

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

2-2-2021

Uncovering the role of social media tools for knowledge sharing among the Indian Library Professionals

Mahalakshmi K R

Tumkur University, mahalakshmikr1993@gmail.com

Rajendra Babu H

Tumkur University, hrajendra.babu@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

K R, Mahalakshmi and H, Rajendra Babu, "Uncovering the role of social media tools for knowledge sharing among the Indian Library Professionals" (2021). *Library Philosophy and Practice (e-journal)*. 5069. <https://digitalcommons.unl.edu/libphilprac/5069>

Uncovering the role of social media tools for knowledge sharing among the Indian Library Professionals

Mahalakshmi K R 

Research Scholar

Department of Studies and Research in Library & Information Science
Tumkur University, Tumakuru-572103
E-mail: mahalakshmikr1993@gmail.com

Dr Rajendra Babu. H 

Assistant Professor

Department of Studies and Research in Library & Information Science
Tumkur University, Tumakuru-572103
E-mail: hrajendra.babu@gmail.com

Abstract

Internet and its use have become ubiquitous and its tremendous growth has given way to Social networking sites evolved as the most popular medium of communication. The present study on the kind of information shared, motives and benefits for sharing information as well as the problems encountered while Sharing Knowledge through SNS. There were 652 responses obtained through an online questionnaire. The percentage approach was used for data analysis. The results found that 99.5% of the respondents from the Library and Information science access the internet for various purposes. 66.4% of respondents share valuable information with friends and 62.5% with the community. 47.2% share both videos and audios with friends, 35.6% share information in Newsletter mode, 44.3% and 61.5% share posts and presentations using SNS. 94.2% deem sharing valuable content as a major motivational factor. 94% agreed that SNS use for communicating and interacting with friends; 90.5% strongly agreed SNS use for online learning and establishing contact with subject experts. 87.7% and 78.3% agreed for getting updated information in their area of interest and for sharing new ideas to get solutions for research questions. Overall, the respondents have derived a great benefit by SNS platforms. For SNS us issues, 95% of respondents agreed that 'the data security' and 'privacy breach' while sharing content in social media. 68.6% of respondents also agreed that 'internet addiction' and 'cyber-crime' are the two major issues faced by the professionals. The study suggests LIS professional play a better role in the knowledge sharing cycle.

Keywords: Social Networks, Knowledge sharing, LIS Professionals, Research scholar, Academic social networks

Introduction

The tremendous growth of the Internet has resulted in the proliferation of Social Networking platforms (Moustaka *et al.*, 2019). Social networking sites (SNS) are the most popular medium of communication and for establishing contacts with other researchers and subject experts (McCarroll and Curran, 2013). SNS are web-enabled software tools, used to create profiles, and allow users to view, comment, post and build web content (Association, 2011; Sunden, 2003). Application and use of SNS are classified into 6 categories, vide collaborative projects, blogs & micro-blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds (Nández and Borrego, 2013).

Al-Aufi and Fulton, (2014) study on the use of SNS tools for sharing scholarly communication in humanities and social disciplines found progressive use and impact of

social networks on patterns of scholarly communication and also suggest the use of SNS increases popularity. Mishra, (2008) found the implications of SNS tools in the field of library and information services with the use of web 2.0 application. According to digital 2020 report, more than half of the world population use social media, 4.57 billion people use the Internet, 2.603 billion people using Facebook, 2 billion people use YouTube and WhatsApp. A majority of the social networks used by people of 24-35 age group (Kemp, 2020; Edwards, 2020). In the present pandemic scenario, SNS should continue to work to strengthen privacy settings, improvement of Laws and policies by regulating the social networking searching in its legality, necessity and proportionality (Qi and Edgar-Nevill, 2011).

SNS are current web-based online communication tools allow users to create a profile and views other profiles (Boyd and Ellison, 2007). Falahah and Rosmala, (2012) found SNS usage in a higher education environment for education through blogging, wikis, photo sharing, podcasting and others has been at the increasing curve. SNS act as relationship facilitators (Breu, Guggenbichler and Wollmann, 2007) by facilitating communication, collaboration and content sharing across the networks (Nández and Borrego, 2013; Valkenburg, Peter and Schouten, 2006; Kemp, 2020).

The term knowledge sharing is defined as “The process of transferring knowledge from over person to another. It is a process and accumulates knowledge among members” (Park and Im, 2003; Bock and Kim, 2002). In simple form, knowledge sharing is an activity through which information, ideas, skills and expertise can be exchanged among people through different channels such as face to face conversations, meetings, workshops, videos and others (King and He, 2010; Biranvand, Seif and Khasseh, 2015). Knowledge sharing leads to better knowledge management which enables the growth of the organization (Lee, 2005).

For the survival in the ever-dynamic competitive world, organizations increasingly depend on their ability to transfer information into knowledge based on competitiveness, decision-making and production of new product and services (Lee, 2005; Koenig, 2005). It was reviewed that role of information professionals in a knowledge-based organization to identify the essential skills and attitudes of knowledge workers (Milne, 1999). The present study aims that to find how Indian LIS professionals play a role in effective knowledge transfer from the books, databases human resources, organization sources and many other models for effective transfer of knowledge to the user community. It is also felt that LIS professionals are excellent communicators and also owns the key responsibility in the knowledge transfer chain, hence this study.

Research Questions

1. What kind of information being shared using SNS by LIS professionals?
2. What are the motives and benefits of sharing Information?
3. What problems encountered by LIS Professionals in Knowledge Sharing through SNS?

Results and Discussion

An online questionnaire has been designed using Google forms and distributed to all most all LIS Professionals in India and obtained 652 completed responses in return, which has been considered for the study.

Table-1: Demographic Information

Response	Male	Female	Total
	419(64)	233(36)	652(100)
Age			
Less than 25 Years	60(25.7)	59(14.0)	119(30.5)
26-30 Years	63(27.0)	119(28.4)	182(27.9)
31-35 Years	33(14.1)	74(17.6)	10(16.4)
36 - 40 Years	27(11.5)	70(16.7)	97(14.8)
41 and above	50(21.4)	97(23.1)	147(22.5)
Geographical Distribution			
Rural	61(26)	164(39)	225(34.5)
Semi urban	39(17)	58(14)	97(14.8)
Urban	133(57.8)	197(47.02)	330(50.6)

Data on the gender distribution of participants are shown in the table-1, 64% were male and 36% were female. Among the rural respondents, 39% were female and 26% male, the majority of respondents 330 (50.6) were from urban areas with 57.8% male and 47.02% female amongst them.

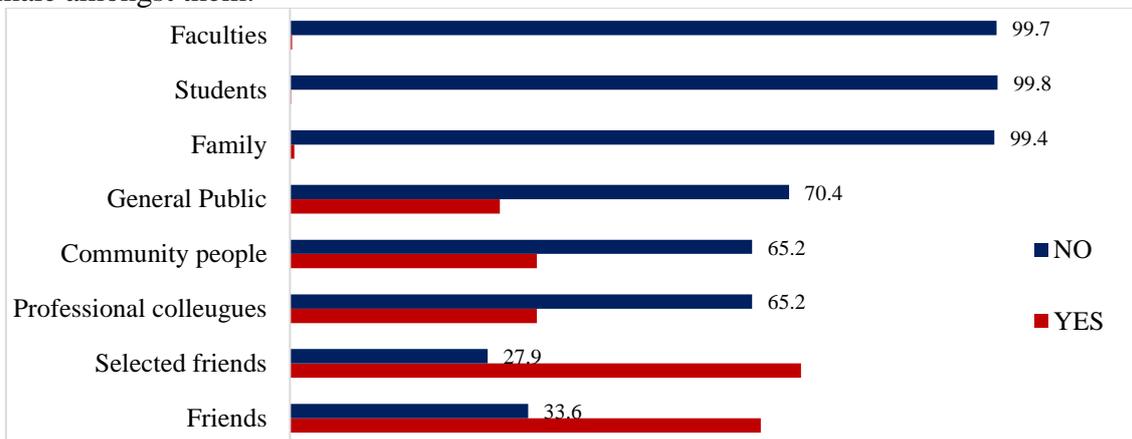


Figure-1: Sharing information

It is found that 72.1% respondents share information with selected friends and professional colleagues, 66.4% share valuable information with friends and 62.5% with the community.

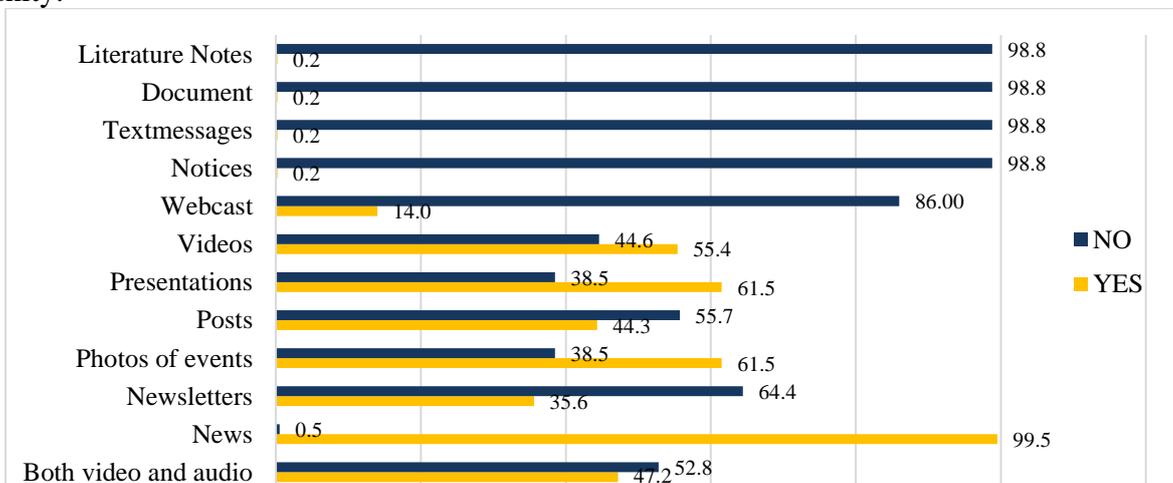


Figure-2: Information shared on SNS

The data in the figure indicate responses to the kind of information being shared on social media. 47.2% share both video and audio information with friends, 35.6% share information in Newsletter mode, 44.3% share photos of events. 44.3% and 61.5% of respondents share posts and presentations using social media.

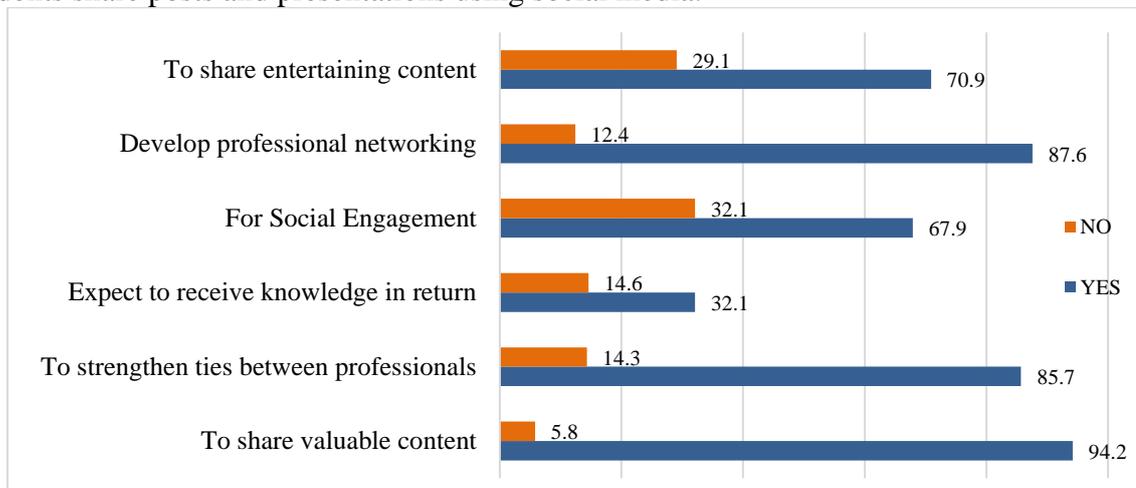


Figure-3: Motivation for sharing information

94.2% respondents consider sharing valuable content with others as a major motivational factor, 85.7% say to strengthen ties between professionals, 85.4% opine expect to receive knowledge in return and 87.6% considered developing the professional network as motivational factor.

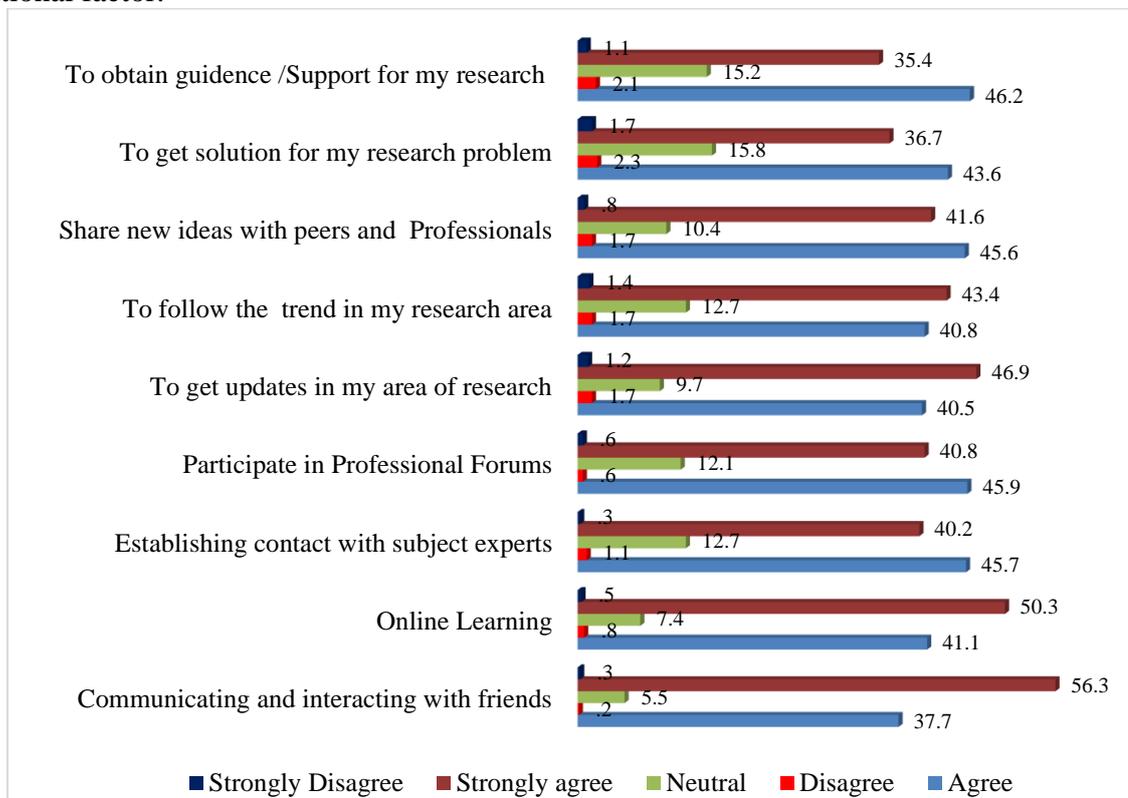


Figure-4: Purpose of information sharing in popular social media

It is clear from the figure-6 that all the benefits considered for study got a positive response. 56.3% and 37.7% have strongly agreed and agreed that they used SNS for communicating and interacting with friends. 50.3% and 40.2% of respondents have strongly

agreed that they used SNS for online learning and establishing contact with subject experts. 40.8% and 45.9% strongly agreed and agreed for ‘participating in the professional forums’ and 40.8% and 46.9% strongly agreed and agreed ‘to get updated information in their area of interest’. Sharing new ideas with peer groups and professionals as well as to get solutions for individual ‘research question’ responded by 41.6% and 36.7% respectively.

Table -2: Benefits of using SNS

Benefits	Agree	Disagree	Neutral	Strongly agree	Strongly Disagree
To get Useful information on conferences/professional events	248(38.0)	3(0.5)	23(3.5)	376(57.7)	2(0.3)
Research and Collaborative Learning	325(49.8)	7(1.1)	57(8.7)	260(39.9)	3(0.5)
Foster Self-Development by Learning and Discovery	298(45.7)	15(2.3)	70(10.7)	265(40.6)	4(0.6)
Real-time news updates	271(41.6)	11(1.7)	51(7.8)	317(48.6)	2(0.3)
Increased exposure about diversified views	288(44.2)	23(3.5)	95(14.6)	241(37.0)	5(0.5)
Increased access to resources	268(41.1)	15(2.3)	65(10.0)	298(45.7)	6(0.9)
Increased encouragement to do my research	284(43.6)	17(2.6)	88(13.5)	259(39.7)	4(0.6)
Better communication across different professionals	289(44.3)	4(0.6)	54(8.3)	300(46.0)	5(0.8)

Respondents’ opinion on the benefits associated with using SNS, 38% strongly agreed ‘to get useful information on conferences/professional events’. 41.6% for ‘real-time news updates’ and 44.3% opined for ‘establishing better communication across different professionals’.

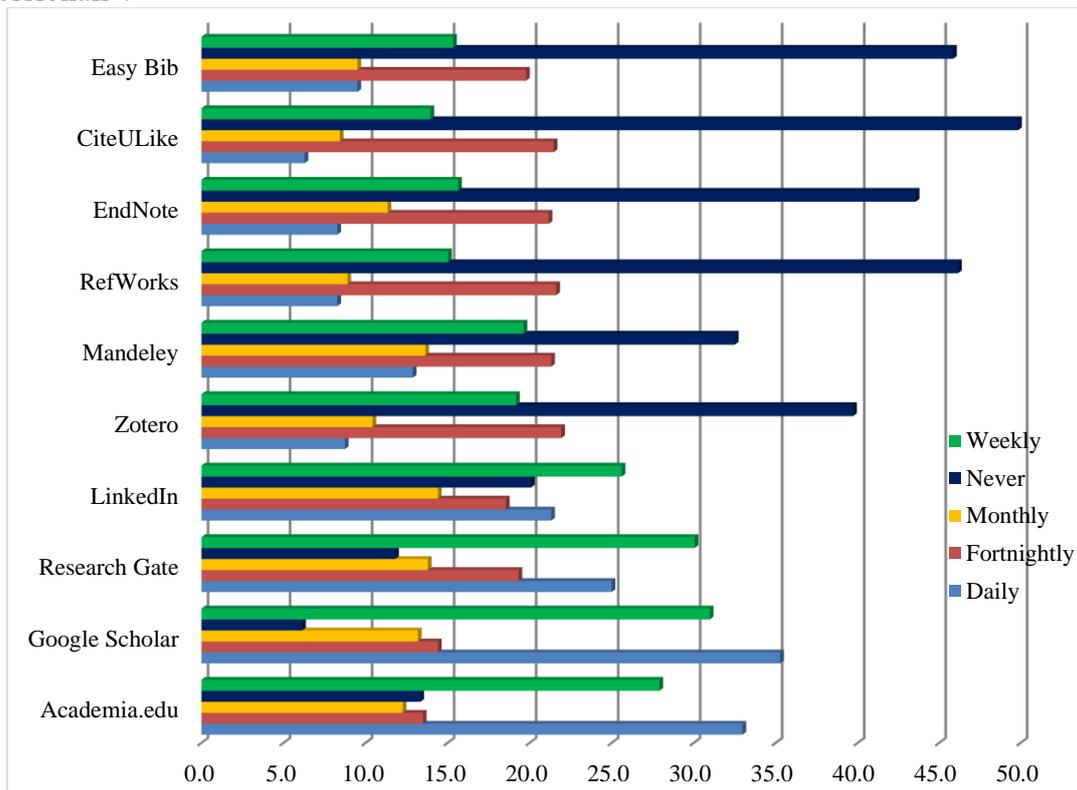
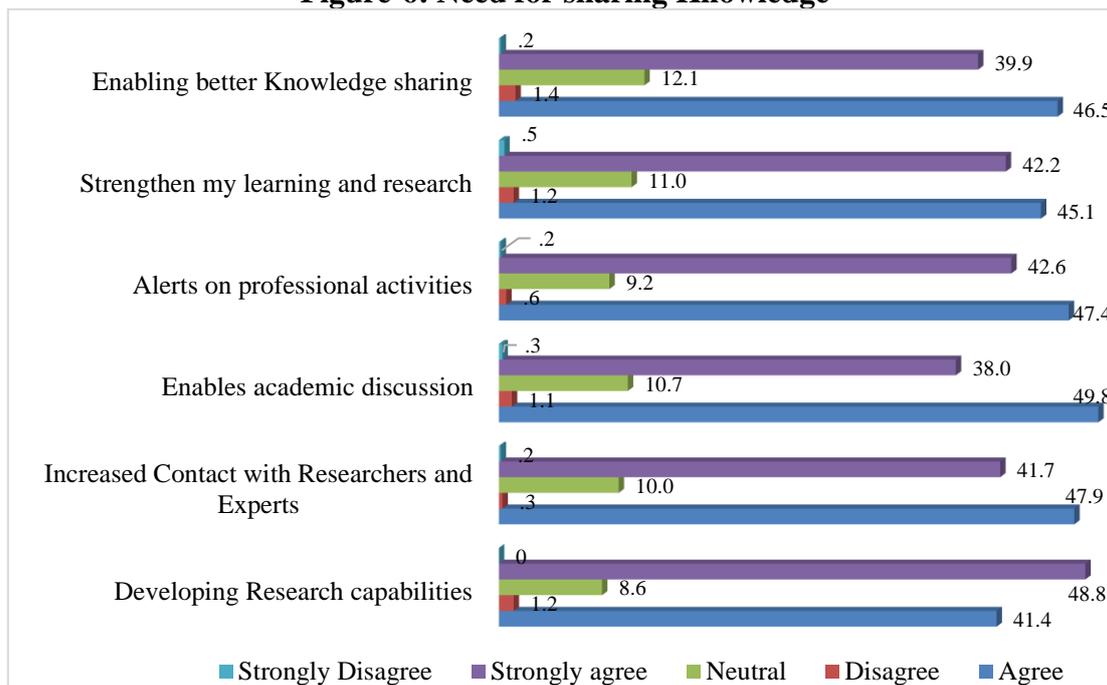


Figure-5: Frequency of use of academic social networks

As shown in the above figure, the academic social networks are mainly used for academic purposes like sharing information, discussion, sharing research output, ideas, comments, suggestions and so on. 33% and 35.3% of respondents visit daily academia.edu and ResearchGate. 45.9% and 49.8% of respondents ‘never used Easy Bib and CiteULike’.

Figure-6: Need for sharing Knowledge



The role of SNS in education and research are explored, for which 47.9% agreed that SNS helps in ‘increased contact with research scholars and experts’. 47.4% agreed on ‘Alerts on various events on professional’s activities’ and 47.9% say that SNS ‘enables better knowledge sharing among fellow researchers’. With regards to the Better participation for online learning, 39.9% strongly agreed, 1.4% disagreed.

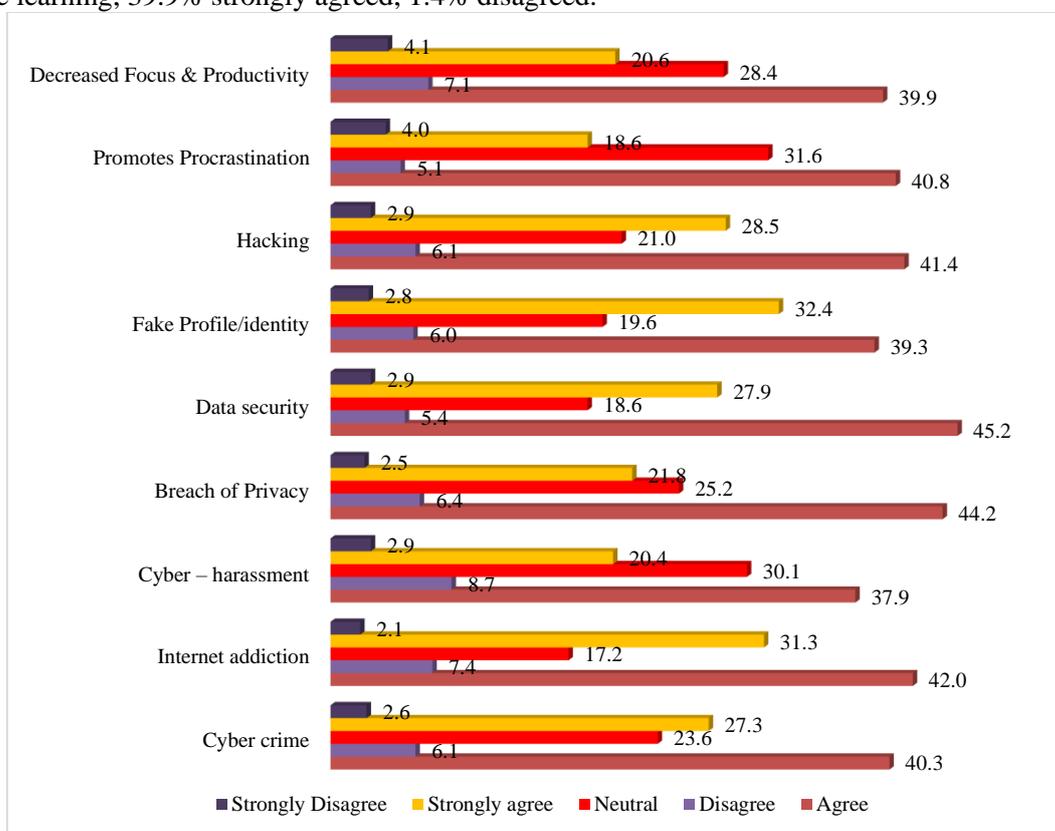


Figure-7: Issues associated with the sharing of scholarly content

To thoroughly incorporate the SNS practices into library and information profession, particularly issues associated with sharing of scholarly content on SNS, it is found that 20.6% respondents have strongly agreed that decreased focus and productivity caused while using SNS in sharing scholarly content. 45.2% and 44.2% agreed that 'the data security' and 'breach of privacy' are the major issues while sharing content in social media. 31.3% and 27.3% of respondents strongly agreed that 'internet addiction' and 'cyber-crime' are the two major issues faced by the professionals.

Discussion and Conclusion

Internet use has become ubiquitous and an integral part of our day-to-day activities. It is found from the study that 99.5% access the internet for various purposes. Majority of respondents consider sharing valuable content with others; strengthen ties between professionals; once the knowledge is shared, it is expected to receive knowledge in return; and developing the professional network as a major motivational factor for sharing knowledge by the LIS professionals. It is also found that majority of the respondents share valuable information with friends and with the community. The highest number of respondents share both video and audio information with friends. 94% of respondents have agreed that SNS used for communicating and interacting with friends; 90.5% strongly agreed for SNS use for online learning and establishing contact with subject experts. 86.7% agreed for 'participating in the professional forums' and 87.7% agreed 'to get updated information in their area of interest'. 78.3% agreed that sharing new ideas with peer groups and professionals to get solutions for individual 'research question'. Overall the respondents have derived a great benefit by using SNS platforms. The issues associated with the use of SNS, almost 95% of respondents agreed that 'the data security' and 'breach of privacy' are the major issues while sharing content in social media. 68.6% respondents also agreed that 'internet addiction' and 'cyber-crime' are the two major issues faced by the professionals.

This study contributes to the knowledge sharing literature through investigating the explicit as well as tacit knowledge sharing in the context of the LIS profession with a great deal. The results of the study pave a way for knowledge providers and library managers to facilitate knowledge transactions using social media. It is the first in its kind of a study and would be valuable for the future library managers to understand and implement the ways and means of effective knowledge sharing. An effective and efficient sharing of knowledge from generators to the consumers as a cyclic process needs LIS professionals to play a better role with the use of SNS tools and technologies. As the LIS professionals are equipped with the required expertise in effective sharing of knowledge, the use of SNS tools would boost the process and increase the speed and efficiency.

References:

- Al-Aufi, A. S., & Fulton, C. (2014). Use of Social Networking Tools for Informal Scholarly Communication in Humanities and Social Sciences Disciplines. *Procedia - Social and Behavioral Sciences*, 147, 436–445. <https://doi.org/10.1016/j.sbspro.2014.07.135>
- Association, Y. A. L. S. (2011). *Teens and Social Networking in School and Public Libraries: A Toolkit for Librarians and Library workers*. February, 12.
- Biranvand, A., Seif, M., & Khasseh, A. A. (2015). Knowledge sharing among librarians in public libraries of Fars Province, Iran. *Library Philosophy and Practice*, 2015(1).
- Bock, G. W., & Kim, Y. G. (2002). Breaking the Myths of Rewards: An Exploratory Study of Attitudes about Knowledge Sharing. *Information Resources Management Journal (IRMJ)*, 15(2), 14–21. <https://doi.org/10.4018/irmj.2002040102>
- Boyd, danah m., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230.

<https://doi.org/10.1111/j.1083-6101.2007.00393.x>

- Breu, F., Guggenbichler, S., & Wollmann, J. (2007). The Benefits of Facebook “Friends:” Social Capital and College Students’ Use of Online Social Network Sites. *Journal of Computer-Mediated Communication*, 12(4), 1143–1168.
<http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=26313783&site=ehost-live&scope=site>
- Edwards, M. (2020). *Top 10 Most Popular Social Media Apps to Follow*.
- Falahah, & Rosmala, D. (2012). Study of Social Networking usage in Higher Education Environment. *Procedia - Social and Behavioral Sciences*, 67(November 2011), 156–166. <https://doi.org/10.1016/j.sbspro.2012.11.316>
- Kemp, S. (2020). Digital 2020 - July global statshot report. *Datareportal.Com*, 1–186.
<https://datareportal.com/reports/digital-2020-july-global-statshot>
- King, W. R., & He, J. (2010). Knowledge sharing. *Encyclopedia of Knowledge Management*, 1, 914–923. <https://doi.org/10.4018/978-1-59904-931-1.ch087>
- Koenig, M. E. D. (2005). KM moves beyond the organization: The opportunity for librarians. *Information Services and Use*, 25(2), 87–93. <https://doi.org/10.3233/ISU-2005-25203>
- Lee, H. W. (2005). Knowledge Management and the Role of Libraries. *Proceedings of the 3rd China-US Library Conference*, 22–25.
- McCarroll, N., & Curran, K. (2013). Social Networking in Education. *International Journal of Innovation in the Digital Economy*, 4(1), 1–15.
<https://doi.org/10.4018/jide.2013010101>
- Milne, P. (1999). Knowledge management and LIS education, *Education for Library and Information Services: Australia*, 16(3):31–38.
- Mishra, C. . (2008). Social Networking Technology in Digital Environment. *Ncddp*, 2008.
- Moustaka, V. et al. (2019). Enhancing social networking in smart cities: Privacy and security borderlines, *Technological Forecasting and Social Change*, 142, pp. 285–300. doi: 10.1016/j.techfore.2018.10.026.
- Nández, G., & Borrego, Á. (2013). Use of social networks for academic purposes: A case study. *Electronic Library*, 31(6), 781–791. <https://doi.org/10.1108/EL-03-2012-0031>
- Park, H. S., & Im, B. C. (2003). A study on the Knowledge Sharing Behavior of Local Public Servants in Korea. *Internet] Http://Www. Kapa21. or. Kr/Down*.
- Qi, M., & Edgar-Nevill, D. (2011). Social networking searching and privacy issues. *Information Security Technical Report*, 16(2), 74–78.
<https://doi.org/10.1016/j.istr.2011.09.005>
- Sundén, J. (2003) *Material Virtualities: Approaching Online Textual Embodiment*. Peter Lang, New York.
- Valkenburg, P. M., Peter, J., & Schouten, A. P. (2006). Friend networking sites and their relationship to adolescents’ well-being and social self-esteem. *Cyberpsychology and Behavior*, 9(5), 584–590. <https://doi.org/10.1089/cpb.2006.9.584>