**Exploring Knowledge-Sharing Behavior Patterns Among Academic Librarians in the Rajshahi Division, Bangladesh**

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| --- |
| **Abstract**  **Aims:** This study aims to explore the knowledge-sharing behavior patterns among academic librarians in the Rajshahi Division, Bangladesh. It seeks to identify the factors influencing these behaviors, assess the role of organizational culture and technological infrastructure, and provide recommendations for enhancing knowledge-sharing practices in academic libraries.  **Methodology:** This study applied a descriptive quantitative method to collect the data. Data were collected from academic librarians working in universities and colleges across the Rajshahi Division. Surveys were used to gather quantitative data on knowledge-sharing behaviors.  **Results:** The findings reveal that academic librarians engage in both formal and informal knowledge-sharing practices, with a preference for face-to-face interactions. Key factors influencing these behaviors include organizational culture, trust, and access to technology. Challenges such as limited technological infrastructure, lack of training, and hierarchical organizational structures were identified as significant barriers to effective knowledge sharing.  **Conclusion:** The study highlights the importance of fostering a supportive organizational culture and investing in technological infrastructure to enhance knowledge-sharing practices among academic librarians. By addressing the identified barriers, academic institutions can improve collaboration and service delivery. The findings contribute to the broader understanding of knowledge-sharing behaviors in academic libraries and provide actionable recommendations for policymakers and library administrators. |

**Keywords:** Knowledge sharing, academic librarians, behavior patterns, Rajshahi Division, organizational culture, technology.

**1. Introduction**

Knowledge sharing is a critical component of organizational success, particularly in academic institutions where the dissemination of information is essential. Academic librarians, as custodians of knowledge, play a pivotal role in facilitating access to resources and promoting a culture of collaboration. However, the behavior patterns of academic librarians in sharing knowledge remain underexplored, especially in regions like the Rajshahi Division of Bangladesh.

In this 21st century, knowledge is an indispensable and has become a library that plays a vital role in knowledge and resource sharing. Knowledge sharing is one of the challenging processes for knowledge managers and knowledge center’s between the user community. Knowledge sharing is not an effortless task because of various reasons behind resource sharing, such as legal issues, inadequate resource management, and distribution of knowledge resources. Resource managers have to follow and obey the author(s), publisher(s), policies, government guidelines, and all that. Knowledge sharing is essential in this present scenario; even a single library cannot provide various resources to the user demands, so consortium is more critical within the institutes. Without any expectation, the government has to support and promote the library consortia site. Knowledge is shareable with anyone in any place based on their need; anyone can provide knowledge if they are specialized in their field of work.

“In general, knowledge is classified into explicit or tacit knowledge according to the extent to which such knowledge could be easily shared with another person. Explicit knowledge typically refers to the knowledge that could be easily expressed by words or documents, 3 it can easily be codified and articulated in language, it can be packaged, transferred and shared among individuals” (Heng-Li Yang et al., 2006; Mutula and Mooko, 2008).

“In contrast, tacit knowledge is an informal personal knowledge that is embedded in mental processes and uniquely rooted in individual experience, beliefs, values and often times not easily clear; fully expressed because it is obtained through experience and work practices. It can only be shared by observation or discussion with the carrier and learnt by doing or close interaction between people”(Heng-Li Yang et al., 2006; Choo, 2000; Choi and Lee, 2003).

“Knowledge sharing can occur via written correspondence or face-to face communications through networking with other experts, or documenting, organizing and capturing knowledge for others (Cummings Librarians working in higher institution libraries therefore need to equip themselves with relevant tacit and explicit knowledge and also share it, in order to cope with the rapid changes occurring in their libraries. This is because libraries have transcend beyond the conventional functions of acquiring, processing, storing, disseminating and utilizing document to provide service rather libraries are in the knowledge economy era which is inclusive of human knowledge in addition to its resources” (Shanhong, 2009) to provide services.

This study seeks to fill this gap by examining the knowledge-sharing behaviors of academic librarians, identifying the factors that influence these behaviors, and exploring how these practices impact institutional effectiveness. By understanding these patterns, institutions can develop strategies to enhance knowledge-sharing practices and improve service delivery.

**1.1 Statement of the Problem**

Without identifying the gaps, it is impossible to find the real solution to the problem. So, the first and foremost task of any research work is to identify the research problem correctly. Generally, we know a research problem is on which topic the researcher continues his research. Therefore, the researcher must formulate a clear and focused problem that is researchable.

Despite the growing emphasis on knowledge management in academic institutions, there is limited research on the knowledge-sharing behavior patterns of academic librarians, particularly in developing regions like the Rajshahi Division. The lack of understanding of these behaviors hinders the development of effective strategies to promote knowledge sharing and collaboration among librarians. This study addresses this gap by exploring the factors that influence knowledge-sharing behaviors and identifying the challenges faced by academic librarians in the region.

**1.2 Research Questions**

* What are the key knowledge-sharing behavior patterns among academic librarians in the Rajshahi Division?
* What factors influence these knowledge-sharing behaviors?
* How do organizational culture and technological infrastructure impact knowledge-sharing practices?
* What strategies can be implemented to enhance knowledge sharing among academic librarians?

**1.3 Objective of the Study**

* To analyze the knowledge-sharing behavior patterns of academic librarians in the Rajshahi Division.
* To identify the enablers and barriers to knowledge sharing in academic libraries.
* To assess the impact of organizational culture and technology on knowledge-sharing practices.
* To propose actionable recommendations for improving knowledge-sharing behaviors among academic librarians.

**1.4 Significance of the Study**

This study contributes to the understanding of knowledge-sharing practices in academic libraries, particularly in the context of developing regions like the Rajshahi Division. The findings will provide valuable insights for academic institutions, library administrators, and policymakers to develop strategies that promote effective knowledge sharing. By enhancing knowledge-sharing practices, academic libraries can improve service delivery, foster collaboration, and support the overall mission of educational institutions.

**1.5 Scope and Limitations**

**1.5.1 Scope:**

This study focuses on academic librarians working in universities and colleges in the Rajshahi Division. It examines their knowledge-sharing behavior patterns, the factors influencing these behaviors, and the role of organizational culture and technology. The study will help understand the library professional’s knowledge sharing behavior and awareness and how it will affect the organization, Librarian’s community and the surrounding population.

**1.5.2 Limitations:**

* The study is limited to the Rajshahi Division.
* The study does not explore the long-term impact of knowledge-sharing interventions.
* Only the questionnaire technique is implemented for collecting data.

**Literature Review**

Knowledge sharing has been widely studied in various organizational contexts, but its application in academic libraries, particularly in developing regions, remains limited. Previous research highlights the importance of knowledge sharing in enhancing organizational performance and fostering innovation (Nonaka & Takeuchi, 1995). In the context of libraries, studies have emphasized the role of librarians as knowledge facilitators who bridge the gap between information resources and users (Rowley, 2003). However, the specific behavior patterns of academic librarians in sharing knowledge have not been thoroughly explored.

Organizational culture has been identified as a critical factor influencing knowledge-sharing behaviors. A supportive culture that encourages collaboration and trust is essential for effective knowledge sharing (Davenport & Prusak, 1998). Additionally, technological infrastructure plays a significant role in enabling knowledge-sharing practices, particularly in the digital age (Riege, 2005). Despite these insights, there is a lack of research on how these factors manifest in the context of academic libraries in developing countries like Bangladesh.

This study builds on existing literature by focusing on the Rajshahi Division, a region with a growing academic sector but limited research on knowledge-sharing practices. By examining the behavior patterns of academic librarians, this study contributes to the broader understanding of knowledge sharing in academic institutions.

3.1 Knowledge

Knowledge is considered as a collection of experience, appropriate information and skilled insight which offers a structure for estimating and integrating new experiences and information.

Knowledge is a familiarity or awareness, of someone or something, such as fact (descriptive and knowledge), skills (procedural knowledge) or objects (acquaintance knowledge) contributing to ones understanding. By most accounts, knowledge can be acquired in many different ways and from many sources, including but not limited to perception, reason, memory, testimony, scientific inquiry, education, and practice. The philosophical study of knowledge is called epistemology. (ghonr.1999.r)

The term "knowledge" can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); formal or informal; systematic or particular.

3.2 Definition of knowledge

According to Wikipedia “Knowledge is defined as what is learned, understood or aware of. An example of knowledge is learning the alphabet. An example of knowledge is having the ability to find a location. An example of knowledge is remembering details about an event.”

According to john (2004) “Knowledge is defined as the gain of facts, information, and truth. In philosophy any principle, theory or concept which fits into this definition is considered as knowledge.” Knowledge sharing is the act of exchanging information or understanding between individuals, teams, communities, or organizations. Knowledge may be explicit (meaning procedures and documents) or tacit (meaning intuitive and experience-based). Sharing knowledge is an intentional process that not only bolsters an individual's understanding but helps create or enhance an archive of accessible knowledge for others. The concept of knowledge sharing is important because it helps individuals and businesses be more agile and adaptable in the face of change and helps ensure continued growth and survival. De Ridder‟s (2004)

3.3 Knowledge sharing

Knowledge sharing refers to the process of exchanging information between people, teams, or organizations. This knowledge may be explicit, which comes from documents or procedures, or tacit, meaning it was developed from experience. Sharing knowledge has benefits for the sharer as well as the recipient. It can create understanding, a feeling of importance, and even help employees grow their leadership skills. Knowledge sharing is related to knowledge transfer. But knowledge transfer is specifically about how to work out a plan to get critical know-how from employees who are leaving to those who are staying. Organizations should always have a plan for keeping tacit knowledge within their company. (Wabwezi, 2011, pp.14-15)

Knowledge sharing is the process of transferring tacit (undocumented) and explicit (documented) information from one person to another. In an organization, sharing knowledge not only increases productivity, but it also empowers employees to do their jobs effectively and efficiently. Davenport & Prusak 2000, Gamble & Blackwell 2001).

The aim of knowledge sharing is to share best practices and lesson learned, the librarians also share their knowledge about their daily task, how to solve problems, and ideas for library development. (wikipedia).

3.4 Benefits of knowledge sharing

Knowledge might be power, but it’s much more powerful when it’s shared! If only one person knows how to do something, that prevents others from developing and can hinder your organization’s progress. Plus, what happens if they hoard knowledge and decide to leave. But that’s enough doom and gloom because when you manage knowledge properly and give people a platform to share and access it, you’re opening the door to a whole host of benefits. (Patriotta, 2003)

• Collaborate and build collective knowledge.

• Find better ways of doing things.

• Build a community and learning culture.

• Create better customer experiences.

• Retain knowledge.

• Connect remote employees to knowledge.

• The feel-good factor.

3.5 Importance of Knowledge

The study contributes valuable insights in knowledge-sharing behaviors among academic librarians in the Rajshahi Division. For examining organizational culture, technological infrastructure, and behavioral patterns, the findings can help the academic institutions to develop strategies for enhancing knowledge-sharing practices. Moreover, the study highlights the barriers and enablers for affecting knowledge-sharing, that is essential for library development and innovation. Knowledge sharing has been recognized as the most important factor in the success of KM. Knowledge sharing means the exchange of employees' knowledge, skills, and experiences. (Shamsie & Mannor, 2013)

• Knowledge is a powerful and important part of life.

• A famous Sanskrit verse says that ‘an educated person is honored everywhere’.

• Knowledge has equipped man with limitless power. With knowledge, man can dominate over beings who are much stronger than him in strength.

• Knowledge has helped humans and prompted the progress of our civilization.

• Knowledge accounts for the success of the people. The more knowledgeable you are, the more advantage you have over other people.

• Power of knowledge should not be used for a destructive purpose.

3.6 Characteristics of Knowledge

1. Knowledge is insatiable: Like wealth, the more one acquires knowledge, the more one desires to gain.

2. Knowledge is enduring: Unlike material possessions, knowledge never decays or loses its value over time.

3. Knowledge is illuminating: Once gained, knowledge sheds light beyond its immediate boundaries, enabling deeper understanding and new insights.

4. Information is the foundation of knowledge: Knowledge is built upon the accumulation and interpretation of information.

5. Knowledge implies truth, proof, and conviction: The concept of knowledge is rooted in the principles of truth, evidence, and belief.

6. Knowledge is built on facts and values: The structures of knowledge are grounded in both factual information and value systems.

7. Knowledge is boundless: There are no limits to the acquisition or expansion of knowledge.

3.7 The purpose of knowledge sharing

When people share knowledge and contribute to your collective brain, they're helping people learn while they're at the company but also leaving insights and instructions that can be tapped into once they're gone. ( igi-global.com/diction).

 Collaborate and build collective knowledge

 Find better ways of doing things

 Build a community and learning culture

 Create better customer experiences

 Retain knowledge

 Connect remote employees to knowledge

 The feel-good factor

**2. Methods of the Study**

This study applied a descriptive quantitative method to collect the data. The present study is based on primary data. The survey was conducted among the academic librarians in Rajshahi Division.

**2.1 Population and Sample:**

The study focuses on academic librarians working in universities and colleges in the Rajshahi Division. A purposive sampling technique is used to select participants from both public and private institutions.

**2.2 Data Collection:**

**Surveys:** A structured questionnaire is distributed to academic librarians to collect quantitative data on their knowledge-sharing behaviors, motivations, and challenges.

Initially, the rechercher prepared a structured questionnaire, which was distributed among 25 academic librarians from universities in the Rajshahi Division. The questionnaire consisted of two parts:

**Part I** focused on the sociodemographic details of the respondents, including age, educational qualifications, designation, and years of working experience.

**Part II** explored the knowledge-sharing behaviors of the library professionals, addressing aspects such as their information-searching strategies, methods of sharing knowledge, and the tools they utilize. Most of the questions were designed in a multiple-choice format, and respondents were instructed to select the most appropriate answer. A total of 25 questionnaires were distributed, and all were completed and returned, ensuring a 100% response rate.

**2.3 Data Analysis:**

Quantitative data is analyzed using statistical tools to identify trends and patterns. The data has been analyzed using SPSS, the Likert scale, and presented theoretically and graphically.

**Ethical Considerations:**

In conducting this research study, significant emphasis has been placed on ensuring that the entire research process adheres to the highest ethical standards and remains free from bias. To achieve this, the researcher has stuck to a number of different ethical considerations that guarantee that none of the ethical principles are violated during the course of the research study and data collection.

Following are some of these ethical considerations made in this research study:

* All the participants will be told that the participation is entirely in a voluntary manner.
* The researcher personally conducted research and wrote their own research.
* All sources used are properly attributed (cited), where used, in the text to avoid plagiarism.
* The sources cited were personally reviewed, without relying on another researcher’s interpretation of the cited source.
* All data and associated findings are real and were not fabricated.

**4. Result and Discussion:**

The findings reveal several key insights into the knowledge-sharing behavior patterns of academic librarians in the Rajshahi Division:

1. **Behavior Patterns:** Librarians engage in both formal and informal knowledge-sharing practices, with a preference for face-to-face interactions over digital platforms.
2. **Influencing Factors:** Organizational culture, trust, and technological infrastructure are identified as critical factors influencing knowledge-sharing behaviors.
3. **Challenges:** Limited access to technology, lack of training, and hierarchical organizational structures are significant barriers to effective knowledge sharing.

## *Table 1.* Demographic Characteristics of Respondents

|  |  |  |
| --- | --- | --- |
| Demographic Characteristics of Respondents | Frequency | Percentage |
| Gender |  |  |
| Male | 25 | 100% |
| Female | 00 | 00% |
| Age |  |  |
| 25-35 | 4 | 16% |
| 36-45 | 9 | 36% |
| 46-55 | 5 | 20% |
| 56-65 | 7 | 28% |
| 66-75 | 00 | 00% |
| Qualifications |  |  |
| Diploma | 4 | 16% |
| Bachelor’s Degree | 8 | 32% |
| Master’s Degree | 13 | 52% |
| M. phil | 0 | 0% |
| **Designation** |  |  |
| Librarian | 7 | 28% |
| Deputy Librarian | 6 | 24% |
| Assistant Librarian | 10 | 40% |
| Library Assistant | 2 | 8% |
| **Working Experience** |  |  |
| Less than 1 | 0 | 00% |
| 2 to 5 year | 3 | 12% |
| 6 to 10 year | 7 | 28% |
| 11 to 15 year | 11 | 44% |
| More… | 4 | 16 |

The results presented in **Table-1** reveal key demographic and professional characteristics of the 25 academic librarians surveyed in the Rajshahi Division. The majority of respondents (100%) were male, with the largest age group being 36–45 years. In terms of designation, 40% of the respondents held the position of Assistant Librarian, making it the most common role among participants. Regarding educational qualifications, 52% of the respondents had a Master’s degree as their highest level of education. Additionally, 44% of the librarians reported having 10–15 years of working experience in their respective fields. The table further highlights that a significant proportion of respondents were Assistant Librarians, with an average age of 36–40 years, accounting for 36% of the total sample.

## Table 2. Knowledge sharing awareness

|  |  |  |
| --- | --- | --- |
| **Knowledge sharing awareness** | **Respondents** | **Percentage** |
| Excellent | 9 | 36% |
| Good | 16 | 64% |
| Poor | 0 | 00 |
| Very poor | 0 | 00 |

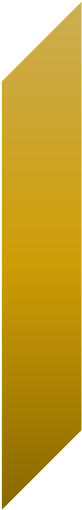
The table shows that, the awareness of knowledge sharing is highly respondents of 64% “Good” and secondly respondents 36% of “Excellent”. On the other hand “poor and very poor” is 00% of respondents. So it is clear that the awareness of knowledge sharing is good for overall librarian. It is very good for library to aware of knowledge sharing.

**Fig: 1 Knowledge Sharing Awareness of the respondents**

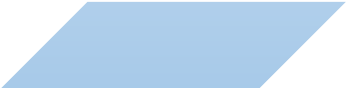
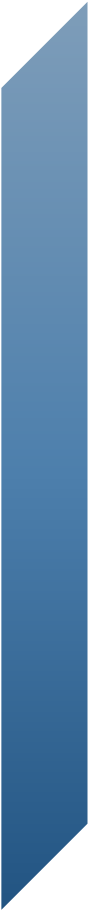
**60**

**40**

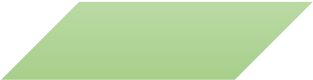
**20**



**Excellent**



**Good**



poor



**V. poor**

Figure 1 illustrates the level of knowledge-sharing awareness among the respondents. The majority of respondents, represented by the blue color, fall under the category of ‘Good’ knowledge-sharing awareness. The yellow color represents the second-largest group, indicating respondents with ‘Excellent’ knowledge-sharing awareness. Notably, there were no respondents in the categories of ‘Poor’ or ‘Very Poor’ knowledge-sharing awareness.

## Table 3. Sources for acquire knowledge

|  |  |  |
| --- | --- | --- |
| **Sources** | **Respondents** | **Percentage** |
| Colleagues | 25 | 100% |
| Learn by doing | 7 | 28% |
| Team work | 20 | 80% |
| Experienced members of staff | 15 | 60% |

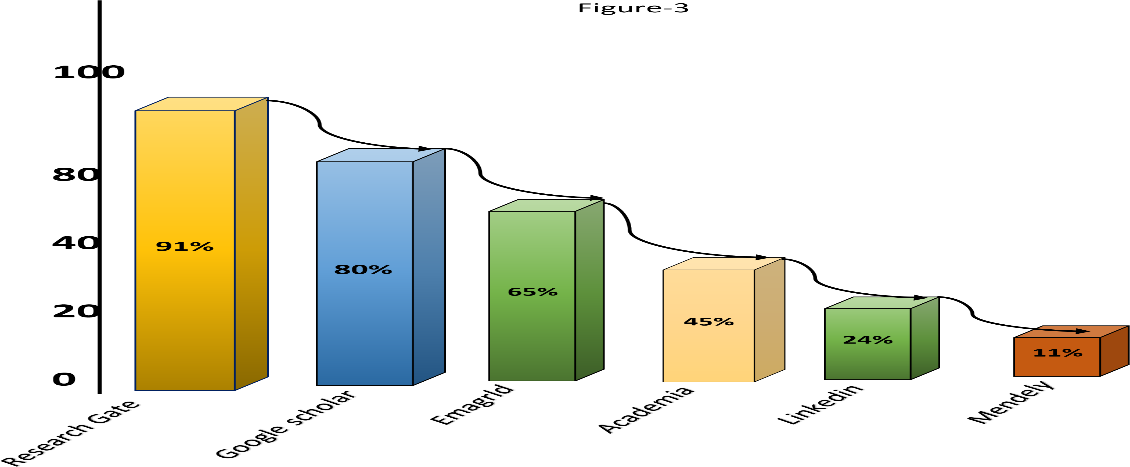
Above the table-3 shows the sources through which the respondents gain knowledge. About 100% of the respondents noted that they gain knowledge from ‘Colleagues’ and 80% that they gain ‘Team work’ their respective work in library. Also, study finding out that 28% of gain knowledge by their respective doing work and last they gain knowledge 60% of Experienced members of staff in their respective organizations.

## Table 4. Usage of technology in knowledge sharing

|  |  |  |
| --- | --- | --- |
| **Technology for Knowledge sharing** | **Respondents** | **Percentage** |
| Internet | 24 | 96% |
| E-mail | 22 | 88% |
| Vedio Conferencing | 11 | 44% |
| Knowledge Portals | 9 | 36% |
| Instant Messaging | 5 | 20% |
| Wiki | 3 | 12% |
| Facebook | 21 | 84% |
| Youtube | 19 | 76% |

Above Table-4 show the usage of technology in knowledge management and knowledge sharing. It was found that 96%, most respondents, considered the usage of ‘Internet’ as very important for knowledge management and knowledge sharing. In contrast, 88% of respondents considered the usage of ‘E-mail’ as very important. Also 44% respondents indicated the usage of ‘vedio conference ‘as necessary. Further, 36% considered of ‘knowledge portals’ vital. Likewise 20% considered ‘Instant Messaging’. Also we show that the ‘Wiki’ of 12% in total record. Further, 84% considered using ‘Facebook’ as important and last we show 76% of ‘Youtube’ as important ways for knowledge management and knowledge sharing. So that above the results internet is using as very important.

## Fig 2. Academic Social networking sites for Knowledge sharing



The above figure 2 shows the usage of various academic and social networking sites for knowledge sharing. It was found that the majority 91% of the respondents used ‘Research Gate’, followed by 80% preferred by ‘Google Scholar’. 65%considered ‘Emagrld’ for knowledge sharing, while 45% considered ‘Academia’ for knowledge sharing. Similarly, 24% of respondents considered ‘Linkedin’ and only 11% of respondents believed that ‘Mendely’ for knowledge sharing.

## Table 5. What are the way to encourage staff members to share their knowledge

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Way to encouraging** | **SA** | **A** | **N** | **D** | **DS** | **AA** |
| Encourage with Incentives | 18 72% | 5  20% | 1  4% | 1  4% | 0 | 84% |
| Encourage to publishing scholar articles | 10  40% | 9  36% | 4  16% | 1 4% | 1 4% | 68% |
| Encourage to attend conference, seminars and workshop | 9  36% | 12 48% | 3  12% | 1 4% | 0 | 80% |
| Regular email shorts and weekly newsletters | 14 56% | 9  36% | 2 8% | 0 | 0 | 92% |
| Culture of knowledge  learning, sharing and development | 13 52% | 8  32% | 3  12% | 1 4% | 0 | 92% |
| Need to conduct effective education and training to develop a knowledge | 8  32% | 13 52% | 2 8% | 2 8% | 0 | 76% |

**Used Scale**: 1. Strongly Agree(SA) 2. Agree(A) 3. Neutral(N) 4. Disagree(D) 5. Strongly Disagree(SA). 6. Average Agree(AA)

Table 5 shows the various ways to encourage staff members to share their knowledge. The majority, 92% of the respondents, agreed that it is ‘Regular email shorts and weekly newsletters and Culture of knowledge learning, sharing and development’ Like wise 68% of agreed to ‘Encourage to publishing scholar articles’ it is more less than others. On the other, ‘Encourage with Incentives’ 84% agreed to it. Additionally,80% agreed that Encourage to attend conference, seminars and workshop’ knowledge sharing behavior . Also, last 76% agreed that ‘need to conduct effective education and training to develop a knowledge sharing cultural in the organization. From the above table it is cleared that most of the librarian encourage to agreed regular email shorts. From the table we show most of the librarian respondents their opinion “Regular email shorts and weekly newsletters,Culture of knowledge learning, sharing and development”

* 1. ***Challenge Knowledge sharing***

## Table 6. Knowledge sharing challenge in Academic librarian

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Challenge of KS | SA | A | N | D | DS | Average Agree |
| Lack of relevant training | 22 88% | 2 8% | 1 4% | 0 | 0 | 96% |
| Insufficient and inappropriate system | 21 84% | 4  16% | 0 | 0 | 0 | 98% |
| Lack of clearly defined guidelines | 19 76% | 4  16% | 2 8% | 0 | 0 | 92% |
| Lack of librarian expertise | 15 60% | 5  20% | 2 8% | 3  12% | 0 | 80% |
| Lack of organizational leadership | 17 68% | 6  24% | 2 8% | 1 4% | 0 | 92% |
| Lack of awareness | 20 80% | 3  12% | 1 4% | 0 | 0 | 92% |
| Limited budgets | 24 96% | 1 4% | 0 | 0 | 0 | 100% |

**Scaled used:** 1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree

The above-given table 6 shows the detailed analysis of various challenges of knowledge sharing. The most among the challenge found was ‘Limited budgets’ 96% majority of respondents agreeing with it. Others in ascending order are ‘Insufficient and inappropriate system’ of 84% respondents agreed. Furthermore of 88% consider to ‘Lack of relevant training’ at the same time 76% of respondents are considered ‘Lack of clearly defined guidelines’ of knowledge sharing. Equally 60% of respondents agreed that ‘Lack of librarian expertise’ in knowledge sharing. Additionally, 68% of respondents ‘Lack of organizational leadership’ and Finally, 80% of ‘Lack of awareness’ in their challenge of knowledge sharing.

**Conclusion**

This study sheds light on the knowledge-sharing behavior patterns of academic librarians in the Rajshahi Division, emphasizing the importance of organizational culture and technological infrastructure.

Knowledge sharing awareness and knowledge sharing behavior play an essential role in creating new knowledge in every growing organization. Knowledge sharing is vital since it facilitates decision-making capabilities within organizations. Knowledge sharing also improves performance at work, effectiveness at work, and skills. This study has revealed that most of the library professionals of the various academic institutions of **Rajshahi Divison** have a good level of knowledge sharing awareness and take part in knowledge sharing activities through various mediums such as library databases and various other academic networking sites such as knowledge portals, conferences, webinars. Email, group mail, internet and social networking sites such as YouTube, Facebook.

However, a few library professionals disagree entirely with instant messaging and online chatting tools and social networking sites in knowledge management and knowledge sharing. Further, this study also revealed various ways to encourage library professionals to participate in knowledge sharing activities, such as encouragement with incentives, encourage professionals to participate in scholarly communication, conduct seminars and webinars frequently, and encourage the innovative initiatives of the employees.

## 4.2 Recommendation

To motivate the entire employees to play an active role in knowledge sharing requires the right strategy, because knowledge sharing is not only activities for managers, but for the entire organization member.

**Some Recommendations are given below:**

1. Promote a Collaborative Culture: Academic institutions should foster a culture of collaboration and trust among librarians to encourage knowledge sharing. This can be achieved through team-building activities, workshops, and open communication channels.
2. Invest in Technology: Provide access to modern technological tools and platforms (e.g., digital repositories, collaborative software) to facilitate seamless knowledge sharing among librarians.
3. Training and Development: Offer regular training programs to enhance librarians' skills in knowledge management, information technology, and effective communication.
4. Recognition and Incentives: Recognize and reward librarians who actively participate in knowledge-sharing activities to motivate others to engage in similar practices.
5. Create Knowledge-Sharing Policies: Develop clear policies and guidelines that encourage and institutionalize knowledge-sharing practices within academic libraries.
6. Encourage Mentorship Programs: Establish mentorship programs where experienced librarians can share their expertise with newer staff members.
7. Improve Infrastructure: Ensure that libraries have adequate infrastructure, such as high-speed internet and updated software, to Plateort knowledge-sharing activities.

**Further Areas of Research**

1. Comparative Studies: Future research could compare knowledge-sharing behavior patterns among academic librarians in different regions of Bangladesh or other developing countries.
2. Longitudinal Studies: Investigating the long-term impact of knowledge-sharing interventions on institutional effectiveness.
3. Technology Integration: Exploring the role of emerging technologies, such as artificial intelligence and blockchain, in facilitating knowledge sharing in academic libraries.
4. User Perspectives: Examining how knowledge-sharing practices among librarians impact end-users, such as students and faculty members.

**Disclaimer (artificial intelligence)**

This paper represents the original work of the author. As this paper was a research and was bulky, Deepseek AI was employed as an AI-powered language tool to assist with the editing and proofreading process.

**Consent**

As per international standard, parental written consent has been collected and preserved by the author(s).

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