

INFLUENCE OF KNOWLEDGE CONVERSION PRACTICES ON THE JOB MOTIVATION OF LIBRARIANS IN PRIVATE UNIVERSITY LIBRARIES IN OYO STATE.

Taiwo Mujidat, **Eyinade**

Librarian II

Federal College of Education Special, Oyo

taiwo.arowosaye83@gmail.com

Prof. Ahmed Olakunle **Simsaye**

Department of Library & Information Science,

Tai Solarin University of Education.

simisayeao@tasued.edu.ng

Opeyemi Ebenezer, **Afolabi**

Doctoral Student

Department of Library & Information Science,

Tai Solarin University of Education.

opeyemiafolabi49@gmail.com

Abstract

This study sought to investigate the influence of knowledge conversion practices on the job motivation of librarians in private university libraries in Oyo State. Two research questions and five hypotheses were raised to guide this study. A descriptive research design of the regression type was adopted for this study. The total enumeration method was used to select 56 librarians from private university libraries in Oyo State. A questionnaire was used as a measuring instrument for this study, and the data collected were analysed using descriptive and inferential statistics. The findings of the study revealed that librarians in private university libraries in Oyo state are not well motivated ($x = 2.45$); knowledge being transferred to library colleagues in the library setting is minimal. The findings also revealed that socialisation as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo State; internalisation as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo State. Internalisation as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo state; there is a joint influence of knowledge conversion practice (combination) on the job motivation of librarians in private university libraries; there is a combined influence of knowledge conversion (socialisation, externalisation, internalisation and combination) on job motivation. If socialisation, externalisation, and internalisation are not being practised in an organisation, there is a tendency that the job motivation of such employees will be low. The study recommends that heads of libraries in private universities in Oyo state should create a scheme to recognise and reward handsomely their university library staff.

Keywords: Job motivation, knowledge conversion, university libraries, librarians

Introduction

In the evolving landscape of academic institutions, particularly university libraries, knowledge is a strategic asset that determines the efficiency and relevance of information services. Within this context, knowledge conversion is recognised as a core organisational process through which both individual and collective knowledge are transformed, shared, and operationalised. As defined by Sánchez and Palacios (2008), knowledge conversion is a dynamic social process whereby individuals interact to generate new knowledge, thereby enriching both tacit and explicit knowledge domains. This transformation is not merely technical, it is deeply human, relying on the interactions, motivations, and capabilities of personnel, especially librarians who serve as custodians and facilitators of institutional knowledge.

The widely acknowledged SECI model (Nonaka & Takeuchi) describes knowledge conversion through four interrelated stages: socialisation, externalisation, combination, and internalisation. Socialisation involves the sharing of tacit knowledge through shared experiences and informal interactions, an essential practice in mentoring and team learning. Externalisation converts tacit knowledge into explicit formats, such as manuals or procedures, making it accessible for broader organisational use. Combination further develops explicit knowledge by integrating different knowledge assets, such as cataloguing systems or institutional databases, into structured formats. Finally, internalisation occurs when individuals absorb explicit knowledge and transform it into personal know-how, thus deepening their professional expertise.

Ideally, when these practices are embedded within the organisational culture of libraries, they foster continuous learning, innovation, and shared responsibility, key drivers of job motivation. A motivated librarian, equipped with the ability to contribute, learn, and grow within a knowledge-enabling environment, is more likely to be productive, committed, and aligned with institutional goals (Granados, Mohamed, & Hlupic, 2017; Tseng, 2010). However, the current situation in many private university libraries in Oyo State appears to deviate from this ideal. Empirical evidence suggests that knowledge conversion practices are unevenly applied or poorly integrated into daily work routines (Ogunbanwo, Okesola, & Sheryl, 2021). Of the four SECI dimensions, socialisation, arguably the most human-centric and emotionally engaging form, is the least practised, limiting the development of interpersonal knowledge sharing and collaboration. Furthermore, some studies, such as that of Tseng (2010), found that not all knowledge conversion forms significantly impact organisational performance, raising concerns about how effectively these practices are being implemented.

The implications of these gaps are far-reaching. Where knowledge is not actively transformed and shared, professional growth stagnates. In such conditions, librarians, despite being key drivers of academic support services, may feel undervalued, disconnected, and ultimately demotivated. Motivation, as described by Devany and Arquisola (2020), encompasses psychological, emotional, and organisational factors including job satisfaction, achievement, recognition, and an enabling work environment. When these drivers are absent, or when knowledge workers are unable to connect their efforts to broader institutional achievements, motivation declines. This is reflected in declining work performance, low morale, and in some cases, attrition (Yaya, 2018; Babalola, 2013).

Moreover, without deliberate attention to motivation-enhancing factors, such as recognition, autonomy, and meaningful responsibilities, university libraries may continue to suffer from suboptimal performance despite having highly qualified personnel. As Adamu, Usman, and Umar (2022) emphasise, the quality of information services in the contemporary digital age is not merely determined by resources or infrastructure, but by the calibre and motivation of library personnel. In other words, a well-trained but poorly motivated librarian cannot deliver optimal value. If these issues remain unaddressed, private university libraries risk not only diminished service quality but also reduced institutional competitiveness in knowledge dissemination and academic support. A demotivated workforce often becomes disengaged, leading to inefficiency, a lack of innovation, and weakened student and faculty satisfaction with library services. Therefore, this study is both timely and necessary. By investigating the influence of knowledge conversion practices on the job motivation of librarians in private universities in Oyo State, it seeks to uncover the extent to which these practices contribute to or hinder motivation and productivity.

Statement of the Problem

In an ideal academic environment, knowledge conversion practices, comprising socialisation, externalisation, combination, and internalisation, should serve as powerful tools that enhance the professional performance and job motivation of librarians. Within private university libraries, especially in Oyo State, these practices are expected to facilitate a dynamic knowledge-sharing culture, encourage innovation, promote peer collaboration, and foster continuous learning. When effectively implemented, knowledge conversion ensures that tacit knowledge held by experienced librarians is systematically captured, transformed, and shared, enabling all staff members to grow intellectually and perform their duties with increased enthusiasm, purpose, and engagement. In such

settings, librarians are more likely to feel motivated, recognised, and aligned with institutional goals, leading to improved service delivery and organisational effectiveness.

However, the current state of knowledge management in many private university libraries in Oyo State reveals a contrasting reality. Knowledge conversion practices are either poorly implemented or absent in some institutions. Informal knowledge sharing is sporadic and often undocumented, while structured mechanisms for transforming individual knowledge into collective organisational assets are lacking. As a result, opportunities for learning and motivation through mentorship, documentation, collaboration, and innovation are limited. Many librarians operate in silos, struggling to access or contribute to institutional knowledge. Consequently, job motivation diminishes as professional growth stagnates, morale declines, and the work environment becomes less stimulating.

If this trend persists without intervention, the implications could be far-reaching. The absence of a deliberate knowledge conversion system will continue to erode the institutional memory of these libraries, particularly as experienced staff retire or leave. A demotivated workforce could lead to high staff turnover, reduced commitment to organisational goals, and ultimately a decline in the quality of library services provided to students and faculty. This will undermine the core mission of private universities to foster academic excellence through effective information services. Therefore, there is a compelling need for this study. Investigating the influence of knowledge conversion practices on the job motivation of librarians in private university libraries in Oyo State is critical.

Research Objectives

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

- i. Identify the factors that bring about job motivation of librarians in private universities in Oyo State;
- ii. identify the prevalent knowledge conversion practice adopted by librarians in private universities in Oyo State;
- iii. examine the influence of knowledge conversion practice (socialisation) on job motivation of librarians in private universities in Oyo State;
- iv. examine the influence of knowledge conversion practice (externalisation) on job motivation of librarians in private universities in Oyo State;

- v. determine the influence of knowledge conversion practice (internalisation) on job motivation of librarians in private universities in Oyo State;
- vi. ascertain the influence of knowledge conversion practice (combination) on job motivation of librarians in private universities in Oyo State;
- vii. ascertain the combined influence of knowledge conversion practices (socialisation, internalisation, combination and externalisation) on job motivation of librarians in private universities in Oyo State.

Research Questions

This study answers the following research questions:

- i. What factors bring about the job motivation of librarians in private universities in Oyo State?
- ii. How do librarians adopt the prevalent knowledge conversion practice in private university libraries in Oyo State?

Hypotheses

The following null hypotheses was tested at a 0.05 level of significance.

H₀1: There will be no significant influence of knowledge conversion practice (socialisation) on the Job motivation of librarians in private universities in Oyo State.

H₀2: There will be no significant influence of knowledge conversion practice (internalisation) on the Job motivation of librarians in private universities in Oyo State.

H₀3: There will be no significant influence of knowledge conversion practice (externalisation) on the job motivation of librarians in private universities in Oyo State.

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

H₀5: There will be no combined significant influence of knowledge conversion practices (socialisation, internalisation, combination and externalisation) on the job motivation of librarians in private universities in Oyo State.

LITERATURE REVIEW

Job Motivation

Motivation, derived from the Latin word "movere," refers to an individual's willingness to exert effort towards a specific goal. Management must recognise that each individual has unique personal desires and basic needs to satisfy, considering their physical, psychological, cultural, and ethical differences. Okorie, Haliso, & Bello (2021) assert that motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal (Unegbu & Yemisi, 2020). Thus, motivation is a psychological attribute that stimulates, directs, and sustains human behaviour toward a goal. It encompasses various factors that initiate, guide, and maintain an individual's actions in a specific direction. As a key determinant of organisational productivity and performance, motivation drives individuals to act with determination and persistence to fulfil unmet needs. Motivational factors are essential for achieving tangible things in life, and without them, individuals may give up early. Work motivation is self-induced forces controlling the directions and behavioural patterns of the workforce in an organisation, considering their commitment and enthusiasm towards achieving set goals (Unegbu & Yemisi, 2020). Motivation is a complex issue that managers must navigate due to its varying motivational factors. Monetary factors include salaries, bonuses, and incentives, while non-monetary factors include job title, status, and other factors. Motivation theories, primarily developed in the West, may be based on Western cultural situations and may not apply globally. Two main types of motivation are intrinsic and extrinsic, which managers must consider when developing strategies.

In a study by Adisa, Gbolahan, Tonbara & Chima (2019), it was revealed that reward and recognition, work-life balance, and job motivation significantly impact employee retention in Indonesian millennials. Previous global studies have also found a positive relationship between employee retention, reward recognition, and work-life balance. The study suggests that organisations' reward systems and job recognition, which often involve appreciation and accolades, are key drivers of employee retention. This highlights the importance of a well-structured reward system in retaining employees.

The authors have found several elements that impact job motivation, both favourably and adversely. Long working and commuting hours can have a severe influence on work-life balance for working dads in metropolitan areas, potentially leading to health problems and performance issues. However, extended working hours can contribute to academic fulfilment and self-esteem, suggesting that job nature may also influence job motivation. More study is needed to better understand these aspects.

Knowledge conversion practices

The concept of knowledge conversion practices, encapsulated in the SECI (Socialisation, Externalisation, Combination, and Internalisation) model proposed by Nonaka and Takeuchi, has become central to understanding how knowledge transforms within organisational contexts. Each dimension of the SECI model contributes to the creation, sharing, and application of knowledge, thereby fostering innovation and operational efficiency across industries. This review examines the empirical and conceptual advancements in understanding these processes. Socialisation refers to the transformation of tacit knowledge through shared experiences and interactions. In the Malaysian palm oil industry, socialisation emerged as a dominant mechanism among managerial levels, fostering knowledge sharing critical for maintaining operational efficiency (Hamid et al., 2023). Similarly, in Indigenous arts practices in Zimbabwe, tacit knowledge was effectively shared through mentorship and collaborative engagements, illustrating its role in sustaining cultural knowledge (Maisiri & Ngulube, 2022).

Externalisation converts tacit knowledge into explicit forms through dialogue and reflection. This process has been pivotal in sectors like hospitality, where managers utilised collaboration and IT tools to externalise knowledge, enhancing operational performance (Maharjan, 2020). In digital education, the externalisation phase has also been reinforced through technology, enabling the recording and dissemination of insights to improve institutional learning outcomes (Wijaya et al., 2022). Combination integrates explicit knowledge through synthesis, leading to new knowledge. In the Palestinian banking sector, combination processes were shown to enhance customer relationship management systems, thus demonstrating their value in strategic knowledge management (Abusharbeh, 2023). Furthermore, higher education institutions have leveraged digitisation to streamline combination processes, fostering the systematic integration of diverse knowledge resources (Rani, 2023).

Internalisation embodies the conversion of explicit knowledge into tacit understanding, often facilitated by experiential learning. In Nepal's hospitality industry, internalisation practices were shown to enhance organisational learning, driven by supportive managerial cultures and trust-building mechanisms (Maharjan, 2020). Similarly, in disaster management in the Gambia, internalisation was instrumental in preparing agencies to handle crises effectively, highlighting its role in practical readiness (Saneh et al., 2022). Studies emphasise the interdependence of the SECI dimensions. For instance, public open innovation platforms demonstrate how socialisation initiates the process, while combination and internalisation contribute to the implementation of innovative

solutions (Alqahtani et al., 2023). In cybersecurity, the integration of SECI processes has catalysed knowledge conversion between academia and industry, enhancing research innovation (Hall et al., 2023).

While the SECI model remains influential, challenges persist, such as ensuring equitable participation in knowledge sharing and addressing technological barriers in developing regions. Opportunities lie in leveraging advanced IT systems to enhance each SECI dimension and applying the model to diverse fields, including disaster management and environmental sustainability.

Knowledge conversion practices and job motivation

Understanding how knowledge conversion practices influence job motivation is essential in optimizing organisational productivity and fostering a positive work environment. Drawing from the SECI (Socialisation, Externalisation, Combination, and Internalisation) framework, this review explores the empirical links between each knowledge conversion practice and employee motivation. Socialisation, the tacit-to-tacit exchange of knowledge, fosters collaboration and trust among employees. Studies have shown that socialisation mechanisms, such as team-building activities and mentoring programs, enhance employees' intrinsic motivation by cultivating a sense of belonging and shared purpose. For instance, team-based socialisation practices in service organisations strengthen interpersonal relationships, leading to greater job satisfaction and engagement (Hamid et al., 2023). Employees who engage in social knowledge-sharing activities report higher levels of motivation, as these interactions enable mutual learning and emotional support (Maisiri & Ngulube, 2022).

Externalisation, where tacit knowledge is articulated into explicit formats, empowers employees by giving them a platform to express and document their ideas. This process not only validates their contributions but also provides recognition, a key driver of motivation. Organisations actively engaging employees in creating training manuals or standard operating procedures observe notable improvements in their motivational levels (Maharjan, 2020). Externalisation practices, such as brainstorming sessions or collaborative documentation tools, encourage creativity and innovation, enhancing employees' motivation to participate in knowledge-sharing processes (Abusharbeh, 2023).

Combination involves synthesising explicit knowledge from diverse sources to create new understandings. This practice aligns with the motivational needs of employees who thrive on intellectual stimulation and problem-solving opportunities. Research in knowledge-intensive industries, such as IT and consulting, highlights that combination practices—like cross-departmental

projects and data integration activities—enhance job motivation by providing employees with opportunities to develop and showcase their analytical skills (Rani, 2023). Moreover, such practices create a sense of accomplishment and recognition when employees see their combined efforts resulting in tangible organisational outcomes (Alqahtani et al., 2023).

Internalisation, where explicit knowledge becomes tacit through experiential learning, is linked to skill mastery and professional growth, factors that are intrinsically motivating. Employees who engage in internalisation practices, such as hands-on training or simulations, often develop a deeper understanding of their roles, which boosts their confidence and motivation. For instance, manufacturing firms that implement learning-by-doing approaches report increased employee motivation as workers feel more competent and empowered in their tasks (Wijaya et al., 2022). The relationship between these knowledge conversion practices amplifies their impact on motivation. For example, integrating socialisation with externalization enables employees to build relationships and articulate their ideas, creating a reinforcing cycle of motivation. Similarly, combining externalization with internalisation ensures that employees not only contribute knowledge but also gain practical insights that enhance their job performance and satisfaction.

Knowledge conversion practices significantly influence employee motivation by addressing key psychological needs such as belonging, recognition, intellectual stimulation, and skill mastery. Organisations that effectively implement these practices create an environment where employees feel valued and engaged, leading to enhanced job performance and organisational success. Future research should focus on quantifying the impact of these practices across industries and exploring how technology can further optimise knowledge conversion for motivational benefits.

METHODOLOGY

The descriptive research survey of the regression type was adopted for this study. This method is considered appropriate to indicate the accurate description of how the independent variables (knowledge conversion practice) interplay to influence the dependent variable, job motivation among librarians in a private university in Oyo State, Nigeria. The population for this study consists of all librarians from six (6) private universities in Oyo State, Nigeria. These universities are Lead City University, Ibadan (19), Ajayi Crowther University, Oyo (20), Kola Daisi University, Ibadan (7), Dominican University, Ibadan (4), Precious Cornerstone University (3) and Atiba University, Oyo (3).

The sample size of this study is 56 librarians, and total enumeration was adopted for this study because the population size is manageable and enabled the researcher to collect data from all elements in the population, and this will be done to ensure full participation of all the librarians in private university libraries in Oyo State Nigeria.

This research employed the use of a structured questionnaire to collect data for the study. The questionnaire for this study was tagged Knowledge Conversion Practices and Job Motivation. The instrument for this study is a questionnaire adapted from studies on Job motivation. Putting theory into practice. Questions on job motivation contain 29 questions. Overall, the adopted research instrument was divided into five sections. To establish the reliability of the instrument, a pilot study was conducted, and 20 copies of the questionnaire were distributed to librarians at the Al-Hikmah University library, Ilorin. The data generated was subjected to Cronbach’s alpha reliability test. This was done on a section-by-section at a 0.5 level of significance for alpha reliability coefficient results. The result of the reliability test is as follows: Job motivation – 0.80, Knowledge conversion practices – 0.80. To administer the questionnaire, 56 copies were distributed, and all were returned, indicating a response rate of 100%. The research questions were analysed using frequency, percentages, mean, and standard deviation. The hypotheses were tested with multiple regression.

RESULTS AND DISCUSSION

Distribution of Respondents by Gender

Table 1: Gender of Respondents

Gender	Frequency	Per cent	Valid Percent	Cumulative Percent
Male	19	33.9	33.9	33.9
Female	37	66.1	66.1	66.1
Total	56	100	100	100

Source: Field Survey, 2022

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

Table 2: Age of Respondents

Age	Frequency	Per cent	Valid	Cumulative
-----	-----------	----------	-------	------------

			Percent	Percent
Less than 30 years	15	26.8	26.8	26.8
30 to 45 years	22	39.3	39.3	66.1
46 to 60 years	11	19.6	19.6	85.7
61 years and above	8	14.3	14.3	100
Total	56	100	100	

Source: Field Survey, 2022

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

Table 3: Academic Qualifications

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

Source: Field Survey, 2022.

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

Table 4: Work Experience

Years in Librarianship	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	15	26.8	26.8	26.8
5 to 10 years	14	25.0	25.0	51.8
11 to 20 years	7	12.5	12.5	64.3
21 to 30 years	8	14.3	14.3	78.6
31 years and above	12	21.4	21.4	100
Total	56	100	100	

Source: Field Survey, 2022

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

Research Questions

Research Question 1: What are the factors that motivate librarians in private universities in Oyo State?

Table 5: Factors that motivate librarians in private universities in Oyo State

Job Recognition	SA	A	D	SD	Mean	Std. Deviation
My library recognises my years of hard work by compensating me adequately.	3 (5.4%)	3 (5.4%)	24 (42.9%)	26 (46.4%)	1.70	.807
My library has a recognition policy for hardworking staff.	10 (17.9%)	38 (67.9%)	?	8 (14.3%)	3.04	.571
My library's recognition practice is never biased to any gender, class or category of librarians.	4 (7.1%)	27 (48.2%)	25 (44.6%)	>	2.63	.620
Mean: 2.45						
Achievement						
I think I have achieved a lot ever since I started working for this library.	4 (7.1%)	1 (1.8%)	40 (71.4%)	11 (19.6%)	1.96	.713
What I have achieved as a result of my being employed as a librarian in this library is commensurate with my educational qualifications.	7 (12.5%)		37 (66.1%)	12 (21.4%)	2.04	.852
I think I can still achieve more in the years to come if I remain an employee of this library.	15 (26.8%)	19 (33.9%)	17 (30.4%)	5 (8.9%)	2.79	.948
Mean: 2.26						
Job Responsibility						
I see that my first point of responsibility is to my library and any other place in my place of work.	16 (28.6%)	7 (12.5%)	26 (46.4%)	7 (12.5%)	2.57	1.042
I think my responsibility in the library where I am working for is not burdensome.	19 (33.9%)	13 (23.2%)	13 (23.2%)	11 (19.6%)	2.71	1.140
I do not mind doing extra work for my library as long as I am adequately compensated.	12 (21.4%)	23 (41.1%)	11 (19.6%)	10 (17.9%)	2.66	1.014
Mean: 2.64						
Weighted Mean:2.45						

Source: Field Work, 2022

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

Research Question 2: What are the knowledge conversion techniques adopted by libraries in private universities in Oyo State?

Table 6: Knowledge conversion techniques adopted by libraries in private universities in Oyo State

	SA	A	D	SD	Mean	Std. Deviation
Socialization						
I find it very easy to impart knowledge to my colleagues in the library.	16 (28.6%)	13 (23.2%)	17 (30.4%)	10 (17.9%)	2.62	1.088
I see no reason why I should not teach anyone about librarianship, especially to those who want to learn from me.	12 (21.4%)	13 (23.2%)	23 (41.1%)	8 (14.3%)	2.52	.991
I love releasing knowledge acquired on librarianship to those around me and to those who are learning from me.	19 (33.9%)	17 (30.4%)	16 (28.6%)	4 (7.1%)	2.91	.959
Mean: 2.56						
Externalization						
I do document knowledge acquired in librarianship and make it accessible to as many people who care to have it.	19 (33.9%)	18 (32.1%)	15 (26.8%)	4 (7.1%)	2.93	.951
Knowledge on how to excel in librarianship is made explicit to library users in my library.	21 (37.5%)	18 (32.1%)	16 (28.6%)	1 (1.8%)	3.05	.862
Knowledge about librarianship in my library can be accessed through databases, person-to-person, etc.	26 (46.4%)	22 (39.3%)	5 (8.9%)	3 (5.4%)	3.27	.842
Mean: 3.08						
Combination						
Most of the knowledge I have acquired in the field of librarianship is as a result of teamwork and cooperation in my library.	19 (33.9%)	16 (28.6%)	17 (30.4%)	4 (7.1%)	2.89	.966
Knowledge acquired in the field of librarianship has been very strengthening for me in terms of the way I perceive things in life.	30 (53.6%)	12 (21.4%)	12 (21.4%)	2 (3.6%)	3.25	.919
Coordinating myself and my colleagues in acquiring knowledge about librarianship has never been a daunting task for me.	17 (30.4%)	28 (50.0%)	9 (16.1%)	2 (3.6%)	3.07	.783
Mean: 3.07						
Internalization						
I have adequate knowledge as regards how I can develop myself in the library profession.	20 (35.7%)	19 (33.9%)	10 (17.9%)	7 (12.5%)	2.93	1.024

Knowledge about librarianship that I have acquired over time has been very useful to my self-growth and actualisation in life.	19 (33.9%)	10 (17.9%)	20 (35.7%)	7 (12.5%)	2.73	1.070
As a librarian, I have adequate knowledge of how to publish papers.	11 (19.6%)	9 (16.1%)	22 (39.3%)	14 (25.0%)	2.30	1.060
Mean: 2.65						
Weighted Mean: 2.90						

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

The second research question of this study is based on investigating various knowledge conversion practices by librarians in private university libraries in Oyo State. Four knowledge conversion practices were used in this study. They are: Socialisation, Externalisation, Combination and Internalisation. Socialisation attracted a mean score of 2.56 on a scale of 4. Externalisation recorded a mean score of 3.08 on a scale of 4. The combination was of a mean score of 3.07 on a scale of 4, while internalisation recorded a scale of 2.65 on a scale of 4. Out of all these indicators, internalisation had the lowest mean score. The implication of this is that librarians in private university libraries in Oyo state do not, to a large extent,internalise knowledge acquired in librarianship to transform those learning under them and also their very selves. Internalising knowledge in this context also has a whole lot to do with using that knowledge as well to practicalise other things pertaining to librarianship. Socialisation, as one of the indicators used to measure knowledge conversion, was at an average level. The implication of this is that knowledge being transferred to library colleagues in the library setting is minimal. Furthermore, the implication is also that some librarians are hauling knowledge about library practices from their colleagues.

Test of Hypotheses

H01: There is no significant influence of knowledge socialisation on Job motivation of librarians in private universities in Oyo State.

Table 7: Influence of knowledge socialisation on Job motivation of librarians in private universities in Oyo State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.047 ^a	.002	-.016	.47871
ANOVA				

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.027	1	.027	.119	.731 ^b
	Residual	12.375	54	.229		
	Total	12.402	55			

Source: Field Survey, 2022

The first null hypothesis in this study is about investigating the influence of knowledge conversion practice (socialisation) on job motivation of librarians in private university libraries in Oyo State. The outcome of this null hypothesis is that socialisation as an indicator of knowledge conversion practices did not in any way influence job motivation. The probability value was at .731. This is way higher than the actual level of significance (0.05) that this study adopted to determine how an independent variable will affect dependent variable. The relationship between socialisation and job motivation was at .047. This is indicated in the model summary table. This implies that there is a 47% relationship between socialisation and job motivation. It also means that the relationship is positive but weak. The adjusted **R²** value is at -.016. This means that socialisation as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo State.

H02: There is no significant influence of knowledge internalisation on Job motivation of librarians in private universities in Oyo State.

Table 8: Influence of knowledge internalisation on Job motivation of librarians in private Universities in Oyo State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025 ^a	.001	-.018	.47908

a. Predictors: (Constant), internalisation

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.008	1	.008	.034	.854 ^b
	Residual	12.394	54	.230		
	Total	12.402	55			

- a. Dependent Variable: job motivation
b. Predictors: (Constant), Internalisation

Coefficients					
Model		Unstandardised Coefficients		Standardised Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.407	.261		.000
	internalisatio n	.015	.083	.025	.854

- a. Dependent Variable: job motivation

The second null hypothesis in this study is about investigating the influence of knowledge conversion practice (internalisation) on the job motivation of librarians in private university libraries in Oyo State. The outcome of this null hypothesis is that internalisation as an indicator of knowledge conversion practices did not in any way influence job motivation. The probability value was .854. This is way higher than the actual level of significance (0.05) that this study adopted to determine how an independent variable will determine the dependent variable. The relationship between internalisation and job motivation was at .025. This is indicated in the model summary table. This implies that there is a 25% relationship between internalisation and job motivation. It also means that the relationship is positive but weak. The adjusted **R²** value is at -.018. This means that internalisation as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo State. In this regard, the null hypothesis was accepted.

H03: There will be no significant influence of knowledge externalisation on the turnover intention of librarians in private universities in Oyo State.

Table 9: Influence of Knowledge Externalization on turnover intention of Librarians in Private Universities in Oyo State

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.035 ^a	.001	-.017	.47894

- a. Predictors: (Constant), externalisation

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.015	1	.015	.067	.797 ^b
	Residual	12.387	54	.229		
	Total	12.402	55			

a. Dependent Variable: job motivation

b. Predictors: (Constant), externalisation

Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	2.533	.311		8.156	.000
	externalisation	-.025	.099	-.035	-.259	.797

a. Dependent Variable: job motivation

The third null hypothesis in this study is about investigating the influence of knowledge conversion practice (Externalisation) on the job motivation of librarians in private university libraries in Oyo State. The outcome of this null hypothesis is that Externalisation as an indicator of knowledge conversion practices did not influence job motivation. The probability value was at .797. This is way higher than the actual level of significance (0.05) that this study adopted to determine how an independent variable will affect the dependent variable. The relationship between externalisation and job motivation was at .035. This is indicated in the model summary table. This implies that there is a 35% relationship between externalisation and job motivation. It also means that the relationship is positive but weak. The adjusted **R²** value is at -.017. This means that externalisation as a knowledge conversion practice has no contribution to job motivation among librarians in private university libraries in Oyo State. In this regard, the null hypothesis was accepted.

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

Table 10: Influence of knowledge combination on Job motivation of librarians in private universities in Oyo State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343 ^a	.117	.101	.45025

a. Predictors: (Constant), combination

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

a. Dependent Variable: job motivation

b. Predictors: (Constant), combination

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

a. Dependent Variable: job motivation

Source: Field Survey, 2022

The fourth null hypothesis in this study is about investigating the influence of knowledge conversion practice (combination) on the job motivation of librarians in private university libraries in Oyo State. The outcome of this null hypothesis is that the combination as an indicator of knowledge conversion practices did not influence job motivation. The probability value was at .010. This is way higher than the actual level of significance (0.05) that this study adopted to determine how an independent variable will affect an independent variable. The relationship between combination and job motivation was at .0343. Indicated in the model summary table. This implies that there is a 34.3% relationship between the combination and job motivation. It also means that the relationship is positive but weak. The adjusted **R²** value is .101. This means that the combination as a knowledge conversion practice has a 10.1% contribution to job motivation among librarians in private university libraries in Oyo

state. The remaining 89.9% will serve as a variance that can bring about job motivation through other exogenous factors. Going by this, the null hypothesis was rejected.

H05: There will be no combined significant influence of knowledge socialisation, internalisation, combination and externalisation on the job motivation of librarians in private universities in Oyo State.

Table 4.10: Combined significant influence of knowledge socialisation, internalisation, combination and externalisation on job motivation of librarians in private universities in Oyo State.

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.387 ^a	.150	.083	.45468	

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.859	4	.465	2.248	.077 ^b
	Residual	10.543	51	.207		
	Total	12.402	55			

a. Predictors: (Constant), combination, socialisation, internalisation, externalisation

Coefficients						
		Unstandardised Coefficients		Standardised Coefficients		
Model		B	Std. Error	Beta		Sig.
	(Constant)	1.928	.372	t	5.183	.000
	Socialisation	.087	.107	.137	.812	.421
	Externalisation	-.117	.137	-.162	-.855	.397
	Internalisation	-.055	.099	-.091	-.558	.579
	Combination	.310	.109	.409	2.858	.006

Source: Field Survey, 2022.

The fifth hypothesis in this study is to determine the combined influence of each of the components of knowledge conversion (socialisation, externalisation, internalisation and combination) on job

motivation. Interestingly, only a combination was found to significantly influence job motivation. All other components were found not to influence job motivation. The probability significant value of the combination was .006. That of internalisation was .579, externalisation was .397, and socialisation was .421. The combined relationship of the four components from the model summary table was .387. This means that there is a 38.7% relationship between socialisation, externalisation, internalisation and combination and job motivation. This means that the relationship is positive but a weak one. The adjusted R² is at a value of .083. This means from a combined perspective, socialisation, externalisation, internalisation, and combination will bring about a variance of 8.3% in job motivation, and the remaining 91.7% will be brought about by other exogenous factors.

Discussion of Findings

The outcome of two research questions in this study was extensively discussed therein using empirical findings to also back up this discussion. The first research question examined various factors that can make librarians well-motivated in their jobs. Three factors were examined in this study in determining job motivation they are job recognition, achievement and job responsibility. Achievement and job recognition had low mean scores, which were very much below average. Studies have revealed that, to a large extent, job recognition and job responsibility will to a large extent bring about job motivation (Andrade, Doug, & Jonathan, 2022; Guinto & Celo, 2020; Adisa, Gbolahan, Tonbara & Chima, 2019; Nugraha, Ratri & Fetty, 2022). This study agrees with this empirical report in the sense that job motivation, as the dependent variable for this study, was low. There is every tendency that the low mean score of job recognition and achievement might have contributed to the low mean score of job motivation.

The second research question had to do with the prevalent knowledge conversion practices being adopted by librarians in private universities in Oyo State. Among all the knowledge conversion practices identified in this study, externalisation was the most practised, while socialisation was the least practised. Studies have shown that, to a large extent, all forms of knowledge conversion, when practised in an organisation, can bring about a whole lot of development to that organisation, especially the externalisation form of knowledge conversion (Tirta & Amelia, 2020).

In the aspect of the null hypothesis being tested in this study, five null hypotheses were tested. The first null hypothesis is that “socialisation as a form of knowledge conversion practice will not significantly influence job motivation”. It turned out that it was so. According to the outcome of

the study, socialisation did not significantly influence job motivation. The null hypothesis was, therefore, accepted. Studies have revealed that a major driving factor that makes employees work together is when knowledge is easily released and also well shared among employees. Many of the studies discussed in this study contradicted the findings of this study (Tirta & Amelia, 2020; Chiat & Siti, 2019).

The second null hypothesis is about finding out if internalisation as an indicator of knowledge conversion will significantly influence job motivation. Again, the null hypothesis was accepted because there was just no significant influence being recorded for this null hypothesis. Different research works have also reported a significant positive influence of internalisation on job motivation (McShane, Steven, & Mary, 2017; Chiat & Siti, 2019).

The findings of this study were structured around two core research questions and a set of five null hypotheses, each critically examined with support from relevant empirical literature. The first research question investigated the key factors that contribute to job motivation among librarians in private university libraries in Oyo State. Specifically, it examined three variables: job recognition, achievement, and job responsibility. Interestingly, the mean scores for both job recognition and achievement were markedly low, well below the expected average. This result points to a critical motivational gap among librarians, suggesting that intrinsic drivers of motivation are not being adequately addressed within the institutions surveyed.

These findings resonate with the scholarly perspectives of Andrade, Doug, and Jonathan (2022), as well as Guinto and Celo (2020), who emphasised that recognition and responsibility are foundational elements in enhancing job motivation. Similarly, Adisa et al. (2019) and Nugraha et al. (2022) provide robust empirical support for the argument that librarians, like professionals in other sectors, derive a sense of fulfilment and increased productivity when their contributions are acknowledged and when they are entrusted with meaningful responsibilities. Thus, the low levels of motivation observed in this study may be a direct consequence of the limited implementation of such motivational levers. It becomes evident that unless institutions make a deliberate effort to foster achievement and recognition, librarian engagement may remain persistently low.

The second research question addressed the prevalence of knowledge conversion practices among librarians in the selected private universities. Here, the study revealed that *externalisation* was the most commonly practised form, while *socialisation* was the least. This hierarchy of practice is particularly revealing. Externalisation appears to be more structured and institutionally

encouraged. This aligns with findings by Tirta and Amelia (2020), who highlight the value of externalisation in enhancing organisational learning and efficiency. In contrast, the limited adoption of socialisation, the informal sharing of tacit knowledge through interpersonal interaction, raises concerns. It suggests a potential lack of collaborative culture or weak interpersonal knowledge-sharing channels among librarians. This is troubling, considering that socialisation is crucial in fostering mentorship, community, and peer learning within academic libraries. A diminished emphasis on this practice could stifle innovation and collective growth, ultimately impacting service quality and staff development.

The hypothesis testing offered further insights into the relationship between knowledge conversion practices and job motivation. The first null hypothesis tested whether socialisation significantly influenced job motivation. The results showed no significant influence, leading to the acceptance of the null hypothesis. At face value, this seems counterintuitive, especially when viewed against the backdrop of existing literature. For instance, Tirta and Amelia (2020), as well as Chiat and Siti (2019), have reported that robust socialisation practices facilitate knowledge flow, collaboration, and increased motivation. The disparity between those studies and the present findings may reflect contextual differences, such as institutional culture, management styles, or professional development structures, that limit the efficacy of socialisation in the libraries studied.

The second null hypothesis focused on internalisation, which involves the absorption of explicit knowledge into tacit understanding through learning and practice. Again, the study found no significant influence of internalisation on job motivation, thus confirming the null hypothesis. This result diverges from previous scholarship, including that of McShane, Steven, and Mary (2017), who contend that internalisation enhances employee competence, autonomy, and engagement. Similarly, Chiat and Siti (2019) emphasised that internalised knowledge equips employees with the confidence and expertise needed to perform better, which in turn raises motivational levels. The contradiction between those findings and the present study may be indicative of weak institutional support for continuous learning or a lack of structured professional development pathways for librarians in these private universities.

The third null hypothesis examined whether *externalisation*, as a dimension of knowledge conversion, significantly influences job motivation among librarians. The analysis revealed no significant influence, and as such, the null hypothesis was accepted. This finding appears to challenge several prior empirical assertions that emphasise the motivational power of externalisation. Scholars such as Chiat and Siti (2019) and Juariyah and Ignatius (2018) have argued that the act of

articulating tacit knowledge into explicit formats not only enhances organisational learning but also contributes to a sense of contribution and intellectual fulfilment, factors that are strongly tied to job motivation. However, the current result suggests that externalisation, while structurally present, may not be intrinsically rewarding to librarians in the studied institutions. This could be due to a lack of recognition for such knowledge outputs or insufficient institutional frameworks that value and incentivise knowledge documentation.

In contrast, the fourth null hypothesis, which tested whether the *combination* as a knowledge conversion process influences job motivation, yielded a statistically significant result, leading to the rejection of the null hypothesis. This suggests that librarians who actively integrate and reconfigure explicit knowledge, such as synthesising resources, merging policies, or creating new cataloguing frameworks, derive motivational benefits from such tasks. This finding is strongly supported by existing literature. Hur (2018) and Aizza et al. (2018) highlight that combination processes often involve creativity, collaboration, and analytical thinking, which not only enhance professional competence but also foster a sense of achievement and job satisfaction. In this context, the positive relationship between combination and job motivation could be attributed to the dynamic and engaging nature of such knowledge work, which allows librarians to see the tangible impact of their intellectual efforts.

Conclusion

This study has revealed that when certain factors that can bring about motivation to an employee are absent, there is every tendency that the job motivation of such employees will be low. These motivational factors are job recognition and achievement. This study has also shown that three components of knowledge conversion are very important in an organisation. They are socialisation, externalisation and internalisation. If these components as forms of knowledge conversion practices are not being practised in an organisation, there is every tendency that the job motivation of such employees will be low.

Recommendations

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

- i. Heads of libraries in private university libraries in Oyo state should create a scheme to recognise and reward handsomely their university library staff.
- ii. Librarians in Oyo state should be encouraged to always do more exploits in their libraries, as this will make them achieve more in the field of librarianship.
- iii. Librarians in private university libraries in Oyo state should be encouraged to always socialise in the context of sharing knowledge.
- iv. Heads of libraries in private university libraries in Oyo state should always organise training to enable librarians to adopt all manner of digital tools to share knowledge in the library.
- v. Heads of libraries in private university libraries in Oyo state should create knowledge repositories which will enable librarians to deposit knowledge to be accessed anytime by anyone within the library.

References

- Abusharbe, M. T. (2017). The Impact of Banking Sector Development on Economic Growth: Empirical Analysis from Palestinian Economy. *Journal of Emerging Issues in Economics, Finance and Banking*, 6, 2306-2316.
- Adamu, I.A., Usman, I., & Umar, A. B. (2022). Productivity and Job Satisfaction of Librarians in ATBU and Federal Polytechnic Libraries, Bauchi. *African Scholars Journal of Education Research and Library Practice*, 24(8), 195-216. https://www.africanscholarpublications.com/wp-content/uploads/2022/05/AJERLP_Vol24_No8_March_2022-15.pdf
- Adisa, T., Gbadamosi, A., Mordi, T. and Mordi, C. 2019. In Search of Perfect Boundaries? Entrepreneurs' Work-Life Balance. *Personnel Review*. 48 (6), 1634-1651. <https://doi.org/10.1108/PR-06-2018-0197>
- Aizza, A., Ali, W., Kiran, S., & Syeda, S.H. (2018). Impact Of Intrinsic and Extrinsic Motivation on Employee Retention: A Case from Call Centre. *International Journal of Academic Research in Business and Social Sciences*, 8(6).
- Alqahtani, Areej & Hawryszkiewicz, Igor & Erfani, Eila. (2023). Relationship Between Knowledge Creation and Open Innovation Applied Through Public Open Innovation Platforms. *Electronic Journal of Knowledge Management*, 21. 73-86. <https://doi.org/10.34190/ejkm.21.1.3086>.
- Amzat I. H., Yahya, D., Sofian, O. F., Fauzi, H., Arumugam, R. (2017). Determining motivators and hygiene factors among excellent teachers in Malaysia: An experience of confirmatory factor analysis, *International Journal of Educational Management*, 31(2), 78-97.

- Andrade, M. S., Doug, M. & Jonathan, H. W. (2022). Job Satisfaction and Gender: A Global Comparison of Job Satisfaction in the Hospitality Industry. *Journal of Quality Assurance in Hospitality & Tourism*, 23(3), 669-691.
- Ariffin,D.N., Nur Fatihah,A.B, Surena,S.,Samsiah,J., Mazdan, A.A.&Rozita,H. (2016). The Relationship Between Flexible Working Arrangements and Quality of Work Life Among Academicians in a Selected Public Institution of Higher Learning in Kuching, Sarawak, Malaysia. *Journal of Cognitive Sciences and Human Development*, 1(2), 46-55.
- Babalola, G. & Nwalo, K. I. N. (2013). Influence of Job Motivation on the Productivity of Librarians in Colleges of Education in Nigeria. *Information and Knowledge Management*, 5(3), 70-75. <https://www.iiste.org/Journals/index.php/IKM/article/view/5607/5719>
- Bamgbose, A. A.& Ladipo, S. O. (2017). Influence of Motivation on Academic Library Employees' Performance and Productivity in Lagos, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 8(2), 33-47.
- Chiat, L. C.& Siti,A.P. (2019). Perceptions of Employee Turnover Intention by Herzberg's Motivation-Hygiene Theory: A Systematic Literature Review. *Journal of Research in Psychology*, 1(2), 10-15.
- Devany, L.&Arquisola, M. J. (2020). Expectancy and Sales Personnel Motivation to Continue Work Performance During the COVID-19 Pandemic. Conference Proceedings. 385-400. <http://repository.president.ac.id/xmlui/handle/123456789/7078>
- Eyo, E.& Bassey, E. (2021). Work Environment, Staff Development, Personal Variables and Job Performance of Library Personnel in Public Universities in the South-South, Nigeria (Doctoral dissertation).
- Granados, M. L., Mohamed, S., & Hlupic, V. (2017). Knowledge management activities in social enterprises: Lessons for small and non-profit firms. *Journal of Knowledge Management*, 21(2), 376–396. <https://doi.org/10.1108/JKM-01-2016-0026>
- Guinto, N. V. & Celo, I. M. (2020). Work Motivation and Job Satisfaction of Employees of a Retail Company in Negros Island. *Philippine Social Science Journal*, 3(2), 119-120.
- Hall, A., Liu, X., & Murphy, D. (2023). Advancing cybersecurity through knowledge conversion: Industry-academia interchange in a doctoral program. *Frontiers in Education Conference*, 1-4. <https://www.semanticscholar.org/paper/80dcd3b54229117363ccc2402f5616832fc77daa>
- Hamid, Z. A., Chandiram, S. G., & Fontaine, R. (2023). Knowledge creation among managers and supervisors in palm oil estates in Malaysia. *European Conference on Knowledge Management*, 1-9. <https://www.semanticscholar.org/paper/d6ea4543cbb12082b983fae3077e21baa0f955e1>
- Herzberg,F. (1966). Work and the Nature Of Man. Cleveland. World, 290, 339-341.

- Holston-Okae, B.L. & Richard, J.M. (2018). Employee Turnover in the Hospitality Industry Using Herzberg's Two-Factor Motivation-Hygiene Theory. *International Journal of Academic Research in Business and Social Sciences*, 8(1), 218-248.
- Hur, Y. (2018). Testing Herzberg's Two-Factor Theory of Motivation in the Public Sector: Is it Applicable to Public Managers? *Public Organisation Review*, 18(3), 329-343.
- Jaffar, F. M. (2020). Impact of Organizational Culture on Knowledge Conversion and Organizational Performance in the Telecom Sector of Balochistan.
- Juariyah, L. & Ignatius, R.S. (2018). Do Motivators Determine Employees' Job Satisfaction? Testing Herzberg's Theory of Motivation in Indonesian Café and Restaurant Context. *KnE Social Sciences*, 482-490.
- Kinyua, G. M., Muathe, S. M. A., & Kilika, J. M. (2015). Effect of Knowledge Conversion and Knowledge Application on Performance of Commercial Banks in Kenya. *International Journal of Education and Research*, 3(10), 431-445.
- Kinyua, M.G., Muathe, S. M., & Kilika, M. J. (2015). Influence of Knowledge Transfer and Knowledge Conversion on Performance of Commercial Banks in Kenya. *Science Journal of Business and Management*, 3(6), 228-234.
- Lee, D., Grace, B.Y., Joseph Sirgy, M., Anusorn, S. & Lorenzo, L. (2018). The Effects of Explicit and Implicit Ethics Institutionalisation on Employee Life Satisfaction and Happiness: The Mediating Effects of Employee Experiences in Work Life and Moderating Effects of Work-Family Life Conflict. *Journal of Business Ethics*, 147,(4), 855-874.
- Maharjan, P. (2020). Relationship between knowledge management enablers and knowledge creation internalisation in the Nepalese hospitality industry. *Journal of Nepalese Business Studies*. 13(1), 1–22. <https://doi.org/10.3126/jnbs.v13i1.34697>
- Maisiri, E., & Ngulube, P. (2022). Knowledge sharing in Indigenous communities of practice in the arts and crafts sector in Zimbabwe. *Mousaion: South African Journal of Information Studies*, 39 (3), 1-19. <https://doi.org/10.25159/2663-659X/9396>.
- McShane, S., Steven, & Mary, A.V.G. (2017). Organisational Behaviour. McGraw-Hill Education.
- Nanayakkara, M.K.N.P. & Dayarathna, Dushar. (2017). Application of Herzberg's Two Factor Theory of Motivation to Identify Turnover Intention of the Non-Executive Level Employees in Selected Super Markets in Colombo, Sri Lanka. *Human Resource Management Journal*, 4. <https://doi.org/10.31357/hrmj.v4i1.2859>
- Nugraha, A.F., Ratri, W. & Fety, S.P. (2022). The Importance of Digital Innovation and Its Association with Workloads and Job Satisfaction. *Journal of Southwest Jiaotong University*, 57(3).

- Ogunbanwo, A. S., Okesola, J. O., & Sheryl, B. (2021). Knowledge Management Conceptual Framework in Nigerian Tertiary Institutions. In IOP Conference Series. *Earth and Environmental Science*, 655(1), 012010.
- Rani, S. (2023). Digitisation, knowledge conversion and outcomes: Conceptual study of prospects and paradigms for HEIs. *Journal of Applied Research in Higher Education*. 17(1), 92-104. <https://doi.org/10.1108/JARHE-05-2023-0220>
- Sánchez, M. P. S & Palacios, M. A. (2008). Knowledge-Based Manufacturing Enterprises: Evidence from a case study. *Journal of Manufacturing Technology Management*, 19 (4), 447–468
- Saneh, M., Rahman, A., & Munadi, K. (2022). Assessing knowledge creation process: A case of the National Disaster Management Agency of Gambia. *E3S Web of Conferences*, 340, 1-11. <https://www.semanticscholar.org/paper/1e7b34ae4fb79130c6e1a31fe4a98e66576be890>
- Santosh, R. S. & Jain, R. (2016). Study of the Effect of „Commuting & Working Hours“ on Work-Life Balance of Working Fathers in Mumbai. *Global Journal for Research Analysis*, 5(3).
- Shu, W., Pang, S. & Chen, M. (2022). Achieving Structured Knowledge Management with a Novel Online Group Decision Support System. *Information Development*, 38(1), 23-39.
- Tirta, A.H. & Amelia, E. (2020). Understanding the Impact of Reward and Recognition, Work-Life Balance, on Employee Retention with Job Satisfaction as a Mediating Variable on Millennials in Indonesia. *Journal of Business and Retail Management Research*, 14(3), 88-99.
- Tseng, S. M. (2010). The Correlation between Organisational Culture and Knowledge Conversion on Corporate Performance. *Journal of Knowledge Management*, 14(2), 269-284. <https://doi.org/10.1108/13673271011032409>
- Wijaya, M., Utomo, D., Suzanna, Sagala, N. T., & Colin, V. (2022). Assessment of knowledge conversion process in online learning practice using SECI framework: A case study of Bina Nusantara University. International Conference on Information Management and Technology. 711-716, <https://doi.org/10.1109/ICIMTech55957.2022.9915084>
- Wong, J. L. (2015). How do teachers learn through engaging in school-based teacher-learning activities? Applying a knowledge conversion perspective. *The Asia-Pacific Education Researcher*, 24, 45–55. <https://www.semanticscholar.org/paper/510e4473efe2f75fed783579b8d3ce467b391531>
- Yaya, J. A. (2018). The Essentiality of Motivation on Librarians' Productivity in Nigerian Public Universities. *Asian Journal of Contemporary Education*, 2(1), 19-35.
- Yousaf, S. (2020). Dissection of Herzberg's Two-Factor Theory to Predict Job Satisfaction: Empirical Evidence from the Telecommunication Industry of Pakistan. *The Lahore Journal of Business*, 8(2), 85-128.