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Knowledge Sharing Attitude of Library Professionals: A Survey

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ABSTRACT

The purpose of this study is to understand the attitude of library professionals to share knowledge and identify barriers that hinder knowledge sharing among them in Aligarh Muslim University (AMU). Quantitative research method was used for the study. Using stratified random sampling technique, 100 library professionals working in Maulana Azad Library and other departmental libraries of AMU were selected as a sample population. For the collection of data, a questionnaire was designed and administered to the library professionals up to the level of Semi-Professional Assistants. Out of 100 distributed questionnaires, 60 duly filled questionnaires were returned back and retained for analysis. Most of the findings of the study supported the literature reviewed and shows that library professionals have positive attitudes towards knowledge sharing, and they share knowledge for finding solution to the job-related problem and improvement in the job performance. Library professionals mostly use information technology–based tools such as e-mail, mobile/telephone, social media (Facebook), blogs and others for sharing of knowledge with colleagues. They acknowledged the importance of intrinsic motivation in knowledge sharing rather extrinsic motivation. Lack of communication, lack of time and training, political and cultural reasons are perceived as the major barriers to knowledge sharing in libraries by library professionals.

Keywords: Knowledge management, Knowledge sharing, Knowledge-sharing attitudes, Knowledge-sharing tools, Library professionals, Aligarh Muslim University, India

INTRODUCTION

Knowledge management (KM) emerged during the late 1980s as a business trend in the corporate sector with its potential to capitalise an organisation's intellectual capital. It is, now, being applied in public-sector organisations including academic institutions and also their libraries. KM is defined by IFLA (2009) as 'a process of creating, storing, sharing, applying and reusing organisational knowledge to enable an organisation to achieve its goals and objectives'. Organisational knowledge includes tacit knowledge (expertise), implicit knowledge, explicit knowledge and procedural

knowledge. However, Nonaka and Takeuchi (1995) distinguished organisational knowledge either as explicit or tacit. Explicit knowledge is described as formal and systematic knowledge which can be codified in documents and stored in computer databases and web pages, whereas tacit knowledge is described as highly personal knowledge resides in the minds people, cultures and the experiences within the organisation (Rowley, 2003). Thus KM, according to Ajiferuke (2003), 'involves the management of explicit knowledge (i.e. knowledge that has been codified in documents, databases, web pages etc.), and the provision of an enabling environment for the development, nurturing, utilisation and sharing of employees' tacit knowledge (i.e. know-how, skills or expertise)'.

As KM is perceived as an important tool for improving organisational productivity and success, many organisations have adopted and assimilated the concept of KM (Aharony, 2011). The success of KM initiatives in every organisation depends on creation, sharing and utilisation of knowledge because transfer and use of knowledge within an organisation reduce the chances of duplication of work, improve productivity and lead to considerable cost savings, whereas lack of transfer and use can lead to information overload and confusion, as well as wasted manpower.

Knowledge sharing may be described as the process, whereby individuals mutually exchange explicit and tacit knowledge and jointly create new knowledge. Knowledge sharing, according to Massa and Testa (2009), is a 'process of transferring, disseminating and distributing knowledge to make it available to those who need it' (p. 130). Thus, the process of knowledge sharing includes three important activities: (i) demand for new knowledge, (ii) transfer and exchange of knowledge and (iii) creation of new knowledge. Knowledge in an organisation can be shared either face-to-face or remotely with the help of Information and Communication Technologies (ICTs). Communities of practice, apprenticeships, mentoring, informal and informal meetings, conferences, seminars, workshops and others are some methods of sharing knowledge face-to-face. While telephony, video-conferencing, e-mail, intranets and social networking are some important ICT-based tools for sharing knowledge virtually. Providing access to know-how of experienced workers to other members of the organisation eliminates duplication of efforts and forms the basis for problem-solving and decision-making.

Academic libraries, like other organisations, have different types of knowledge: tacit, explicit, procedural and cultural. In libraries, tacit knowledge mostly resides in senior and experienced employees with a sound knowledge of information resources, work procedures, rules and regulations and others, and the unarticulated knowledge contained in the librarians themselves. Explicit knowledge is either created in the academic institution including reports, memos, guidelines, theses, research publications of faculty members, minutes of meetings and others, or acquired from external sources, including books, journal articles databases, external reports, government information and others. Procedural knowledge of a library includes the knowledge of various library processes and functions (e.g. knowledge of acquisition and technical processes etc.).

Cultural knowledge includes 'the shared assumptions and beliefs that are used to describe and explain reality as well as the criteria and expectations that are used to assign value and significance to new information' (Choo, 2000).

Astacit knowledge is mostly embedded in senior librarians as their experiences, skills and competences, transfer of this type of knowledge among other librarians is one of the major challenges. Many researchers have assumed that knowledge sharing is the most critical hurdle for KM success in libraries. The literature on knowledge sharing is extensive and rich. Little research, however, has been conducted on knowledge-sharing attitudes of library professionals, particularly in academic libraries in India. It was, therefore, important to examine the perceptions and attitudes of library professionals towards knowledge sharing in India. Thus, this study was undertaken to examine the perceptions and attitudes of library professionals towards knowledge sharing in Aligarh Muslim University (AMU).

REVIEW OF LITERATURE

Due to increasing importance of KM, several studies were conducted worldwide which examined knowledge-sharing attitudes and behaviour and their relationship to the employees' motivation for knowledge sharing (Chai and Kim, 2010; Harder, 2008; Lin, 2007; Yang and Lai, 2011). Based on a survey of employees from 50 large organisations in Taiwan, Lin (2007) examined the role of both extrinsic and intrinsic motivation in knowledge-sharing intentions of employees. Motivational factors such as reciprocal benefits, knowledge of self-efficacy and enjoyment in helping others were found significantly associated with employee's knowledge-sharing attitudes and intentions. However, expected organisational rewards did not significantly influence employees' attitudes and behaviour towards knowledge sharing.

Using a theory of planned behaviour, Goh and Sandhu (2013) evaluated the role of emotional factors towards knowledge-sharing intention of academics in public and private universities in Malaysia. Based on the responses of 545 academics from 30 universities, they found that emotional influence is crucial for knowledge-sharing behaviour. However, they observed a significant difference in knowledge-sharing behaviour of academics in public and private universities. Islam *et al.* (2013) conducted a survey to investigate the role of perception, attitude, intention and intrinsic motivation on knowledge-sharing behaviour of Information Science and Library Management (ISLM) faculties in Bangladesh. Findings of the study indicate that there is a significant relationship between attitude of ISLM faculties towards knowledge sharing and their intention to share knowledge. Based on the responses collected through a questionnaire survey from 93 full-time library and information science (LIS) teaching staff in governmental and private universities in Iran, Babalhavaeji and Kermani (2011) examined the factors (attitude, intention and intrinsic motivation) which influence knowledge sharing amongst LIS teachers. A significant difference was noted between knowledge-sharing behaviour of LIS teachers with the level of deferent teaching experiences, but observed no significant difference between knowledge-sharing behaviour

of teachers working in governmental universities and those working in private universities. Intention and intrinsic motivation were identified as important factors which influence knowledge-sharing behaviour of the LIS educators.

Mayekiso (2013) carried out a study in Unisa Library (South Africa) to know the extent to which knowledge-sharing practices occur among professional library staff, albeit unknowingly, in their daily activities. The findings of the study reveal that knowledge sharing does occur in the library, albeit mostly in an informal way. Organisational structure, organisational culture and lack of a clearly defined knowledge-sharing strategy were identified as the major challenges to successful knowledge-sharing practices. Anna and Puspitasari (2013) investigated the purpose and benefits of knowledge sharing, formulation of knowledge-sharing strategies, use of technology in knowledge sharing and knowledge-sharing obstacles in university libraries in Indonesia. The study results show that purpose of knowledge sharing is to share best practices and lesson learned for solving problems. Librarians are involved in sharing of their knowledge related to routine work and ideas for the library development. Libraries have different names of the knowledge-sharing programmes, and they allocate regular time for knowledge sharing. Some libraries use social media for knowledge sharing and building a knowledge-worker group. Library staffs are mostly encouraged to get involved in knowledge sharing.

Hosseini and Hashempour (2012) conducted a survey of librarians in central libraries of Tabriz Governmental Universities to know the status of the use of web 2.0 tools in knowledge sharing. Findings indicate that there is significant relationship between librarians' education and the usage of web alerting as well as between the level of familiarity with knowledge-sharing concept and the level of use of some web 2.0 tools. However, no relationship was established between age, gender, education, level of experience, library section they belong to and (a) the rate of usage of web 2.0 tools in knowledge sharing and (b) the level of familiarity with knowledge-sharing concept.

Hadjipavlis (2012) examined librarians' willingness to share and reuse knowledge across seven libraries and their departments in Nicosia and Limassol and found that that trust, KM systems and incentives have a positive role in promoting knowledge sharing by boosting the motivation and performance of employees. Kumaresan and Swrooprani (2013) conducted a study to understand the knowledge-sharing attributes of the librarians and to identify the impending factors that affect the knowledge-sharing process in the Education City libraries in Qatar. The results of the study show that library professionals were actively involved in the sharing of knowledge with their colleagues within their library and other libraries. Internet and colleagues were found as the major sources of knowledge for librarians. Cultural differences, language and library policies were identified as major barriers to knowledge sharing and have significant impact on the flow of knowledge in the library community. Aharony (2011) explored the role of personality (self-efficacy and self-esteem) and situational (cognitive appraisal: threat versus challenge) characteristics on knowledge-sharing behaviour of librarians in academic and public libraries in Israel. The findings

indicate that personality and situational characteristics influence librarians' knowledge-sharing behaviour. Findings of a study conducted by Biranvand *et al.* (2015) to investigate factors affecting knowledge sharing among librarians working in public libraries of Fars Province, Iran reveal that education and consultation programmes are important methods for improving librarians' performance. Trust was found as an important factor in increasing the group performance level. Finding of a survey of 34 librarians working in four academic and college libraries in Greece by Emmanouel *et al.* (2009) reveal that librarians appeared to value more intrinsic rather than extrinsic motivation for sharing knowledge. Librarians acknowledge the importance of the role of intrinsic motivation in knowledge sharing, and that team-based culture can benefit the success of knowledge-sharing initiatives within libraries.

A number of studies have been conducted around the world, which examine different aspects of knowledge sharing, particularly, in profit-making organisations. Although some studies on knowledge-sharing attitudes and behaviour have been carried out in academic institutions and libraries around the world, there has been a lack of studies investigating knowledge-sharing attitudes of library professionals working in academic libraries in India. Therefore, present study aims to fill up this gap by examining the perceptions and attitudes of library professionals towards knowledge sharing in AMU.

OBJECTIVES OF THE STUDY

The specific objectives of the study are as follows:

1. To examine library professionals' perceptions of knowledge-sharing concepts and their willingness to share knowledge.
2. To discover the motives of knowledge sharing by library professionals.
3. To know the different sources of acquiring knowledge by library professionals.
4. To discover to what extent the library staff utilises knowledge-sharing tools in their day-to-day activities.
5. To find out the involvement of library professionals in knowledge-sharing practices.
6. To identify the different factors which motivate them for knowledge sharing.
7. To identify different barriers that hinder knowledge sharing.

HYPOTHESES

1. Most of the library professionals are aware of the concepts of knowledge sharing.
2. Most of the library professionals have positive attitudes towards knowledge sharing.
3. Most of the library professionals share knowledge to perform assigned duties/work perfectly.

4. Majority of the library professionals are using information technology (IT)–based tools for knowledge sharing.

5. Most of the library professionals expect monetary rewards for knowledge sharing.

METHODOLOGY

The purpose of this study was to examine the knowledge-sharing attitudes of the library professional working in different libraries in AMU. AMU is located in the city of Aligarh, Uttar Pradesh, Northern India. In 1875, Sir Syed founded the Muhammad an Anglo-Oriental College in Aligarh based on Oxford and Cambridge Universities in England. The college was originally affiliated with Calcutta University and was transferred to the Allahabad University in 1885. The AMU established by the AMU Act of 1920 evolved out of this college. The university has 12 faculties, 7 constituent colleges, 15 centres, 3 institutes and 10 schools. Currently, the university has almost 30,000 students and over 2,000 faculty members with over 90 departments of study. It continues to function as an important education institution in India and draws many students of foreign countries, especially Africa, West Asia and Southeast Asia (Office of the Controller of Examination AMU, 2016).

The university library system of AMU is consisted of a central library (Maulana Azad Library) and over 100 departmental and college libraries. Maulana Azad Library is one of the largest university library systems of the world, which provides access to about 1800,000 volumes of books and other documents, including bound volumes of journals, newspapers, theses, dissertations, reports, pamphlets, manuscripts, paintings, photographs, Compact Discs (CDs), microfilms, databases, e-books, talking books and others. Library, currently, subscribes 698 print journals and provides online access to more than16,000 journals. Maulana Azad Library has introduced state of the art IT, and it is fully automated with LibSys 7.0 software which connects almost all 9,500 computers within the university as well as the centres in distant states. The 3M-security system and three dozen Closed Circuit Television (CCTV) cameras ensure safety of the library material. Over 5,000 students, teachers and other members visit the library almost every day (Maulana Azad Library, 2014).

This study employed a quantitative research method using a structured questionnaire consisted of close-ended questions. Academic institutions and their libraries, in India, are too numerous to consider as sample for any research. Therefore, for this pilot study, library professionals including University Librarian, Deputy Librarians, Assistant Librarians, Professional Assistants and Semi-Professional Assistant working in different libraries (Maulana Azad Library and departmental libraries) of AMU were selected as sample population.

The total population of library professionals in Maulana Azad Library and departmental libraries of AMU at the time of this study was 150. Using stratified random sampling technique, 100 library professionals were selected as a sample. For collection of data, a questionnaire was designed and

distributed to 100 library professionals, out of which 60 duly filled questionnaires were returned back (a response rate of 60%). As it was not a large amount of data, analysis was done by simple frequency count and presented in tables.

This study is limited as regards to the generalisation of the findings. Although the intention of the researcher was to cover library professionals working in different central universities in India, the investigation was succeeded mainly in obtaining responses from the library professionals working in AMU due to time and financial constraints. Thus, the results of this study are not representation of library professionals in all the central universities and, therefore, might not be generalised. Moreover, despite the questionnaires being distributed to 100 library professionals, the sample size is still relatively small. Thus, both the quantity and variety of responses may be too small in some instances for meaningful comparisons and conclusions.

RESULTS

Demographic Profile of the Respondents

Out of 60 respondents, 37 (16.7%) were Semi-Professional Assistant, 16 (26.7%) Professional Assistant, 5 (8.3%) Assistant Librarian, 1 (1.7%) Librarian (acting) and 1 (1.7%) Deputy Librarian. Most of the respondents (43.3%) had 5–10 working years experience in the library. In terms of level of education, the majority of respondents (71.7%) had Master's Degree in LIS followed by Bachelor's Degree (16.7%) and M. Phil's Degree (1.7%). Demographic profile of the respondents is given in Table 1.

Concept of Knowledge

The terms 'knowledge' and 'information' are often used interchangeably in the domain of LIS. Due to multidisciplinary nature of KM, people have interpreted the concept of knowledge differently on the basis of their field of affiliation and interest. There is a general confusion regarding the concept of knowledge, especially in the context of KM. Therefore, it was important to understand the respondents' understanding of the concepts of knowledge. To learn the respondents' understanding of the concept of knowledge, they were asked to choose any one of the three definitions provided in questionnaire. The results are shown in Table 2.

Majority of the respondents (63.33%) chose option 'B' which described knowledge as: 'highly personal asset which represents the people's expertise acquired through study, investigation, observation or experience over time'. It is worth noting that library professionals are aware of the importance of individual or personal knowledge, which potentially represents great value to the organisation. In an organisational context, this type of knowledge is commonly described as tacit knowledge.

Knowledge in an organisation is classified as explicit (which can be documented) and tacit (which resides in the minds, cultures and experiences within the organisation). Organisational knowledge

Table 1: Demographic profile of the respondents

By Designation	Frequency	Percentage
Librarian (acting)	1	1.7
Deputy Librarian	1	1.7
Assistant Librarian	5	8.3
Professional Assistant	16	26.7
Semi-Professional Assistant	37	61.7
By gender		
Male	47	78.3
Female	13	21.71
By year of experience		
0–5 years	9	15.0
5–10 years	26	43.3
10–20 years	19	31.7
More than 20 years	6	10.0
By highest degree		
Ph.D.	6	10.0
M.Phil	1	1.7
Master	43	71.7
Bachelor	10	16.7

Table 2: Concepts of knowledge

	Statements	Number of Respondents	Percentage
A	Knowledge is the accumulation and integration of information received and processed by a recipient	10	16.66
B	Knowledge is highly personal and represents the people expertise acquired through study investigation, observation and experience overtime	38	63.33
C	Knowledge is the organised combination of ideas, rules, procedures and information	12	20.0

is embedded not only in employees but also in the organisational routines, processes, practices and norms. Realising the importance of both explicit and tacit knowledge may be 20.0% respondents believe, 'Knowledge is the organised combination of ideas, rules, procedures and information'.

Mohammad Nazim

In the literature, knowledge has also been described in the practical and functional context. The practical aspect of knowledge focuses on the functions of knowledge as in problem-solving and decision-making. From this perspective, about 17% respondents believe that knowledge is 'the accumulation and integration of information received and processed by a recipient'.

Concept of Knowledge Sharing

As it is important to understand the respondents' understanding of the concept of knowledge sharing, they were asked to indicate their opinions on knowledge-sharing concepts on five-point Likert scale, where 1 represents strongly disagreed and 5 denotes strongly agreed. Table 3 shows the analysis of the responses regarding the concept of knowledge sharing. It was believed that gaining an understanding of the concept of knowledge sharing among library professionals would help to understand the prevailing concepts of knowledge sharing among library professionals as well as their attitudes towards knowledge sharing. Table 3 gives a clear picture of what respondents thought about the concept of knowledge sharing. Most of the respondents are either agreed or strongly agreed (85%) that 'by sharing knowledge, I can use the experience of others in finding solutions to problem I face on the job' and secure the first rank among the seven statements related to the concept and importance of knowledge sharing. Most of the respondents (58.4%) were disagreed or strongly disagreed that 'work environment and office layout restricts me from sharing my knowledge with colleagues'. It received the lowest mean that is 2.3 and ranked the 7th position.

Knowledge-Sharing Attitudes

Respondents were asked to indicate their opinions on knowledge-sharing attitudes. Table 4 shows that a majority of the respondents (82%) are either agreed or strongly agreed with the statement 'when I have knowledge that might be relevant for others in the library, I do what I can to make it available to them'. And most of the respondents (50%) are either disagreed or strongly disagreed with the statement 'sharing of my personal knowledge and skills would undermine my position in the library'. It means library professionals in AMU are having positive attitudes towards knowledge sharing, and they are willing to share their knowledge with their colleagues.

Motives of Knowledge Sharing

Library professionals were asked to indicate their opinions on their motives to share knowledge. The results are shown in Table 5. It may be observed from the table that most of the respondents indicated that they share knowledge to enhance their intellectual level (60.0%) and secured the first position in the rank order of different motives of knowledge sharing. Other motives of sharing knowledge as indicated by the respondents include: to solve immediate problem (48.33%), to update knowledge and skills (43.33%) and to understand the policies of the library (48.33%).

162 Volume 6, Number 2, October 2016

Table 3: Concepts of knowledge sharing

S.No	Statements	SD	D	U	A	SA	Mean	Rank
1.	I think knowledge sharing is a process, whereby knowledge possessed by an individual is shared with another individual	8 13.3%	5 8.3%	1 1.7%	42 70.0%	4 6.7%	3.48	4
2.	I think knowledge sharing can bring innovation and creativity to library services	1 1.7%	16 10.0%	0	35 58.3%	18 30.0%	4.05	3
3.	I am aware of the importance of sharing my knowledge with my colleagues	2 3.3%	4 6.7%	3 5.0%	31 51.7%	20 33.3%	4.05	3
4.	By sharing knowledge, I can use the experience of others in finding solutions to problem I face on the job	2 3.3%	1 7.7%	6 10.0%	26 43.3%	25 41.7%	4.18	1
5.	I feel knowledge sharing will enhance my knowledge and skills	3 5.0%	3 5.0%	2 3.3%	30 50.0%	22 36.7%	4.08	2
6.	I do not think that I have any reason why I should share my knowledge with colleagues in my library as they are not sharing their own knowledge	10 16.7%	22 36.7%	12 20.0%	8 13.3%	8 13.3%	2.70	5
7.	Work environment and office layout restricts me from sharing my knowledge with colleagues	19 31.7%	16 26.7%	14 23.3%	9 15.0%	2 3.3%	2.31	6

Table 4: Knowledge-sharing attitudes of library professionals

S.No	Statements	SD	D	U	A	SA	Mean	Rank
1.	When I have knowledge that might be relevant for others in the library, I do what I can to make it available to them	1 1.7%	2 3.3%	7 11.7%	43 71.7%	7 11.7%	3.88	3
2.	When a colleague asks me for help or assistance, I share what knowledge I may have on the subject	2 3.3%	4 6.7%	6 10.0%	31 51.7%	17 28.3%	3.95	2
3.	I stay updated by exploring the information I can find on the different knowledge systems and databases	4 6.7%	3 5.0%	8 13.0%	27 45.0%	18 30.0%	3.86	4
4.	When I encounter a work-related problem, I seek knowledge and help from my colleague	3 5.0%	4 6.7%	5 8.3%	37 61.7%	11 18.3%	3.86	4
5.	Sharing of my personal knowledge and skills with my colleagues will improve productivity in the library	0	8 13.3%	8 13.3%	22 36.7%	22 36.7%	3.96	1

Sources for Acquiring Knowledge

To know how library professionals acquire knowledge, they were asked to indicate the most authentic sources through which they acquire knowledge for solving day-to-day problems and performing daily routine work in the library. The results are shown in Table 6. It may be observed from the table that most of the respondents acquire knowledge through discussion with their colleagues in the library (70.0%). Library professionals also acquire knowledge through the browsing of the Internet including websites and blogs, through e-mail and consulting books, manuals, policy documents or other printed materials as indicated by 63.33, 51.66 and 50.0% respondents, respectively.

Table 5: Motives of knowledge sharing

S.No.	Statements	Frequency	Percentage	Rank
1.	To enhance my intellectual level	36	60.00	1
2.	To help in the career development	20	33.33	5
3.	To solve immediate problem	29	48.33	2
4.	To update my knowledge and skills	26	43.33	3
5.	To perform my assigned duties/work perfectly	25	41.66	4
6.	To understand the policies of my library	26	43.33	3
7.	To understand the procedures involved in the operations of my library	26	43.33	3
8.	To get inputs in developing policies and procedures of my library	16	26.66	6
9.	To know the best practices followed in my library	20	33.33	5

Table 6: Sources for acquiring knowledge

S.No.	Statements	Frequency	Percentage	Rank
1.	Browse the Internet including websites and blogs	38	63.33	2
2.	Discuss with my colleague in the library	42	70.00	1
3.	Consult books, manuals, policy documents or other printed materials	30	50.00	4
4.	Call up a colleague in the library over phone	28	46.66	5
5.	E-mail a colleague in the library	31	51.66	3

Use of Knowledge-Sharing Tools and Techniques

The respondents were asked to specify different tools and techniques they mostly use for sharing of knowledge. Table 7 reveals that e-mail is the most frequently used method of knowledge sharing as identified by 63.33% of respondents. E-mail is followed by telephone/mobile, Facebook, Internet and library websites/blogs with 53.33, 40.0 and 36.6% respondents, respectively. Participation in conferences/seminars and formal and informal meetings are identified as the least used methods for sharing of knowledge as indicated by 20.0, 23.33 and 13.33% respondents, respectively. It is interesting to note that library professionals mostly use IT-based tools for knowledge sharing rather traditional or non IT-based tools for knowledge sharing.

Involvement of Library Professionals in Knowledge-Sharing Activities

It was important to know how and to what extent library professionals share work-related knowledge with their colleagues. Therefore, respondents were asked to indicate their opinions on

Table 7: Knowledge-sharing tools/techniques

S.No.	Statements	Frequency	Percentage	Rank
1.	Telephone/mobile	32	53.33	2
2.	E-mail	38	63.33	1
3.	Library news bulletin	20	33.33	5
4.	Library circulars and notices	18	30.00	7
5.	Facebook	24	40.00	3
6.	Yahoo messenger	10	16.66	11
7.	Twitter	13	21.66	9
8.	Internet	22	36.66	4
9.	Library websites/blogs	22	36.66	4
10.	Face-to-face meetings	19	31.66	6
11.	Conferences/seminars	12	20.00	10
12.	Informal meetings	14	23.33	8
13.	Formal meetings	8	13.33	12

seven statements related to knowledge sharing activities. The results are shown in Table 8. It may be observed from the table that a majority of the respondents are intended to share knowledge about the use of ICT in library (mean 3.45), followed by sharing of knowledge about reference service with colleagues and sharing of knowledge on library automation with colleagues with mean score of 3.43 and 3.38, respectively. Sharing of knowledge about new trends and sharing of important knowledge on library matters with colleagues were identified as the least important knowledge-sharing activities with mean score of 3.25 and 3.08, respectively.

Factors of Motivation for Library Professional to Share Knowledge

The respondents were asked to indicate their opinions on the factors which motivate them to work with interest in the library and share their ideas with colleagues. Therefore, statements related to the factors which motivate them to share their knowledge with other professional colleagues were provided in the questionnaire. Table 9 shows that a majority of the respondents (75.0%) are agreed or strongly agreed with the statement 'I share knowledge because I can use knowledge of other colleagues' and 60% respondents are either disagreed or strongly disagree with the statement 'I share knowledge because I want my colleagues to praise me'. There is a significant difference between the mean score of these seven statements because the perceptions of each library professional towards knowledge sharing are different from one another. However, it is important to note that library professionals do not expect monitory rewards in lieu of knowledge sharing as majority of respondents (56.7%) are either disagreed or strongly disagreed with the statement 'I share knowledge because it may help me get a salary increase'.

Table 8: Knowledge-sharing practices by library professionals

S. No.	Statements	Not at All	Rarely	Someti mes	Often	Very Often	Mean	Rank
1.	I share knowledge about library users with colleagues	5 8.3%	14 23.3%	16 26.7%	11 18.3%	14 23.3%	3.25	4
2.	I share knowledge about reference service with colleagues	4 6.7%	9 15.0%	16 26.7%	19 31.7%	12 20.0%	3.43	2
3.	I share knowledge about the use of ICT with colleagues	3 5.0%	10 16.7%	19 31.7%	13 21.7%	15 25.0%	3.45	1
4.	I share knowledge on library automation with colleagues	3 5.0%	10 16.7%	21 35.0%	13 21.7%	13 21.7%	3.38	3
5.	I share knowledge about classification and cataloguing with colleagues	4 6.7%	12 20.0%	20 33.3%	8 13.3%	16 26.7%	3.33	4
6.	I share knowledge about new trends in library with colleagues	5 8.3%	18 30.0%	10 16.7%	11 18.3%	16 26.7%	3.25	5
7.	I share only important knowledge on library matters with colleagues	8 13.3%	14 23.3%	13 21.7%	15 25.05	10 16.7%	3.08	6

Barriers to Knowledge Sharing

As mentioned by Kakabadse *et al.* (2001), there are four factors that can give rise to knowledge not being readily shared, namely people, management, structure, as well as the knowledge itself. As a researcher, it was intriguing to know what library professionals thought about sharing knowledge in AMU. Therefore, they were asked to retort on eight statements regarding the factors influencing or what they considered as barriers to knowledge sharing. The results are shown in Table 10.

As shown in Table 10, lack of communication is a significant barrier to knowledge sharing, and it is evident from the fact that almost 50% of the respondents have answered in affirmation to this statement. Lack of time and training in using ICT and political reasons are other decisive factors of knowledge sharing as indicated by 38.33 and 33.66% respondents, respectively.

Table 9: Motivation for knowledge sharing

S.No	Statements	SD	D	U	A	SA	Mean	Rank
1.	I share knowledge because I want to find out whether my ideas are relevant	6 10.0%	10 16.7%	6 10.0%	32 53.3%	6 10.0%	3.36	6
2.	I share knowledge because I think it is an important part of my job	5 8.3%	5 8.3%	5 8.3%	33 55.0%	12 20.0%	3.70	2
3.	I share knowledge because I am working as a team with other colleagues	7 11.7%	5 8.3%	4 6.7%	29 48.3%	15 25.0%	3.66	4
4.	I share knowledge for the pleasure of discovering new insights	6 10.0%	5 8.3%	13 21.7%	22 36.7%	14 23.3%	3.55	5
5.	I share knowledge because I can use knowledge of other colleagues	4 6.7%	6 10.0%	5 8.3%	32 53.3%	13 21.7%	3.73	1
6.	I share knowledge because it is easy to do so	3 5.0%	9 15.0%	5 8.3%	30 50.3%	13 21.7%	3.68	3
7.	I share knowledge because it may help me get promoted	3 5.0%	21 35.0%	11 18.3%	19 31.7%	6 10.0%	3.06	7
8.	I share knowledge because I want my manager to praise me	6 10.0%	24 40.0%	7 11.7%	19 31.7%	4 6.7%	2.85	8
9.	I share knowledge because I want my colleagues to praise me	12 20.0%	24 40.0%	5 8.3%	9 15.0%	10 16.7%	2.68	9

Summary of Findings

The purpose of the present study was to examine the library professionals' attitudes towards knowledge sharing. For this purpose, researchers had collected opinions from library professionals those working in Maulana Azad Library and other departmental libraries of AMU. The collected data was analysed, and summary of findings are discussed in the following section:

Table 10: Barriers to knowledge sharing

S.No.	Statements	Frequency	Percentage	Rank
1.	Lack of communication	30	50.00	1
2.	Lack of incentives	15	25.0	7
3.	Cultural differences	18	30.00	5
4.	Political reasons	22	36.66	3
5.	Lack of time	23	38.33	2
6.	Lack of training in using ICT	22	36.66	4
7.	Systems too much complicated	18	30.00	5
8.	Network problem	16	26.66	6

1. A large number of library professionals (87.7%) are considered knowledge as highly personal that represents the people's expertise acquired through study, investigation, observation and experience overtime. Library professionals mostly understand the importance of tacit knowledge as it resides in the mind of people.

2. Library professionals are mostly aware of the importance of knowledge sharing as most of them are agreed or strongly agreed with the statement 'I am aware of the importance of sharing my knowledge with my colleagues'. They are not only aware of the importance of sharing their knowledge but they also know the benefits of knowledge sharing as most of them are either agreed or strongly agreed with the statement 'by sharing knowledge, I can use the experience of others in finding solutions to problem I face on the job'.

3. Library professionals mostly have positive attitude towards knowledge sharing. They believe that sharing their personal knowledge with colleagues improves the productivity in the library and they always share their knowledge whenever someone asks for help and assistance.

4. Most of the library professionals share their knowledge for enhancing their intellectual level. They believe that sharing of knowledge solves immediate problem which encountered during day-to-day work and most of the work-related problems can be solved by discussion with colleagues. This finding of the study is akin to the finding of a study by Anna and Puspitasari (2013) who reported that librarians share knowledge and lesson learned for performing routine work and solving problems.

5. Effectiveness of knowledge sharing is largely dependent on the acquisition of knowledge. Knowledge may be acquired from different sources. However, in the present study, most of the respondents indicated that their colleagues in the library, the Internet, blogs, websites and others are the major sources of knowledge for them. It is important to note that library professionals acquire tacit knowledge through discussion with colleagues and explicit

knowledge from Internet and websites. Internet and colleagues were also identified as important sources of knowledge for librarians in an earlier study by Kumaresan and Swrooprani (2013).

6. Different types of tools and techniques are used in libraries for the purpose of knowledge sharing. Knowledge-sharing tools may be categorised: IT-based tools and traditional or non IT-based tools. Library professionals in AMU mostly use IT-based tools for sharing of knowledge. However, finding of a similar study by Hadjipavlis (ý2012) revealed that seminars, e-mail, library's website and telecommunication, face-to-face meetings were the most frequently used methods of knowledge sharing among Cypriot librarians.

7. With respect to the library professionals' involvement in knowledge-sharing activities, it was found that they are not actively involved in sharing of knowledge related to different working processes and services of their libraries as most of them indicated that they share knowledge related to different library services and operations only sometimes. This finding is not akin to the finding of a study by Kumaresan and Swrooprani (2013), as library professionals in the Education City libraries of Qatar were actively involved in the sharing of knowledge with their colleagues.

8. Lack of communication, lack of time and training to use ICT, political and cultural reasons are identified as the major barriers to knowledge sharing in the libraries of AMU. Some of the barriers to knowledge sharing identified in the present study are similar to those identified by Kumaresan and Swrooprani (2013) in the Education City libraries of Qatar. They observed cultural differences, language, policies, procedures and practices of libraries as major barriers to knowledge sharing.

9. Finding regarding the role of intrinsic and extrinsic motivation on knowledge-sharing attitudes indicates that respondents were mostly motivated through intrinsic motivation rather than extrinsic motivation. It clearly indicates that library professionals do not believe in or expect monetary incentives for knowledge sharing. They share knowledge because they think it is an important part of their duties. Intrinsic motivations were also identified as important factors in earlier studies (Babalhavaeji and Kermani, 2011; Emmanouel *et al.*, 2009; Lin, 2007), which influence knowledge-sharing behaviour of employees.

Tenability of Hypotheses

1. Most of the respondents are well aware of the concepts of knowledge sharing as emerged from the present study. Therefore, this hypothesis is proved true.

2. The findings of the study indicate that library professionals have positive attitudes towards knowledge sharing. They also believe that sharing their personal knowledge with colleagues may improve their productivity. Therefore, this hypothesis is also proved true.

3. The findings regarding the extent of library professionals' involvement in knowledge-sharing activities indicate that they are not actively involved in sharing of their knowledge of different working processes and services of their library. Therefore, this hypothesis is proved false.

4. The findings related to the use of knowledge-sharing tools indicate that library professionals mostly use IT-based knowledge-sharing tools, such as mobile/telephone, Facebook, blogs and others. Thus, this hypothesis is proved true.

5. The findings related to the motivation factors of knowledge sharing indicate that library professionals do not expect monetary incentives or rewards for knowledge sharing. Thus, this hypothesis is proved false.

CONCLUSION

In spite of the small sample size, the results of the present study revealed that library professionals perceived knowledge sharing as an important aspect of their work. In particular, the motives behind sharing of knowledge include innovation and creativity in library services, finding solution to the job-related problem, improvement in the job performance. Library professionals mostly share knowledge for enhancing their intellectual level, updating their knowledge and skills and understanding the policies of their libraries. They acquire knowledge through discussion with colleagues and also collect relevant knowledge or information from the Internet and websites. They use IT-based tools, such as e-mail, mobile/telephone, social media site (Facebook), blogs and others for sharing of knowledge with colleagues. Some library professionals also use traditional methods of knowledge sharing such as library bulletin board, face-to-face discussion and informal meetings. Although library professionals have positive attitudes towards knowledge sharing, they are not actively involved in knowledge-sharing activities, as emerged from the findings of the present study. The findings of the study indicate that library professionals do not expect extrinsic rewards for sharing knowledge. However, they acknowledged the importance of intrinsic motivation in knowledge sharing. Lack of communication, lack of time and training, political and cultural reasons are perceived as the major barriers to knowledge sharing in libraries by library professionals. As this study is limited to AMU only, its findings cannot be generalised to other libraries. Further research is, therefore, suggested to investigate knowledge-sharing attitudes and behaviour of library professionals in other central university libraries for meaningful comparisons and conclusions.

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