Knowledge Sharing among Librarians in Public Libraries of Fars Province, Iran

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Abstract

This study aims to investigate factors affecting knowledge sharing among librarians working in public libraries of Fars Province, Iran. The research uses a survey method. Using stratified random sampling technique, 180 librarians were selected as a sample. The data collection instrument is a questionnaire with an acceptable reliability. Data analysis was accomplished using Lisrel Full Version 8.7.

The study findings revealed that education and consultation programs improve librarians' performance. These should be designed based on employees' ability and type of activity. The task-technology fit provides the opportunity to make more use of a technology thus improving the user's performance. Existence of mutual trust between the librarians and their organizations, on the other hand, causes both sides to tend more to make knowledge-sharing. Overall, trust is an important factor in increasing the group performance level. Creation of positive mental thinking in librarians' minds has improved their mentality towards their activities and complexities of their use of knowledge-sharing system, at the same time, increasing job effectiveness and speed of doing duties.

Considering the importance of knowledge-sharing as the most fundamental function and the most important challenge of knowledge management, the current work presents a comprehensive casual model for predicting the factors affecting knowledge-sharing in public libraries.

Keywords: knowledge sharing, knowledge management, libraries.

Introduction

The third millennium's organizations are required to implement the knowledge management and must act to do this by precise planning. Specifically, organizations' success increasingly depends on how they are efficiently able to gather, store, and recover information among their staff at several levels. In the age where knowledge is the determinant factor of power and wealth in societies, knowledge management has become the most important duty of societies and their inside organizations, especially those organizations which are efficiently trying to improve their activities and performance.

Knowledge management is a crucial concept which aims, in any organization, to explain and clear how to transform both personal and organizational information into individual and collective knowledge and skills. In this way, organizations are unable to continue, unless they select an appropriate strategy to present intellectual and knowledge-based capitals. In order to be successful in today's competitive market, organizations need to search for expert and experienced human resources or to educate them about the required skills. However, these are not enough, and it is necessary to consider the importance of transfer of experience and knowledge from experts to beginners and those who need them. This is of so much importance that in ranking of organizations, intellectual capital is deemed to be a key indicator. As an undeniable and crucial section in organizations' success, knowledge sharing covers a wide range of organizational ideas including strategic, economic, behavioral, and managerial strategies.

Most of employees suppose their personal knowledge as a strong resource, influential leverage or a guarantee of continuity of their employment, and therefore do not like to share it with the others. For this reason, one of the challenges faced by organizations and institutions is how to use individuals' intellectual capacities to deal with the processes of problem-solving, knowledge

promotion, improving technical skill, and increasing quality in carrying out the duties. (Goh, 2002).

Knowledge sharing among staff and inside groups provides the organization with the opportunity to discover knowledge resources and then make investment in them (Wang and Noe , 2010). The most important reason behind the knowledge management system's lack of success in sharing knowledge is managers' lack of information on the factors affecting knowledge sharing. In fact, introduction of these factors, as a starting point, helps those superior managers and practitioners responsible for the organizations knowledge management, who are interested in auditing activities existing in their organization in line with the implementation of knowledge management (Jen and Wen, 2009). As a complicated but value-making activity, knowledge sharing is the basis for and foundation of a large number of knowledge management strategies. So, identifying factors affecting knowledge management can pave the way for knowledge sharing in practice.

Libraries and information centers are amongst the organizations which need knowledge sharing in their daily affairs. Libraries are expected to deliver high quality information for their patrons in a reasonable time; therefore, they are considered to be amongst organizations which need to establish knowledge management elements. This would be possible if librarians promote their specialized information level. As stated earlier, knowledge sharing is one of the most effective ways to increase specialized knowledge level of staff. It is one of the effective and efficient strategies which managers use to reach a desirable level of knowledge among their staff.

As custodians of knowledge dissemination, libraries have a vital role in quantitatively and   qualitatively improving the knowledge sharing. Definitely, libraries are able to play their role as knowledge disseminators, when they provide a suitable context for knowledge sharing among their own staff and, then offer services to the other users and organizations. Considering the critical role of libraries in the process of sharing the knowledge for various communities, the present research investigates the factors affecting knowledge sharing among librarians in public libraries.

Research Literature

Due to the increasing importance of knowledge sharing and its components, various studies are conducted in this regard by researchers worldwide. In their paper entitled "Knowledge sharing among architects in a project design team", Zhikun and Fungfai (2009) investigated the relationship among variables of "attitude", "intention to share knowledge", and "subjective norm". Data gathering was carried out by collecting 199 questionnaires from Chinese engineers. The results suggest that the attitude towards knowledge sharing and subjective norm have meaningful and positive impacts on the intention to do knowledge sharing and the attitude towards the intention to do knowledge sharing, respectively.

Chai and Kim (2010) investigate the role of "trust" in knowledge sharing among bloggers. Using questionnaire, data was collected from 485 weblog users. Results indicated that trust has a positive and significant effect on intention. Chen and Hung (2010) identified factors that were considered influential in increasing community knowledge transfer and examined their impact in professional virtual communities. An internet-based questionnaire was used as the data gathering tool. The results suggested that norm of reciprocity, interpersonal trust, knowledge sharing self-efficacy, and perceived relative advantage were significant in affecting knowledge sharing behaviors in professional virtual communities. Furthermore, while the collecting behavior had a significant effect on community promotion, the influence of contributing behavior on community promotion was limited.

By distributing online questionnaires, Yang and Lai (2011) investigated knowledge sharing behavior on Wikipedia. Findings of the research indicated that intention to do knowledge sharing and attitude towards knowledge sharing have significant and positive impacts on knowledge sharing behavior and intention to do knowledge sharing, respectively.

In an article entitled " Knowledge sharing in IS personnel: Organizational behavior's perspective", Teh and Yong (2011) developed a model including the variables "attitude", "intention to do knowledge sharing", "subjective norm", "knowledge sharing behavior", "sense of self-esteem", and "citizens' organizational behavior". The data was gathered by distributing questionnaires among 116 personnel of the information system. The results revealed that intention to do knowledge sharing, attitude towards knowledge sharing, and subjective norm have positive and meaningful impacts on knowledge sharing

behavior, intention to do knowledge sharing, and attitude towards intention to do knowledge sharing, respectively.

Ho et al. (2012) developed a framework by social combination and effect so as to identify the factors affecting knowledge sharing three among staff of Taiwanese technologic corporations. The variables under their study were "trust", "cognition", "reputation", "intention to do knowledge sharing", "knowledge management quality system". Findings revealed that trust has a positive and meaningful impact on the intention to do knowledge sharing.

Research Methodology

This research uses a survey method. The population of this survey includes librarians working in public libraries of Fars province. The total population of full-time librarians in public libraries of Fars Province the time of this study was 350. Using stratified random sampling technique, 180 librarians were selected as a sample. The data collection instrument is a questionnaire compiled by researchers mostly based on several validated questions available in the literature. The instrument was tested for reliability and the Cronbach's alpha coefficient of the results was 0.86. This suggests that the instrument is stable enough to be used in the study.

Data analysis was accomplished using Lisrel Full Version 8.7. Considering the nature of this research, for data analysis, descriptive and inferential were used. First of all, researchers calculated the descriptive statistics indices, variables' correlation matrixes, direct effect coefficients, indirect effect coefficients, and total effect of all variables on each other as well as on the behavior of knowledge sharing. Then, given the coefficients reported, the research assumptions have been examined so that it has been determined if they are to be confirmed or rejected. Finally, the path analysis model is provided. It should be mentioned that the findings have been analyzed without considering the gender variable. To better understand the path analysis of knowledge sharing process, a conceptual model has been presented in the figure 1 for further discussion and investigation.
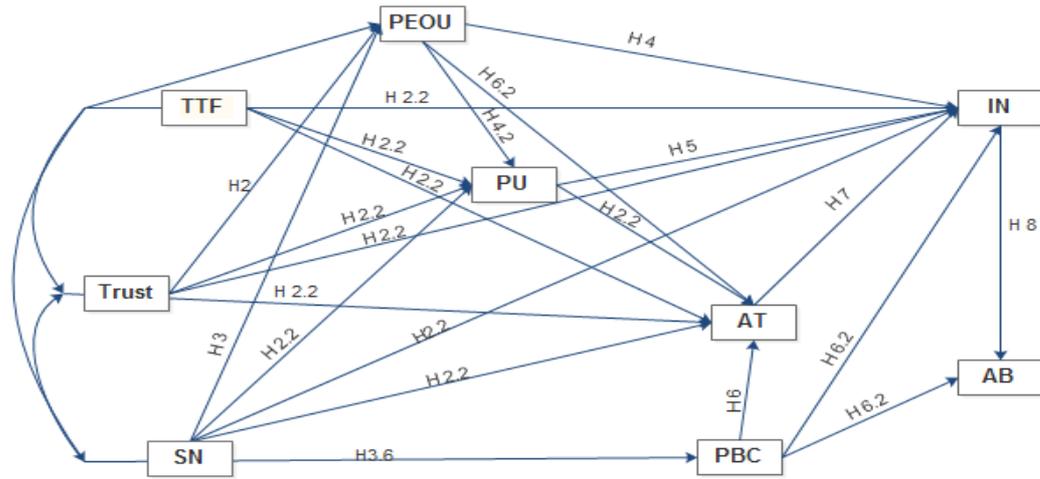
Fig. 1: Hypothesized model of research (TTF: task-technology fit, SN: subject norm, PU: perceived usefulness, PEOU: perceived ease of use, PBC: perceived behavioral control, AT: Attitude Toward knowledge sharing, IN: intentions to knowledge sharing, AB: actual behavior)

Research Variables

In the present research, the researchers used social exchange theory, theory of planned behavior, and task-technology fit theory to predict factors affecting knowledge sharing behavior. The research variables are divided into three groups: predictor, criterion and intermediate variables. The criterion variable used in this research is the usage of knowledge sharing in the staff's behavior (desirable behavior, real usage). The predictor variables are trust, task-technology fit, and subjective norm. The intermediate variables are the perceived ease of use, perceived usefulness, attitude toward knowledge sharing, subjective norm, perceived behavioral control and intention to knowledge sharing.

Research Purposes and Hypotheses

The main purpose of this research is to predict factors affecting knowledge sharing among librarians in public libraries within a casual model. Accordingly, the following hypotheses are considered for investigation in this survey:

- Task-technology fit has an impact on the variables perceived ease of use, perceived usefulness, attitude towards knowledge sharing, and intention to do knowledge sharing.

- Trust has an impact on the variables perceived ease of use, perceived usefulness, attitude towards knowledge sharing, and intention to do knowledge sharing.

- Subjective norm has an impact on the variables perceived ease of use, perceived usefulness, attitude towards knowledge sharing, intention to do knowledge sharing, and perception of behavioral control.

- Perceived ease of use has an impact on the variables perceived usefulness, attitude towards knowledge sharing, and intention to do knowledge sharing.

- Perceived usefulness has an impact on the variables attitude towards knowledge sharing, and intention to do knowledge sharing.

- Perception of behavioral control has an impact on the variables attitude towards knowledge sharing, intention to do knowledge sharing, and knowledge sharing behavior.

- Attitude towards knowledge sharing has an impact on the variable intention to do knowledge sharing.

- Intention to do knowledge sharing has an impact on the variable knowledge sharing behavior.

Research Findings

- Descriptive statistics indices of the research variables

Table 1 presents the indices related to the descriptive statistics of the research variables for the sample under study including average, standard deviation, skewness, and kurtosis.

Table 1: Descriptive statistics indices of the research variables

variables	kurtosis	skewness	standard deviation	average

task-technology fit	-0.22	0.26	4.83	37.10
trust	-0.61	0.19	5.11	47.88
subjective norm	0.19	0.84	4.47	19.26
perceived ease of use	-0.59	0.15	3.49	35.43
perceived usefulness	-0.49	-0.13	6.10	44.43
perceived behavioral control	1.10	0.42	3.40	16.12
attitude toward knowledge sharing	1.00	0.91	2.74	16.43
intentions to knowledge sharing	0.41	1.18	3.83	19.72
actual behavior	0.76	0.16	3.37	43.41

With respect to the values obtained for skewness and kurtosis of the research variables, the distribution of all variables is of normal type. So, it is possible to use the path analysis method to analyze the research findings.

- *Correlation Matrix of the Research Variables*

Since the correlation matrix is an indicator for the analysis of casual models, Table 2 shows a significant correlation among the entire factors.

Table 2- Correlations Matrix

variables	1	2	3	4	5	6	7	8
task technology fit	1							
trust	0.09[*]	1						
subjective norm	0.16[**]	0.21[**]	1					
perceived ease of use	0.17[*]	0.42[*]	0.37[*]	1				
perceived usefulness	0.16[*]	0.34[*]	0.28[*]	0.44[*]	1			
perceived behavioral control	0.05	0.04	0.24[**]	0.03	0.02	1		
attitude toward knowledge sharing	0.19[**]	0.22[**]	0.22[**]	0.38[**]	0.44[**]	0.21[**]	1	

| intentions to knowledge sharing | 0.16[**] | 0.18[**] | 0.21[**] | 0.33[**] | 0.31[**] | 0.20[**] | 0.59[**] | 1 |

According to table 2, all of the independent factors are correlated to each other. To be specific, the highest correlation belongs to the perceived usefulness (0.44) and intentions to knowledge sharing (0.59), and the lowest correlation belongs to the perceived behavioral control (0.02).

- *Path analysis*

In this study, a hypothetical model (Fig. 1) has been developed based on the theoretical and experimental literature in order to investigate the direct impacts of the variables (task- technology fit, trust, subjective norm, perceived ease of use, perceived usefulness, perception of behavioral control, attitude towards knowledge sharing) on each other as well as on the knowledge sharing behavior in the public libraries. The research assumptions indicate the casual relationship between the variables existing in the hypothetical model. In the present work, simultaneous testing if hypotheses is carried out in form of the initial model. First, we estimated the parameters using the maximum probability method in order to evaluate the hypothetical model of the research. Estimated parameters include direct effect coefficients and pair comparison of them, indirect effect coefficients, and the overall impact coefficients, each having a separate table containing the standardized estimate coefficients, and the t-value related to the meaningfulness test of each parameters is presented. Then, we have compared the impacts of the variables on each other and on the knowledge sharing behavior using the standardized coefficients, and have shown whether or not the research assumptions are confirmed. Finally, the analysis model for the fitted characteristics is presented.

- *Analysis of the structural model*

The path coefficients and significance levels in the structural model (including Direct

effects, indirect effects and total effects) are shown in Fig. 2, and Table 3.

Table 3: Direct, indirect, and total effects of the research model

variables Estimated	Direct effects	t	Indirect effects	t	Total effects	t
Effects of task-technology fit on:						

	Direct		Indirect		Total	
perceived ease of use	*0.09	2.30	-	-	*0.09	2.30
perceived usefulness	0.07	1.73	*0.03	2.18	**0.10	2.34
Attitude	0.09*	2.44	**0.05	2.76	**0.14	3.44
intention	0.03	0.76	**0.09	3.54	**0.12	2.74
actual behavior	-	-	*0.03	2.52	*0.03	2.52
Effects of trust on:						
perceived ease of use	**0.26	9.20	-	-	**0.26	9.20
perceived usefulness	**0.17	4.06	**0.11	5.49	**0.29	6.87
Attitude	0.00	0.07	**0.17	6.90	**0.17	4.05
intention	0.00	-0.02	**0.13	5.38	**0.14	3.14
actual behavior	-	-	**0.03	2.82	**0.03	2.82
Effects of subjective norm on:						
perceived ease of use	**0. 28	7.26	-	-	**0. 28	7.26
perceived usefulness	**0. 12	2.83	0.09**	4.98	*0. 22	4.95
perceived behavioral control	**0.24	5.64	-	-	**0.24	5.64
Attitude	-0. 02	-0.16	**0.18	6.90	**0.16	3.76
intention	0.02	0.61	**0.14	4.68	**0.16	3.67
actual behavior	-	-	**0.13	5.57	**0.13	5.57
Effects of perceived ease of use on:						
perceived usefulness	**0.31	6.86	-	-	**0.31	6.86
Attitude	**0.23	4.91	**0.10	5.06	**0.33	7.04
intention	0.10*	2.32	**0.18	6.10	**0.28	5.82
actual behavior	-	-	**0.07	4.30	**0.07	4.30
Effects of perceived usefulness on:						
Attitude	**0.32	7.52	-	-	**0.32	7.52
intention	0.03	0.66	**0.17	6.41	**0.19	4.22
actual behavior	-	-	**0.05	3.52	**0.05	3.52
Effects of perceived behavioral control on:						
Attitude	**0.20	5.12	-	-	**0.20	5.12
intention	**0.08	2.11	**0.10	4.73	**0.18	4.35
actual behavior	**0.36	9.12	**0.05	3.60	**0.41	10.15
Effects of attitude on:						
intention	**0.51	12.30	-	-	**0.51	12.30
actual behavior	-	-	**0.13	5.67	**0.13	5.67
Effects of intention on:						
actual behavior	**0.25	5.97	-	-	**0.25	5.97

As can be inferred from Table 3:

- Regarding effects of task-technology fit:

Direct effects: Task-technology fit has a positive direct effect on the perceived ease of use, because (0.09, t =2.30, p < 0.01). The assumption "task-

technology fit has a negative direct effect on the perceived usefulness" is not supported, because (0.07, t =1.73, p< 0.01). On the other hand, the assumption "task-technology fit has indirect effect on the perceived usefulness" is supported, because (0.03, t =2.18, p < 0.01). Moreover, task-technology fit has a positive direct effect on the attitude, because (0.09, t =2.44, p < 0.01).

Indirect effects: Task-technology fit has an indirect effect on the attitude towards knowledge sharing by perceived usefulness and perceived ease of use because (0.05, t =2.76, p < 0.01). The assumption "task-technology fit has a negative direct effect on the intention" is supported, because (0.03, t =0.76, p < 0.01). Task-technology fit's indirect effect on the intention to knowledge sharing by perceived usefulness, perceived ease of use and attitude towards knowledge sharing is supported, because (0.09, t=3.54, p< 0.01). Task-technology fit has an indirect effect on the actual behavior by perceived usefulness, perceived ease of use, attitude towards knowledge sharing and intention to knowledge sharing (0.03, t=2.52, p<0.01).

Total effects: Task-technology fit has a significant positive relationship with perceived usefulness (0.1, t=2.43, p< 0.01). Task-technology fit has a significant positive relationship with attitude towards knowledge sharing (0.14, t=3.44, p<0.01). Task-technology fit has a significant positive relationship with intention to knowledge sharing (0.12, t =2.74, p < 0.01).

- Regarding effects of trust:

Direct effects: The assumption "trust has a positive direct effect on the perceived ease of use" is supported, because (0.36, t=9.20, p < 0.01). The assumption "Trust has a positive direct effect on the perceived usefulness" is supported, because (0.17, t=4.06, p< 0.01). Trust has indirect effect on the perceived usefulness by perceived ease of use, because (0.11, t=5.49, p< 0.01). The assumption "trust has a negative direct effect on the attitude" is not supported, because (0.00, t=0.07, p< 0.01).

Indirect effects: The assumption "trust has an indirect effect on the attitude towards knowledge sharing by perceived usefulness and perceived ease of use" is supported, because (0.17, t=6.90, p< 0.01). The assumption "trust has a negative indirect effect on the intention" is not supported, because (0.00, t=-0.02, p <0.01).The assumption "trust has an indirect effect on the intention to knowledge sharing by perceived usefulness, perceived ease of use and attitude towards knowledge sharing" is supported, because (0.13, t=5.38, p<0.01). The

assumption "trust has an indirect effect on the actual behavior by perceived usefulness, perceived ease of use, attitude towards knowledge sharing and intention to knowledge sharing" is supported, because (0.03, t=2.82, p <0.01).

Total effects: Trust has a significant positive relationship with perceived usefulness (0.29, t=6.87, p< 0.01). Trust has a significant positive relationship with attitude towards knowledge sharing (0.17, t =4.05, p< 0.01). Trust has a significant positive relationship with intention to knowledge sharing (0.14, t=3.14, p < 0.01).

- Regarding effects of subjective norm:

Direct effect: The assumption "subjective norm has a positive direct effect on the perceived ease of use" is supported, because (0.28, t =7.66, p< 0.01). The assumption "subjective norm has a positive direct effect on the perceived usefulness" is supported, because (0.12, t =2.83, p < 0.01).

Indirect effect: The assumption "subjective norm has an indirect effect on the perceived usefulness by perceived ease of use" is supported, because (0.09, t=4.98, p< 0.01). The assumption "subjective norm has a positive direct effect on the perceived behavioral control" is supported (0.24, t =5.64, p < 0.01). The assumption "subjective norm has a negative direct effect on the attitude" is not supported, because (0.02, t=-0.16, p< 0.01). Subjective norm has an indirect effect on the attitude towards knowledge sharing by perceived usefulness, perceived ease of use and perceived behavioral control, because (0.18, t=6.90, p< 0.01). Subjective norm has a negative direct effect on the intention, because (0.02, t=0.61, p< 0.01). The assumption "subjective norm has an indirect effect on the intention to knowledge sharing by perceived usefulness, perceived ease of use , attitude towards knowledge sharing and perceived behavioral control" is supported, because (0.14, t=4.68, p < 0.01).

Total effects: subjective norm has a significant positive relationship with perceived usefulness (0.22, t =4.95, p< 0.01). Subjective norm has a significant positive relationship with attitude towards knowledge sharing (0.16, t =3.76, p< 0.01). Subjective norm has a significant positive relationship with intention to knowledge sharing (0.16, t =3.76, p < 0.01).

- Regarding effects of perceived ease of use:

Direct effect: The assumption "perceived ease of use has a positive direct effect on the perceived usefulness" is supported because (0.31, t=6.84, p< 0.01).

The assumption "perceived ease of use has a positive direct effect on the attitude" is supported, because (0.23, t =4.91, p < 0.01). The assumption "perceived ease of use has a positive direct effect on the intention" is supported, because (0.10, t =2.32, p < 0.01). Total effects: perceived ease of use has a significant positive relationship with attitude towards knowledge sharing (0.33, t=7.04, p< 0.01). Perceived ease of use has a significant positive relationship with intention to knowledge sharing (0.28, t =5.82, p < 0.01).

- Regarding perceived usefulness:

Direct effect: The assumption "perceived usefulness has a positive direct effect on the attitude" is supported because (0.32, t =7.52, p < 0.01). The assumption "perceived usefulness has a negative direct effect on the intention" is not supported because (0.03, t =0.66, p < 0.01).

- Regarding perceived behavioral control:

The assumption perceived behavioral control has a positive direct effect on the attitude" is supported, because (0.20, t =5.12, p < 0.01). The assumption "perceived behavioral control has a positive direct effect on the intention" is supported, because (0.08, t =2.11, p< 0.01). The assumption "perceived behavioral control has a positive direct effect on the actual behavior" is supported, because (0.36, t =9.12, p < 0.01). On the other hand, perceived behavioral control has a significant positive relationship with attitude towards knowledge sharing (0.18, t=4.32, p< 0.01). Also, perceived behavioral control has a significant positive relationship with intention to knowledge sharing (0.41, t =10.15, p < 0.01).

Moreover, findings revealed that the assumption "attitude toward knowledge sharing has a positive direct effect on the intention" is supported, because (0.51, t =12.30, p< 0.01). The assumption "intention to knowledge sharing has a positive direct effect on the actual behavior" is supported, because (0.25, t =5.97, p < 0.01).
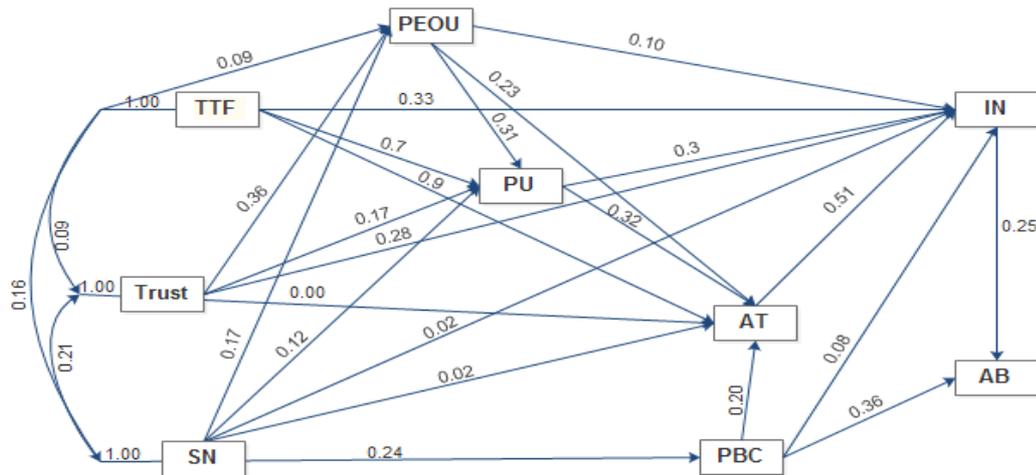In Figure 2, the curves obtained for the fitted model path along with the parameters estimated are presented.

Fig. 2: Final model of knowledge sharing behavior among librarians

Discussion and Conclusion

In the present research model, we used a combination of the theory of social exchange, two information technology acceptance models (the theory of planned behavior) and the combined model of task-technology fit to make the main model of the research and its hypotheses. The variances calculated for the knowledge sharing behavior among the librarians in public libraries is 0.24.

Results of the research indicated that the maximum and minimum variance calculated for the research variables (intention to do knowledge sharing and perceived behavioral control) among the public libraries librarians is 0.38 and 0.06, respectively. Study of the task-technology fit effect on perceived ease of use, perceived usefulness, attitude towards knowledge sharing, and intention to do knowledge sharing indicates that the direct effect of task-technology fit on perceived ease of use among the librarians is 0.09, which is significant at the level of 0.05 with respect to the value of t=2.30. The direct impact of task-technology fit on perceived usefulness among the librarians is 0.07, which is not significant with respect to the value of t=1.73. Also, the direct impact of task-technology fit on attitude towards knowledge sharing among the staff is 0.09, which is significant at the level of 0.05 with respect to the value of t=2.44. The direct impact of task-technology fit on intention to do knowledge sharing among the librarians is 0.03, which is not significant with respect to the value of t=0.86. So, the first hypothesis of the research, which is related to the direct impact of task-technology fit on perceived ease of use and attitude towards

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knowledge sharing is confirmed, and its direct impact on perceived usefulness and intention to do knowledge sharing is rejected.

Technology literacy can facilitate immediate access to a large volume of data and information and pave the way for remote collaboration in both inter- and intra-units teamwork. Nowadays, technology tools are given to staff based on their organizational posts; therefore, using and learning knowledge sharing system has been facilitated and the time needed for gaining business experience as well as the cost of finding and accessing the valuable types of knowledge have been reduced. As a result, positive views towards the knowledge sharing system is created among the staff. If librarians have a positive attitude towards knowledge sharing, new opportunities and innovations are generated within the organization's atmosphere, resulting in further degree of success for both the organization and librarians while responding to environmental changes and developing new capacities. In this way, it would be possible to present objective and reasonable strategies. In such circumstances, the organization and librarians would be able to have better performance and efficiency, when needed. Education is the most important factor in the movement of potential positive attitude towards the actual one, creation of morale and motivation in librarians; and managers should guarantee such atmosphere for their staff. To develop such an attitude, organizations may offer educational and consultation programs so as to improve their staff's performance. These educations should be designed based on the staff's ability and type of their activities. Task-technology fit provides this opportunity, causes a technology to be used more, and finally improves the user's performance. Results of the present research is in line with those concluded by Lam et al. (2007), Norzaidi et al. (2007), Wu et al. (2008), Larsen et al. (2009), Yousif (2010), and Pai and Tu (2011).

While studying the impact of trust on perceived ease of use, perceived usefulness, attitude towards knowledge sharing, and intention to do knowledge sharing, it seems that those staff who fully trust their organization have more motivation and make further efforts to contribute to organizational and personal knowledge. This reduces learning time and complexities of the use of knowledge sharing system, and improves working quality, task performance, job effectiveness, and speed of doing the duties making the staff obtain more accurate, higher-quality, newer and wider task information. If the staff do not trust each other, the knowledge may be misused, and the usefulness and ease of use of knowledge loses its own value. The less the trust between the

organization and the staff, the less knowledge they share with each other. Overall, trust is an important factor in increasing the level of collective performance. The results obtained from the present research are in line with those by Kim et al. (2009) and Al – Gahtani (2011).

In studying the impact of subjective norm on perceived ease of use, perceived usefulness, attitude towards knowledge sharing, intention to do knowledge sharing, and perceived behavioral control, a positive subjective norm is an important reason which causes for doing an activity. When a positive thought is created in the minds of librarians, activities and works will become easier and they will need lower effort to perform their tasks, learning time and complexities of using the knowledge sharing system will be facilitated, and finally, work quality, job effectiveness, and speed of doing duties will be improved. In such circumstances, librarians will obtain more accurate and higher-quality job information, and in fact, there will be a positive emotions and views towards the knowledge sharing system created in the minds of librarians, as they believe that use of this system reduces the time needed for experience and business leading to reduction of costs, improvement in performance, servicing the customers, reduction of the development time of new products and finally access to valuable types of knowledge within the organization. In this way, librarians' behavior and what is on their mind are considered and counted as an effective factor in successful implementation of knowledge management. But since knowledge sharing is a personal trait and that it is hard to prepare individuals for knowledge sharing, they may not be motivated to share their knowledge with the others. So it is the organization's task to pay close attention to their librarians' subjective norms in order to create collective mentalities and thoughts. Naturally, it should be accepted that juxtaposing the mentalities with each other results in innovation leading to organizations' success. Meanwhile, subjective norm through perceived ease of use has an indirect impact on perceived usefulness. Also, subjective norm through perceived ease of use, perceived usefulness, and perceived behavioral control has an indirect impact on attitude towards knowledge sharing. Finally, subjective norm through perceived ease of use, perceived usefulness, and attitude towards knowledge sharing has an indirect impact on intention to do knowledge sharing. Results of the present research is in line with those concluded by Ryu et al. (2003), Al – Gahtani (2011), Lin and Huang (2010), Wu (2006), Shittu et al. (2006), Chatzoglou and et al. (2009), and Stemati et al. (2012).

In studying the impact of perceived ease of use on perceived usefulness, attitude towards knowledge sharing and intention to do knowledge sharing, it is possible to argue in such a way that when librarians believe that use of knowledge sharing system does not require any efforts and much complexities, the their perception about the usefulness and efficiency of use of this system will be increased, and they will reach the belief that use of the knowledge sharing system improves his job performance, work quality, and effectiveness. In fact, staff's views on knowledge sharing will be positive in such circumstances so that they will not feel passage of time, and be even an incentive for the others to become involved in this system. Advertising slogans for knowledge sharing always includes the enjoy and value resulted from sharing knowledge with others, its low-cost and low-time nature when trying to reach more accurate, newer, and higher quality information. So, the tendency and intention to use the knowledge sharing system will be increased among the librarians. This casual relationship can be argued through cost-benefit analysis. The lesser the use of knowledge sharing system needs effort (low-cost or no-cost), the more improved the librarians' confidence in their job performance. Results of the present research is in line with those concluded by Yousif (2010), Yen et al. (2010), Teo (2010), Chang (2010), Al - Gahtani (2011), and Wang and Noe (2010).

In studying the impact of perceived usefulness on attitude towards knowledge sharing and intention to do knowledge sharing, it can be argued that librarians who are aware of the perceived usefulness of the knowledge sharing system have a better view on work quality, job performance, effectiveness, and have access to more accurate, newer and higher quality information when using the system. As a logical fact, if librarians believe that use of the knowledge sharing system improves their work quality and job performance and increases their job effectiveness and speed of doing their duties, they will have a more positive attitude towards knowledge sharing leading them to encourage the others, in addition to making them contribute to knowledge sharing. In this way, they perceive the usefulness of the system and recommend it to their colleagues. The organization is responsible for improving the knowledge created by its individuals and featuring it as part of the organization's knowledge network. Therefore, organizations should justify their staff saying that this educational system has a large number of advantages which finally lead to improve in performance and increase in productivity. Results of the present research is in line with those concluded by Lin (2009), Teo (2010), and Stamati et al. (2012).

In studying the impact of intention to do knowledge sharing on knowledge sharing behavior, librarians' tendency to do knowledge sharing is considered as

one of the critical and motivating factors for knowledge sharing, which is described as a librarian desire to enter the knowledge sharing system. In fact, the immediate reason behind behavior is behavioral intention and self-conscious decision. If librarians know that the knowledge they share with the others will be useful and effective, they will tend to share their knowledge when requested by the others. Actually, librarians' intention to use the knowledge sharing system determines its effectiveness in predicting the use of a system based on their needs. Behavioral intention leads to real use or desirable behavior, and is a very important and critical determinant of real use. It is organizations' task to pay close attention to the potential attitudinal/behavioral issues among their staff and to try to know how to prepare them for knowledge sharing and how to overcome the resistance to knowledge sharing within the organization, and how to educate the staff on transforming personal and organizational information and knowledge to individual and collective ones. If librarians do not have a strong personal motivation, they will not share their knowledge. Even if they do that, they will often be concerned whether they lose or obtain something by sharing their knowledge.

Knowledge sharing is a definite and positive force in creation of innovation in organizations. Meanwhile, librarians' behavior is not a function of their attitudes only. Instead, it can be a function of their surrounding working environment. Participating in educational training courses does not ensure positive feeling and attitude. If these training courses could improve trust feeling among librarians by creating a positive social atmosphere along with acceptance, they would be considered as effective. Results of the present research is in line with those concluded by Hwang and Kim (2007), Kuo and Young (2008), Rivera (2009), Lee et al. (2011), and Joseph and Jacob (2011).

Recommendations

Based on the findings of current study, some recommendations are provided. It seems that these recommendations cause improvement in the public libraries' conditions in terms of the variables under study. To enhance the desire to do knowledge sharing so as to promote the librarians attitudes to share their knowledge and experiences with the other members inside and outside the library, the following recommendations are made:

- To provide an appropriate context for supplying required facilities and making a suitable task-technology fit and meeting the critical needs so as to facilitate the continuation of the knowledge sharing.

- To inform librarians about the large number of advantages of using the knowledge sharing system.

- To provide proper and necessary training so as to facilitate using the knowledge sharing system.

- To reinforce the knowledge created among the staff.

- To arouse the individual conscience and enhance the self-assessment feeling, culture-making, and cultivate the staff's awareness for the perceived behavioral control.

- To increasing staff's and managers' awareness of value and importance of knowledge sharing in individual and organizational growth.

- To offer communication tools such as Internet, Intranet, etc. so as to facilitate it for the staff to perform their knowledge-based activities and knowledge sharing.

- To ensure staff that knowledge sharing does not cause their job situation to be weakened.

- Creating suitable infrastructures for supporting knowledge sharing activity (human resources, finance, information technology, communications, etc.).

- To promoting the innovation and creativity culture by encouraging innovative and creative individuals and offering encouraging programs in order to promote the staff's abilities continuously.

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