



**Department of Information Science, Faculty of Informatics, University of Gondar,  
Gondar ,Ethiopia, P.O.Box 196**

**Knowledge Sharing Practice and Associated Factors among Librarians in  
University of Gondar, Northwest Ethiopia, 2018**

Author Gizealew Alazie,Sisay Ebabye

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## Abstract

*Knowledge is a prime asset of organizations especially in knowledge intensive organizations like library and its management is important for organizational success. Knowledge sharing is transferring task relevant ideas, information, knowledge and experiences with other staff members as well as its retrieval and reuse in the organization. Therefore, acknowledgement of the importance of knowledge sharing in library will improve the quality of library service. This study aims to determine knowledge sharing practice and associated factors among librarians in University of Gondar, North Western Ethiopia. An institutional based cross section study will be deployed to knowledge sharing practice and associated factors among librarians in University of Gondar. By simple random sampling technique 199 librarians were selected and a structured self-administered questionnaire is also used for data collection.*

**Keywords:** knowledge, knowledge sharing practice, University of Gondar Library, Librarian.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

These days global competitions are increased in every business and the society become more knowledge based. Therefore the organizations that can identify, value, create and evolve their knowledge assets are likely to be more successful than those that do not. Knowledge in a modern organization is an essential resource especially because it is not readily replicated by rivals [1].

Knowledge is defined as human expertise which is found in peoples mind and gained through experience, interaction and the like. There are two main kinds of knowledge: tacit and explicit. Tacit knowledge is the knowledge and expertise that a person has gained over the years through experience, by interacting with others, and through a process of trial and error. On the other hand, explicit knowledge is a knowledge that can be explicated, codified and set down in manuals, written procedures, records, notes, and graphic representations, audio and visual materials [2].

Knowledge sharing is transferring or sharing task relevant ideas, information and suggestions or the behavior of disseminating and transferring knowledge with other members, within one's organization. The availability of shared knowledge is necessary for adapting, extending and creating new knowledge and innovation. Effective knowledge sharing involves the dissemination and transfer of knowledge as well as its retrieval and reuse. In the process of sharing knowledge, people are the primary entity. This is because knowledge usually exists in the mind of individuals. The process of sharing knowledge often starts at the individual level, and expands to the group level and the organizational level. Such a process of sharing organizational knowledge facilitates the exchange of working experiences, technical know-how and individual insights between and among individuals. Knowledge sharing increases the organizational knowledge and improves the capability of its employees for performing their jobs better.

The basic purpose of communicating knowledge with in a group is to utilize the available knowledge and improve group performance [3], [4]. In library sector, professionals need to share knowledge with each other for better quality service.

For any university library to perform its functions effectively, its work areas must include the following: information and communication technologies, automation, networking, internet, administration, cataloguing, acquisition, abstracting, indexing, publishing, marketing of products and services, seminars, workshops, policies, interlibrary loan, staffing, knowledge management and database management among others [5],[6], [7].

Knowledge management and the information profession have a close relationship with information and communication technologies particularly computer-based information systems and communication networks. If information is the raw materials for both knowledge management and the information profession, then technology promotes them by facilitating the creation, storage and distribution of information. Knowledge management, the use of ICTs can bring positive change in the library organizations [6].

University libraries are quite interested in using technology to network operations such as administration, cataloguing, interlibrary loan and international bibliographic project. If properly utilized it helps the growth and development of libraries in different directions. It allows easy integration of various activities, facilitates cooperation, helps to avoid duplication of efforts within the library, eliminates some uninteresting and repetitive work and provides marketing opportunity for its services [5]. The option available for now is to include networks, electronic mail and the internet if we must satisfy the information needs of the librarians in the twenty-first century.

Since library industry is knowledge intensive, a modern librarian may deal with provision and maintenance of information. If the knowledge in this industry is not shared the benefit will be limited. Knowledge sharing helps workers solve problems, learn new things and increase understanding. Workers can learn from each other and benefit from new knowledge and development by one another. Workers that are able to share knowledge are more productive and more likely to survive on their jobs than workers that do not [8]. Librarians by way of sharing their knowledge, experience, thoughts and

beliefs mutually establish their common understanding. The most effective result of using knowledge sharing practices is to improve workers' skills and knowledge which in turn increased workers efficiency and productivity [9].

## **1.2 Overview of University of Gondar libraries**

The service of university of Gondar library dates back to more than half a century during the establishment of the Gondar Public Health and Training Centre. The library system was established in 1954 to serve students of the Public Health and Training center in Gondar College of Medical Science (GCMS)

In 1978, when GCMS was established the GCMS library was also redesigned in its organization, manpower, and in supporting documents. This time the library was intended to serve medical doctors, nurses, and environmental health students. Beyond this it is intended to support the above programs to meet their objectives in serving as a source of information and reference as well as researchers. The year 1999 was a remarkable date where the GCMS library was transformed into a new building built for library, the now GCMS library.

Until the college was given the right to manage, administer, and run its business independently, all the services and activities were managed and administered by the Addis Ababa University. Along with the transformation of the college into Gondar University College in 2003 and to University of Gondar in 2004, a number of branch libraries were emerged together with the increasing number of Colleges/faculties/schools. Currently, there are eleven branch libraries available.

## **1.3 Statement of the problem**

Today's libraries emphasis has shifted from ownership of information to access, thus librarians are faced with the task of having to develop themselves in order to meet the day to day change of user needs. This has therefore forced the librarians invest in training and professional development in order to keep pace with constantly changing user needs and information environment [10].

Studies “discussed that, there are two types of knowledge sharing within organizations. While the first type is the common way of direct contact among individuals through advice or conversations, the second type is the written documents whether in the form of white papers or electronic documents. Knowledge sharing can therefore occur through written correspondence or face-to-face interaction, through networking with other experts, or documenting, intranet, telephones, emails, internet, informal meeting rooms, workshops and seminars, organizing and capturing knowledge for others” [11].

According to a descriptive survey conducted in Malaysia on knowledge sharing practice, the study revealed lack of teamwork, lack of communication channels, and lack of encouragement as hindering factors to knowledge sharing. Besides lack of skill and knowledge, lack of trust to peers is identified to be a major factor for an impediment for practicing the culture of knowledge sharing. Besides the lack of trust towards management is another hindrance factor to be considered. On the other hand, respondents in the study did not perceived lack of policies and guidelines would hinder knowledge sharing practice [12].

Previous studies conducted in Ethiopia indicated lower level of knowledge sharing practices among library employees due to several reasons like, lack of opportunity for knowledge sharing, lack of interest to share (openness). The studies also shows that there is lack of formal knowledge sharing opportunities, lack of integrated knowledge sharing with the library work process and lack of infrastructures that help to facilitate knowledge sharing practices. The majority of respondents are not motivated to share knowledge and poor management support of the KS activity of the library [13], [14], and [15].

By observing the libraries knowledge sharing practice, it faces the problem mentioned in the above studies. In UOG libraries there are KS practices between the higher staffs but the library does not have opportunity that comprises different types of library professionals to share their knowledge, skill and practice to give a quality service. The library knowledge sharing practice is not put in an integrated way, not supported by KS supportive infrastructures, and there is a poor KS practice between different staff members. Therefore, the aim of this study is to identify knowledge

sharing practice and associated factors among librarians in University of Gondar, North Western Ethiopia.

#### **1.4 Research Questions**

The following were the guiding questions for the study:

1. In what level do librarians share their knowledge?
2. What are the positive and negative attitudes among librarians about knowledge sharing?
3. What are the challenges of librarians has faced while sharing knowledge

#### **1.5 Objective:**

##### **1.5.1 General Objective:**

This study aims to determine knowledge sharing practice and associated factors among librarians in University of Gondar, North Western Ethiopia.

##### **1.5.2 Specific objectives**

- ✓ To determine the level of knowledge sharing practices among librarians
- ✓ To examine the positive and negative attitudes among librarians about knowledge sharing.
- ✓ To find out the challenges of librarians has faced while sharing knowledge

#### **1.6 Scope of the project**

The study focused on knowledge sharing practice and associated factors among librarian in university of Gondar libraries. Hence, the study was also to assess the level of knowledge and attitude of staff members and challenges towards knowledge sharing practice in selected libraries.

The study was conducted in five selected campus (i.e. College of Natural and Computational Sciences (CNCS), College of Technology Institute, College of Medical Sciences (GCMS), College of Social Sciences and College of Agriculture and Rural

Development) in UOG, district of north Gondar administrative zone, Amhara National and Regional State (ANRS), Ethiopia. The selected libraries were chosen because the librarians represent knowledge sharing practice in University of Gondar libraries.

### **1.7 Significance of the study**

The availability of accurate and timely knowledge enables organizations to create high quality services, products, and processes. The library industry is knowledge intensive industry; most of this knowledge resides in the heads of library professionals. In library, decision depends mostly on experience and knowledge of library professionals. Thus, facilitating the interaction, integrating, sharing and making this knowledge available to library professional will improve knowledge delivery and decision making.





## **CHAPTER TWO**

### **METHODOLOGY**

#### **1.8 Study area**

The study was conducted at UOG libraries which is found in Gondar town North Gondar zone of Amhara National Regional State(ANRS) and is located 750 km North West of Addis Ababa. Currently, the University structured with five branch libraries. UOG libraries have total 377 technical and supportive staff. There are 127 male employees and 249 female employees among them 6 of them are library professionals and 371 are supportive staffs.

#### **1.9 Study design**

A study design is a specific plan or protocol for conducting the study and allows the investigator to translate the conceptual hypothesis into an operational one. This study uses quantitative methods which is scientific basis and attempts to generalize the findings and generate statistics by use of large scale survey. Therefore, a facility based cross sectional mixed qualitative and quantitative study was conducted. Cross sectional study design was selected because it is relatively easy to conduct, cheaper and not time consuming because the researcher can collect all the needed data at a single time.

#### **1.10 Source Population**

The source population comprises of all library professionals who are employees of UOG libraries. There are a total of 377 library professionals such as cataloguers, Acquisition workers, Automation, Digital Library, and Technical section. But among them 69 of them sent for education to upgrade them therefore, totally 595 library professionals are working in the library.

### 1.11 Study Population

The study population for the quantitative study comprises library professionals and paraprofessionals who employed of UOG libraries and those selected during the sampling procedure.

### 1.12 Sample population and study population

All librarians in their level of position are selected and considered as study population and all required information will be collected from these populations.

**Inclusion criteria:** All staff members working in all campuses will be included.

**Exclusion criteria:** Those staff members that are annual leave and sick leave at the time of data collection period will be excluded from the study.

### Quantitative study

As described previously the total number of the study population are 377 librarians. In order to determine appropriate sample size single population proportion formula was used.

Where:  $n$  = the desired sample size of respondent.

$P$  = knowledge sharing practice proportion of 50%

$Z_{\alpha/2}$  = Critical value at 95% confidence level of certainty (1.96)

$d$  = Precision (marginal error)

$N$  = source population (377)

i.e. With 95% CI,  $Z_{\alpha/2} = 1.96$ ,  $p = 0.5$ ,  $d = 0.05$ .

Based on the formula the sample size calculated as

$$n = Z^2 \left( \frac{p(1-P)}{d^2} \right) \quad n = 1.96^2 \left( \frac{0.5(1-0.5)}{0.05^2} \right) \\ = 384.16$$

By using correctional formula

$$n_{Final} = \left( \frac{n}{1 + n/N} \right) \quad n_{Final} = \left( \frac{384}{1 + 384/377} \right) \\ = 190$$

So, with adjustment for non-response (5% contingency)  $n = 190 + 9 = 199$  was the final number of librarian included in the research.

### **1.13 Sampling Technique and Procedure**

For quantitative study the sample population was selected using proportionally simple random sampling. A simple random sample of 199 librarians will be selected to participate in the study. In this study, simple random sampling will be used because the population to be sampled is homogeneous. In this technique the sample reflects the true proportion in the population of individuals with certain characteristics. When randomly selecting people from a population, these characteristics may or may not be present in the sample in the same proportions as in the population.

All library professional was included in the study under different profession and the list of the library professionals were taken from human resource.

### **1.14 Data collection methods**

Existing different written materials were reviewed to obtain an understanding into the existing knowledge sharing and Different practices and experience sharing mechanisms within the library staffs in UOG were assessed without violating the confidentiality and right of the library staffs by using self-administered questionnaire.

### **1.15 Data Processing and Analysis**

The data were analyzed and processed quantitatively. For quantitative data, responses from the self-administered questionnaires were then tabulated into Microsoft excel application software and coded accordingly ready for analysis. Data analysis was done using both the descriptive (frequency counts, percentages, and means and cross tabulations). Reliability of the measurement scales was determined using Cronbach alpha coefficients. Data was presented in figures and tables as appropriate. The quantitative data which was procured from the survey were checked visually for completeness and then coded. The template scheme for data entry was developed and pre-tested for ranges, skipping patterns and legal values by entering the responses of questionnaires.

After validation, the data entry were cleaned, completed and analysis was conducted using IBM SPSS version 20.0 statistical package. Descriptive statistical techniques like frequencies, percentages and mean were calculated and results were presented using the data obtained through discussion.

### **1.16 Operational Definitions**

**Knowledge sharing Practice** is degree of how frequent individuals practice knowledge sharing.

**Trust** is defined as the degree to which employees believe and use the knowledge gained from their co-workers properly.

**Awareness:** - is defined as the degree to which employees are aware of the importance of knowledge sharing and benefits he/she could gain from sharing.

**Motivation:** - is the reason for people's actions, desires, and needs

**ICT infrastructure** indicates that an up to date physical ICT structure that helps employee create, share and transfer knowledge in organization.

**ICT usage** the degree in which the employees use computer-based information systems in their daily work for knowledge sharing.

### **1.17 Ethical Considerations**

The topic is approved by the department of information science. The purpose and importance of the study will be explained to the participants. Data will be collected after informed verbal agreement is obtained and confidentiality of the information will be maintained by omitting their names and person identification or privacy.

## **CHAPTER THREE**

### **Data Analysis and Interpretation**

This section describes results on knowledge sharing practice and associate factors among librarians in University of Gondar. The results of the study are presented and discussed component wise in the following section. The first part presents the results of the quantitative study.

#### **1.18 Results of quantitative study**

To undertake knowledge sharing practice analysis, a total of 199 questionnaires were distributed. Of the total distributed questionnaires, 89 (54.7%) were complete and returned back for analysis.

#### **1.19 Socio-Demographic characteristics of the respondents**

Among 89 sample respondents 28(31.5%) were in CNCS. Regarding to this section group of the respondents the result shows that the average section/department of the respondents 54(60.7%) were work on circulation. Among 89 respondent 48(53.9%) were females. Regarding the age group of the respondents the result shows that the average age of the respondents 50(56.7%) were between the age group 20-30 years. From the total, 37(40.6%) had diploma, 29(32.9 %) had bsc. degree. In terms of educational background 22(24.7%) were information technology. Regarding the experience group of the respondents the result shows that the average experience of the respondents 42(47.2%) were between the age group 2-5 years. In terms of ICT skill 38(42.7 %) were good. (Table 2)

| Characteristics           | Frequency | Percent |
|---------------------------|-----------|---------|
| <b>College</b>            |           |         |
| medical science           | 7         | 7.9     |
| CNCS                      | 28        | 31.5    |
| institute of technology   | 13        | 14.6    |
| social science            | 16        | 18.0    |
| veterinarymedicine        | 11        | 12.4    |
| Agriculture               | 9         | 10.1    |
| law school                | 3         | 3.4     |
| Other                     | 2         | 2.2     |
| <b>Department/section</b> |           |         |
| Circulation               | 54        | 60.7    |
| Acquisition               | 4         | 4.5     |
| Cataloguing               | 3         | 3.4     |
| digital library           | 10        | 11.2    |
| Technical                 | 4         | 4.5     |
| Reference                 | 1         | 1.1     |
| Other                     | 13        | 14.5    |
| <b>Gender</b>             |           |         |
| Male                      | 41        | 46.1    |
| Female                    | 48        | 53.9    |
| <b>Age</b>                |           |         |
| above 25                  | 50        | 56.2    |
| 30-35                     | 31        | 34.8    |
| 40-45                     | 6         | 6.7     |
| less than 60              | 2         | 2.2     |
| <b>Level of education</b> |           |         |
| Certificate               | 3         | 3.4     |
| Diploma                   | 37        | 41.6    |
| advanced diploma          | 16        | 18.0    |
| bsc. Degree               | 29        | 32.6    |
| msc. Degree               | 3         | 3.4     |

|                                 |    |      |
|---------------------------------|----|------|
| Other                           | 1  | 1.1  |
| <b>Education name</b>           |    |      |
| library science                 | 6  | 6.7  |
| library and information science | 2  | 2.2  |
| information science             | 3  | 3.4  |
| information studies             | 4  | 4.5  |
| information technology          | 22 | 24.7 |
| computer science                | 5  | 5.6  |
| information system              | 5  | 5.6  |
| Other                           | 42 | 47.2 |
| <b>Working experience</b>       |    |      |
| below year                      | 7  | 7.9  |
| 2-5 years                       | 42 | 47.2 |
| 6-10 years                      | 20 | 22.5 |
| 11-15 years                     | 12 | 13.5 |
| above 15 years                  | 5  | 5.6  |
| Other                           | 3  | 3.4  |
| <b>It skill</b>                 |    |      |
| extremely good                  | 7  | 7.9  |
| very good                       | 26 | 29.2 |
| Good                            | 38 | 42.7 |
| Average                         | 15 | 16.9 |
| Poor                            | 3  | 3.4  |

## 1.20 Level of knowledge sharing among librarian

### 1.20.1 Level of knowledge about Knowledge sharing

Knowledge sharing is sharing task relevant ideas, information and suggestion among team members or staffs and making the shared knowledge reusable by other people or

staffs. The result shows that 94.5% of the respondents know about knowledge sharing. On the other hand 5.6% of the respondents do not know about knowledge sharing in the library. Based on this it can be concluded that most of the respondents know about knowledge sharing.

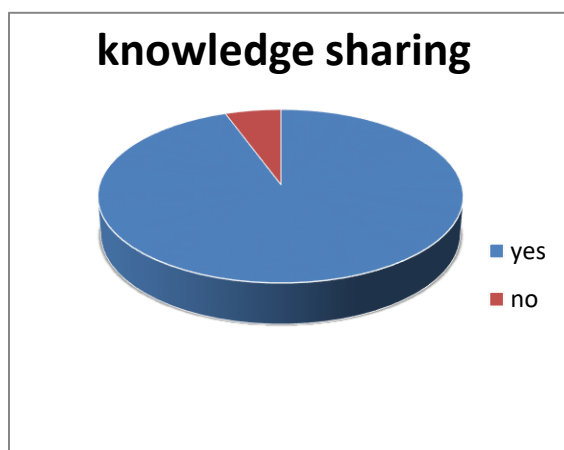


Figure 4: knowledge sharing practice of librarians in University of Gondar, 2018

Therefore, the study indicates that staff members have known about the knowledge sharing.

### 1.20.2 Level of knowledge about Elements of knowledge sharing

In this particular of the study, to examine their level of knowledge about elements of knowledge sharing the participants were asked to answer whether they know about elements of knowledge sharing or not. The following table presented using descriptive statistics provides a summary of what the sample respondents know about the elements of knowledge sharing. The survey result indicates that majority of the respondents 42(52.8%) know about exchanging of information and 20(22.5%) of them know about access to the knowledge and 14(15.7%) of them know about awareness of knowledge available.



Table 2: element of knowledge sharing of the respondent in uog

| Elements of knowledge            | Frequency | Percent (%) |
|----------------------------------|-----------|-------------|
| exchange of information          | 47        | 52.8        |
| awareness of knowledge available | 14        | 15.7        |
| access to the knowledge          | 20        | 22.5        |

Therefore, the study indicates that staff members have knowledge about the elements of knowledge sharing but more than half of them know about exchanging of information.

### 1.20.3 Knowledge sharing mechanisms in University of Gondar

To share knowledge among librarians different mechanisms are going to be used. Using knowledge sharing mechanisms like e-mail, Facebook, web blog, seminar and meeting the knowledge sharing practice among the librarians. The result shows that the respondents use different mechanisms in combination. The finding shows 27(30.3%) of the respondents uses e-mail, 28(31.5%) of them uses Facebook, 11(12.4%) uses seminar, 5(5.6%) of them uses web blog, 7(7.9%) of them uses meeting and 2(2.2%) of them uses all of mechanisms and 1(1.1%) of them uses all mechanisms and training and 2(2.2%) of them uses both e-mail and Facebook and 1(1.1%) of them uses Facebook, seminar and web blog and 1(1.1%) of them uses Facebook, web blog and 2(2.2%) of them uses meeting to share knowledge with their colleague.

Table 3: Knowledge sharing mechanism in University of Gondar, 2018

| Mechanisms | Frequency | Percent (%) |
|------------|-----------|-------------|
| Email      | 27        | 30.3        |
| Facebook   | 28        | 31.5        |
| Seminar    | 11        | 12.4        |
| web blogs  | 5         | 5.6         |
| Meeting    | 7         | 7.9         |

|       |    |      |
|-------|----|------|
| Other | 11 | 12.4 |
|-------|----|------|

#### 1.20.4 Your profession that help you to know about knowledge sharing

The staff members in the library most of them have high level of motivation to engage in knowledge sharing practice. But fig 6 shows that 7.9 % of the respondents indicate that there profession did not help them to know about knowledge sharing while 92.1% of the respondents indicate that there profession help them to know about knowledge sharing in the library.

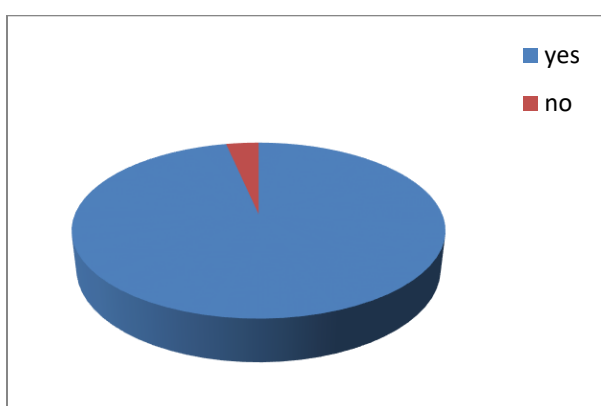


Figure 4: knowledge sharing practice of librarians in University of Gondar, 2018

The finding of the study indicates that there profession help them to know about knowledge sharing in the library. Therefore, this indicates that the librarian have high level of knowledge sharing.

#### 1.20.5 Type of Knowledge sharing area which librarians wants to share

To share knowledge among librarians different area are going to be share. Knowledge sharing area about scholarly communication and communication value, about staffing with colleagues, about library users issues with colleagues, about classification and cataloguing of library materials issues with colleagues and how information is delivered and accessed among the librarians. The result shows that the respondents share different area in combination. The finding shows 15(16.9%) of the respondents wants to share About scholarly communication and communication value, 22(24.7%) of them wants to

shareAbout staffing with colleagues, 21(23.6%) of them wants to share About library users issues with colleague, 13(14.6%) of them wants to shareAbout classification and cataloguing of library materials issues with colleagues, 6(6.7%) of them wants to shareAbout how information is delivered and accessedand 1(1.1%) of them wants to share all of the knowledge sharing area and 1(1.1%) of them wants to sharefour type of area about scholarly communication and communication value,about library user issues with colleagues, about classification and cataloguing of library material issues with colleagues and about how information is delivered and accessed,1(1.1%) of them wants to shareabout staffing with colleagues and 1(1.1%) of them wants to share three type of area about library users issues with colleague, about classification and cataloguing of library material issues with colleagues and about how information is delivered and accessed, 1(1.1%)of them wants to share on both type of area about classification and cataloging of library material issues with colleagues and about how information is delivered and accessed, 1(1.1%) of them wants to share about politics with their colleague.

Table 3: type of knowledge sharing area which librarian want to share their knowledge in University of Gondar, 2018

| Knowledge sharing area   | Frequency | Percent (%) |
|--|-----------|-------------|
| About scholarly communication and communication value                            | 15        | 16.9        |
| About staffing issues with colleagues  | 22        | 24.7        |
| About library users issues with colleagues                                       | 21        | 23.6        |
| About classification and cataloguing of library materials issues with colleagues | 13        | 14.6        |

|   |    |      |
|---|----|------|
| About how information is delivered and accessed | 6  | 6.7  |
| Other   | 12 | 13.5 |

## 1.21 Factor affecting knowledge sharing

Different questions forwarded to respondents to identify factors that affect knowledge sharing practice in the library. The factors categorized in to attitude and challenges this help to identify factors in their specific categories and support the managers to take measures with respective problem category. These help managers to design strategies that improve organizational efficiency via better knowledge sharing.

### 1.21.1 Attitude

To know the attitudes of study participants towards knowledge sharing practice among librarians is one of the metrics to measure attitudes towards knowledge sharing. Accordingly, the following table provides a summary of what the respondent's attitude towards knowledge sharing practice among librarians. The finding indicates that majority of the respondents 368(45.9%) reported that they have positive attitude and the remaining 15(1.8%) of the respondents reported that they have negative attitude towards knowledge sharing practice among librarians. So, from the table below, most of the respondents do have positive attitude towards knowledge sharing practice.

| Items | Strongly agree | Agree | Neutral | Disagree | Strongly | Mean Score | Std. |
|-------|----------------|-------|---------|----------|----------|------------|------|
|-------|----------------|-------|---------|----------|----------|------------|------|

|   |                |                |               |               | disagree     |      |      |
|---|----------------|----------------|---------------|---------------|--------------|------|------|
|   | N(%)           | N(%)           | N(%)          | N(%)          | N(%)         |      |      |
| I trust my co-workers   | 57<br>(64.0%)  | 27<br>(30.3%)  | 4<br>(4.5%)   | 1<br>(1.1)    | 0<br>(0%)    | 4.57 | .638 |
| I trust the expertise of my co-workers  | 37<br>(41.6%)  | 37<br>(41.6%)  | 12<br>(13.5%) | 2<br>(2.2%)   | 1<br>(1.1%)  | 4.20 | .842 |
| I voluntarily share my important information and knowledge with my co-workers             | 47<br>(52.8%)  | 28<br>(31.5)   | 10<br>(11.2%) | 3<br>(3.4)%   | 1<br>(1.1%)  | 4.31 | .887 |
| I am actively willing to share or provide information with co-workers when they ask       | 45<br>(50.6%)  | 34<br>(30.2%)  | 6<br>(6.7%)   | 4<br>(4.5%)   | 0<br>(0%)    | 4.33 | .836 |
| I would like to share my knowledge in face-to-face interaction                            | 50<br>(56.2%)  | 23<br>(25.8%)  | 12<br>(13.5%) | 3<br>(3.4)    | 1<br>(1.1%)  | 4.33 | .914 |
| I would like to share my knowledge by using face book                                     | 23<br>(25.8%)  | 29<br>(32.6%)  | 15<br>(16.9%) | 20<br>(22.5%) | 2<br>(2.2%)  | 3.66 | 1.12 |
| I would like to share my knowledge by using E-mail  | 30<br>(33.7%)  | 32<br>(36.0%)  | 15<br>(16.9%) | 10<br>(11.2%) | 2<br>(2.2%)  | 3.92 | 1.04 |
| I would like to share my knowledge by using other technologies                            | 27<br>(30.3%)  | 28<br>(31.5%)  | 10<br>(11.2%) | 17<br>(19.1%) | 7<br>(7.9%)  | 3.37 | 1.31 |
| I believe I would gain new ideas, technologies, skills or techniques by sharing knowledge | 52<br>(58.4%)  | 22<br>(24.7%)  | 8<br>(9.0%)   | 6<br>(6.7%)   | 1<br>(1.1%)  | 4.27 | 1.03 |
| <b>Total score</b>  | 368<br>(45.9%) | 260<br>(31.6%) | 92<br>(11.5%) | 66<br>(8.2%)  | 15<br>(1.8%) | 4.10 | .957 |

### 1.21.2 Challenges of knowledge sharing

Identifying the librarians' challenges for knowledge sharing practice in University of Gondar was one of the specific research objectives in this study. Accordingly, the study

participants were asked to mention different challenges for knowledge sharing in library. From the survey questionnaire stated, respondents were asked to indicate their level of agreement on ten different statements which required them to provide their opinion using like type scale. The following table shows challenges for knowledge sharing practice provided by sample respondents from librarians.

| Items  | Strongly agree | Agree         | Neutral       | Disagree      | Strongly disagree | Mean Score | Std. |
|--|----------------|---------------|---------------|---------------|-------------------|------------|------|
|  | N(%)           | N(%)          | N(%)          | N(%)          | N(%)              |            |      |
| Lack of understanding how to effectively share knowledge | 21<br>(23.6%)  | 24<br>(27.0%) | 12<br>(13.5%) | 22<br>(24.7%) | 10<br>(11.25%)    | 3.27       | 1.36 |
| Lack of social networking skill                          | 13<br>(14.6%)  | 27<br>(30.3%) | 15<br>(16.9%) | 21<br>(23.6%) | 13<br>(14.6%)     | 3.11       | 1.31 |
| Lack of time   | 19<br>(21.3%)  | 20<br>(22.5%) | 11<br>(12.4%) | 28<br>(31.5%) | 11<br>(12.4%)     | 3.11       | 1.37 |
| Communication barrier skill                              | 15<br>(16.9%)  | 23<br>(25.8%) | 16<br>(18.0%) | 27<br>(30.3%) | 8<br>(9.0%)       | 3.11       | 1.26 |
| Individual factor  | 16<br>(18.0%)  | 24<br>(27.0%) | 24<br>(27.0%) | 20<br>(22.5%) | 5<br>(5.6%)       | 3.25       | 1.18 |
| Inability to use modern technology                       | 15<br>(16.9%)  | 28<br>(31.5%) | 12<br>(13.5%) | 24<br>(27.0%) | 10<br>(11.2%)     | 3.16       | 1.30 |
| Failure to appreciate the value of sharing knowledge     | 14<br>(15.7%)  | 27<br>(30.3%) | 11<br>(12.4%) | 19<br>(21.3%) | 18<br>(20.2%)     | 3.00       | 1.40 |
| Lack of motivation                                       | 15             | 22            | 15            | 23            | 14                | 3.08       | 1.35 |

|                    |                 |                 |                |                |                 |      |      |
|--------------------|-----------------|-----------------|----------------|----------------|-----------------|------|------|
|                    | (16.9%)         | (24.7%)         | (16.9%)        | (25.8%)        | (15.7%)         |      |      |
| Lack of trust      | 17<br>(19.1%)   | 23<br>(25.8%)   | 4<br>(4.5%)    | 32<br>(36.0%)  | 13<br>(14.6%)   | 2.99 | 1.41 |
| Lack of awareness  | 12<br>(13.5%)   | 22<br>(24.7%)   | 15<br>(16.9%)  | 22<br>(24.7%)  | 18<br>(20.2%)   | 3.10 | 1.36 |
| <b>Total score</b> | 157<br>(17.65%) | 240<br>(26.96%) | 135<br>(15.2%) | 238<br>(26.74) | 120<br>(13.47%) | 3.11 | 1.33 |

Based on the analysis from the above table provided 24(27.0%) of the sample respondents rated agreed that the Lack of understanding how to effectively share knowledge was a challenge for knowledge sharing practice followed by 21(23.6%) of the sample respondents rated this statement as ‘strongly agree’.

Accordingly, majority of the sample respondents 23(25.8 %) replied that Communication barrier skill was one of the challenges for knowledge sharing practice rated as ‘agree’ followed by sample respondents 15 (16.9%) rated this statement as ‘strongly agree’.

Accordingly, regarding the question for Individual factor was one of the challenge for knowledge sharing practice the majority of sample respondents 24(27.0%) mentioned they perceived it as ‘agree’, while sample respondents 16(18.0%) rated this statement as ‘strongly agree’.

From the table provided above, Lack of time for knowledge sharing practice was challenge to sample respondents; accordingly, majority of them 20(22.5%) rated this statement as ‘agree’ followed by sample respondents 19(21.3%) rated this statement as ‘strongly agree’ and 11 (12.4%) of them rated this statement as ‘neutral’

From the table provided above, most of the sample respondents remarked that Lack of understanding how to effectively share knowledge about knowledge sharing practice ( $X = 4.57$ ,  $STDV = .638$ ) and Communication barrier skill to support knowledge sharing practice ( $X = 4.33$ ,  $STDV = .836$ ) followed by Individual factor ( $X = 4.33$ ,  $STDV = .914$ ), and Lack of time for knowledge sharing practice in library ( $X = 4.31$ ,  $STDV = .887$ ).

Therefore, the study indicates that Lack of understanding how to effectively share knowledge, Communication barrier skill, Individual factor and Lack of time in the library was the major challenge faced in sharing knowledge.

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## **Chapter four**

### **Discussion and Result**

Findings and analysis of the study was presented in line with the stated objectives of the research. Consequently, this section discusses the major findings that lead to the conclusion and implications of the study.

#### **1.22 Level of knowledge and knowledge sharing practices among librarians**

Knowledge sharing can increase job performance and facilitate new knowledge creation by achieving the value of knowledge. Knowledge sharing is a deliberate act that makes knowledge reusable by other professionals by exchanging knowledge (tacit or explicit) and to create a new knowledge [45]. According to Okonedo and Popoola study that librarian's share knowledge on new trends in the profession. It has become evident in this study that the extent to which librarians in the selected libraries share knowledge is high in spite of the myriads of challenges prevalent in African libraries. The librarians engage in knowledge sharing activities at a high level. This is not only encouraging, but also worthy of commendation given the infrastructural lack in many of our libraries in Nigeria and indeed in Africa [46]. Also according to Pearl M. Maponya 47.8% of the participants said that knowledge sharing in the library was on Average, 21.7% mentioned that it was good, 17.4% said it was poor and 13.0% indicated that it was unsatisfactory. It can be argued that though the library does share knowledge to some extent, however, there is little systematic sharing of knowledge taking place among the academic library staff.

More emphasis should be placed on formalizing knowledge sharing activities. Other studies also show that the significant predictors of knowledge sharing practice were; motivation to transfer knowledge, salary increment, supportive leadership, knowledge sharing opportunity. The study revealed that there is still lower level of knowledge sharing, which is affected by leadership, openness, opportunity, amount of monthly income and staff motivation [47],[48]

The finding shows that 94.5% of the respondents know about knowledge sharing. On the other hand 5.6% of the respondents do not know about knowledge sharing in the library, so the study indicates that staff members have known about the knowledge sharing.

The survey result indicates that majority of the respondents 42(52.8%) know about exchanging of information and 20(22.5%) of them know about access to the knowledge and 14(15.7%) of them know about awareness of knowledge available. the study indicates that staff members have known about the elements of knowledge sharing but more than half of them knows about exchanging of information.

The result shows that the respondents use different mechanisms in combination. The finding shows the majority 31.5% of the respondents uses Facebook, 30.3% of the respondent e-mail, 12.4% of the respondent uses seminar, 57.9% of the respondent uses meeting, 5.6% of the respondent uses web blog and 2.2% of them uses all of mechanisms and 1.1% of them uses all mechanisms and training and 2.2% of them uses both e-mail and Facebook and 1.1% of them uses Facebook, seminar and web blog and 1.1% of them uses Facebook, web blog and 2.2% of them uses meeting to share knowledge with their colleague.

The finding of the study indicates that there profession help them to know about knowledge sharing in the library. Therefore, this indicates that the librarian have high level of knowledge sharing.

The result shows that the respondents share different area in combination. The finding shows 24.7% of the majority respondents wants to About staffing with colleagues, 23.6% of them wants to share About library users issues with colleagues, 16.9% of them wants

to share About scholarly communication and communication value, 14.6% of them wants to share About classification and cataloguing of library materials issues with colleagues, 6(6.7%) of them wants to share About how information is delivered and accessed and 1(1.1%) of them wants to share four type of area about scholarly communication and communication value, about library user issues with colleagues, about classification and cataloguing of library material issues with colleagues and about how information is delivered and accessed, 1(1.1%) of them wants to share about staffing with colleagues and 1(1.1%) of them wants to share three type of area about library users issues with colleague, about classification and cataloguing of library material issues with colleagues and about how information is delivered and accessed, 1(1.1%) of them wants to share on both type of area about classification and cataloging of library material issues with colleagues and about how information is delivered and accessed, 1(1.1%) of them wants to share about politics with their colleague.

### **1.23 Positive and negative attitudes among librarians about knowledge sharing**

Knowledge sharing is the key element in fruitful and effective knowledge management programs [49]. Targeted knowledge sharing in organizations causes individuals and organizations to learn faster, develop creativity and, finally, improve individual and organizational functionality [50]. People usually do the activities they have a tendency to do. It's expected that people are interested in sharing knowledge with positive attitudes towards it [51]. Knowledge sharing requires sustainable commitment, creativity and interactive learning process [52]. Sharing knowledge creates new knowledge and improves the effectiveness of organizational performance [53].

The finding indicates that majority of the respondents 45.9% reported that they have positive attitude and the remaining 1.8% of the respondents reported that they have negative attitude towards knowledge sharing practice among librarians. The mean distribution of responses found to be 4.10 which are near to the value of 'Agree'. Thus, more than half of the respondents in the library have mutual attitude that can improve

knowledge sharing by creating conducive knowledge sharing environment in the library. Therefore, this indicates that the librarian have positive attitude towards knowledge sharing practice.

### **1.24 Challenges of librarians has faced while sharing knowledge**

The academic library being one of the most important unit of academic institutions is confronted with the challenges of having to position their goals to fit into the role that these institutions of higher learning have adopted (teaching, learning and research activities), libraries therefore promote these objectives by identifying, organizing, describing, and providing system for easy recognition and access to the stored information and knowledge of which they are custodians [54]. The challenges occur because only a part of knowledge is internalized by the organization, the other is internalized by individuals [55]. Organizations, including academic libraries can create and leverage its knowledge base through initiation of appropriate knowledge management practices. In other studies argued that “for organizations to compete effectively in the knowledge economy they need to change their values and establish a new focus on creating and using intellectual assets”. The success of academic libraries depends on their ability to utilize information and knowledge of its staff to better serve the needs of the academic community [56].

Knowledge sharing during collaborative learning makes all participants benefit in terms of positive learning outcome and achieve more in cooperative interaction as compared to individualistic interaction. In order to achieve knowledge effectiveness, individual knowledge needs to be shared. Unless individual knowledge is shared with others, the knowledge is likely to have limited impact on effectiveness. To ensure a good flow of information, librarians must share their knowledge. In the absence of this there will be no free flow of knowledge and this will lead to information hoarding [8]. Therefore, a lot of emphasis on educating librarians who are well prepared to play an effective role in the knowledge society is required because librarians are the main driving force for educational development and the advancement of information. Effective sharing of this resource is consequently one of the most important challenges facing librarians in university libraries [5], [57].

## CHAPTER FIVE

### Conclusion and recommendation

From the table provided above, most of the sample respondents remarked that Lack of understanding how to effectively share knowledge about knowledge sharing practice ( $X = 4.57$ ,  $STDV = .638$ ) and Communication barrier skill to support knowledge sharing practice ( $X = 4.33$ ,  $STDV = .836$ ) followed by Individual factor ( $X = 4.33$ ,  $STDV = .914$ ), and Lack of time for knowledge sharing practice in library ( $X = 4.31$ ,  $STDV = .887$ ). Therefore, the study indicates that Lack of understanding how to effectively share knowledge, Communication barrier skill, Individual factor and Lack of time in the library was the major challenge faced in sharing knowledge.

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## Annex I

### ANNEX - SELF-ADMINISTERED QUESTIONNAIRE

**Instructions:** Please answer the questions that follow by writing in the space provided or placing a tick mark (✓) in the appropriate box.

#### SECTION I: Demographic Profile of the Respondents

Q.1. In which faculty/school/college library that you are working?

- ☐ College of Medical Sciences
- ☐ College of Natural and Computational Sciences
- ☐ College of Technology Institute
- ☐ College of Social Sciences
- ☐ College of Veterinary Medicine
- ☐ College of Agriculture and Rural Development
- ☐ Law School
- ☐ Informatics
- ☐ Other (Please specify.....)

Q.2. In which of the following library department/section you are working?

- ☐ Circulation
- ☐ Acquisition
- ☐ Automation
- ☐ Cataloguing
- ☐ Digital Library
- ☐ Technical
- ☐ Reference
- ☐ Others (Please specify.....)

Q.3. Gender: ☐ Male ☐ Female

Q.4. What is your age category?

- ☐ Above 25

☐ 30 - 35

☐ 40 - 45

☐ Less than 60

Q.5. What is your highest level education qualification?

☐ Certificate

☐ Diploma

☐ Advanced diploma

☐ BSc. Degree

☐ MSc. Degree

☐ PhD

☐ Others (Please specify.....)

Q.6. What is the name of the study your highest level education qualification?

☐ Library science

☐ Library and information science

☐ Information science

☐ Information studies

☐ Information technology

☐ Computer science

☐ Information system

☐ Other (Please specify.....)

Q.7. You're working experiences?

☐ Below year

☐ 2-5 years

☐ 6-10 years

☐ 11-15 years

☐ Above 15 years

☐ Others (Please specify.....)

Q.8. Your level of ICT skills?

☐Extremely Good

☐Very Good

☐Good

☐Average

☐Poor

☐Others (Please specify.....)

**SECTION II: About the level of extent on the concept of knowledge and knowledge sharing of among librarians.**

Q.9. Do you know about knowledge sharing?

☐Yes

☐No

Q.10. If your answer is “yes” for Q9, which of the following elements you know more?

☐Exchange of information

☐Awareness of the knowledge availability

☐Access to the knowledge

☐Other (please specify.....)

Q.11. Which of the following tools you know used for knowledge sharing?

☐ E-mail

☐ Facebook

☐ Seminars

☐ Web Blogs

☐Meeting

☐Others (Please specify.....)

Q.12. Which of the following mechanisms you know used for utilizing knowledge sharing?

- ☐ E-mail
- ☐ Facebook
- ☐ Seminars
- ☐ Web Blogs
- ☐ Meeting
- ☐ Others (Please specify.....)

Q.13. Is your profession helps you to know about knowledge sharing?

- ☐ Yes ☐ No

Q.14. If your answer is “yes” for Q13 by which way did you get the knowledge?

- ☐ By training
- ☐ By taking degree courses
- ☐ By taking online courses
- ☐ Other (please specify.....)

Q.15. Which type of knowledge sharing area, did you want to share your knowledge?

- ☐ About scholarly communication and communication value
- ☐ About staffing issues with colleagues
- ☐ About library users issues with colleagues
- ☐ About classification and cataloguing of library materials issues with colleagues
- ☐ About how information is delivered and accessed
- ☐ Other (please specify.....)

### **SECTION III: About your attitude towards concept of knowledge and knowledge sharing among librarians.**

The following statements below are concerning the attitudes towards knowledge sharing

| <b>Table 1</b> |   |                                 |                |                      |                       |                                    |
|----------------|---|---------------------------------|----------------|----------------------|-----------------------|------------------------------------|
| <b>No</b>      | <b>Statement</b>  | <b>1<br/>Strongly<br/>Agree</b> | <b>2 Agree</b> | <b>3<br/>Neutral</b> | <b>4<br/>Disagree</b> | <b>5<br/>Strongly<br/>Disagree</b> |
| 1              | I trust my co-workers   |                                 |                |                      |                       |                                    |
| 2              | I trust the expertise of my co-workers  |                                 |                |                      |                       |                                    |
| 3              | I voluntarily share my important information and knowledge with my co-workers             |                                 |                |                      |                       |                                    |
| 4              | I am actively willing to share or provide information with co-workers when they ask       |                                 |                |                      |                       |                                    |
| 5              | I would like to share my knowledge in face-to-face interaction                            |                                 |                |                      |                       |                                    |
| 6              | I would like to share my knowledge by using face book                                     |                                 |                |                      |                       |                                    |
| 7              | I would like to share my knowledge by using E-mail  |                                 |                |                      |                       |                                    |
| 8              | I would like to share my knowledge by using other technologies                            |                                 |                |                      |                       |                                    |
| 9              | I believe I would gain new ideas, technologies, skills or techniques by sharing knowledge |                                 |                |                      |                       |                                    |

Key: 1= Strongly Agree  
2=Agree  
3=Neutral  
4=Disagree  
5=Strongly Disagree

### **SECTION IV: About the challenges you face at the time of knowledge sharing**



Below are statements concerning the challenges you face towards knowledge sharing. Please mark with X the column which describes your accordance with the following statements.

| Table 2  |                        |            |              |               |                           |
|--|------------------------|------------|--------------|---------------|---------------------------|
| Statement  | 1<br>Strongly<br>Agree | 2<br>Agree | 3<br>Neutral | 4<br>Disagree | 5<br>Strongly<br>Disagree |
| Lack of understanding how to effectively share knowledge |                        |            |              |               |                           |
| Lack of social networking skill                          |                        |            |              |               |                           |
| Lack of time   |                        |            |              |               |                           |
| Communication barrier skill                              |                        |            |              |               |                           |
| Individual factor  |                        |            |              |               |                           |
| Inability to use modern technology                       |                        |            |              |               |                           |
| Failure to appreciate the value of sharing knowledge     |                        |            |              |               |                           |
| Lack of motivation                                       |                        |            |              |               |                           |
| Lack of trust  |                        |            |              |               |                           |
| Lack of awareness  |                        |            |              |               |                           |

Key: 1= Strongly Agree  
2=Agree  
3=Neutral  
4=Disagree  
5=Strongly Disagree

Any suggestion and comment on knowledge sharing practice among librarians associated factors in UOG

.....  
.....  
.....

**Thank you for your cooperation!!!!**