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Promoting Knowledge Management in Academic Libraries in Bangladesh

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ABSTRACT

Importance of Knowledge Management (KM) grows in academic libraries, especially in developing countries like Bangladesh. However, academic libraries' role in KM promotion and user perceptions remain unexplored. This study aims to examine the role of academic libraries in promoting KM in Bangladesh, exploring viewpoints of students, faculty members, and library personnel regarding KM practices, tools, influential factors, and challenges. An online survey was conducted from January to May 2025, involving 236 participants including students, faculty members and library personnel from various Bangladeshi universities. Descriptive statistics analyzed demographics and general information. Perception ratings were examined using frequencies, percentages, means, and standard deviations. Cronbach's alpha assessed questionnaire reliability. Chi-square tests determined associations between KM familiarity and demographics. Mann-Whitney U and Kruskal-Wallis tests evaluated differences in KM perceptions based on demographic characteristics. Participants viewed academic libraries' role in KM positively. Collaboration software was observed most important tool for implementing KM. Staff training and institutional support are Key success factors for promoting KM. Lack of awareness, insufficient training, and technological limitations were identified as main challenges. Positive role of academic libraries in promoting KM and KM's potential for improving library services was widely recognized. Successful implementation and promotion requires addressing awareness, training, and technological infrastructure challenges. ©authors.

1. Introduction

Knowledge is a piece of personalized information, and it is mainly obtained through testimony, encompassing experiences, values, contextual information, and expert insights (Nakash, 2025). Knowledge could potentially be viewed from different viewpoints, such as a state of mind, an object, a process, a condition, and a capability. These different views of knowledge lead to varying understandings of knowledge management (Bolisani & Bratianu, 2018). Knowledge management (KM) has become a highly regarded strategic approach for modern businesses and is considered the essential organizational practice of the 21st century (Shropshire et al., 2019). Xiao (2020) claimed that knowledge management can roughly be defined as the process of making the right information available to the appropriate people at the right time. Additionally, it creates explicit and accessible forms of knowledge by structuring a significant amount of information and also making individually held knowledge accessible through a common resource. Knowledge management has gained popularity in various sectors, including higher education, especially in the field of Library and Information Science (AlQhtani, 2025).

Academic libraries have been keeping essential roles throughout history and gradually evolved to meet changing user needs, focusing on resource and activity-centered integrated library systems (Rafi et al., 2021). Knowledge has become a key driving force in our lives, but it is difficult to estimate the value of knowledge management in academic libraries (Abdulmuhsin et al., 2025). Knowledge management sets up an environment that allows academic constituencies to capture, share, and leverage knowledge to improve their efficiency in fulfilling institutional missions. In the 21st century, academic libraries facilitate learning, engagement between people and ideas, and the creation of new knowledge in both physical and virtual environments (Santos et al., 2024). With the rapid changes in technologies, libraries today work in such a way that

knowledge management becomes an important organizational resource in creating, storing, sharing, and reusing organizational knowledge to achieve its goals and objectives (Ahmed et al., 2018). Library and information science have close affiliations with the ways of organizing, retrieving, and disseminating information resources. In this regard, a close relationship between KM and LIS can be justified since both areas deal with knowledge and information management (Ahmad et al., 2018).

Nevertheless, there is a ripened argument over whether KM is an absolutely new subject or simply a rebranding of areas such as librarianship or information management (Sankaranarayanan, 2024). Other scholars have actually argued that KM is a paradigm shift in how organizations think about and manage knowledge. Others, however, think this is only a natural development of existing practices (Rafi et al., 2021). KM systems facilitate access to knowledge, thus helping employees, students, and academics share, discuss, and extend their own knowledge. This becomes imperative when there is a huge rise in quality teaching and curriculum demands (Quarchioni et al., 2020).

Bangladesh is a developing country and falls under the third-world list. Thus, much remains to be developed here in terms of economy, infrastructure, and other social systems. Even with limited resources, some academic libraries in Bangladesh are making noticeable progress in knowledge management, focusing on distribution, collaboration, learning, and innovation (Islam et al., 2020). Rafi et al. (2020) Stated that university libraries have a significant impact on knowledge management (KM) by improving professionals' performance and providing reliable services to the academic community. For this reason, libraries and information centers must implement the right knowledge management strategies (Abah et al., 2022). The barriers to knowledge management in libraries in Bangladesh are institutional, infrastructural, organizational, and psychological; similarly, students are not properly aware of the value and opportunities of knowledge management and

do not participate practically (Mostofa & Othman, 2024). Understanding the value and significance of Knowledge Management (KM) from the perspective of academic library users in Bangladesh is essential. Unlike in developed countries, there is limited research on promoting KM in Bangladesh's library sector. The role of academic libraries in advancing KM in Bangladesh remains unexplored. Moreover, the majority of users of academic libraries in Bangladesh are unaware of the potential impact of KM, and they do not make any positive effort towards its implementation (Islam et al., 2020). Thus, the perceptions, tools, and technologies required for promoting KM, influential factors of and application areas of KM in university libraries here in Bangladesh, and challenges in KM practices need investigations. These factors motivate this research.

This study has made an attempt to explore the role that the academic library plays in promoting Knowledge Management in Bangladesh. It has also tried to explore the perceptions of students, faculty members, and library personnel regarding KM in academic libraries, understanding the influential factors and areas of KM applications within academic libraries, challenges and needs for promotion of KM in university libraries in Bangladesh.

Based on this objective, the following research questions (RQs) guided this study.

RQ1. What is the role of academic libraries in promoting Knowledge Management?

RQ2. What are the perceptions of students, faculty members, and library personnel regarding KM in academic libraries?

RQ3. What tools are essential for promoting KM in academic libraries?

RQ4. What are the influential factors and application areas of knowledge management (KM) in academic libraries?

RQ5. What challenges are faced in promoting KM in academic libraries in Bangladesh?

2. Literature Review

2.1 Overview of knowledge management

Knowledge management primarily exists within individuals' minds rather than in

external storage forms. Knowledge is a dynamic blend of expert insights that creates a structure for assessing and integrating new experiences and data. While this knowledge management concept originated in the business world, it has since spread to other organizations, including academic institutions (David-West, 2021; Daland, 2016). Knowledge management concentrates on the movement and processes involved in generating, disseminating, and circulating knowledge (An et al., 2022). Bello (2018) in his paper stated that knowledge management has emerged as a predominantly multidisciplinary field. Now, it attracts professionals from every walk of life. In many ways, each basic discipline tries to claim ownership or primacy over the concept. This creates a wide diversity of approaches and perspectives within knowledge management, with its widespread adoption across several fields. In this continuity, academic libraries and their professionals are increasingly recognizing the value of knowledge management in their field (David-West, 2021). KM not only holds significant value for librarians, libraries, and information centers but is crucial to the success and survival of academic libraries. It is a very valuable asset for any type of organization (Ahmed et al., 2018; Serenko et al., 2016; Abukhader, 2016).

2.2 Importance of KM in Academic Libraries

Tiwari (2022) stated that effective utilization and cultivation of knowledge resources represent an invaluable advantage for a company. KM provides numerous opportunities for academic libraries to enhance organizational effectiveness for themselves and their parent institutions. According to Wang and Wang (2019), from the very beginning of libraries, librarians have helped bring information together into an organized form in all kinds of formats.

Their functions have included the procurement and dissemination of information in many traditional formats (e.g., handwritten and printed books, journals, manuscripts, and related material) along with digital media such as image films, oral

history projects, and others. This responsibility has evolved from the traditional physical forms to the current digital resources. In a broader application of KM, libraries progress and expand from handling explicit knowledge management into incorporating tacit knowledge. Digital Humanities and Scholarship Centers have emerged to symbolize the evolution of new roles in knowledge-intensive services. At the same time, Mosha and Ngulube (2024) stated that the application of KM in academic libraries helps achieve its institutional objective. Dimou (2018) mentioned in his paper that globally, KM is acknowledged as the most effective solution for ensuring the survival and success of academic libraries. According to Mostofa (2024), Proper knowledge management strategies can vastly improve libraries, particularly those operating with scarce means in developing countries. As noted by Xiao (2020), libraries will better understand users and their needs through knowledge management, leading to improved services and increased efficiency in knowledge innovation. Several studies stated that knowledge management (KM) enables libraries to enhance their value and importance to their parent institutions and patrons. It presents an avenue for librarians to pursue new career paths, bolstering their professional standing and influence within their organizations. Furthermore, KM expands employment prospects for librarians and contributes to the long-term viability of libraries. Additionally, it equips library professionals with the opportunity to acquire cutting-edge skills, thereby improving their future career prospects (Ahmed et al., 2018; Pathak, 2014).

2.3 Information Literacy and KM

The skills that empower the users with the right knowledge to find, assess information, and put it to use in academic, professional, and daily settings are critical, hence making information literacy one of the most important competencies in the new world (Sample, 2020). IL has also been defined by Ibenne et al. (2017) as an individual's understanding of the value of information,

demonstrated by deliberate access to relevant sources of information in circumstances including learning and problem-solving. Hemmati (2017) stated that the two concepts of Information Literacy and Knowledge Management go hand in hand in that IL provides KM with its competencies and base. In this direction, the infusion of IL into KM practices enhances the possibility that an organization will create, share, and use knowledge, delivering improved performance and innovativeness. Some studies highlight the potential of IL to contribute to knowledge management's core aspects, where information literacy skills are strongly linked with the use of effective information systems within KM. When connecting knowledge management (KM) with information literacy (IL), it's crucial to consider key factors for effective KM implementation. These include aligning organizational values with KM principles, setting certain knowledge utilization objectives, and establishing supportive information networks for technical assistance (Naga & Uzuegbu, 2015). Information, and technological, and media literacy adeptness require that students and educators should be aware of the significance of knowledge sharing and the need to find effective knowledge management strategies (Sobandi et al., 2021). Information technology supports knowledge management strategies (acquisition, conversion, sharing), usage and application. The implementation of a knowledge management system (KMS) enabling the communication and information flows via ICT is conducive to raising the level of users' information literacy skills in libraries (Labeledzka et al., 2022). A study conducted by Mostofa and Othman (2024) stated that libraries have a strong relationship between IL & KM. Academic libraries support KM, and it helps direct service innovation by creating new service outcomes that are supported by research findings, thus emphasizing the importance of KM in enhancing information literacy.

2.4 Challenges and Barriers in Promoting KM

Knowledge is one of the most important assets when it comes to organizational success. It is an important aspect which can enable companies to achieve a strategic competitive edge. (Osorio-Londoño et al., 2021). Organizations use knowledge management to extract the knowledge they have to increase efficiency and reap the benefits of their knowledge resources (Paliwal et al., 2024). Academic libraries are one of the frontiers and lead in knowledge management (Ebisi & Arua, 2019). A study by Sheikh et al. (2023) showed that academic libraries support knowledge creation, information dissemination and providing the right information to the right user at the right time. But there are some hurdles to implement KM in academic libraries. Academic libraries are facing difficulties in adopting new technology for knowledge resources management (Ibrahim et al., 2023). A study in Bangladesh by Mostofa and Othman (2024) found that there are some difficulties to promote KM in academic libraries. Public university libraries in Bangladesh are facing many challenges in implementing effective Knowledge Management (KM) practices. These challenges include lack of user awareness about KM system, improper technology deployment hinders efficiency and loss of valuable information due to employee turnover. Cultural barriers such as employees reluctant to share knowledge and insufficient management support also hinder KM. Resource constraints like inadequate user support, lack of trained staff and outdated technology are also big hurdles. Another study by Islam et al. (2015) found that there are challenges in implementing KM in Bangladeshi libraries and information institutions due to lack of knowledge and formal training in KM among information professionals. Islam et al. (2020) suggested that LIS professionals who don't learn new skills will become irrelevant to their organization and may lose job opportunities to professionals from other fields. Opele et al. (2020) identified that other challenging factors regarding inter-professional collaboration among staff include poor verbal communication, lack of time and

trust, differences in gender, education levels and experience levels among the staff and behavioral and personal characteristics. These various challenges highlight the pressing need for improved awareness campaigns, better technology integration, knowledge retention strategies, cultural shifts promoting knowledge sharing, increased leadership engagement, and enhanced resource allocation to successfully implement and maintain effective KM practices in Bangladeshi university libraries (Mostofa & Othman, 2024; Reza et al., 2022)

The above research indicates an apparent urgency to investigate the role of academic libraries in promoting knowledge management (KM) in Bangladesh. Academic library users, especially library professionals, faculty, and students, are the main patrons. However, their perceptions regarding the promotion of KM, influential factors, and application areas of KM in academic libraries are not addressed in any of the studies. This study highlights the gaps in previous literature and has motivated researchers to conduct research on university libraries in Bangladesh. This research provides insightful literature on the promotion of KM and user perception, along with the tools & technologies required for promoting KM in academic libraries in Bangladesh by giving new information.

3. Method

3.1 Research design

This study employed an online survey. The survey was conducted in Bangladesh over a five-month period from January 1, 2025, to May 31, 2025.

3.2 Population and sample

The target population consisted of university students, faculty members, and library personnel from various universities in Bangladesh. A convenience sampling method was used to select approximately 500 participants who were believed to be active social media users.

3.3 Data Collection

Data was collected using a questionnaire created with Google Forms. The survey link was distributed via email and private

messaging to the selected participants. The structure of the questionnaire contained three sections. The first section of the questionnaire included the respondents' demographic and general information, such as sex, age, educational qualifications, and designation. The second section comprised perceptions related to role of academic libraries in promoting knowledge management (KM). Participants in the study were asked to rate their level of agreement with statements on a five-point Likert scale, from 1 – 'Strongly disagree' to 5 – 'Strongly agree.' In the third part, participants rated their opinions on challenges of promoting knowledge management in academic libraries on a 5-point Likert scale.

3.4 Data Analysis

Descriptive statistics were obtained to examine respondents' demographics and general information. Regarding the ratings on perceptions, the data were also analyzed descriptively using frequencies and percentages, and by means and standard deviations. Cronbach's alpha score was obtained to see the reliability of the questionnaire items. Cronbach's alpha score was 0.954. This implies a high degree of internal consistency in the responses to the individual measures, as α values above 0.7 are acceptable indicators in this respect. Chi square tests were used to determine the association between familiarity with the concept of KM and several demographic variables, i.e. age, gender, educational qualification and designation. Moreover, nonparametric Mann Whitney U tests and Kruskal–Wallis tests were applied to know the significance of difference in respondents' assessment on KM perceptions related in terms of their demographic characteristics. The statistical analysis was carried out using IBM SPSS Statistics version 25.

4. Findings

4.1 Demographic and general information of the Respondents

The study involved 236 enrolled library users, including students, faculty, and library personnel from Bangladesh's public and private university libraries. Among the respondents, 138 (58.5%) were male and 98

(41.5%) were female. The data in the table also show that nearly half of the respondents, 115 (48.7%), were from the 18-26 age group. Out of the total respondents, a large number, 95 individuals, held post-graduate degrees, which made up 40.3% of the total. The next highest number of respondents, 72 individuals, had undergraduate degrees, making up 30.5% of the total. In addition, 17 respondents, constituting 7.2% of the total, held PhDs. The largest group of participants comprised 134 students (57.2%), 51 faculty members (21.6%), and 50 library personnel (21.2%).

A significant portion of respondents, 115 individuals (48.7% of the total), were found to have moderate information literacy. Additionally, the majority, 103 respondents (43.6%), reported moderate to high computer proficiency, indicating a generally computer-literate sample. Participants exhibited varying degrees of familiarity with Knowledge Management (KM). The largest group, comprising 102 respondents (43.2%), reported being somewhat familiar with the concept. A significant portion, 92 respondents (39.0%), indicated they were very familiar with KM. In contrast, 42 respondents (17.8%) had no familiarity with the concept at all.

Collaboration Software (e.g., Google Workspace) emerged as the most essential tool for KM, chosen by 19.5% of respondents. Learning Management Systems and Document Management Systems followed selected by 13.6% and 12.7% respectively. In particular, 18 (2%) of participants indicated they had no idea about essential KM tools.

The study found that staff training and expertise were identified as the most influential factors for successful Knowledge Management (KM) implementation in academic libraries by 21.2% (50) of respondents. Institutional support and policies followed at 15.3% (36) while funding and resources were considered crucial by 10.2% (24). It is worth noting that 12.7% (30) of participants indicated they had no idea about influential factors.

The results showed that main application area of Knowledge Management (KM) in

academic libraries is enhancing student learning. This area was chosen by 28.0% (66) of respondents. It also includes providing access to resources. Knowledge sharing among library staff was the second most important area at 16.1% (38), followed closely by supporting research activities at 14.0% (33). It is worth noting that 13.6% (32) of participants indicated they had no idea about the application areas of KM.

A clear majority of respondents (65.3%, 154) believed Knowledge Management (KM) helps in taking effective institutional policies, while 33.1% (78) were uncertain, answering "Maybe". Only 1.7% (4) disagreed. These results strongly indicate that KM is widely perceived as valuable for policy-making. The demographic details of all the participants are presented in Table 1.

Table 1. Demographic and general information (N=236)

Demographic and general information	Frequency	%
Gender		
Male	138	58.5
Female	98	41.5
Age groups (year)		
18-26	115	48.7
26-30	44	18.6
31-35	29	12.3
36-40	20	8.5
Above 40	28	11.5
Respondents' Highest educational qualification		
Higher Secondary Certificate/Equivalent	52	22.0
Graduation	72	30.5
Post-graduation	95	40.3
Doctor of Philosophy (PhD)	17	7.2
Designation		
Student	135	57.2
Faculty member	51	21.6
Library personnel	50	21.2
Level of respondents' information literacy		
Low	16	6.8
Moderate	115	48.7
High	78	33.1
Advance	27	11.4
Level of respondents' computer proficiency		
Extremely Low	2	.8
Low	8	3.4
Moderate	103	43.6
High	97	41.1
Advance	26	11.0
Respondents' familiarity with the concept of KM		
Not familiar at all	42	17.8
Somewhat familiar	102	43.2
Very familiar	92	39.0
The most essential tool or technology for promoting KM		
Document Management Systems (e.g., SharePoint)	30	12.7
Collaboration Software: (e.g., Google Workspace)	46	19.5
Data Analytics Tools: (e.g., Google Analytics)	22	9.3
Intranet Portals and Content Management Systems (e.g., WordPress/Drupal)	24	10.2
Digital Asset Management Systems: (e.g., Adobe Experience Manager)	12	5.1
Learning Management Systems (e.g., Moodle)	32	13.6
Semantic Search Engines: (e.g., Apache Solr)	3	1.3
Knowledge Bases and Wikis (e.g.,	24	10.2

MediaWiki)		
I have no idea	43	18.2
The most influential factor for the successful implementation of KM in academic libraries		
Funding and resources	24	10.2
Staff training and expertise	50	21.2
Organizational culture	15	6.4
Technological infrastructure	21	8.9
Institutional support and policies	36	15.3
User engagement and feedback	19	8.1
Effective communication channels	10	4.2
Integration with academic curriculum	10	4.2
Collaborative partnerships with other libraries	6	2.5
Knowledgeable leadership	15	6.4
I have no idea	30	12.7
Primary application areas of KM in academic libraries		
Knowledge sharing among library staff	38	16.1
Building digital repositories	20	8.5
Supporting research activities	33	14.0
Enhancing student learning and resources access	66	28.0
Managing institutional archives	6	2.5
Enhancing user experience through personalization	11	4.7
Facilitating collaboration with external stakeholders	7	3.0
Ensuring compliance with academic standards and regulations	12	5.1
Analyzing user behavior for service improvement	11	4.7
I have no idea.	32	13.6
KM helps in taking effective policies for the institution		
No	4	1.7
Yes	154	65.3
Maybe	78	33.1

4.2 Perception on KM of students, faculties, and library personnel

The data presented in Table 2 depicts the perspectives of students, faculty, and library staff regarding Knowledge Management (KM) within academic libraries. The findings, rated on a 1–5-point Likert scale, along with their respective mean and standard deviation, indicate a widespread agreement on the positive impact of KM in academic libraries. The majority of respondents either agreed or strongly agreed with most statements. For example, 113 (47.9%) of participants strongly agreed that “academic libraries can play a significant role in promoting KM,” with a mean score of 4.21 and a standard deviation (SD) of .984. Similarly, 109 (46.2%) respondents strongly agreed that “KM practices within academic libraries are essential for improving information access and sharing,” with the

highest mean score of 4.23 and a SD of .926. The majority of respondents, 98 (41.5%), agreed that integrating KM strategies enhances the overall efficiency of academic libraries. The mean score for this statement is 4.13, with a standard deviation of .946, indicating a generally positive consensus with some variability in the responses. This suggests that most participants recognize potential benefits of KM strategies in improving library operations though a minority remain skeptical or undecided. High levels of agreement were also observed in integration of KM strategies. Its role in preserving institutional knowledge, supporting research and improving decision-making processes had mean scores ranging from 4.02 to 4.23. Remarkably the statement on the “relevance of KM to academic libraries in Bangladesh” had the lowest mean, 3.89 with SD of 1.058. This indicates

a relatively lower but still positive perception.

Table.2 Perception on KM of students, faculties, and library personnel

Perception on KM	Strongly disagree Frequency (%)	Disagree Frequency (%)	Neutral Frequency (%)	Agree Frequency (%)	Strongly agree Frequency (%)	Mean (SD)
Academic libraries can play a significant role in promoting KM.	9 (3.8)	4 (1.7)	28 (11.9)	82 (34.7)	113 (47.9)	4.21(.984)
KM practices within academic libraries are essential for improving information access and sharing.	7 (3.0)	4 (1.7)	26 (11.0)	90 (38.1)	109 (46.2)	4.23(.926)
The integration of KM strategies can enhance the overall efficiency of academic libraries.	8 (3.4)	4 (1.7)	32 (13.6)	98 (41.5)	94 (39.8)	4.13(.946)
KM practices are crucial for preserving institutional knowledge within academic libraries.	8 (3.4)	8 (3.4)	42 (17.8)	91 (38.6)	87 (36.9)	4.02(.996)
KM initiatives in academic libraries can contribute to better research support & resource management.	7 (3.0)	3 (1.3)	31 (13.1)	98 (41.5)	97 (41.1)	4.17(.915)
Academic libraries should prioritize the adoption of KM practices to meet the changing needs of the users.	7 (3.0)	4 (1.7)	36 (15.3)	101 (42.8)	88 (37.3)	4.10(.924)
KM is relevant to academic libraries in Bangladesh.	6 (2.5)	21 (8.9)	47 (19.9)	81 (34.3)	81 (34.3)	3.89(1.058)
The adoption of KM strategies improves the efficiency of information retrieval in academic libraries.	10 (4.2)	2 (.8)	37 (15.7)	99 (41.9)	88 (37.3)	4.07(.971)
Effective KM practices contribute to better decision-making processes within academic libraries.	7 (3.0)	5 (2.1)	35 (14.8)	105 (44.5)	84 (35.6)	4.08(.924)
KM initiatives help academic libraries adapt to the changing needs of users and emerging technologies.	7 (3.0)	3 (1.3)	37 (15.7)	94 (39.8)	95 (40.3)	4.13(.929)

Mann-Whitney tests found no significant difference between gender and the perceptions except for the statements “KM practices within academic libraries are essential for improving information access and sharing (Mann-Whitney U = 7992.00, p = 0.010 < 0.05)”, “The integration of KM strategies can enhance the overall efficiency of academic libraries (Mann-Whitney U = 7947.00, p = 0.014 < 0.05)”, “KM practices are crucial for preserving institutional knowledge within academic libraries. Mann-Whitney U = 8122.00, p = 0.005 < 0.05)”, and “the adoption of KM strategies improves the efficiency of information retrieval in academic libraries (Mann-

Whitney U = 8010.500, p = 0.010 < 0.05).” These results suggest that gender may influence perceptions regarding these specific challenges in KM practices.

The Kruskal-Wallis tests indicate there were no significant differences across age categories for perceptions except for “Academic libraries play a significant role in promoting knowledge management. (p=0.005)” The integration of KM strategies can enhance the overall efficiency of academic libraries. (p=0.028)”, and “KM is relevant to academic libraries in Bangladesh. (p=0.029). There was no significant difference between participants’ perception and their level of education except for

“Academic libraries play a significant role in promoting knowledge management ($p=0.015$)”; “KM practices within academic libraries are essential for improving information access and sharing ($p=0.037$)”, and “The integration of KM strategies can enhance the overall efficiency of academic libraries ($p=0.031$).” There was also no significant difference found between participants' perception and their level of information literacy except for “Academic libraries play a significant role in promoting knowledge management ($p=0.009$)”, “KM practices within academic libraries are essential for improving information access and sharing ($p=0.023$)”, and “The integration of KM strategies can enhance the overall efficiency of academic libraries ($p=0.009$).”

4.3 Challenges in Promoting KM

The data in Table 3 highlights several significant challenges in promoting knowledge management (KM). Respondents

opined that a lack of awareness and understanding about KM hinders its adoption in academic libraries (123, 52.1%). They agreed that the absence of clear leadership support and commitment is a vital challenge for promoting KM (101, 42.8%); technological limitations and outdated infrastructure present significant hurdles (91, 38.6%); inadequate development and implementation of a KM strategy is also a major concern (100, 42.4%); resistance to change within library cultures is noted as a challenge (103, 43.6%); the lack of adequate staff training and expertise in KM concepts and tools is a significant barrier (89, 37.7%); data security and privacy concerns are highlighted (84, 35.6%). However, cultural barriers within academic institutions are identified as a challenge in promoting KM (83, 35.2%), and resistance from library users (79, 33.5%) is also indicated as an issue.

Table 3. Challenges in Promoting KM

Challenges in Promoting KM	Strongly disagree Frequency (%)	Disagree Frequency (%)	Neutral Frequency (%)	Agree Frequency (%)	Strongly agree Frequency (%)	Mean (SD)
Lack of awareness and understanding about KM hinders its adoption in academic libraries.	9 (3.8)	10 (4.2)	38 (16.1)	123 (52.1)	56 (23.7)	3.88 (.949)
Resistance to change within academic library cultures is a significant barrier to implementing KM initiatives.	8 (3.4)	5 (2.1)	63 (26.7)	103 (43.6)	57 (24.2)	3.83 (.934)
Limited budget and resources pose challenges to effectively promote KM in academic libraries.	7 (3.0)	15 (6.4)	63 (26.7)	97 (41.1)	54 (22.9)	3.75 (.978)
Cultural barriers within academic institutions impede the adoption of KM practices in libraries.	7 (3.0)	29 (12.3)	83 (35.2)	83 (35.2)	34 (14.4)	3.46 (.982)
Resistance from library users poses a significant challenge to the implementation of KM initiatives.	11 (4.7)	32 (13.6)	87 (36.9)	79 (33.5)	27 (11.4)	3.33 (1.003)
Inadequate development and implementation of a KM strategy hinder KM practices in academic libraries.	4 (1.7)	18 (7.6)	68 (28.8)	100 (42.4)	46 (19.5)	3.70 (.925)
Data security and privacy concerns are significant obstacles to implementing KM practices in academic libraries.	6 (2.5)	41 (17.4)	77 (32.6)	84 (35.6)	28 (11.9)	3.37 (.987)
The lack of adequate staff training and expertise in KM concepts and tools is a major challenge for academic libraries.	6 (2.5)	15 (6.4)	53 (22.5)	89 (37.7)	73 (30.9)	3.88 (1.004)
Technological limitations and outdated infrastructure hinder the effective implementation of KM strategies in academic libraries.	7 (3.0)	13 (5.5)	52 (22.0)	91 (38.6)	73 (30.9)	3.89 (1.005)
The absence of clear leadership support and commitment hampers the success of KM initiatives in academic libraries.	5 (2.1)	8 (3.4)	52 (22.0)	101 (42.8)	70 (29.7)	3.94 (.919)

Mann-Whitney tests found significant differences between gender and the challenges in promoting KM except for the statement “Lack of awareness and understanding about KM hinders its adoption in academic libraries (Mann-Whitney U = 6974.00, $p = 0.655 > 0.05$).”, “Resistance to change within academic library cultures is a significant barrier to implementing KM initiatives (Mann-Whitney U = 7505.500, $p = 0.126 > 0.05$)”, “Limited budget and resources pose challenges to effectively promote KM in academic libraries (Mann-Whitney U = 7679.500, $p = 0.061 > 0.05$).”, and “Cultural barriers within academic institutions impede the adoption of KM practices in libraries (Mann-Whitney U = 6809.500, $p = 0.923 > 0.05$).” This result suggesting these barriers affects genders differently in the context of KM practices in academic libraries.

The Kruskal-Wallis tests indicate there were no significant differences across age categories for challenges in promoting KM except for “Inadequate development and implementation of a KM strategy hinder KM practices in academic libraries ($p=0.001$).”, “The lack of adequate staff training and expertise in KM concepts and tools is a major challenge for academic libraries ($p=0.000$).”, “Technological limitations and outdated infrastructure hinder the effective implementation of KM strategies in academic libraries ($p=0.005$).”, “The absence of clear leadership support and commitment hampers the success of KM initiatives in academic libraries ($p=0.003$).” There was no significant difference found between the challenges in promoting KM and participants’ level of information literacy except for “Limited budget and resources pose challenges to effectively promote KM in academic libraries ($p=0.031$).”, and “Technological limitations and outdated infrastructure hinder the effective implementation of KM strategies in academic libraries ($p=0.007$).” A significant difference was found between the challenges in promoting KM and participant's designation except for “Cultural barriers within academic institutions impede the adoption of KM practices in libraries

($p=0.439$).” Resistance from library users poses a significant challenge to the implementation of KM initiatives ($p=0.483$). A significant difference was also found between the challenges in promoting KM and participant's level of education except for “Resistance to change within academic library cultures is a significant barrier to implementing KM initiatives ($p=0.226$).” Cultural barriers within academic institutions impede the adoption of KM practices in libraries ($p=0.755$).”, “Resistance from library users poses a significant challenge to the implementation of KM initiatives. ($p=0.658$)” and “Data security and privacy concerns are significant obstacles to implementing KM practices in academic libraries ($p=0.098$).”

Cronbach’s alpha score was obtained to see the reliability of the questionnaire items. The reliability of the questionnaire was evaluated using SPSS software. As shown in Table 4, the reliability coefficient of the questionnaire was calculated. Cronbach's alpha value of 0.954 indicates a high level of reliability since α value greater than 0.7 reflect strong internal consistency in the responses to the individual measurements.

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
.954	20

Chi-Square tests were conducted to examine the association between familiarity with the concept of knowledge management and several demographic variables of participants.

H01: There is no association between familiarity with the concept of knowledge management and participants' designation

The test results showed a significant relationship between participants' designation and their familiarity with the concept of knowledge management. (Chi-Square= 90.732, $df=4$, $P<0.001$).

H02: There is no association between familiarity with the concept of knowledge management and participants' level of education.

It was found there is a significant relationship between participants' level of

education and their familiarity with the concept of knowledge management. (Chi-Square= 56.348, df=6, P<0.001).

H03: There is no association between participants' gender and their familiarity with the concept of knowledge management

The test found that there is no significant relationship between participants' gender and their familiarity with the concept of knowledge management. (Chi-Square= 1.688, df=2, P=0.430).

H04: There is no association between participants' level of information literacy and their familiarity with the concept of knowledge management.

It was found that there was a significant relationship between participants' information literacy and their familiarity with knowledge management. (Chi-Square= 63.965, df=6, P<0.001).

5. Discussion

This study explores the role of academic libraries in promoting knowledge management (KM) in Bangladesh, focusing on perceptions, tools, application areas, challenges, and demographic variations. The results revealed several key factors that align with and, in some cases, extend prior research.

5.1 Addressing Research Questions through Analytical Perspective

RQ1: Role of Academic Libraries in Promoting Knowledge Management

The findings demonstrate that academic libraries play a pivotal role in promoting KM, with mean scores consistently above 4.0 for most perception statements. This aligns with Roy's (2015) assertion that academic libraries serve as knowledge creation facilitators. However, the relatively lower score for KM relevance in Bangladesh (mean = 3.89) suggests context-specific challenges that require targeted interventions. The high agreement on libraries' KM role indicates readiness for implementation, contrasting with Islam et al.'s (2020) findings about user unawareness.

RQ2: User Perceptions of KM in Academic Libraries

The overwhelmingly positive perceptions (means ranging 3.89-4.23) indicate a paradigm shift from earlier studies reporting limited KM awareness in Bangladesh. This suggests growing recognition of KM value, potentially due to increased digitalization and educational initiatives. The demographic variations in perceptions highlight the need for tailored approaches addressing specific user group needs. This positive shift contrasts with Islam et al. (2020) and Mostofa and Othman (2024), who reported low awareness and passive engagement, indicating that user attitudes are maturing in response to technological and educational changes.

RQ3: Essential Tools for Promoting KM

Collaboration software's prominence (19.5%) reflects the modern emphasis on collaborative knowledge creation, supporting Quarchioni et al.'s (2020) observations about knowledge-intensive academic environments. The diversity in tool preferences suggests that successful KM implementation requires multi-modal technological approaches rather than single-solution strategies.

RQ4: Influential Factors and Application Areas

Staff training and expertise emerging as the primary influential factor (21.2%) underscores the human-centric nature of KM, consistent with Ahmed et al.'s (2018) emphasis on professional development. The focus on enhancing student learning (28.0%) as the primary application area demonstrates alignment with academic libraries' core mission while expanding service scope.

RQ5: Challenges in Promoting KM

The identification of awareness, training, and technological limitations as primary challenges validates Mostofa and Othman's (2024) findings while providing quantitative evidence. Unlike Reza et al., (2022) emphasis on structural barriers, this study reveals user readiness for KM adoption, shifting focus to implementation strategies.

The challenge hierarchy suggests that addressing awareness and training issues may have cascading positive effects on technology adoption and cultural change.

5.2 Implications for Theory and Practice

Theoretically, this study contributes to understanding KM adoption in developing country contexts, demonstrating that user readiness may precede institutional readiness. The positive perceptions despite identified challenges suggest that traditional technology adoption models may not fully explain KM implementation dynamics in academic libraries.

Practically, the findings suggest that academic libraries in Bangladesh are positioned for successful KM implementation with appropriate support. The emphasis on collaboration tools and staff training provides clear implementation pathways for library administrators.

5.3 Integration of Artificial Intelligence in KM

Although this study focused on user perceptions and library roles, the integration of artificial intelligence (AI) into knowledge management (KM) practices deserves attention. A study by Nakash and Bolisani (2025) explores AI's role in enhancing knowledge management processes. AI tools, such as chatbots, semantic search engines, and recommendation systems, can improve information retrieval, automate knowledge categorization, and support decision-making (Sengupta & Chakrabarti, 2025). Future KM strategies in Bangladeshi libraries should look into adopting AI technologies to overcome human limitations and boost service efficiency. This enhancement is particularly crucial, as 28% of respondents identified enhancing student learning as the primary application of knowledge management systems, suggesting that more effective information discovery directly supports educational outcomes.

5.4 Innovative Contributions to KM Literature

This research adds to the Knowledge Management literature using a careful

method and specific context. By looking at stakeholders in the academic library ecosystem, it sheds light on the organizational factors that affect successful implementation.

The study pinpoints useful tools designed for the Bangladeshi academic setting, providing practical insights for other developing countries. It also confirms the challenges in Knowledge Management, supporting implementation strategies with real evidence. Finally, the readiness assessment method presents a way to evaluate how prepared an organization is for adopting Knowledge Management.

6. Conclusion

This study affirms the significant role of academic libraries in promoting knowledge management (KM) in Bangladesh. Findings reveal positive perceptions among students, faculty, and library personnel regarding KM's value in improving information access, supporting research, enhancing student learning, and strengthening institutional decision-making. Collaboration software and learning management systems are identified as key KM tools, while staff training and institutional support emerge as critical success factors. The study establishes a robust empirical foundation for strategic Knowledge Management initiatives while highlighting the critical importance of systematic approaches to addressing awareness, training, and technological challenges through coordinated efforts among library administrators, educational institutions, and policymakers.

Despite this readiness, challenges persist particularly in awareness, technological infrastructure, and training highlighting a gap between perception and implementation. The integration of artificial intelligence (e.g., chatbots, semantic search) offers a transformative pathway to overcome these barriers and enhance KM efficiency.

Ultimately, this research demonstrates that successful Knowledge Management implementation in academic libraries requires comprehensive organizational transformation supported by strategic leadership, adequate resources, and sustained

commitment to continuous learning and adaptation. This study provides a replicable framework for KM adoption in similar developing contexts, contributing both practically and theoretically to the global KM discourse.

Recommendations

Based on the study findings, the following actions are recommended to promote effective knowledge management (KM) in academic libraries in Bangladesh:

- Raising awareness through workshops and seminars targeting students, faculty, and library staff.
- Integrating KM into curricula, especially in LIS, business, and ICT programs.
- Providing staff training on KM tools and collaborative technologies.
- Adoption of AI technologies such as chatbots and semantic search to enhance KM practices.
- Ensuring institutional support through policies, leadership engagement, and dedicated KM roles.
- Improving infrastructure by investing in modern KM systems and reliable internet access.
- Fostering a culture of knowledge sharing through collaboration, incentives, and open communication.

Limitations and Future Research Directions

This study has limitations that affect its generalizability. The reliance on convenience sampling and a five-month data collection period may limit representativeness and fail to capture seasonal or long-term changes. The focus on university libraries excludes school and college levels, which narrows the insights. Although self-reported data may introduce bias, using validated instruments and multi-stakeholder triangulation improves the reliability of the findings. However, this study still offers valuable insights for future research.

The findings of the study suggest several promising directions for future research. Longitudinal and international studies can improve understanding of Knowledge Management (KM) sustainability and cross-

cultural applicability, especially between Bangladesh and other developing nations. Experimental research on specific technology tools and AI integration in academic libraries can support evidence-based decisions. User behavior analytics and cultural adaptation studies can show how stakeholders interact with KM systems and how local contexts influence adoption success.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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