Factors Affecting Knowledge Sharing Among Faculty Members Specializing In Information And Libraries: An Exploratory Study Prepare

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Abstract

The aim of the research is to identify the factors affecting the practice of knowledge sharing among faculty members who specialize in information and libraries in Iraqi universities, and to reveal the statistically significant differences in the degrees of their appreciation of the factors affecting knowledge sharing that are attributed to each of their personal characteristics. The descriptive approach (survey) was adopted to complete the study, and the questionnaire was used to collect data from the study community, where (81) faculty members answered the questions of the questionnaire. The study came out with a set of results, including: One of the most prominent personal factors affecting knowledge sharing among faculty members who specialize in information and libraries are both the weakness of faculty members' initiatives in communication and participation with those who do not share knowledge with them, and the tendency of some to monopolize knowledge as a source of strength His, and that one of the most prominent organizational and administrative factors affecting their knowledge sharing is the weak availability of material incentives for participants with their knowledge, and the lack of moral incentives as well. The faculty members specializing in information and libraries differed in their appreciation of the factors affecting knowledge sharing according to their different scientific titles. The number of their service years, and their certificates, as there are statistically significant differences. Among the recommendations of the research: the necessity of issuing a system of incentives and material and moral rewards for each distinguished member in knowledge sharing, and working to make the practice of knowledge sharing one of the positive indicators that are calculated for a faculty member when evaluating his performance, or promoting him scientifically and administratively.

Keywords: knowledge sharing, information and libraries, teachers, universities, Iraq

Introduction

Research problem

Knowledge sharing is one of the principles and values that form in essence the depth of the quality system that scientific disciplines and universities seek to apply in order to obtain a high rank among advanced departments and universities. Many people interested in higher education addressed the issue of knowledge sharing in a number of universities and disciplines, and identified a number of organizational and personal negatives that indicate a poor level of knowledge sharing, including: individualism and isolationism, lack of teamwork, and exaggeration of self-esteem, which led to teachers' regression and scientific sections about themselves.

The research problem can be formulated by asking the following two questions

- What are the factors affecting the practice of exchanging knowledge among faculty members specializing in information and libraries in Iraqi universities?
- Are there statistically significant differences in the ratings of faculty members specializing in information and libraries in Iraqi universities for the factors that affect the exchange of knowledge due to each of their personal characteristics?

Research importance

The importance of the research can be stated in the following points:

Enriching the field of information and libraries with specialized research that deals with this topic and in an important sector, which is the sector of higher education and scientific research.

It is hoped that the results of this study will help the heads of information and libraries departments, deanships of colleges, presidencies of Iraqi universities, and officials in the Ministry of Higher Education and Scientific Research to give the knowledge exchange process the appropriate importance and activate it because of this process of an important role in the production of knowledge and ensuring its survival and continuity in information departments and libraries in particular particular and Iraqi universities in general.

Assisting faculty members specialized in information and libraries in identifying the difficulties facing the process of practicing knowledge sharing, and the extent to which they can be resolved for the benefits of this at the individual and organizational levels.

Research objectives

Identifying the factors affecting the practice of exchanging knowledge among faculty members who specialize in information and libraries in Iraqi universities.

Detection of statistically significant differences in the degrees of appreciation of faculty members specializing in information and libraries in Iraqi universities for the factors affecting the exchange of knowledge that are attributed to each of their personal traits.

Research Hypothesis

There are statistically significant differences in the estimates of faculty members specialized in information and libraries in Iraqi universities of the factors affecting the exchange of knowledge due to their personal characteristics (place of work, gender, job title, certificate, age, and number of years). service.(

Research limits

- Objective limits: factors affecting knowledge sharing.
- Spatial boundaries: universities in Iraq, except for the Kurdistan region.
- Time limits: the study data were collected for the period from 1/4/2021 to 15/6/2021

Research Methodology and Data Collection Tools

The descriptive approach (survey) was adopted to complete the research, and for the purpose of completing the research with its theoretical and practical aspects, the following were adopted:

Information sources: Reliance was placed on a group of modern sources related to the subject, namely periodical articles, books, theses and websites.

Precision

The questionnaire (Appendix 1) contains (24) items divided into two axes. Table No. (1) shows the components of the questionnaire.

Table (1)Questionnaire Components

The Components		The sequence of the axis and the paragraphs in the resolution
Raw Data	Workplace	first/ 1
	sex	first/2
	the age	first/3
	The scientific title	first/4
	Certificate	first/5
	Number of years of service	first/6
Factors Affecting Knowledge Sharing	personal factors	Second/ 7-15
	organizational and administrative factors	Second/ 16-24

Authenticity of the tool

To validate the tool, the questionnaire was presented to six arbitrators, and they were asked to express their opinions on each paragraph of the questionnaire in terms of its correctness and clarity, and to suggest the necessary amendments or additions to it. Paragraphs that they think are necessary. Their notes have been taken.

Tool stability

The need for the questionnaire to be stable so that it can be adopted to give the same results if it is not re-applied to the same study subjects and in the same circumstances. For the purpose of verifying the credibility of the tool, it was applied to a sample of (20) faculty members specialized in information and libraries in Iraqi universities. After unpacking the answers of the sample members, the Alpha Cronbach coefficient was used to extract the stability of accuracy using SPSS software. It turned out that the value of Cronbach's coefficient was (0.84), and this indicates the validity of the main research tool (the questionnaire)

Google Forms was used to prepare the survey for the purpose of sending the survey to information and library faculty.

Research Community

To determine the research community represented by faculty members in Iraqi universities who are specialists in information and libraries, the researcher used the following methods:

1. Inquiries of faculty members in the Information and Libraries Department at the College of Arts / University of Basra.

2. Using the electronic guide prepared by Prof. Dr. Talal Nazim Al-Zuhairi entitled (A data guide for professors of information and libraries in Iraqi universities 01-31-2020)

3. Examining the websites of information departments and libraries in Iraqi universities and accessing the teachers' pages in both Al-Mustansiriya University and Basra University, which provided such pages for teachers, as well as looking at the websites of other Iraqi universities for research. A faculty member who specializes in the field.

4. Take advantage of specialized groups on social networks, especially the "Information Professionals Association" group on WhatsApp.

(97)faculty members were counted, and the questionnaire was sent to them, and the number of returned forms was (81) with a percentage of (83.5%), and all of these retrieved forms are valid for analysis. Table (2) shows the universities to which faculty members specialized in information and libraries belong, the number of applications sent, the number of applications returned and valid for analysis, and the percentages retrieved.

Table (2) The number of questionnaire forms sent and the number of forms retrieved and valid for analysis according to universities

%	The received forms are valid for analysis	Sent forms	University Name	No
76.66	23	30	Mustansiriya University	1
81.25	13	16	University of Al Mosul	1
100	13	13	Albasrah university	3
71.42	5	7	Central Technical University	4
100	4	4	Northern Technical University	5
75	3	4	Tikrit University	6
100	5	5	Baghdad University	7
100	2	2	Technology University	8
100	3	3	Diyala community	9
100	2	2	Southern Technical University	10
100	2	2	Wasit University	11
100	2	2	Dhi Qar community	12
100	1	1	Al-Qadisiyah University	13
50	1	2	Karbala University	14
100	1	1	Imam Al-Kadhim University	15
100	1	1	Iraqi University	16
-	-	1	Anbar University	17
-	-	1	University of Fallujah	18
83.5	81	97	Total	

Statistical processing

The data were entered into the statistical program V23SPSS according to the weights of each item of the questionnaire. For the first axis: primary information, the columns were defined with the same name: place of

work, age, gender, certificate, job title, service, and for the second axis, the paragraph name was encoded with the letter X and from X1 to X18, then statistical analysis was performed.

In addition to using Cronbach's alpha coefficient, which was used for the purpose of determining the stability of the study scale and the homogeneity of the items among them (the following statistical methods were used:

- Colmcroft Summer Nof test to find out the distribution of data, whether it is normal or not, for the purpose of statistical analysis.
- Frequencies, percentages and coefficient of variation.
- Arithmetic mean: It is used to calculate the average of the answers of the study population members to the questionnaire questions.

It should be noted that the answers to the questions of the second axis are categorized into five levels of equal range by the following equation:

Category length = (the largest value - the lowest value) ÷ number of scale alternatives = (5-1) ÷ 5 = (0.80(

Table (3) Options, their weights, and arithmetic mean classes

middle class		alternatives	the weight
To	From	Strongly agree	
5	4.21	Agreed	5
4.20	3.41	I kind a agree	4
3.40	2.61	I do not agree	3
2.60	1.81	Strongly disagree	2
1.80	1	alternatives	1

Standard deviation: For the purpose of knowing the homogeneity and the amount of dispersion between the answers to the arithmetic means of the answers of the study community members to each question posed in the questionnaire.

The above descriptive statistics methods, which are frequencies, percentages, coefficient of variation, arithmetic mean and standard deviation, were used to give a comprehensive description of the respondents' answers to the various elements of the questionnaire.

One-way ANOVA was used to compare the mean of more than one independent group (uncorrelated) (that is, they deal with one independent variable at several levels depending on the research hypothesis). This test can be used when people are divided into groups based on a characteristic they possess. Its formula is:

(groups between squares mean) / (groups within mean of squares) = F value.

Previous studies

Several studies have emerged dealing with the issue of factors affecting the exchange of knowledge in various sectors and organizations. The following are some studies that dealt with the subject in the higher education and scientific research sector:

Tharwat Abdel Hamid Abdel Hafez and Yasser Fathi Al Hindawi. The reality of the practice of exchanging knowledge among faculty members: An applied study on the faculties of education in some Arab universities. Journal of Educational and Psychological Sciences. Volume 16, v4, 2015 Available at

Website: http://search.shamaa.org/PDF/Articles/BAJepsc/35JepscVol16No4Y2015/jepsc_2015-v16-n4_479-517.pdf Effective Date 19/3/2021

The research aims to identify the reality of the practice of knowledge sharing, and the factors affecting it among faculty members in the faculties of education in some Arab universities, which leads to suggesting mechanisms to enhance the practice of knowledge sharing and overcoming its obstacles. among faculty members. The descriptive approach was relied on to complete the research using the exploration factor analysis method to identify the factors that affect the practice of knowledge exchange. (Al-Azhar, Ain Shams, Sultan Qaboos, King Khalid) The research came out with several results, the most important of which is that according to the factor analysis the factors affecting the practice of knowledge sharing by faculty members in colleges. Education in Arab universities can be classified into two main factors: - the organizational factor and the personal factor, and that their influence ranges between high and medium influence in some universities, and that the organizational factor has a role in determining the practice of knowledge exchange in all universities.

Nouf Bint Khalaf Muhammad Al-Hadrami. Obstacles to knowledge exchange among faculty members at the University of Tabuk and ways to overcome them. International specialized educational magazine. vol. 6, v. 9, 2017. Available at: http://www.ijoe.org/v6/IIJOE_01_09_06_2017.pdf Effective date 20/3/2021

The aim of the research is to identify the obstacles to knowledge exchange among faculty members at the University of Tabuk by revealing the organizational, personal and material obstacles to knowledge exchange, and to indicate the proposed ways to overcome these obstacles. The researcher used the descriptive analytical method through a questionnaire prepared for this purpose. The research community consisted of a random sample of 300 faculty members representing the university. The research came out with a number of results, the most important of which are: The existence of obstacles to knowledge sharing among faculty members at the University of Tabuk to a large degree, and this indicates the weakness of the practice of knowledge sharing among faculty members. members of the university. . The results also showed that there were no statistically significant differences between the response averages of the sample members about the obstacles to sharing knowledge at Tabuk University and ways to overcome them according to the study variables (gender, nationality, degree, type of college). The research recommended that a set of procedures should be followed to reduce the obstacles to knowledge exchange at the University of Tabuk.

Bab Al-Hafaji Fahima and Zahra Jafarzadeh Kermani (2011). The Effects of Knowledge Sharing: The Case of Library and Information Science Faculties in Iran. Malaysian Journal of Library and Information Science, Vol. 16 No. 1. Available at: https://ejournal.um.edu.my/index.php/MJLIS/article/view/6670

Arrival date: 3/20/2021

Study title The impact of knowledge-sharing behaviour: The case of library and information colleges in Iran.

The study aimed to identify the factors that may affect the behavior of knowledge exchange between the faculties of library and information sciences, which refer to the attitude, intent and internal motivation. Answered by (93) faculty member. The study came out with a number of results, including: The presence of

statistically significant differences between the level of practicing knowledge sharing among teachers and the teaching experience, and a strong influence relationship was found between the intentions and internal motivations of teachers and the level. for their practice of sharing knowledge, but there were no significant differences between the level of practice participation. Knowledge of the teachers and where they work (the type of college they belong to).

Fahad Mohammed Al Saadi. Knowledge exchange between academics at the higher level

Educational Institutions in Saudi Arabia (Thesis: Nova Southeastern University, 2018). - 149 p.

The title of the study is the exchange of knowledge between academics in higher education institutions in the Kingdom of Saudi Arabia.

The study aimed to explore the factors that contribute to a person's desire to share knowledge and to develop the current knowledge exchange culture for academics within the higher education system in the Kingdom of Saudi Arabia. The data was collected through the questionnaire tool, which included closed questions and open questions, and data was also collected from (140) teachers in Saudi universities. Including that the more knowledge is shared, the more effective the returns, and it turns out that there is a significant relationship between the variables of trust, attitudes, leadership, and willingness to share knowledge. The study recommended maintaining an encouraging environment for academics to share their knowledge with each other.

The status of the current study among previous studies

The current study differs from previous studies in that it was conducted in a different environment, which is the environment of faculty members specialized in information and libraries in Iraqi universities, and in a different time scale as well. He was also interested in measuring the degree of difference between faculty members in their appreciation of the factors affecting it.

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Second: The theoretical aspect of the research

The concept of knowledge exchange

At the outset, it should be noted that the concept of knowledge sharing is the basis and an integral part of knowledge, and it was defined by Khalsa bint Abdullah Al Barashdiya and Muhammad bin Nasser Al Saqri (1) that knowledge sharing is an important factor for the continuity, progress and success of the institution, and it is a collaborative process aimed at sharing knowledge with institutions The other parallel to it in the field of knowledge, it is an essential factor for every organization whose goal is to transfer the right knowledge to the right person at the right time.

Abd al-Hafiz and al-Mahdi (2) also showed the sharing of knowledge in several points, namely-:

It is a joint process between individuals who have common bonds and goals and face similar obstacles

Sharing knowledge is not just about explicit knowledge, but knowledge that is hidden in the minds of individuals (which is invisible)

And that knowledge sharing is the process of transferring knowledge from individuals who possess the knowledge to other people who need and use it.

Sharing knowledge is a spontaneous act without coercive pressure on the owner of the knowledge to share it with others, so it is a voluntary process that no one is forced to do.

Mubaraki Safa (3) described it as the process of giving, giving, offering and requesting any process of searching for knowledge in several directions that individuals may have, or in books and publications, or in databases, networks, or blogs.

Muhammad Bukhari Asmae Azzawiya and Yusef (4) defined it as one of the important processes and procedures in the process of managing, transferring, exchanging and circulating knowledge between individuals, whether it is tacit, invisible knowledge or apparent knowledge. To reach new knowledge and this does not happen unless there is a spirit of cooperation between the members of the same institution and the real desire to help others and the possibility of developing their personal capabilities to serve the work of the institution.

She added Salma Mahmoud Muhammad Al-Balawi (5), which is the process of acquiring skills, experiences, competencies and knowledge through the exchange and dissemination of ideas, information and inventions between individuals. Universities reach the highest level of cultural competition for universities.

Faculty knowledge may be an expression of the values, attitudes they believe in, ways of thinking, and standards they practice among themselves and with other members of the faculty.

Knowledge sharing, according to Fawzia Bint Dhafer Al-Shehri (6), is an incentive for creativity and a basis for the success of the institution's work, regardless of the different points of view.

Ibrahim Falah Ibrahim Al-Shouheen (7) defined knowledge sharing as a set of procedures and procedures that organize the exchange of knowledge between institutions in order to achieve their knowledge goals. Published research for faculty members in universities and educational institutions to achieve the maximum degree of providing knowledge services to individuals and to facilitate obtaining facts and making critical decisions in order to achieve the ultimate goals. Knowledge exchanges take many forms, such as direct contacts between individuals, meetings, seminars and conferences, or indirectly through networks.

Ali Abdullah (8) explained the concept of knowledge sharing: It is the process of transferring and exchanging ideas, values and sensory perceptions from one person to another in the institution. In behavioral terms, it can be defined as the process of spreading the quoted knowledge among other people to achieve additional significance.

From an administrative point of view: It is a relationship between two parties, the first possessing knowledge and the other needing it, and how to communicate knowledge from the first party and share it with the second party in any way, with a common presence. Cooperation between individuals, which helps in solving the problems they face. So knowledge is in the human mind, which is ready to learn and gain a role in knowledge management, decision making and problem solving.

Suhair Abdel Basset Eid (9) indicated that the word "sharing of knowledge" is derived from the verb "share," meaning that the individual or person has a right or a share in something. In technology, you have the right to access digital content, through social media sites or email.

There are several terms that have been used in place of the term 'knowledge sharing' and translating the term 'knowledge sharing', namely knowledge sharing, knowledge sharing, knowledge sharing.

Knowledge sharing is one of the most important processes of knowledge management, as it is the mainstay of all innovation and creativity processes. Sharing knowledge does not mean sharing and disseminating the secrets of the organization among individuals. Rather, it means sharing knowledge that leads people to excellence and creativity, making decisions to improve work and inventing new ways to excel and thrive.

Through the above, we can put a modest definition of knowledge sharing, which is the process of seeking and accessing both types of knowledge, visual and internal, in its original places, either directly orally through meetings, conferences and workshops, or indirectly through networks, websites and blogs, and using and sharing it with groups or individuals to benefit from. In developing work, achieving goals, solving problems facing individuals during work, and raising the level of job performance that leads to the sustainability of institutions, fields and specializations.

Factors influencing knowledge exchange

Some factors may constitute obstacles to the practice of sharing knowledge, among them Muhammad Mustafa Balati (10)

Organizational factors: They are among the most important obstacles facing the exchange of knowledge, which are represented in the absence of encouraging and incentive systems for knowledge sharing, the lack of institutional support for knowledge sharing, the lack of rewards and incentives that encourage the participation process, and the absence of legalization of tacit knowledge and the weak use of it.

- Physical and technical factors: that is, the institutions' lack of modern technical equipment to preserve and circulate knowledge, not benefiting from the available technologies, and the weak infrastructure in the institution to do knowledge sharing.

Personal factors: They can be mentioned as follows:

Not providing enough time to share knowledge.

Beware of wrongly sharing knowledge as it puts work at risk.

Lack of awareness and knowledge of the importance of knowledge exchange, their reliance on explicit participation and neglect of tacit knowledge.

- Lack of relationships.
- Lack of confidence.
- Multiple levels of culture.
- Different ages and genders.
- Poor ability to communicate with others.
- Ethnic and national differences.
- Inequity in the distribution of resources.
- Personal Competencies.

Khamqani Antara (11) has pointed out a number of obstacles, the most important of which are

Desire not to share knowledge with others to retain knowledge and not lose gains.

The fear of individuals who own knowledge of losing their prestige and authority in the dissemination of knowledge, especially tacit knowledge.

Failure to share knowledge as required, which puts individuals and the organization at risk.

It prevents some individuals from sharing knowledge with what others possess when they feel that they do not receive material and moral rewards.

Obstacles can be related to individuals and competition methods.

Muhammad Ibrahim Hassan Muhammad (12) mentioned a number of factors that affect knowledge sharing and divided them into three levels:

Individual obstacles: These include lack of sufficient and dedicated time, lack of knowledge of other languages, absence and lack of awareness of the importance of knowledge, and lack of social relations.

Obstacles at the level of the institution: the lack of agreement between the goals of knowledge sharing with the institution's policy, neglecting the relations between the administrative leader and working individuals to benefit from knowledge sharing, and the shortcomings in the areas of knowledge sharing.

The lack of the necessary infrastructure for knowledge sharing, the lack of networks, the lack of agreement and trust between workers and the spacing of distances, in addition to the lack of training courses for workers on how to share knowledge, the lack of suitable places for meetings or conferences, or the lack of equipment and internal training.

Individual factors were divided into two types (13)

1. Intentional individual factors: that is, when the individual is unwilling to share knowledge, fear may be for his personal interest, which is one of the most important obstacles to sharing knowledge.
2. Unintended individual factors: When the individual fails in how to participate or does not trust the knowledge he has, which leads to the failure and frustration of the individual in how to share.

Iman Bashir Muhammad Mustafa (14) added some factors affecting knowledge sharing

Environmental factors: Having a good suitable environment is the right way to guide the individuals working in the organization to achieve the goals. When the institution has an appropriate organized environment, it encourages the process of knowledge sharing and motivates workers to participate, which leads to the creation of new knowledge and its use for the sustainability of the institution.

Teamwork: Teamwork in institutions works on the birth of a variety of new knowledge that is appropriate for the administrative processes in the institution, meaning that knowledge sharing can flourish and develop through joint work with the help of senior leaders and their support for the work team.

Trust: In the field of daily work, trust works to provide the appropriate climate for knowledge sharing because it is a cooperative issue between individuals in any institutional system, or it is a condition that expresses the individual's psyche for internal knowledge, as the lack of trust negatively affects knowledge sharing.

Characteristics of organizational structures and the centralization of the institution: they have a direct impact on the areas of knowledge sharing, that is, the degree of formality of the organization affects the behavior of individuals in terms of the restrictions of the organization's procedures and its system, and that adherence to the rules and laws of the organization may become an obstacle for individuals to achieve their goals and the centralization of the institution through decision-making, that is, it It is stationed in the hands of the responsible senior leaders in the organization, i.e. the executive authority that receives problems on a continuous and direct basis so that they can take the appropriate decision that greatly affects the knowledge sharing process. In order for the process to be broader and more accurate.

Degree of specialization: The degree of functional specialization in the organization encourages excellence and may negatively affect knowledge sharing.

Incentives: It is one of the other factors that have a direct impact on the process of knowledge sharing. Incentives are of two types: material incentives that are more effective in doing knowledge sharing, and moral incentives. The lack of incentives negatively affects knowledge sharing.

Complexity: The degree of precise specialization of work in the institution makes the institution more complex and formal to an extent that makes it difficult to carry out the process of knowledge sharing, meaning that the degree of complexity is inversely proportional to the level of knowledge sharing.

Central: The centralization of power in the hands of the executive leaders and their continuous knowledge of the institution's problems and taking the necessary decisions to solve them. This limit the process of knowledge sharing.

Khamkani Antara (15) added some factors that negatively affect knowledge sharing, which are as follows:

The love of preserving personal knowledge and the fear of sharing it with others to preserve it.

Fear of losing power and prestige as a result of sharing knowledge with others.

Wrong participation exposes the institution and the owners of knowledge to danger.

Some individuals' reluctance to share their knowledge with others, assuming that they did not receive incentives and rewards.

Third: the practical aspect

Characteristics of faculty members in Iraqi universities who specialize in information and libraries

Distribution of faculty members specializing in information and libraries by workplace.

Table (4)Distribution of faculty members specializing in information and libraries by place of work

%	Repetition	Workplace
71.7	58	Members of the information and library departments
28.3	23	Affiliates to other places
100	81	Total

In Table No. (4) The faculty members were distributed according to the place of work into two categories: those affiliated with the information and library departments, which amounted to (71.7%), and those affiliated with places other than the Information and Library Department. Sections and their percentage (28.3%). Most of the specialized faculty is affiliated with the information and library departments.

Distribution of faculty members specializing in libraries and information by gender

Table (5)Distribution of faculty members specializing in libraries and information by gender

%	Repetition	Sex
45.7	37	Meal
54.3	44	Female
100	81	Total

It is evident from Table No. (5) That most of the faculty members who specialize in information and libraries are female (54.3%), while the percentage of males is (45.7%)

Distribution of faculty members and specialists in information and libraries by age.

Table (6)Distribution of faculty members and specialists in information and libraries by age

%	Repetition	The Age
17.3	14	30-39
27.2	22	40-49

51.9	42	50-59
3.7	3	60 a year or more
100	81	Total

It is evident from Table (6) that most of the faculty members who specialize in information and libraries belong to the age group 50-59 (51.9%), while the lowest percentage was for faculty members who are 60 years old and over (3.7%).

Distribution of faculty members specializing in information and libraries by title

Table (7)Distribution of faculty members and specialists in information and libraries by title

%	Repetition	The scientific title
28.4	23	assistant teacher
27.2	22	Teacher
28.4	23	Assistant Professor
16.0	13	Mr.
100	81	Total

It is clear from Table No. (7) that the highest number (23) of the researched faculty members who specialize in information and libraries are those with the title of assistant professor and the scientific title as assistant teacher, and the percentage of each of them is (28.4%), either the percentage of faculty members who have the title of teacher (27.2%) and repeat (22), while the lowest percentages were for those who hold the title of professor, it reached (16). %) and repeat (13)

Distribution of faculty members and specialists in information and libraries according to the certificate

Table (8) Distribution of faculty members and specialists in information and libraries according to the certificate

%	Repetition	Certificate
53.1	43	Master's
46.9	38	PhD
100	81	Total

It is clear from Table No. (8) that the highest percentage of the information and library faculty members surveyed are holders of a master's degree, reaching (53.1%), while the percentage of those with a doctorate degree was (46.9%)

Distribution of faculty members and specialists in information and libraries according to years of service

Table (9)Distribution of faculty members and specialists in information and libraries according to years of service

%	Repetition	Years of service
1.2	1	less than one year

12.3	10	1-5
13.6	11	6-10
13.6	11	11-15
27.2	22	16-20
12.3	10	21-25
12.3	10	26-30
4.9	4	31-35
2.5	2	36 Year or more
100	81	Total

It is clear from Table (9) that the highest percentage of faculty members specializing in information and libraries are those who served from 16 to 20 years, reaching (27.2%) and that the lowest percentage (1.2%) was. From the share of their service less than a year.

Factors Influencing Knowledge Exchange

Personal factors

Table (10)Frequencies, percentages, arithmetic averages, and standard deviations of subjective factors that influence knowledge sharing

ranking	standard deviation	average	Strongly disagree	I do not agree	I kind a agree	Agreed	Strongly agree	repetition %	Paragraph	No
2	1.159	3.86	2	12	12	24	31	No	The tendency of some colleagues to monopolize knowledge as a source of strength for them	1
			2.5	14.8	14.8	29.6	38.3	%		
4	0.985	3.67	1	10	20	33	17	No	Lack of joint dialogue among faculty members when formulating work decisions	2
			1.2	12.3	24.7	40.7	21	%		
8	0.936	3.518	1	8	34	24	14	No	Some faculty members were reluctant to share their knowledge because it was	3
			1.2	9.9	42	29.6	17.3	%		

								No/%	Statement	No.
									not taken into consideration in their workplaces	
3	0.95	3.814	3	2	21	36	19	No	Some faculty members face difficulty in organizing their time between the tasks assigned to them and the knowledge-sharing activities	4
			3.7	2.5	25.9	44.4	23.5	%		
5	0.941	3.63	1	8	26	31	15	No	Poor communication skills for some faculty members	5
			1.2	9.9	32.1	38.3	18.5	%		
1	0.898	3.94	1	7	25	35	13	No	Some faculty members do not share their knowledge with those who do not share their knowledge	6
			1.2	8.6	30.9	43.2	16	%		
9	0.932	3.39	2	14	33	25	7	No	Some faculty members fear that others will misuse their knowledge	7
			2.5	17.3	40.7	30.9	8.6	%		
7	0.907	3.567	1	9	25	35	11	No	Weak conviction of some faculty members in sharing knowledge with others, except to the level that achieves specific	8
			1.2	11.1	30.9	43.2	13.6	%		

										benefits for them.	
6	1.27	3.62	5	14	14	22	26	No	Lack of colleagues specialized in information and libraries at the university to which he belongs.	9
			6.2	17.3	17.3	27.2	32.1	%		
0.99756		3.67	overall average								

It is clear from Table No. (10) That faculty members specializing in information and libraries agree that the nine paragraphs listed in the table are personal factors that affect knowledge sharing. Paragraphs are located between (3.39 - 3.94)

The paragraph (some faculty members do not share their knowledge with those who do not share knowledge) came at the forefront of personal factors affecting knowledge sharing, as it got the highest mean (3.94) with a standard deviation of (0.898).) Which indicates the weakness of the faculty members' initiatives in communicating and sharing with those who do not share their knowledge. The paragraph (the tendency of some colleagues to monopolize knowledge as a source of strength for them) came in second place, as its arithmetic mean was (3.86) and a standard deviation of (1.159), and this explains the weakness of knowledge sharing. Initiatives

The item (the fear of some faculty members about the misuse of the knowledge they provide by others) got the lowest mean (3.39) and with a standard deviation of (0.932), and this indicates a poor level of approval for this item as being influential. The personal factor in knowledge sharing.

Organizational and managerial factors

Table (11 Frequencies, ratios, arithmetic averages, and standard deviations of organizational and managerial factors that influence knowledge exchange

ranking	standard deviation	average	Strongly disagree	I do not agree	I kind a agree	Agreed	Strongly agree	Repetition		Paragraph	No
								%			
9	0.927	3.36	1	15	32	25	8	No		Absence of a culture of knowledge sharing among faculty members	1
			1.2	18.5	39.5	30.9	9.9	%			

			1	5	15	33	27	No	Poor availability of material incentives for participants with their knowledge	2
1	0.942	3.99	1.2	6.2	18.5	40.7	33.3	%		
				3	26	30	22	No	Lack of moral incentives for participants with their knowledge	3
2	0.857	3.89		3.7	32.1	37	27.2	%		
			3	18	18	25	17	No	The university lacks a sophisticated electronic platform to store and share knowledge	4
8	1.16	3.43	3.7	22.2	22.2	30.9	21	%		
			3	12	21	26	19	No	Infrastructure deficiency in the university / college, which impedes knowledge sharing among faculty members among themselves	5
4	1.11	3.57	3.7	14.8	25.9	32.1	23.5	%		
			1	16	19	32	13	No	Weak university/college interest in training programs specialized in improving knowledge sharing among faculty members.	6
5	1.026	3.53	1.2	19.8	23.5	39.5	16	%		
7	1.101	3.412	2	14	24	30	11	No		7

			2.5	17.3	29.6	37	13.6	%	Knowledge sharing initiatives among faculty members do not receive appropriate encouragement from academic leaders at the university.	
6	0.807	3.52		9	28	37	7	No	Weak use of the expertise and knowledge of the available faculty members.	8
				11.1	34.6	45.7	8.6	%		
3	0.866	3.73		1	4	26	35	15	ت	There are no objective work tools that achieve a fair evaluation of faculty members according to their knowledge-sharing practice.	9
			1.2	4.9	32.1	43.2	18.5	%		
0.98		3.60	overall average							

It is clear from Table (11) that the faculty members specializing in information and libraries agree that the nine paragraphs mentioned in the table are organizational and administrative factors that affect the exchange of knowledge. Paragraphs are located between (3.99-3.36)

The item (the lack of material incentives for participants with their knowledge) came at the forefront of the organizational and administrative factors affecting knowledge exchange, as it had the highest mean (3.99) and standard deviation of (0.942). Ministerial instructions or instructions of universities to which faculty members who specialize in information and libraries are affiliated, and are not limited to material incentives, but even moral incentives that faculty members emphasized that they were not available, as their arithmetic mean was (3.89) and with a standard deviation of (0.857)

And the item (the absence of a culture of knowledge sharing among faculty members) obtained the lowest arithmetic mean (3.36) with a standard deviation of (0.927), and this indicates the low level of approval of this paragraph as an effective organizational factor in knowledge sharing.

Table (12)The overall mean and standard deviation of the factors influencing knowledge sharing

standard deviation	average	Factors affecting knowledge sharing	No
0.99756	3.67	Personal	1
0.98	3.60	organizational and administrative	2
0.8974	3.635	overall average	

It is clear from Table (12) that the arithmetic mean of the personal factors affecting the sharing of knowledge is higher than the arithmetic mean of the organizational and administrative factors, where its value reached (3.67) and with a standard deviation of (0.99756), while the arithmetic mean of the value of the organizational and administrative factors was (3.60), with a standard deviation of (0.98). This indicates that personal factors are more influential than organizational and managerial factors in knowledge sharing, according to the information and library faculty.

The differences between the degrees of faculty members (specialists in information and libraries) in estimating the factors affecting knowledge participation according to their characteristics.

Table (13)The differences between the degrees of faculty members (information and library specialists) in estimating the factors affecting knowledge participation according to their characteristics

F Connotation	F Value	Degrees of Freedom	Contrast Source	Characteristics of faculty members
0.472	0.521	1	between groups	Workplace
		79	within groups	
		80	total	
0.44	0.601	1	between groups	sex
		79	within groups	
		80	total	
*0.010	4.725	3	between groups	The scientific title
		77	within groups	
		80	total	
*0.027	3.35	1	between groups	Certificate
		79	within groups	
		80	total	
0.867	0.241	3	between groups	the age
		77	within groups	
		80	total	
*0.023	2.354	8	between groups	the service
		72	within groups	
		80	total	

Significant at level (0.05)

It is clear from Table No. (13) after conducting an ANOVA that there are statistically significant differences in the faculty members' assessment of the factors that affect the exchange of knowledge as a whole as a result of the difference in their scientific titles, where (and) the value of (4.725) was calculated as a statistical function at the level (0.05), and there are statistically significant differences attributable to the difference in the number of years of service for faculty members, as the calculated (F) value (2.354) is a statistical function at the level (0.05), and there are also statistically significant differences due to the difference in the testimonies of members The faculty, as the calculated (F) value (3.35) is a statistical function at the level (0.05), which means that the variables of job title, certificate, and scientific service have a role in the faculty members' assessment of the factors that affect the exchange of knowledge. While there are no statistically significant differences for the other characteristics (variables), which are the place of work, gender and age.

Fourth: Findings and Recommendations

Results

1. Most of the faculty members specializing in information and libraries under study are affiliated with the two departments of information and libraries, and they constitute (71.7%)
2. The majority of the faculty members under study (54.3%) are female, and the ages of the majority of them (51.9%) fall within the age group (50-59), while the length of service reached the highest percentage (27.2%). Faculty members from the category (16-20 years)
3. Most of the faculty members under study (53.1%) are master's holders, and the highest percentage of them (28.4%) hold the title of assistant professor and the title of assistant teacher.
4. Among the most prominent personal factors that affect the exchange of knowledge between faculty members who specialize in information and libraries are the weak initiatives of faculty members in communicating and sharing with those who do not share knowledge with them, and the tendency of some to monopolize knowledge as a source of strength.
5. One of the most prominent organizational and administrative factors that affect the exchange of knowledge between faculty members specializing in information and libraries is the weak availability of material incentives for participants with their knowledge, as well as the lack of moral incentives.
6. Personal factors are more influential than organizational and managerial factors in knowledge sharing, according to the information and library faculty.
7. Faculty members specializing in information and libraries differed in their evaluation of the factors affecting the exchange of knowledge according to different academic titles, number of years of service and their certificates, where there are statistically significant differences.

Recommendations

1. Encouraging academic leaders from among faculty members specialized in information and libraries to practice knowledge sharing and work to spread its culture by issuing instructions and directives for this.
2. Urging faculty members specialized in information and libraries to invest in Internet applications in their research and scientific outputs, and to communicate with specialists in this field at the national, Arab and international levels.

3. The necessity of issuing a system of incentives and material and moral rewards for each distinguished member in knowledge sharing.

4. Protecting the intellectual rights and intellectual production of faculty members specialized in information, libraries, and others, by working on enacting laws that guarantee these rights in the current digital technological environment.

5. Working to make the practice of knowledge sharing one of the positive indicators that a faculty member counts when evaluating his performance, or promoting him scientifically and administratively.

6. Fostering trust between faculty and academic departments to drive departments to recognize the efforts and knowledge-sharing initiatives that characterize all faculty members regardless of their personal characteristics.

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