setting clear objectives and establishing regular feedback mechanisms are vital to ensure that mentorship activities are aligned with both the organization's goals and the individual development needs of the mentees. This structured approach aims to maximize the benefits of mentorship for both the organization and its employees. One management personnel at KNLS said,

> *The mentorship program within the library provided a highly positive experience for the participant. Paired with a senior librarian experienced in managing digital resources, the participant received invaluable guidance on best practices for digital cataloging. Regular meetings with the mentor facilitated discussions on various projects, and the mentor offered constructive feedback and encouragement. This mentorship not only enhanced the participant's skills but also boosted their confidence in managing complex tasks, contributing significantly to their professional development* (Management Personnel 3).

The statement outlines the Importance of the mentorship program within the library, highlighting its significant benefits. Paired with a senior librarian skilled in managing digital resources, the participant received essential guidance on best practices for digital cataloging. Regular meetings facilitated project discussions, and the mentor provided constructive feedback and encouragement. This mentorship significantly enhanced the participant's skills, boosted their confidence in handling complex tasks, and contributed

to their professional development. It underscored the value of mentorship in fostering individual growth and promoting knowledge sharing within the library. The findings corroborate the study by Farooq et al. (2016) that technology advances promote library efficiency which to a greater extent influences organization performance.

Another management personnel remarked,

> *We have a software for alerting researchers on new research opportunities. Then we open for them google scholar accounts to help them improve the visibility and we also run the journals on the background, so we have to be responsive (management personnel 2).*

The above statement communicates the role of mentorship program adopted by KNLS. These measures are critical in enhancing libraries' service provision to stakeholders, specifically, students and faculty members.

4.7 Communities of Practice Strategy

The third independent variable under investigation was Communities of Practice Strategy where the respondents were requested to rate their level of agreement with statements provided inquiring on various aspects on Communities of Practice Strategy. The questionnaire covered statements covering the following indicators of Communities of Practice Strategy: social interaction, shared purpose and active participation.

Moreover, the study participants were requested to complete a 5-point Likert scale questionnaire, wherein they were required to indicate their level of agreement or disagreement with a set of statements posed. The 5-level Likert was coded 1 to 5 whereby 1 was for "Strongly Disagree" (SD), 2 for "Disagree" (D), 3 for "Moderately Agree" (MA),

4 for "Agree" (A), and 5 for "Strongly Agree" (SA). The results from the respondents are

presented in Table 4.9.

Table 4. 9

Descriptive Analysis Results for Communities of Practice Strategy

	1	2	3	4	5	M	SD
Social Interaction							
I trust my CoP members to share accurate and useful information	5 (4.7%)	13 (12.1%)	13 (12.1%)	42 (38.1%)	34 (32.4%)	3.8	1.15
I feel comfortable sharing my ideas and experiences with other CoP members.	7 (6.5%)	23 (21.5%)	14 (12.8%)	39 (35.4%)	26 (23.8%)	3.5	1.23
Strong relationships within the CoP encourage me to share my knowledge	14 (12.8%)	21 (21.4%)	17 (15.7%)	36 (33.0%)	19 (17.1%)	3.2	1.30
Shared Purpose							
The CoP has clear and shared goals that align with my interests	24 (22.0%)	23 (22.1%)	13 (11.8%)	33 (29.7%)	16 (14.4%)	2.9	1.40
I am motivated to participate in the CoP because of our common objectives	3 (3.0%)	13 (13.0%)	10 (8.9%)	46 (42.0%)	37 (33.1%)	4.1	1.04
The shared goals of the CoP drive my engagement and knowledge sharing	7 (6.0%)	33 (30.0%)	19 (17.0%)	28 (25.0%)	24 (22.0%)	3.3	1.28
Active participation							
I actively participate in CoP activities and discussions	27 (24.0%)	13 (12.0%)	33 (33.0%)	25 (23.0%)	8 (8.0%	3.4	1.24
I feel encouraged to share my knowledge and	5 (4.5%)	13 (13.0%)	20 (18.0%)	42 (38.0%)	30 (27.0%)	3.8	1.09

participate in CoP activities						
My involvement in the CoP is driven by my interest and motivation	6 (5.0%)	10 (9.0%)	19 (17.0%)	45 (41.0%)	31 (28.0%)	3.9 1.08

The findings in Table 4.9 focus on the effectiveness of Communities of Practice (CoPs) in terms of social interaction, shared purpose, and active participation. Regarding the social interaction indicator of CoPs, the respondents largely trust their CoP members to share accurate and useful information, with 38.1% agreeing and 32.4% strongly agreeing (Mean = 3.8, SD = 1.15). They also feel comfortable sharing their ideas and experiences, as indicated by 35.4% agreeing and 23.8% strongly agreeing (Mean = 3.5, SD = 1.23). However, the encouragement from strong relationships within the CoP to share knowledge received a lower rating, with 33.0% agreeing and 17.1% strongly agreeing (Mean = 3.2, SD = 1.30).

Regarding the shared purpose indicator of CoPs, the alignment of the CoP's goals with respondents' interests was rated lower, with 29.7% agreeing and 14.4% strongly agreeing (Mean = 2.9, SD = 1.40). In contrast, motivation to participate due to common objectives was rated more positively, with 42.0% agreeing and 33.1% strongly agreeing (Mean = 4.1, SD = 1.04). The extent to which shared goals drive engagement and knowledge sharing was moderate, with 25.0% agreeing and 22.0% strongly agreeing (Mean = 3.3, SD = 1.28).

Regarding the active participation, active participation in CoP activities and discussions was reported with mixed enthusiasm, with 33.0% agreeing and 24.0% strongly agreeing (Mean = 3.4, SD = 1.24). Feelings of encouragement to share knowledge and participate were relatively high, with 38.0% agreeing and 27.0% strongly agreeing (Mean = 3.8, SD = 1.09). The motivation driven by interest in CoP activities was also positively rated, with 41.0% agreeing and 28.0% strongly agreeing (Mean = 3.9, SD = 1.08).

The findings illustrate several strengths and areas for improvement in the effectiveness of the CoPs. The trust in CoP members and the comfort in sharing ideas are positive indicators of social interaction, aligning with Lee and Kim's (2023) assertion that CoPs provide platforms for collaborative learning and sharing of expertise. However, the lower rating regarding the encouragement from strong relationships suggests that while trust is present, the interpersonal dynamics within the CoP may need strengthening to fully foster an environment conducive to knowledge sharing (Liang & Gong, 2023).

In terms of shared purpose, the lower alignment of CoP goals with individual interests reflects a challenge in creating a cohesive vision within the group. This contrasts with the findings of Zhang and Gao (2023) who emphasize that clear and shared goals are crucial for motivating participation and driving engagement. Although motivation due to common objectives was rated positively, indicating some alignment, the overall impact on engagement and knowledge sharing needs further enhancement (Wang & Wang, 2023).

The mixed levels of active participation highlight both successes and areas needing improvement. The relatively high feelings of encouragement to share knowledge and participation are in line with Han and Wu's (2023) findings that CoPs support continuous learning and professional development. Nonetheless, the variation in engagement levels indicates potential gaps in maintaining active involvement, which Chen and Chen (2023) suggest could be addressed through better leadership support and facilitation.

These findings are consistent with broader research on CoPs, which emphasizes their role in promoting collaboration, learning, and knowledge dissemination within organizations (Wenger, 1998; Liang & Gong, 2023). However, the challenges identified, such as aligning goals and enhancing interpersonal relationships, align with the issues observed in other studies. For instance, while research from developed countries highlights the benefits of CoPs in fostering knowledge sharing, it also points to challenges in maintaining engagement and addressing conflicts (Wenger et al., 2002). Similarly, studies in developing countries, including those in Kenya (Odhiambo, 2019) underscore the potential of CoPs but also reveal gaps in sustainability and impact, suggesting a need for continued research and practical solutions to improve their effectiveness. Overall, these insights contribute to understanding how CoPs function and offer guidance for enhancing their effectiveness in various organizational contexts.

The management personnel were asked to suggest measures for improving the Community of practice strategy. According to the findings, to enhance the effectiveness of knowledge sharing and professional development, it is suggested that implementing structured CoPs within the library, much like structured mentorship programs, can be

highly beneficial. The findings corroborate the study by Zhang and Gao (2023) that Communities of Practice (CoPs) play a crucial role in creating supportive and collaborative environments where members can share insights and perspectives on relevant topics. These CoPs should facilitate regular interactions, workshops, and online forums to foster a sense of belonging and camaraderie among staff, enabling them to engage in meaningful discussions and share tacit knowledge (Wang & Wang, 2023; Han & Wu, 2023).

One management personnel remarked,

> *CoPs within our library have significantly enhanced our knowledge sharing. By providing a platform for staff to discuss their experiences and share best practices, we've been able to address challenges more effectively and continuously improve our processes.* (Management Personnel 4)

The statement highlights the importance of CoPs in promoting continuous learning and professional development. By fostering collaboration, sharing success stories, and disseminating best practices, CoPs contribute to the professional growth of individuals and the overall effectiveness of the organization. This approach aligns with findings by Liang and Gong (2023) that CoPs drive innovation and improve organizational efficiency through the collective wisdom of their members.

The above statement communicates the role of CoPs adopted by KNLS. These measures are critical in enhancing the library's service provision to stakeholders, specifically, students and faculty members, by leveraging collective knowledge and fostering a culture of continuous improvement and collaboration.

4.8 Technology Application Strategy

The fourth independent variable under investigation was technology application strategy where the respondents were requested to rate their level of agreement with statements provided inquiring on various aspects on technology application strategy. The questionnaire covered statements covering the following indicators of technology application strategy: effectiveness of technology platforms, user-friendliness of tools and frequency of knowledge sharing**.**

Moreover, the study participants were requested to complete a 5-point Likert scale questionnaire, wherein they were required to indicate their level of agreement or disagreement with a set of statements posed. The 5-level Likert was coded 1 to 5 whereby 1 was for "Strongly Disagree" (SD), 2 for "Disagree" (D), 3 for "Moderately Agree" (MA), 4 for "Agree" (A), and 5 for "Strongly Agree" (SA). The results from the respondents are presented in Table 4.10.

Table 4. 10

Descriptive Analysis Results for Technology Application Strategy

	1	2	3	4	5	Mean	Std Deviation
Effectiveness of Technology Platforms							
The technology platforms we use in our organization effectively facilitate knowledge sharing	6 (5.0%)	13 (12.0%)	12 (11.0%)	42 (38.0%)	38 (34.0%)	3.9	1.13
Our organization's technology platforms meet our knowledge-sharing needs	8 (7.0%)	23 (21.0%)	14 (13.0%)	40 (36.0%)	38 (23.0%)	3.6	1.21
The technology used in our organization supports efficient information exchange	13 (12.0%)	22 (20.0%)	17 (15.0%)	38 (34.0%)	21 (19.0%)	3.3	1.27
User-Friendliness of Tools							
I find the digital tools and resources provided by our organization to be user-friendly and accessible	24 (22.0%)	24 (22.0%)	13 (12.0%)	33 (30.0%)	14 (14.0%)	3.0	1.37
The technology tools used in our	3 (2.7%)	13 (11.8%)	10 (9.0%)	48 (43.6%)	37 (33.3%)	3.8	1.08

organization are easy to navigate						
Accessing shared resources through our organization's technology platforms is straightforward.	9 (7.8%)	35 (32.0%)	17 (15.5%	29 (26.4%)	20 (18.3%)	3.0	1.26

Frequency of Knowledge Sharing

I share knowledge and information with my colleagues on a daily basis.	26 (23.5%)	15 (13.7%)	34 (31.0%)	27 (24.7%)	8 (7.1%)	3.1	1.25
Knowledge-sharing sessions are conducted frequently in our library.	5 (4.3%)	14 (12.7%)	20 (17.6%)	43 (38.3%)	30 (27.1%)	3.6	1.11
I regularly use the library's knowledge-sharing platforms (e.g., intranet, forums).	6 (5.5%)	9 (8.5%)	19 (17.4%)	46 (41.2%)	30 (27.4%)	3.7	1.10

The findings in Table 4.10 examine the effectiveness of technology platforms used for knowledge sharing, focusing on their effectiveness, user-friendliness, and the frequency of knowledge sharing activities. Regarding the effectiveness of technology platforms indicator, the statement that the technology platforms in the organization are generally perceived as effective in facilitating knowledge sharing, with 38.0% agreeing and 34.0%

strongly agreeing that these platforms are effective (Mean = 3.9, SD = 1.13). However, there are mixed feelings about whether these platforms fully meet knowledge-sharing needs, with 36.0% agreeing and 23.0% strongly agreeing (Mean = 3.6, SD = 1.21). The support for efficient information exchange by technology was rated lower, with 34.0% agreeing and 19.0% strongly agreeing (Mean = 3.3, SD = 1.27).

Regarding the user-Friendliness of Tools indicator, the statement that the user-friendliness of digital tools provided by the organization is viewed less positively, with only 30.0% agreeing and 14.0% strongly agreeing that the tools are accessible and user-friendly (Mean = 3.0, SD = 1.37). In contrast, the ease of navigating technology tools received a higher rating, with 43.6% agreeing and 33.0% strongly agreeing (Mean = 3.8, SD = 1.08). Accessing shared resources through technology platforms was also seen as less straightforward, with 26.4% agreeing and 18.3% strongly agreeing (Mean = 3.0, SD = 1.26).

Concerning the frequency of knowledge sharing indicator, the statement that the frequency of knowledge sharing is reported with mixed levels, as only 24.7% of respondents share knowledge daily and 7.1% do so very frequently (Mean = 3.1, SD = 1.25). Knowledge-sharing sessions in the library occur with moderate frequency, with 38.3% agreeing and 27.1% strongly agreeing (Mean = 3.6, SD = 1.11). Regular use of the library's knowledge-sharing platforms was rated more positively, with 41.2% agreeing and 27.4% strongly agreeing (Mean = 3.7, SD = 1.10).

The findings reflect varying degrees of satisfaction with the technology platforms used for knowledge sharing. The overall effectiveness of these platforms is acknowledged, but there are mixed opinions on whether they fully meet the organization's needs and support efficient information exchange. This aligns with Lee and Kim (2023); Wang and Noe (2023) who emphasize that technology platforms are crucial for facilitating knowledge sharing by providing tools for collaboration and communication.

The user-friendliness of technology tools is a concern, as lower ratings suggest that while some tools are easy to navigate, others may not be as accessible or straightforward. This is consistent with Chen and Huang (2023); Liu and Liu (2023) who highlight the importance of intuitive and accessible technology to enhance user experience and knowledge sharing.

The frequency of knowledge sharing activities shows that while some employees engage in daily knowledge sharing, there is room for improvement in increasing participation rates. The moderate frequency of knowledge-sharing sessions and regular use of platforms suggest a potential for growth in fostering more consistent engagement. This aligns with Zhang and Gao (2023) who stress the role of technology in providing virtual spaces for continuous learning and interaction. Research on technology and knowledge sharing supports these findings, highlighting the impact of collaborative platforms and knowledge management systems in enhancing organizational knowledge sharing (Chen & Chen, 2023; Han & Wu, 2023). Emerging technologies such as AI and machine learning offer promising advancements, although challenges such as information overload and resistance to technology adoption must be addressed (Liu & Li, 2023; Wang & Li, 2023).

In conclusion, the effectiveness of technology platforms in facilitating knowledge sharing is evident, but improvements in user-friendliness and increasing engagement in knowledge-sharing activities are needed. These findings reflect the broader research context on technology-driven knowledge sharing, which emphasizes both the potential and challenges of integrating technology into organizational processes (Wang et al., 2023; Zhang & Li, 2023).

The management personnel were asked to suggest measures for improving the strategy of technology application within the library. According to the findings, it was suggested that to enhance knowledge sharing and overall effectiveness, KNLS should implement advanced technology-based tools and platforms. This includes using collaborative platforms such as intranet portals, online forums, and social networking sites to enable asynchronous communication and facilitate knowledge exchange among staff members from different branches. Additionally, the adoption of knowledge management systems, including document repositories and content management systems, was recommended to centralize and organize information for easy access and retrieval. The importance of integrating emerging technologies such as artificial intelligence (AI) and machine learning to analyze data and provide personalized support was also emphasized.

The findings imply that for technology application to be more effective and to enhance knowledge sharing within the library, it is crucial to leverage collaborative platforms and knowledge management systems. Implementing AI-driven tools and ensuring careful management of these technologies can significantly improve organizational effectiveness. The findings corroborate the study by Lee and Kim (2023) which highlights the critical

role of technology in promoting collaboration, communication, and information exchange among employees. This approach aims to create a culture of continuous learning and innovation, enhancing the library's service provision to stakeholders, specifically, students and faculty members.

One management personnel at KNLS said,

> *By integrating advanced technology-based tools and platforms, we've seen a remarkable improvement in our ability to share knowledge and collaborate effectively. The use of collaborative platforms and AI-driven systems has streamlined our processes and enhanced our service delivery* (Management Personnel 6).

The statement underscores the importance of technology application in fostering knowledge sharing and organizational effectiveness. The use of collaborative platforms and knowledge management systems, along with emerging technologies, significantly enhances knowledge exchange and supports professional development within the library. This approach aligns with research by Chen and Huang (2023) which emphasizes the role of technology in facilitating real-time communication and knowledge sharing. The findings also reflect the study by Zhang and Gao (2023) which highlights the benefits of technology-driven knowledge management systems in improving organizational efficiency.

The above statement communicates the role of technology-based measures adopted by KNLS. These measures are essential in enhancing the library's service provision to stakeholders, particularly students and faculty members, by fostering a collaborative and innovative environment.

4.9 Knowledge Sharing among Library Staff

The dependent variable under investigation was knowledge sharing where the respondents were requested to rate their level of agreement with statements provided inquiring on various aspects on knowledge sharing. The questionnaire covered statements covering the following indicators of technology application strategy: accessibility of information, user engagement and support and collaboration and networking**.**

Moreover, the study participants were requested to complete a 5-point Likert scale questionnaire, wherein they were required to indicate their level of agreement or disagreement with a set of statements posed. The 5-level Likert was coded 1 to 5 whereby 1 was for "Strongly Disagree" (SD), 2 for "Disagree" (D), 3 for "Moderately Agree" (MA), 4 for "Agree" (A), and 5 for "Strongly Agree" (SA). The results from the respondents are presented in Table 4.11.

Table 4. 11

Descriptive Analysis Results for Knowledge Sharing among Library Staff

	1	2	3	4	5	M	SD
Accessibility of information							
The library's collection effectively meets my information needs	7 (6.4%)	24 (21.6%)	14 (12.7%)	40 (35.6%)	26 (23.7%)	3.4	1.23
I find it easy to locate and access resources in the library.	14 (12.7%)	24 (21.6%)	17 (15.5%)	37 (33.0%)	19 (17.2%)	3.1	1.30
The library's cataloging and classification system helps me find relevant materials quickly	25 (22.1%)	25 (22.2%)	13 (11.7%)	33 (29.5%)	16 (14.5%)	2.8	1.40
User Engagement and Support							
Library staff provide helpful assistance when I have information needs	3 (2.8%)	13 (11.9%)	10 (9.1%)	48 (43.4%)	37 (32.9%)	3.9	1.07
I am satisfied with the reference services provided by the library	9 (7.7%)	36 (32.2%)	9 (8.4%)	30 (26.6%)	28 (25.1%)	3.0	1.26
The library offers useful training sessions to improve my information literacy skills	26 (23.8%)	15 (13.6%)	7 (6.2%)	38 (34.5%)	24 (21.9%)	3.0	1.27
Collaboration and Networking							
The library collaborates effectively with other institutions to enhance resource availability	5 (4.2%)	14 (12.6%)	8 (7.5%)	43 (38.5%)	41 (37.2%)	3.8	1.12

I feel informed about professional developments and opportunities through the library	6 (5.6%)	9 (8.4%)	5 (4.9%)	47 (42.0%)	43 (39.1%)	3.8	1.11
The library actively promotes knowledge sharing among its staff and users	5 (4.9%)	13 (11.9%)	9 (8.1%)	43 (38.5%)	41 (36.6%)	3.8	1.16

 The findings in Table 4.11, offer a view of the library's performance in terms of information accessibility, user engagement, and collaboration. These aspects are critical in understanding how effectively the library supports knowledge sharing and user needs. Regarding the Accessibility of Information, the effectiveness of the library's collection in meeting users' information needs received a mixed response. While 35.6% of users felt that the collection met their needs and 23.7% strongly agreed, the overall mean score of 3.4 (SD = 1.23) indicates that there may still be gaps in addressing diverse information requirements. Similarly, the ease of locating and accessing resources was rated somewhat low, with 33.0% agreeing and 17.2% strongly agreeing, resulting in a mean score of 3.1 (SD = 1.30). This suggests that users may encounter challenges in efficiently finding the materials they need. The library's cataloging and classification system received the lowest rating, with a mean score of 2.8 (SD = 1.40). Only 29.5% of respondents agreed that the system helps them find relevant materials quickly, highlighting potential issues with the organization and accessibility of library resources.

Regarding the user engagement and support, on the positive side, library staff are perceived as providing helpful assistance, with 43.4% agreeing and 32.9% strongly agreeing, resulting in a high mean score of 3.9 (SD = 1.07). This reflects the library's effective support in addressing users' needs. However, satisfaction with reference services was more moderate, with 26.6% agreeing and 25.1% strongly agreeing, and a mean score of 3.0 (SD = 1.26). This indicates that while reference services are valued, there is room for improvement. Training sessions aimed at improving information literacy skills also received a moderate rating, with 34.5% agreeing and 21.9% strongly agreeing, resulting in a mean score of 3.0 (SD = 1.27). This suggests that although training is available, its effectiveness might vary among users.

In terms of collaboration and networking, the library is perceived as performing well. The effectiveness of the library's collaboration with other institutions was rated positively, with 38.5% agreeing and 37.2% strongly agreeing (Mean = 3.8, SD = 1.12). This indicates that external partnerships are beneficial in enhancing resource availability. Users also feel well-informed about professional developments through the library, with 42.0% agreeing and 39.1% strongly agreeing (Mean = 3.8, SD = 1.11). Additionally, the library's promotion of knowledge sharing among staff and users received a positive assessment, with 38.5% agreeing and 36.6% strongly agreeing (Mean = 3.8, SD = 1.16). This reflects a commitment to fostering a culture of knowledge exchange.

The findings underscore several strengths and areas for improvement within the library. The positive feedback regarding staff assistance and institutional collaboration aligns with research emphasizing the importance of support and engagement in effective knowledge

sharing (Arua & Mokomane, 2019). However, the challenges related to information accessibility and the effectiveness of certain services indicate that there are opportunities for enhancement. For instance, the lower ratings for the cataloging and classification system suggest a need for improvements in how resources are organized and accessed, which is crucial for facilitating efficient information retrieval (Odor & Samuel, 2018).

The moderate satisfaction with training sessions also points to a potential area for development. Improving the quality and relevance of these sessions could further support users' information literacy and contribute to a culture of continuous learning (Hung et al., 2019).

Overall, the library's efforts in collaboration and knowledge sharing are commendable, reflecting successful external partnerships and internal initiatives. These findings resonate with broader research on effective knowledge sharing, which highlights the importance of investing in technology, support systems, and collaborative efforts to enhance library services and user satisfaction (Gwizdka & Choudhury, 2015; Johnson, 2019). Addressing the identified challenges could further strengthen the library's role in supporting knowledge exchange and improving service delivery.

4.10 Inferential Analysis

4.10.1 Diagnostic Tests

Before fitting a regression model, it is crucial to verify that all necessary model assumptions are met, as violations can compromise the validity of inferential procedures and lead to inaccurate conclusions. Hence, conducting comprehensive model diagnostics,

including tests for normality, homoscedasticity, multicollinearity, and linearity, is imperative prior to proceeding with statistical analyses in this study.

4.10.1.1 Test for Normality

The study employed the Shapiro-Wilk test to assess normality, specifically to ascertain whether the data adhered to a normal distribution, a prerequisite for applying parametric tests. According to Field's (2013), guidelines, a p-value exceeding 0.05 indicates normal distribution, whereas a lower p-value suggests non-normality. The results of the Shapiro-Wilk test for normality are presented in Table 4.18.

Table 4.12

Shapiro-Wilk Test for Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Storytelling	.944	147	.063
Mentorship strategy	.916	147	.123
Communities of Practice Strategy	.962	147	.057
Technology Application Strategy	.984	147	.081
Knowledge sharing	.991	147	.061

Source: Survey Data (2024)

The results displayed in Table 4.12 show that the p-values for all variables (storytelling = 0.063, mentorship strategy = 0.123, communities of practice strategy = 0.057, technology application strategy = 0.081, and knowledge sharing = 0.061) exceed 0.05. Based on this, it was concluded that the data adhered to a normal distribution.

4.10.1.2 Multi-collinearity Test

Given the nature of the independent variables in this study, multicollinearity was expected. According to Lynch (2003), in multiple regression analysis, multicollinearity issues arise

when two or more predictor variables show high correlation. Before conducting multivariate analysis, multicollinearity was evaluated using tolerance values and variance inflation factors (VIF).

According to Hair et al. (2013); Mardikyan and Cetin (2008), VIF values exceeding 10 (or tolerance values below 0.20) indicate problematic estimation of regression coefficients due to multicollinearity. The study assessed multicollinearity among the independent variables using VIFs and tolerance levels. Table 4.13 presents the results, with VIFs ranging from 4.191 to 7.679 and tolerance values from 0.130 to 0.239. Based on these findings, both VIFs and tolerance values suggest that multicollinearity among the independent variables is not a concern.

Table 4. 13

Collinearity Statistics

	Tolerance	VIF
1 (Constant)		
Mentorship strategy	.239	2.191
Communities of Practice Strategy	.221	2.453
Storytelling	.130	2.643
Technology Application Strategy	.173	2.213

4.10.1.3 Test for Homoscedasticity

The study employed both the Breusch-Pagan and Koenker tests to examine homoscedasticity. According to Gujarati (2004), a common guideline is to reject the null hypothesis of homoscedasticity if the obtained p-value is below 0.05, indicating the presence of heteroscedasticity. The results of these tests are summarized in Table 4.14.

Table 4. 14

Breusch-Pagan and Koenker Tests Results

	Langragian Multiplier (LM)	Sig
Breusch-Pagan	1.949	0.654
Koenker	2.087	0.681

The Breusch-Pagan and Koenker tests yielded p-values of 0.654 and 0.681, respectively. Since both p-values exceed 0.05, we fail to reject the null hypothesis, indicating that the data adheres to the assumption of homoscedasticity.

4.10.2 Correlation Analysis

In quantitative research, correlation analysis shows the direction, strength, and significance of the relationship of the study variables (Chatterjee, 2012). Pearson's r is a useful tool in parametric analysis to conduct a correlation test. Pearson correlation analysis was undertaken in this study to establish the type of association and strength between study variables. A correlation ranges from positive 1 to negative 1 (Sekaran, 2013). A positive correlation indicates that as one variable increases, the other variable will also increase. On the other hand, a negative correlation indicates that as one variable increases

the other variable decreases (Saunders & Thornhill, 2012). The results of the correlation, r, were as shown in Table 4.15.

Table 4. 15

Pearson Correlation Matrix for Independent and Dependent Variables

		ST	MS	CoP	TAS	KS
ST	Correlation Coefficient	1				
	Sig. (2-tailed)					
	N	111				
MS	Correlation Coefficient	.590	1			
	Sig. (2-tailed)	.000				
	N	111	111			
CoP	Correlation Coefficient	.402	.507	1		
	Sig. (2-tailed)	.000	.000			
	N	111	111	111		
TAS	Correlation Coefficient	.625	.579	.330	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	111	111	111	111	
KS	Correlation Coefficient	.546	.640	.433	.578	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	111	111	111	111	111

Keywords: CoP = Communities of Practice; **ST** = Storytelling; **MS** = Mentorship Strategy; **TAS** = Technology Application Strategy; **KS** = Knowledge Sharing

The analysis of the Pearson correlation matrix reveals important relationships between Knowledge Sharing (KS) and several key variables. Storytelling (ST) exhibits a moderate positive correlation of 0.546 with Knowledge Sharing (KS). This indicates that as the effectiveness of Storytelling increases, so does the extent of knowledge sharing within the organization. The relationship is statistically significant with a p-value of 0.000, suggesting a strong connection between these two factors. This finding is consistent with the existing literature, which underscores several important aspects of storytelling. Firstly, storytelling is recognized for its ability to humanize abstract concepts by embedding them in real-life contexts, making complex ideas more accessible and relatable. This approach helps individuals better grasp and apply knowledge in their own work environments, as noted by Chen and Hung (2023). Moreover, storytelling fosters emotional connections and trust among colleagues. By sharing personal narratives, employees build rapport and strengthen social bonds, which enhances collaboration and knowledge sharing, as highlighted by Brown and Denning (2018).

Mentorship strategy (MS) shows an even stronger positive correlation of 0.640 with Knowledge Sharing (KS). This suggests that mentorship strategy is closely linked to higher levels of knowledge sharing. The significance of this correlation, also at 0.000, underscores the importance of mentorship strategy in facilitating and enhancing knowledge sharing within the organization. This finding aligns well with the broader research on mentorship and knowledge sharing across different contexts. In developed countries, studies consistently highlight the positive impact of mentorship on fostering a conducive environment for knowledge exchange and professional growth. For example,

research by Allen et al. (2004); Ragins and Kram (2007) demonstrates that mentorship enhances trust, communication, and collaboration among employees, leading to increased knowledge sharing behaviors. The strong correlation observed in the current study supports these findings, reinforcing the idea that mentorship strategies significantly contribute to knowledge sharing.

Communities of Practice (CoP) has a positive correlation of 0.433 with Knowledge Sharing (KS). Although this is slightly weaker compared to KSS and Communities of Practice, it is still significant at the 0.000 level. This implies that Communities of Practice contribute to knowledge sharing, though not as strongly as storytelling or mentorship strategy. Existing literature highlights several ways in which CoPs support knowledge sharing. They are known for creating collaborative environments where members can engage in meaningful discussions and share insights. Research by Zhang and Gao (2023); Wang and Wang (2023) emphasizes that CoPs foster a sense of belonging and camaraderie among staff, enabling them to connect with colleagues who have similar interests and expertise. CoPs also serve as valuable repositories of tacit knowledge. Han and Wu (2023) note that these communities allow individuals to draw on the collective wisdom and experiences of the group, which can be crucial for addressing challenges and making informed decisions. The current study's findings align with this, confirming that CoPs facilitate the sharing of such tacit knowledge, albeit to a lesser extent than other mechanisms.

Technology Application Strategy (TAS) correlates positively with Knowledge Sharing (KS) at 0.578. This indicates a significant relationship where improvements in technology

application strategies are associated with enhanced knowledge sharing. The significance level of 0.000 highlights that this correlation is statistically robust. In comparison with the literature, the positive role of technology in fostering knowledge sharing is well-documented. Collaborative platforms and communication tools, such as intranet portals and online forums, are frequently cited for their effectiveness in facilitating idea exchange and collaboration (Chen & Huang, 2023; Liu & Liu, 2023). These technologies enable asynchronous communication, allowing employees across different locations to share insights and collaborate, which aligns with the study's findings of a significant correlation between TAS and KS.

Furthermore, technology-driven knowledge management systems, including document repositories and content management systems, are essential for capturing and disseminating organizational knowledge (Chen & Chen, 2023; Han & Wu, 2023). These systems help reduce information silos and provide centralized access to knowledge resources, supporting the study's observation that improved technology application strategies are linked to better knowledge sharing.

4.10.3 Regression Analysis

The analysis of the direct relationship between the independent variables (knowledge sharing systems, storytelling, and mentorship strategy, communities of practice strategy and technology application) and the dependent variable was conducted using regression analysis. This method allows us to understand how changes in the independent variables affect the dependent variable, Knowledge Sharing among library staff as outlined below.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

β_0 is the intercept; β_1, β_2, β_3, and β_4 are slope regression coefficients.

Y = Knowledge Sharing among library users; X_1 = Storytelling; X_2 = mentorship strategy;

X_3 = communities of practice strategy; X_4 = Technology application and ε = Error term

The results are outlined in Table 4.16.

Table 4. 16

Summary of all the four independent variables and knowledge sharing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772[a]	.596	.581	6.74710

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6179.343	4	1544.836	26.066	.000[b]
	Residual	6282.216	106	59.266		
	Total	**12461.559**	**110**			

	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	**T**	**Sig.**
1 (Constant)	7.853	2.342		3.353	.001
Technology Application Strategy	.138	.068	.164	2.035	.043
Storytelling	.390	.092	.359	4.237	.000
Mentorship Strategy	.225	.093	.201	2.414	.017
Communities of Practice Strategy	.386	.127	.249	3.032	.003

a. Dependent Variable: Knowledge Sharing
b. Predictors: (Constant), Storytelling, Mentorship Strategy, Technology Application Strategy, Communities of Practice Strategy

From the results in Table 4.16, the R-square for the relationship between the strategies

[Storytelling, Mentorship Strategy, Technology Application Strategy, Communities of

Practice Strategy] and knowledge sharing among library staff is 0.596, implying that the factors under study can explain 59.6% of the variation in knowledge sharing. The remaining 41.4% of the variation can be attributed to other factors affecting knowledge sharing among library staff. The R-square value is crucial as an indicator of the predictive accuracy of the equation. These findings suggest that the factors play a significant role in knowledge sharing among library staff. This goodness of fit of the model predicts a positive and significant influence on Knowledge Sharing among library staff.

Analysis of variance (ANOVA) was utilized to assess the significance of the regression model. A p-value of 0.05 or less was considered statistically significant. Table 4.12 presents the results of the regression analysis, indicating a p-value of 0.000, which is below the significance threshold of 0.05. This demonstrates that the regression model effectively predicts the dependent variable, Knowledge Sharing. The ANOVA results reveal an F-critical value of 3.94 with degrees of freedom (4, 106), while the computed F-statistic (F-calculated) for the model is 26.066. Since F-calculated exceeds the critical F-value, there is a positive and statistically significant linear relationship in predicting the dependent variable. This indicates that variations in the independent variables significantly contribute to variations in knowledge sharing. Therefore, the findings underscore a robust statistical association between the predictors and the outcome variable. Additionally, the p-value of 0.000 further confirms the statistical significance, as it is well below the accepted significance level of 0.05.

The equation for regression of the relationship between the strategies and knowledge sharing among library staff is shown below:

$$Y = 7.853 + 0.390X_1 + 0.386X_2 + 0.138X_3 + 0.225X_4$$

Where: X1 = Storytelling, X2 = Mentorship Strategy, X3 = Technology Application Strategy, and X4 = Communities of Practice Strategy.

From the analysis, knowledge sharing among library staff would be 7.853 when the four independent variables (storytelling, mentorship strategy, technology application strategy and communities of practice strategy) are constantly controlled at zero value. From the findings of the analysis,

The beta coefficient for storytelling, at 0.390, indicates a strong positive influence on knowledge sharing. For every one-unit increase in storytelling, knowledge sharing increases by 0.390 units. This substantial effect underscores storytelling's role as a powerful mechanism for facilitating knowledge exchange within organizations. Research highlights storytelling's effectiveness in making complex ideas more accessible and relatable by embedding them in real-life contexts (Chen & Hung, 2023). Storytelling not only humanizes abstract concepts but also fosters emotional connections and trust among colleagues. This alignment with the findings of Brown and Denning (2018) suggests that storytelling enhances collaboration and knowledge sharing by creating a more engaging and relatable platform for sharing insights. The strong beta coefficient indicates that storytelling is a critical strategy for improving knowledge sharing, providing a means to strengthen social bonds and facilitate the transfer of both explicit and tacit knowledge.

Mentorship strategy, with a beta coefficient of 0.386, also demonstrates a significant positive impact on knowledge sharing. This suggests that for every one-unit increase in

mentorship strategy, knowledge sharing increases by 0.386 units. This substantial effect supports the extensive literature on the benefits of mentorship for knowledge exchange. Mentorship programs are known to enhance trust, communication, and collaboration among employees, which are essential for effective knowledge sharing (Allen et al., 2004; Ragins & Kram, 2007). The high beta coefficient in this study reflects the strong influence of mentorship strategies on fostering a supportive environment where knowledge can be freely shared. Mentorship not only facilitates direct knowledge transfer but also contributes to the professional growth of both mentors and mentees, reinforcing its importance in promoting a culture of continuous learning and knowledge sharing.

The beta coefficient for Communities of Practice (CoPs) is 0.225, indicating a moderate positive effect on knowledge sharing. For every one-unit increase in CoPs, there is a 0.225 increase in knowledge sharing. Although this effect is less pronounced compared to storytelling and mentorship, it still highlights the value of CoPs in facilitating knowledge exchange. CoPs are recognized for creating collaborative environments where members engage in meaningful discussions and share insights. Research by Zhang and Gao (2023); Wang and Wang (2023) emphasizes that CoPs foster a sense of belonging and camaraderie, which aids in connecting employees with similar interests. Furthermore, Han and Wu (2023) note that CoPs serve as repositories of tacit knowledge, allowing individuals to draw on collective experiences. The moderate beta coefficient suggests that while CoPs contribute to knowledge sharing, their impact is somewhat more indirect and dependent on the active participation and engagement of their members.

Technology Application Strategy (TAS) has the lowest beta coefficient at 0.138, indicating the least effect on knowledge sharing among the variables studied. This suggests that for every one-unit increase in technology application strategy, knowledge sharing increases by only 0.138 units. The role of technology in promoting knowledge sharing is well-supported in the literature, with collaborative platforms and communication tools facilitating asynchronous communication and idea exchange (Chen & Huang, 2023; Liu & Liu, 2023). However, the lower beta coefficient reflects potential challenges such as information overload, data security concerns, and resistance to technology adoption (Wang et al., 2023; Chen & Chen, 2023). Despite the significant potential of technology to enhance knowledge sharing, its effectiveness is influenced by the quality of implementation and the extent to which employees are willing to engage with the technology.

In conclusion, the findings indicate that storytelling and mentorship strategies have the most significant impact on knowledge sharing, as reflected by their higher beta coefficients. Communities of Practice also contribute positively, though to a lesser extent. Technology Application Strategy, while still relevant, shows a weaker effect on knowledge sharing, suggesting that its impact is moderated by various challenges. These insights highlight the need for a multifaceted approach to knowledge sharing that incorporates effective storytelling, robust mentorship programs, active CoPs, and thoughtfully implemented technology solutions.

4.11 Chapter Summary

The chaoter presented the research findings on strategies for enhancing knowledge sharing at KNLS. It began with an overview of the response rate and discussed reliability and validity based on pilot study outcomes. The chapter detailed demographic data and descriptive statistics, including percentages, means, and standard deviations. Correlation analysis revealed factors influencing knowledge-sharing strategies. The chapter's primary focus was on strategies identified through multivariate regression analysis, offering insights into effective methods for promoting knowledge sharing among KNLS staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a comprehensive review of the study, summarizing key findings, drawing conclusions, and offering recommendations for future research. The study investigated knowledge sharing systems at the Kenya National Library Service (KNLS), focusing on how storytelling, mentorship, communities of practice, and technology foster knowledge sharing. The overarching goal was to improve knowledge management practices at KNLS to enhance staff performance and service delivery. The study employed a descriptive research design to explore various knowledge sharing strategies within KNLS. It was guided by theoretical frameworks including Social Learning Theory, Communities of Practice, and the Technology Acceptance Model. The geographical scope covered KNLS headquarters in Nairobi and key branches across Kenya, including Nairobi Area Library, Mombasa Library, Kisumu Library, Nakuru Library, and Eldoret Library.

The target population included 223 librarians, library assistants, technical staff managing digital platforms, administrative staff, and management personnel. A sample size of 123 was drawn using stratified and purposive sampling techniques. The research instruments included online questionnaires and interviews. Data quality was ensured by using content and construct validity, and Cronbach's alpha value was used to assess the dependability of the research tools. The study employed descriptive and inferential statistics to analyze the data collected, and tables and figures were used to present the results. Additionally,

the reviewed literature indicated that there were knowledge gaps in the area of study, and recommendations for further research were suggested. This outline of this section begins with summary, followed by conclusions then recommendations.

5.2 Summary of the Study

This section has been subdivided into segments that correspond to the research objectives. The purpose of this subdivision is to facilitate comprehension of each objective and its respective findings. Among the four staff categories, Librarians and Library Assistants exhibited the highest response rate, achieving an impressive 96.8%. Technical Staff followed with a response rate of 78.9%, with 15 out of 19 individuals responding. Management Personnel achieved a response rate of 69.2%, with 9 out of 13 participating. Overall, the total response rate for the study was 77.9%, reflecting a generally high level of participation across the different staff categories.

The study established that a nearly even gender distribution, with 51.4% male and 48.6% female respondents. Most participants hold a bachelor's degree (54.9%), while 20.7% have a master's degree, and 9.9% have a higher diploma. Only 6.3% have an ordinary diploma. Professionally, the majority are librarians and library assistants (82.0%), followed by technical staff (13.5%), administrative personnel (3.6%), and a small representation of management personnel (0.9%). Experience levels vary, with 18.9% having 0-5 years of experience, 31.5% with 6-10 years, 25.2% with 11-15 years, 15.3% with 16-20 years, and 9.0% having over 21 years of experience.

5.2.1 The knowledge sharing systems that is adopted at Kenya National Library Service

The study aimed to establish the knowledge sharing systems that is adopted at Kenya national Library service. The results revealed that KNLS has an effective online discussion forum for knowledge sharing. They moderately agreed that chat platforms and virtual meeting spaces are regularly used and well-integrated into daily operations for exchanging information. The knowledge sharing systems at KNLS were seen as accessible and user-friendly, and respondents agreed that there is sufficient training provided on how to use these systems. To further enhance knowledge sharing among librarians, it was suggested that KNLS should improve its existing systems by implementing more user-friendly platforms with advanced search functionalities, interactive forums, and robust categorization features. Additionally, providing regular training and support to librarians on utilizing these systems effectively would ensure maximum utilization and participation in knowledge sharing activities.

5.2.2 Storytelling and knowledge sharing among staff at Kenya national Library service

The objective of the study was to determine how storytelling promotes knowledge sharing among staff at Kenya national Library service, the results indicated that storytelling sessions held at the library are well-attended, and they felt moderately active in participating in these sessions. Respondents felt moderately encouraged to share their own stories and experiences during the sessions, and the knowledge shared through storytelling

was seen as moderately easy to remember and apply. They agreed that storytelling sessions have inspired new ideas or initiatives in their work, and they felt moderately that they have collaborated more with colleagues from other departments as a result of these sessions. Respondents felt moderately that the storytelling sessions cover a diverse range of topics and perspectives. They agreed that they have easy access to recorded storytelling sessions or written stories in the library's digital repository. Additionally, respondents felt that the stories shared in the sessions are relevant and applicable to their roles.

The regression results indicated a strong positive and significant relationship between storytelling and knowledge sharing. With a beta coefficient of 0.390 and a p-value of 0.000, the findings suggest that storytelling significantly improves knowledge sharing among library staff.

5.2.3 Mentorship programs and knowledge sharing among staff at Kenya national Library service

The objective of the study was to determine how mentorship program strategy promotes knowledge sharing among staff at Kenya national Library service, the results indicated that the mentorship program has been effective in enhancing their knowledge and skills. The findings indicate that the mentorship program has had a moderate positive impact on professional development. The program is perceived to offer valuable opportunities for knowledge sharing to a moderate extent. The approachability and supportiveness of mentors/mentees are also rated as moderate. Participants feel comfortable seeking guidance and advice from their mentors/mentees, who provide constructive feedback on

their work to a moderate extent. Additionally, it is noted that mentors effectively share knowledge and expertise. Through participation in the mentorship program, individuals have gained new skills and knowledge, and have reported an increase in confidence in their abilities.

The regression analysis revealed a positive and statistically significant relationship between mentorship strategies and knowledge sharing, as evidenced by a beta coefficient of 0.225 and a p-value of 0.017. This suggests that effective mentorship programs significantly contribute to increased knowledge sharing among staff.

5.2.4 Communities-of-practice and knowledge sharing among staff at Kenya National Library Service

The objective of the study was to determine how Community of Practice (CoP) strategy promotes knowledge sharing among staff at Kenya national Library service, the results indicated that the library staff trust their Community of Practice (CoP) members to share accurate and useful information. The findings revealed that participants felt moderately comfortable sharing their ideas and experiences with other members of the Communities of Practice (CoP). They believed that strong relationships within the CoP moderately encouraged knowledge sharing. The CoP was perceived to have clear and shared goals that aligned with the participants' interests to a moderate extent. These common objectives motivated their participation in the CoP. The shared goals of the CoP were seen to drive engagement and knowledge sharing to a moderate extent. Participants reported moderate levels of activity in CoP activities and discussions, and they felt encouraged to share their

knowledge and engage in these activities. Their involvement in the CoP was primarily driven by their interest and motivation.

The regression results demonstrated a positive and significant relationship between the communities of practice strategy and knowledge sharing. The beta coefficient of 0.386 and a p-value of 0.003 indicate that well-structured communities of practice significantly foster knowledge sharing among library staff.

5.2.5 Use of technology and knowledge sharing among staff at Kenya national Library service

The objective of the study was to determine how Use of technology strategy promotes knowledge sharing among staff at Kenya national Library service, the results indicated that the technology platforms used in their organization effectively facilitate knowledge sharing. The findings indicated that the digital platforms moderately met the respondents' knowledge-sharing needs and supported efficient information exchange. Participants felt that the digital tools and resources provided by their organization were moderately user-friendly and accessible, and they agreed that navigating these technology tools was relatively easy. Access to shared resources through the organization's technology platforms was found to be moderately straightforward. Respondents reported sharing knowledge and information with their colleagues on a daily basis to a moderate extent and agreed that knowledge-sharing sessions were conducted frequently in their library. Additionally, they agreed that they regularly used the library's knowledge-sharing

platforms, such as the intranet and forums, reflecting active engagement with these tools for knowledge exchange.

The regression analysis showed a positive and significant relationship between technology application strategy and knowledge sharing among library staff. The beta coefficient of 0.138 with a p-value of 0.043 indicates that increased adoption and use of technology platforms significantly enhance knowledge sharing.

5.3 Conclusion

5.3.1 The knowledge sharing systems that is adopted at Kenya National Library Service

The study concludes that KNLS has effectively implemented online discussion forums and knowledge-sharing systems that are accessible and user-friendly. Respondents noted that chat platforms and virtual meeting spaces are regularly utilized and integrated into daily operations. Additionally, the provided training on these systems is considered sufficient.

5.3.2 Storytelling and knowledge sharing among staff at Kenya national Library service

The study concludes that storytelling sessions at the library are well-attended, with participants actively engaging and sharing their own stories to a moderate extent. The knowledge gained from these sessions is seen as moderately easy to remember and apply. The sessions have successfully inspired new ideas and initiatives and have facilitated

moderate collaboration among colleagues from different departments. Additionally, the storytelling sessions cover a diverse range of topics and are accessible through recorded sessions and written stories in the library's digital repository, with the content deemed relevant and applicable to the participants' roles.

5.3.3 Mentorship programs and knowledge sharing among staff at Kenya national Library service

The study concludes that the mentorship program has been effective in enhancing respondents' knowledge and skills. Participants felt that the program has positively impacted their professional development and provided valuable opportunities for knowledge sharing. Mentors and mentees are viewed as approachable and supportive, and respondents feel comfortable seeking guidance and receiving constructive feedback. The program has facilitated the effective sharing of knowledge and expertise, resulting in the acquisition of new skills and increased confidence in respondents' abilities.

5.3.4 Communities-of-practice and knowledge sharing among staff at Kenya National Library Service

The study concludes that respondents trust their Community of Practice (CoP) members to provide accurate and useful information. They feel moderately comfortable sharing ideas and experiences within the CoP and believe that strong relationships within the group encourage knowledge sharing. The CoP's clear and shared goals align with respondents' interests, motivating their participation and driving their engagement.

Respondents feel moderately active in CoP activities and discussions and are encouraged to share their knowledge, driven by their interest and motivation in the CoP.

5.2.5 Use of technology and knowledge sharing among staff at Kenya national Library service

The study concludes that the technology platforms in the organization effectively support knowledge sharing, as respondents generally agree on their efficacy. While these platforms moderately meet knowledge-sharing needs and facilitate information exchange, there is room for improvement in their user-friendliness and accessibility. The regular use of knowledge-sharing tools and platforms, coupled with frequent knowledge-sharing sessions, reflects an engaged approach to information exchange among colleagues. Overall, the technology infrastructure plays a significant role in enabling knowledge sharing, although enhancements in user experience could further optimize its effectiveness.

5.4 Recommendations

5.4.1 The knowledge sharing systems that is adopted at Kenya National Library Service

To enhance the effectiveness of the knowledge sharing systems at KNLS, several recommendations are proposed. Firstly, it is suggested that KNLS further develop its current online discussion forums by incorporating more user-friendly features. This could include advanced search functionalities to help users find relevant information more

efficiently, as well as interactive forums that foster more dynamic and engaging discussions. Additionally, improving the robustness of the categorization features within these platforms could facilitate better organization of information, making it easier for staff to locate and utilize resources. Regular updates and enhancements to the technology platforms should be considered to keep pace with evolving needs and technological advancements. Furthermore, while training on the use of these systems is already provided, it is important to ensure that this training is continuous and up-to-date. Offering ongoing support and advanced training sessions can help staff stay proficient with the systems and fully leverage their capabilities for knowledge sharing.

5.4.2 Storytelling and knowledge sharing among staff at Kenya national Library service

To enhance the effectiveness of storytelling sessions at the library, several key recommendations are proposed. First, increasing participation can be achieved by fostering a supportive environment and encouraging staff to share their stories through relevant prompts and themes. Improving the retention and application of knowledge involves making content more memorable and actionable, with practical examples integrated into the sessions. Expanding the range of topics and perspectives covered will make the sessions more relevant and engaging for a broader audience. Maintaining easy access to recorded sessions and written stories in the digital repository, with regular updates and clear instructions, is essential. Lastly, promoting cross-departmental interaction by organizing joint sessions or follow-up activities can enhance collaboration and knowledge sharing.

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5.4.3 Mentorship programs and knowledge sharing among staff at Kenya national Library service

To further enhance the mentorship program, several recommendations can be considered. First, strengthening the program's effectiveness in knowledge and skill development could be achieved by expanding the scope of mentorship activities to include more specialized training and hands-on experiences. Ensuring that mentors are consistently approachable and supportive can be fostered through regular feedback sessions and mentor training, which will help maintain high levels of engagement and support. Additionally, providing mentors with guidance on offering constructive feedback can enhance the overall quality of interactions and ensure that mentees receive actionable advice. Incorporating structured opportunities for mentees to apply new skills and knowledge in real-world scenarios will also help in building confidence and reinforcing learning outcomes. Finally, regularly assessing the impact of the mentorship program and seeking input from both mentors and mentees will allow for ongoing improvements and adjustments, ensuring the program continue to meet the evolving needs of participants.

5.4.4 Communities-of-practice and knowledge sharing among staff at Kenya National Library Service

To enhance the effectiveness of the Community of Practice (CoP), it is essential to focus on building stronger trust and rapport among members through collaborative activities and joint projects. Creating more structured and supportive discussion platforms, such as moderated forums or smaller breakout groups, can improve members' comfort in sharing

ideas. Clearly communicating and regularly refining the CoP's goals based on feedback ensures they align with members' interests and remain motivating. Additionally, organizing engaging activities and recognizing active contributors can boost participation and maintain high levels of motivation. Regular assessments and feedback mechanisms should be employed to adapt and improve the CoP's activities and support.

5.4.5 Use of technology and knowledge sharing among staff at Kenya national Library service

To enhance the effectiveness of technology platforms for knowledge sharing, it is essential to focus on improving user experience by making tools more intuitive and accessible. Regular training for staff can support effective use of these platforms. Technology should be frequently reviewed and updated to incorporate user feedback and new features. Expanding platform functionality to include interactive and collaborative tools can boost engagement. Additionally, maintaining an organized digital repository and ensuring well-structured knowledge-sharing sessions can aid in easier information retrieval. Recognizing and encouraging active users can also sustain high engagement levels.

5.5 Implications of the Findings on Theories, Policy, and Practices

5.5.1 Implications for Theories

The findings at KNLS underscore the application of Social Learning Theory, which highlights learning through social interactions and observations. The moderate impact of mentorship and Communities of Practice (CoPs) on knowledge sharing supports this theory, illustrating that social structures within KNLS, such as mentorship and CoPs, play

a role in knowledge dissemination. The results validate the theory's relevance in a practical setting, showing that learning and knowledge sharing are indeed facilitated by social engagement within the organization.

The theoretical framework of CoPs is reinforced by the study's findings, which show that CoPs at KNLS moderately support knowledge sharing. This aligns with the theory's assertion that shared goals and active member engagement drive knowledge exchange. Although the findings suggest that CoPs contribute to knowledge sharing, the moderate impact indicates that there may be opportunities to further enhance CoP effectiveness by refining goals and increasing member participation.

The findings reflect key principles of the Technology Acceptance Model, which emphasizes perceived ease of use and usefulness as crucial for technology adoption. At KNLS, the moderate usability of digital tools and straightforward access to resources indicate that while the technology is functional, there is potential for improvement. This suggests that addressing usability issues and ensuring that technology meets the needs of KNLS staff could enhance overall acceptance and usage.

5.5.2 Implications for Policy

The study indicates that mentorship programs at KNLS have a moderate impact on professional development and knowledge sharing. Policies should support the development of structured mentorship frameworks, including clear objectives, regular feedback mechanisms, and training for both mentors and mentees. Enhancing these

programs could improve their effectiveness and better align them with the organizational goals of KNLS.

Policies at KNLS should focus on strengthening CoPs by setting clear, shared goals that align with the organization's objectives and by fostering an environment that encourages active participation. This may involve allocating resources to support CoP activities, providing training to enhance member engagement, and regularly assessing the effectiveness of CoPs to ensure they meet the needs of the organization.

The findings suggest that while technology tools at KNLS are moderately user-friendly, there is room for improvement. Policies should focus on enhancing the accessibility and usability of digital tools. This includes providing training to staff, simplifying technology interfaces, and ensuring that technology platforms are regularly updated based on user feedback. These measures will help ensure that technology effectively supports knowledge sharing and meets the needs of KNLS staff.

5.5.3 Implications for Practices

At KNLS, practical steps should be taken to optimize mentorship programs. This includes ensuring that mentors are approachable, provide constructive feedback, and actively share their expertise. Implementing structured mentorship programs with regular interactions and clear goals can improve the effectiveness of mentorship in promoting knowledge sharing.

To improve the effectiveness of CoPs at KNLS, practices should focus on creating a collaborative culture and setting clear, shared goals that resonate with CoP members.

Increasing member engagement through interactive activities and ensuring that CoP objectives align with staff interests can enhance the impact of these communities on knowledge sharing.

KNLS should focus on making digital tools more user-friendly and effective in supporting knowledge sharing. This involves simplifying technology interfaces, improving accessibility, and providing ongoing training for staff. Regular feedback should be collected to make iterative improvements, ensuring that technology tools are well-integrated into daily workflows and support efficient knowledge exchange.

Overall, the findings suggest that while current practices and tools at KNLS are moderately effective, targeted improvements in mentorship programs, CoPs, and technology applications could significantly enhance knowledge sharing within the organization. By addressing these areas, KNLS can further improve staff performance and service delivery.

5.6 Recommendations for Further Studies

To advance the understanding of knowledge-sharing strategies at the Kenya National Library Service (KNLS), several recommendations for further research can be considered. First, exploring the integration and synergy between various knowledge-sharing strategies—such as storytelling, mentorship, communities-of-practice, and technology—could provide valuable insights. Research could investigate how these strategies interact and complement each other, revealing ways to optimize their collective effectiveness in fostering knowledge sharing.

Additionally, given that the current study explains 49.6% of the variation in knowledge sharing among library staff through the strategies of storytelling, mentorship, technology application, and communities of practice, it is essential to explore additional factors that could influence knowledge sharing. Future research should focus on identifying and examining these other factors that contribute to the remaining 51.4% of variation. This could include investigating organizational culture, leadership styles, staff motivation, or external influences such as industry trends or community engagement. By expanding the scope of research to include these additional variables, a more comprehensive understanding of the dynamics influencing knowledge sharing can be achieved. This approach would help in developing more effective strategies and interventions to enhance knowledge sharing among library staff, ultimately leading to better utilization of knowledge resources and improved organizational performance.

Further investigation into staff perceptions and engagement levels with the knowledge-sharing systems would be beneficial. This research could examine factors influencing staff participation and satisfaction, including individual preferences, perceived value, and the role of organizational culture in supporting knowledge sharing.

Lastly, assessing the impact of technological enhancements on knowledge sharing would be valuable. Research could evaluate the effectiveness of new features, tools, or platforms introduced based on user feedback and technological advancements, and determine their impact on staff engagement and knowledge exchange. This approach would help ensure that technological tools continue to meet evolving needs and support effective knowledge sharing.

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APPENDICES

Appendix I: Consent to Participate in the Study

Sarah Nyanchama Moracha

Kenya Methodist University

P.O. Box 17977-00100.

Dear respondent,

I am writing to request for consent to participate in my study which will help me to actualize my academic research that investigates on ***Analysis of strategies of improving knowledge sharing among staff at the Kenya National Library Service.*** This research hope to impact practices in the teaching of the hearing impaired learners and hence improve their academic performance in primary schools in Kenya.

Procedure to be followed
The specific questions in the questionnaire and interview is organized into sections ranging from section A to I. Section A covers the introduction part constituting the biographical information of the sampled respondents. Sections B, C, D, E, and F, contain questions regarding the independent variables, while section H constitutes questions on the dependent variable. Several questions in the questionnaire are closed-ended, and some open-ended ones for each construct. All sentiments in the questionnaire are in 5 points Likert scale. In total. It takes approximately 10 to 15 minutes to complete the questionnaire and respond to interview session. The respondent is under no obligation to complete the questionnaire or to answer all questions presented or participate in the interview. If one comes across a question which one don't wish to answer, simply skip it.

I hope you will be willing to allow the pupils to participate because their responses are important and valued in this study, and will go a long way to help in designing appropriate framework. I hope you will also be willing to participate in this study in your capacity as the head teacher or as a teacher.

Discomforts and risks
In this study, there is no risks of participating in the research. The reputation of the participant will also not be injured. The respondent is welcome to discontinue participation in the study at any time, should one wish to do so due to discomfort. You may also stop the interview at any time. The interview may take about 30 minutes to complete.

Benefits
If you participate in this study you will help us to strengthen the strategies for promoting knowledge sharing among staff at Kenya National Library Service. Your input is therefore critical in generate new knowledge and will go a long way in strengthening assistive technology availed to learners with hearing challenge in primary schools.

Rewards
There is no reward for anyone who chooses to participate in the study.

Confidentiality
Your participation and those of the pupils will remain strictly confidential. No name will be recorded on the questionnaire or attached to any of the data you provide. The data collection will be kept in a confidential location after collection and in future and, moreover, will not have anything to identify you.

Contact Information
Should you have questions regarding your participation, please contact me on sarahmoracha2016@gmail.com. You may also contact my research supervisor at paul.maku@kemu.ac.ke.

I am kindly asking you to sign the consent form (below) indicating agreement for you to participate in the study. By head teacher signing this consent form, is also an indicator that one has agreed to make arrangement for pupils from his/her school to participate in the study.

Participant's Statement
The above statement regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time. I understand that I will not be victimized at my place of work whether I decide to leave the study or not and my decision will not affect the way I am treated at my work place.

Name of Participant……………………………   Date……………………

Signature………………………………………….

Investigator's Statement
I, the undersigned, have explained to the volunteer in a language s/he understands the procedures to be followed in the study and the risks and the benefits involved.

Name of Interviewer…………………………………   Date…………………….

Interviewer Signature…………………………………………

Appendix II: Questionnaire

Dear Respondent,

The purpose of this study is to establish the strategies for promoting knowledge sharing among staff at Kenya National Library Service. It is academic research conducted in partial fulfillment for the award of Master of Information Science of Kenya Methodist University. You are therefore kindly requested to fill out this questionnaire to facilitate the study. The information obtained will be used strictly for academic purposes and will be treated with the utmost confidentiality.

Please answer the following questions by marking the most appropriate answer with a tick in the small boxes provided.

Section A: Personal Information

1) Gender

   Male   [ ]   Female   [ ]

2) Highest level of Education:

   PhD   [ ]   Masters   [ ]

   Bachelor   [ ]   Higher Diploma   [ ]

   Ordinary Diploma   [ ]   A – Level   [ ]

   0 – Level / KCSE   [ ]

3) Which department are you in?...........................

4) What is you level of experience?

   0 yrs-5yrs   [ ]   6 yrs -10yrs   [ ]

   11 yrs -15 yrs   [ ]   16yrs -20yrs   [ ]

   Above 21yrs   [ ]

SECTION B: STRATEGIES FOR PROMOTING KNOWLEDGE SHARING

Part A: Knowledge Sharing Systems (KSS)

5. Please indicate (√) your level of concurrence or disagreement with each of the following statements on a scale of 1 to 5 (1- for strongly disagree, 2 - for disagree, 3 - for neutral, 4 - for agree and 5 - for strongly agree).

	Statements on knowledge sharing systems	**1**	**2**	**3**	**4**	**5**
KSS1	KNLS has an effective online discussion forum for knowledge sharing.	[1]	[2]	[3]	[4]	[5]
KSS2	Chat platforms are regularly used by staff for exchanging information at KNLS.	[1]	[2]	[3]	[4]	[5]
KSS3	Virtual meeting spaces are well-integrated into KNLS's daily operations for knowledge sharing.	[1]	[2]	[3]	[4]	[5]
KSS4	The knowledge sharing systems at KNLS are accessible and user-friendly.	[1]	[2]	[3]	[4]	[5]
KSS5	KNLS provides sufficient training on how to use the knowledge sharing systems.	[1]	[2]	[3]	[4]	[5]

6. Please suggest ways the KNLS can improve the available knowledge sharing systems to promote knowledge sharing among librarians

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PART B: STORYTELLING (ST)

7. Please indicate (√) your level of concurrence or disagreement with each of the following statements on a scale of 1 to 5 (1- for strongly disagree, 2 - for disagree, 3 - for neutral, 4 - for agree and 5 - for strongly agree).

		1	**2**	**3**	**4**	**5**
	Engagement					
1.	**The storytelling sessions held at the library are well-attended.**	[1]	[2]	[3]	[4]	[5]

2.	**I actively participate in the storytelling sessions at the library.**	[1]	[2]	[3]	[4]	[5]
3.	**I am encouraged to share my own stories and experiences during these sessions.**	[1]	[2]	[3]	[4]	[5]
	Impact					
4.	**The knowledge shared through storytelling sessions is easy to remember and apply.**	[1]	[2]	[3]	[4]	[5]
5.	**Storytelling sessions have inspired new ideas or initiatives in my work.**	[1]	[2]	[3]	[4]	[5]
6.	**I have collaborated more with colleagues from other departments as a result of storytelling sessions.**	[1]	[2]	[3]	[4]	[5]
	Accessibility					
7.	**The storytelling sessions cover a diverse range of topics and perspectives.**	[1]	[2]	[3]	[4]	[5]
8.	**I have easy access to recorded storytelling sessions or written stories in the library's digital repository.**	[1]	[2]	[3]	[4]	[5]
9.	**The stories shared in the sessions are relevant and applicable to my role.**	[1]	[2]	[3]	[4]	[5]

8. Please suggest ways the KNLS can improve storytelling strategy to promote knowledge sharing among librarians

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Section D: Mentorship Strategy (MS)

9. Please indicate (√) your level of concurrence or disagreement with each of the following statements on a scale of 1 to 5 (1- for strongly disagree, 2 - for disagree, 3 - for neutral, 4 - for agree and 5 - for strongly agree).

		1	2	3	4	5
	Mentorship Program Effectiveness					
1.	The mentorship program has been effective in enhancing my knowledge and skills.	[1]	[2]	[3]	[4]	[5]
2.	I believe the mentorship program has positively impacted my professional development.	[1]	[2]	[3]	[4]	[5]
3.	The mentorship program provides valuable opportunities for knowledge sharing.	[1]	[2]	[3]	[4]	[5]
	Mentor-Mentee Relationship					
4.	My mentor/mentee is approachable and supportive	[1]	[2]	[3]	[4]	[5]
5.	I feel comfortable seeking guidance and advice from my mentor/mentee.	[1]	[2]	[3]	[4]	[5]
6.	My mentor/mentee provides constructive feedback on my work.	[1]	[2]	[3]	[4]	[5]
	Knowledge Transfer					
7.	My mentor effectively shares knowledge and expertise with me.	[1]	[2]	[3]	[4]	[5]
8.	I have gained new skills and knowledge through my participation in the mentorship program.	[1]	[2]	[3]	[4]	[5]
9.	I feel more confident in my abilities as a result of mentorship.	[1]	[2]	[3]	[4]	[5]

10. Please suggest ways the KNLS can improve the strategy of mentorship to promote knowledge sharing among librarians

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PART C: Communities of practice Strategy (CPS)

11. Please indicate (√) your level of concurrence or disagreement with each of the following statements on a scale of 1 to 5 (1- for strongly disagree, 2 - for disagree, 3 - for neutral, 4 - for agree and 5 - for strongly agree).

		1	2	3	4	5
	Social Interaction					
CPS1	I trust my CoP members to share accurate and useful information	[1]	[2]	[3]	[4]	[5]
CPS2	I feel comfortable sharing my ideas and experiences with other CoP members.	[1]	[2]	[3]	[4]	[5]
CPS3	Strong relationships within the CoP encourage me to share my knowledge	[1]	[2]	[3]	[4]	[5]
	Shared Purpose					
CPS4	The CoP has clear and shared goals that align with my interests	[1]	[2]	[3]	[4]	[5]
CPS5	I am motivated to participate in the CoP because of our common objectives	[1]	[2]	[3]	[4]	[5]
CPS6	The shared goals of the CoP drive my engagement and knowledge sharing	[1]	[2]	[3]	[4]	[5]
	Active participation					
CPS7	I actively participate in CoP activities and discussions	[1]	[2]	[3]	[4]	[5]
CPS8	I feel encouraged to share my knowledge and participate in CoP activities	[1]	[2]	[3]	[4]	[5]
CPS9	My involvement in the CoP is driven by my interest and motivation	[1]	[2]	[3]	[4]	[5]

12. Please suggest ways the KNLS can improve the communities of practice to promote knowledge sharing among librarians

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PART D: Technology Application Strategy (TAS)

13. Please indicate (√) your level of concurrence or disagreement with each of the following statements on a scale of 1 to 5 (1- for strongly disagree, 2 - for disagree, 3 - for neutral, 4 - for agree and 5 - for strongly agree).

		1	2	3	4	5
	Effectiveness of Technology Platforms					
TAS1	The technology platforms we use in our organization effectively facilitate knowledge sharing	[1]	[2]	[3]	[4]	[5]
TAS2	Our organization's technology platforms meet our knowledge-sharing needs	[1]	[2]	[3]	[4]	[5]
TAS3	The technology used in our organization supports efficient information exchange	[1]	[2]	[3]	[4]	[5]
	User-Friendliness of Tools					
TAS4	I find the digital tools and resources provided by our organization to be user-friendly and accessible	[1]	[2]	[3]	[4]	[5]
TAS5	The technology tools used in our organization are easy to navigate	[1]	[2]	[3]	[4]	[5]
TAS6	Accessing shared resources through our organization's technology platforms is straightforward.	[1]	[2]	[3]	[4]	[5]
	Frequency of Knowledge Sharing					
TAS7	I share knowledge and information with my colleagues on a daily basis.	[1]	[2]	[3]	[4]	[5]
TAS8	Knowledge-sharing sessions are conducted frequently in our library.	[1]	[2]	[3]	[4]	[5]
TAS9	I regularly use the library's knowledge-sharing platforms (e.g., intranet, forums).	[1]	[2]	[3]	[4]	[5]

14. Please suggest ways the KNLS can improve the technology application to promote knowledge sharing among librarians

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SECTION C: KNOWLEDGE SHARING AMONG LIBRARY STAFF (KS)

15. Please indicate (√) your level of concurrence or disagreement with each of the following statements on a scale of 1 to 5 (1- for strongly disagree, 2 - for disagree, 3 - for neutral, 4 - for agree and 5 - for strongly agree).

		1	2	3	4	5
	Accessibility of information	[1]	[2]	[3]	[4]	[5]
KS1	The library's collection effectively meets my information needs	[1]	[2]	[3]	[4]	[5]
KS2	I find it easy to locate and access resources in the library.	[1]	[2]	[3]	[4]	[5]
KS3	The library's cataloging and classification system helps me find relevant materials quickly	[1]	[2]	[3]	[4]	[5]
	User Engagement and Support					
KS4	Library staff provide helpful assistance when I have information needs	[1]	[2]	[3]	[4]	[5]
KS5	I am satisfied with the reference services provided by the library	[1]	[2]	[3]	[4]	[5]
KS6	The library offers useful training sessions to improve my information literacy skills	[1]	[2]	[3]	[4]	[5]
	Collaboration and Networking					
KS7	The library collaborates effectively with other institutions to enhance resource availability	[1]	[2]	[3]	[4]	[5]
KS8	I feel informed about professional developments and opportunities through the library	[1]	[2]	[3]	[4]	[5]

KS9	The library actively promotes knowledge sharing among its staff and users	[1]	[2]	[3]	[4]	[5]

-END-

Thank you for your co-operation

Appendix III: Interview Guide

Section A: Personal Information

1) Gender:

   Male   [ ]   Female   [ ]

2) Highest Level of Education:

   PhD   [ ]   Masters   [ ]

   Bachelor   [ ]   Higher Diploma   [ ]

   Ordinary Diploma   [ ]   A – Level   [ ]

   O – Level / KCSE   [ ]

3) Which department are you in?

4) What is your level of experience?

   0 yrs-5 yrs   [ ]   6 yrs -10 yrs   [ ]

   11 yrs -15 yrs   [ ]   16 yrs -20 yrs   [ ]

   Above 21 yrs   [ ]

Knowledge Sharing Systems

1. How do you currently access and utilize knowledge sharing systems or platforms within the library?

2. Can you provide an example of how you have benefited from using the knowledge sharing systems in your day-to-day work?

3. In your opinion, what improvements or enhancements could be made to the existing knowledge sharing systems to facilitate better information exchange among library staff?

Storytelling

4. Can you share an experience where storytelling was used as a method to convey knowledge or information within the library?

5. How do you believe storytelling contributes to creating a sense of community and collaboration among library staff?

6. What types of stories do you find most engaging and effective for sharing knowledge and experiences with your colleagues?

Mentorship

7. Have you participated in any mentorship programs or mentoring relationships within the library? If so, can you describe your experience?

8. How do you believe mentorship contributes to knowledge sharing and professional development within the library?

9. What qualities do you think are essential for a successful mentor-mentee relationship, particularly in a library setting?

Communities of Practice:

10. Are you a member of any communities of practice within the library? If yes, could you share how these communities have influenced your work and learning?

11. How do you think communities of practice contribute to fostering a culture of knowledge sharing and collaboration within the library?

12. What role do you believe communities of practice play in addressing challenges and sharing best practices among library staff?

Technology Use

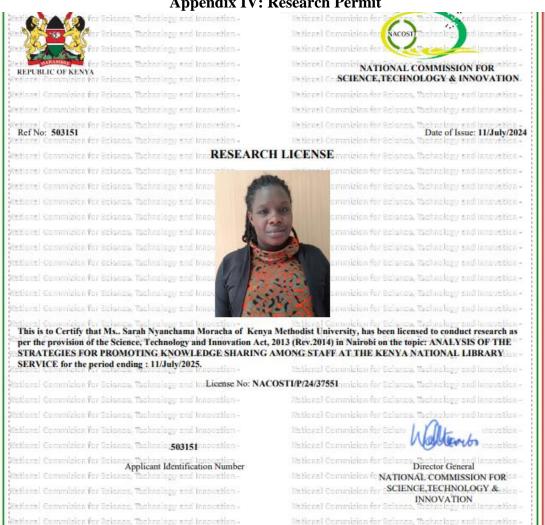13. What technologies or digital tools do you regularly use to facilitate knowledge sharing and collaboration within the library?

14. How do you think technology has influenced the way knowledge is shared and accessed within the library?

15. Can you provide an example of how technology has improved your ability to connect and collaborate with colleagues, both within and outside the library?

The end

Appendix IV: Research Permit

REPUBLIC OF KENYA

**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **503151**

Date of Issue: **11/July/2024**

RESEARCH LICENSE

This is to Certify that Ms.. **Sarah Nyanchama Moracha** of Kenya Methodist University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: **ANALYSIS OF THE STRATEGIES FOR PROMOTING KNOWLEDGE SHARING AMONG STAFF AT THE KENYA NATIONAL LIBRARY SERVICE** for the period ending : **11/July/2025.**

License No: **NACOSTI/P/24/37551**

503151

Applicant Identification Number

Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Appendix V: Approval Letter

KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya   Fax: 254-64-30162
Tel: 254-064-30301/31229/30367/31171   Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

Our Ref: KeMU/NACOSTI/ISK/09/2024   June 24, 2024

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100
NAIROBI.

Dear Sir/Madam,

RE: SARAH NYANCHAMA MORACHA – (REG. NO. iSK-3-3649-3/2022)

This is to confirm that the above named person is a bona fide student of Kenya Methodi
University, in the School of Science and Technology, Department of Information Scienc
undertaking a Master's Degree in Information Science. She is conducting research on; "Analys
of Strategies for Promoting Knowledge Sharing Among Staff at Kenya National Librar
Service".

We confirm that her research proposal has been presented and approved by the University

In this regard, we are requesting your office to issue a research license to enable her colle
data.

Any assistance accorded to her will be appreciated.

Yours sincerely,

Dr. John M. Muchiri (PhD)
Dean, Postgraduate Studies
Cc: Dean, SST
     CoD, IS
     Postgraduate Coordinator - IS
     Supervisors

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KENYA METHODIST UNIVERSITY

P. O. BOX 267 MERU - 60200, KENYA   FAX: 254-64-30162
TEL: 254-064 30301/31229/30367/31171   EMAIL: info@kemu.ac.ke

Our Ref: KeMU/ISERC/ISK/09/2024   June 24, 2024

SARAH NYANCHAMA MORACHA
ISK-3-3649-3/2022

Dear Sarah,

SUBJECT: ANALYSIS OF STRATEGIES FOR PROMOTING KNOWLEDGE SHARING AMONG STAFF AT KENYA NATIONAL LIBRARY SERVICE

This is to inform you that Kenya Methodist University Institutional Scientific Ethics and Review Committee has reviewed and approved your research proposal. Your application approval number is KeMU/ISERC/ISK/09/2024. The approval period is 24th June, 2024– 24th June, 2025.

This approval is subject to compliance with the following requirements:-

I.   Only approved documents including (informed consents, study instruments, MTA) will be used.

II.   All changes including (amendments, deviations, and violations) are submitted for review and approval by Kenya Methodist University Institutional Scientific Ethics and Review Committee.

III.   Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to KeMU ISERC within 72 hours of notification.

IV.   Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to KeMU ISERC within 72 hours.

V.   Clearance for export of biological specimens must be obtained from relevant institutions.

VI. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.

VII. Submission of an executive summary report within 90 days upon completion of the study to KeMU ISERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://oris.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

MR. HERBERT KIBERE
CHAIR (ISERC)

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